



September 20, 2019

Robert King  
Assistant Secretary  
Department of Education  
400 Maryland Ave., S.W.  
Washington, DC 20202

Dear Mr. King:

I am writing in response to your letter of August 29, 2019, regarding the Duke-UNC Consortium for Middle East Studies and its use of federal funds from the Department of Education's "Title VI" program. The Consortium deeply values its partnership with the Department of Education and has always been strongly committed to complying with the purposes and requirements of the Title VI program. In keeping with the spirit of this partnership, the Consortium is committed to working with the Department to provide more information about our programs.

1. Middle East language enrollment

Duke and UNC offer a broad range of language and area studies courses in Middle East studies, leveraging the contributions of Title VI funds and demonstrating the universities' commitment to teaching and research on the region, which is one of the Department of Education's selection criteria for Title VI National Resource Centers (Federal Register, May 25, 2018, p. 24300).

Your letter asks whether the number of students in Middle East language courses at Duke and UNC in the academic year 2017-2018, as presented in the Consortium's 2018 Title VI [grant application](#), refers to distinct students or to course enrollments. This figure counts semester-long enrollments, so students who enrolled in both fall and spring semesters were counted twice.

The letter also asks for clarification of the level of language proficiency achieved by the Consortium's students in each Middle East language. These figures for the 2017-2018 academic year -- counting distinct students, not semester-long enrollments -- are as follows:

	Elementary	Intermediate	Advanced	Total
Arabic	150	88	62	300
Coptic	15	0	0	15
Hebrew (Biblical)	20	0	0	20
Hebrew (Modern)	48	24	8	80
Persian	25	15	4	44

Turkish	15	7	8	30
Urdu	31	41	19	91
Total	304	175	101	580

According to the latest figures in the Modern Language Association's [Language Enrollment Database](#), enrollment in the Consortium's Urdu language courses is the highest in the United States, enrollment in Arabic is 8th highest, and enrollment in Turkish is 8th highest.

## 2. STEM fields

The letter expresses concern about the Consortium's compliance with "the requirement that National Resource Centers help students in science, technology, engineering, and mathematics fields achieve foreign language fluency," citing [20 U.S. Code §1122\(a\)\(2\)\(J\)](#). The wording of §1122(a)(2)(J) suggests that this is one of 10 authorized activities for which Title VI funds "may be used," and improved collaboration with STEM fields is a priority for the Consortium, which includes affiliated faculty in biostatistics, dentistry, environmental sciences, epidemiology, medicine, and psychiatry. In 2016-2017, the most recent year for which data are currently available, students in STEM fields comprised 28 percent of all students with declared majors who enrolled in Middle East language courses at Duke and UNC.

## 3. Cultural and historical subjects

Your letter suggests that the Consortium's programs on cultural and historical aspects of the Middle East fail to support "the development of foreign language and international expertise for the benefit of U.S. national security and economic stability," and that programs on topics such as Iranian art and film "should not be funded or subsidized in any way by American taxpayers under Title VI unless you are able to clearly demonstrate that such programs are secondary to more rigorous coursework helping American students to become fluent Farsi speakers and to prepare for work in areas of national need."

The Consortium has organized, co-sponsored, facilitated, or publicized dozens of educational programs each year related to security and economic issues in the Middle East, including multiple events featuring former national security officials who had worked on Middle East issues in the Trump, Obama, and Bush administrations. (A list of the Consortium's past events is archived [online](#).) The Consortium collaborates with the Triangle Center on Terrorism and Homeland Security and the Triangle Institute for Security Studies on programs focused on security issues in the Middle East.

The Consortium also organizes or assists with an array of programs on cultural and historical subjects that are closely linked with the Consortium's language programs. Students in language courses are encouraged and sometimes required to attend Middle Eastern films and engage with Middle Eastern arts to improve their language acquisition, for example, and programs on cultural and historical subjects help to attract students to the Consortium's language courses.

In addition, cultural and historical programs provide essential preparation for work in areas of national need. As noted later in the letter, "cultural studies providing historical information about customs and practices in the Middle East and assisting students to understand and navigate the culture of another country, in concert with rigorous language training, could help develop a pool

of experts needed to protect U.S. national security and economic stability and may well be within Title VI's ambit."

