Letter from the Director

Dear Middle East Studies Community in Ohio and beyond,

I have just returned from Afghanistan and would like to introduce the Autumn 2008 issue of the Middle East Bulletin with a firsthand situation report from my recent trip.

A week after my last visit to Kabul on Monday, July 7, it saw the deadliest suicide attack in its history with 41 people killed and about 150 more injured. The attack on the Indian Embassy came in one of Kabul’s most prestigious and guarded neighborhoods. Forty years ago I used to live behind the Indian Embassy and enjoyed the beauty and peace of the neighborhood, located close to the Ministry of Interior.

Despite Afghanistan’s long history of foreign invasions and domestic conflicts, suicidal bombings were almost an unknown practice in that country. Thanks to Al-Qaeda’s influences and terrorist-training camps in Pakistan’s tribal areas, suicide bombings have increased significantly in the past five years. In 2003 there were only two suicide attacks. In 2004 there were three; in 2005, 17; in 2006, 123; and in 2007, Afghanistan saw 160 suicidal attacks.

Past and present peace agreements between the governments of Pakistan and Al-Qaeda-supported Pakistani Taliban have resulted in increasing terrorist attacks inside Afghanistan, especially in Eastern and South-Eastern provinces. Over 2000 Afghan civilians have been killed in terrorist activities in 2007. The U.S.-led coalition deaths have been increasing steadily as well. In 2004, 58 coalition soldiers were killed. The death toll reached 130 in 2005, 191 in 2006, and 232 in 2007. In the first six months of this year, 127 coalition soldiers were killed in Afghanistan.

(continued on page 2)
Based on most reports and my own field research and observations over the past seven years, it seems that so far both international and domestic efforts have been failing to make Afghanistan a stable country. At the current level of U.S. and NATO support, the combined coalition and Afghan forces are incapable of taking on the Al-Qaeda-supported Taliban.

The U.S. Atlantic Council in one of its recent reports concluded that “NATO is not winning in Afghanistan and without urgent changes Afghanistan could become a failed or failing state.” Most of us who study Afghanistan from a close range are reminded of the possible disastrous consequences of another failed Afghanistan—spreading instability and violence not only to its neighbors but to the region and very distant places. With Iraq dominating the United States and international efforts, it becomes easy to forget that U.S. and NATO forces are fighting in Afghanistan against Al-Qaeda-supported Taliban.

Until recently, little attention was paid to the deteriorating security conditions in many provinces of Afghanistan. In June of this year, General Dan K. McNeill, the departing senior U.S. Commander, described Afghanistan as an “under-resourced war.” About 32,000 NATO-led coalition forces and some 25,000 American Coalition troops are not nearly enough to stabilize Afghanistan after more than three decades of uninterrupted foreign invasions and domestic conflicts. It seems that the Pentagon had already recognized this problem, as well. In November 2007, Robert Gates, U.S. Secretary of Defense, called for a dramatic increase in spending on civilian projects of U.S. national security. He argued that success will be less a matter of imposing one’s will and more a function of shaping the behavior of friends, adversaries, and, most importantly, the people “in between.”

The important challenge in Afghanistan seems to be simultaneously strengthening Afghanistan’s armed forces and the country’s civilian requirement of national security. The armed forces need to be turned into a national force, with a sense that they are fighting for Afghanistan, not for the interests of outsiders, be they Muslims or non-Muslims.

At this stage, one can only hope that the next U.S. administration, along with its coalition partners and the Afghan government, will be able to implement a well-thought and coherent policy in Afghanistan without threatening the security interests of its two influential neighbors, Pakistan and Iran.

Most educated Afghans agree that resurgent Taliban, increasing civilian deaths, weakening internal support, fewer than necessary military forces, insufficient economic development projects, drug trafficking, and, above all, corruption in governmental agencies are contributing to the continuation of the disastrous situation in Afghanistan.

A major problem for both U.S. and NATO-led coalition forces is their inability to study or learn about the ethnic and tribal customs and traditions of different Afghan groups, especially Pashtoons who are the majority in the provinces affected by both insurgency and counterinsurgency. Few outsiders have acquired adequate valid information on interethnic relations, honor codes of different groups, tribal traditions, and a distinction between textual and traditional fundamentalism in Afghanistan.

In addition, Taliban are taking advantage of the consequences of some misguided aerial bombardments of the coalition forces in the countryside and in villages. Civilian casualties from coalition bombings on homes, wedding parties, and mosques have caused calls for revenge. Many of the revenge seekers are joining the forces of the Taliban. As recently as June 5 and June 7, in two separate operations, U.S.-led air strikes have killed 23 wedding-goers and 22 civilians. According to U.N. observers and the Afghan government, on August 22, a U.S.-led operation in Azizabad in Western Afghanistan killed 90 civilians, including 60 children. President Karzai has been repeatedly asking for coalition forces to avoid the killing of innocent civilians.

There is a consensus among Afghan and foreign experts that there could be no social or economic development in Afghanistan without a certain degree of security, and long-term security can not exist without socio-economic development and good governance. Experts also agree that ultimately only Afghans can develop their country and they must rise to the challenge and tackle difficult issues of rebuilding institutions, negotiating reconciliation with moderate Taliban, fighting corruption, and providing services to ordinary citizens. According to a World Bank report, “Little headway has been made in the fight against corruption. Despite much being achieved in the post-September 11 Afghanistan, enormous challenges remain.” The government and its officials must be regarded as holding themselves accountable in order to support a functioning civil society and take Afghanistan away from the brink of becoming a failed state.

Corruption and poor governance, combined with the slow pace of reconstruction, has generated a massive political and security vacuum that Al-Qaeda-supported Afghan and Pakistani Taliban have skillfully exploited to expand their support networks in Pakistani Tribal areas and inside Afghanistan. The government is now distrusted not only by many in the international community, who criticize it for its inefficiency and ineffectiveness, but also by many Afghans, who have experienced no great improvement in their living conditions in the post-Taliban period.

The British Empire and the Soviet Empire had to leave Afghanistan without achieving their security objectives in the 19th–20th centuries and 1980s, respectively. If things continue to go the way they are now, there is no evidence that the U.S. and NATO forces will fare much better. As long as there is no clear distinction between the war on terrorism and the war on Islam, the U.S.-led intervention in the Muslim majority countries will be exploited by extremist Islamists as the West’s war on Islam.
As an Area Studies Center, where is MESC's Regional Focus?

This issue shows Ohio State’s strengths in Middle East Studies in a number of ways (see p. 8, “Intellectual Output”). In addition to creating positions and supporting scholarship on the Middle East in different colleges, Ohio State is reaching the forefront of teaching and researching Central Asia (see map, right) and is a leader in Ottoman studies. What does this mean for MESC’s geographical coverage? While we take the traditional definition of the Middle East from the British (Nile to the Oxus/Amu Darya), we also consider North Africa, Asia Minor, and Central Asia to be culturally relevant and, in fact, essential to understanding the area which is our focus. The Middle East Studies Center supports work on those areas in a number of ways. Along with the Center for Slavic and East European Studies and the East Asian Studies Center, we support the instruction of Uzbek. Its affinity with Turkey makes it a good fit for the Department of Near Eastern Languages and Cultures where it is housed. Uzbek is in the Turkic language family, as well as Kyrgyz, Turkmen, and Uighur (spoken in Xinjiang Province, Eastern China). NELC has accomplished much in the way of establishing Uzbek as a permanent offering at Ohio State, an important language for the research of Central Asia, putting Ohio State in a competitive position with top universities in the country.

The study of the Ottoman Empire and Central Asia is also an indicator of the total geographical spread of Ohio State’s Middle East-related scholarship (see map below). With one of the most up-to-date library collections of Ottoman primary and secondary sources, one of the most complete geographical coverage of the Ottoman Empire among our faculty members (i.e., coverage of the Balkans and Arab provinces in addition to Turkey), and a competitive number of faculty members who work on Ottoman history exclusively—in addition to many others who include the Ottomans in their work—Ohio State is situated among the best universities for Ottoman studies. The Middle East Studies Center supports that status by providing funds for the library’s collection, which is strong in Ottoman history, literature, and culture, particularly its collection of primary sources (including an excellent collection of Ottoman chronicles). In April 18–19, 2009, Ohio State will host the Great Lakes Ottoman Workshop, organized by history faculty member Jane Hathaway. The Middle East Studies Center is proud to be one of the co-sponsors, which was launched in 2005 as a more intimate and intensive supplement to the Middle East Studies Association meeting. Since its inaugural meeting at Northwestern University in March 2005, it has met once a year (after initially meeting twice in 2005) at a major Midwestern institution. Past hosts have been (in order) Northwestern University, DePaul University, the University of Toronto, the University of Michigan, and Notre Dame University.
Program for Military Families

In collaboration with the Ohio 4-H and the Ohio National Guard’s Operation Military Kids program, the Office of International Affairs offered a taste of global culture to kids ages 6–11 at the new Nationwide and Ohio Farm Bureau 4-H Center.

In early April, Saba Sohail, outreach coordinator for International Affairs; Cory Driver (above), outreach coordinator for the Middle East Studies Center; Lance Erickson, assistant director of the Center for Slavic and East European Studies; and Terry Studer, outreach coordinator for the Center for Slavic and East European Studies, presented information about Iraq, Serbia, and Hungary as part of a conference for military families in which a parent was about to be deployed to Iraq or Kuwait.

Driver shared photos of Iraqi landscapes and talked with the young people about the similarities and differences between these landscapes and those of rural and urban Ohio. Along with Sohail, he then made an Iraqi sweet called Halwa Halib or “milk candy” for the children on small camping stoves. The young students were invited to taste the fresh candy, which received mixed reviews from palettes more familiar with Snickers bars and gummy bears than with freshly cooked spoonable candy made from milk, oil, and sugar. A recipe for the candy was sent home for families to try making it together.

