

MESA's 48th Annual Meeting

November 22-25, 2014
Marriott Wardman Park Hotel
Washington, DC

Tentative Schedule of Events page 22
Notes on MESA's Submission Process page 24
Statistics on 2014 Submissions page 25



Issues in Middle East Studies

April 2014
Vol. 36, Issue 1

Bi-annual newsletter of the Middle East Studies Association

In this Issue



Once every three years, MESA returns to DC to hold its annual meeting. The Program Committee's decisions were announced recently; statistics on the submissions are included on page 25. We remind members that the bulk of the information about the annual meeting is available on-line (mesana.org). An interactive program where you can search for presentations on a number of criteria will be available July 1.

MESA's *Issues in Middle East Studies* is the publication (which goes directly into the email of all MESA members as a benefit of membership) aimed at highlighting the amazing richness of our fields, careers, scholarly resources (from libraries to online sources), observations, experiences, field notes, programs, burning issues, triumphant pedagogical moments-or the converse, humor (jokes!), or anything else that we think will interest our members when they emerge from their own specialized studies.

We invite our individual, institutional and affiliate members to send in contributions and share stories with us.

Letter from MESA President Nathan Brown

page 3

NCASA Survey on The State of Area Studies

page 5

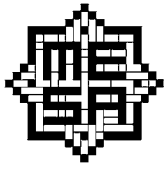
Palermo's "Blue Mosque"

page 7

CAF's 25th Anniversary

page 17

From MESA's Executive Director	4
Outreach News	9
Affiliated Organizations	10
MESA's Institutional Members	12
Committee on Academic Freedom.....	15
Graduate Student News.....	18
Committee on Undergraduate Middle East Studies	19
MESA 2014 Information.....	22
MESA 2014 Registration Form.....	26
IJMES Editorial Office Update.....	27
Contributions	31



The Middle East Studies Association (MESA) is a private, non-profit, non-political learned society that brings together scholars, educators and those interested in the study of the region from all over the world. From its inception in 1966 with 50 founding members, MESA has increased

its membership to over 3,000 and now serves as an umbrella organization for more than sixty institutional members and thirty-nine affiliated organizations. The association is a constituent society of the American Council of Learned Societies, the National Council of Area Studies Associations, and a member of the National Humanities Alliance.

As part of its goal to advance learning, facilitate communication and promote cooperation, MESA sponsors an annual meeting that is a leading international forum for scholarship, intellectual exchange and pedagogical innovation. It is responsible for the *International Journal of Middle East Studies*, the premiere journal on the region, the *MESA Review of Middle East Studies* and *Issues in Middle East Studies*, a biannual newsletter. An awards program recognizes scholarly achievement, service to the profession and exemplary student mentoring. MESA is governed by a eight-member Board of Directors elected by the membership.

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MESA Membership is available to individuals and institutions who are interested in the study of the Middle East. To learn more about membership, visit mesana.org or contact Sara Palmer (sara@mesana.org).

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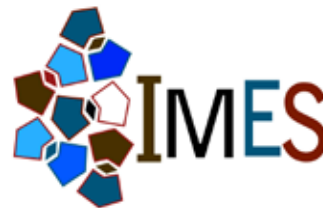
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Advertising in IMES

Please visit <http://mesa.arizona.edu/publications/advertising.html> for the advertising insertion order form and for any updates or changes in prices.

Current Prices and Specifications

Full page (7½" x 9½")\$625
 Half-page horizontal (7½" x 4½")\$375
 Half-page vertical (3½" x 9½")\$375
 Quarter-page (3½" x 9½")\$225

Upcoming Deadlines:

September 5, 2014 for October 2014 issue
 March 13, 2015 for April 2015 issue

Letter from MESA's President

Rethinking MESA

Nathan Brown | Professor of Political Science and International Affairs | George Washington University



I attended my first MESA meeting in 1983 in Philadelphia; I attended the most recent one in New Orleans and felt very much at home. Some things have changed over my thirty years attending MESA annual meetings: I know more people; I can calmly listen to

others rather than nervously sit wondering if I should say anything; and I no longer feel the pressing need (or have the credibility) to describe my own work as “cutting edge.” But the main reason I feel more comfortable is far simpler: MESA’s annual meetings have grown very familiar. I feel the same comfort when I pick up an issue of *IJMES*—yes, the cover has recently changed—but only recently, and that seems sometimes to be the largest change I have had to cope with.

A nagging voice tells me that my cozy comfort could be a problem—not for me but for how MESA will serve its members in the future.

The scholarly world has changed—and continues to change—in some fundamental ways. Is MESA too familiar? Is it too rooted in the scholarly conventions of the past century? Would it be better if it were a less comfortable place for me?

There are those involved in MESA who might quickly retort: “Speak for yourself, Nathan. You may be stodgy but MESA is not. Look at how increasingly international MESA has become. Look at the new fields of scholarship, some of which would have been beyond the imagination of MESA’s founders (and may have scandalized them had they dared to imagine them). MESA’s publications are edgier and more varied; MESA’s membership is more diverse; MESA used to operate in a political straightjacket but now serves as a venue for all kinds of discussions of sensitive issues (even while MESA as an organization eschews political stances); and MESA now speaks up quite vocally on behalf of academic freedom.”

Yes, this is all true. MESA has adjusted very well to serve its members’ needs and interests. But the ground beneath the feet of modern scholarship is shifting perhaps even more quickly now than in the past. We will have to figure out how to distinguish ephemeral from essential change. In two areas I think we may not be adjusting fast enough to some developments that may be very profound

in their implications for the academy.

First, the nature of the professoriate is changing. It is frequently observed that we have moved toward a two-tiered faculty (a research-oriented, tenured side and an adjunct side), though I suspect that gradations and other forms of teaching and scholarship are also emerging. MESA’s activities continue to be oriented primarily for research-oriented, tenure-track faculty. That may always make the most sense for an association that defines its interests in scholarly terms, but I worry that we may sometimes forget the needs of students, researchers, and teachers who do not have the time, resources, and interests to take full advantage of what MESA offers and need other things from a scholarly association.

Second, academic publishing is changing. In some fields, the changes have reached the extent that the publication of academic papers and books is no longer the primary venue for scholarly production. Much of the change in our field has been bottom-up in nature, with MESA members able to turn to a variety of ways to explore their interests, publicize their work, and access the work of others in a variety of newer media. MESA’s publications have also made some noteworthy adjustments, switching to electronic formats, developing new ways of exploring subjects outside the bounds of a traditional scholarly article, and tinkering (and sometimes more) with formats. Perhaps MESA can provide a venue for its members to think in a more conscious and structured way about how to take fullest advantage of the changes in the production and dissemination of scholarship with the academy more broadly.

Our annual meetings might be seen as a place where MESA’s incremental approach to change is most on display: we meet each year around the same time and with the same basic structure. But we have also supplemented the traditional academic panel with a variety of other formats and continue to adjust and innovate each year. Is a more comprehensive thinking of our structure appropriate? Might we look to other scholarly fields for models of how to build channels of interaction and communication? I do not think any of us wishes to have MESA convert to an association where members speak to each other only messages of 140 characters. But we might use the annual meeting itself as a place to hold discussions about how to adjust. If I am right—that the ground beneath us is shifting—then much more than MESA is at stake. And we should start talking about how to respond.

From MESA's Executive Director



Amy W. Newhall

Down here in the Southwest we greet spring blossoms with delight; some years the season is fleeting and some years, like last, it is gloriously long. Just a tiny drip of moisture and the world explodes into color! And Achoo! We get that too. The very seizure of a sneeze reminds us how we can be subject to a random wind, a tiny pollen. But nowadays our academic professions are sensing something similarly itchy that is not pollen, not random, and something increasingly hard to filter out: academia is in trouble and area studies is too. Adjunctification, de-funding, decline, classes too small, classes too big, responsibility centered management, retirement without replacement, increasingly restricted research opportunities, minuscule funding, evaporated funding, endless committees, a hostile environment for educators, incarcerated colleagues abroad, and malice in legislatures. Holy Toledo, bring back the flowers!

Alas, the halcyon days of doing a Mr. Bennett and retreating to the study to escape the yammering without, may be over. We can no longer ignore the plight of adjuncts, or stand back and watch us lose new language faculty almost as fast as we produce them, or watch outstanding but contingent language faculty who have trained many of us forcibly retired without receiving benefits- not even a library card- from their ivy covered institutions. As MESA President Nathan Brown suggests, it is time to admit our problems and start up a conversation about how we might address them. The future is not so very far away, unless of course, it can be deflected by the lure of the wing-chair, a beautifully bound book, and the glitter of something in cut glass. The Board of Directors is considering establishing a task force to consider how MESA can serve the needs of a changing professoriate. If you would be interested in knowing more about it and possibly participating, drop me a line: amy@mesana.org

While you are bathing in remembrances of times past (say what? and when was that?), ponder the approach in 2016 of MESA's 50th anniversary. If you could whip out a wand and conjure something special, what would it be and would you attend it? I am looking for ideas and all reasonable ones will be considered. If your suggestion involves vast expense, please recommend a sponsor. If your suggestion involves a cake and Bugs Bunny, forget it.

New! Issues from MESA Members

Language Training: Are We Failing to Take the Warning Signs Seriously?

Dear Amy,

I am writing to first thank MESA for devoting a Special Session at the 2013 conference in New Orleans to the issue of part time and contingent faculty. The presentations were compelling and their messages urgent. While the problem of adjunctification across all disciplines confronts us, I would like to emphasize one particular problem that lies at the core of our work: the instability of those in the language professions.

Without motivated and highly trained language pedagogues what is the future of area

studies? In my interviews with stake-holders I have come to understand that all the parties involved recognize the seriousness of the problem and are deeply concerned. But still we are unable to convert this concern into momentum.

A few weekends ago I attended another conference*... and once again an alarm was sounded. What was so odd was that the alarm occurred in the midst of good news: rising student demand for languages and very serious employer interest in hiring people with language skills (both business and the feds). But at the same time we heard a litany of tales and saw a plethora of statistics that showed what trouble our core is in.

We are losing our trained language faculty. Yes, funding is an issue and Title VI is part of the problem, but underlying it all is that our institutions are failing to take language seriously

and somehow, despite knowing precisely what is going on, we are letting them get away with it. What can we do?

In response to this question Rosemary Feal (MLA) said, "Just say no." Is that feasible; are there better approaches? How about another special session in Washington where, instead of feeling guilty we can get energized and kick some ideas around and come up with some concrete suggestions and strategies?

- Maggie Nassif

Task Force May Be Formed to Assess Needs of Changing Professoriate

Dear Maggie,

Thank you for your letter. MESA's Board or Directors is establishing a task force to assess how MESA can serve the needs of the changing professoriate.

The task force could help us plan for the future. The task force will organize a special session for Washington, as you suggest, and work with the task forces of other scholarly societies to address these issues collectively and on a broader scale.

We invite concerned and interested members who are willing to devote some time and brain power to join the task force and help strategize. **Send an email indicating your interest to amy@mesana.org.** Put "Task Force" in the subject line.

An article regarding that conference is included in this newsletter on the following page.