To this end, the Consortium's programs encompass "a variety of disciplines throughout undergraduate and graduate education," contributing to "a full understanding" of the Middle East, so as to produce "experts in and citizens knowledgeable about world regions, foreign languages, and international affairs," as stipulated in [20 U.S. Code §1121-1122](#).

#### 4. Religious minorities

The letter claims that the Consortium "appears to lack balance as it offers very few, if any, programs focused on the historic discrimination faced by, and current circumstances of, religious minorities in the Middle East, including Christians, Jews, Baha'is, Yazidis, Kurds, Druze, and others." In fact, the Consortium has organized or assisted with programs on the persecution of the Yazidis in each of the past three years, along with numerous programs on the persecution of Armenian Christians, Iranian Baha'is, and other minorities in the Middle East. These subjects are also covered in the Consortium's coursework on the politics, history, and cultures of the region.

The letter also suggests that the Consortium's activities for elementary and secondary students and teachers emphasize "positive aspects of Islam, while there is an absolute absence of any similar focus on the positive aspects of Christianity, Judaism, or any other religion or belief system in the Middle East." In fact, positive appreciation for Christianity, Judaism, and other religions of the Middle East suffuses all of the Consortium's K-12 outreach activities, including specific events that have focused on Christianity and Judaism in the Middle East, such as a visit to a Jewish center to explore Jewish traditions, presentations on Christianity in Lebanon, and presentations on religious diversity throughout the Middle East.

#### 5. Diversity of perspectives

The letter states that the Consortium places "quite a considerable emphasis on advancing ideological priorities," including activities that are not "consistent with a National Resource Center and lawfully supported by taxpayer funds." Your letter identifies two activities that you consider to be inappropriate for Title VI funding, out of more than 100 programs that the Consortium organizes or promotes each year. Neither of these activities, as it happens, were supported with Title VI funding.

The Consortium's activities "reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs," in compliance with [20 U.S. Code 1122\(e\)\(1\)](#).

As I wrote in my letter to the Department of Education on June 20, 2019, the Consortium organizes public events presenting diverse perspectives and a wide range of views on many of the Middle East's most challenging subjects, including – in recent years -- conferences on censorship in Turkey, Islam and religious identity, World War I and the transformation of the Middle East, the aftermath of the Arab Spring; and lectures on human rights in Iran, civil war in Syria, repression in Egypt, and many other subjects. (Documentation is available on-line at the Consortium's [conference webpage](#) and [event archive](#).)

## 6. Job placement

The letter suggests that job placement of the Consortium's language fellowship awardees reflects "critical shortcomings and impermissible biases." In particular, the letter indicates that the Consortium "provides opportunities and support primarily for individuals to pursue academic careers rather than in government or business as Congress directs." The letter quotes the Consortium's statistics, from Table C4 of its 2018 Title VI [grant application](#), that 35 percent of its fellowship graduates hold jobs in higher education, while 11 percent are in government positions. However, Table C4 also indicates that 30 percent of the Consortium's fellowship graduates hold positions in business. Thus, the combined total of awardees employed in the government or business sector exceeds the percentage of awardees employed in higher education, thereby demonstrating that the Consortium actively promotes careers in government and business.

## 7. Teacher training

The letter states that the Consortium's teacher-training activities focus on "narrow, particularized views of American social issues" and exhibit "a startling lack of focus on geography, geopolitical issues, history, and language of the area, as Congress required in Title VI." The letter identifies one activity on multicultural education as evidence of a narrow and particularized view, but the letter does not mention the many teacher-training activities each year that focus on geography, geopolitical issues, history, and language. The same annual report that included the activity on multicultural education, for example, also included teacher-training activities on the religious diversity of the Middle East, Middle Eastern terrorism, Middle Eastern refugee crises, how to incorporate Middle East studies into economics courses, educational resources about Morocco, and enrichment of K-12 Arabic language programs – the very sorts of topics your letter endorses.

