

Interdisciplinary Ph.D. Program in Near and Middle Eastern Studies

The Graduate School, University of Washington, Seattle

Self-study Report for NMES 10-year Program Review

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ToC: NMES 10-yr Review Self-Study

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PART I OVERVIEW OF THE PROGRAM & BACKGROUND INFORMATION

The University of Washington's Interdisciplinary Ph.D. Program in Near and Middle Eastern Studies (NMESP) is one of only a few interdisciplinary programs that offers a Ph.D. in Near and Middle East Studies. The University of Washington is one of the oldest centers of area studies scholarship with expertise in the languages, history, society, political systems, and religious traditions of the Middle East, the Balkans and Central Asia, and South Asia. During most its history as a center of area studies expertise, however, the study of the Near and Middle East was dispersed across the university. Students who were pursuing Ph.D.'s in Near and Middle East-related topics in social science and humanities departments were able to gain access to only one part of the vast intellectual resources the University had to offer. NMESP was founded in 1993 in order to remedy this situation.

The NMESP was last reviewed in 2008-2009. At that time, the Review Committee raised four overarching issues: (1) the importance of providing more services to graduate students and to ensuring the reservation for them in core courses offered by departments; (2) the importance of developing more transparent and inclusive governance procedures and of delegating significant tasks and the oversight of program resources to committees; (3) the need to hold a faculty retreat to address questions about curricular reform; and (4) the importance of institutional acknowledgment of the excellence of the program and the need to provide additional recourses for students and faculty.

Since the last review, the NMESP has been under the leadership of three directors; Prof. Reşat Kasaba (2005-2010, 2015-2016), Prof. Joel Migdal (2010-2015), and Associate Prof. Cabeiri Robinson (2016-2020). In addition, Associate Professor Joel Walker (History) served as Acting Director during Cabeiri Robinson's maternity leave in Spring Q. 2018. These directors have cooperated to ensure the continuity of the NMESP identity and excellence through leadership transitions. Reşat Kasaba has served on the Program's Executive Committee since Cabeiri Robinson assumed the Directorship. Joel Migdal (currently Emeritus Professor) has served on the Student Annual Review Committee and remained an active member of the core governance faculty of the program through his retirement (June 2019). Joel Walker is a member of the Executive Committee.

Since the last review, the program has undertaken a number of initiatives to address the needs of our students, foster a sense of community, and to highlight the NMESP's distinct identity within the broader domain of Humanities and Social Science graduate programs on campus. The program has also endeavored to highlight the incredible strengths of our students through outreach primarily within the university and also by developing an outward-facing social media presence. NMES student profiles have been featured on the Graduate School website twice since 2017 and news of major student awards and publications are now regularly featured in the Grad School news feed (<http://grad.uw.edu/>). We have been working to make sure that all NMES program faculty, and the Deans who oversee the funding streams for our program, are aware of the stunning successes our students have had in winning the most competitive and prestigious national grants and fellowships.

The program has also developed more transparent governance procedures and clear policies for resource allocation among students. We have initiated a series of workshops for grant preparations and job market preparation and has revised and updated two of the three core courses based on a graduate student survey conducted in Winter Q. 2017 and feedback from a graduate student retreat

in Fall Q. 2017. The faculty have held one faculty retreat in Fall Q. 2017 dedicated explicitly to questions assessing the strengths of our current curriculum and considering the need for updates or revisions. The graduate students also held a retreat in Fall Q. 2017 to provide feedback to the program faculty on their perspectives on the program. These were followed up by a grad-faculty retreat in Spring Q. 2018.

But the greatest change in the status of this program, and currently its greatest challenge, is the level of institutional support provided to it, specifically in the form of funding security for our students.

After a program review in 2003, the Graduate School allocated one fellowship and 1 RAship to the program for use in recruiting good students. The College of Arts and Sciences committed a third line of graduate student support of a TAs hip between 2004-2016 (it was briefly withdrawn in 2008 and reinstated in 2009). So from 2003-2016, the program had funds for first year recruitment of 3 students, but no internal sources of support for them past the first year. Until about 2013, this was marginally sustainable for several reasons. First, both JSIS and NELC had TA positions to fill but not their own Ph.D. programs; they held open calls for TAs applications and NMES students were excellent candidates and regularly secured funding. This pattern, and the close relationship between the Director in those years and the JSIS Directorship, allowed the NMESP Director to truthfully assure prospective students that while future funding was not guaranteed, the likelihood of being funded for the full program was very high. Second, despite this funding insecurity, the high reputation of our program nationally and internationally in several specific subfields did allow us to attract students, despite the fact that we were not competitive with funding packages offered by our peer institutions. However, in 2013, JSIS began admitting its own Ph.D. students, and its TAs hips are now pre-committed to supporting its own Ph.D. program. At the same time, shifts in enrollment patterns in the Humanities and Social Sciences Divisions and budgetary austerity in CA&S, led to the reduction of TAs hips allocated to NELC, which now assigns all of its available TAs hips to support its own graduate students. This created a funding crisis for NMESP.