Outreach to the Local Community

The director of the center visited numerous community, business, military, government, religious, and educational venues to give lectures, provide consultation, and teach about the Middle East. Some notable highlights include: regular interviews with the BBC, Al Jazeera, and Voice of America; a conference with the Columbus Police Department on Muslim cultures; a foreign policy presentation at Bexley High School; a series of lectures on current developments in the Middle East to several churches and mosques; a lecture on Nawruz in Indianapolis; a lecture on Islam, Christianity, and Judaism at an Interfaith Community dinner; and many others. The reach of the director’s impact goes beyond Ohio, and even beyond U.S. borders as a regular guest and consultant for the BBC and Voice of America. Many of his interviews are conducted in Pashto, Persian, or Urdu and are broadcasted around the world.

A selection of the director’s interviews:

April 1, 2008 – NATO Summit in Bucharest and its Implications. An interview with Alam Payind: Sponsored by Voice of America/MESC.

May 17, 2008 - United States Foreign Policy Toward the Middle East: Motivation behind Pres. Bush’s recent trip. A call-in show with Humayun Hamidid Zada, Alam Payind: Sponsored by Voice of America/MESC.

June 3, 2008 - Possible Implications of U.S. Elections for the Middle East - An Interview with Alam Payind: Sponsored by Voice of America/ MESC.

The assistant director and outreach coordinator also made visits and provided consultations, including a workshop for family members of soldiers heading to Iraq (see photo top left). In addition, faculty members are continually involved in MESC outreach programs, including colloquia on current events; poetry readings; leading sessions at the summer institute, as well as numerous visits to community organizations. Mary Beth Benecke takes care of another major resource at the center—the educator resource lending library, which is utilized by teachers, professors and students. This year, more than 100 items, including books, teaching aids, and films were checked out of the educator resource lending library, which is continually updated. Over the past year, the Middle East Studies Center conducted and/or co-sponsored 97 events that reached a total of 4934 people through direct, in-person outreach and countless more though interviews on radio and TV. Participation rates, an important foundation for measuring impact, ranged from 20 to 775. Key outcomes, such as a change in attitude about study abroad, an increase in knowledge about the Middle East, or the creation of instructional materials for use in the P-12 classroom, are also taken into account when planning and evaluating our events and activities.

Engaging Communities, Educating

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In addition to what MESC staff is doing, faculty members are very active in promoting understanding and informing the general public about the Middle East. They provide commentary to the media and present public lectures when a topic being covered in the media requires more in-depth explanation. Over the past year, faculty have presented their focus on research or have shed light on topics requested by numerous community organizations, such as Bexley High School, the Islamic Council of Ohio, and diverse churches, synagogues, and mosques. In addition, they produce material for aiding understanding and knowledge of the Middle East.
Teacher Training

Report on the Summer Institute 2008
By Melinda Wightman

In August the Middle East Studies Center conducted its annual institute on Middle Eastern cultures for teachers. Twenty teachers and other educators from Columbus Public Schools enrolled in the week-long (August 11–15), intensive course in order to gain a geographical, linguistic, and social framework for understanding the Middle East. A more nuanced understanding of the Middle East was evidenced when teachers would make correct references to diverse ethnic and religious groups in the Middle East—e.g., Persians, Arabs, Jews, Muslims, etc. They used new terms they learned, such as *hijab* (head covering) in class discussions and their writing, and their usage demonstrated an understanding of new vocabulary. In general, the course increased teachers’ awareness and understanding of the diversity of the Middle East and the cultural bases for current developments and behaviors, as well as their understanding of the Muslim and Middle Eastern students in their classes.

A number of things differed from last year, including a new format, a new space, and new faculty members taking part. The Columbus Public Schools, which sponsored the course along with the College of Education and the Middle East Studies Center, suggested that the course be more contemporary than in years past. We responded by putting the focus on current events, recent history, and the Middle East in American popular culture. These additions, along with the shorter course, forced us to think of a new way of teaching key cultural pieces of information as we have in the past. The director and assistant director of the center sketched out a new syllabus and renamed the course “The Middle East in World Affairs,” with the approval of Professor Merry Merryfield, the instructor of record for the course, who was pleased with the shift toward life today in the Middle East.

The shift to contemporary developments and situations, by making connections between the past and the present and breaking down cultural assumptions and stereotypes, is an important element in Professor Merryfield’s pedagogical theories for global education. More importantly, the teachers created teaching ideas and lesson plans that will be more engaging for their students by focusing on daily life, current events, and global issues.

As it was impossible to cover every culture in the full geographical area, Tuesday was focused on Iran. Dedicating an entire day to one country addressed the need to go in-depth into daily life and cultural practices and their underlying beliefs and values. Professor Dick Davis and his wife Afkham, who is Iranian, provided the class with aspects of Iranian life coming from the literature of Iran, particularly The Shahname, which Davis translated (*Shahname: Persian Book of Kings*, Abdolqasim Firdowsi, Author, Dick Davis, translator, Penguin Group, 2006).

Other guest lecturers throughout the week included:

- Professor Georges Tamer on the common cultural heritage Europe and the Middle East share
- Omar Alomari on Palestinian perspectives
- Professor Amy Horowitz on Jerusalem and teaching issues in connection to identities
- Professor Jonathan Friedlander (UCLA) on American Orientalism and the Middle East in the American imagination

In addition, the co-directors provided several of the presentations: Merryfield on global education; Payind on geopolitics of the Middle East; Payind on current developments in Afghanistan.

The impact the class was making became clear by the fourth day when the teachers responded to the presentation on the Middle East in American popular culture with informed questions demonstrating cultural awareness. Defensiveness often arises when we breach this subject because it sheds light on the roots of negative stereotypes, hatred, and mistreatment of the Middle Eastern community. Instead, we had a good discussion about the portrayal of various groups in the media and how it can impact our thinking and assumptions as well as what the portrayals reveal about the American psyche.

On Friday the class went to Tifareth Israel, Noor Islamic Center, St. Nicholas Eastern Orthodox Church, and St. Mary’s Coptic Church. At each place a congregational leader spoke with the teachers and taught them about the history, theology, and approaches to religious life of their respective communities. Melinda Wightman led the class and served as lecturer, facilitator, and trainer.
Lending Library Additions

Oil is on most of our minds these days, especially at the gas pump when we fill up our tanks at $4 per gallon. News outlets bombard us with current information and discussions on the topic: the price per barrel of oil; the pros and cons of drilling for more oil; the need for conservation of oil; the search for energy sources to replace oil.

“How did we get to where we are?” is a question that often arises when discussing the current situation. Fight for Oil: 100 Years in the Middle East, a three-part DVD series that MESC has just added to its resource library, provides some history to help answer the question. With news reel clips starting in 1908 interspersed with commentary by prominent world political figures, historians, writers, and human rights advocates, the series provides an interesting glimpse of the Middle East and the history of oil. The news reel footage alone is worth the three hours of viewing.

Part 1 begins with the discovery of oil in Persia in 1908, then explores oil’s role in World Wars I and II, American influence, the Saudi empire, the departure of Britain, and the Shah’s rise to power in Iran. Part 2 picks up in the early 1970s with the oil embargo, the Iranian revolution, the hostage crisis, the First Gulf War and rising tensions in the Middle East. Part 3 covers the more current effects of oil on religion, culture, and politics in Iraq, Iran, and Saudi Arabia.

The series, co-produced by Dieter and Joachim Schroeder with Bavaria Public Television, is distributed by Landmark Media Inc. To borrow one or all of the series, e-mail benecke.3@osu.edu or call (614) 688-3212.

Academic Engagement: Activities for the University Community

In addition to courses, study abroad opportunities, and excellent library resources, there are frequent opportunities to learn about the Middle East from visiting scholars and our own faculty members in the form of public lectures, colloquia, and conferences. These are some highlights from MESC-sponsored or co-sponsored events over the past year.

April 2008
The Future of Islamist Militancy: A Theoretical and Historical Footnote—Fawaz Gerges:
Featured in the Spring Lecture Series.
Sponsored by the Department of Political Science/The Mershon Center/MESC

Anti-Americanism in the Arab World: A Brief History—Ussama Mekdisi:
Featured in the Ottoman History Lecture Series. Sponsored by the Department of History/The Mershon Center/MESC

Broken Home: Istanbul/Constantinople During World War I—Lilly Frierson:
Featured in the Ottoman History Lecture Series. Sponsored by the Department of History/MESC

Turks and Jews: A Model of Co-existence—Kemal Karpat:
Sponsored by Scioto Education Foundation/MESC

May 2008
Syria’s Muslim Brothers: Shifting Fortunes—Fred Lawson:
Featured in the Spring Lecture Series.
Sponsored by the Department of Political Science/MESC

The Contribution of Oriental Scholars to the Formation of Oriental Studies in the West—Karl Pinggera:
Sponsored by the Department of Near Eastern Languages and Cultures/MESC

Kurdish Traditional Narrative—Mustafa Kemal Mirzeler:
Sponsored by the Department of Near Eastern Languages and Cultures/Center for Folklore Studies/MESC

Not Mutually Exclusive: Religion and Secularizing Trends in Ottoman Tanzimat
Public Education—Randi Deguilhem:
Featured in Ottoman History Lecture Series. Sponsored by the Department of History/MESC

Barriers to Democracy: The Other Side of Social Capital in Palestine and the Arab World—Amaney Jamal:
Featured in Spring Lecture Series. Sponsored by the Department of Political Science/MESC

Letters in Gold: History and Styles of Arabic Calligraphy—Nihad Dukhan:
Sponsored by The Department of Near Eastern Languages and Cultures/Arabic Language and Culture Club/MESC

Central Asian Security Panel—Kamoludin Abdullah, Alam Payind:
Sponsored by the Center for Slavic and Eastern European Studies/MESC

June 2008
Global Challenges Facing the Next U.S. President
—A Panel with Richard Herrmann, Peter Schramm, Stephen Buser:
Sponsored by the Columbus Council on World Affairs/MESC