- Amy W. Newhall

*Internationalization of U.S. Education in the 20th Century, Reves Center, College of William and Mary, April 11-13, 2014. More on that conference, as well as a link to the full article can be found at <http://www.wm.edu/offices/revescenter/internationalization/index.php>

NCASA Survey on The State of Area Studies



Earlier this year, members were sent a request to participate in a survey by the National Council of Area Studies Associations (NCASA), of which MESA is a member. The purpose of the survey was to produce a picture of the present and future of language and area studies in the United States. The data collected will represent area studies experts from different world regions with diverse disciplinary specialties.

The survey is in partial response to a number of trends across universities and within the U.S. Department of Education that have raised concerns about the training of the next generation of area studies experts. As U.S. federal funding for area and language studies has dramatically decreased in the last few years, it has become increasingly important for our profession to show reliable data on the state of the field.

The data gathered by this survey was presented at a policy research conference earlier this month, “Internationalization of U.S. Education in the 21st Century: The Future of International and Foreign Language Studies.” The study will also be published in scholarly

publications, and used to inform scholars, educators and funders about the current situation and future prospects for international and foreign language studies in the U.S.

Excerpts from “The State of Area Studies: a survey of foreign language and area studies specialists in higher education” by Dr. Laura Adams (Director, Program on Central Asia and the Caucasus, Harvard University) include the following:

Issues of funding and infrastructure dominate the needs of area studies in 2014.

- Respondents are gravely concerned about the stability of external funding to support foreign language teaching and area studies research centers. The question of external funding is inextricable from a more general picture of the state of area studies because respondents say that external funding is essential to sustain a) the teaching of less-commonly taught languages and advanced levels of other languages, b) outreach to the community, and c) library resources in foreign languages. Our data also show the ways that federal funding has numerous multiplier effects in terms of the scholarly impact and public benefit of training foreign language and area studies specialists.
- Higher education institutions need to create stable, multi-disciplinary programs to provide students with in-depth knowledge about critical world regions, especially the Muslim world and sub-Saharan Africa. Student interest in the Muslim world is growing but the numbers of students who want advanced training in Arabic, Turkic and Persian languages

will always be small enough that universities will not be inclined to devote substantial resources to the departments that cover these languages. However, a select number of universities should be encouraged to specialize in these regions to ensure predictable training in these languages and societies.

- Area studies is facing a problem with de-professionalization in foreign language teaching and library sciences. When these specialists retire, they are often replaced by native speakers or graduate students who don't have professional qualifications and are offered low-paid, part-time positions. This de-professionalization detracts from both language education and language-specific research, but it also may deter prospective students from going into these disciplines. Our data indicate that there may not be enough students currently training as area studies librarians to replace the current large cohort of retiring librarians with advanced foreign language skills.
- East Asian studies has a large cohort retiring between 2014 and 2025, so universities need to prepare in order to sustain the existing infrastructure by retaining attractive tenure-track positions and support staff positions in order to recruit the current cohort of Ph.D. students who are interested in working in higher education.

A Message from RoMES Editor

Richard C. Martin | RoMES Editor

Volume 47 (2) of MESA's *Review of Middle East Studies (RoMES)* was mailed to subscribers a week or so ago. The RoMES editorial board and staff hope you have found the articles informative and the reviews useful and interesting. When I became editor and the editorial office moved to Virginia Tech in the summer of 2012, those of us in Middle East studies were confronted with the rapidly spreading and evolving events of the so-called "Arab Spring." While the media were looking for "experts" and answers, many of us were looking for the right questions. At RoMES, we asked the question: How are Arabs, especially the youth and the general population on the street, experiencing and expressing the moment of revolution through popular culture? We invited several of you to submit articles on cultural production in the Arab Spring, including, cartoons, graffiti, street slogans and chants, videos, and revolutionary theatre. Volumes 47 (1) and (2) presented a special section each and an additional article on the Arab Spring, and more submissions are in the pipeline.

New scholarship on cultural production in the Arab Spring is just one example of a general direction in which RoMES is moving. First, in addition to the traditional book review, we solicit reviews of music performances, digital technology and collections, other online media, and more reviews of films. In volume 47 (1) –summer 2013—we introduced a genre we call "Interim Reports from the Field." In that issue we published two brief reports by scholars

from Turkey on the Gezi Park protests in Istanbul. We envision that these reports will be short papers of 2000-3000 words that provide readers with insightful explanations and comments on what is happening in the field, either considered as a place and time, such as Taksim Square in Istanbul, or as a discipline. In the latter case, we want to share with RoMES readers reports on new scholarship and problems emerging in the many "fields" that MESA comprises. RoMES will continue to publish the more developed scholarly papers that represent the finest work of members of our professional society, limited to 6000 words.

Another innovation to help get more information on what is being published in the pages of our two annual issues is a section of "Brief Notices" of about 100 words each. These will be in addition to the familiar book reviews (700 words) and review articles that readers are familiar with. The brief notices will be written by undergraduates in Middle East studies at Virginia Tech, working in the Undergraduate Research Institute under the guidance of faculty mentors. Look for the first batch of brief notices in volume 48 (1) in late summer of 2014—and let us know what you think! The brief notices will be a supplement, not a substitute, for the contributions of the many MESA members who write book reviews. Click on the RoMES link on the MESA Website for information on books received and steps to take to write a review in RoMES.

SUMMER
2014

RAMALLAH / PALESTINE



Thomas Ricks, Ph.D.

June 1 - August 7, 2014

**Social Justice Seminar:
Occupation, Women's Rights and
Refugees.**

Taught by author and scholar, Dr. Thomas Ricks, the BCA Seminar: *Palestinian Perspectives on Social Justice: Occupation, Women's Rights and Refugees* will comprise the first two weeks of the summer program with stays in Jerusalem, Bethlehem, Hebron, Jericho, Ramallah, Nablus and Jenin. Participants also visit Palestinian university campuses, Palestinian towns, villages, and several UNRWA Refugee Camps.

Birzeit University

After the Social Justice Seminar concludes, students will enroll at Birzeit University, located just three miles north of Ramallah, where they will take courses in Birzeit's Palestinian and Arabic Studies (PAS) program. At Birzeit, they will enroll in both an Arabic language course and a social science course (students who can place into a 300-level Arabic language course have the option to take two language courses).

TOTAL CREDITS: 8

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APRIL 15, 2014**

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Palermo's "Blue Mosque"

Sherif El Sebaie | Instructor | Turin's Polytechnic (Turin, Italy)

When journalist Giuseppe Cadili and his wife, Valeria Giarrusso, bought an apartment in a 19th-century building in central Palermo and began restoration, little did they suspect that they would discover an oriental extravaganza inside their new home.

The owners had quite a shock when they peeled away several coats of paint to reveal part of a pseudo-Arabic inscription in silver color on a dark blue background. Buried beneath several layers of whitewash, the elaborate inscription revealed itself to be part of the complex decoration of a unique Turkish room, complete with a frieze of Aladdin lamp motifs and pseudo Ottoman tughras, the famous calligraphic signatures of Ottoman Sultans. It has likely remained hidden for at least 100 years.

Local visitors and Muslim authorities who visited the three-square-meter room stated that the inscriptions were "verses of the Koran written in a very antique style" and that the room had a balcony orientated towards Mecca, thus convincing the couple that they may have found a "private mosque". The Italian newspaper *Corriere della Sera* and mainstream media immediately dubbed the room as "Palermo's blue mosque".

Fortunately enough for the owners, in the same week/month as the discovery, the fifth Hamad bin Khalifa Al Thani symposium



of Islamic art was scheduled in Palermo. Various scholars came for this symposium and we had the opportunity to visit the home. Cadili and his wife were ravished by the presence of so many Islamic art experts who confirmed what was obvious: "a magnificent example of a Turkish room", like the ones that were in fashion during the 19th century.

At that time, early tourists and Orient lovers thrived for wandering-balades in bazaars to shop for antiquated Turkish goods in order to furnish a proper "Turkish room". Even Turkish people would do that in order to meet the folkloristic expectations of their Western guests, since Ottoman homes in the same period were not as Europe imagined but in fact contemporary domiciles full of European furniture.

This can be easily perceived in Grace Ellison's *An Englishwoman in a Turkish Harem* which recounts her stay with her friend Fatima (a pseudonym used to protect the Ottoman woman's identity). Ellison was a respected journalist, both at home and abroad, who actively encouraged dialogues between Turkish and British women at the outset of the twentieth century.

Connected with progressive Ottoman élites discussing female and social emancipation, she stayed in Ottoman harems. But the "Turkish room" issue which she mentions at a certain point demonstrates how, although generally anti-orientalist and supportive of both national and female

Continued on following page

Palermo's Blue Mosque

Continued from previous page

emancipation, Ellison found herself indulging in orientalist views, even as she worked to correct these.

Ellison makes note of how her hostess in Turkey liked buying in the bazaar “those quaint and delightful souvenirs of the Turkey of the past in much the same way as we English who can afford it indulge our tastes for the furniture and porcelain of a century that is gone”. But Fatima was not doing that for herself. She just wanted to satisfy her guest’s desire in “authenticity”; as Ellison explains, “so next time I come to Turkey I shall not have the disappointment of travelling all these miles to sleep in a room furnished with an Empire suite (however beautiful it may be), a Western sofa, armchairs and tables. Sometimes in the morning when I wake I still wonder where I really am. Am I in Europe or am I in Asia?”.

Avoiding this sensory jet-lag is exactly what led many orientalists to build Turkish rooms – even in their homeland residences – as real and imagined visions of the Orient meshed together in a combination of reality and fiction, visual objectivity and subjective interpretation, cultural reconstruction and personal emotional response. Turkish rooms are indeed a practical demonstration of how Westerners’ vision of the Orient was usually filtered – and idealized – through the Arabian Nights and other literary works, but also through stereotypes of Eastern luxury and splendour.

Extremely lavish Turkish rooms would have vaulted ceilings covered entirely with gold leaf such as at Leighton House (London, UK), or blue and green tiles like those used to emulate one of the Sultan’s apartments in Istanbul at the Sledmere House (Yorkshire, UK). Or



one might find painted arabesques and satin curtains with fringes of silk like in the Palacio de Lebrija (Seville, Spain), or piles of silk cushions which reminded visitors of the magical recesses of the enchanted palaces in the Arabian Nights, as did Pierre Loti’s house (Rochefort, France).

This kind of pastiche was usually very useful for orientalist painters. For example, consider the various anachronistic and inappropriate Oriental objects in Ingres’ painting, *Odalisque with Slave* (1839-40): the architectural background is Cairene and the drapes are European velvet. The slave’s headwear is 18th century Ottoman, but her pantaloons are Indian. Many Orientalist artists had never travelled in the Orient, instead relying on motifs displayed in Turkish rooms built and furnished by other Westerners who had contacts in the Middle East.

In Italy, where Grand Tour visitors would usually stop on their way east, this mania was rampant, some examples of 19th and 20th

century oriental “settings” still survive. Like the Sammezzano castle in Tuscany which has been converted by its owner into a quite exuberant replica of Alhambra Palace in Spain. Similarly, the Alhambra-inspired hall in the Stibbert museum in Florence (Frederik Stibbert was a British citizen), and a few villas on the southern coast, one of which is still known as “Villa Il Minareto” (The Minaret). The room in Palermo is another addition to this unique heritage. Although for most, it is simply another example of a lavish Turkish room, for the people of Palermo it will always be “Palermo’s blue mosque”.

