Letter from the Director

It is a great, if sometimes exhausting, pleasure to work at the UA Center for Middle Eastern Studies. I am sure that my colleagues at CMES will agree—at least about the exhaustion. Over the past couple of years the level of activity has been such that, each time a newsletter was planned, other pressing tasks took precedence. This newsletter represents the realization of long-held intentions. Rather than focus solely on the Center’s 2004-05 events, we decided to issue an omnibus newsletter that sketches the scope of CMES’ involvements over a longer period of time.

Just over a year ago the Center moved to bright, spacious quarters in the newly completed Marshall Building. While the midsemester move in March 2003 was taxing, it was certainly worthwhile. The Center now boasts an outreach library, a visiting scholars’ office, and ample workspace. The advent of new space was preceded by a complete changeover in CMES staff. The Center is now fortunate to have a wonderful team in place, with Kate Mackay as assistant director; outreach coordinator, Carrie Brown; business manager, Phil Nopper; research assistant, Mourad Mjahed; and student assistants Julie Ellison and Sanam Zahir. Each contributes importantly to the success of CMES’ work, and to the congenial atmosphere at the Center.

In addition to enjoying new space and staff, we are pleased to have the company of three new Middle East studies colleagues, who bring innovative perspectives and energy to the programs they have joined. Scott Lucas (Ph.D., University of Chicago) has a joint appointment in Near Eastern Studies and Religious Studies. He has taken on the important task of teaching large undergraduate classes on Islam, developed a new introduction to Islam course that will satisfy a general education requirement, and offered a new course, *Modern Approaches to the Qur’an*. The interdisciplinary character of Middle Eastern studies is amply apparent in the interests and teaching of Elif Shafak (Ph.D., Middle East Technical University, Ankara, Turkey), noted novelist and new member of the Near Eastern Studies faculty. Dr. Shafak’s combined interests in creative writing, gender studies, and political philosophy link Middle Eastern studies to colleagues and units across campus. She provides leadership to the UA’s developing Turkish studies program and is centrally involved in the Summer 2005 *Teach Turkey* Fulbright-Hays trip, described later in the newsletter. Elif Shafak has also brought to the UA new classes, such as *Turkey in the Margins* and *Politics of Memory in the Middle East*, and assures that Advanced Turkish can be taught on a regular basis.

Another exciting development at the University of Arizona is a new International Journalism Program, with particular emphasis on Latin America and the Middle East. Spring 2005 saw the arrival on campus of Maggy Zanger as Associate Professor of the Practice of Journalism, charged with developing the Middle East component of the program. Her recent experience as in-country director in Iraq for the London-based Institute for War & Peace Reporting informs her teaching of a news analysis class that emphasizes reporting on humanitarian interventions and wars in the Middle East. We look forward to working with all three new colleagues to develop programs that will enhance the Middle East studies academic endeavors and contribute importantly to outreach offerings.

In particular, this newsletter features outreach activities—an area of tremendous growth for CMES. Since the fall of 2003 the Center has enjoyed the presence of Carrie Brown as full-time outreach coordinator; she has organized a much-enhanced CMES outreach program in Tucson and throughout the state of Arizona. Carrie brings to her job a wonderful combination of enthusiasm, knowledge of the Middle East, and appreciation of CMES’ relationships with the community beyond the confines of the university.

I look forward to welcoming many of the newsletter’s readers to CMES-sponsored events in 2005-06, when we promise to issue another newsletter.
In the summer of 2004, CMES took 12 teachers to Cyprus for a 4 week travel seminar and curriculum-building project sponsored by a Fulbright-Hays Group Projects Abroad grant. Teacher participants developed curriculum for use in their classrooms and to share with other teachers through CMES. The tour was preceded by *Cyprus: Crossroads of Cultures*, a K-12 Teachers Workshop that prepared the teachers for their trip and also provided materials and background for other K-12 educators who attended the sessions. While in Cyprus, the teachers took part in a series of lectures, seminars and discussions with academics from Greek Cypriot and Turkish Cypriot universities, local teachers and Department of Education officials from both communities, and other scholars and community figures. The project studied the geography, history, cultural anthropology, religion, urbanization, environment and cross-cultural issues.

In Cyprus, the teachers learned about both the now ethnically Greek south and Turkish-occupied north: they traveled to both sides of the island at a unique period in its history, soon after a referendum to unite Cyprus failed to pass and the island entered the European Union in its divided state. The teachers learned a good deal about divided and border communities and several created lesson plans that also incorporate local Mexican/American issues. One of the first engagements on the island was an all-day workshop hosted by the Intercultural Communications Project, a mixed group of Greek- and Turkish-Cypriots who met in the buffer zone dividing the island to discuss their experiences as peace-makers in Cyprus. This event was organized by Benjamin Broome, Human Communication professor at Arizona State University.

One of the highlights of the trip was attendance at a Greek-Cypriot village wedding and the identity issues raised there. Normally quite rowdy events, this celebration was particularly riotous as it happened to coincide with the night that Greece won the soccer Euro-cup (that’s Greece, not Cyprus). The bride and groom had to compete for attention with the match being projected onto the walls of surrounding buildings, and with the ensuing festivities as the villagers went wild after the victory: with flags waving, they sped down the streets piled into the back of pick-up trucks, shouting, screaming, and shooting their guns into the air in joy.

Two other high points involved archaeological sites. Dr. Stuart Swiny, director of the University at Albany’s excavations at the prehistoric site of Sotira, guided the group around the site, allowing the teachers to handle the ancient artefacts as they came out of the ground, and introducing them to the techniques of excavation and how political concerns can affect the interpretation of history. Frank Garrod, a retired British military officer and well-known volunteer in the Cypriot archaeological community, led the group around a series of sites on the British military base of Akrotiri, an area normally off limits to tourists and even most locals. The group clambered into emptied tombs and hidden chambers as Mr. Garrod regaled them with stories of ancient and modern treasure seekers, while also enlightening them on the presence of British forces in Cyprus.

In north Cyprus, the teachers were particularly gripped by visits to several schools where they were struck by the differences between these and their U.S. counterparts. They also went to several archaeological and historical sites on the north side of the island, hiking in the mountains to reach castles. They visited Varosha, an area on the green line that has remained largely unoccupied since the 1974 invasion by Turkey and subsequent division of the island. Traversing the landscape of the north clearly showed the effects of sanctions on the economy and peoples: since the northern regime was not recognised by most countries of the world, it has not prospered to the same degree as the south. This is likely to change now that aid has been offered to the north in response to their push toward...
CMES also screened the Turkish feature film and Abraham Marcus, and organized by Humanities Texas. Istanbul since Byzantine times that was created by Ian Manners (co-sponsored by the UA Classics department). The authors are delighted to report that all of the lessons have been well received in a variety of venues ranging from their classrooms to state and national conferences. A Moroccan Specialty thrilled over 600 students at Rhodes Junior High’s Auditorium Day, which culminated a unit on Middle Eastern geography. Cheryl Wiens’ Marvelous Moroccan Mosaics was presented at the 2003 Arizona Council for Social Studies (ACSS) Conference. In addition, her lesson also garnered the ACSS Great Moments in Teaching Award for an outstanding middle school lesson. Both Letter from Syria and A Moroccan Specialty drew significant audiences at 2004’s National Conference for Geographic Education in Salt Lake City. In addition, all the lessons have been presented at the Arizona Geographic Alliance’s (AZGA) GeoFest Conference, AzGA’s Summer Geography Institute, for Madison Elementary School District’s School Board, Apollo Middle School faculty, and at various workshops across the state.
K-12 History Day and Lesson Plan Awards