Human Rights Talk—Alam Payind:
Featured in the Human Rights and Cultural Diversity.
Sponsored by the Midwest Institute Consortium/MESC

August 2008
Teaching about the Holocaust: A Workshop for Educators:
Sponsored by the National Holocaust Memorial Museum/OSU Hillel/MESC

Global Health Talk—Alam Payind:
Featured in Global Healthcare and Education.
Sponsored by the Midwest Institute Consortium/MESC

The Summer Institute on Middle Eastern Cultures: Co-directed by Merry Merryfield and Alam Payind and taught by Melinda Wightman
Sponsored by the Middle East Studies Center/College of Education and Human Ecology/Columbus Public Schools

November 17–21, 2008
International Education Week
The World is Calling Your Name: Students learn about names in diverse cultures and languages.
Statewide activity for K-12. Teacher’s Guide:
oia.osu.edu/content/view/649/4715
More activities: oia.osu.edu

Spotlight on Global Democracies: Elections in a Comparative Perspective, Fall Quarter 2008

A graduate course developed by the College of Education and Human Ecology School of Education Policy & Leadership is preparing Columbus Public School teachers to integrate information about international electoral processes into their classrooms. Led by Professor Esther Gottlieb and Middle East Studies Center program coordinator Cory Driver, the course provides information about electoral processes in different countries as well as in the United States. The course offers strategies for integrating the information into curriculum planning and classroom discussions. In a visit to the class on October 22, Alam Payind, director of the Middle East Studies Center, presented on the elections in Pakistan.
Richard A. Lott II had been with the Arabic program at Ohio State since 2005, first as an undergraduate major, graduating magna cum laude in autumn 2007, and then as a graduate student beginning winter quarter 2008. During this period, his wife, Courtney J. Williams, took a number of courses at Ohio State, including Korean language and culture courses. Before attending Ohio State, Richard was a student of Arabic at the Defense Language Institute in Monterey, Calif., where Courtney also studied. Both were veterans of the United States Army.

As an undergraduate, Richard was inducted into the national honor society, Phi Kappa Phi. He was also awarded the Donald J. and Sidney Brandt Merit Scholarship.

As a graduate student, Richard was awarded a University Fellowship, which had just begun autumn quarter. He was also a much-liked graduate teaching associate in Near Eastern Languages and Cultures last year. On October 2, the Department of Near Eastern Languages and Cultures held a memorial for Richard. The large turnout and numerous statements about the positive changes Richard and Courtney made in their colleagues’ lives. Richard also made a positive impact in his students’ lives, which many attested to publicly and in the book that was passed around. Richard worked for the Middle East Studies Center, creating a booklet on the less-commonly-taught languages of North Africa and West and Central Asia. He will be deeply missed by his colleagues, and his loss is a major one for the university as a whole. Dean John Roberts of the College of Humanities expressed his condolences, saying he was moved by the poem (below) written by Alam Payind, director of MESC, on the occasion of the memorial.

My friends, do not die the way you used to die
I beg you, do not die, wait another year for me
one year
just one more year
we might trade ideas for walking on the street
free of the hour and the banner ...

Mahmoud Darwish

In Persian:
Awal inja nabudam yak lahaza bishud zistam
Chun lala bishut omram rakht az-hama barchidam
Ai daste ajal imroz sangdel chira hasti?
Shitaap chibud darkar dani akher meymiram?

On the Occasion of the Memorial for Richard Lott and Courtney Williams
Thursday, Oct. 2, 2008 By Alam Payind

In the beginning I didn’t exist here.
Then I was given a very short life.
The life of a wild tulip, a short-lived tulip.
I had to collect my belongings and move
Oh! Death’s hand, why is your heart like granite?
Why were you in a hurry—knowing that eventually I would die?
Making Strides in Middle East Studies at Ohio State

Middle East Studies at Ohio State has enjoyed remarkable activity and expansion over the past year. With more than 200 publications and paper presentations and $681,000 in grant funds awarded among 57 faculty members, it is clear that the university benefits from very hard-working faculty covering the Middle East in teaching and research. It’s important to recognize that much of this work is taking place outside of the United States, which provides Ohio State with a rich global perspective and gives invaluable insights on the local contexts where knowledge is gained. It also means that Ohio State is receiving international promotion through these faculty member activities and achieving the status of world-class university.

The span of coverage, across disciplines, with regard to subject matter and in terms of geographic boundaries, is quite remarkable. Quigley, Professor of Law, who teaches many of the international law courses in the college, is active in legal scholarship focusing on the Middle East and is also a member of the Middle East Studies Center’s Foreign Language and Area Studies Fellowship (FLAS) committee, which awards between 15 and 20 fellowships every year to graduate and professional school students (see p. 19, under Announcing Grants, for further information). Even the College of Medicine houses supporters of Middle East research and doctors with connections to the Middle East, and it is toward the professional schools, in general, that we at the Middle East Studies Center are aiming for renewed internal Ohio State collaboration and synergy.

Sociology has shown the most increase in its coverage of the Middle East, while the College of Education and Human Ecology has also shown notable expansion. In departments which have been the backbone of Middle East Studies at Ohio State for a long time—Near Eastern Languages and Cultures and History—there have also been important recent gains in establishing a greater scope and more comprehensive coverage of the Middle East and, ever-increasingly, Central Asia. Ohio State continues to be competitive in archaeological and anthropological study and research in the Arabian Peninsula, Egypt, Asia Minor, and Greece. The following summary gives brief descriptions and highlights of accomplishments in diverse areas of the university, but is not meant to be a comprehensive report.

The College of Education and Human Ecology increased its Middle East content with the addition of Summer Institutes on the Middle East, the multi-regional course offered by Esther Gottlieb this quarter, Spotlight on Global Democracies: Elections in a comparative perspective – Edu T&L727, as well as outreach conducted by Professors Merry Merryfield and Binaya Subedi.

The sociology department has had the most notable increase in scholarly work covering the Middle East over the past few years. The new Robert T. Lazarus Professor of Population Studies, John B. Casterline, focuses his research on Egypt and Pakistan. Craig Jenkins, the chair of sociology, produced presentations and publications, as well as receiving numerous grants toward furthering the study of the Middle East at Ohio State. Katherine Meyer, associate provost of Academic Affairs, has dedicated much of her scholarly efforts over the past few years to the Middle East, particularly looking at Egypt, Kuwait, and the region as a whole.

Political science scholarship and research on the Middle East continued to distinguish the university as Professor Bill Liddle organized his 4th annual Islam and Democracy Lecture series, and Professor Richard Herrmann received the 2008 Faculty Award for Distinguished University Service.

Near Eastern Languages and Cultures has enjoyed an exciting time for the past few years. With a brand new PhD program, enrollments surging, and several new faculty members over the past couple years, there has been an energizing effect on the department. Just this summer, Snjezana Buzov organized the international conference “Conversion to Islam and Islamicization in the Early Ottoman Balkans, Sarajevo, June 5–7, 2008, sponsored by the American Council of Learned Societies, the Oriental Institute of Sarajevo, and the Department of Near Eastern Languages and Cultures Department. She presented “While Cognizant of Dissent: Cash Endowments in Law and Practice” on June 6. Morgan Liu received the Fulbright-Hays, and the Individual Advanced Research Opportunities Grant, International Research & Exchanges Board (IREX), for fieldwork in Kyrgyzstan (see p. 9). The Arabic program has experienced a fresh start with a new curriculum based on “Al-Kitaab fi Ta’allum al’-Arabiyya” (by Kristen Brustad, Mahmoud Al-Batal, Abbas Al-Tonsi), and is expanding Arabic offerings in the summer. The latest addition to NELC’s faculty, Professor Naomi Brenner, will teach about modern Israeli culture, in addition to Hebrew literature and comparative literature studies. In addition, there have been significant contributions to the study of medieval Hebrew literature and culture and rabbinical studies over the past year. Among the works published are Rabbinic Culture and Its Critics: Jewish Authority, Dissent, and Heresy in Medieval and Early Modern Time, edited by NELC faculty member Daniel Frank and history faculty member Matt Goldish; the entry on “Jewish Visionary Tradition in Rabbinic Literature,” The Cambridge Companion to Rabbinic Literature by NELC faculty member Michael Swartz; “Didacticism or Literary Legerdemain? Philosophical and Ethical Themes in Zechariah Alahdari’s Sefer Hamusar,” by NELC faculty member Adena Tanenbaum in Adaptnations and Innovations: Studies on the Interaction between Jewish and Islamic Thought and Literature from the Early Middle Ages to the Late Twentieth Century, Dedicated to Professor Joel L. Kraemer.

History will continue to be preeminent in Ottoman studies as well as Central Asian studies. Both Jane Hathaway and Carter Findley have presented on Ottoman topics at international conferences in Paris (series of 4 seminars), Zagreb, and Ankara over the past year. The seminars in Paris were organized at the Sorbonne in Professor Hathaway’s honor. Scott Levi, who specializes in Central and South Asia, was appointed as assistant professor in the department starting this quarter, and Stephen Dale has a book in press on three major Islamic Empires: The Ottomans, the Safavids, and the Timurids/Mughals. Origins,
the online magazine edited by history professors Steven Conn and Nicholas Breyfogle, continues to improve teachers’ access to knowledge about the Middle East, with several articles pertaining to Islam, Middle East History, and current issues. In addition, the Middle East Studies Center has committed to funding several more articles in the future.

In economics, Professor Hassan Aly presented “Foreign Labor in the GCC” with Michael Ewers at the 7th Annual Middle East Economics Association conference in Northern Cyprus. He also served as team leader/coordinator to “Bahrain: A Country Profile,” a project commissioned by the ERF (Economic Research Forum). Among other projects over the past year, he made an international connection with the American University of Sharjah, serving as an external reviewer on an accreditation committee for the Department of Economics.