What's Happening in Outreach

Lisa Adeli | Outreach Coordinator | University of Arizona | Center for Middle Eastern Studies

Middle East outreach – helping the public to learn about and gain a nuanced view of the Middle East - is essential. Yet what does outreach mean, and what is actually being done to improve community understanding of the Middle East? The term ‘outreach’ encompasses everything from community arts events to media interviews on political crises to summer youth programs to teachers’ institutes abroad. The only limits are human imagination - and ever-decreasing public funding.

Work with schools and community colleges is at the heart of public outreach. To get an overview of the breadth and scope of such programs, one can take the example of the University of Arizona Center for Middle Eastern Studies, one of 19 National Resource Centers on the Middle East. During the last four years, the UA CMES alone organized 4 extended (several-day) programs for teachers and 6 for high school students – not to mention the many educators’ conferences that they co-sponsored; held 16 full or ½-day workshops; sponsored 25 presentations at local or national teachers’ conferences (and hosted information booths at 15 conferences); sent 83 speakers to classrooms; expanded the outreach section of the website to include over 120 lesson plans/teaching materials; distributed nearly 4,000 lesson plan CDs to teachers; sent weekly information briefings on K-14 educational opportunities and resources to more than 2,200 educators; and assisted a local school district in obtaining outside grants totaling over half a million dollars. In these and other ways, thousands of teachers and tens of thousands of students benefitted from the programs of just one Center – and the numbers multiply rapidly when one considers the work of other Middle East Centers.

Here are a few illustrative examples of creative educational projects from throughout the nation:

- The Middle East Outreach Council (MEOC), a MESA affiliate of K-14 edu-

cators, gives annual book awards for children’s/youth literature about the Middle East. A committee of member volunteers examines new English-language children’s literature, both fiction and non-fiction, to award prizes for the best works. School librarians, teachers, and parents can then choose books about the Middle East that are vetted by experts and educators alike.

- The Center for Middle Eastern Studies at the University of Texas in Austin has created programs for a “15-Minute History” series of podcasts aimed at secondary/post-secondary teachers and students. Topics include: “The Egyptian Revolution,” a two-part “History of the Ottoman Empire,” a two-part analysis of “European Imperialism in the Middle East,” “An Iranian Intellectual Visits Israel,” and others.

- Portland State University’s Middle East Center and Qatar Foundation International have created a five-unit high school curriculum, “Arab Culture through Literature and Film,” while the Middle East Institute at Columbia University has developed a high school curriculum “(Re)Embracing Diversity” introducing Islam and Muslims in the New York area.

- Centers have created and implemented travel abroad/study programs for teachers through such organizations as Fulbright Hays (e.g. a UA CMES 4-week Teach Morocco program to southern Morocco and a 4-week Teach Ottoman Empire seminar to Turkey and the Balkans) and GEEQ (e.g. UT Austin and Ohio State University programs to Uzbekistan). Centers have, through their listservs and information networks for teachers, informed teachers of numerous other travel-abroad opportunities; the University of Pennsylvania has even created a presentation to help teachers succeed in the application process.

Middle East Centers also provide extensive outreach to the community. All of them host on-campus activities open to the public: community forums on contemporary issues, cultural events such as film screenings, and

speakers to supplement performing arts productions. Further, all have a Speakers Bureau through which they send speakers, performing artists, and authors to off-campus events: to community festivals, retirement homes, clubs, service organizations, and adult educational enrichment programs held in public libraries, churches and synagogues, as well as other locations. Military bases, courts/law enforcement agencies, and businesses often request cultural awareness training sessions to improve employees’ sensitivity to Middle Eastern cultures. Most centers also provide resources (books, DVDs, culture kits) that community members can borrow.

Technology-based tools are increasingly making programs available to people who do not have direct access to them. Georgetown University’s Center for Contemporary Arab Studies offers online primers, such as “What is Islam?,” “Who Are the Arabs?,” and “The Contributions of Arab Civilization to Mathematics and Science.” The Carolina Center for the Study of the Middle East and Muslim Civilizations has a website on “ReOrienting the Veil.” Many more Centers make video-recordings of presentations and post them online so that interested people throughout the country can access them.

As is evident from this brief sampling, Middle East outreach programs are varied and creative – despite drastic cuts to their federal funding over the past three years. Outreach to schools and wider communities improves public understanding of the Middle East by meeting the needs of a variety of audiences throughout the country.

New Column! We invite you to submit information on outreach as part of MESA’s interest and commitment to educating teachers, students, and the public about the Middle East.

MESA's Affiliated Organizations

Organizations having a scholarly interest in the Middle East and whose membership includes a substantial number of members of MESA may apply for affiliation with MESA. Affiliated organizations may sponsor up to three panels at the MESA annual meeting. Affiliate sponsorship does not guarantee acceptance: all panels are read "blind" by the program committee without regard to the proposer's identity or the nature of sponsorship. Affiliated organizations may hold their annual business meeting, board meeting, or other functions in conjunction with the MESA annual meeting. MESA charges \$300 to organizations meeting in conjunction to help offset associated costs. For organizations who are not yet affiliated with MESA, but who are seeking such status, the fee is waived the first year.

AASA	Arab American Studies Association (2012)
AATA	American Association of Teachers of Arabic (1966)
AATP	American Association of Teachers of Persian (1990)
AATT	American Association of Teachers of Turkic Languages (1988)
AIAS	American Institute of Afghanistan Studies (2009)
AllrS	American Institute of Iranian Studies (1991)
AIMS	American Institute for Maghrib Studies (1985)
AIPS	American Institute of Pakistan Studies (1995)
AIYS	American Institute for Yemeni Studies (1981)
AMEA	Association of Middle East Anthropologists (2012)
ANS	American Numismatic Society (1985)
ARCE	American Research Center in Egypt (1981)
AACAR	Association for the Advancement of Central Asian Research (1991)
AGAPS	Association for Gulf and Arabian Peninsula Studies (2011)
AMCA	Association for Modern and Contemporary Art of the Arab World, Iran, and Turkey (2007)
ACAS	Association of Central Asian Studies (1986)
AIS	Association for Israel Studies (1985)
AMEWS	Association for Middle East Women's Studies (1986)
ASPS	Association for the Study of Persianate Societies (1998)
AAS	Assyrian Academic Society (1997)
CASA	Center for Arabic Study Abroad (1981)
CAORC	Council of American Overseas Research Centers (1988)
	Critique: Journal for Critical Studies of the Middle East (1993)
HIA	Historians of Islamic Art (1988)
ISIS	International Society for Iranian Studies (1969)
KSA	Kurdish Studies Association (2000)
MARA	Modern Assyrian Research Archive Foundation (2014)
MEEA	Middle East Economic Association (1988)
MELA	Middle East Librarians Association (1973)
MEM	Middle East Medievalists (1989)
MEMP	Middle East Microform Project (1990)
MEOC	Middle East Outreach Council (1984)
OTSA	Ottoman and Turkish Studies Association (1971)
PARC	Palestinian American Research Center (2001)
SAS	Society for Armenian Studies (1981)
SERMEISS	Southeast Regional Middle East & Islamic Studies Seminar (1998)
SSA	Sudan Studies Association (1987)
SSA	Syrian Studies Association (1991)
TAARII	The American Academic Research Institute in Iraq (2007)

News from our Affiliated Organizations

Middle East Librarians Association (MELA)

The purpose of the Middle East Librarians Association (MELA) is to facilitate communication among its members through meetings and publications and to improve the quality of Middle East librarianship by establishing standards for the profession and educating Middle East library specialists. MELA compiles and disseminates information about Middle East libraries and collections and encourages cooperation among members and Middle East libraries in the acquisition of materials and the development of bibliographic control. MELA also fosters cooperation with other library and area organizations in projects of mutual concern and benefit. Moreover, MELA promotes research in and development of indexing and automated techniques as applied to Middle East materials. MELA publishes MELA Notes, an annual publication with articles and reviews from the field. Past issues are available on MELA's website (<http://www.mela.us>).

Anyone who is employed by an institution to service Middle East library materials in a professional capacity (selection, acquisition, cataloging, indexing, reference work, administration, and/or preparation of research tools), as well as any other person with an interest in these aspects of Middle East librarianship, is eligible to become a member of MELA.

Ottoman and Turkish Studies Association (OTSA)

The Turkish Studies Association has been renamed the Ottoman and Turkish Studies Association. After an open discussion at the annual 2013 Business Meeting of the TSA held in conjunction with MESA, members of the TSA voted on January 6, 2014 to change the bylaws of the TSA to bring them into alignment with existing practices. With this vote, members also changed the name of the association to the Ottoman and Turkish Studies Association to best reflect the diversity of research interests and expertise among members in the association.

The Ottoman and Turkish Studies Association, founded and incorporated as the Turkish Studies Association in 1971, is a private, non-profit, non-political organization of persons interested in Turkish and Ottoman studies. The objectives of the Association are to promote high standards of scholarship and instruction; to facilitate communication among its members through meetings and written exchanges of information; and to promote international, scholarly cooperation among persons and organizations concerned with Turkish and Ottoman studies.

The Association's activities include publication of the Journal with short research articles, reports of meetings and conferences, book reviews and communications from members. The annual meeting of the Association is held each November in conjunction with the Middle East Studies Association convention. Persons interested in Turkish or Ottoman studies are invited to membership. (<http://www.thetsa.org/>)

Affiliated organizations are invited to submit announcements and information to be included in upcoming editions of *IMES*. Email Sara Palmer at sara@mesana.org with questions and/or announcements.

Applying for MESA Affiliate Status

To apply for affiliated status, an organization should submit to the Secretariat a letter of interest, a copy of its bylaws, a membership list, a list of officers, and any other relevant supporting materials (i.e., brochures, sample publications, etc.). Applications are reviewed by MESA's Board of Directors which meets twice a year, in the spring and in the fall at the association's annual meeting. To be considered at the spring meeting, submit materials by March 1. To be considered at the fall meeting, submit materials by November 1.

