Letter from the Director:

As many of you already know congress has dramatically reduced allocations for Title VI (p. 7, “Leaner Times Are Coming”). They’ve been under threat before, but most congressmen recognize the need for area studies and critical languages. I predict Title VI will survive for that reason. Particularly because of the support for students studying less commonly taught languages. OSU middle east studies FLAS fellowship supports 12 students on average every academic year, and between 7 and 13 in the summer. There is a level of understanding in congress and the academic community that this nation needs the kinds of expertise such graduates bring to the work force.

Over the duration of the previous grant cycle (2006-2010), the Middle East Studies Center (MESC) surpassed its objectives with far-reaching accomplishments on campus, in the community, within the region, and across the nation. These accomplishments include a significant increase in the options for students of all ages to study Turkic languages and cultures; attend international conferences and publish articles on topics related to the North Africa, the Middle East, and Central Asia, providing training and resources to military and government personnel nationwide; and partnerships with community colleges and historically black universities. These projects occurred while the Center continued its normal routine of student engagement in P-12 classrooms and university venues, scholarly exchange through faculty-driven programs, as well as continuous media and outreach to multiple constituencies.

During this academic year of 2011-2012 many past efforts have culminated into extraordinary achievements. MESC has been able to grant 25 FLAS fellowships for both undergraduates and graduates, helped establish new positions and courses, helped to organize and participated in two international conferences on the Middle East and Central Asia (Islam and Rationality: the Impact of al-Ghazali http://www.islamantradionality.org/, and the Central Eurasian Studies Society Conference), and supported OSU in offering advanced Turkish language courses for the first time. OSU
has been able to offer advanced Turkish language for every quarter for the 1st time, responding to the growing enrollment of all levels of Turkish language courses that has emerged over the last five years. Oral proficiency in Turkish improved 10% amongst MESC Foreign Language and Area Studies Fellows between 2007 and 2009. A coordinator of the Turkish Language Program, Bulent Bekçioğlu, ensures continuity and quality in the Turkish language courses.

MESC launched this position with Title VI funds of a prior cycle, which has now become fully supported by the university. In addition, the tenure-track Central Asian History position launched through this grant is now institutionalized. Enrollment for Uzbek has also been improving steadily, as one of the least commonly taught languages, enjoying an average of 20 students per class over the past 3 years. Ottoman studies continues to be robust, and Turkish-American faculty collaboration, with 55 Turkish scholars having stayed on OSU campus since 2003 to partner with the faculty on research projects. In March of 2011, MESC brought 15 scholars and classroom teachers to Turkey who created instructional materials for their respective schools.

MESC has also placed emphasis on impacting student life. Awareness-raising and cultural events, as well as supporting various student activities, such as the First Year Experience Program (FYE) to supplement the rapidly increasing requests and interests in Middle Eastern studies at OSU. The Center supports student-driven educational activities, such as field trips, Middle Eastern game nights, with Title VI funds leveraged by in-kind support and other funding sources. The Center engages university students beyond OSU in regional community college and historically black university and college campuses through programs such as Trio (Columbus State), career fairs (Wilberforce U), and lectures tailored to students interested in international careers (or potentially interested).

MESC engages with the community to strengthen its outreach programs. For example, collaborating with The Columbus Council on World Affairs, the Islamic Foundation of Central Ohio, Tifareth Israel, and various others to bring scholarly knowledge and awareness of numerous cultural and religious identities to the public. The Center’s robust P-12 outreach centers on teacher training and classroom visits, while also partnering with other organizations to multiply its outreach. For example, in the academic year of 2009, in conjunction with the Wexner Center for the Arts, MESC reached students, and educators via the collaborative program on Afghan Star for 100 local high school students and their teachers.

To help meet the need of the military, and the general public, with the current deployments in Afghanistan and Iraq, MESC has been a pioneer in its participation with military, media outlets, and government outreach events, regularly consulting government and law enforcement agencies. Examples include: workshops on Afghanistan and Afghan culture were attended by trainers in the armed forces and Ohio government; day-long seminars for the Marines and the National Guard, regular consultations to the Naval Graduate School, The Defense Language Institute, and TRADOC. MESC has cultivated partnerships with the University of Texas and U Penn to reach out to more military trainers in the nation.

MESC is a founding member of the Eastern Consortium for Persian and Turkish. This joint effort between major universities has ensured that students across the nation have an intensive Turkish language summer opportunity every year since its inception in 1984. MESC hosted its summer program most recently in 2004, 2005, and 2006, with record high enrollments. As a result of consistent enrollments in the summer program, which is hosted on a rotating basis, several universities have made intensive Turkish language a permanent addition. Additionally, two new Turkish (or Turkic language) Consortia in the Eastern Region have been launched in the current grant cycle after witnessing the success of first collaboration.

Director of MESC, Alam Payind
This has been a remarkable year. The Middle East Studies Center (MESC) has conducted, organized, or supported over 80 outreach and academic engagement activities during the past year, despite a severe budget cut (p. 7, “Leaner Times Are Coming”). These have been energized by the protests in the Arabic-Speaking world, in addition to India, China, Europe, even Israel - there are others - and now the U.S. These mass protests and uprisings were not expected, and are thus speaking to us of large-scale change. It has been a rocky year (both for the Center, and the world), but one of hope. We are leaner after the budget cuts, but it seems the “song remains the same:” we want change. And it seems that change is coming, though we don’t know what form it will take. There is hope in that.

In this issue we share experiences of educators and scholars who are committed to researching and teaching about the Middle East. These are full time scholars, outreach professionals, and classroom teachers. Indeed, we at the Middle East Studies Center are hopeful, too. It is my hope that through these expressions of protest new avenues of dialogue will be opened. People are expressing their pain, and there is opportunity in that. As scholars and educators focused on the Middle East, is our job to capture their expressions of pain, put them in context and share our knowledge about the related phenomena, share our analyses of their situation, and make sense of specific cases within the context of an interconnected world.

I am very much looking forward to the Middle East Studies Association meeting this year, and to seeing my colleagues in the Middle East Outreach Council. This is a special issue because we’ve done a piece on Barb Petzen, the current president of the council, in action - she is an exemplar of what an outreach professional is. Please check out the preview of what is to be presented at MESA on page 30, too. If you have any thoughts related to protest and change in the Middle East, or the interrelated matter of U.S. involvement there, please send us your thoughts at mesc@osu.edu - we will be developing materials for instruction and dialogue. If you would like to attend our events or obtain materials such as media and instructional materials, please let us know and we will put you on our distribution lists.
Keya Crenshaw

A Columbus native, Keya comes to OIA from the Brooklyn Arts Council in Brooklyn, New York, where she was program coordinator from 2009 to 2011. She holds a bachelor’s degree in film studies and women’s studies from Ohio State, and has a love of everything film. Classical Hollywood Cinema is her life and she bleeds black & white, sees the world in glorious Technicolor, and dreams in 16mm celluloid prints. A true cinephile at her core, her dream is to FINALLY be able to attend the Turner Classic Movies annual film festival next spring. An avid traveler, Keya has been to England, Ireland, and France, and next year will add The Vatican City, Rome, and the Amalfi Coast to that list. As a published film & theatre critic, we look forward to her film reviews for the Center! Keya will be responsible for coordinating the Center’s outreach and university engagement events, coordinating its volunteers and consultants, assisting with writing articles and drafting reports... and, of course, bringing in more films to the Centers programming repertoire. She brings extensive experience to this work, including such positions as Casting Director, Volunteer Coordinator, Research Assistant, Marketing Manager, and, most recently, as a Programmer and Film Festival Coordinator. Keya strongly believes in the power of one to help many, so she is very active in local community cultural organizations.

How it’s been since she’s been here, in her own words: My life, both personally and professionally has changed (for the better!) since joining the MESC team in June 2011. I have had the opportunity to meet and work with wonderful scholars and community organizers such as Dawood Azami, Saghi Gazerani, and Joshua Stacher just to name a few, as well as reach out to local and regional K-12 institutions and universities. The events I have been able to plan and attend have strengthened my beliefs in the necessity of transcultural dialogues and the ability to cease being “nombrilistic” (as the French call it--which translates to “navel-gazing”) and to be able to look beyond oneself to see the greater picture. To me, the greatest outcome has been at events where the audience shows extreme interest, actively participates, and asks how they can be a part of the Center. While it has been quite a challenge juggling the many fantastic events The Middle East Studies Center holds each quarter, I am up for the task, and very pleased to think the work I do might make a difference in this world after all.