Within several departments, including Anthropology, Near Eastern Languages and Cultures (NELC), and Comparative Studies, faculty members are making significant contributions to the study of culture, past and present, in the Middle East: Professor Joy McCorriston (Anthropology) spoke on “Prehistoric Roots of Arabian Civilizations”; Professor Sabra Webber (Comparative Studies/NELC) is working on folklore across the disciplines, and Professor Morgan Liu (NELC) is embarking on fieldwork in Kyrgyzstan (see p. 9 for more information).

The work of Professors Webber (see above) and Nina Berman (see p. 12) in Comparative Studies have significantly contributed to the inclusion of the Middle East in the undergraduate curriculum, as well as a better understanding of local contexts in the Middle East. Webber taught a course on “Arab American Family Immigration Sagas,” which included a videoconference with students at the American University in Cairo. Professor Berman’s leadership in creating the world literatures major at Ohio State University has been a breakthrough for integrating the Middle East perspectives into the undergraduate curriculum. Included in her contributions relating to the Middle East over the past year, she presented a paper on “Germany’s Colonialism in International Perspective” and a book chapter on German Orientalists.

Morgan Liu Awarded Fulbright-Hays Faculty Research Abroad Grant

The formerly Soviet republics of Central Asia have undergone major economic, social, and political transformations since they each gained their respective independence from the Soviet Union and each other in 1991. This transformation has played out quite differently among the Central Asian republics, as each has searched for their pre-Soviet and even pre-Islamic pasts while at the same time negotiating uncertain futures. Morgan Liu, a cultural anthropologist in the Department of Near Eastern Languages and Cultures, conducts research on two exemplary cases of these divergent post-Soviet transformations—Kyrgyzstan and Uzbekistan—in order to understand how certain groups of people make sense of such tremendous change.

Most recently, Professor Liu has been awarded a Fulbright-Hays Faculty Research Abroad Grant to conduct research in Kyrgyzstan. An affiliate of the Middle East Studies Center, Liu is only the second faculty member at The Ohio State University to have received a Fulbright-Hays grant since 2000! Liu will spend three months in Kyrgyzstan undertaking fieldwork on the theme of Central Asian Islam and Post-Soviet Societal Transformation. His research includes Uzbek language interviews with religious and community leaders, as well as observation of mosque life.

Since Kyrgyzstan and the other Central Asian republics gained independence from Soviet Russian rule in 1991, leaders and scholars in the West had very particular ideas for how the transition away from Communism and towards global economic and political integration should occur. While those in the West tend to equate capitalism with democratization, the transition to capitalism in Central Asia has taken a very different course within the region and between the former Soviet republics.

Liu studies the inhabitants of the border region of Uzbekistan and Kyrgyzstan, people who are post-1991 citizens of Kyrgyzstan, but ethnic Uzbeks. These two countries represent two very different models for post-Soviet economic and social development: Uzbekistan has taken a very “Soviet” approach and Kyrgyzstan has instead taken a more liberal approach. Liu wants to understand how people deal with this transition and believes that by doing so he can learn a great deal about modern states; that is, according to Liu, modern states reflect the character of the people they rule. This distinction has had a tremendous impact on each of the three major transitions the country has made in the past 1500 years: first, the conversion to Islam; second, the adaptation to communism and Soviet rule; and third, the transformation to a modern, independent, capitalist state.

Uzbekistan and Kyrgyzstan are often distinguished by their historical, human geography: Uzbeks have traditionally been town dwellers, while Kyrgyz have been nomads. This distinction has been appropriated by scholars over the past millennia to understand why ideologies “stick” in some places but not others. Beginning with Ibn Khalidun, scholars have argued that while urban areas are civilized and dynamic, they need to be regenerated to maintain their dynamism. Rural areas, on the other hand, are regenerating, but uncivilized and barbaric. The influx of rural nomads into the urban areas is necessary to regenerate its dynamism. In Liu’s case the distinction is not the same, but the “mentality argument” remains common. In the case of Kyrgyzstan, nomads were considered to be hard to Islamize because of their Sufi tendencies. This same argument was used to explain why Kyrgyz did not make good communists and, most recently, why they could not make good democratic citizens. Conversely, Uzbeks were fervent Muslims and fervent Soviets, but would they be good democrats too?

For his Fulbright-Hays research, Liu seeks to understand the relationship between prosperity and piety. Since the end of the Soviet Union, there has been a revival of Islam in Central Asia, but Islam has different meanings in different places and among different cultures. Liu asks what post-Soviet Islam means to Uzbeks and how they are interpreting wealth in this context. Indeed, the Uzbeks are resuming the old Silk Road, and their pre-Islamic occupations as traders. This has resulted in new prosperity, but also a new class interest. So, Liu asks, “What is the relationship between prosperity and Islam and how will Islam solve societal problems [from their perspective]?”

Some say that Islam is the answer for poverty, inequality, and—most interestingly to Liu—corruption. Indeed, corruption has been most attributed as the most dangerous impediment to civil society and to developmental states. Yet, the West says that the best way to remedy and prevent corruption is to create transparent, democratic states. The Uzbeks, however, are coming up with a very different answer. By examining the new class of wealthy Uzbek traders, Liu seeks to understand how the resurgence of Islam and this new-found wealth are being interpreted.
Political Structures and Political Violence in the Middle East

Author: Aoun, Madonna
Degree: Master of Arts (MA), Ohio University, Political Science (Arts and Sciences), 2007
Advisor: Maria Fanis

This thesis examines the nature of the relationship between the political structures of states in the Middle East and the occurrence of political violence. The democratic peace theory prescriptions for peace are evaluated, in light of empirical data on political violence in the region. Political violence is seen as the result of the state formation process, the colonial legacy, and foreign interferences. The implications for policy-making are discussed in the last part of the thesis.

Arab Americans Unveil the Building Blocks in the Construction of Our Cultural Identity

Author: Semaan, Gaby
Degree: Doctor of Philosophy (Ph.D.), Bowling Green State University, Communication Studies, 2007
Advisor: Julie A. Burke

This research focused on individuals of Arab ancestry residing in the United States and examined various factors that might influence their cultural identity. The research examined the effects of religion, nationality, and gender on participants’ maintenance of Arab cultural identity, attitude toward the original and host cultures, in- and out-group socialization, and perceived discrimination. It also examined the effects of religion, nationality (Arab country of origin), gender, immigration generation, perceived discrimination, and sojourner status on acculturation mode, as well as the effect of religion and national origin on ethnonomy and self-identification. Finally, the research examined the relationship of self-identification, gender, in- and out-group socializing, and perceptions of the importance of events happening in Arab countries in the Middle East. Using snowball sampling, 304 participants were recruited. Data were collected from participants living in 13 states with origins from 10 Arab countries. The participants were provided with self-administered questionnaires with closed-ended questions. This study found that the participants’ Arab country of origin affected single participants’ ethnomony; it also affected in-group socializing and attitude toward the host culture. In addition, nationality and religion had significant effects on participants’ attitude toward Arab country of origin and perceived discrimination by the host culture. Religion and American city of residence had an impact on self-identification. The results also showed that participants’ American city of residence had significant effects on self-identifications and the perceived importance of events happening in Arab countries in the Middle East. In addition, immigration generation and sojourner status affected acculturation modes. Gender did not have any significant effects. The results of this study showed among other things that the major acculturation modes of Arab Americans in this sample were integration and assimilation and the majority of respondents selected the hyphenated identity Arab-American.

A Foundation of Sand: U.S. Public Diplomacy, Egypt, and Arab Nationalism, 1953–1960

Author: Geary, Brent M.
Degree: Doctor of Philosophy (PhD), Ohio University, History (Arts and Sciences), 2007
Advisor: Chester J. Pach

This dissertation is an examination of U.S. public diplomacy efforts in the Arab world during the Eisenhower administration, focusing primarily on the U.S. response to Egypt and Arab nationalism. The primary contribution that this study makes to the literature on U.S. relations with the Middle East is its emphasis on the so-called “Arab street,” and the ways in which Eisenhower and his staff thought about and tried to manipulate Arab public opinion. The most important conclusion of the study was that although Eisenhower was a true believer in the importance of foreign public opinion and public diplomacy, his top foreign policy adviser—Secretary of State John Foster Dulles—did not share his views, at least not with regard to the Arab world. Partly because of this difference of opinion, the two leaders often made policy decisions that only exacerbated Arab anti-Americanism. Even though scholars generally agree that he was a strong leader on foreign policy, in the case of U.S. relations with the Arab world and public diplomacy in general, Eisenhower often deferred to Dulles’ views, frequently against his own—better—instincts.

Representations of Identity and the Crisis Triangle

Author: Bernath, Amy L.
Degree: Master of Arts (MA), Ohio University, Political Science (Arts and Sciences), 2007
Advisor: Lisa M. Aubrey

Examines representations of “Arab” and “African” identities in the Darfur conflict made by American media, American government, and American advocacy groups in an attempt to determine whether these actors create primarily primordialist or primarily constructivist representations of identity. Changes in representation of identity over time are also considered. Media sources are found to create primordialist representations of identity. Inconclusive evidence indicates that government actors also create primordialist representations of identity. Advocacy groups are found to create constructivist representations of identity. Recommendations for future research are given.