CMES sponsored a special Middle Eastern History award for the Arizona National History Day competition in Phoenix in April 2004. This annual competition is open to all Arizona students in grades 6-12. Students produce exhibits, dramatic performances, multimedia documentaries, and historical papers based on research in state libraries and archives. Winners go on to compete at the National History Day contest held every June in Washington D.C. CMES Director, Anne Betteridge, presented the 2004 award for the best entry in Middle Eastern History to Ross Adeli and Nicholas Weller from Apache Middle School in Sierra Vista. Their documentary, entitled Iranians Encounter the Iran-Iraq War, included interviews with Iranians and research conducted at the University of Arizona. CMES awarded the students a cash prize of $100, and their documentary also won second place in the Junior Group Documentary category, qualifying them for the National Finals in Washington D.C. in June 2004.

Newly Acquired Media Resources Available to Educators

**Muslims: An In Depth Look at What it Means to be a Muslim in the 21st Century** (DVD, 2004)
A production of the PBS’ Frontline series. A wonderful look into the lives and views of Muslims in several countries including the United States. May be used with lesson plans and classroom resources available through PBS online.

**Muhammad: Legacy of a Prophet** (DVD, 2002)
Documentary explores the life of Muhammad as a complex and significant historical figure juxtaposed with the views and experiences of contemporary American Muslims. May be used with lesson plans and classroom resources available through PBS online.

**Inside Mecca** (DVD, 2003)
A National Geographic documentary that takes viewers inside Mecca for the annual hajj pilgrimage through the experiences of three very different Muslims.

**Promises** (DVD and VHS, 2001 and study teacher study guide)
This award winning documentary gives voice to seven Palestinian and Israeli children who live in completely separate worlds in a West Bank refugee camp, an Israeli settlement and Jerusalem. This film explores the physical and emotional divisions, but also a glimmer of hope for the future. The study guide includes historical background, and several lesson plans and classroom activities to use with the film.

**Young Voices from the Arab World: The Lives and Times of Five Teenagers** (VHS, 1998 and teacher study guide)
Five young people take you on a journey into their homes, schools, places of worship, and favorite entertainment spots in Jordan, Lebanon, Egypt, Kuwait and Morocco.
CMES continued to sponsor this award for the Arizona National History Day competition held in April 2005. The award went to Tai Lin Dietrich of Buena High School for her project, *The Rosetta Stone: Key to Decoding Hieroglyphics*.

Also in 2004 CMES was pleased to offer the first **Annual Lesson Plan Competition** for Arizona teachers. This award recognizes K-12 teachers who demonstrate creativity and high academic standards through their development of unique lesson plans related to the Middle East. The winners of the 2004 competition were Jeannine Kuropatkin, a Social Studies teacher from Rhodes Junior High School in Mesa, and Cheryl Wiens, a 6th Grade teacher from Madison Meadows Middle School in Phoenix. The winning lesson plan, entitled *A Moroccan Specialty: Pigeon Pie, Camel Rides, and Mosques*, offers a virtual tour of Morocco’s landscape and culture as a geography adventure for 6th – 8th graders to learn to analyze the physical and human characteristics of Morocco. It is very teacher-friendly, and it covers several national and Arizona Geography and Language Arts writing standards. This lesson plan was the result of Ms. Kuropatkin and Ms. Wiens’ participation in the 2002 *Teach Morocco* travel project sponsored by CMES. Each winning teacher received a $200 cash prize and a package of educational resources for teaching about the Middle East for their schools. The awards were presented at the Southwest Regional Conference on Middle Eastern and Islamic Studies in August 2004. These awards were made possible by the generous support of Saudi Aramco.

![Jeannine Kuropatkin and Cheryl Wiens, winners of the 2004 CMES Lesson Plan Competition](image)

### 2005 Annual Lesson Plan Competition

CMES is currently accepting submissions for the 2005 Annual Lesson Plan Competition. For more information, please contact Carrie Brown, CMES Outreach Coordinator (cmbrown@email.arizona.edu, or 520-621-7904). The submission deadline is July 31st, 2005.

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**CMES ONLINE**

Our webpage is in the process of being redesigned and should be up and running in the very near future. Our apologies for not having our calendar available online this semester! Announcements for our events have been made by calendar flyer at the beginning of Spring 2005, and by listserv thereafter. If you would like to be added to one of our listservs, you will be able to do so online at www.cmes.arizona.edu. Or contact Kate Mackay: kmackay@u.arizona.edu.

### Faculty Updates

There are too many to include in this edition of the newsletter, but they will be published on the new website and they will be included in future editions of this newsletter.

### Online Environmental Studies Database

CMES has created an Environmental Studies of the Middle East Bibliography: a searchable on-line bibliography gathered for use by scholars, students, and others interested in the study of Middle Eastern environmental issues from a social sciences perspective. It can be accessed on the CMES webpage: www.cmes.arizona.edu.

As this is an interdisciplinary field, the main purpose of the bibliography is to bring together sources drawn from various disciplines and topics. The bibliography consists of over 650 English references, mostly books and articles, but also some films and web resources. The main subjects covered are Agriculture and Rural Development, Conservation Policy and Environmental Management, Ecology, Energy Resources, Environmentalism, Environmental Conflict and Security, Geography, Human Ecology, Human Impact on the Environment, Public Health, Religious Traditions, and Water Resources. The geographic scope covers the area from North Africa to Afghanistan.

This bibliography is a work in progress (it will be updated over the summer). In the future we hope to add non-English sources and refine the subject classification. We welcome suggestions of new references and other recommendations for improvement. To submit suggestions, contact Kate Mackay at kmackay@u.arizona.edu.
CMES is pleased to report many successful outreach activities that connected teachers, students, and members of the Arizona community with the Middle East during the past year. Much of this success has stemmed from cooperation with a variety of university and community groups.

The Center collaborated with the UA College of Education in Spring 2003 and 2004, providing lectures and curriculum enrichment for the Smith Scholars seminar series for middle and high school Social Studies teachers. Near Eastern Studies Professor Leila Hudson presented lectures on teaching controversial topics, using current events in the Middle East for the Smith Scholar program. In Fall 2003 and 2004, College of Education Professor Paul Robinson invited the Center’s Outreach Coordinator, Carrie Brown and Robin Zenger from the Center for Latin American Studies to give a presentation to his Social Studies Teaching Methods class on using the Center’s resources for K-12 teachers.

The Tucson Children’s Museum collaborated with CMES in fall 2003 for its first ever Eid al Fitr celebration included in its annual Festival of Lights series for children and families. The Center consulted with the museum as part of a NAFA SA U.S. Muslim Interaction grant that connected Muslim international students from UA and the Muslim Student Association with the museum for the various Eid-related activities. With over 100 in attendance, the festival was a success; in fall 2004 the Tucson Children’s Museum hosted a second Eid al Fitr festival in collaboration with CMES, this time drawing over 300 people.