Keya’s office is in 321 Oxley, and she can be reached at keya.crenshaw@oia.osu.edu
Lion Women: The Fight for Freedom in Iran

“I refuse any kind of inequality, and I believe we can live another way.” This powerful quote, spoken by one of Mir-Hossein Mousavi supporters during the 2009 Presidential elections in Iran, is central to this story of the women of Iran’s fight for freedom. It is apparent that the director, Gry Winther, is passionate about their cause, the One Million Signature Campaign, which has become the strongest symbolic movement for change in Iran. She offers these brave and strong female activists a safe space where they can be open, honest, and uncensored to tell their stories. Their stories are gritty, tragic, and heartbreaking, but at the same time, full of hope. The tone of the film is one of freedom and positive change, and includes interviews from noted journalists, lawyers, University of California Professor Reza Aslan, and influential women like Shirin Ebadi, the first Muslim woman and first Iranian citizen to receive the Noble Peace Prize. While the layers of this film & the stories included are intricate, the viewpoint is rather narrow in that the spectator is only briefly informed of the beliefs of those that do not support the One Million Signature Campaign. This exclusion does not allow for a complete depiction of the political and religious climate in Iran.

Gry Winther, Director and Producer, is an award-winning Norwegian journalist and independent documentary filmmaker. She has covered international news and current affairs for 18 years. Gry moved to the U.S. in January 2004, and has been working as a political correspondent registered with the U.S. Foreign Press Center for Norwegian television, radio, and newspapers. Her work includes conversations with Nobel Prize winner Shirin Ebadi, as well as an interview with former Iranian Prime Minister Mohammad Khatami. In total, Gry has made 10 documentaries for the major networks in Norway and for international television. Her film Lion Women: The Fight for Freedom in Iran was nominated in April, 2010 for best documentary at Norway’s Volda Film festival. Gry is also on the board of the LA Press Club, and is a member of the Pacific Council on International Policy in California. She has presented several speeches on journalism for media students, and a segment on “documentaries and movies, focusing on foreign policy” with Oscar winner Lawrence Bender (Producer of An Inconvenient Truth) for the Pacific Council on International Policy. She is currently living in Los Angeles, California

Keya Crenshaw
In the autumn of 2011, The Middle East Studies Center will start the ground work to create its first Volunteers and Cultural Consultants Program that is slated to be fully implemented in the spring of 2012. With this new program, we hope to collaborate with other experts, professors, departments, centers, and transnational based organizations to create a formalized training system for volunteers and those that would like to participate in outreach activities in the community. The program will include two types of volunteers: Event and community volunteers that will be named MESC volunteers and a more formalized volunteer called a cultural consultant. We view cultural consultants as international students (or at times immigrants or refugees in the local community) who are trained in intercultural education and then participate in courses to decenter American assumptions about the topic under study by sharing their experiences, beliefs, and points of view as appropriate in the course. Research demonstrates that these cross-cultural experiences have a profound effect on many teachers in reducing stereotypes, creating interest in other countries and cultures, and in helping teachers rethink their assumptions about the US and the world. This will not only create the opportunities for transcultural dialogues within the community, but it will also allow for a greater understanding of how to address the need to change misconceptions that are held against certain communities. Our program includes training on cross-cultural communication; Middle Eastern cultures; and orientations on American school settings and systems. We also provide instructional materials for volunteers to use at their presentations along with other support. Prior training and orientation is required for conducting educational activities, and a certificate of training completion will be provided. Other benefits include appreciation events, networking, and advanced noticed of all upcoming events organized by the center as well as the Office of International Affairs. If you are interested in joining The Middle East Studies Center as a volunteer and/or cultural consultant, please email Keya Crenshaw, our Education Outreach & Events Coordinator at keya.crenshaw@oia.osu.edu.
Leaner times are coming but we’re ready: Hard Work and Accomplishments of the Past Year

The Middle East Studies Center (MESC) has conducted, organized, or supported over 80 academic engagement activities during the past year. Those included a media engagements for provided analysis of events reported in the news, hosting delegations and visiting institutions in Turkey, Afghanistan, and the UAE for the cultivation of international linkages, strengthening national partnerships through collaborative programs for teaching Middle Eastern languages, and developing new programs for P-12 teachers. These respond to increased interest in global issues related to the Middle East, ambitions amongst students for pursuing international careers, and greater teacher and student involvement.

Below are some highlights from the past year’s activities, as well an update on the Center’s financial status, and plans for the future. These will show that, despite a budget cut of 46%, the Center has continued its level of activity and quality in its programs and will implement strategies to further grow and improve. MESC is working to make those cuts less painful by utilizing creative and strategic planning systems, team building, and organizing methods. For example, the Center developed a new undergraduate course and Summer Teacher Workshop on oil (see more below, under “Initiatives”), creating online online resources and instructional materials. The seeding of positions, teaching of courses, and holding conferences continue to be managed by using resourceful methods of cost sharing with other departments and National Resource Centers. Campus partners include the Mershon Center for International Security Studies, and another is the Department of Near Eastern Languages and Cultures, the Department of History, the Department of Anthropology, the John Glenn School of Public Affairs, and many others. MESC-affiliated faculty members in a variety of disciplines help to design activities related to their subject matter. Strong community partners provide a link to leaders in the community, and help the Center to gain more outreach capability. Prime among these, are the Columbus Council on World Affairs, the Center for Law-Related Education, and the Niagara Foundation.

Highlights from the Center’s Activities

Multiple audiences are in need of information - academic, military and average citizens, due to the U.S. military engagement there. Thus, multiple channels for reaching academia, the military, and the general public are used. Center Director, Dr. Alam Payind, conducted at least 50 interviews or call-in shows over the past year, co-sponsored by Voice of America, BBC London, NPR Santa Clara, Radio Jamaica, and others. The topics included the end of combat operations in Iraq, the collapse of the Kabul Bank, Karzai’s visit to Pakistan, Obama and Ahmedinajad’s statements during a UN assembly meeting, the situation in Libya, and continued developments in North Africa and the Middle East. These interviews provide cultural and historical background on the Middle East while taking an in-depth look at current events. On January 28, the Director participated in a symposium, hosted and co-sponsored by the University of Michigan, on Afghanistan’s transition twenty years after the Soviet withdrawal. The symposium was organized by Juan Cole, and there were 65 in attendance. He gave a lecture on the same topic at the Middle East Studies Conference hosted by California State University in Fresno, California, with 110 in attendance. He also gave lectures at Kenyon College at Kenyon College, and at Military Central Command (CENTCOM), in Tampa, Florida, on the same topic. In May, Dr Payind participated in no less than 15 radio broadcasts discussing current event topics ranging from the Impact of President Obama’s Speech in the Middle East to The Future of the Relationship between Pakistan and the United States after the Death of Bin Laden. The month of June involved a television broadcast Voice of America panel discussion in Washington, DC with Dr. Payind entitled Hamid Karzai’s Trip to Pakistan: Addressing Strategic Relationship between Pakistan, Afghanistan and US. July included a general public lecture held at the Mershon Center for International Security Studies with guest lecturer Dawood Azami, the BBC correspondent in Kabul. His lecture was called The second front in the Afghan war - the battle for winning hearts and minds and was very well received with 30 people attending.