Consolidación, evolución y arraigo del imaginario moro en la perspectiva hispano-cristiana-española

Author: Roldan, Gracia M.
Degree: PhD, University of Cincinnati, Arts and Sciences: Romance Languages & Literatures, 2007
Advisor: Connie L. Scarborough

My investigation studies the consolidation and development of the figure of the Moor in the Spaniard’s collective imagination. The historical common perception of Muslims has been formed by very negative social constructs, which were based on, and sustained by, socio-political considerations. Our concerns for cultural identity cause us to revise not only history but also our human condition. It becomes necessary to uproot the notions of purity and superiority, which are solid pillars of western ethnocentrism. For this purpose, we need to recall historical
events and turn our gaze toward three key moments which came to justify the origin of this rejection of Arab-Muslim culture: 1. Entrance: The “invasion” of the Moors in Iberian Peninsula in the year 711. 2. Exit: The War of Granada and the Expulsion of the Moors. 3. Reentrance: The moors migratory phenomena in Spain. Contemporary Spanish society, due to a series of negative stereotypes which have been historically sustained, has inherited a distorted opinion of the Arab world. This, when reinforced by mass media, tends to become uncontrolled fanaticism: fear of another “invasion,” of an alteration of the national identity, of unemployment, of terrorism, etc. Recent government declarations such as “Immigration is the number one problem for national unity,” goes a long way to fostering a general view of fear and rejection. Thus, immigration/delinquency become part of the collective imagination and is used as if the two terms were equivalent. It is the Muslim community which despite being in the majority immigrant population in Spain suffers the greatest rejection. It is this community which lives under the most precarious conditions and greatest cultural “Rootlessness.” For the purpose of this thesis we pose a highly concrete question: Why is it that in Spain, Muslim immigrants represent a perceived threat which converts this community into the greatest obstacle to national unity, tolerance, and assimilation?

Shiite School of Iraq and Support for Democracy: Textual Analysis for Statements of Ayatollah Ali Al Sistani

Author: Al Hawazi, Mo’ayed H. (mhawazi@gmail.com)
Degree: Master of Arts (MA), Ohio University, Political Science (Arts and Sciences), 2008
Advisor: Patricia A. Weitsman Professor (Committee Chair)

With the continuing violence in Iraq, the newly born democratic experiment is in danger. The lack of trust between major ethnic and sectarian groups in Iraq has been the primary cause for the crisis. In order to initiate an effective national reconciliation, the Shiites’ assurances that they have no aspirations of instituting Iranian-like Islamic rule must hold credible by their partners in the Iraqi government. It also is in the best interest of the United States to utilize Sistani’s influence to increase the chances that democracy will be successful in Iraq. It must be emphasized that for democracy to succeed in Iraq, Islam must have a parallel guarding, supportive, and non-interfering role. Democracy has a solid chance in Iraq because of the presence of three interrelated factors: Sistani’s support for democracy, geostrategic environment in Iraq, and the American support for the Iraqi democracy.

A Psychological Measure of Islamic Religiousness: Evidence for Relevance, Reliability and Validity

Author: Abu Raiya, Hisham
Degree: Doctor of Philosophy (Ph.D.), Bowling Green State University, Psychology/ Clinical, 2006
Advisor: Kenneth I. Pargament

The purpose of the current investigation was to further develop the Psychological Measure of Islamic Religiousness (PMIR) that was constructed based on previous research and to assess its relevance, reliability, and validity as a scientific tool for the study of the psychology of Islam. The sample consisted of 340 Muslim participants from all over the world who completed the online survey of the study. Overall, the results were noteworthy in several respects. First, the PMIR was relevant to Muslim participants and suggested that Muslims adhere to different Islamic beliefs, adopt various Islamic religious attitudes, and observe a diverse array of Islamic religious practices. Second, Islam is multidimensional; factor analysis of the PMIR resulted in six factors (Islamic Beliefs, Islamic Ethical Principles & Universality, Islamic Religious Struggle, Islamic Religious Duty, Obligation & Exclusivism, Islamic Positive Religious Coping & Identification, and Punishing Allah Reappraisal) that possessed good-to-high internal consistency. The Islamic Religious Conversion subscale that was not subjected to factor analysis had a high internal consistency, too. Finally, the subscales of the PMIR demonstrated discriminant, convergent, concurrent, and incremental validity.

These findings highlight the fact that Islam plays a central role in the well-being of Muslims and stress the need for paying more attention to the Islamic religion when dealing with Muslim populations. Other implications of these findings for theory, practice, and research, the limitations of the study, and directions for future research are discussed.

A Systems Understanding of Terrorism with Implications for Policy

Author: Mendelson, Miriam E. (cyclgrrl@aol.com)
Degree: Doctor of Philosophy, University of Akron, Urban Studies and Public Affairs, 2008
Advisor: Raymond Cox

Articles and books have been written on the phenomenon of Islamist terrorism. Most of these writings focus on some specific aspect of terrorism or the terrorist perpetrators; terrorist methods, their ideology, education level, societal hardships, etc. Much less exists that examines the terrorist phenomenon as a complex system of interlocking factors and players each with its own separate influences, motivators/precipitators, and interdependent relationships. The present study sought to address this gap by looking at terrorism not as a single phenomenon (i.e., the terrorists), but rather as a system composed of terrorist perpetrators, organizers, instigators, sponsors, local societies, and observer/targets. It is suggested that terrorism is an interdependent system of variables and players and that a more complete understanding of the terrorist phenomenon can be gained by looking at it in a complex system manner. Data was gathered by 50 open-ended face-to-face interviews with researchers, policymakers, and those with firsthand knowledge and experience in the societies and countries where Islamist extremism arises. Based on the results of research questions, policy recommendations were made and models were constructed of the larger system (political, cultural, religious, etc.) within which Islamist extremism, radicalism, and terrorism arise.
Notes from the Field

Summer in Morocco
By Cory Driver

I traveled to Morocco from June 23 to August 1 to study Arabic at Al Akhawayn University in Ifrane, Morocco, and to continue field research I started while living in Morocco previously.

Al Akhawayn, which translates to “the two brothers,” signifies a partnership and recognition of shared lineage between the Kings of Morocco and Saudi Arabia. The university is quite young, having been dedicated by King Hassan II in 1995. Nevertheless, it is quickly becoming one of the most well-known centers for studying Arabic. I attended the Summer Arabic and North African Studies (ARANAS) program from June 28 to July 25. During that time, I studied rigorously according to the intensive schedule: five hours of class each day, one to two hours of tutoring, one to two hours of research, two hours for Arabic films or guest lectures, and then at least two to three hours of homework. The program was tremendously rewarding, but the Arabic learning in Ifrane did not stop there.

Part of the ARANAS program is to volunteer to work with the community. I used my previously acquired knowledge of Moroccan dialectical Arabic, Darija, to interview the directors of the Boy and Girl Scouts of Morocco. We determined that they would like to have some updated information about fire safety and forest conservation. I worked with my professors to produce the educational materials which had been requested.

Another significant portion of the ARANAS program was the research component. Students at all levels were expected to write a work of original research in Arabic. We all designed and administered surveys. This dovetailed nicely with ongoing research I have been conducting in the High Atlas Mountains. Because I am fluent in Moroccan Arabic and have some knowledge of Tamazight, the mother tongue of a sizeable plurality, if not the majority, of Moroccans, I was able to leave the cities and conduct my interviews in more remote villages. My work focuses on Jewish communities in the High Atlas Mountains which lived in close proximity to Amazigh communities centered around Midelt. I had a goal to interview some members of a family I had met on a previous trip to Morocco, but the family was nomadic and had left the area. I was very pleased to find an Amazigh family which had been caretakers of the local Jewish cemetery. They were able to give fascinating oral histories of their family’s experiences with a now vanished community. I was able to write a short research piece on their stories to fulfill the ARANAS requirements and will be adding their stories to my growing collection from that area. Ideally, this experience will color and shape my master’s thesis.

The time in Morocco was not all work and research. I was able to reconnect with several women who worked at the weaving cooperatives I helped to start in Midelt. I also finally made it down to the giant dunes by Erfoud. After living in the Sahara for two years, I had never seen the dunes. Another significant portion of the ARANAS program was the research component. Students

The trip to Morocco was tremendously enjoyable and profitable. I was able to reconnect with some old friends, expand my knowledge of Modern Standard Arabic, and continue my research on rural Jewish communities. As the outreach coordinator of the Middle East Studies Center, I look forward to using this experience to be better able to educate on the linguistic, ethnic and religious complexities in the Middle East and North Africa.

Cory Driver (second from left) with directors of the Boy & Girl Scouts of Morocco
Chapin Rydingsward, a doctoral student in Ohio State’s Department of History was recently awarded a History Department Summer Research Award, and conducted dissertation research in Israel/Palestine and briefly in the United Kingdom. He spent two months conducting archival research at the Central Zionist Archive in Jerusalem. Chapin’s project examines the Palestine debate in the United States from 1917 to 1948. It looks at how Arab and Jewish Americans each created coalitions around the issue of Palestine in the years before Israel’s formation in 1948. Chapin is a two-time FLAS fellow, including an academic year FLAS through the Middle East Studies Center and an intensive summer abroad program at the University of Damascus in Syria. Chapin is a History 152 instructor and has also taught classes on Middle Eastern history at Capital University in Bexley, Ohio.

Chapin Rydingsward Research in Israel

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Chapin’s Experience in Israel

Chapin’s first experience upon arriving at Ben Gurion International Airport was that of a three-hour detention and interrogation. Placed in a room predominately filled with Arab men and boys, Chapin had to explain the Syrian stamps in his passport, obtained during his Ohio State- and FLAS-sponsored Arabic study abroad program in Syria. The interrogators wanted him to explain why it was that he had been in Damascus, why he possessed Arabic flash cards, and why he wanted to learn Arabic. Chapin described his doctoral research to the interrogators, explaining that the American Zionists wrote and spoke English while the Arab Americans at times used Arabic in their writings. Thus, the research required Arabic and not Hebrew.

Chapin arrived at the New Palm Hostel in East Jerusalem late in the evening. The occupants of the hostel were an eclectic group: journalists reporting from the West Bank or trying to get into Gaza to cover the recent Hamas takeover, German families on vacation, South Korean Protestant pilgrims touring the Holy Land, European backpackers, political activists, and fellow academics. Also among the hostellers were Blackwater military contractors on leave from Baghdad.