During the 2003-2004 academic year, CMES partnered with UA presents, the UA’s performing arts series, to provide lectures to complement the Middle Eastern musical performances of its Peace and Reconciliation series. Pre-performance lecturers included Shibley Telhami, Anwar Sadat Professor for Peace and Development at the University of Maryland, Nazif Shahrami, Professor of Anthropology and Central Asian and Near Eastern Studies at Indiana University; and Maria Curtis, PhD Candidate in Anthropology at the University of Texas at Austin.

In April 2004, CMES conducted a series of three workshops for K-12 teachers entitled Cyprus: Crossroads of Culture. Thirty Arizona teachers attended the workshops where they learned about ancient and modern aspects of this divided island. In 2005, the Teach Turkey: Multiculturalism in the Middle East workshops were attended by forty K-12 educators. The higher numbers are representative of CMES’ increasing communication with schools and other community groups, resulting from the new position of a fulltime Outreach Coordinator at the Center.

In October, CMES and the UA Center for Latin American Studies co-hosted a K-12 teacher workshop entitled From Moorish Spain to the Americas: A Meeting of Cultures. Twenty eight participating teachers explored the culture and history of Spain under Muslim rule, and traced its historical influences on society and the cultures of the Americas. Munir Shaikh, Ph.D. candidate in Islamic Studies at UCLA, presented an historical overview of the Muslim conquest of Spain and the development of Al Andalus. Amy Newhall, Assistant Professor of Near Eastern Studies, gave an illustrated lecture on the history of Islamic Architecture in Spain and in the Americas. Gloria Giffords, Fellow with the American Institute for Conservation, discussed the history of Spanish and Mexican Mayólica pottery, including the influence of Muslim artisans in Spain (and the Italian and Chinese influence once it reached Mexico). Ryan Kashanipour, Ph. D. candidate in History at UA, discussed the early colonial interpretations of the New World, and Vania Barraza, Ph. D. candidate in Spanish at UA, gave a presentation on the literature of the reconquest of Spain and the conquest of the Americas. Teachers enjoyed a Middle Eastern and Mexican lunch, and received a packet of educational materials to help them implement information from the workshop into their curriculum.

In March and April 2005, CMES supported Inside/Out, a Tucson community writing project for teens. This program teaches poetry to youth in the Pima County Juvenile Detention Center and at Pima Vocational High School. The students’ teacher, Madeline Kiser, integrated poetry by a variety of writers from the Middle East into the larger curriculum that included presentations by NES students. Graduate students Annie Kelly and Laura Weinhardt visited classes inside the Pima County Juvenile Detention Center to teach about current events in the Middle East and women and Islam. CMES also hosted two classes in the outreach library with a presentation on Middle Eastern satellite television by NES graduate student Ashwin Bijanki, followed by a Middle Eastern lunch, and a presentation on women in Islam and hijab by NES undergraduate students Hoda Dehdashti, Sydney Roth and Ilham Hobba. Carrie Brown, CMES Outreach Coordinator, will make a presentation at the culmination of this project at the Art and Reality Show at the Muse theater on May 4th. Inside/Out is supported by the Tucson Writers’ Project, associated with the Tucson Pima Public Library, and by Art in Reality, which is funded by Pima County Youth Services and by Tucson Parks and Recreation.

CMES extends a special thank you for the generous contributions of Saudi Aramco that have supported many of our outreach programs for teachers and students. The 2004 Lesson Plan Award and the Arizona History Day Award were both supported with funds from Saudi Aramco. Saudi Aramco also provided some of the educational materials for teachers attending our October 2004 workshop, From Moorish Spain to the Americas: A Meeting of Cultures.
CMES Awarded a NAFSA Grant

In Fall 2003, CMES was awarded a Cooperative Grant from NAFSA, the Association of International Educators. These funds supported our successful Month of Muslim Interaction: Ramadan program, a six-part series of events held in October and November that year. Addressed to elementary, middle school and university students as well as the wider Tucson public, the events focused on Islamic fasting traditions and facilitated interaction between campus and community groups. The series included a discussion panel entitled Fasting Traditions of Three World Religions: Christianity, Islam and Judaism that featured three UA faculty members, Michael Berdine (Near Eastern Studies), Marc Krell (Judaic Studies) and Alex Nava (Religious Studies); visits by Muslim students to Middle Eastern Humanities classrooms to discuss Ramadan traditions in a variety of Islamic countries and communities; an Iftar celebration; an event at which children came to the UA campus from Nogales to attend a concert of Middle Eastern music, and to take part in games, artistic and other cultural activities; a Study Abroad session; and an Eid el-Fitr Celebration at the Tucson Children’s Museum. We worked closely on this project with the Muslim Students Association, UA presents (the campus arts organization) and the Tucson Children’s Museum. We hope to continue working with these and other local groups in future outreach endeavors. Though the grant supported the events in the series in only in one semester, several of them have been repeated in the Fall and Spring sessions of the current academic year.

CMES wishes to thank NAFSA for funding the Month of Muslim Interaction: Ramadan project. The award helped to enrich the lives of many campus individuals as well as those from elsewhere in the Arizona community. It also fostered greater understanding between peoples of differing backgrounds and religions, perhaps most significantly those of the younger generation.

CMES Speakers Bureau in 2004-2005

The Speakers Bureau has been very active in providing guest lectures by graduate students in K-12 classrooms and to interested community groups. This past fall, Sarah Malaika spoke about women’s issues and discrimination in the Middle East to a local women’s group, Women Confronting Racism. Ms. Malaika focused her discussion around the Iranian film Mrs. President, which presents interviews with several women who attempted to run in the 2001 presidential race in Iran. They discussed similarities and differences between the women in the film and their own experiences with political work in the U.S. In October, Christina Silvo visited a Middle School class in Scottsdale to answer questions about Islam as part of students’ work on a unit covering Islam. Nesreen Khashan and Mark Voss visited different English classes at the University of Arizona to give them background information about Afghanistan as part of a writing project based on the film Osama. In Spring 2005, Andrew Gardner spoke about globalization in the Middle East—particularly Gulf States—for the Green Valley Seminar Series; Kerry Adams went to a meeting of the Saguaro Rotary Club to discuss the social, religious and political history of the Middle East; Mourad Mjahed spoke in French about Morocco to the UA French Club; Sarah Malaika and Jessica Proctor will do henna tattoos and Arabic calligraphy at a multilingual pre-school; and Julie Ellison will speak about modern Middle Eastern music at a class at Pima Community College.

CMES continues to receive several requests for speakers each semester, and is grateful to graduate students who volunteer their time and knowledge to provide the community with the Speakers Bureau service.

If you are a UA graduate student and would like to volunteer for these speaking engagements, contact Carrie Brown (cembrown@email.arizona.edu). Also contact Carrie if your school or community group would like a speaker.
**FLAS Fellows Between 2000 and 2004**

For the sake of space, here follows an abbreviated outline of FLAS awards made since the last CMES newsletter was published in 2000. With the heightened importance of Middle Eastern languages in the world today, competition for these awards increases with each grant cycle as more and more students enroll in these language courses.