In addition to outreach focusing on Afghanistan, visiting scholars and the Center’s affiliated faculty mem-

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bers provide analyses and insights on current developments in the Arab World. On November 3, 2010, visiting scholar, Elizabeth Kassab gave a lecture co-sponsored by the Near Eastern Languages and Cultures department, and the Mershon Center for International Security Studies, on Arab and Postcolonial perspectives on enlightenment. On February 18, 2011, the Middle East Studies Center and The John Glenn School for Public Affairs hosted a forum on the unrest in Egypt with visiting scholar Joshua Stacher, Kent State University, and Center Director, Dr. Alam Payind. 50 were in attendance. February of this year also included a lecture given by Roger Owen titled “Presidents for Life in the Arab World,” co-sponsored with the department of History (50 in attendance). In May, the Center co-sponsored a symposium entitled “U.S. Foreign Policy in the Middle East,” focusing in particular on the Arab world, with The Columbus Council on World Affairs and The Mershon Center for International Security Studies. It was held at the Athletic Club of Columbus with guest speakers including Richard Herrmann, Peter Mansoor, and Sabra Webber, and many prominent members of the Columbus business community attending. Lectures focusing on the same topic, coming from an array of disciplinary perspectives keep The Ohio State University on the vanguard of Middle East History Scholarship. In the coming year 3 events on the Arab Spring are planned, to include at least two lectures on the economic motives and ramifications.

The Center understands the need for up-to-date analyses of the headlines. However, an essential role as a member of the university community and the community at large, is to be a strong supporter of the arts, particularly when they relate to the peoples and cultures of the Middle East. On September 11-26, 2010, the Middle East Studies Center, the Department of Theatre and the Near Eastern Languages and Cultures Department co-sponsored the performance of Egyptian play, “House of Flesh,” both in English and Arabic. November 2010 through February 2011 included copious programming and outreach events including a concert called Hands Across Asia: The Far East Meets the Middle East in November 2010 which was co-sponsored by the Melton Center, Weigel School of Music, and the Office of International Affairs. On February 28th, 2011, in partnership with the Wexner Center for the Arts, the Middle East Studies Center hosted almost 200 high school students and 10 of their teachers for a screening of the documentary “Afghan Star.” Dr. Payind provided the background information for the audience.

MESC sets inclusion of traditionally under-represented groups as one its highest priorities, particularly in regard to raising awareness among diverse communities about study abroad opportunities and internationally oriented careers. In October of 2010 MESC participated in the Wilberforce Fall Career Fair providing resources on where to find international study abroad job opportunities, funding for travel, and general career development advice. This event was co-sponsored by the Center for Slavic & East European Studies, the Center for Latin American Studies, and the East Asian Studies Center. The aim in participating in these career fairs is to increase the knowledge and understanding of different cultural programs available to students, especially minorities, and also to promote opportunities such as study abroad programs and professions and careers focused on diversity and inclusion. The Assistant Director has followed up with several students, answering their career related questions.

As Title VI, the major funding source of the Center’s programs, makes teacher training an absolute priority, the Center integrates that aspect of outreach into every facet of its outreach and academic engagement program, in addition to workshops and other activities specifically targeting teachers. For example, instructional materials are created for many of its programs, and a lending library of videos for teaching about the Middle East is kept up-to-date with the latest items as well as classics. In addition, the Assistant Director is working toward a PhD in Global Education, and teaches or assists teaching courses on Global Education and the Middle East for teachers through the College of Education.

Events targeting teachers over the past year included a workshop on oil for teachers, and a presentation on the Middle East at the Ohio Global Institute for teachers, which the Center also supported financially. The Middle East Studies Center partners with the MidWest Institute
every summer to train community college teachers and help them internationalize their curriculum. On August 8th the Director gave two lectures for the institute: “The US Troop Withdrawal from Afghanistan: Its Regional and Global Consequences, Both Positive and Negative;” “Social Studies in K-12 Classrooms Since 9/11”. In addition, the Center provides funding for other speakers. On June 16, he gave a talk on the Arab Spring and on Afghanistan since September 11th at Illinois Valley Community College. The most exciting teacher training initiative of the year was a trip to Turkey for scholars and educators in March, and a pre-departure workshop on Turkey and Ottoman history (further information under “Initiatives”).

Initiatives

The teacher training program also continues to be developed, with an initiative to include more STEM teachers. The Middle East Studies Center collaborated with the other area studies centers and the undergraduate international studies program to bring internationally-known scholar, Tom O’Donnell, on campus to teach about oil in the global economy. During Spring quarter he taught a UISP course, and during summer he conducted a workshop for teachers. It is the intention of MESC to produce more programs and resources on global themes, such as this which can be built upon multiregional, multidisciplinary ways. Currently, the center is developing an online module on oil in the global economy to be used in teacher workshops and international studies courses.

The Center partnered with Niagara Educational Foundation to bring 14 scholar/educators to Turkey March 17 - 26, 2011. All of the participants have classroom teaching experience, whether at the elementary, secondary, or collegiate level. The trip resulted in the creation of resources for teaching about Turkey by several of the participants which were funded by the Middle East Studies Center’s Title VI National Resource Center Grant. These are available on the Center’s web site: http://mesc.osu.edu/teacherResources_WebResources.php

MESC will implement its first official Volunteers and Cultural Consultants Program in the coming months. With this program, we hope to collaborate with other professionals, such as Merry Merryfield, departments, centers, and transnational based organizations to create a formalized training system for volunteers and those that would like to participate in outreach activities in the community. We view Cultural Consultants as international students (or at times immigrants or refugees in the local community) who are trained in intercultural education and then participate in courses to decenter American assumptions about the topic under study by sharing their experiences, beliefs, and points of view as appropriate in the course. Research demonstrates that these cross-cultural experiences have a profound effect on many teachers in reducing stereotypes, creating interest in other countries and cultures, and in helping teachers rethink their assumptions about the US and the world. This will not only create the opportunities for transcultural dialogues within the community, but it will also allow for a greater understanding of how to address the need to change misconceptions about the Middle East and its diaspora communities.

MESC and the Center for African Studies commissioned a web site on Somali culture, for use by government and legal officials seeking better cross-cultural communication skills for working with the Somali community of Columbus. The web site includes interviews with local Somalis, unsung heroes of their communities, who have provided civic service in Columbus or excelled academically. We plan to continue this program based on constituent feedback, and renewed funding source. See: Somaliculture.org

Conclusion

While we face a budget crunch, we’ve laid the groundwork for a productive time using the resources we’ve got. We’ve been very fortunate in that we have not had to cut any personnel, and we have completed the hiring processes we started with the new grant cycle. With full staff, and ever-strengthening partnerships with faculty and their departments on campus, leaders in the community and their organizations, and our generous donors, the Center is moving forward with confidence that activities will not only continue, they will expand and improve in quality.
Alliance in Flux: Turkey’s Alliance Behavior, from the Cold War to the Present, 1947-2010.

MA, Political Science (Arts and Sciences), 2010, Ohio University

Aydemir, Ilhan

Tobacco Dependence in Medical Education in Countries of the Middle East and North Africa.

PhD, Public Health, 2011, Ohio State University

Jradi, Hoda A.


PhD, ED Policy and Leadership, 2010, Ohio State University

Shenkar, Miriam

Evaluate the Experiences of Governments in Dealing with Squatter Settlements in Middle East “Comparative Analysis of Cases of Squatter Settlements in Egypt”.

MCP, Design, Architecture, Art and Planning: Community Planning, 2010, University of Cincinnati

Alzamil, Waleed

Russian Rule in Turkestan: A Comparison with British India through the Lens of World-Systems Analysis.

MA, Slavic and East European Studies, 2010, Ohio State University

Dempsey, Timothy A.

Global Politics and (Trans)National Arts: Staging the “War on Terror” in New York, London, and Cairo.

PhD, Arts and Sciences: English and Comparative Literature, 2011, University of Cincinnati

Potter, George E.

Muslim Democratic Parties: Economic Liberalization and Islamist Moderation in the Middle East.

PhD, Political Science, 2010, Ohio State University

Yildirim, Abdulkadir

Female Genital Cutting, The Veil, and Democracy: Navigating Cultural Politics in Human Rights Discourse.

BA, Anthropology, 2011, Oberlin College Honors Theses

Flachs, Andrew

Portrayals of the Later Abbasid Caliphs: The Role of the Caliphate in Buyid and Saljūq-era Chronicles, 936-1180.

MA, History, 2010, Ohio State University

Scharfe, Patrick

The Relationship of L2 Attitudes to L3 Attitudes and Learning: A Study of Moroccan University Students.