The hostel sits just outside the Damascus gate and around the corner from the Garden Tomb, the site which is claimed to be the burial site of Jesus. When Chapin took a walk to see the Tomb, he was overtaken by American evangelicals singing contemporary praise songs. During the Muslim call to prayer, the singers raised their voices so as not to be out-performed. From the roof of the hostel, which sits approximately 25 yards from the 1967 Green line, he could see the Dome of the Rock.

On the other side of the Green Line, Chapin found an ultra-orthodox Jewish neighborhood which served as a convenient spot for an evening glass of wine.

While living in East Jerusalem, Chapin befriended two Palestinian (Arab Israeli) physical therapy students who attend the University of Bethlehem. He was invited to travel with them to their school where student elections were being prepared. Chapin witnessed student-led political campaigning quite unlike those at Ohio State. The various student factions operated with a degree of passion and seriousness similar to official government elections. The campus was full of supporters from various parties: the Popular Front for the Liberation of Palestine (PFLP), Fatah, and Islamic Jihad. Hamas was conspicuously absent as they had been banned from the West Bank following its violent takeover of the Gaza Strip in June 2007.

As he traveled through the West Bank, Chapin observed the degree to which checkpoints interfere with everyday Palestinian life. The separation barriers erected for Israeli safety cut through Palestinian neighborhoods, villages, and orchards. The city of Qalqiliya, for instance, is nearly circled by the wall forcing many of its inhabitants to relocate further inland.

(continued on page 14)
Chapin also traveled to Hebron, a West Bank city with religious significance as the location of the Tomb of the Patriarchs (Abraham, Isaac, and Jacob). Hebron is also unique in that it is the only Palestinian city where the Jewish settlers reside within the heart of the town. This arrangement is cause for much tension between the generally more extreme Jewish settler who resides in Hebron and the Arab population.

Chapin’s Research: How the Palestine Debate Took Shape in the United States

While Chapin’s initial entry into Israel was slightly traumatic, if not unwelcoming, his experience at the Central Zionist Archives was quite the opposite. Chapin checked in with the archives on his second day in country and in short time he had learned enough Hebrew to say thank you, good morning, and to request specific archival folders. He gathered his research using a digital camera and small tripod. The Archives charged a few cents for each picture taken, collected at the end of the day on an honor system. Every afternoon, Chapin recounted, a young Israeli boy would serve watermelon slices to the researchers.

Chapin spent most of his time reading through the documents of the American Zionist movement. In particular he examined the records of the American Zionist Emergency Council (AZEC) which was created in 1938 to unify and mobilize both Jewish and non-Jewish opinion in opposition to an anticipated shift in British mandate policy. This shift in British Palestine policy came with the 1939 shift in British mandate policy. This shift in to unify and mobilize both Jewish and non-Jewish Council (AZEC) which was created in 1938 records of the American Zionist movement. In particular he examined the through the documents of the American Zionist movement.

One of Chapin’s most moving experiences occurred during his visit to Yad Vashem, the Israeli Holocaust museum. Chapin was strongly affected by the exhibits, and he noted how the architecture both complemented and intensified the museum’s tragic theme. Visitors travel slightly down hill and side to side in a tunnel-like space to view the exhibits, creating a space which is both unsettling and disorienting. As the exhibits come to an end, the tunnel opens to a beautiful view of the Judean hills with Ben Gurion’s declaration of Israeli statehood playing overhead. Thus, while the exhibit begins with tragedy, it ends with a powerful mix of nationalism, hope, and destiny.

He found a number of interesting files and documents related to American Zionist Radio programming in the United States. One particularly interesting program, entitled “Palestine Speaks,” was composed of skits depicting life in Palestine. Intended as propaganda, the program emphasized the progressive and humanitarian function of Zionism, such as the importation of modern industry and advanced medicine to the benefit of the local Arabs. Chapin also found documents from the Zionist-sponsored Palestine exhibit at the 1938 World’s Fair. Similar to the radio program, the Palestine exhibit represented Zionism both physically and textually as a progressive movement bringing modernity and Western ideals to an underdeveloped Palestine.

After two months of research at the Central Zionist Archives, Chapin left Jerusalem for London where he worked for two weeks conducting research at the Public Records Office in Kew. The purpose of this visit was to examine British Foreign Service documents related to the U.S.-Palestine debate during the 1940s. These sources were particularly helpful in elucidating what Arab Nationalist leaders organized within the newly established Arab League were doing in the United States to promote the Palestinian cause. They established the Arab Information Office in 1945, which sought to “educate Americans about the Middle East.” They largely sought to advocate the Arab cause in Palestine and to counteract what they saw as the increasingly pro-Zionist stance of the U.S. government and large portions of the population.

Since returning to the United States, Chapin has conducted extensive research on various Arab American individuals and groups that were involved in the Palestine debate in the United States. This foray included an examination of the personal papers of Philip K. Hitti, the famous Princeton Orientalist who promoted the Arab perspective on Palestine in the 1930s and 1940s. Hitti’s papers and other relevant documents are housed at the Immigration History Research Center at the University of Minnesota. Currently, Chapin is immersed in the writing phase of his dissertation and hopes to be finished by the summer of 2009.
Student Learning Programs

MESC Endorses Summer Intensive Language Programs

These programs were offered in 2008 and are suitable for Summer Foreign Language and Area Studies Fellows. Check individual program web sites for more details and to see 2009 dates as they are announced, usually late in fall or early winter quarters. MESC offers FLAS Fellowships in Arabic, Hebrew, Persian, and Turkish which can support students enrolled in these programs.

Domestic Programs

Domestic and foreign language study can be funded by the Foreign Language and Area Studies (FLAS) Fellowships (foreign language study requires the student to be at the advanced level). Summer courses must have at least 140 hours of actual classroom instruction to be eligible for funding.

OSU Programs

The Ohio State University Department of Near Eastern Languages & Cultures offers summer language courses, which may be eligible for FLAS purposes (need to provide at least 140 hours of classroom instruction in the FLAS languages listed above). Interested students should consult the NELC course offerings web site or contact the Department of Near Eastern Languages & Cultures. Address: The Ohio State University, 300 Hagerty Hall, 1775 College Road Columbus, Ohio 43210-1340, USA E-mail: noble.3@osu.edu Phone: 1-614-292-9255 Fax: 1-614-292-1262 Web: nelc.osu.edu

Multiple Languages

Summer Intensive Language Study: Arabic, Hebrew, Persian or Turkish The University of Chicago

Cover a year’s worth of language instruction in nine weeks of intensive study.
Web: https://summer.uchicago.edu/intensive-language-study.cfm

Eastern Consortium – summer intensive Persian and Turkish Eastern Consortium

Web: www.cmes.uchicago.edu/easternConsortAnnounce.shtml

Summer Arabic and Persian Immersion Programs

University of Wisconsin
Are you ready to sign a language contract agreeing to speak only in Arabic or Persian for eight straight weeks? If so, this full-immersion program is for you.
Web: global.wisc.edu/apip/index.htm

Arabic:

Summer Intensive Arabic Program Brigham Young University

The Center for Language Studies at Brigham Young University (BYU) began offering first- and second-year intensive Arabic during Summer Term. This is an excellent domestic program choice for those looking for greater colloquial study. First-year intensive focuses on Egyptian Arabic and second-year intensive continues Egyptian but includes Modern Standard Arabic.
Students must follow BYU Honor Code.
Web: asiane.byu.edu/arabic/index.php?content=courses/SummerIntensive

Cornell University Department of Near Eastern Studies Intensive Arabic program

The program: the Cornell Arabic program integrates spoken Arabic with Modern Standard Arabic (MSA) in a way that reflects the use of the language by native speakers. Arabs use a spoken dialect for ordinary conversation and MSA for reading, writing, and formal speech. The Cornell program introduces spoken Arabic and MSA simultaneously, using each variety as it is used in real life. The four language skills of listening, speaking, reading, and writing are developed with a focus on communication (i.e., understanding the language and communicating ideas in it) rather than on the study of grammar. An important objective of the program is familiarizing students with basic facts about the geography, history, and culture of the Arab world.
Web: www.sce.cornell.edu/ss/courses/on/special/arabic.php

Georgetown University
Arabic and Persian
Date: see web site
Web: www1.georgetown.edu/departments/arabic/academics/summer/

Middlebury College
June 13–August 15, June 27–August 15, July 5–August 15
Arabic & Hebrew
Web: www.middlebury.edu/academics/ls/

Columbia University
June 2–July 3, July 7–August 8
Elementary, Intermediate, and Advanced Modern Standard Arabic
Web: www.cc.columbia.edu/summer/courses_listing_detail.cfm?PID=1&DeptID=80

Monterey Institute of International Studies
Modern Standard Arabic
Course Dates: see website
Web: language.miis.edu/ill/silp_pd_arabic.html

Central Asian:

University of Washington
Web: depts.washington.edu/nelc/programs/programs_summer.html

American Association of Teachers of Slavic and Eastern European Languages
Web: www.aatseel.org/intensive_language

Modern Hebrew:

Rothberg International School, The Hebrew University of Jerusalem
Classes available both in Jerusalem and New York City.
Web: overseas.huji.ac.il/heb_summer.asp
Summer and Academic Year Language Programs Abroad

These programs were offered in 2008 and are suitable for Foreign Language and Area Studies Fellows. Check individual program web sites for more details and to see 2009 dates as they are announced, usually late in fall or early winter quarters. MESC offers FLAS Fellowships in Arabic, Hebrew, Persian, and Turkish which can support students enrolled in these programs.