## 8. Events related to national security and economic stability

The letter stipulates that "as a condition for future Title VI funding, the Duke-UNC CMES is directed to provide a revised schedule of activities that it plans to support for the coming year, including a description demonstrating how each activity promotes foreign language learning and advances the national security interests and economic stability of the United States."

Foreign language learning is discussed in section 9 of this letter. As for security and economic issues, the Consortium will continue to organize or assist with programs related to the security, stability, and economic vitality of the United States. The following events, all of which directly address United States national security concerns, are currently planned for Fall 2019:

- Stopping violent extremism, with former U.S. diplomat Farah Pandith (September 2019).
- U.S.-Israeli partnership in cybersecurity, with Samantha Ravich of the Foundation for Defense of Democracies (September 2019).
- U.S.-Israel relations, with Israeli journalist Amir Tibon (October 2019).
- U.S.-Taliban negotiations, with former U.S. diplomat Annie Pforzheimer (November 2019).

Additional events on security and economic issues are in preparation.

## 9. Support for foreign language instruction

The letter requires the Consortium to “demonstrate that it has prioritized foreign language instruction as required by law.”

Duke and UNC were the first universities in the Southeast to teach modern Middle Eastern languages on a regular basis, with UNC offering its first Arabic classes in 1959. The Consortium now offers three or more years of language instruction in Arabic, Modern Hebrew, Persian, Turkish, and Urdu, all of which have been identified by the [Department of Education](#) as priority languages for Title VI programs. As a National Resource Center, the Consortium assists Duke and UNC in growing these language programs; the Consortium also supports Arabic language instruction through partnership with Durham Technical Community College, a minority-serving institution.

During the 2019-2020 academic year, the Consortium is supporting Middle East language learning through:

- Language facilitators for the joint Duke-UNC program in Turkish (Fall 2019-Spring 2020).
- New section of Persian 102 at Duke University (Spring 2020).
- First-ever Urdu instruction at Duke University (Fall 2019-Spring 2020).
- “Language Across the Curriculum” course in Arabic at UNC (Spring 2020).
- Arabic instruction at Durham Technical Community College (Fall 2019).
- Pedagogical training grants for Duke, UNC, and Durham Tech language instructors (ongoing).

## 10. Language faculty credentials

The letter notes that “most of the instructors of foreign language courses are non-tenure track lecturers or teaching assistants, whereas most of the instructors of other courses are tenured faculty. Given the important role tenured faculty play in attracting students to foreign language instruction and majors and enabling students to overcome the difficulty of mastering a language, the lack of tenured foreign languages faculty relative to the number of tenured culture studies faculty, may signal a potentially serious misalignment between Title IV requirements and the Duke-UNC CMES’s orientation and activities.” The letter also suggests that “[m]ore equal utilization of comparably credentialed faculty in foreign language instruction might prove to be an appropriate measure in this regard.”

The Consortium shares the Department of Education’s interest in appropriately credentialed and effective instructors in foreign languages. All but one of the instructors in Duke’s and UNC’s Middle East language courses this semester have advanced degrees, and 47 percent have doctorates.

With regard to tenure-track positions in language instruction, much of American higher education has come to rely on non-tenure-track faculty for instruction in many disciplines (including foreign languages) that focus on teaching rather than on a combination of teaching and research. Both Duke and UNC have created long-term career tracks for teaching-focused faculty, parallel to the research-oriented faculty track: at Duke these positions are titled assistant professor of the practice, associate professor of the practice, and professor of the practice; at UNC these positions are titled teaching assistant professor, teaching associate professor, and teaching professor.

## 11. Faculty rank and employment status

The letter requires that the Consortium “provide the Department with a full list of courses in Middle East studies, including academic rank and employment status of each instructor who teaches each course.” A list of Middle East-related courses at Duke and UNC is available online at the Consortium’s [courses page](#) and in Appendix 3 of the Consortium’s 2018 [grant application](#) to the Department of Education. Faculty rank, credentials, and biographical information are available online in Appendix 1 of the [grant application](#). An updated list of courses for Fall 2019, with faculty rank and employment status, is included as an appendix to this letter.