MA, Linguistics (Arts and Sciences), 2010, Ohio University

Kachoub, Bouchra

Trajectoires littéraires et filmiques de la migration en Afrique francophone : de l’assimilation aux imaginaire transnationaux.

PhD, Arts and Sciences: Romance Languages and Literatures, 2010, University of Cincinnati

Toure, Paul N.

Medical Approaches to Cultural Differences: The Case of the Maghreb and France.

BA, College of Arts and Sciences - French, 2010, Miami University Honors Theses

Saliba, Janine M.


MA, History (Arts and Sciences), 2010, Ohio University

Jayne, Dusti R.

The Emperor as Pharaoh: Provincial Dynamics and Visual Representations of Imperial Authority in Roman Egypt, 30 B.C. - A.D. 69.

PhD, Arts and Sciences: Classics, 2011, University of Cincinnati

O’Neill, Sean J.

“A Christian by Religion and a Muslim by Fatherland”: Egyptian Discourses on Coptic Equality.

MA, Near Eastern Languages and Cultures, 2011, Ohio State University

White, Carron


PhD, College of Arts and Sciences / Department of History, 2010, Kent State University

McFarland, Kelly M.

Microenterprises Performance under Consulting Services and Clustering: A Study of Egypt and Turkey.

BA, Economics, 2010, Oberlin College Honors Theses

Wahdat, Ahmad Zia

Museums and Restitution: The Actions and Effects of Dr. Zahi Hawass.

MHum, Humanities, 2011, Wright State University

Roche, Bonnie Jean
The Social (Re)Construction of ‘Urfi Marriage.
MA, Near Eastern Languages and Cultures, 2010, Ohio State University
Shahrani, Shahreena

Voices from Israel/Palestine: A Documentary Video Exhibition.
MA, Comparative Studies, 2010, Ohio State University
Weisz, Talia M.

Political Environment and Transnational Agency: a Comparative Analysis of the Solidarity Movement For Palestine.
BA, Politics, 2010, Oberlin College Honors Theses
Cassanos, Sam

Threads in a Tapestry: An Ethnographic Evaluation of Milken Community High School’s Tiferet Fellowship Program.
PhD, Leadership and Change, 2010, Antioch University
Fuller, Roger Jason

MA, Cognitive Linguistics, 2010, Case Western Reserve University
Daon, Yardena

The Temporal Relationship Between Posttraumatic Stress Symptoms And Posttraumatic Growth Among Israeli Jews And Arabs: A Longitudinal Cross-Lagged Panel Analysis.
PhD, College of Arts and Sciences / Department of Psychology, 2011, Kent State University
Hall, Brian J.

PhD, Dance Studies, 2011, Ohio State University
Kosstrin, Hannah Joy

Eddy flux observations of evaporation and vapor advection in the Gulf of Aqaba (Eilat), Red Sea.
MS, Civil Engineering, 2011, Ohio State University
Shlomo, Dekel

An Agent-Based Simulation Of Inventory Management With Negative Shortage Costs And Uncertain Quality And Lead Times.
MS, Industrial and Systems Engineering, 2010, Ohio State University
Khalaf, Ramez

Margins of the Mahjar: Arabic-Speaking Immigrants in Argentina, 1880-1946.
PhD, History, 2011, Ohio State University
Hyland, Steven L. Jr.

Quality of Life and Barriers to Health Care of Prostate Cancer Survivors Residing in Gaza Strip.
PhD, Urban Studies and Public Affairs, 2010, University of Akron
Abu-El-Noor, Nasser I.

Interpretation and Climatic Significance of Late Quaternary Valley-fill Deposits in Wadi Hasa, West-Central Jordan.
MS, Geology, 2010, Miami University
Winer, Emily R.

Skeletal Health Changes and Increasing Sedentism at Early Bronze Age Bab edh-Dhra’, Jordan.
PhD, Anthropology, 2010, Ohio State University
Ullinger, Jaime

Translating Iraq: The “Unknown Soldiers” of the US Occupation of Iraq.
MA, American Culture Studies/English, 2011, Bowling Green State University
AL Baldawi, Wisam Quay Majeed

The U.S. Government and Journalists, Reactance to the News Coverage of the Iraq Wars.
MS, Journalism (Communication), 2010, Ohio University
Shortt, Celia M.

MA, Near Eastern Languages and Cultures, 2010, Ohio State University
Hess, Tara K.

Bringing it Home: A Natural Experiment Testing the Effect of Casualties on Local Opinion.
PhD, Communication, 2010, Ohio State University
Myers, Teresa A.

Isolated Incidents or Deliberate Policy? Media Framing of U.S. Abu Ghraib and British Detainee Abuse Scandals During the Iraq War.
PhD, Communication Studies, 2011, Bowling Green State University
Braziunaite, Ramune
Dissertations

Motivation and Affective Variables in Arabic Language Learning for Iraq War Veterans: Language Learning Experiences Inside and Outside the Classroom.
PhD, ED Teaching and Learning (Columbus campus), 2010, Ohio State University
Nichols, Jennifer Lynn

Identity and Border Relations between Iraq and Iran in the 20th Century: The Cases of Khuzestan and Shatt al-Arab.
MA, Near Eastern Languages and Cultures, 2010, Ohio State University
Ruffner, Todd W.

International Politics, Special Interests and Foreign Trade Policy: A Study of Turkish-American Textile Trade Relations.
PhD, Political Science, 2010, Miami University
Yuvaci, Abdullah

A Discourse-Based Analysis of Literacy Sponsorship in New Media: The Case of Military Blogs.
PhD, College of Arts and Sciences / Department of English, 2011, Kent State University
Thomas, Patrick William

Untitled Media Images.
MFA, Art, 2011, Ohio State University
Woolson, Ash Kyrie

Traversing the 24-Hour News Cycle: A Busy Day in the Rhetorical Life of a Political Speech.
PhD, College of Arts and Sciences / Department of English, 2011, Kent State University
Oddo, John

MA, History (Arts and Sciences), 2010, Ohio University
Crews, Anthony Michael

Students’ Attitudes Toward the Use of Hearing Aids in Al-Ahsa, Kingdom of Saudi Arabia.
PhD, Curriculum and Instruction Instructional Technology (Education), 2011, Ohio University
Alodail, Abdullah Khalif

Teachers’ Perspectives of Inclusion of the Students with Severe Disabilities in Elementary Schools in Saudi Arabia.
PhD, Special Education (Education), 2011, Ohio University
Alquaraini, Turki Abdullah

A Typical Country of Immigration? The Russian Immigration Regime in Comparative Perspective.
PhD, Political Science, 2010, Miami University
Schenk, Caress Rene

Post-Oil Knowledge: The Acquisition of Human Capital for Transition in The Arab Gulf States.
PhD, Geography, 2010, Ohio State University
Ewers, Michael C.

Cairn Detection in Southern Arabia Using a Supervised Automatic Detection Algorithm and Multiple Sample Data Spectroscopic Clustering.
PhD, Statistics, 2010, Ohio State University
Schuetter, Jared Michael

Public Participation and Urban Planning In Turkey: The Tarlabasi Renewal Project:.
MCP, Design, Architecture, Art and Planning: Community Planning, 2010, University of Cincinnati
Sylvester, Katherine M.

PhD, History, 2011, Bowling Green State University
Carver, Michael M.

The Late Phrygian Citadel of Gordium, Turkey: A Preliminary Study.
MA, Arts and Sciences: Classics, 2011, University of Cincinnati
Fields, Alison L.

Reflections of Single Turkish International Graduate Students: Studies on Life at a Midwestern University.
PhD, College and Graduate School of Education, Health and Human Services / School of Lifespan Development and Educational Sciences, 2010, Kent State University
Burkholder, Jessica Reno

PhD, Geography, 2011, Ohio State University
Atalan-Helicke, Nurcan

The Obstacles To The Integration Of Muslims In Germany And France: How Muslims And The States Impair The Smooth Transition From Immigrant To Citizen.
MA, Humanities, 2011, John Carroll University
Cohen, Yael R.
MA, Design, Architecture, Art and Planning: Art History, 2011, University of Cincinnati
Dunham, Amy

PhD, Arts and Sciences: Classics, 2011, University of Cincinnati
Lockwood, Sean E.