Multiple Languages:

Critical Language Scholarships for Intensive Summer Institutes

Arabic, Persian and, Turkish
The U.S. Department of State Bureau of Educational and Cultural Affairs and the Council of American Overseas Research Centers

Beginning in 2006, the U.S. Department of State and the Council of American Overseas Research Centers has been offering scholarships for intensive summer language study. While the status of the program has not been announced yet for 2008, students may want to learn about this program, its offering and requirements in preparation for the coming year. Undergraduate, master’s and PhD students are eligible and, unlike the NSEP, there is no service requirement for receiving the scholarship. Examples of programs include:

• Beginning and Intermediate Turkish – American Research Institute in Turkey (ARIT) at Bogaziçi University
• Intermediate and Advanced Persian – American Institute of Iranian Studies (AIIRs) in Dushanbe, Tajikistan
• Beginning, Intermediate and Advanced Arabic – Cairo, Amman, Sana’a, Tangier, and Tunis

Web: www.clscholarship.org/programs.php

Arabic:

Fast-Track Intensive Arabic Program in Amman

The University of Arizona’s Center for Middle Eastern Studies and the National Middle Eastern Language Resource Center (headquartered at Brigham Young University)

This is a new summer intensive language program in Amman, Jordan for Modern Standard and Jordanian Colloquial Arabic. Students share apartments or stay with families in Amman. Admission is competitive.

Web: studyabroad.arizona.edu/display_program.php?id=171 or www.nmelrc.org/

American Institute for Maghrib Studies

June 14 - Aug. 8, 2008
Intensive language study for intermediate or advanced speakers of Arabic
Applicants to this program are eligible for FLAS fellowships.

Web: AIMSnorthafrica.org

Al Akhawayn University

Arabic language and North African Studies in Morocco
Web: www.alakhawayn.ma/aranas

American University in Cairo

A number of summer courses in Intensive Arabic and Arab Studies can be found at www.aucegypt.edu/academics/ali/intensive/Pages/Summer.aspx

International Language Institute in Cairo

A number of different programs in Cairo, including Modern Standard Arabic, Egyptian Colloquial Arabic, and Media Arabic. 4-5 week courses year-round.

Web: www.arabicegypt.com

Al Diwan Center for teaching Arabic as a foreign language in Cairo

Web: www.aldiwancenter.com

Modern American Language Institute

Intensive courses in Modern Standard Arabic, Colloquial Yemeni Arabic, Calligraphy and other programs tailored to specific needs.
Web: www.arabiciyemen.com/Courses.htm

SIT Study Abroad

Summer programs in Morocco & Jordan - MSA & Dialectical
Web: www.sit.edu/studyabroad

Hebrew:

Hebrew University of Jerusalem Summer Program
Rothberg International School
Six levels of Elementary to Advanced Modern Hebrew offered. Previous years’ dates: June 24 to July 30 and August 2 to September 25. US contact: Tel: (800) 404-8622 or (212) 472-2288
Web: overseas.huij.ac.il/about.asp

Ben-Gurion University
Web: www.bgu.ac.il/index.php

University of Haifa
Web: overseas.haifa.ac.il/page.asp?id=72&a=a3&b=b4
Student Achievements

Announcing: Middle East Studies Center
Foreign Language and Area Studies
Fellowship Awards

Academic Year 2009

Stephen Boxwell, pursuing a doctorate in the Department of Linguistics
Ashanthi De Silva, pursuing a master’s in the John Glenn School of Public Affairs
Christopher Hemmig, pursuing a master’s in the Department of Near Eastern Languages and Cultures
Tara Hess, pursuing a master’s in the Department of Near Eastern Languages and Cultures
Jennifer Nowlin, pursuing a doctorate in the Department of Political Science
James Walker, pursuing a doctorate in the Department of Near Eastern Languages and Cultures

Summer 2008

Erin Hannay, pursuing a master’s in the Department of Near Eastern Languages and Cultures
James Helicke, pursuing a doctorate in the Department of History
Christopher Hemmig, pursuing a master’s in the Department of Near Eastern Languages and Cultures
Catalina Hunt, pursuing a doctorate in the Department of History
Jennifer Nowlin, pursuing a doctorate in the Department of Political Science

Fulbright-Hays Doctoral Dissertation Research Abroad Grants for
Academic Year 2009

Michael Ewers, from the Department of Geography, will conduct research in the United Arab Emirates (UAE) for 10 months, examining the role of highly skilled, expatriate labor in the country’s efforts to transition beyond oil-based economic development. Ewers will study a number of diversification strategies which have been implemented since the 1970s in the UAE to understand how knowledge transfer from expatriate to local labor has occurred.

International Affairs Grant Recipients Focusing on the
Middle East or Central Asia (Announced June 13, 2008):

Andrew de la Garza, History, PhD Student
Great Armies and Perfect Dominion: Babur, Akbar and Mughal Military Revolution, 1526–1605
Grant: $2,500

Hans Utter, Musicology, PhD Candidate
Performance, Patronage and Politics: Mughal Memories and Globalization in Hindustani Music
Grant: $1,700

Abdulkadir Yildirim, Political Science, Fourth Year PhD Student
The Rise of Muslim Democratic Parties: Globalization and Moderation of the Middle East
Grant: $2,000

Persian:

The National Persian Flagship
University of Maryland

Program offers two unique graduate programs: A graduate certificate of Professional Studies in Persian and a master of professional studies in Persian. These programs provide students with an unprecedented opportunity to develop professional proficiency in Persian, sufficient to study through, or work in, the language. They employ an innovative, modular, task-based curriculum. The main content areas include modern Iranian culture, politics and international relations.

The curriculum combines intensive classroom training and individualized tutoring. During their time at the University of Maryland, students experience at least five hours a day of structured language learning experiences, plus additional language exposure through various combinations of peer tutors and faculty mentors, a dedicated Persian study area filled with Persian multimedia resources, a rich variety of visiting speakers, field trips, and other formal and informal cultural experiences. Those students who receive full funding from the Institute of International Education will have an additional year of study at Tajik State National University in Dushanbe, Tajikistan. This component is administered by the American Councils for International Education.

Web: www.languages.umd.edu/persianflagship

Persian Overseas Flagship Program

American Councils for International Education and the National Language Flagship Program

American Councils has announced a Persian Overseas Flagship Program as part of the National Flagship Language Program (NFLP) beginning in 2007–2008. This program is intended to help advanced-level Persian or Tajik students achieve the highest levels of language proficiency and admission is competitive. This intensive, academic-year program is held at the Dushanbe Language Center and Tajik State National University in Dushanbe, Tajikistan.

Web: www.americancouncils.org/programs.php?program_id=MTAz
Opportunities in Middle East Studies
Conferences and Calls for Papers in Middle East Studies

Middle East Studies Association Annual Meeting
November 22–25, 2008: Washington, D.C.
Deadline for Papers: February 15, 2008
The meeting features panels and special sessions on a variety of topics related to Middle East studies. It is complemented by meetings of MESA’s affiliated groups, an exciting four-day film festival, a comprehensive book exhibit featuring the latest books and software in the field, and other informal events. The meeting provides an opportunity for friends and colleagues from a variety of disciplines to gather to share the common bond of Middle East studies.
For further information: www.mesa.arizona.edu/annual/current.htm
Contact Mark Lowder mlowder@u.arizona.edu

Model Arab League
February 20–23, 2009: Oxford, Ohio
Model Arab League deals solely with the 22 Arab countries—not the 192 member-countries in the United Nations. Organized into five to ten-person delegations, student participants engage in debate and discussion with the goal of effectively representing a given country’s foreign policy objectives in competition with students representing other Arab countries. By grappling with the foreign affairs challenges and opportunities of real-life Arab diplomats and foreign affairs practitioners, the participants are required to put themselves in the foreign policy shoes of someone from a country other than their own.
For further information: www.ncusar.org/e-mail_graphics/announcements/08_MAL_Invitation.html
Contact: Mark Morozink mark@ncusar.org

2009 Annual Meeting of the Association of American Geographers
Call for papers opens in July 2008. Register and submit your abstract online until October 16.
March 22–27: Las Vegas, Nevada
The Annual Meeting of the Association of American Geographers attracts more than 6,500 geographers and related professionals from around the world. Your participation is most welcome and encouraged. The Annual Meeting attracts geographers and related professionals from around the world. Our meeting forum stimulates discussion about research, education, accomplishments, and developments in geography. The 2009 Annual Meeting will be held at the Riviera Hotel, March 22–27, in Las Vegas, Nevada.
For further information: www.aag.org

Mirror Images: Challenges for Arab and Islamic Studies
April 2–4, 2009: Villanova, Pennsylvania
Call for papers deadline: September 30, 2008
The 2009 Villanova conference on Arab and Islamic Studies celebrating the 25th anniversary of the Center for Arab and Islamic Studies. Proposals are invited for papers, workshops, or roundtable discussions. Suggested topics: (Re)focusing of Arab and Islamic studies; Arab and Islamic studies within academe in the United States; Arab and Islamic studies in the Middle East; education in the Arab and Islamic world; political conflicts/human rights; environmental issues/globalization; post/colonialism/post/modernity; questions of identity/cultural pluralism; gender issues; historical Islam/contemporary Islam; legal systems: religious and secular; representation/media/cinema; and authorship/literature. Send a 200-word abstract and a one-page CV to: aisconference@villanova.edu.
Submit proposals online: www.villanova.edu/events/conference/ais/proposals.htm

Traditions and Transformations: Tourism, Heritage, and Cultural Change in the Middle East and North Africa Region
April 4–7, 2009: Amman, Jordan
Call for papers deadline: September 30, 2008
Tourism is a well-established phenomenon across the Middle East and North Africa (MENA) region and despite political instabilities it demonstrates remarkable resilience. As well as being a major economic force and a key driver for development, tourism is also an important mechanism for social exchange and identity building at both the individual and regional/national levels. Over recent years the rate of tourism development has increased substantively. The aims of this major international and multidisciplinary conference are to critically explore the major issues facing the MENA region with regard to the development of tourism and its relationships with heritage and culture; to draw upon ideas, cases, and best practice from international scholars and help develop new understandings and research capacities regarding the relationships between tourism, heritage, and culture in the MENA region, and to provide a major networking opportunity for international scholars, policy makers, and professionals. Please submit a 300-word abstract including title and full contact details as an electronic file to: aisconference@villanova.edu