MESA's Institutional Members

American University in Cairo
American University of Beirut
American University of Sharjah
AMIDEAST
Boston College
Brandeis University, Crown Center for Middle East Studies
California State University, San Bernardino
College of William and Mary, Center for International Studies
Columbia University, Middle East Institute
Cornell University, Department of Near Eastern Studies
Council of American Overseas Research Centers (CAORC)
Dartmouth College, Asian & Middle Eastern Studies Program
Duke-UNC Consortium for Middle East Studies
George Washington University, Institute for Middle East Studies
Georgetown University School of Foreign Service in Qatar
Harvard University, Center for Middle Eastern Studies
ILEX Foundation
Indiana University, Center for the Study of the Middle East
International Institute of Islamic Thought (IIIT)
Lund University, Center for Middle Eastern Studies
McGill University, Institute of Islamic Studies
MERIP/Middle East Report
Middle East Institute at the National University of Singapore
New York University, Hagop Kevorkian Center for Near Eastern Studies
Ohio State University, Middle Eastern Studies Center
Portland State University, Middle East Studies Center
Princeton University, The Institute for the Transregional Study of the Contemporary Middle East, North Africa and Central Asia
Simon Fraser University
Stanford University, Sohaib and Sara Abbasi Program in Islamic Studies
Syracuse University, Middle Eastern Studies Program
The American Academic Research Institute in Iraq (TAARII)
University of Arizona, Center for Middle Eastern Studies
University of Arkansas, King Fahd Center for Middle East & Islamic Studies
University of California, Berkeley, Center for Middle Eastern Studies
University of California, Santa Barbara, Center for Middle East Studies
University of Exeter, Institute of Arab & Islamic Studies
University of Illinois at Urbana-Champaign, Center for South Asian and Middle Eastern Studies
University of Massachusetts Amherst
University of Notre Dame
University of Pennsylvania, Middle East Center
University of Texas at Austin, Center for Middle Eastern Studies
University of Toronto, Department of Near & Middle Eastern Civilizations
University of Utah, Middle East Center
University of Washington, Middle East Center
University of Wisconsin, Madison, Middle East Studies Program
Vanderbilt University
Washington University in St. Louis, Jewish, Islamic, & Near Eastern Studies
Yale University

To apply for institutional membership, an institution should submit to the Secretariat a letter of interest, a list of directors, and descriptive information about the institution and its programs (e.g. brochures, sample publications). Submit materials to secretariat@mesana.org.

The Center for Middle Eastern Studies at Lund University

Anna Hellgren | Communications Officer, CMES | Lund University (Sweden)



CMES Building, Lund University, Sweden

The early spring sun shines through the morning fog. The garden is finally coming back to life and regaining its colors after the dark winter months in Sweden. I am heading towards the white building, beautifully set in the old neighborhoods of Lund. In this building I have spent the past four years working as a Communications Officer at the Center for Middle Eastern Studies at Lund University. Now this article is not going to be about me, or what I do during a day at CMES. A few weeks ago Leif Stenberg, the Director of CMES, asked me to write an article for the MESA newsletter about our center. So let's start out from where it all began.

CMES is quite new and was inaugurated in spring 2007, but research on the Middle East and Islam has existed at Lund University since its founding in 1666. While research has existed within many different disciplines, the focus of Middle East research in Lund has been within Semitic Languages and Islamology. However, over the last few decades, an increasing number of disciplines across all faculties of the university has begun conducting research and

teaching courses on the region. In view of this CMES was created to become a platform and resource for researchers from all disciplines with an interest in the Middle East. The main purpose of the center is to utilize existing capacities at Lund University and create new competence at the center to encourage and produce research and academic opportunities with an innovative, critical and interdisciplinary approach towards



Nawaal El Saadawi speaking at Grand Hotel, May 2013.

Middle Eastern studies. Research on the Middle East and Islam has been developing tremendously over the last three decades and has now been labeled as a priority by the university administration. With the growth of CMES over the next few years, Lund

is becoming a hub for Middle Eastern studies in Sweden and Europe.

Activities

CMES has three fields of activities: research, education and outreach. A variety of multi-disciplinary research projects are currently going on at CMES. Projects on themes such as hydrosolidarity, parks for women only, migration and football and the politics of belonging, include scholars from a variety of disciplines; Water Resource Management, Geographic Information System (GIS), Political Science, Sociology, Islamology, Theology, Arabic, Turkish Studies, Iranian Studies, Human Rights, Architecture and Urban Planning. CMES research is closely linked with the International Master's Program at CMES, which has existed since 2010. Students are encouraged to participate in research and within CMES we strive to involve qualified students in projects at the center. Today, CMES' graduates pursue careers with, for example, the

Foreign Affairs Office in Sweden, the Swedish Institute or with NGOs. CMES also has an extensive outreach program which aims at

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making research available and accessible to the general public. Public events are often arranged outside the academic milieu and all over Sweden in order to attract new audiences. An example from our outreach program is Nawal El Saadawi's visit to CMES last Spring. Some two hundred people attended the lecture at the Grand Hotel in Lund - a great success for CMES, not only in terms of numbers, but also in respect to the diversity in the audience. Moreover, in outreach projects the Center cooperates with schools, museums, state agencies and private businesses. Today CMES is the home of the Nordic Society for Middle Eastern Studies.

CMES has a strong presence in digital media and CMES director Leif Stenberg was an early adapter using Facebook and Instagram on a daily basis in his day-to-day work. Since its start CMES has cooperated with the news portal *Your Middle East* (www.yourmiddleeast.com) and today we are exploring the possibility to develop a new outreach program with *Your Middle East* targeting high schools in Sweden and around the Middle East.

International guest researchers

Since its inauguration, many international guest researchers have passed through the center. At CMES we consider one of the most important keys to developing an international center is by participating in international workshops, seminars and conferences, but also by inviting scholars to come to the center. There are two unpaid visiting senior research positions each year, running from



Calligraphy workshop at CMES during 48H of Syria, December 2013.

two months up to a maximum of two years. Hence, every semester the center hosts visitors working on a variety of research topics and presenting their results at seminars. In addition, we invite scholars to come and give a seminar, do a class with students and give an open lecture to the public.

Working at CMES

CMES employs nearly thirty people working in research, teaching and administration. Many of our staff members have come from afar to work at CMES and make Lund and Sweden their new home. The atmosphere is international and the working language is English. The ambition at CMES is to be able to create a core of staff with full-time positions. What makes CMES staff policy unique is the effort made to involve everyone in common projects undertaken at the center including administrative staff. At CMES administrative staff are involved from the beginning to the end in research projects and are expected to take an active role through all stages. This makes CMES an attractive work place with professional development opportunities for all staff members.

The Middle East in the World

An Introduction

Edited by Lucia Volk

"Pitched at exactly the right level to provide a many-faceted introduction to the study of the modern Middle East."

—Roger Owen, Harvard University

"This is the textbook I have been waiting for!"

—Amy Young Evrard, Gettysburg College

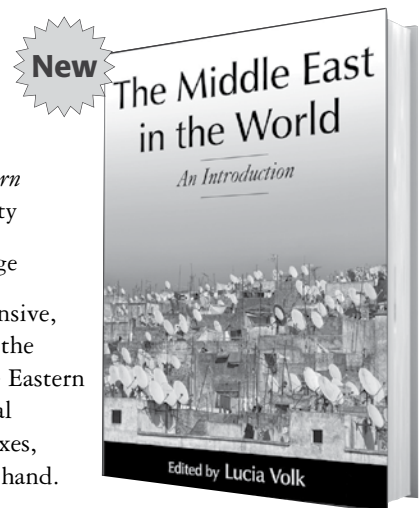
From the *Foundations in Global Studies* series, this text offers students a fresh, comprehensive, multidisciplinary entry point to the broader Middle East. After a brief introduction to the study of the Middle East, the early chapters of the book survey the essentials of Middle Eastern history; important historical narratives; and the region's languages, religions, and global connections. Students are guided through the material with relevant maps, resource boxes, and text boxes that support and guide further independent exploration of the topics at hand.

The second half of the book features interdisciplinary case studies, each of which focuses on a specific country or region and a salient issue. Readers will come away from this book with an understanding of the larger historical, political, and cultural frameworks that shaped the Middle East as we know it today, and of current issues that have relevance in the Middle East and beyond.

March 2014 • 360 pp. Maps, photos, text boxes, annotated multimedia resource guides and bibliographies, supplemental online resources, index.

Cloth 978-0-7656-3975-2 \$79.95 / Paper 978-0-7656-3976-9 \$29.95 / Sharpe E-text \$17.95

Free examination copies are available to qualified instructors. To request an online exam copy visit www.sharpe-etext.com. For a print copy email exams@mesharpe.com.



Committee on Academic Freedom (CAF)



MESA's Committee on Academic Freedom comprises two sub-committees: MENA (Middle East and North Africa) and NA (North America). The mission of CAF is to address violations by protesting them at the highest government and diplomatic levels of the country where the violation occurs. If you learn of human rights or academic freedom violations please email the committee at caf@mesana.org.

Below are summaries of letters sent to heads of state, other high-ranking officials, or educational officials in response to an issue of academic freedom. The country listed represents the country receiving the letter. To view the full content of the letter, please see MESA's website (www.mesana.org, click on the CAF logo).

CAF Mid-year Report Twitter & Translations

With 13 letters (4 US; 9 MENA) produced since the annual meeting last October, CAF is clearly again in the midst of a very busy year. In the meantime, we have continued our discussions regarding how to increase the potential impact of our letters. The first innovation we have put in place, thanks to the initiative of CAF member Chris Toensing, is to announce the issuance of our letters via Twitter [CAF4MESA].

Second, and perhaps more important for reaching a non-English speaking, MENA regional audience has been the beginning of a letter translation program. As some of you may have seen, CAF put out a call several months ago asking for volunteers to translate our letters into Arabic, Persian, Turkish and Hebrew. We were extremely gratified by the response: more than 50 of you, our colleagues, expressed a willingness to participate in this work. The next step was to add to our committee a member dedicated to overseeing the translation process. To that end, Prof. Annie Higgins of the College of Charleston has joined the MENA wing of CAF. This initiative is still a work in progress, but we are committed to continuing our efforts to raise the profile of the cases we adopt, and, hopefully, of academic freedom more broadly.

21 November 2013 (Bahrain) – Letter to Shaikh Hamad bin 'Issa Al Khalifa regarding Dr. Abduljalil Al-Singace, a Professor of Mechanical Engineering and a noted human rights activist, who was sentenced to life in prison on charges of attempting to overthrow the government. CAF, along with Scholars at Risk, believes that Dr. Al-Singace is a prisoner of conscience, a man jailed solely for the non-violent expression of his political beliefs.

17 December 2013 (Egypt) – Letter to PM Hazem al-Beblawy about the worsening climate for free speech and peaceable assembly on university campuses in Egypt.

21 January 2014 (US) – Letter to Indiana University President Michael A. McRobbie regarding his statement on the American Studies Association's call for a boycott of Israeli institutions of higher education.

22 January 2014 (Bahrain) – Follow-up letter to Shaikh Hamad bin 'Issa Al Khalifa regarding Dr. Abduljalil Al-Singace, a professor sentenced to life in prison on charges of attempting to overthrow the government, whose health demands immediate attention and proper medical care.

4 February 2014 (Egypt) – Letter to Egypt's Minister of Justice Adel Abd al-Hameed protesting the indictment of Dr. Emad Shahin on charges of espionage and subversion.

6 February 2014 (US) – Letter to Maryland State Senator Joan Carter Conway expressing concern about her bill prohibiting the use of state funds by colleges and universities for faculty memberships in, or travel to meetings sponsored by, academic organizations which have adopted boycott resolutions.

12 February 2014 (US) – Letter expressing concern about New York State Assembly bill A8392A, which would prohibit the use of state funds by colleges and universities for faculty memberships in, or travel to meetings sponsored by, academic organizations which have adopted boycott resolutions.