Crime on Turkish Streetblocks: An Examination of the Effects of High-Schools, On-Premise Alcohol Outlets, and Coffeehouses.
PhD, Education, Criminal Justice, and Human Services: Criminal Justice, 2010, University of Cincinnati
Duru, Haci

PhD, History, 2010, Ohio State University
Poyraz, Serdar

MA, Slavic and East European Studies, 2011, Ohio State University
McAfee, Shannon Elizabeth

School Violence in Turkey, Multiple Perspectives in Multiple Settings.
PhD, College and Graduate School of Education, Health and Human Services / School of Foundations, Leadership and Administration, 2011, Kent State University
Dogutas, Aysun

The Application of Q Methodology to Generate A Functional Typology of Terrorist Organizations in Turkey.
PhD, College of Arts and Sciences / Department of Political Science, 2010, Kent State University
Koçak, Murat

Paradoxical South Caucasus: Nations, Conflicts and Alliances.
MA, Political Science (Arts and Sciences), 2010, Ohio University
Melikyan, Gevorg

International Labor Migration from Rural Central Asia: The Potential for Development in Kyrgyzstan and Uzbekistan.
PhD, College of Arts and Sciences / Department of Political Science, 2011, Kent State University
Aslan, Halil Kursad

An Internship on Developing a Solar Water Pumping System at Microsol International™.

Master of Environmental Science, Environmental Sciences, 2011, Miami University
Sivakumar, Karthik

Arab/American Relations and Human Security, Post-9/11: A Political Narrative Inquiry.
PhD, Leadership and Change, 2010, Antioch University
Moats-Gallagher, Charlotte

Imam, Shah, and Ayatollah: Charismatic Leadership in the Shi‘i Tradition, and its Role in Iran’s Shi‘ite Revolutions.
MHum, Humanities, 2010, Wright State University
Henderson, Jonathon Case

Let Me Be Veiled: Deconstructing Gender in Iran and the United States.
Bachelor of Fine Arts (BFA), Theater, 2010, Ohio University Honors Tutorial College
Johanson, Rachel

Constraints and Opportunities: The Shaping of Attitudes Towards Women’s Employment in the Middle East.
PhD, Sociology, 2011, Ohio State University
Price, Anne M.

The Contradictions Created by China’s Middle East Policies and Role, and Future Development Opportunities.
MA, East Asian Languages and Literatures, 2011, Ohio State University
Margulies, Matthew Eric

Abstracts are available online:
http://etd.ohiolink.edu
A team of global educators and instructional technology experts, will work together to develop means for discussion and transnational collaboration, utilizing both online and traditional modes of communication. The experiences of American educators in Turkey, and Turkish educators in America – and their exchanges -are at the heart of the project.

**The Team:**
- Melinda McClimans, Assistant Director of The Ohio State University Middle East Studies Center Global Education Teacher Trainer  
  http://mesc.osu.edu/CVs/Melinda_McClimans_bio.html
- Laurence Peters  
  Educational Technology and Global Education Expert  
  http://www.laurencepeters.com/
- Joan Brodsky Schur  
  Master Teacher and Global Curriculum Developer  
  http://www.joanbrodskyschur.com/

**Chief Advisors:**
- Alam Payind, The Ohio State University Middle East Studies Center Director  
  http://mesc.osu.edu/CVs/Alam_Payind_Bio.html
- Serkan Aykan, Executive Director of Niagara Foundation Ohio Chapter  
  http://www.niagarafoundation.org/ohio/

**Expected outcomes:**
- Increased materials in US classrooms on Turkey.
- Increased understanding among US teachers regarding Turkey.
- Increased understanding among Turkish teachers regarding US.

**Priorities:**
- Equal representation of Turkish and American ideas about what is taught and how it should be taught.
- Both online and traditional means of communication take into account cultural preferences of both groups.
- Inclusion of diverse epistemological frameworks and perspectives – e.g. more on Islamic contributions to science.
- Developing tactical solutions and creative ideas for collaborating transnationally.
- Discussions about local, national and global issues involving those directly involved and those who may be teaching about them.
- Conversations on how to teach a broad range of subjects, including domestic issues, history, literature, math and science, with a global perspective.
- Creating and identifying tools and instructional materials for implementing the above ideas in the classroom.
The Middle East Studies Center (MESC) of the Ohio State University (OSU) collaborated with Niagara Educational Services to bring 14 scholar/educators to Turkey March 17 - 26, 2011 (see participant/organizer biographies in Appendix II, and daily activities in Appendix I). Including the organizers (Alam Payind, Director of the Middle East Studies Center; Melinda McClimans, Assistant Director of MESC; Serkan Aykan, Vice President of Niagara Educational Services), there were 17 individuals taking part in all of the daily activities. Everyone has classroom teaching experience, whether at the elementary, secondary, or collegiate level. The foci of the trip were the geopolitics of Turkey and Education in Turkish contexts. The long-term goal of the trip was to facilitate the establishment of a community of educators in Turkey and the United States. The short term goal was to promote classroom connections, whether by way of new technologies, or through actual visits. The trip resulted in the creation of resources for teaching about Turkey by several of the participants which were funded by the Middle East Studies Center’s Title VI National Resource Center Grant.
Highlights from the trip:

- The exploration of historical sites started with Eyüp Sultan Mosque, the Jewish Museum which is in a Synagogue, and Chora Church\(^1\). In the afternoon the group visited Fatih Koleji, or College (Students aged about 14-18). In the evening participants had dinner with local families. A faculty of history member of Istanbul University, Aykut AYİK, led the tours of the Hagia Sophia, Topkapi Palace, and the Roman underground cisterns.
The entrance fees to these places and the historic places below were all generously sponsored by the Niagara Foundation.
Highlights from the trip:

- The group had a tour of Topkapi Palace while a film crew was getting footage for a popular Turkish soap opera set in Ottoman times. The actors in costume brought it to life.

- In the evening the group had dinner at the Egyptian Khedive’s Manor, attended by local business and university leaders, hosted by Mehmet Ilker Bey, President of Ilkerler Tarim.
• Before going to Ankara, the group visited Erkul Lisesi, Süleyman Şah University, and Sakarya University.

• The first day in Ankara the group met with Parliamentarian Özbayrak over breakfast, went to Samayolu Lisesi, then Gazi Anadolu Lisesi (Students aged around pre-teen). In the evening the group experienced high-end shopping at Anka Mall.

• The following morning the group visited the National Department of Education and met with the Minister for Education Abroad, then departed for Bursa.

• The following morning the group spent time in the great mosque, or Ulu Camii, in Bursa.

• The group visited the Silk Bazaar, and then the Bursa City Museum later that morning, then ate lunch at a restaurant in the woods near Bursa.

• After Bursa, the trip was near complete. The group took a ferry across the Marmara to their final hotel near the airport and flew home the next day.
**Photographic Journey of Turkey**

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**Day 1 – Friday, March 18, 2011 – Columbus/New York**

12:00PM – Group members begin arriving at JFK
6:00PM – Depart for Istanbul

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**Day 2 – Saturday, March 19, 2011 – New York/Istanbul**

9:30 AM – Arrive in Istanbul
Mid day – Check in to Gran Anka Hotel
4:30 (approx) – call to prayer
6:00 – Bosphorus boat ride to restaurant for dinner.

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The group also glimpsed Galata Tower, among many mosques and other architectural wonders we passed by. Built be the Genoans, this is a great example of the layering of history in Istanbul, and the opportunity to gain a deeper understanding of European History, and West Asian history.

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**Day 3 – Sunday, March 20, 2011 – Istanbul – Ayup sultan Mosque, Jewish Museum, Dolmabahce Palace**

5:45AM – Many of the group go to the Eyüp Sultan Mosque for morning prayer. It is very active on Sunday morning, with the chance of seeing Turkish celebrities and notables. We spent most of the service just outside the mosque, then went inside the courtyard, and into the mosque afterward. There was a man, who was in the mosque’s employ, it seemed, who was very welcoming and said the mosque was for everybody. We took pictures and walked around freely.