### Academic Year 2000-2001

Seven fellowships were given to Master’s and Ph.D. students in the Anthropology, History, Hydrology and Water Resources, and Near Eastern Studies departments. These were used to support the study of Arabic (3), Persian (2) and Turkish (2).

### Summer 2001

Nine fellowships were awarded to M.A. and Ph.D. students who studied abroad (Morocco, Lebanon, Jordan and Turkey) and in the US. These were for Arabic (7), Hebrew (1) and Turkish (1). The students’ majors were in Anthropology, Near Eastern Studies, and Political Science.

### Academic Year 2001-2002

Eight fellowships were awarded to M.A. and Ph.D. students in Anthropology, Comparative Cultural and Literature Studies, Geography, Hydrology and Water Resources, Linguistics, and Near Eastern Studies. The awards were given for students learning Arabic (5) and Turkish (3).

### Summer 2002

Eight fellowships supported M.A. and Ph.D. students to learn Arabic (5) and Turkish (3). Six studied abroad in Turkey, Morocco, and the United Arab Emirates, while two attended Middlebury. The students majored in Anthropology, Comparative Cultural and Literature Studies, Near Eastern Studies, and Special Education.

### Academic Year 2002-2003

In this year, ten fellowships were awarded to students learning Arabic, Persian and Turkish. One student was taking both Arabic and Persian; an-

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**FLAS Recipients**

CMES awards Foreign Language and Area Studies (FLAS) Academic Year and Summer fellowships in Arabic, Hebrew, Persian, and Turkish. The awards go to graduate students taking Middle Eastern language and area studies courses with majors in any discipline. Funds come from the US Department of Education.

**FLAS Fellows of 2004-2005 Academic Year**

**Fadyeh Barakat** is a Master’s student in Rehabilitation Counseling, received this FLAS award to study Arabic. In the summer of 2003, she worked with the National Palestinian Authority, the United Nations Children’s Emergency Fund and the World Health Organization in the evaluation of therapeutic programs and summer camps for children from Palestine, using her Arabic skills in that endeavor. (She has studied both Modern Standard Arabic and Levantine Arabic.) After graduation, Fadyeh plans to work as a counselor for people with debilitating physical and mental disabilities as a result of war.

**Jonathan Dale** is a Master’s student in Cultural Anthropology. During the junior year of his undergraduate degree he studied abroad in Morocco, where he began learning Modern Standard Arabic and Moroccan dialect. He wishes to continue learning Arabic, including Levantine dialect, so that he is able to conduct anthropological research in Lebanon. Jon’s research will focus upon dispute mediation in a Lebanese village and its role in social control and solidarity between different ethno-religious groups.

**Jessica DeNisi** is a Near Eastern Studies Master’s student. She began learning Arabic while in the Peace Corps in Jordan, continuing her studies at the University of Arizona and at the Yemen Language Institute in Summer 2004 (for which she received her first FLAS fellowship). She wishes to learn Arabic (both Modern Standard and Levantine dialect) so that she can conduct research into issues of identity in the Middle East.

**Jessie Clark** is a first year student in the department of Geography and Regional Development. While an undergraduate student, she studied abroad at Middle East Technical University in Ankara, Turkey. This experience fueled her desire to conduct research on southeastern Turkey, specifically on the social change and integration resulting from reforms implemented by the Turkish Government through the Southeastern Anatolian (hydroelectric) Project. Eventually Jessie hopes to pursue work related to US-Turkish foreign policy.

**Gregory Johnsen** is a first year student in the Near Eastern Studies department. He recently completed research in Yemen as a Fulbright Fellow (with a project entitled *The Yemeni Civil War 1962-70 in Popular Memory*). Earlier he had studied Arabic at the American University in Cairo during his junior year of his undergraduate studies, and while in the Peace Corps in Jordan. As a graduate student at the University of Arizona, he plans to continue his analysis of the Yemeni Civil War.

**Gregory Key** is a Master’s student in the Near Eastern Studies department, speaks advanced modern Turkish (having worked in Turkey for close to a decade), studied Persian at the University of Arizona, and plans to take a course in Levantine colloquial Arabic. His professional goal is to obtain a position where he can edit and translate neglected Ottoman texts. This is Greg’s third FLAS award; the previous awards were in Arabic and Ottoman Turkish (the latter of which he studied in Summer 2004 at the Harvard-Koç program in Cunda).

**Nesreen Kashan** is a Master’s student in the Near Eastern Studies department. She came into the program with a background in Journalism in the US, Lebanon and the West Bank, and she plans to continue in that field after graduation. She aims to learn Modern Standard Arabic so that she is able to understand government documents, news broadcasts and other journalistic sources, and to obtain a command of colloquial Arabic that will allow her to better understand and interact with people in the Middle East, furthering her qualifications as a journalist. This is Nesreen’s second FLAS award; the first was used to study Egyptian dialect at the American University in Cairo in Summer 2004.

**Skyelar Perske**, a second year student of Near Eastern Studies, spent her senior year of college at the American University in Cairo. This experience led her to a goal of learning Arabic so that she could better connect some American perceptions of Middle Eastern sentiments with the reality of what she had experienced while living in Egypt. She plans to do this by translating Arabic sources such as political speeches and media outlets, and by teaching at the university level after earning a Ph.D.

**Carianne Washington** is a second year student of Near Eastern Studies. She plans to work in the field of public service as a linguist in the State Department or a non-governmental organization. Although this FLAS is awarded for Arabic (which she began studying at the Defense Language Institute), she will also study Persian. This is Carianne’s second FLAS award; she previously used a Summer 2004
FLAS Fellows of Summer 2004

Jessica DeNisi was awarded the FLAS for advanced-intermediate Arabic and studied at the Yemen Language Institute in Sana’a, Yemen.

Julie Ellison studied intermediate Moroccan at the University of Arizona’s joint program with L’Université Moulay Ismail in Meknes, Morocco (see her report in this issue). Julie will complete her M.A. degree in Near Eastern Studies in Spring 2005. She plans to go to Law School after receiving her degree, with an eventual goal of becoming an international lawyer focusing on the Middle East. Julie received three FLAS awards during her graduate career to study modern Standard Arabic and Moroccan dialect.

Farrah Jafari learned intermediate Arabic at the Arabic Language Institute at the American University in Cairo, Egypt. Farrah is now a second year M.A. student in Near Eastern Studies. Upon graduation from the University of Arizona, she plans to pursue a Ph.D. in Comparative Literature. Ms. Jafari is of Persian heritage and already speaks the Persian language; she believes that she will gain a better understanding of Middle Eastern culture by learning a second Middle Eastern language—Arabic.

Gregory Key studied advanced Ottoman Turkish at the Harvard-Koç Ottoman and Turkish Summer program in Cunda, Turkey.

Nesreen Khashan studied intermediate Egyptian dialect at the Arabic Language Institute at American University in Cairo, Egypt.

Carolyn Suzanne Thomas took intermediate Moroccan dialect at the University of Arizona’s joint program with L’Université Moulay Ismail in Meknes, Morocco. While a Near Eastern Studies student at the University of Arizona, Suzanne received several FLAS awards for Modern Standard Arabic and dialect so that she can conduct research with populations in North Africa. She plans to work in human rights, either for the US government or an international organization such as the United Nations. Suzanne graduated in December 2004.