## 12. Program monitoring

The letter requires the Consortium “develop and implement effective institutional controls ensuring all future Title VI-funded activities directly promote foreign language learning and advance the national security interests and economic stability of the United States, thereby meeting statutory requirements and meriting taxpayer funding.”

The Consortium will re-examine its procedures to ensure that its Title VI-funded activities continue to match the purposes and requirements of the Title VI program. These procedures already include pre-approval of budget commitments by a joint Duke-UNC executive board comprised of Middle East studies faculty members and staff from each campus; ongoing oversight of the Duke and UNC center directors by deans on both campuses; ongoing oversight of the Consortium’s budget by the business offices of the Duke University Center for International and Global Studies and the UNC College of Arts and Sciences; annual review of the Consortium’s Title VI budget by Duke’s Office of Research Support, Duke’s Office of Sponsored Programs, and UNC’s Office of Sponsored Research; and annual review of the Consortium by the U.S. Department of Education.

Further, Duke and UNC will establish an advisory board to review the Consortium’s program and proposed activities. The Consortium will also add an additional mechanism of transparency, namely record-keeping of the relationship of each Title VI expenditure to the purposes and requirements of the Title VI program. This information will be included with the annual report that the Consortium submits to the Department of Education.

Sincerely,



Terry Magnuson, PhD  
Vice Chancellor for Research

Appendix. Faculty in Duke-UNC Middle East-Related Courses, Fall 2019

Course Number	Course Title	Instructor	Academic Rank	Employment Status	Highest Degree
<b>Duke:</b>					
<b>Language Courses</b>					
Arabic:					
ARABIC 101.1	Elementary Arabic	Mbaye Lo	Associate Professor of the Practice	Full-Time	Ph.D.
ARABIC 101.2	Elementary Arabic	Mbaye Lo	Associate Professor of the Practice	Full-Time	Ph.D.
ARABIC 101.3	Elementary Arabic	Cheikh Abdi Vall	Instructor B	Part-Time	M.A.
ARABIC 203.1	Intermediate Arabic	Amal Boumaaza	Lecturing Fellow	Full-Time	M.A.
ARABIC 203.2	Intermediate Arabic	Amal Boumaaza	Lecturing Fellow	Full-Time	M.A.
ARABIC 281	Media Arabic I	Amal Boumaaza	Lecturing Fellow	Full-Time	M.A.
ARABIC 305	Advanced Arabic	Maha Houssami	Lecturer	Full-Time	M.A.
ARABIC 407	Issues in Arabic Literature/Language II	Maha Houssami	Lecturer	Full-Time	M.A.
Hebrew:					
HEBREW 101.1, JEWISHST 101.1	Elementary Modern Hebrew	Michal Bigman	Instructor	Full-Time	M.A.
HEBREW 203.1, JEWISHST 204.1	Intermediate Modern Hebrew	Michal Bigman	Instructor	Full-Time	M.A.

HEBREW 305.1, JEWISHST 305.1	Advanced Modern Hebrew	Michal Bigman	Instructor	Full-Time	M.A.
Persian:					
PERSIAN 101.1	Elementary Persian	Shahla Adel	Visiting Lecturer	Full-Time	Ph.D.
PERSIAN 203.1	Intermediate Persian	Shahla Adel	Visiting Lecturer	Full-Time	Ph.D.
Turkish:					
TURKISH 101.1	Elementary Turkish	Didem Havlioglu	Lecturing Fellow	Full-Time	Ph.D.
TURKISH 203.1	Intermediate Turkish	Didem Havlioglu	Lecturing Fellow	Full-Time	Ph.D.
TURKISH 305.1	Contemporary Turkish Composition and Readings	Didem Havlioglu	Lecturing Fellow	Full-Time	Ph.D.
Urdu:					
URDU 101.1	Urdu Script	Peter Knapczyk	Adjunct Instructor	Part-Time	Ph.D.
<b>Area Studies Courses</b>					
Arabic:					
ARABIC 610	Quranic Arabic	Mbaye Lo	Associate Professor of the Practice	Full-Time	Ph.D.
Arts of the Moving Image:					
AMI 272, AMES 218, VMS 273, POLSCI 273, DOCST 274	The Middle East Through Film	Anna Kipervaser	Instructor	Full-Time	M.A.