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Committee on Academic Freedom

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12 February 2014 (US) – Letter expressing concern about H.R. 4009, which would prohibit the use of Higher Education Act funds for colleges and universities “participating” in a boycott of Israeli academic institutions or scholars.

18 February 2014 (Egypt) – Letter to Minister of Justice Adel Abd al-Hameed protesting the recent criminal charge — insulting the judiciary — leveled against Dr. Amr Hamzawy, a professor at Cairo University and the American University in Cairo.

17 March 2014 (Saudi Arabia) – Letter to Saudi Arabia’s Minister of the Interior HRH Prince Mohammad bin Nayef bin Abdulaziz Al Saud expressing concern regarding the politically motivated charges and conviction of Economics Professor and Saudi Civil and Political Rights Association (ACPRA) co-founder Mohamed Fahad al-Qahtani.

6 May 2014 (Turkey) – Letter to PM Erdoğan (see previous letter of January 24th, 2013) concerning ongoing reports of intimidation of students and faculty at Marmara University’s Faculty of Communications and alleged violations of academic freedom by Dean Yusuf Devran.

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Celebrating 25 Years

A BRIEF HISTORY

of

MESA's Committee on Academic Freedom



In September of 1989, William Zartman (SAIS, U MD) sent a letter to MESA President Yvonne Haddad (then at U Mass Amherst) suggesting that the Board of Directors consider establishing a committee to monitor “the human rights of Middle East scholars.” By the spring of 1990 the Committee on Academic Freedom was in full swing. Ann Lesch (Villanova), who also was a MESA Board Member, served as Chair. Lisa Anderson (Columbia and a MESA Board member), Ann Mayer (U Penn, Wharton School), John Woods (U Chicago) And William Zartman (SAIS, U MD) served as committee members. Ex Officio members included Yvonne Haddad (MESA President) and Anne Betteridge (MESA Executive Director).

The terms of the committee members were established by lottery but it was decided that an incoming MESA Board Member would replace Anderson in 1991. (The practice of having a Board representative on the committee continues to this day and MESA Presidents continue to serve as Ex Officio members.) The committee defined its jurisdiction and agreed on a relatively narrow definition: they would address only the situations of professors and academic researchers at universities and research institutions or university-based religious institutes

in the MENA region. High Schools and lower level schools would be excluded. Issues involving academic freedom in the U.S. fell under the jurisdiction of MESA's Ethics Committee (decommissioned in 2005).

In the early days, committee members communicated by FAX and telephone. Letters were sent though the postal system. The work of other organizations, for example: Human Rights Watch (HRW), Amnesty International, the Science and Human Rights Program of the American Association for the Advancement of Science (AAAS) and the reports in the *Chronicle of Higher Education* and other education news outlets helped bring cases to the committee's attention. Executive Director Anne Betteridge signed all intervention letters. (This policy changed in 2005 when it was decided that a Presidential signature would carry more weight.) Electronic communication increased the pace and scale of CAF's work. To this day, however, many CAF interventions still arrive at their destinations by FAX and keeping up with changing addresses and addressees (ministerial turnover being what it is) continues to be a challenge.

Ann Mayer succeeded Ann Lesch as Committee Chair. In 2000, Joe Stork of HRW became Chair and served until 2007. Joe was instrumental in the creation of MESA's Academic Freedom Award (it is made by nomination from CAF to the Board of Directors). When he stepped down, Laurie Brand (USC),

who had been serving as Vice-Chair, replaced him. In her report at that time, Brand identified some new developments: “Joe's departure coincided with a growing sentiment in CAF that we needed to devote more concerted attention to cases here in North America.” The committee decided to split CAF into two wings: Dina Khoury (GW) chaired the MENA wing; Beshara Doumani (UCB) took on the NA group. Both needed additional members as the work-load was very heavy. Eventually, Nathan Brown (GW) replaced Khoury and Zachary Lockman (NYU) took over from Doumani.

During the 2007 CAF meeting in Montreal Brand, Lockman and Brown agreed to revise CAF's mission statement: the two committee wings would have a common mandate but each would have details particular to itself. Since then, the workload of both groups has increased steadily. In the wake of the Arab Spring CAFMENA's activity jumped and new needs arose; the committee has just added a new field of endeavor: CAFMENA letters are now translated into the language of the recipients. Annie Higgins (College of Charleston) coordinates the efforts of a splendid cohort of volunteer translators. Meanwhile, CAFNA continues to defend the rights of individuals and institutions to speak out against all threats to and violations of academic freedom in North America.

MESA members can be proud of this extraordinary first quarter-century of CAF!

Teaching while ABD

Noa Shaindlinger | University of Toronto, Dept of Near and Middle Eastern Civilization |
Graduate Student Representative to the Board



Seeing the light at the end of the long and winding PhD tunnel also elicits discussions – not to mention anxiety – over the dire job market situation. Many, if not most of us, ABDs, would like to score that dream tenure-track position, but are aware of dwindling opportunities, and the concomitant

increase in adjunct jobs. Whereas in the past, so I'm told, a couple of TAs and a publication would, theoretically, make a candidate seem qualified for coveted positions, the inflation of PhD-holders resulted in raising the bar of qualifications for tenure-track positions that provide us with job security and stability, in addition to research opportunities in the future.

With that in mind, I applied, and consequently was appointed as a TA-instructor, planning and teaching a third-year course on Modern Arab History. It is useful to remember that this experience provided me with an opportunity to hone my teaching skills and formed a much-needed stepping stone from student life to faculty, it also held me back on my writing. Even if you meticulously plan your schedule to fit both activities – writing and teaching – expect to spend most of the time planning and writing your lectures, tweaking the syllabus, responding to students' queries and marking assignments. You will be so exhausted that any free time you have you would rather devote to some well-deserved shut-eye.

If and when you are lucky enough to be appointed as an instructor while ABD, you can either inquire whether the faculty who usually teaches the course would kindly be willing to share their syllabus and other resources with you, which would save you valuable time. I opted for the other, more labor intensive, route: planning my own course from scratch. On the upside, preparation work and the syllabus and course materials I crafted, could serve me well in my job hunting endeavor. The downside was that I had to quickly crash-course on topics I was less familiar with.

Perhaps one source of anxiety is rooted in the fear of being asked something I am not able to answer. I quickly learned that there is no shame in telling a keen student that since the topic is outside my scholarly comfort zone, I do not have the answer right now, but will inquire and get back to them. They respected me even more for my honesty and for making the extra effort. What you need to remember is that we are not expected to have all the

answers. We just need to remain calm and confident, letting students know that we are in control and that we know what it is we are talking about. I also found that having a sense of humor about it helps as well.

With the grueling term now over, I am now able to share some of my insights into my experience of first time teaching while ABD. To reiterate, because of the dire situation of the job market, I highly recommend acquiring this valuable experience. It offers you a glimpse into your future career as a college professor and allows you to get your feet wet when, let's face it, we are expected to emerge out of our PhDs ready to dive, head first, into the deep end of the teaching pool.

Which brings me to my final point. Because we receive very little, if any, training for the teaching component of our future jobs, we should take matters into our own hands. As our graduate listserv is highly underused, we could transform it into a valuable resource tool, sharing our teaching experiences – and anxieties, exchanging resources like syllabi, exam forms, assignment questions and so on with our peers.

Those of you planning on attending the upcoming MESA annual meeting in Washington, DC are welcome to initiate and participate in discussions among us, graduate students, and raise more issues that you feel are of concern for us. If you wish to bring up any of these concerns privately with me, or have ideas for graduate-specific discussions for the annual meeting, you are always welcome to contact me (noa.shaindlinger@utoronto.ca).

MESA Membership Supports Bylaws Amendments

Following a favorable vote at the business meeting in New Orleans (October 2013), the bylaws amendment making the graduate representative to the MESA Board of Directors a voting member of the Board passed in a referendum. These important milestones reflect the growing influence and presence of graduate students. This amendment means that the next graduate representative will be a member of the Board, able to vote on crucial issues that affect us all.

Mediating the Middle East for Undergraduates

Ed Webb | Assistant Professor of Political Science & International Studies | Dickinson College



At MESA’s 2012 annual meeting, I was pleased to participate in a panel marking the revival of the Committee on Undergraduate Middle Eastern Studies (CUMES), where I presented an account of my experiences establishing—along with my co-author, David

Commins—a new Middle East Studies major at Dickinson College, which is now coming to the end of its sixth successful academic year. This fall I hope to participate in another CUMES-sponsored panel, this time devoted to social media in undergraduate education on the region. In this article I will briefly update some of our earlier observations about liberal arts institutions as contexts for teaching about the region. Then I will offer some observations on my experiences incorporating social media into undergraduate classes in Middle East Studies.

Teaching the Middle East in liberal arts contexts

While liberal arts colleges do not, on the whole, have resources for education on the region similar in scale to those available at larger institutions—particularly those fortunate enough to host Title VI centers—it seems that many are finding ways to leverage and supplement existing strengths to meet a continuing steady demand for opportunities to learn about the region. In 2012, Commins and I reported that Dickinson was one of four national liberal arts colleges offering a major in Middle East studies (or very similarly titled majors, such as Barnard’s Middle East and South Asian track within the Asian and Middle Eastern Cultures Department). Two years later, that number has risen to seven. In 2012 six further institutions offered a Minor or Certificate, a number that has now almost doubled to eleven. Moreover, at least five offer Arabic majors (Middle Eastern languages, in the case of Carleton), and several now offer robust Arabic minors instead of or alongside interdisciplinary Middle East studies majors.

It is not clear why this expansion has been so rapid, nor whether it is likely to continue. But it is encouraging for the field that student demand is strong enough at these institutions to support the development of such programs,

Interdisciplinary Middle East Studies Programs at National Liberal Arts Colleges*

Middle East Studies Major	
As of 2012	As of 2014
Barnard Dickinson College Mt. Holyoke Wellesley	Barnard Claremont-McKenna Dickinson Middlebury Mt. Holyoke Pomona Wellesley
Middle East Studies Minor	
As of 2012	As of 2014
Gettysburg Haverford Kenyon Oberlin Smith Wesleyan	Bard Bryn Mawr Colgate Furman Gettysburg Haverford Kenyon Macalester Oberlin Smith Wesleyan

*Based on online research by David Commins. Some of the schools offering majors additionally offer minors or certificates. Language-focused—rather than interdisciplinary—programs are not shown. I would welcome any additions or corrections via webbe@dickinson.edu.

including where these have necessitated new hires in regional language or other specializations. It seems to me that interdisciplinary area studies should find natural homes in environments where the liberal arts tradition already emphasizes broad training across the disciplines alongside deeper explorations of particular areas. It is also good for graduate programs and employers that students with interests in the region be able to pursue those interests at a broad array of undergraduate institutions, not just the longer-established programs, providing diverse talents to their applicant pools.

At Dickinson I have noticed a number of students entering via community colleges (we have several articulation agreements facilitating transfers) with a wish to study the region, whether through the Middle East studies

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Mediating the Middle East for Undergraduates

Continued from previous page

major itself or as a concentration in another major such as International Studies or Political Science. Frequently such students are very highly motivated and bring to bear a diversity of backgrounds and experiences. ROTC students and veterans also often have interests in the region, and add a distinctive and productive dimension to classrooms and the program as a whole. The smaller, discussion-based classes that are the norm across the disciplines at institutions of our kind can harness the differences and, sometimes, tensions among students of varying backgrounds vis-à-vis the region to generally good educational effect, including for instructors.