Mark Voss studied intermediate/advanced Arabic at the Arabic Language Institute at the American University in Cairo, Egypt. Now a second year M.A. student in Near Eastern Studies, Mark plans to pursue a Ph.D. and become a professor of contemporary social studies in the Middle East, with a secondary interest in early and medieval Islamic history. He is also learning Persian.

Carianne Washington learned beginning Berber at the University of Arizona/L’Université Moulay Ismail in Meknes, Morocco.

Laura Weinhardt went to the Eastern Consortium intensive summer language program at Ohio State University to study intermediate Persian. She began studying the language by sitting in on classes at the University of Edinburgh, Scotland, continuing after she enrolled as a graduate student in the Master’s program of the Near Eastern Studies Department at the University of Arizona. She hopes to use utilize her language skills by taking advantage of the growing opportunities for linguists in the State Department. This was her second FLAS award.

Julia Santucci learned advanced Egyptian dialect at the Arabic Language Institute at American University in Cairo, Egypt. Julia received several FLAS awards for Modern Standard Arabic and Egyptian while a student at the University of Arizona; she graduated in December 2004 with a thesis that focused upon the political situation in Israel/Palestine, specifically on the methods of control in that area. Julia recently secured a position working for the US Government.

Skyelar Perske was awarded a FLAS for advanced Arabic, taken at the Arabic Language Institute at American University in Cairo, Egypt.

Academic Year 2003-2004

Eleven FLAS awards were given to students in the Anthropology Ph.D. program, and M.A. programs in Geography and Regional Development, Near Eastern Studies, and Rehabilitation Counseling. The awards went to support Arabic, Moroccan, Persian and Turkish.

FLAS APPLICATIONS

The application materials for FLAS awards for Summer 06 and Academic Year 06-07 will be available in late Fall semester, 2005. The due date is normally in early February. For information on how scholarships are awarded, see the CMES webpage: www.cmes.arizona.edu

Applications will be available on our website and in the CMES office:

Marshall 470
845 N. Park Avenue
(520)621-5450
The CMES Undergraduate Scholarship supports outstanding University of Arizona undergraduates who wish to pursue Middle Eastern language study in the US or overseas. These scholarships are funded entirely by community donations. If you would like to make a tax-free donation, please contact Phil Nopper, CMES business manager, at nopper@u.arizona.edu, or by phone at (520)621-8750.

Four awards were made in 2004-2005:

**First prize** ($1000) went to **Mitra Taj** for the study of beginning Persian. Ms. Taj is majoring in Journalism and Political Science. She plans to become a journalist specializing in Middle Eastern news; to this end she is learning first Persian, then Arabic (she also speaks fluent German), and hopes to pursue a graduate degree in Journalism at Columbia University. While a student at the University of Arizona, she writes for the student newspaper, the *Arizona Daily Wildcat*.

**Honorable Mention/Second Prize** ($500 each) went to two students:

**Reem Hazboun** received an honorable mention award for the study of intermediate Arabic. She is majoring in Creative Writing, with minors in Arabic and Theater Arts. After graduation, she plans to teach English as a second language in the Middle East, with a future goal of becoming an instructor of Arabic, a translator, or a writer combining elements of eastern and western culture in creative and non-fiction texts.

**Golsheed Bagheri** also received an honorable mention award for the study of intermediate Persian. Ms. Bagheri is majoring in History, with a double minor in Spanish and Persian. She plans to graduate in May 2005, and to continue as a graduate student at the University of Arizona, focusing upon the history and culture of Persia. She was also the president of the University of Arizona’s Iranian American Students Association in 2003-2004.

**Third Prize** ($250) went to **Andrea Brodie** for the study of intermediate Hebrew. Ms. Brodie is working toward a double major in Political Science and Judaic Studies, with a minor in Pre-Law. Her goal is to become an attorney for human rights in the Middle East, eventually adding Arabic to her language repertoire. She also received the President’s and Provost’s Scholarships at the University of Arizona, and was the Vice President of the University of Arizona Vocal Jazz Ensemble.

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**CMES Undergraduate Scholarship**

**Graduate Students Report from the Field**

**Becky Schulthies**

*PhD Candidate in Linguistic Anthropology*

From September 2003 through November 2004, I was supported by a Fulbright Student Scholar Grant to conduct fieldwork in Morocco on the processes by which media is received, comprehended, and transformed at the discourse level in family contexts. I then received a Wenner-Gren Foundation for Anthropological Research Fellowship and the Council for American Overseas Research Centers Multi-Country Grant for 2004-05 to extend my research to include a comparison with Lebanon. I’ve been in Beirut since December 2004 and will be here through September 2005. Most of what follows is from the Moroccan portion of my research, as I’m still adjusting to Lebanese Arabic and Beirut social complexity.

“Our Poetry today is Conversation.” *Fassi security guard.*

It has been a remarkable 18 months, linguistically, culturally, and academically. Though I have been studying Arabic and the Middle East/North Africa for years—even visiting the region multiple times—I was amazed at the leap in competency and fluency that occurred in the first four months. I knew the words and textbook examples, but living *in situ* revealed some of the contingency and complexity of everyday life, giving me an amazingly rich framework and data collection with which to work. I lived with several Moroccan families, which was useful for contextualizing my research, extending my social networks, and improving my Moroccan Arabic. The Moroccan families were remarkably generous on all fronts, and I owe a great deal to those who allowed me to spend so much time with them. I also benefited from interaction with scholars and students who refined my analyses and added critical perspectives. In addition, I presented portions of my research at several conferences and informal settings: The Lebanese American University’s Beirut Institute for Media Arts Annual Conference, the American Anthropological Association’s (AAA) Society for Linguistic Anthropology Mini-Conference (held in lieu of AAA’s move to Atlanta), the Maghribi Area Studies Symposium, and the Center for Behavioral Research at the American University Beirut. The University of Arizona and Moulay Ismail University also initiated a Summer Arabic Program, which Aomar Boum and I co-supervised for six weeks.

“TV is like cigarettes, an addiction.” *Office secretary in a factory.*

The most fascinating aspect of all this was the fieldwork itself. I observed and recorded Moroccan families’ daily interactions with television, using conversation and discourse analysis techniques to examine the linguistic mechanisms by which families make sense and appropriate the media scripts that pervade their lives. Many Moroccans were suspicious of my research, and hesitant to let me record their families watching television, so I had to work with families that were willing to participate. But
people always had something to say about my research; the topic of media’s impact on families stimulated a wealth of perspectives that were not always tied to education or social status.

“Television is the way we stroll the world while sitting in our living rooms.” 

Small business owner in village outside Fes.

The television is, as several Moroccans have remarked, a passive member of the family: present throughout the day, contributing to, framing, connecting, and grounding activities and interactions. The outlines of an everyday poetic of family interpretations are emerging in the data I have collected and transcribed thus far. As a linguistic anthropologist, I am interested in the particular discourse markers utilized when family members evoke current event information. Family members transfigure Fusha, English, French, Egyptian, and even regional Moroccan dialects to mock and approve of statements, to tease each other, to give added meaning to social interactions, to index their education and or/social standing, and to identify with political and social positions.

“You don’t know if what you are reading [about events] is true, but if you see it with your own eyes you know it is happening and is true.”