And Diverse are their Hues: Color in Islamic Art and Culture
November 2–4, 2009: Cordoba, Spain
Third Biennial Symposium on Islamic Art of Virginia Commonwealth University & VCU School of the Arts in Qatar (FCUQ) Visit www.islamicartdoha.org if you are a prospective speaker or attendee. The call for papers will be available through August 1, 2008.
www.islamicartdoha.org/papers.php

Hierarchy & Power in the History of Civilizations:
June 23–26, 2009: Moscow, Russia
Call for papers deadline: November 8, 2008
The objective of the conference is to discuss the following issues: hierarchical and net structures in the history of cultures and civilizations; civilization and evolutionary models of socio-political development; historical and ethno-cultural variability of the forms of socio-political organization; from simple societies to the world-system: pathways and forms of political integration; socio-political and cultural-mental factors of social transformations; cultural and socio-biological foundations of human and social civilization; ideology and legitimation of power in different civilizations; cultural models of power’s perception in different civilizations; violence and non-violence in the history of political institutions; access to information as a means of political manipulation and mobilization; power, society, and culture in the era of globalization; the study of “hierarchy and power”: schools, trends, and methods.
Contact: conf2009@conf2009.ru

And Diverse are their Hues: Color in Islamic Art and Culture
November 2–4, 2009: Cordoba, Spain
Third Biennial Symposium on Islamic Art of Virginia Commonwealth University & VCU School of the Arts in Qatar (FCUQ) Visit www.islamicartdoha.org if you are a prospective speaker or attendee. The call for papers will be available through August 1, 2008.
www.islamicartdoha.org/papers.php

NEMLA
February 26–March 1, 2009: Boston
Transcending Boundaries: The Novels of Elif Safak. Turkish author Elif Safak’s exuberant novels transcend boundaries. Though her writing is unmistakably Turkish and much influenced by Sufism, Safak refuses to be confined within the bounds of a single language, culture, or even faith tradition. This panel invites papers that examine how Safak enriches her novels, especially The Flea Palace and The Bastard of Istanbul, by skilfully interweaving a plurality of voices and discourses. Please send via e-mail a 250-word abstract, contact information, and a short CV as word attachments by September 15 to: Michael McGaha, mmcgaha@pomona.edu

Visit www.islamicartdoha.org for more information.
Announcing Grants

Grant and Fellowship Opportunities

Funding from a variety of sources is available to students, faculty, and visiting scholars or postdoctoral researchers studying or teaching about the Middle East. The following lists of funding are related to the Middle East or to unique opportunities for faculty and students at Ohio State. In addition, the Office of International Affairs provides complete information on internationally related funding at Ohio State on their web site. Visit oia.osu.edu, click on “About Us,” then “Grants and Scholarships.” We encourage you to search there first.

Battelle Endowment for Technology and Human Affairs
Deadline: October 31, 2008
In the spirit of the original endowment from the Battelle Memorial Institute, Battelle Endowment provides funding to support university activities designed to continue the examination and understanding of the impact of science and technology on individuals and society. Previous Battelle Endowment projects have included conferences, exhibits, workshops, videos, and interactive computer projects that address the interactions between science and technology, and the needs and aspirations of persons and societies in our increasingly technological world. Battelle Endowment is committed to fostering programs that will influence future leaders so that scientists and engineers will become more sensitive to social needs, and so that others may gain a better comprehension of the capabilities and limitations of science and technology. See the abstracts for examples of Recently Funded Projects.
For further information: oaa.osu.edu/betha/call_for_proposals.php
Contact: betha@admin.ohio-state.edu

Sakip Sabanci International Research Award
The Brookings Institution and Sabancı University offer this research award for fresh thinking, new ideas, and original research relevant to Turkish studies conducted in any field of the humanities and social sciences. Applicants are urged to submit essays scrutinizing reflections of Ottoman legacy on contemporary Turkish culture, institutions and/or values. Essays from a variety of disciplines are encouraged. The Award for first prize is $20,000. An independent, International jury will select the prize winners.
For further information: Brookings Institution press release
Contact: Andrew Moffatt, amoffatt@brookings.edu

Opportunities for Students

Undergrad
American Institute of Maghrib Studies Grants for U.S. Scholars
Deadline: December 31, 2008 postmark
The program offers grants to US scholars interested in conducting research on North Africa in any Maghrib country, specifically Morocco, Tunisia, Algeria, Libya, or Mauritania. AIMS sponsors three Overseas Research Centers in the region and all AIMS grants are categorized by where research will be conducted. AIMS does not fund research outside the Maghrib.
Contact: Kerry Adams, aimscmes@email.arizona.edu

Arab Student Aid International
Deadline: See web site
The Executive Committee of ASAI has approved scholarship interest-free loans for Arab Students for the academic year 2008/2009. The goal of the program is to assist Arab students in upgrading their academic and experience levels at reputed universities, and play a dynamic role in their social, cultural and economic development of their homelands. The scholarship loans range between $1,000 to $5,000 per year, to partially cover the tuition and room and board expenses provided that candidates meet all the requirements.
For further information: www.arabstudentaid.org/
Contact: www.arabstudentaid.org/Contactus.htm

OSU Libraries Undergraduate Research Prize
Deadline: April 1, 2009
This program is intended to help foster undergraduate research and use of library materials at The Ohio State University. Students in 300 level or above courses partner with their professors and librarians to complete a research project. The winning team (author, the student’s instructor, and the collaborating librarian) will be acknowledged at an award ceremony. A prize of $1,000 will also be presented ($750 for the student author; $250 for the instructor). Additionally the winning project will be submitted to the OSU Knowledge Bank repository, where it will have a permanent home and Web address. This site is also indexed by Google, so your project will be available to a worldwide audience.
For further information: liblearn.osu.edu/award
Contact: Fred Roecker, roecker.1@osu.edu

Graduate
Foreign Language and Area Studies (FLAS) Fellowships
Deadline: Usually the first Friday in February
OSU administers these grants in order to assist graduate students in acquiring foreign language and either area or international studies competencies. Students apply directly to Area Studies Centers at OSU. The Middle East Studies Center offers FLAS Fellowships for the study of Arabic, Hebrew, Persian and Turkish and the areas where they are spoken. The FLAS Application will be available on line in early November.
For further information: FLAS Facts and Application Timeline, FLAS Application Procedures on the MESC web site in early November.
Contact: Cory Driver, driver.27@osu.edu
Sakip Sabanci International Research Award
Previous Year's Deadline Jan 31, 2008
Applicants are urged to submit essays scrutinizing reflections of Ottoman legacy on contemporary Turkish culture, institutions and/or values. Essays from a variety of disciplines are encouraged. The Award for first prize is $20,000. An independent, International jury will select the prize winners.
For further information: www.brookings.edu
Contact: Andrew Moffatt amoffatt@brookings.edu

Social Sciences Research Council's Dissertation Proposal Development Fellowship
January 30, 2009 – Student Application Deadline, Online Application Closes.
Graduate students in the early phase of their research, generally 2nd and 3rd years, apply to one of five research fields led by the two directors; each group is made up of ten to twelve graduate students. Fellows participate in two workshops, one in the late spring that helps prepare them to undertake predissertation research on their topics; and one in the early fall, designed to help them synthesize their summer research and to draft proposals for dissertation funding. Fellows are eligible to apply for up to $5000 from SSRC to support pre-dissertation research during the summer. Students propose their projects to specific research fields which vary by year. Check SSRC website for news on the 2009 themes.
For further information: programs.ssrc.org/dpdf
Contact: dpdf@ssrc.org

Committee on Institutional Cooperation's Foreign Language Enhancement Program
Previous Year's Deadline: Feb 25, 2008
The CIC Foreign Language Enhancement Program (FLEP) provides scholarships to help graduate students take advantage of language offerings not available at their home university, but available at another CIC member university. Scholarships are intended to cover living expenses incurred while attending another CIC host institution during the summer session.
For further information: www.cic.uiuc.edu/programs/FLEP/AboutThisProgram.shtml
Contact: cic@staff.cic.net

Arab Student Aid International
Previous Year's Deadline: March 1, 2008
The goal of the program is to assist Arab students in upgrading their academic and experience levels at reputed universities, and play a dynamic role in their social, cultural and economic development of their homelands. The scholarship loans range between $1000 to $3500 per year, to partially cover the tuition and room and board expenses provided that candidates meet all the requirements.
For further information: www.arabstudentaid.org
Contact: president@ArabStudentAid.org

Ohio State University Scholarships for Women
Previous Year’s Deadline: March 3, 2008
The Office of Student Financial Aid encourages you to apply for the following scholarship opportunities available to women attending Ohio State during the 2008-2009 academic year: The Association of Faculty and Professional Women Scholarship (Code E9), Critical Difference for Women Scholarship (Code E3) and Mortar Board Alumni Adult Woman Scholarship (Code S9). Detailed descriptions are listed on the web site. Please read the scholarship application carefully as there may be other scholarships for which you qualify. Deadline is March 3, 2008.
For further information: www.sfa.osu.edu/scholarships/
Contact: sfa-finaid@osu.edu

Alumni Grants for Graduate Research and Scholarship
Previous Year’s Deadline: April 11, 2008
The Alumni Grants for Graduate Research and Scholarship (AGGRS) provides up to $2000 for dissertation research support to doctoral candidates without any other research support from their department or advisor due to lack of funds. Other eligible candidates include those pursuing a comparable graduate degree requiring a thesis. Although eligibility is based on financial need, awards are based on merit. All doctoral candidates who have passed the candidacy exam and whose dissertation project has been approved by their advisor are eligible to apply. MFA students are also eligible to apply for funds to support their MFA project. Previous AGGRS or GSARA awardees are not eligible for a second award. The competition is held twice each year, during autumn and spring quarters.

(continued from page 13)