I hope the programs established thus far prove sustainable, and that other liberal arts institutions consider establishing programs of their own, where feasible. It would seem to be a worthwhile project for MESA, via CUMES, to continue to track this trend and to encourage exchanges of information and expertise among those involved in starting or sustaining such programs.

Teaching the Middle East in and through social media

It is timely, or even overdue, that CUMES is seeking to facilitate discussion of social media in educating undergraduates about the Middle East. Iran's "Green Revolution" and the uprisings of 2010-11 in North Africa and elsewhere have helped propel the region into a prominent position among cases studied by scholars of political science, communications, and other disciplines concerned with the social and other effects of emerging technologies. So it is important for our students to understand these scholarly debates and emerging findings.

But these tools also have direct uses in teaching about the region. I have incorporated elements of social media into many of my courses since my first year teaching at Dickinson. But my courses on media and politics in the Middle East have made the most intensive use of tools from blogs to Twitter to the social bookmarking tool, Diigo, to Skype. It has become decreasingly necessary to make the case to students that such tools matter in the region, or that using them as part of a course can get us somewhat closer to our subject matter. In the spring of 2009, only one student in the media class had a Twitter account before we began, and many dismissed it as little different from a Facebook status update. That summer, as events unfolded in the aftermath of Iran's election, several students emailed to tell me they now understood better the potential power and significance of the service. In the spring of 2011, Twitter brought events into the classroom as they unfolded, alongside blogs and Al Jazeera. This spring, we are able to

benefit from the work of scholars over the past few years to better contextualize what was and was not happening with these tools in 2011—distance in time has provided a little more clarity. But a curated list of diverse Twitter accounts from around the region (mostly in English, since not all students in the class are studying relevant languages) still gives a sense of immediacy as we follow week to week issues such as the re-closure of Egypt's media space, political scandals in Turkey, and disputes between Qatar and its GCC neighbors. Diigo also plays an important role in the course infrastructure in directing students' attention to emerging news and analysis, as well as providing a research library they can draw on in preparing essays and group presentations.

It is blogs, however, that are the tool in which I see most value. They provide a venue for frequent, lower-stakes writing, encouraging students to engage critically with class materials and current events. As a conversational medium, as well as a reflective one, they can encourage students to become aware of each other as resources, based on common interests or divergent knowledge and experiences. Blogs' comment spaces can be very productive. A student blog post can be a jumping off point for engaging classroom discussion, and can bring in the voices of those more confident in written than oral expression.

All of the above can apply to blogs as a tool in teaching almost any subject. But one area they can be particularly helpful in teaching on Middle Eastern topics is in revealing areas of knowledge deficits, misconceptions or prejudices, and ideologically-informed predispositions that an instructor can then seek to address. In teaching undergraduates about the region, particularly where the subject matter touches on religion or politics or issues such as gender, it is often necessary to dispel students' preconceptions before further learning can take place. Handled sensitively, blogs can be an efficient diagnostic tool in this.

Beyond the discussion I hope CUMES members and other interested colleagues will have at the MESA annual meeting this fall, I would like to see a broader conversation among those who teach Middle East topics to undergraduates about best practices in bringing social media into our pedagogy. If you have ideas about how best to do that, find me on Twitter (of course): @edwebb

CUMES Listserv

Email secretariat@mesana.org

to be added or to submit an announcement

Middle East Studies Association Undergraduate Research Workshop

Saturday, November 22

1:00-5:00pm

Marriott Wardman Park Hotel, Washington, DC

Sponsored by the

Committee on Undergraduate Middle East Studies (CUMES)

The Committee on Undergraduate Middle East Studies (CUMES) is sponsoring an undergraduate research workshop to be held in conjunction with the annual meeting of the Middle East Studies Association. The workshop is an opportunity for students in any academic discipline with a focus on the Middle East to present their research to other students and to get feedback and research advice from faculty facilitators. The workshop will be led by a diverse group of Middle East Studies scholars, drawn from CUMES, MESA award winners, and other leading academics.

The workshop will help students hone their research skills by focusing on placing their work in the academic literature, developing research methods, and exposing students to data, archives, and other primary sources in Middle East studies. The workshop will conclude with a poster session open to all conference attendees. Students participating in the workshop are invited to attend the full MESA conference, gaining an exposure to the most recent research and experiencing the intellectual vibrancy of a professional academic conference. This workshop will be particularly valuable for students planning to attend graduate school in Middle East studies.

Proposal Submission Information and Deadlines

Paper proposals should be submitted by **May 30, 2014**. Applicants will be notified by June 30, 2014. Proposals should include an abstract and a letter of recommendation from a professor at the student's home university commenting on the quality of the proposal and why the student would benefit from the workshop. Each paper abstract must be between 200 and 300 words. Proposals should be scholarly, with a strong, focused statement of thesis or significance, and a discussion of the research methods and data to be used. Please submit paper proposals and letters of recommendation by email to Dr. Jeff VanDenBerg, Workshop Coordinator, at jvandenb@drury.edu.

Papers will be selected based on the quality of the proposal, diversity of disciplinary areas, and with an eye towards maximizing the diversity of the colleges and universities represented. The workshop will be limited to 16 student participants.

Registration Fees

The fee for the workshop is \$30, which also provides full access to the Middle East Studies Association conference November 22-25. Students are responsible for their own travel and accommodation expenses. Membership in MESA is not required for participation in the workshop.

For more information, contact Workshop Coordinators Dr. Jeff VanDenBerg (jvandenb@drury.edu; 417-873-6947) or Dr. June-Ann Greeley (greeleyj@sacredheart.edu; 203-371-7713).

MESA 2014

Washington, DC ♦ November 22-25



MESA returns to the nation's capital where it will celebrate its 48th annual meeting, November 22-25, 2014. Our home once again is the Washington Marriott Wardman Park, located in a lovely residential neighborhood near the National Zoo, and immediately adjacent to the Metro red line Woodley Park stop. The hotel may look a little different this year. The Wardman Tower—the charming, original building of the hotel—is being converted to condominiums. Anyone who has stayed in the Wardman Tower will undoubtedly miss the walk through the

glassed-in arcade between the two buildings.

The hotel has established an exclusive link for MESA reservations at <https://resweb.passkey.com/go/MESA2014Marriott>. You also can phone the hotel or the toll-free number. The cutoff date for reservations is October 24. MESA's group rate at the hotel is \$194 single/double, \$204 triple/quad.

You can expect a program of more than 270 sessions, augmented by an exciting four-day film festival, a bustling book bazaar, and other planned events. A searchable program will be posted on MESA's website sometime in June and the preliminary meeting program will be available there as well in August.

Tentative Schedule of Events

Saturday, November 22

- Meetings of MESA's affiliated associations
- Other related meetings and receptions
- FilmFest - all day
- Panel session I - 5:30-7:30pm (or maybe 5-7pm)

Sunday, November 23

- FilmFest - all day
- Book Exhibit - 9am-6pm
- Panel session II - 8:30-10:30am
- Panel session III - 11am-1pm
- Panel session IV - 2-4pm
- Panel session V - 4:30-6:30pm
- Presidential Address/Awards Ceremony - 7-8:30pm
- MESA Dance Party - 9pm-1am

Monday, November 24

- FilmFest - all day
- Book Exhibit - 9am-6pm
- Panel session VI - 8:30-10:30am
- Panel session VII - 11am-1pm
- MESA Members Meeting - 1-2:30pm
- Panel session VIII - 2:30-4:30pm
- Panel session IX - 5-7pm
- Plenary Session - 7-9pm

Tuesday, November 25

- FilmFest - 8am-2pm
- Book Exhibit - 9am-12nn
- Panel session X - 8:30-10:30am
- Panel session XI - 11am-1pm
- Panel session XII - 1:30-3:30pm

Conference Registration

To preregister for the MESA 2014 annual meeting, complete the registration form located on page 26 and return it along with payment to the MESA Secretariat. If paying by Mastercard or Visa, you may register on-line via MESA's web site. Pre-registration is recommended as on-site registration rates are considerably higher. The pre-registration deadline is October 24, 2014.

Category	Pre-registration	On-site
full/associate	\$110	\$130
student member	\$70	\$90
student non-member	\$90	\$110
Other non-members	\$140	\$160



Washington Marriott Wardman Park
2660 Woodley Road, NW
Washington, DC 20008

202 328-2000 ♦ 800 228-9290 ♦ 202 234-0015 fax

<https://resweb.passkey.com/go/MESA2014Marriott>

\$194 single/double ♦ \$204 triple/quad
(plus room tax of 14.5%)

Three-for-One in a MESA Conference

Taking the Podium

Panels & Workshops



The panels, round tables, and thematic conversations are the major portion of the annual meeting. This year promises to be another packed schedule with over 270 sessions.

An interactive preliminary program will be available on the website in July. You can look up a paper or panel on a number of criteria such as name, country of study, discipline, or key words. If you want to identify all of the sessions on Algeria, a listing would provide that. This is contingent upon the person submitting the abstract having identified the proposal as such.

A printable preliminary program (pdf) will be available in August. This is only created once, so the most current information is always on the website.

Hot Off the Press

The Book Bazaar

The MESA book bazaar will feature university presses, publishing houses, and Mom & Pop shops, all offering the latest publications in the field. You'll also have a chance to mingle with exhibit staff and shmooze with editors, and maybe even strike a deal for publishing your next monograph.



You don't have to rent space to exhibit at the MESA meeting. For \$40 per title, publications can be placed on view in MESA's Cooperative Book Display. This is an ideal arrangement for individuals, independent authors, and small presses with few Middle East studies titles.

If you would like additional information about exhibiting at MESA 2014, please visit MESA's website or contact Rose Veneklasen at rose@mesana.org or 520 621-5850.

Now Showing!

MESA's FilmFest

The MESA FilmFest presents life in the MENA region—past and present—in splendid and vivid detail.

The FilmFest primarily offers the latest documentary films on the region that can be wonderful teaching tools in introductory classes on the Middle East. Sprinkled amongst the documentary offerings are splendid feature and art films that capture the beauty of the region, the simplicity of life, and often the complications of turmoil. The films are equal parts breathtaking, poignant, entertaining, and the Fest is a treasured part of MESA's annual meeting experience.

Contact Tom Stevenson at tbstevenson@email.arizona.edu to submit a film for consideration in the FilmFest.



Call for Volunteer Panel Chairs

Volunteers are invited to chair non-pre-organized panels at the MESA 2014 annual meeting. For a listing of available panels, please visit MESA's website at mesana.org and follow the links to the annual meeting. Panel chair information will be posted after June 1. MESA assigns only chairs and not discussants to non-pre-organized panels. There are 73 such panels on the program—plenty of chair positions for everyone.

If after consulting the website you find a panel of interest, please contact Mark Lowder (mark@mesana.org) at the Secretariat. Please note that MESA membership and annual meeting pre-registration are required of all meeting participants.