Young hotel chef.

In the research process, I have been no mere observer. Every setting and interaction involves my American status, and I am called upon to explain American foreign policy, television, culture and society. With most people, the discussion is more about having an American listen as they communicate their thoughts and positions. While I never feel threatened in any way by being American, I struggle with the constant demand to play the role of political interpreter in the wake of an event that leaves many dead or wounded. Empathizing with both sides does not make the translation process easy.

Becky Schulthies also served as one of the three guides for the 2002 CMES/ Fulbright-Hays Teach Morocco K-12 curriculum-building travel project.

Michele Wells

M.A., Near Eastern Studies (Graduated December 2004)

I am sitting here in my local ahwa (coffee shop), listening to the neighborhood men gossiping about the latest news blaring from the television in the corner. I have found that coffee shops like these are undoubtedly the best places in Cairo to socialize, and to become privy to the opinions and everyday lives of my fellow Caïrenes. Now, not only have I become a regular fixture, but I am a very welcome part of the neighborhood social group. What incredible fortune! And what an unparalleled opportunity to learn so much about a people with such rich history, culture, and religious traditions!

Since my arrival in Egypt nearly five months ago to study Arabic, I have been repeatedly struck with the realization that this is THE place to be in the world right now. Not only am I living in an environment where the language I am learning is being spoken every day, but I am in the midst of living tomorrow’s history. Being part of a living history can be surprising at times.

Not too long ago, I spent an afternoon perched on the roof of my university in order to watch a massive anti-war demonstration get out of hand in the streets of Liberation Square below me. I knew I was witnessing things that would probably never make it to the pages of US newspapers, unless it was a three-line blurb hidden on page 64 attributed to Reuters. I sat there on the roof for hours, with my feet dangling off the edge, dictionary in my lap, and notebook by my side. I was taking notes on a political protest in Arabic! Not only was what I was watching visually arresting, but just the fact that I was there to witness such unbridled passion was breathtaking. And what a cultural and linguistic challenge that day was. Countless times I was stopped on the street on my way home: “You’re American, aren’t you? What do YOU think about the war?” When do you ever get such an opportunity to speak to a captive audience in Arabic when you’re studying in the states?

Being part of a living history can be sobering as well. When I first arrived, I often wished that my hair was darker, my eyes not blue, and my skin not so fair in order to ‘fit in’ and better become a ‘fly on the wall’. I quickly tired of the “Hello, habiba!” and the “Ants sucre carré” calls to me from bored men in the street. I wanted more than anything to know what normal, everyday Egyptians REALLY thought. What do they say and do when they didn’t know they were in the presence of a foreigner, and one not so suspiciously American? What were these people really like? What were their dreams and aspirations, their daily concerns and worries? But then I lived here for a couple of months, became a regular fixture, and the catcalls on the street waned, then stopped. I am now not only accepted in Egyptian society, but I play a valuable part. I am valued at my local ahwa because I am American. I give a window of insight to a group of people that really only come into contact with American tourists, or know American culture only from Hollywood movies. They are aware that these are not fair and accurate depictions, and want to know (just as I do with Egyptians) what the everyday American thinks, what are their dreams, aspirations, duties, and worries. They, as I, want to know: “Are they like us? And how?” So as I sit here, drinking my coffee and visiting them, I am learning from them, just as they are learning from me. Except to be honest, I think I get the better deal because I insist that we speak in Arabic so I can practice!

And so I finally realized how silly those early wishes were. Now, I would never trade in my blonde hair, blue eyes and forever-pale skin in order to blend in (well, to be completely honest, I would like a tan!) I am the unmistakable foreign girl who walks to school every morning, making time to greet and chat with no less than twelve neighbor before her 8 a.m. class. I am their foreigner, and they are my neighbors. I appreciate the fact that we are all students, learning from one another, though I’m the only one who has to go to school. One day, maybe, I will get
the compliment that I am unmistakably Egyptian. But for now, I am more than happy to be that American girl that belongs.

Always I remember that I am living here as a result of hard work, both my own, and the people who support me. I am continually grateful for the encouragement that the faculty and staff of both CMES and the Department of Near Eastern Studies at the University of Arizona have given me. I am so fortunate to have been surrounded by such knowledgeable people who are so ready and willing to help me give flight to my academic aspirations. Thank you, CMES and NES! As we say in Egypt, Alf Isbaker, “A thousand thanks”!

Jessica Weinberg
Ph.D. Candidate in Anthropology and Linguistics

Jessica wrote this piece while she was a Lady Davis Fellow (2002-2003) at Hebrew University’s Departments of Communication and Anthropology/Sociology. She wrote from Nazareth, Israel, in December 2002.

I am now in my second year of dissertation field research on the Israeli women’s peace movement, particularly focused on two related organizations, Bat Shalom (Daughter of Peace) and the Coalition of Women for a Just Peace. The Coalition is an umbrella group comprised of nine feminist peace organizations including Bat Shalom, Women in Black, New Profile, The Movement of Democratic Women in Israel (TANDI), Machsom (Checkpoint) Watch, and The Fifth Mother. In my research, I am examining how the linguistic ideologies of Jewish Israeli and Palestinian Israeli feminist peace activists working together connect their gender and national ideologies to their language use. For example, the activists believe that linguistic equality between Arabic and Hebrew is an important part of social equality between Palestinian and Jewish citizens of Israel, and therefore they try to include translation between the two languages in their public events and statements. The activists consider this ideology and practice to be an integral part of their feminist approach to activism.

Bat Shalom and the other groups within the Coalition identify themselves, and are identified by the Israeli public, as being part of the “Radical Left” in Israel. “Left” (and, correspondingly, “Right”) in the Israeli sense generally refers to one’s position on the Israeli-Palestinian conflict rather than to any socio-economic position. The Radical Left is contrasted with the more mainstream Left, including the organization Peace Now, which has been closely associated with the Meretz and Labor political parties. The Radical Left also differs from the mainstream Left by, among other things, its support of refusal to serve military reserve duty in the Occupied Territories and refusal to serve in the Israeli army at all, its support of a boycott of products made in Israeli settlements, and its open discussion of the issue of the Palestinian refugees. Currently these groups are organizing against the “separation fence” Israel is building in the West Bank, against the legitimization in Israeli public discourse of the notion of “transfer/expulsion” of Palestinians both from within Israel and from the Occupied Territories, and against the increase of anti-democratic laws in Israel. Additionally, Bat Shalom, together with Palestinian women activists in East Jerusalem and the West Bank, is currently lobbying the United Nations to establish a commission of Israeli, Palestinian, and international women peace activists, which would play a direct role in the negotiation of the Israeli-Palestinian conflict, in accordance with Security Council Resolution 1325.

Andrew Gardner
PhD Candidate in Anthropology

Andrew received a FLAS to study at the Gulf Arabic Programme (GAP, www.gapschool.net), in Al-Ain, UAE. He spent six weeks in Al-Ain. As the first FLAS student at GAP, he describes his experience:

In 2002 the GAP had been around for just over two years. The program is modeled after one of the Yemeni Arabic programs — in its first semester, the GAP used program materials from Yemen, and has slowly altered and changed those materials to fit the Gulf dialects. Overall, the program is tailored to students who wish to speak contemporary Gulf dialects. While the student spends some time working on reading and writing the Gulf dialect, the thrust of the program is on increasing speaking skills — ideal for students like me (a cultural anthropologist), but probably not suited for those interested in historical research, archival work, and so forth.