In 2014, the CA&S Divisional Dean for Social Sciences, allocated a grant of 5 AY TAs hips (15q/year) for 5 years (Fall 2015-Spring 2020) directly to the NMESP. Since the NMESP does not itself offer courses, these TAs hips were assigned in collaboration with departments in CA&S and have supported and extended NMES related course offerings across campus, especially in History, NELC, JSIS, Anthropology, and Political Science. As of the submission of this report, these funds have not been renewed. In addition, the first CA&S TAs hip granted in 2003 from 2004-2016 has also expired.

As of Fall 2020, NMES has only first year recruitment funds, provided by the Graduate School, to support students in this program and no reasonable expectation that once admitted, students will be able to secure appointments that support their progressions to Ph.D. degree completion. If the funding for this program is not renewed, we believe that this will severely limit our ability to attract applicants and matriculate students.

As we document below, we have made very good use of the opportunities and support provided to this program between 2009-2019. We have recruited and trained outstanding students. Our students have an amazing record of winning prestigious national awards (one which contributes a significant percentage of UW's total dissertation research awards from SSRC, Fulbright-Hayes, ACLS, and USIP, see section I.C.1), and an outstanding record of placement in both academic and professional positions (see section I.B.1). There is a measurable correlation between the increased funding

security that NMES was able to provide students between 2015-2020 and their success in winning major external grants and fellowships. Our graduates have proven their marketability by finding jobs in very good research universities as assistant professors, post-docs, and lecturers, despite the current state of the professorate. In addition, in recent years our students have also demonstrated success in securing prestigious professional positions outside of academia.

Section I.A *Mission & Organizational Structure*

I.A.1.a *Mission of the program*

The Interdisciplinary Ph.D. Program in Near and Middle Eastern Studies (NMESP) is designed for students with Masters degrees who wish to pursue interdisciplinary investigations of historical and contemporary topics in an area extending from the Balkans through the Middle East to Central and South Asia. The program equips advanced graduate students with the necessary linguistic and cultural mastery and grounded training in humanistic and social sciences methods and modes of inquiry to become successful members of the professoriate or professionals in other fields related to the Middle East and its historical and contemporary connections with Central and South Asia.

I.A.1.b *Organizational structure & governance*

The program exists within the Graduate School of the University of Washington. The Director is appointed by the Dean of Graduate School (see Appendix 1.) As the program is anchored within the Graduate School, the program holds no faculty lines and is a non-instructional unit.

There are currently 39 Members of the NMES Faculty Group (See Appendix 2a.) All faculty members of the NMES Faculty Group hold appointments in departments in a college or school and offer courses through their departmental appointments. Faculty apply to join the Faculty Group and are admitted to the Faculty Group on the basis of their expertise in Near and Middle Eastern Studies and their interest in working with students in the program. Of the 37 members of the Faculty Group who currently hold positions at the UW, the majority (86.5%) are appointed in the College of Arts & Sciences. Five faculty members hold positions in the School of Law, the School of the Built Environments, the School of Music, the School of Interdisciplinary Arts and Sciences (UW, Bothell), and the School of Oceanography. Eight faculty members are Emeritus Faculty, several of whom remain active in student advising. Within the College of Arts and Sciences, NMESP faculty hold appointments in Anthropology, Economics, History, Jackson School of International Studies (JSIS), Law, Society & Justice (LSJ), Near Eastern Languages and Civilizations (NELC), and Political Science.

The Director and the Program Administrator communicate with the faculty by a list serve. Faculty meetings are held once each quarter, the schedule set and notified before the beginning of the Academic year. An agenda is circulated before the meeting and the minutes of the previous meeting are circulated with the agenda. Minutes are maintained in the program records and are available to all Faculty Group Members on request. Special meetings/ faculty retreats are occasionally held. (In the past 5 years, faculty met in retreat meetings in Sept 2017, June 2018, and Sept 2019.) The NMESP Executive Committee advises the Director, particularly on matters of program policy, resource allocation, and, if necessary, resolution of issues that may arise. The Executive Committee (EC) is made up of 4-5 members of the Faculty Group at the Associate Professor rank or higher who serve at the request of the Director. The Director appoints members of the EC to represent

the overall diversity of the Faculty Group in terms of sub-regional focus, disciplines and departments, and the historical periods of focus for sub-groups of our faculty, while also including members positioned to negotiate substantial collaborations and linkages with related centers, programs, and departments. Our current EC includes the Director of the Middle East Center, the Chair of NELC, and the Chair of JSIS. The Executive Committee communicates by email unless a matter is confidential or requires substantial organization, in which case it may meet in person.