Asian and Middle East Studies:					
AMES 195	Introduction to Asian and Middle East Studies	Leo Ching	Associate Professor	Full-Time	Ph.D.
AMES 204FS, DOCST 204FS, AMI 218FS, RIGHTS 204FS	Focus Program: Documenting the Middle East: Community and Oral History	Nancy Kalow	Lecturing Fellow	Full-Time	M.A.
AMES 205FS, RELIGION 225	Focus Program: Literary Islam: Poetry, Scripture, Philosophy	Ellen McLarney	Associate Professor	Full-Time	Ph.D.
AMES 210, LIT 251	Introduction to the Middle East: Culture, Politics, and Language	Fadi Bardawil	Assistant Professor	Full-Time	Ph.D.
AMES 283, CULANTH 283, ICS 249, HISTORY 397	Istanbul: City of Two Continents	Erdag Goknar	Associate Professor	Full-Time	Ph.D.
AMES 490S, AMES 503S.02 (Duke), RELI 681 (UNC)	Arabic Sources on US Slavery	Mbaye Lo	Associate Professor of the Practice	Full-Time	Ph.D.
AMES 620	Critical Genealogies of the Middle East	Erdag Goknar	Associate Professor	Full-Time	Ph.D.
Economics:					
ECON 751, POLISCI 762	The Political Economy of Institutions	Timur Kuran	Professor	Full-Time	Ph.D.
Gender, Sexuality, and Feminist Studies:					
GSF 369, ICS 208, GLHLTH 208, HISTORY 249, RIGHTS 369	Transnational Feminism	Frances Hasso	Associate Professor	Full-Time	Ph.D.

GSF 374S, ICS 274S, SOCIOL 375S, HISTORY 229S, LIT 274S	Global Men and Masculinities	Frances Hasso	Associate Professor	Full-Time	Ph.D.
History:					
HISTORY 190FS, JEWISHST 190FS, RELIGION 190FS	Focus Program: Great Abrahamic Books	Malachi Hacoheh, Lauren Winner	Professor/Associate Professor	Full-Time	Ph.D.
HISTORY 214, JEWISHST 258, AMES 127	The Modern Middle East	Adam Mestyan	Assistant Professor	Full-Time	Ph.D.
Literature:					
LIT 320, AMI 246, AAAS 247, ICS 320, LATAMER 320, ISS 323, VMS 323, RIGHTS 323, AMES 318	Social Movements/Social Media	Negar Mottahedeh	Associate Professor	Full-Time	Ph.D.
Political Science:					
POLISCI 322	Introduction to Middle East Politics	Abdeslam Maghraoui	Associate Professor of the Practice	Full-Time	Ph.D.
Public Policy:					
PUBPOL 190FS	Focus Program: 9/11, Islam and Modern Middle East	David Schanzer	Professor of the Practice	Full-Time	Ph.D.
Religious Studies:					
RELIGION 175, ICS 108, AMES 115	Religions of Asia	Seth Ligo	Graduate Teaching Fellow	Part-Time	M.A.

RELIGION 237, VMS 233	Religion in American Life	Andrew Coates	Instructor	Full-Time	Ph.D.
RELIGION 268, DOCST 268, AMI 273	Religion in Film	Andrew Coates	Instructor	Full-Time	Ph.D.
RELIGION 301, JEWISHST 301, POLSCI 303, PUBPOL 313, ETHICS 303, AMES 301	Religion, Restrictions, Violence	Abdullah Antepi and colleagues	Associate Professor of the Practice	Full-Time	M.Div.
RELIGION 375, CULANTH 256, HISTORY 210, MEDREN 268, AMES 122	Islamic Civilization I	Mona Hassan	Associate Professor	Full-Time	Ph.D.
Slavic and Eurasian Studies:					
SES 370, HISTORY 209, RELIGION 378, RUSSIAN 370, ICS 370	Islam in Asia	Mustafa Tuna	Associate Professor	Full-Time	Ph.D.
Sociology:					
SOCIOL 178, ETHICS 199, RIGHTS 178	Refugees, Rights, Resettlement	Suzanne Shanahan	Associate Research Professor	Full-Time	Ph.D.
<b>UNC:</b>					
<b>Language Courses</b>					
Arabic:					
ARAB 101.1	Elementary Arabic I	Che Sokol	Graduate Teaching Fellow	Part-Time	B.A.