Class size is limited to twelve students. My class comprised a wide variety of students. Many were expatriates who had been in the area for some time, and were finally trying to tackle Arabic in a more formal manner. Others were students like myself. Men and women attend class together. We met for six hours a day at a suite of classrooms in central Al-Ain. And while the GAP offices are in Al-Ain, all four of the instructors were Omani — two men and two women. Several of them spoke passable English, but in the classroom they are restricted to speaking Arabic only. We proceeded through the course materials at a sufficient rate. By the end of the initial four weeks, I was able to hold a basic conversation with people on the street, in restaurants, at my small hotel, and so forth.

The Gulf Arabic Programme offers a variety of courses — including a full year course — but I signed up for the four-week summer course. Because the FLAS has a required number of contact hours, I supplemented this four-week course with two additional weeks of private tutoring. I was both surprised and pleased that I was assigned to one of the female instructors, as in the context of Omani and Emirati society, it’s quite rare for me to have the opportunity to meet women in any context. I found my instructor (Wudha) to be a fascinating individual and an excellent teacher. She was also quite willing to talk about a variety of subjects pertaining to both American and Omani culture, which was a particular treat for me as a cultural anthropologist. Furthermore, I found that my language skills excelled exponentially during my final two weeks of pri-
I could communicate basic ideas in Moroccan but found my proficiency in Modern Standard Arabic and one year of Moroccan Arabic training. I arrived in the country after having previously taken three years of Arabic language studies. A large part of what distinguished Moroccan dialect from Modern Standard Arabic is based on the Berber language so by the time I left Morocco I had made significant progress with the Moroccan Arabic. I was rewarded with two students with one instructor and one teacher's assistant together in a classroom for four hours every day. As a FLAS student, I also received an additional two hours of language practice every day in a one on one situation. While at times the hours were overwhelming, the in-depth exploration of Berber language and culture cannot be matched.

I also had several years of Arabic language and wanted a chance to practice MSA and learn as much as possible of the Moroccan dialect. A large part of what distinguishes Moroccan dialect from Modern Standard Arabic is based on the Berber language so by the time I left Morocco I had made significant progress with the Moroccan dialect. On the train ride to the airport I was able to sit within the carriage and understand the different conversations and arguments around me without great difficulty. I considered my summer successful when I boarded my plane for home and realized I had not spoken English for over twenty-four hours and had successfully navigated my way through Casablanca, the train system and the airport.

While I do not presume to speak for students within the other language programs, the amount of individual attention and focus in this summer Berber program gave me amazing exposure to the Moroccan culture while I learned and improved on three different languages. The scarcity of Berber language programs made this opportunity truly unique.

Carianne and I combined our language skills in order to wander through some of the cities in Morocco and perform our questionnaires for our Anthropology Research and Methods class. The in-program travel and the personal travel before and after the program afforded me the greatest opportunity to work on my Moroccan Arabic. Using Moroccan Arabic daily in practical applications was the part of the program that I found most enjoyable and it made for an unforgettable summer.

The Berber Program (by Carianne Washington)

I attended the intensive Berber language program in Morocco with the hope of gaining a greater understanding of the unique and singularly challenging Berber language. I was rewarded with some of the best language instruction I have ever had. Some of the best language instruction I have ever had. There were two students with one instructor and one teacher’s assistant together in a classroom for four hours every day. As a FLAS student, I also received an additional two hours of language practice every day in a one on one situation. While at times the hours were overwhelming, the in-depth exploration of Berber language and culture cannot be matched.

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We are delighted to announce that Shirin Ebadi, 2003 Nobel Peace Prize Laureate, has agreed to be an honorary member of the faculty of the University's James E. Rogers College of Law. The agreement resulted from a meeting of College of Law Dean Toni Massaro with Mrs. Ebadi when Shirin Ebadi visited the UA to deliver a lecture in May 2004. The lecture was co-sponsored by CMES and the Iranian Association of Arizona.

Conferences at CMES

2005 Western Consortium Multi-Language Workshop
What Works in the Language Classroom

CMES organized the Western Consortium Multi-Language workshop in March this year. Instructors of Arabic, Hebrew, Persian and Turkish from the Western Consortium Institutions, as well as colleagues from Eastern Consortium and New Mexico schools, met for a gathering over three days at which faculty introduced a variety of resources that had been used successfully - or otherwise - in their classrooms. The speakers reported on web-based, audio and text resources, and provided insights into using music in the classroom, and employing interactive methods to ensure that their students were learning effectively. Dr. Ahmad Karimi-Hakak served as the keynote speaker: he spoke about the creation of the Center for Persian Studies at his institution, the University of Maryland. CMES also hosted the workshop in 2003. The focus that year was Theory and Practice: Making the Connection.

The Western Consortium includes the following institutions: University of Arizona, University of California - Berkeley, UC - Los Angeles, UC - Santa Barbara, University of Texas at Austin, University of Utah, and the University of Washington.

2004 Southwest Regional Conference on Middle Eastern and Islamic Studies

In August 2004, CMES hosted the second Southwest Conference on Middle Eastern and Islamic Studies, open to K-12 teachers and scholars from community colleges and universities in Arizona and New Mexico. This conference highlighted scholarly research and innovative teaching related to Middle East studies and Islamic studies, including presentations by K-12 teachers on teaching about the Middle East and Islam. CMES first arranged this conference in 2002 in order to provide an opportunity for scholars and educators from the Southwest U.S. interested in the Middle East and Islam to come together and share their current work and interest in the field. Highlights from this year’s conference included paper presentations from colleagues in Anthropology, History and Near Eastern Studies at Northern Arizona University and the University of Arizona, K-12 lesson plan presentations from teachers who participated in CMES’ 2002 Teach Morocco trip, a panel discussion entitled Current Events in the Middle East: Saudi Arabia, the United States and Iraq, and presentations on recent research. Jim Bowman, UA Ph.D. candidate in Rhetoric, presented research resulting from his participation in CMES’ Teach Cyprus travel project in a paper entitled Prospects for Peace, Justice, and Reconciliation in Post-Referenda Cyprus. The conference opened with a screening of the Moroccan film Ali Zaoua: Prince of the Streets and closed with a dinner including the presentation of the 2004 Annual Lesson Plan Award to social studies teachers Jeannine Kuropatkin and Cheryl Wiens. CMES will organize another Southwest Regional Conference in the summer of 2006.
in the Arab World and the Arabs in Africa

21st Kate Gillespie (McCombs School of Business at the U of Texas), Business in the Middle East: An Academic Retrospective. Co-sponsored by NES and Eller International Business Certificate Program

29th Munir Shaikh (UCLA), The Alhambra Palace of Granada: Historical and Contemporary Meaning. An illustrated slide lecture

30th From Moorish Spain to the Americas: A Meeting of Cultures. Teacher Workshop organized with the UA Center for Latin American Studies