A substantial and dedicated number of our faculty are committed to program governance. However, our Faculty Group membership is extensive, and with small cohorts there are a significant number of faculty who have not had the opportunity to work with a student recently and/or do not actively involve themselves in faculty governance processes. This leads to a potential issue of establishing quorum for any issue that requires faculty consultation and approval. We have therefore identified a Core Governance Sub-group (currently 16 faculty, Appendix 2b). A simple majority of a quorum of the Core Governance Sub-Group is necessary for issue discussion and approval. The Core Governance Sub-group is made up of any faculty member who has attended a faculty meeting, retreat, or served on a program committee in the preceding 3 years. Any member of the NMES Faculty Group can join the Core Governance Sub-group by attending a faculty meeting, retreat, or serving on either the Admissions or Student Progress Review Committees.

The Core Governance Sub-group sets program curricular guidelines and requirements, policy on funding priorities, and approves membership in the NMES Faculty Group. Active Advising Faculty are defined as any faculty member who has served on a student advisory or supervisory committee in the last 5 years (see Appendix 2b). It is the expectation that any member who is actively advising students will chose to commit to program governance, but this does not always happen.

The program has two empowered committees which make substantive decisions regarding graduate admissions and resource allocation within the guidelines agreed by the Core Governance Sub-group: Admissions Committee and Student Progress Review Committee.

The Admissions Committee is constituted annually. It is made up of the Director, at least one member of the EC, and at least one but normally two additional members of the Faculty Group. The Admissions Committee meets twice; first to create a short list and second to create a ranked list of applicants to be offered admissions and to be placed on the wait list. Between the two meetings, the Admissions Committee solicits feedback from all faculty mentioned in the applicant's application as well as faculty who the Committee identifies as likely to be interested in the file or helpful in evaluating it. In addition to determining who will be admitted/ wait-listed, the Admissions Committee determines who will receive the first-year recruitment funds controlled by the program.

The Student Progress Review Committee (SPRC) is constituted annually. It is made up of the Director, at least one member of the EC, and at least one additional member of the Faculty Group. The Committee meets at the beginning of Spring quarter to evaluate the annual Student Self-Evaluation & Progress Reports, submitted by students at the end of Winter Q. The SPRC determines whether students are making satisfactory progress, offers substantive advice to the student and the student's committee, and notifies the student of the markers of progress that the SPRC will expect to see by the next review. All students in Satisfactory Progress are eligible for funding as set by the priority categories approved by the EC and the Core Governance Faculty of the faculty group. Students who are not making satisfactory progress are reviewed quarterly.

I.A.1.c *Support for academic & non-academic student services*

The Director runs the program with the support of a .33FTE staff person who serves as the Program Administrator & Graduate Program Advisor. As Program Administrator, the staff person coordinates all fiscal services, maintains the program list serves, corresponds with the Graduate School to update the program websites, coordinates faculty meetings, student workshops and program events, attends all the program, faculty and EC meetings, retreats, meetings of the Admission Committee and SARC and any special student advising meetings called to resolve specific academic progress or conduct issues. They also assist the Director with interdepartmental coordination related to TAship allocations and assignments and keep the records for the program. As the Graduate Program Advisor, they oversee the documentation of student progress through the program, coordinate all student fiscal services, and maintain the data for student success metrics.

The Director meets all students at least once a year. For students who have not yet designated an Advisory Committee (which they are encouraged to do by the end of the 3rd q and required to do by the middle of the 5th q) the Director, in the role of Graduate Program Coordinator, meets with students in an individual advising and course planning meetings once a quarter. The Director and Program Advisor also run a program orientation for all new students before the first academic program advising meeting and annual ‘Dissertation Proposal Workshops’ and ‘Preparing for the Job Market’ workshops.

I.A.1.d *Program Identity and Community Among Faculty and Students (Review Committee Q.)*

The Review Committee asked us to describe the community among faculty within the program, the community among students, and to define the program identity.

The program identity comes from the truly interdisciplinary and trans-regional nature of our program. From selection for admittance, to the core training, to the mentorship they receive towards interdisciplinary and trans-regional research projects, our students truly could not do the work they do in traditional disciplinary or area-studies departments.