ARAB 101.2	Elementary Arabic I	Doria El Kerdany	Teaching Associate Professor	Full-Time	M.A.
ARAB 101.3	Elementary Arabic I	Che Sokol	Graduate Teaching Fellow	Part-Time	B.A.
ARAB 101.4	Elementary Arabic I	Khalid Shahu	Teaching Assistant Professor	Full-Time	Ph.D.
ARAB 101.5	Elementary Arabic I	Khalid Shahu	Teaching Assistant Professor	Full-Time	Ph.D.
ARAB 203.1	Intermediate Arabic I	Doria El Kerdany	Teaching Associate Professor	Full-Time	M.A.
ARAB 203.2	Intermediate Arabic I	Doria El Kerdany	Teaching Associate Professor	Full-Time	M.A.
ARAB 203.3	Intermediate Arabic I	Doria El Kerdany	Teaching Associate Professor	Full-Time	M.A.
ARAB 305.1	Advanced Arabic I	Khalid Shahu	Teaching Assistant Professor	Full-Time	Ph.D.
ARAB 305.2	Advanced Arabic I	Khalid Shahu	Teaching Assistant Professor	Full-Time	Ph.D.
Hebrew:					
HEBR 101.1	Elementary Hebrew I	Hanna Sprintzik	Teaching Associate Professor	Full-Time	M.A.
HEBR 101.2	Elementary Hebrew I	Hanna Sprintzik	Teaching Associate Professor	Full-Time	M.A.
HEBR 203	Intermediate Hebrew I	Hanna Sprintzik	Teaching Associate Professor	Full-Time	M.A.
Hindi-Urdu:					
HNUR 101.1	Elementary Hindi-Urdu I	Premlata Vaishnava	Visiting Lecturer	Full-Time	Ph.D.

HNUR 101.2	Elementary Hindi-Urdu I	Premlata Vaishnava	Visiting Lecturer	Full-Time	Ph.D.
HNUR 101.3	Elementary Hindi-Urdu I	Premlata Vaishnava	Visiting Lecturer	Full-Time	Ph.D.
HNUR 203.1	Intermediate Hindi-Urdu I	John Caldwell	Teaching Associate Professor	Full-Time	M.A.
HNUR 203.2	Intermediate Hindi-Urdu I	John Caldwell	Teaching Associate Professor	Full-Time	M.A.
HNUR 221	Introduction to the Urdu Script (Nastaliq)	John Caldwell	Teaching Associate Professor	Full-Time	M.A.
HNUR 305	Advanced Hindi-Urdu I	Afroz Taj	Associate Professor	Full-Time	Ph.D.
HNUR 407	South Asian Society and Culture	John Caldwell	Teaching Associate Professor	Full-Time	M.A.
Persian:					
PRSN 101.1	Elementary Persian I	Shahla Adel	Teaching Associate Professor	Full-Time	Ph.D.
PRSN 101.2	Elementary Persian I	Shahla Adel	Teaching Associate Professor	Full-Time	Ph.D.
PRSN 203	Intermediate Persian I	Shahla Adel	Teaching Associate Professor	Full-Time	Ph.D.
Turkish:					
TURK 101	Elementary Turkish I	Didem Havlioglu	Lecturer	Full-Time	Ph.D.
TURK 203	Intermediate Turkish I	Didem Havlioglu	Lecturer	Full-Time	Ph.D.
TURK 305	Advanced Turkish I	Didem Havlioglu	Lecturer	Full-Time	Ph.D.