The companion of the prophet, Ayup, or Eyüp as it is said in Turkish, is buried and has a shrine there. It is believed that the waters have healing powers, and people gathered in front of his shrine after the prayer.

On our way out of the Mosque we stopped to have a hot drink. It was rather cold that day and for most of the subsequent days.

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*Photograph courtesy of Wikimedia Commons.*

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*Serkan Aykan gets a hot beverage after the Sunday morning sermon at Sultan Ayup (Photo: Marina Forbes).*
9:00 AM – Meeting to discuss the purpose of the trip, key ideas for understanding culture: such as “deep” or “internal” culture, comparing insider vs outsider perspectives. We also discussed the value of experiential knowledge and how different perspectives help shape better understanding.

10:00 AM – Visit to the Jewish Museum – Pride in the Jewish history of the Ottoman Empire and modern Turkey is apparent in the exhibits showing Ottoman Jewish material culture, such as textiles, furniture and other artifacts. Historical plaques demonstrating goodwill on the part of prominent Jewish figures in Ottoman history and of Turkish leaders toward Jewish leaders and their communities.

Afternoon: Dolmabahçe Palace, built during what is now called the “Tulip Period,” known for extravagance during a time of fiscal crisis. That period was in the 19th Century as the Ottoman Empire was nearing an end.

Exterior of Sultan Ayup (Photo: Julie Waage)

Torahs from the local Jewish community, now kept in the museum (Photo: Colby Hirn)

Group picture in front of Dolmabahçe Palace
Day 4 – Monday, March 21, 2011 – Istanbul – Kariya, Fatih College Marmara University

Morning – Kariya church/mosque/museum with some of the most fabulous mosaics in the world, all depicting stories from the lives of Jesus and Mary. Mosaics depict aspects from the apocryphal stories of Joseph’s son James.

Morning/early afternoon – Fatih College (in Turkey this indicates high school level), a private high school in Istanbul -

Its facility was impressive, and the teachers we met were full of enthusiasm, although they talked about the many hours they put in and the demands of the job. Teachers there seem to be on call for their students’ parents, at all hours of the day.

Later in the afternoon – Marmara University

Meeting with the Director General, İsmail Yaşar, the Dean of Education, Professor Levent Deniz, and the Director of the Middle East Studies Institute, Talip Küçükcan. Both he and the College of Education professor stated that the university atmosphere is democratic, utilizing student input. In addition, Dr. Küçükcan said that Marmara has projects to support the surrounding community as well.

Evening – Dinner with Turkish families in their homes

Day 5 – Tuesday, March 22, 2011 – Istanbul –

Topkapi, Hagia Sophia, Sultan Ahmet Mosque, Cistern, Khedive’s Manor

Aykut AYIK, historian at Istanbul University, led the group through all of the historic sites on this day. He answered every question posed by participants while at the sites, and there was also ample opportunity to talk to him on the bus and at dinner.

Morning – Hagia Sophia, Sultan Ahmet (Blue) Mosque
Afternoon – Topkapi Palace

Exterior of the Hagia Sophia (Photo: Melinda McClimans)

Exterior garden of Topkapi Palace (Photo: Melinda McClimans)

Mosaic of Jesus interior wall of the Hagia Sophia (Photo: Marina Forbes).

Front entrance of Topkapi Palace (Photo: Melinda McClimans)

Sultan Ahmet Mosque, or “Blue Mosque” (Photo: Melinda McClimans)

Interior courtyard of Topkapi Palace with actors in costume. They were filming a popular television show set during Ottoman times (Photo: Melinda McClimans)
Afternoon – visited the Cisterns of Istanbul

Evening – Had dinner with business men and university professionals at the former manor of the Egyptian Khedive, or the Hidiv Kasri.

Day 6 – March 23, 2011 – Istanbul - Culture Discussion, Erkul School, Suleyman Shah University, Sakarya University

Morning – Group discussion about insider and outsider perspectives on Turkish and American societies. We then visited Erkul College. Note the bust of Ataturk to the left. It was immediately noted that Ataturk’s image is very prominent in public space, and just as much, or more so, in schools.

Group at front entrance of the Khedive’s Manor, or the Hidiv Kasri

Colby Hirn (left) shakes hands with faculty member at Erkul College.

Hope Staab inside the Khedive’s Manor

Ataturk banner on the side of a building in Istanbul

(Photo: Colby Hirn).
Day 7, March 24, 2011 – Ankara - Breakfast with Parliamentarian Özbayrak, visit to Samanyolu School, Gazi Anadolu School, Anka Mall

Morning – Breakfast with Parliamentarian Özbayrak and his wife at their home.

Early Afternoon – Samanyolu School in the early afternoon. We had extensive discussions with the faculty.

Late afternoon – Gazi Anadolu Lisesi, a public school in Ankara, met with the principal. He was keen on future collaboration, and said that the school was actively using skype.

Evening – The group went to Anka Mall in the evening.

Day 9 – March 26, 2011 – Bursa – Ulu Camii, War Museum, Return to Istanbul

Morning – Went to the great mosque, or Ulu Camii, in Bursa.

Late afternoon/Evening – Drove to Ankara. Stopped at the Haci Bayram Mosque, built on the site of the Sufi “Veli”’s original lodge.

Day 8 March 25, 2011 – Ankara - Visit to the National Department of Education, trip to Bursa

Morning – Visited the National Department of Education and met with the Minister for Education Abroad

Afternoon – We took the bus to Bursa, had dinner in a great restaurant.

Day 10 – March 27, 2011 – Ankara

Morning – Left to return to the US

End of Trip
In March of 2011 the Middle East Studies Center partnered with the Niagara Foundation to bring a group of educators to Turkey. Post trip interviews revealed that the trip had profound effects on their teaching, and several of the group developed instructional materials based on their experiences there (see: http://mesc.osu.edu/teacherResources_WebResources.php#Turkey) These are really valuable pieces of information and knowledge as they connect to first-hand experience, as well as scholarship in the field of pedagogy, visual arts, civics, intercultural studies, and history. These connections are powerful for engaging students in learning about other parts of the world.

Denise Ames took an intercultural approach with her piece on cultural patterns of Turkey. “Cultural Dimensions of Turkey” provides cultural simulations and other teaching/learning tools based on what she observed and experienced during our trip. Her connections to the norms and values of Turkish culture are of particular significance in the section “Patterns of Cultural Expression,” in which reactions to cultural differences are explored. This would be good source material for a pre-departure orientation.

Hope Kwo Staab takes an approach which focuses on the contrast between “insider” and “outsider” perspectives, and shows the seamless combination of tradition and modernity one sees while they’re in Turkey. The premise of the piece is that views from the outside homogenize the diverse reality one experiences while inside of the country. Beautiful photographs illustrate the details of daily life. This is an excellent way to augment and deepen what is in standard textbooks about world history and the Middle East.

Julie Waage’s unit is concerned with the negative impact of 9/11 on the way Americans perceive the Middle East. She takes counter-points from daily life in Turkey to negate the dis-information about the Middle East found in school curricula, the media and entertainment. The stereotypical lenses through which Middle East is usually perceived are addressed by sharing vignettes from her experience there, such as a dinner with a Turkish family. They are also addressed and countered by pieces on history, geography and cultural values. This unit is incredibly helpful for social studies teachers working to get away from the Eurocentric model of world history and geography.
Colby Hirn takes stereotypes head on in his presentation on “Stereotypes of Muslim Cultures.” He draws upon his years of experience as a classroom teacher, and his knowledge of student perceptions of peoples and cultures in Muslim-majority countries. The presentation’s image-rich content counteracts stereotypical images from popular media which form many of their misconceptions. The piece received a lot of positive feedback and interest when he presented it at the Ohio Council on Social Studies Conference in September. This is a great way to teach about Turkey, and to discuss the nature of stereotypes in general. It could also work as a useful starting point for teaching about Islam or comparative religion.