Child Care Subsidy Available

Although there won't be on-site child care, the Secretariat can put parents in touch with local providers. And, with the generous contributions of members, your association can subsidize the cost of child care at the annual meeting. For further information, please visit the annual meeting pages on MESA's website or contact Rose Veneklasen at rose@mesana.org or 520-621-5850.

More Meeting Information...

Go here → www.mesana.org

and click on this →



Notes on MESA's Submission Process

As the meeting statistics on the following pages attest, 2014 was another banner year for proposals. The mounds of submissions required a large program committee to review them—20 persons whose disciplinary expertise loosely mirrored that of the MESA membership. To the extent possible, history papers were reviewed by historians, political science papers by political scientists, and so on. Each paper proposal was read “blind” and rated according to how well it met the review criteria listed in MESA’s Call for Papers instructions:

“The Program Committee will be looking for abstracts that are scholarly, with a strong, focused statement of thesis or significance, clear goals and methodology, well-organized research data, specified sources, and convincing, coherent conclusions.”

Many of the abstracts MESA receives are not abstracts at all; they are short, one paragraph descriptions of papers that do not meet the review criteria and thus do not give the program committee what it needs to make a positive determination. One weak abstract may not sabotage a preorganized panel, but it’s sure to result in the rejection of an individual paper.

This year’s committee reviewed 580 individual paper abstracts, 929 abstracts that were part of 216 preorganized panels, and 26 roundtables. Each submission was rated by two reviewers and

the ratings were averaged. Submissions with low ratings were discarded; those with high ratings or even what were considered borderline ratings were placed on the program. In the submission review process, first impressions are everything.

The purpose of the program committee is to read and evaluate submissions, place high-rated ones on the program, and to assemble papers into coherent panels. The process does not permit the committee to provide constructive feedback to authors to benefit future submissions. Although an admiral goal, that is not the charge of the program committee.

A new program chair and committee each year helps to reduce the risk of favoritism toward any field or specialty. The range of disciplines and geographical areas represented on the meeting program mirrors that of the membership and of what is submitted to the program committee. If there are underrepresented disciplines or geographical areas, this is most often because we did not receive submissions in those areas. In order to have a program that offers something for everyone, the program committee instructions specifically request that the committee be sensitive to underrepresented disciplines/countries.

MESA’s submission process is always open to critique. If you have ideas on how it can be improved, please share them with the Secretariat or your elected board members.

Think Travel Costs



AIR

The three airports that serve the DC area are

- DCA—Ronald Reagan Washington National Airport (the closest to the hotel; about \$30 cab ride)
- IAD—Washington Dulles International Airport (about a \$60 cab ride)
- BWI—Baltimore Washington International Airport (about a \$90 cab ride or take train through Union Station and Metro for about \$16)

Airfares seem to be on a continual rise, so we recommend keeping an eye out for any good deals that pop-up. Grab your tickets when you can. [Don't wait until the last minute!](#)

METRO

From DC’s Union Station, take the Metro’s Red Line to the Woodley Park exit; the subway stop is in front of the hotel. From Reagan National to Hotel take Yellow Line to Gallery Pl/Chinatown, transfer to Red Line and take to Woodley Park-Zoo exit.

CAR

Daily parking prices are in effect (\$41/day self; \$46/day valet).

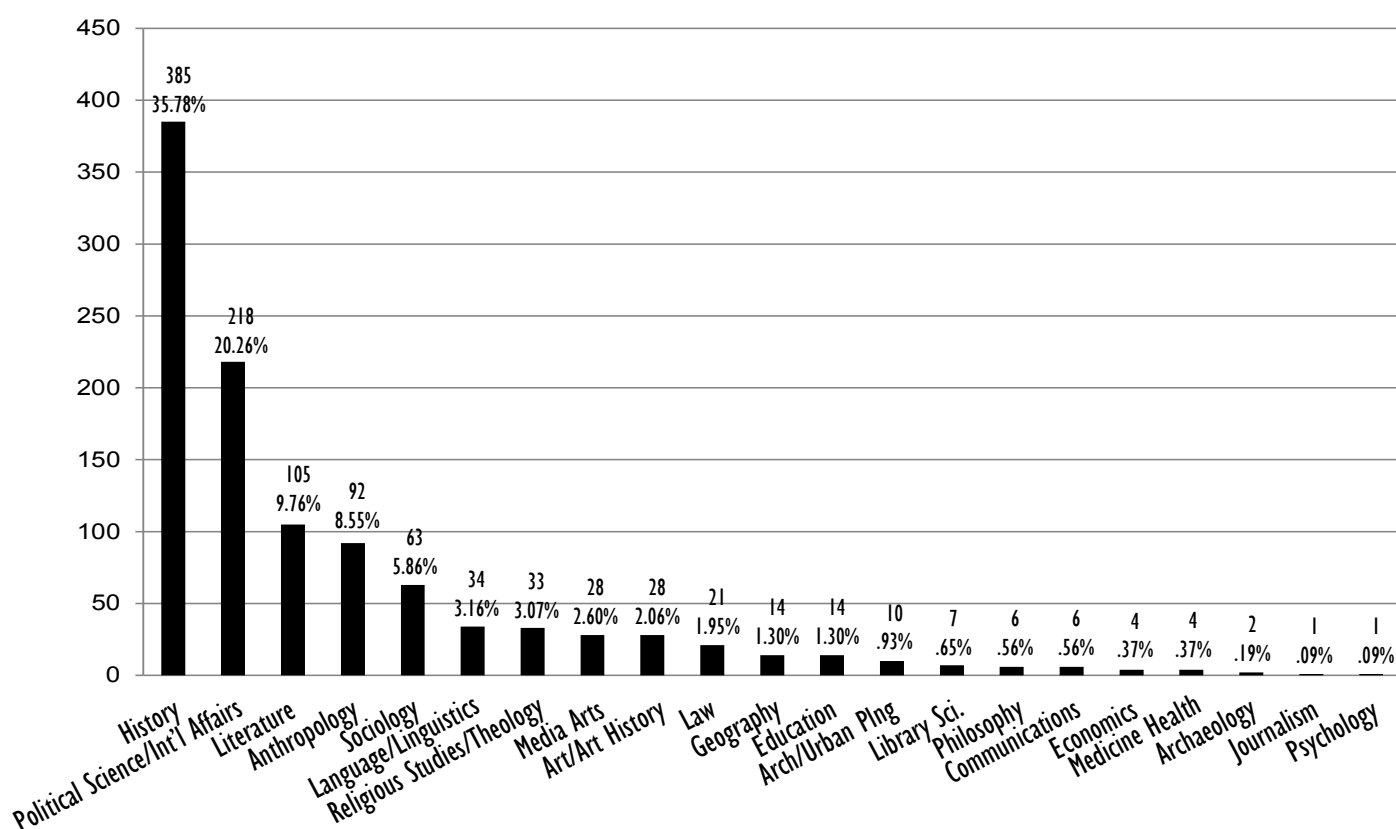
Statistics on 2014 Submissions

Acceptance/Rejection Rates, Recent DC Meetings

DC Meetings:	2005		2008		2011		2014	
	Proposed	Accepted Rejected	Proposed	Accepted Rejected	Proposed	Accepted Rejected	Proposed	Accepted Rejected
Individual Papers	298	225 (76%) 73 (24%)	461	340 (74%) 121 (26%)	496	320 (65%) 176 (35%)	580	363 (63%) 217 (37%)
Pre-organized Panels	100	93 (93%) 7 (7%)	147	130 (88%) 17 (12%)	222	156 (70%) 66 (30%)	216	168 (78%) 48 (22%)
Roundtables	10	7 (70%) 3 (30%)	15	10 (67%) 5 (33%)	24	14 (58%) 10 (42%)	26	12 (46%) 14 (54%)

Disciplinary Breakdown of Papers

Based upon 1076 papers placed on the program for which we have the necessary data.



Acceptance/Rejection Per Membership Category

Based upon 1210 papers for which we have the necessary data.

Membership Category	Papers submitted # (%)	Papers accepted # (%) Papers rejected # (%)	Papers on program %
Full/Associate	724 (60%)	611 (84%) 113 (16%)	59%
Student	486 (40%)	416 (86%) 70 (14%)	41%



Registration Form

Complete and return form to the MESA Secretariat by no later than **October 24, 2014** for preregistration rates

or register through *myMESA* and pay on-line.

Registration Category

- | | |
|--|-------|
| <input type="checkbox"/> Full/associate MESA member | \$110 |
| <input type="checkbox"/> Student/retired MESA member | \$70 |
| <input type="checkbox"/> Student, non-MESA member | \$90 |
| <input type="checkbox"/> All other non-MESA members | \$140 |

Personal and Badge Data

Name _____

Affiliation _____

Email (req) _____

Address _____

City, State, Postal Code, Country _____

Phone (circle one: work/ home/ mobile) _____

Payment Information:

- Visa /MasterCard /Discover/AMEX
 Check (payable to MESA, in US\$ and drawn on US bank)

Card Number _____

Exp Date _____

Billing Address & Zipcode* _____

Signature _____

Email receipt to _____

*Credit card terminals require the billing street number and zip code for security verification purposes.

Refund Policy

Non-participants: Requests for refunds must be received by October 24, 2014. No refunds will be honored after that date.

Program Participants: Requests for refunds must be received by August 01, 2014. No refunds will be honored after that date.

Email refund requests to: sara@mesana.org

Complete and fax to **520-626-9095**

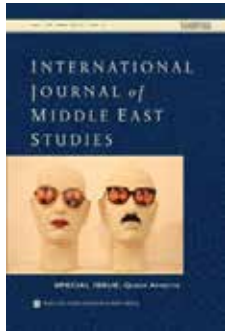
or mail to MESA 2014

1219 N Santa Rita Ave

University of Arizona

Tucson AZ 85721

MESA Welcomes *IJMES* Editor Akram Khater



Like *IJMES* editors before him, Dr. Khater brings a wide range of interests and talents to the editor's desk. He is Alumni Distinguished University Professor (CHASS), University Faculty Scholar (2014-2019), Professor of History at North Carolina State University, Director of Middle East Studies Program, and Director of the Khayrallah Program for Lebanese-American Studies. A native of Lebanon, he earned a B.S. degree in Electrical Engineering from California Polytechnic State University and holds M.A. and Ph.D. degrees in History from the University of California, Santa Cruz, and University of California, Berkeley, respectively. His books include *Inventing Home: Emigration, Gender, and the Making of a Lebanese Middle Class, 1861–1921*; *A History of the Middle East: A Sourcebook for the History of the Middle East*; and *Embracing the Divine: Passion and Politics in the Christian Middle East*. In 2013 he completed a PBS documentary on the history of the Lebanese community in North Carolina and is the senior curator for a museum exhibit on the same topic that opened in February 2014 (through August 2014). He has published a substantial number of articles and reviews and has made conference presentations throughout the United States and internationally. Dr. Khater has been awarded a number of teaching accolades and grants during his tenure at N.C. State and has also obtained fellowships from the National Humanities Center, American Philosophical Society, National Endowment for the Humanities, Fulbright Foundation, and Council of American Overseas Research Centers.