<b>Area Studies Courses</b>					
African Studies:					
AAAD 101.1	Introduction to Africa	Michael Lambert	Associate Professor	Full-Time	Ph.D.
AAAD 101.2	Introduction to Africa	Eunice Sahle	Associate Professor	Full-Time	Ph.D.
AAAD 101.3	Introduction to Africa	David Pier	Associate Professor	Full-Time	Ph.D.
AAAD 421	Introduction to the Languages of Africa	Mohamed Mwamzandi	Teaching Assistant Professor	Full-Time	Ph.D.
Asian Studies:					
ASIA 359	Literary Diasporas of the Middle East	Claudia Yaghoobi	Assistant Professor	Full-Time	Ph.D.
ASIA 435	The Cinemas of the Middle East and North Africa	Yaron Shemer	Associate Professor	Full-Time	Ph.D.
ASIA 785	Critical Genealogies of Middle East and North Africa Studies	Claudia Yaghoobi	Assistant Professor	Full-Time	Ph.D.
Classics and Archaeology:					
CLAR 242 ARTH 242	Archaeology of Egypt	Jennifer Gate-Foster	Associate Professor	Full-Time	Ph.D.
Global Studies:					
GLBL 210.1 GEOG 210.1	Global Issues and Globalization	Michal Osterweil	Teaching Associate Professor	Full-Time	Ph.D.
GLBL 210.2/ GEOG 210.2	Global Issues and Globalization	Jonathan Weiler	Teaching Professor	Full-Time	Ph.D.

History:					
HIST 174H	Seminar in Africa, Asia and Middle East History	Klaus Larres	Professor	Full-Time	Ph.D.
HIST 273/ PWAD 273	Water, Conflict, and Connection in the Middle East	Sarah Shields	Professor	Full-Time	Ph.D.
HIST 312/ PWAD 312	History of France and Algeria	Maximilian Owre	Teaching Assistant Professor	Full-Time	Ph.D.
HIST 484	Islam in Tsarist and Soviet Russia	Eren Tasar	Associate Professor	Full-Time	Ph.D.
Music:					
MUSC 146	Introduction to World Musics	Megan Ross	Graduate Teaching Fellow	Part-Time	M.A.
Peace, War, and Defense:					
PWAD 150.1	International Relations and Global Politics	Maria Mosley	Professor	Full-Time	Ph.D.
PWAD 150.2	International Relations and Global Politics	Bailee Donahue	Graduate Teaching Fellow	Part-Time	M.A.
PWAD 150H	International Relations and Global Politics	Mark Crescenzi	Professor	Full-Time	Ph.D.
PWAD 330/ PLCY 330	Negotiation and Mediation: The Practice of Conflict Management	Shai Tamari	Teaching Assistant Professor	Full-Time	M.A.
Political Science:					
POLI 233	Comparative Politics of the Middle East	Ashley Anderson	Assistant Professor	Full-Time	Ph.D.

Religious Studies:					
RELI 63	The Archaeology of Qumran and the Dead Sea Scrolls	Jodi Magness	Professor	Full-Time	Ph.D.
RELI 64	Reintroducing Islam	Juliane Hammer	Associate Professor	Full-Time	Ph.D.
RELI 103/ JWST 103	Introduction to Hebrew Bible/Old Testament Literature	David Lambert	Associate Professor	Full-Time	Ph.D.
RELI 106/J WST 103	Introduction to Early Judaism	Jodi Magness	Professor	Full-Time	Ph.D.
RELI 123	Introduction to Jewish Studies	Andrea Cooper	Assistant Professor	Full-Time	Ph.D.
RELI 180/ ASIA 180	Introduction to Islamic Civilization	Carl Ernst	Professor	Full-Time	Ph.D.
RELI 211	Classical Hebrew I: A Linguistic Introduction to the Hebrew Bible	Joseph Lam	Assistant Professor	Full-Time	Ph.D.
RELI 485	Gender and Sexuality in Islam	Juliane Hammer	Associate Professor	Full-Time	Ph.D.
RELI 502	Myths and Epics of the Ancient Near East	Joseph Lam	Assistant Professor	Full-Time	Ph.D.
RELI 583	Religion and Culture in Iran, 1500- Present	Waleed Ziad	Assistant Professor	Full-Time	Ph.D.
RELI 681/ASIA 681	Readings in Islamicate Literatures	Carl Ernst	Professor	Full-Time	Ph.D.
RELI 712	Early Jewish History and Literature	David Lambert	Associate Professor	Full-Time	Ph.D.