Marina Forbes provides a comparative perspective on Turkish culture and Russian culture, through Eastern Orthodox Christianity. Her photographic essay on Iconography in Turkey, Russia and the Ukraine expositions Orthodox religious, architectural and artistic traditions extending from 4th century Constantinople (now Istanbul) to 11th century Kiev and Novgorod. The report will trace the major elements of Russian Orthodox Christianity to their origins in Byzantine culture. Emphasis is on the impact of the Hagia Sophia in Constantinople on the conception and construction of cathedrals bearing the same name in the cities of Kiev and Novgorod in the 11th century. This provides a wonderful source of images and information for art teachers who would like to include culturally diverse aesthetic perspectives.

Hee Jeong Kang presents a brief sketch of a Turkish school and classrooms that she visited on the trip, then explores the layers of Turkish history as a way to convey the complexity of Turkish identity to kids. The images take from her recent trip make it an informative and interesting piece. The presentation also asks what it means to be prepared as competent global citizens in interconnected world in both the U.S. and Turkey. This would be a great way to train teachers on how to teach about Turkey in relation to global citizenship, as well as a nice piece for introducing
US students to Turkey and daily life in one (elite) Turkish school.

Joan Brodsky Schur’s lesson plan engages Turkish and American students in a comparative study of our “founding fathers,” George Washington and Kemal Atatürk (whose honorific last name literally means “father of the Turks”). The lesson makes abundant use of images of both men, from official portraits and commemorative statues, to images found on currency and stamps. Both men gained military experience and renown while fighting for an empire – the British and Ottoman empires respectively -- and both fought subsequently to establish an independent republic.

The lesson compares their military as well as subsequent political roles in establishing a new nation-state. The Turks Joan met on her recent trip to Istanbul (including teachers with whom she met) did not know anything about George Washington, while American students learn about Atatürk in a few textbook paragraphs at best. This lesson offers both sides a chance to learn and reflect about the meaning of leadership, democracy and nation-building. Teachers using the lesson plan will be encouraged to adapt it to their needs, share insights, and together plan for future collaborations.

The instructional materials are only the beginning of what MESC hopes with be an active transnational collaborative project with Turkish educators and scholars (see p. 14 for an overview). We have begun creating a web platform for collaborating on instructional materials, and exchanging perspectives on Turkey the U.S. and the world. The name of the program is “Turkish & US Educators Talk” (see p. 14 for further detail).
Analyses of Arab Spring, or “The Awakening,” at OSU and Upcoming Presentations at the Middle East Studies Association Meeting

The Middle East Studies Center partnered with the John Glenn School for Public Affairs, the Mershon Center for International Security, the Department of History, Near Eastern Languages and and Cultures, and community partner, The Columbus Council on World Affairs, among others, to bring academic analysis to the public via several fora and lectures on campus and in the surrounding community. On February 18th, in conjunction with the John Glenn School for Public Affairs and several co-sponsors, we held an open forum with guest scholar, Joshua Stacher, and the director of the Center, Dr. Alam Payind; on February 23, guest scholar Roger Owen (co-sponsored with the History Department) spoke on “Presidents for Life”; and, most recently on November 3, we collaborated with the Mershon Center and several co-sponsors to hold a forum with Joshua Stacher, Sabra Webber, Hassan Ali, and the Director.

The events of what is now called “The Arab Spring” (called “The Awakening” in the region) started soon after Ben Ali’s self-immolation and almost immediately after the protests began in Egypt (see Time Line, p. 31). This reflects what’s been going on in the academic community in the country and worldwide. The Middle East Studies Association (MESA) Annual Meeting accepted at least 115 papers focused on analyses relating to the Arab Spring, and many more will touch upon the topic (all submitted by February 15th – 10 days before “Day of Rage” protests in Cairo, Sanaa, and Baghdad). The range of research foci and approaches amongst the panels is exciting, including frameworks for analyzing the uprising in diverse social contexts (e.g., “New Movements, Old Forms: Contesting Youth and Belonging in Syrian Popular Culture” by Silverstein, Shayna), observations on the impact of social media (numerous papers address this), and the diverse motives of protests and counter-protests (e.g., The Tunisian Revolution: the breakdown of a political-economic formula. What does the fall of Ben Ali learn us about political change. by Zemni, Sami). Many focus on the possible causal factors, or ask questions related to the nature of the changes we were witnessing at the time of paper submission. For example, a panel including Steven Heydemann of the U.S. Institute of Peace, Ellen Lust of Yale, Marc Lynch of George Washington University, and Jason Brownlee of the University of Texas at Austin, asked “The Stability of the Authoritarian Arab State?” and will delve into dimensions such as the prior election processes, and the “new information environment,” while also questioning to what extent the authoritarian nature of those governments has actually changed.

Currently, the Center is organizing events to mirror what was offered earlier in the year, including distinguished guest scholars for Cairo University and al-Azhar University.

We expect further developments will occasion more events with our partners on campus - if you would like to receive announcements of these events, please send an email to mesc@osu.edu and request that you be added to our announcements list.
**A Selection of Events from the “Arab Awakening”**

These are meant to show the breadth of the protests, reiterate those which received much media coverage, and bring to light others which may not have been as well recognized. Please see the full timeline provided by the Guardian: http://www.guardian.co.uk/world/interactive/2011/mar/22/middle-east-protest-interactive-time line

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>December 17, 2010</td>
<td>Tunisia: Mohamed Bou Azizi, immolates himself, sparks protests, first in Tunisia, then across the Arab world.</td>
</tr>
<tr>
<td>January 7, 2011</td>
<td>Algeria: Police clash with demonstrators</td>
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<tr>
<td>January 25, 2011</td>
<td>Egypt: Tahrir Erupts</td>
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<tr>
<td>February 25, 2011</td>
<td>Across the Middle East: Egypt, Yemen, Iraq “Day of Rage”</td>
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<tr>
<td>March 7, 2011</td>
<td>Revolutionaries and Gaddafi forces clash</td>
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<tr>
<td>March 23, 2011</td>
<td>Syrian forces attack mosque in Daraa, Syria</td>
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<tr>
<td>April 7, 2011</td>
<td>Jordanian man sets himself on fire</td>
</tr>
<tr>
<td>May 11, 2011</td>
<td>Yemeni forces open fire on demonstrations in multiple locations</td>
</tr>
<tr>
<td>May 15, 2011</td>
<td>Israeli Police clash with Palestinian demonstrators</td>
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Outreach is one of those terms that can mean something wildly different depending on who is interpreting it. In the Middle East Studies Center, we use it to refer to our work of spreading information about the Middle East and training teachers to do the same. It could take place in local, regional, or national communities, or it could even take place on campus if we hold a workshop for teachers. Academic engagement is a closely related endeavor in which we try to “reach out” to constituencies within the university community who may not be familiar with the Middle East and introduce them to a realm of scholarship and career possibilities. It is a part of our grant requirements and helps us to remain a funded Title VI National Resource Center. The grant supports programming and resources, such as the FLAS fellowship and Middle East Studies Library acquisitions, which are critical to the university’s success in the area of Middle East studies.

There are currently 20 Title VI National Resource Centers (NRC) focusing on the Middle East, in major universities across the U.S.1. Most of them of one or more staff member focused on outreach and academic engagement, usually with the title of Outreach Coordinator, or Outreach Director. Their job is to disseminate information from the university context into the P-12 classroom and various other constituencies, and to make academic knowledge accessible. Thus, they work between the worlds of P-12 education, and academia, and administrative roles at the university. At the OSU Middle East Studies Center, Keya Crenshaw in the Outreach and Academic Engagement Events Coordinator (see p. 4 ), and Melinda McClimans, the Assistant Director, oversees the teacher training, programming, and other instructional resources the Center provides. The director is ever active in the service of the Center’s Outreach Program, continually providing the media with information, conducting workshops and seminars for classrooms teachers, military leaders, government, police, and many other grass roots educational organizations. It lies at the core of the Center’s mission and actual work every day.

NRC Middle East studies outreach coordinators meet at least once yearly, at the Middle East Studies Association (MESA) conference, or at other conferences such as the National Council on the Social Studies or the NAFSA conference. (Originally called the National Association for Foreign Student Advisors, thus, NAFSA, this organization has kept their acronym, but their purview now includes much more.) Many of them are members of the Middle East Outreach Council (MEOC) and similar networks, such as consortia or collaborative programs to teach languages or provide specific training. Those organizations often hold a meeting in conjunction with MESA, and allow further networking to take place. Attending events like those, in addition to various committees and board memberships which keep many of them in continual communication throughout the year, maintain a sense of community amongst them and facilitate collaboration outside of the annual meetings.