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NOVEMBER

3rd-7th Society for Ethnomusicology Conf

3rd Ghazi Nahar - Impact of Nationalism in the Arab-Israeli Conflict

3rd Judith Cohen (York University, Toronto), Can there be a Medieval Sephardic Song? Public talk and performance co-sponsored by Judaic Studies


7th Mystic Iran, IFF

8th Tim Fuson (UC - Berkeley), Rhythms of Attraction: The Groove and Meta-Groove of Gnawa Ritual in Marrakesh. Public talk and performance

16th Ilan Pappé (Haifa U, Academic Director of Research Institute for Peace at Givat Haviva), Use and Abuse of History in Israel. Co-sponsors NES, JUS, History, International Affairs Office, Kolot Tzedek, Women in Black, APJME

17th FLAS Fellowship Brown Bag Informational Meeting: Taking the Mystery Out of the FLAS Award Process


DECEMBER

1st Abbreviated FLAS info meeting

1st Ghazi Nahar - Jordan's Strategy toward Peace and the US Role

3rd Applying to Graduate Programs in Middle East Studies

4th Eid al Fitr at the Tucson Children's Museum. Festival of Lights Series

9th Dead Day Henna Party at CMES

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JANUARY 2005

14th Evelyn Early (US State Department), From the Halls of Academe to the Corridors of Diplomacy. Careers in the State Dept.

23rd Under the Skin of the City, IFF


26th Elif Shafak (NES) reading from her book, The Saint of Insipient Insanities. Co-sponsor UA Bookstore

31st Rough Terrain: The Media Landscape in Iraq. Maggy Zanger (Journalism) and Dodge Billingsley (Combat Films) with moderator Jacqueline Sharkey (Journalism). Co-sponsored by Journalism

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FEBRUARY

4th Gide Gide (Turkey), CMES Friday Afternoon Film Series (CFAFS)

11th Anna Secor (U of Kentuckey, Geography Department), Coffee and Conversation: Identity, Citizenship and Civil Rights in Turkey. Co-Sponsor APJME

11th Anna Secor - Public Lecture: Between Longing and Despair: State, Space, and Subjectivity in Turkey. Co-sponsor Geography and Regional Development

13th Robert Thurman (Columbia U) presented his new book, The Jewel Tree of Tibet. Co-Sponsor AZ Friends of Tibet

14th Women Without Borders: Confronting Challenges Across Religious Lines, a panel featuring Blu Greenberg (author and activist) and Judith Plaskow (Manhattan College). Co-sponsored by JUS, Jewish Fed. of S. AZ, UA Hillel, JCC; Women's Studies, Religious, & NES Depts.

18th Purity (Israel), CFAFS

21st Joel Migdal (U of Washington, School of International Studies), Deriving an Architecture for American Foreign Policy in the Post-Cold War World: Iraq, Israel, and the Bush Administration. Co-sponsor JUS

24th Study Abroad Fair and henna tattoo fundraiser for the CMES Undergraduate Scholarship Fund

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MARCH

1st Turkey in Transition: Coexistence of Past and Present. Elif Shafak (NES) and Andrew Wedel (Linguistics). Panel co-sponsored by APJME

4th Protest (Iran), CFAFS


7th Saud Ali (Arizona State U), Sudan, Path to Peace: Unilateral or Comprehensive? Co-sponsored by APJME

23rd Daniel Laufer (U of Cincinnati), Cooperation between Recent Enemies: Israeli-Jordanian Joint Ventures. Co-sponsored by Eller School of Management


25th Inch‘Allah Dimanche (France), CFAFS

30th Ghazi Nahar - Jordan's Strategy towards the Peace Process in the Middle East, U.S. Role.

APRIL

3/31-4/19- Istanbul: Portrait of a City Exhibit.

2nd, 9th & 16th – K-12 Workshop: Teach Turkey: Multiculturalism in the Middle East

4th Samar Attar (Harvard Visiting Scholar, Center for Middle Eastern Studies), Translating the Exiled Self: Reflections on the Relationship between Translation and Censorship. Co-sponsor NES

6th Amy Newhall (NES), Academic Freedom in the U.S. Co-sponsor APJME

8th Fatma Muge Göçek (U of Michigan), Turkish Historiography on the Armenian Massacres of 1915. Co-sponsors: History and Sociology

11th Richard Eaton (History), The Rebirth of Biography in the Writing of Social History in India and the Middle East. Co-Sponsor NES Undergraduate Organization (NESUO)

12th Nadje Al-Ali (U of Exeter, Institute of Arab and Islamic Studies), Gender, Transnationalism and Political Mobilization of Diasporas: The Case of Basnian and Iraqi Refugees. Co-sponsor NES

13th Nadje Al-Ali - The Impact of Sanctions, War and Occupation on Women and Gender Relations in Iraq. Co-sponsors: Anthropology, NES & Women's Studies

15th Kaş Para Kaş (Turkey), CFAFS

18th Eleni Bastéa (U of New Mexico), Storied Cities: Literary Memories of Thessaloniki and Istanbul. Co-sponsored by Classics

20th Alex de Waal (Social Science Research Council and Harvard U Global Equity Initiative), Insights on the Current Crisis in Sudan. Co-sponsor Anthropology

21 & 22 Middle East and North Africa Graduate Student Forum


28th Leila Hudson (NES), U.S.-Syrian Relations. Co-sponsor APJME

29th Mystic Iran (Iran), CFAFS

MAY

29th - 31st - Association for Israel Studies (AIS) Conference. Registration required (for info, call CMES at 520-621-5450)
Call for entries for the 2005-2006 Annual CMES Photography Exhibit

Words

The organizers hope to see imagery from a wide range of Middle Eastern contexts that shows words literally and metaphorically in signs, calligraphy, memorials, graffiti, conversations, speeches and other forms of communication.

Deadline for submission: June 6th, 2005

For information on how to submit, pick up the submission form at the CMES office (Marshall Building room 470, 845 N. Park), see our website (www.cmes.arizona.edu), or call CMES (520-621-5450) to have an information and submission form mailed to you. For other information, contact Kate Mackay, CMES Assistant Director (kmackay@u.arizona.edu, or 520-621-8079).

A reception will be held at the opening of the exhibit in September, 2005.

CMES Photography Exhibitions

For the past 14 years, CMES has organized an annual photography exhibit featuring images by friends, faculty, students, and colleagues. Selected photos are displayed in the Center throughout the academic year and may also be published on our website and/or selected for CMES promotional purposes.

In recent years, themes have been Sounds and Silences (2003-2004), Celebrations: Sacred and Secular (2002-2003), Popular Culture in the Middle East: Vignettes of Everyday Life (2001-2002), and Architecture in the Middle East (2000-2001). The current exhibition, In Motion, contains the work of twenty-one friends of CMES in fifty-two images. It invokes movement—and the lack thereof—in countries and regions broadly defined as “Middle Eastern.” The images will be displayed in the CMES office until the end of May 2005. Stop by to view them during regular CMES hours: 8am-5pm on weekdays.

CMES is grateful for the generosity of its many contributors.
Elise Collins-Shields has made a bequest to the Center to advance the understanding of Middle Eastern women’s lives. Numerous individuals have contributed to the undergraduate scholarship fund. CMES thanks all students who have helped support the undergraduate scholarship fund by their volunteer participation at henna booths on the UA campus and in the Tucson community.

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