Khater succeeds Beth Baron as of July 1, 2014. MESA formally thanked Beth Baron and Managing Editor Sara Pursley at the MESA 2013 meeting for their creative and successful tenure with the journal.

***IJMES* Editorial History**

In MESA's nearly 50 year history, only eight editors have served in the position. The University of California, Los Angeles housed the first office where it remained until it moved to the University of Utah. Each editor now has a five year term. The editors:

Stanford Shaw	UCLA	1970-1979
Afaf Alsayyad Lutfi Marsot	UCLA	1980-1984
Peter von Sivers	University of Utah	1985-1989
Leila Fawaz	Tufts University	1990-1994
R. Stephen Humphreys	UC Santa Barbara	1995-1999
Juan Cole	University of Michigan	2000-2004
Judith Tucker	Georgetown University	2005-2009
Beth Baron	CUNY Graduate Center	2010-2014
Akram Khater	North Carolina State University	2015-2019

Unlike many of the academic societies, MESA does not own its main scholarly journal. There is a contracted agreement between MESA and Cambridge University Press to produce the *International Journal of Middle East Studies (IJMES)*. MESA members receive subscriptions to *IJMES* and *RoMES* as a benefit of membership.

2014 MESA Awards Competitions

Undergraduate Education Award

<http://www.mesa.arizona.edu/awards/undergrad-education-award.html>

MESA's newest award brings attention to contributions to undergraduate education. The award is designed to highlight exceptional pedagogical work in this area. **Deadline: August 30, 2014.**

Malcolm H. Kerr Dissertation Award

<http://mesa.arizona.edu/awards/malcolm-kerr-dissertation.html>

All students completing their dissertations between June 16, 2013 and June 15, 2014 are eligible to submit entries for the 2014 Malcolm H. Kerr Dissertation Awards. Dissertations should be nominated by the author's sponsor or advisor, and accompanied by a letter of acceptance for the degree and a 250-word abstract of the dissertation's subject matter. Applicants should specify either Social Sciences or Humanities as the category for which they are entering. Entries will be read by a three-member committee. **Deadline: June 15, 2014.**

Graduate Student Paper Prize Competition

<http://www.mesa.arizona.edu/awards/student-paper-prize.html>

MESA invites submissions of graduate student research papers on any aspect of post 600 CE Middle East studies for the 2014 Graduate Student Paper Prize. The author of the winning paper will be presented with an award of \$250 and certificate at the MESA Awards Ceremony to be held November 23, 2014 in Washington, DC. In addition, the paper will be submitted for publication in the Review of Middle East Studies (RoMES).

For a complete description of the 2014 submission rules, please visit MESA's website (mesana.org) or contact Rose Veneklasen (520-621-5850 or rose@mesana.org). **Deadline: June 15, 2014.**

We acknowledge our current Honorary Fellows, all outstanding internationally recognized scholars who have made major contributions to Middle East studies. MESA's bylaws limits the number to 10 at any one time. Honorary Fellowship shall be bestowed by nomination of the Board of Directors and conferred by the majority of those present and voting at any meeting of the Fellows. Should you wish to nominate someone for Honorary Fellow, please send a letter and supporting documentation to the MESA Board at secretariat@mesana.org.

Honorary Fellows

Halil Inalcik (bestowed 1994)
Nikkie Keddie (bestowed 2003)
Afaf Lutfi Al-Sayyid Marsot (bestowed 2007)
E. Roger Owen (bestowed 2007)
Suraiya Faroqhi (bestowed 2009)
Abdul-Karim Rafeq (bestowed 2009)
Josef van Ess (bestowed 2012)
Farhat Ziadeh (bestowed 2012)

MESA Mentoring & Service Award Nominations

NOMINATION PROCEDURE

MESA members are invited to submit to the Secretariat written nominations for the Jere L. Bacharach Service Award and MESA Mentoring Award. Letters of nomination should detail the contributions of the individual. The nominator should indicate which category of nomination, and complete the information below, providing the names of two other references who will submit a letter describing the qualifications of the nominated individual. The nominator should also append a biographical sketch or CV of the nominee. **Deadline: June 1, 2014.**

Mentoring Award

The award is meant to recognize exceptional contributions retired faculty have made to the education and training of others in Middle East studies. Previous recipients: 1996–J. C. Hurewitz; 1997–Farhat Ziadeh; 1998–L. Carl Brown; 1999–Charles Issawi; 2000–Arthur E. Goldschmidt, Jr. and Afaf Lutfi al-Sayyid Marsot; 2001–Nikki R. Keddie; 2003–Robert A. Fernea; 2004–Issa J. Boullata; 2005–Ralph Jaeckel; 2006–William L. Cleveland; 2007–Norman Itzkowitz; 2008–Walter G. Andrews; 2009–Robert Lee Tignor; 2010–not awarded; 2011–Cement Moore Henry and Ira M. Lapidus; 2012–Charles D. Smith; 2013–Wadad Kadi.

Jere L. Bacharach Service Award

The award recognizes outstanding service to MESA or to the field of Middle East studies. Service is understood broadly to include work in diverse areas, including but not limited to outreach, librarianship, and film. Previous recipients: 1997–I. William Zartman and Ellen-Fairbanks D. Bodman; 1998–Richard L. Chambers; 1999–George N. Atiyeh; 2000–Louisa Moffit; 2001–Elizabeth J. Fernea; 2002–Jeanne Jeffers Mrad; 2004–Jere L. Bacharach; 2005–Ernest N. McCarus; 2006–Howard A. Reed; 2008–Fred McGraw Donner; 2009–Mary Ellen Lane; 2010–McGuire Gibson; 2011–Bruce Craig and Michael C. Hudson; 2012–Erika Gilson.

NOMINEE INFORMATION

Name

Address

City, State, Zip

Telephone

Fax

E-mail

REFERENCES

Name

Address

City, State, Zip

Telephone

Fax

E-mail

Name

Address

City, State, Zip

Telephone

Fax

E-mail

NOMINATOR INFORMATION

Name

Address

City, State, Zip

Telephone

Fax

E-mail

New Members

MESA welcomed 533 new members (179 full, 298 students, 56 associates) between December 2013 and April 2014.

Placing a Claim for a Missing IJMES

Contact MESA's membership manager, Sara Palmer (sara@mesana.org), if you are missing an issue of *IJMES* or *RoMES*. Those renewing in the latter part of last year should have recently been sent the back issues for those published prior to renewal. The winter issue of *RoMES* was sent in April.

Reminder about MESA Elections

The election ballots will no longer be mailed or provided with the newsletter. Ballots may be cast electronically. Email notification of the election is sent to all voting-eligible members upon availability. The 2014 Election of Officers will be sent this summer. If you would like a ballot mailed to you, please email secretariat@mesana.org.

FUTURE MESA MEETINGS

2015 November 21-24

Sheraton Denver Downtown Hotel
Denver, Colorado

2016 November 17-20

MESA's 50th Annual Meeting
Marriott Copley Place
Boston, Massachusetts

2017 November 18-21

Marriott Wardman Park Hotel
Washington, DC

2018 November 15-18

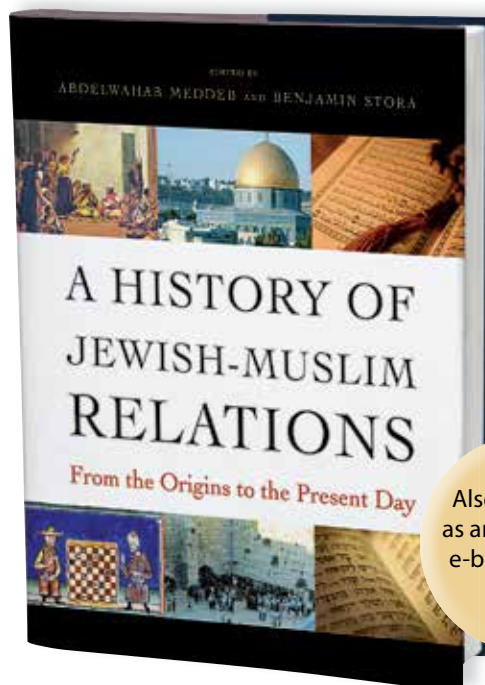
Grand Hyatt
San Antonio, Texas

2019 November 14-17

Sheraton New Orleans
New Orleans, Louisiana

2020 October 10-13

Marriott Wardman Park Hotel
Washington, DC



Also available
as an enhanced
e-book for the
iPad

A History of Jewish-Muslim Relations

From the Origins to the Present Day

Edited by Abdelwahab Meddeb & Benjamin Stora

“There is no other volume like this. Its comprehensiveness should make it a major source of information and ideas on this important topic for some time, and the contributors include some of the best-known writers in the field.”

—Oliver Leaman, University of Kentucky

“This is a valuable companion to an enormously complex subject produced by an impressive group of contributors.”

—Daniel Frank, Ohio State University

- Covers the history of relations between Jews and Muslims around the world from the birth of Islam to today
- Features in-depth articles on social, political, and cultural history
- Richly illustrated with more than 250 images, including maps and color photographs

Contributors include

Mark R. Cohen
Alain Dieckhoff
Michael Laskier
Vera Moreen
Gordon D. Newby
Marina Rustow
Daniel Schroeter
Kirsten Schulze
Mark Tessler
John Tolan
Gilles Veinstein
and many more

Cloth \$75.00 978-0-691-15127-4

 PRINCETON
UNIVERSITY
PRESS

See our E-Books at
press.princeton.edu

Contributions

For the period November 1, 2013 – April 30, 2014, a total of \$8,500 in individual contributions was received for the following MESA funds. We acknowledge with great thanks the following individuals:

MESA General Fund

Mohaned Talib Al-Hamdi
Najwa Al-Qattan*
Anne H. Betteridge*
Eleazar Birnbaum
Linda Kay Brown
Armin Bram
Jean B Campbell
Juan Cole*
Robert W. Crawford
Roger A. Deal
Dale F. Eickelman & Christine Eickelman*
Khaled Fahmy*
Amaney A. Jamal*
Suad Joseph*
Steven Heydemann*
Gary R. Hobin*
Richard C. Martin*
Ernest N. McCarus*
Soraya Mekerta
Kristin M. Peterson-Ishaq
Wilfrid J. Rollman
Dudley C. Sadler*
Jonathan H. Shannon
Rivanne Sandler
Kathleen Howard Sutherland
Joseph R. Tamer
Brooks Wrampelmeier

Presidents Fund

Fred M. Donner*

Board of Directors Fund

Mahmoud Al-Batal*
Carl W. Ernst*
Jane Hathaway*
Charles Kurzman*
Afshin Marashi

Senior Scholars Fund

Nathan J. Brown*
Ahmet T. Karamustafa*
Vickie Langohr*
James A. Reilly
Gregory Starrett*

As of April 30, 2014, the combined total of the Presidents, Board of Directors, and Senior Scholars Funds was \$56,960.

Contributions may be made to support any of MESA's Award Funds.

Albert Hourani Book Award

Issa J. Boullata

Jere L Bacharach Service Award

David Simonowitz
Gholam R. Vatandoust*

Malcolm H. Kerr Dissertation Award

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