The Middle East Outreach Council (MEOC) is a national organization dedicated to the same sort of mission as NRCs, teacher training, disseminating information, producing and making instructional resources available for classrooms. It is largely made up of the same outreach coordinators mentioned above, while its membership consists of a variety of educators in addition to those. A recent initiative on the part of MEOC leadership is to professionalize the outreach metier, perhaps echoing the way John Dewey sought to professionalize being a teacher. MESC recommends joining MEOC for educators or for those who would like to learn more about the Middle East. An “Access” membership is free and gives one access to many great sources of learning and information, while a professional membership also makes one a part of the national network and additional resources as well as input into the way the organization is run. An “Outreach Professional” membership gives one more visibility through the means provided by the network plus opportunities for funding, additional instructional materials, opportunities to collaborate, and multiple ways to make a difference in the way the Middle East is taught in US classrooms. Check out: http://www.meoc.us/ for further information and to sign up.

1 See full list here: http://www.nrcweb.org/nrcList.aspx
I would like to introduce you to Barb Petzen, the Director of Outreach for the Middle East Policy Council. I interviewed Barb this past February to learn from her ways of teaching about the Middle East. The work that she and other outreach professionals do is very closely tied to what Said calls the “work of the public intellectual,” which is “to show how all representations are constructed, for what purpose, by whom, and with what components” (1994). In regard to socially conscious aspects of their teaching, and their support of their students’ democratic participation in society, Henry Giroux calls such teachers ‘transformative intellectuals’ (1988). They teach their students to problematize information and take narratives into account which “challenges the existing and institutionalized metanarrative” (Banks, 1996). Barb’s approach to teaching exemplifies the use of what Banks calls “transformative academic knowledge.” Its theoretical origins in critical race and feminist theory are extended to include perspectives of the Middle East. The theory is also applied in accordance with multiple perspectives, both within the Middle East context, and with reference to multiple domestic perspectives. This is due to teaching about a specific world area, which is geographically distant. The critical inquiry skills for deciphering such narratives and acknowledging diverse perspectives represented, are likewise an essential part of culturally relevant teaching (Ladson-Billings, 2006). Dimensions of multicultural education are necessary for accomplishing the unique task of analyzing multiple perspectives in geographically distant contexts.

Nevertheless, gaining an understanding of a different point of view is not synonymous with agreeing with it. This idea of understanding beliefs and practices one does not agree with is important to Kwame Appiah’s definition of Cosmopolitanism (2006), and relates to global citizenship skills in regard to communication and the ability to understand diverse perspectives. While there are threats faced by the whole world, it is impossible to address them properly, or have meaningful discussion, without understanding diverse cultural contexts and perspectives on global issues.

This work is particularly germane for culturally relevant pedagogy in classrooms which have students from the Middle East, with Middle Eastern heritage, or who are Muslim (Sensoy&Stonebanks, 2009; Kincheloe, 2004; Subedi, 2010; Gay, 2010). Middle Eastern Americans and other immigrants have contended with negative stereotypes and discrimination for a long time before September 11th, 2011, but since those events, the impact on those perceived to be from the Middle East in the U.S. has been startling. There have been multiple deaths reported each year as a result of attacks on Muslims, and those perceived to have identities related to the attackers on September 11th, such as Sikhs have received enormous abuse in U.S. society since then (CAIR Annual Report, 2009; Verma, 2010). It is alarming that, while the reports of discrimination against Muslims have leveled off in the mainstream, they have become significantly worse in U.S. schools (CAIR annual report, 2009; Sensoy&Stonebanks, 2009). Therefore, this article attempts to understand and learn from the work of Barb, and the ways in which she provides students and teachers with content and methods for teaching and learning global citizenship skills.

Barb: Middle East Studies Educator

Barb teaches about the Middle East, North Africa, and Central Asia, with a focus on modern life in Iran, and the Israel/Palestinian Territories. She is the Educational Director of a non-profit organization focusing on the Middle East, organizes workshops for teachers, develops curriculum, presents as a guest speaker in classrooms, and is the current president of the Middle East Outreach Council (MEOC).

On September 10th, 2001, Barb Petzen was hired as the Outreach
Director at The Center for Middle Eastern Studies at Harvard University. Initially, her main intent was to help support her family while she completed her dissertation; however, that plan was not to be carried out. Two days later, after the attacks on September 11, 2001, a note from the president of the university landed on her desk asking her what the university’s position would be. A flurry of requests for educational programs focusing on the Middle East followed, and the subsequent interest in such activities remained high for the duration of her time there. Where the Center previously had organized one workshop for teachers per year, Barb conducted ninety in her first year. Almost ten years of such rigorous levels of educational activity, and prior experience teaching courses on the Middle East at the college level, have helped her develop “tricks of the trade” for teaching about the Middle East.

A Community of Educators
Barb currently serves as the director of education for a non-profit focusing on the Middle East, but she remains active in the aforementioned NRC community. She values the benefit of “learning from one another’s strengths and experiences.” She also enjoys attending her colleagues’ workshops for teachers because “it makes her better at what she does.” She told me about the elements which she believes make the community close-knit: “We really trust one another because we know each other.” The trust is built on shared experiences: “The issues you are asked about are the same... you’re dealing with the same resource crunches.” “Necessity forces you because you don’t have colleagues at your own institutions.” Outreach coordinators at universities are in an interesting professional space as they do not have many peers at their own university – faculty outrank them, but their responsibilities make them different from staff – they are familiar with P-14 contexts and concerns, but are transients in them and in relation to them because they are almost always visitors in them. MESC availed itself of her skills when we invited her to conduct a workshop on Turkey for teachers, graduate students in education, and some university level instructors. The workshop was intended to prepare them for the social and physical contexts they would encounter by gaining knowledge of the underlying values, problems and historical knowledge behind those contexts – in other words, focusing on deep culture rather than surface culture (Merryfield & Wilson, 2005).

When teaching teachers about the Middle East, or presenting to their students, she uses multiple alternative narratives to deconstruct Euro-Christian-centric knowledge permeating the US media, school curricula, and popular culture (Banks, 1996; Sensoy & Stonebanks, 2009; Willinsky, 1998). Barb’s focus on the root causes of events and situations relates to the critical pedagogy of Paolo Freire (1973, 2000), particularly her views on citizenship and the corresponding need to be a critical consumer of information.

The transformative academic knowledge of Banks (1996), is of particular importance for understanding her priorities and instructional decisions. In the workshop on Turkey for teachers, except for a few participant questions, she used lecture delivery method for the full hour and forty five minutes. That choice is driven by the emphasis she places on providing transformative information within a limited amount of time. She is adamant that pre-service teachers are not provided with enough knowledge about the Middle East in their undergraduate and graduate programs. However, she also values discussion:

“Discussion and having them lead the questions is a really critical part of actually doing the professional development... get teachers to the point where they’re asking those questions and they’re making those connections themselves...”

Her assessment of learning is targeted towards the questions of her students. This is true for both teachers and students. Questions that students ask are keys to verifying pedagogical success in that the types of questions students ask are fundamental to her assessment of student learning:

“getting the kids to the point that they can see enough of the outlines of a historical situation that they can figure out what questions do we want to ask here, that to me is the most important skill” Barb, Interview on

“...when they can ask those questions about any society... they have the confidence of knowing, ‘Hey! I
know what questions to ask!’ And... as soon as you can pose a question, you’re emotionally invested in the answer... [Formulating a question] AUTOMATICALLY makes them want an answer. It’s human nature. You can’t ask a question and not be interested in an answer.”

Her pedagogy works to provide students a knowledge base they can build on, and the ability to ask their own questions that will continue to deconstruct dominant forms of knowledge. Thus, she is nurturing the skills of critical inquiry, a fundamental tenet of culturally relevant teaching (Ladson-Billings, 2006).