Many of our faculty first joined the NMES Faculty Group through their work with a graduate student, and in this sense, our program ultimately derives its identity from the creative impulses of our students. Most NMES faculty are originally trained in a discipline, and many of us became more interdisciplinary in our own work because of our collaborations with colleagues through serving on NMES committees or because of our work training and collaborating with our advanced NMES students. Working with NMES students has also expanded, for many of us, our sense of what broadly speaking “area studies” enquiry can be. While many faculty who trained in traditionally “Middle East” studies as defined in the US academy, joined the NMES faculty soon after starting their positions at UW, our colleagues who were first associated with Central Asian Studies or South Asian Studies, expanded our understanding of the importance of thinking beyond current political or administrative divisions of the world as a starting point for intellectual inquiry. The Faculty Group membership includes many members of the Middle East Program faculty and the NELC Department Faculty, but it also includes a broader membership of people who are not part of these faculty groups.

The NMES program takes considerable effort to foster a community identity among students. Students have a lounge and maildrop in the Graduate School and the program runs a series first-year series of 2 credit courses which were originally developed for students in this program. The Program also runs a series of professional development workshops focused on grant proposal preparation and then preparing for the academic/ post-doc job market. In these workshops, students are encouraged to support each other through peer review and commentary. Four years ago, the program also created a Canvas password protected website where students are asked to post examples of successful proposals and applications at all levels, examples of successful CV at the proposal and job-market stages, and accepted departmental prospectuses. On this site, the program also maintains an extensive database of grants on a searchable excel form, which is intended to jump-start students' grant search at all stages of their program.

Getting students to post and share their work was slow—early in this initiative the attitude among students was that their peers were their competition for grants (which to some extent is true if students rely on UW internal funding sources). The Program has worked hard to inculcate a culture of support among students, emphasizing that in the wider world of competitive national grants, they need the benefit of each other's feedback and support to succeed. As the students have become more successful in winning major outside grants, they have also become more willing to post their work, and this resource is growing. Our advanced grads are now involved in co-facilitating the dissertation-writing grants workshop and also contribute to the Spring Q. professionalization seminar. The program hosts practice job talks for advanced students who are preparing for the job market. The program also maintains an active list serve for NMES grads, on which announcements of student awards, grants, publications, and successful exam completions are announced to all NMES grads and faculty and through which we draw student attention to relevant CFP's for fellowships, grants, conferences, and publication opportunities. Finally, the program has created a [NMES Program fb page](#), dedicated to highlighting the work of NMES students, alumni, and faculty and to providing useful resources to current, prospective, and former students. Posts about student awards and degree progression are made with student permission.

Some work remains to be done to foster the distinct program identity and sense of community among students. Turkish and Ottoman Studies has long been a sub-specialty within our program, and students who work in other sub-specialties have expressed a continuing feeling of being on the periphery of the program. Students have also expressed that they rarely see the NMES faculty, as a whole, involved in intellectual activities, and that they feel that NMES faculty who are not on their committees don't recognize them as graduate students "in their field."

I.A.2 Budget & Resources & Staffing

I.A.2.a Program budget, including all funding sources

Our annual budget is handled in three sections- Faculty/ Instructional Salary, Academic Student Employee (ASE) Appointments, and Travel and Discretionary Funds (Appendixes 3a, 3b). In addition to these budget items which are allocated directly to the NMES Program, the Graduate school provides a .33 FTE staff position who serves as the Graduate Program Administrator (payroll title: Program Operations Specialist). This .33 FTE staff position has been sufficient in meeting the demands of our program, partly because of the extraordinary experience and skills of our current staff person.

The annual budget for Faculty/Instructional Salary is \$6,750 paid as an administrative supplement to Director of the Program for the salary weeks of the regular academic year. No summer salary or course reduction is provided for this position. The annual Travel and Discretionary Funds for the program is \$6,100. Of this, \$3,000 is dedicated to student professional development travel, which includes conference travel, and \$3,100 which used by the Director to advance the coherence and community of the NMES Program as well as its integration with related Departments and Programs by co-sponsoring events, including welcome and graduation receptions.

For Biennium 2017-2019, the ASE budget was \$158,508- (see Appendix 3a). This ASE budget comes in the form of one AY RAship and one AY fellowship for a first-year student provided by the Graduate School (\$46,338 in 2018-2019) and 5 AY (15q) TAships provided by the CA&S (\$113,220 in 2018-2019). This year, AY 2019-2020, is the last year of a 5-year package of 5 AY TAships (15q/AY) awarded to NMES by CA&S (see Appendixes 3c, 3d, 5).

The projected funds currently guaranteed for biennium 2019-2021 are significantly different (see Appendix 3b). In AY 2019-2020, there is a projected increase in the form of the addition of one additional student fellowship (first awarded for 2019-2020) designated by the Dean of the Graduate School to the NMES program. This is a recruitment fellowship based on additional Provost funding that can be used in the first or second year of a student's graduate program. The NMES has a reasonable expectation that the GS RAship, GS 1st yr Hall-Ammerer Fellowship, and additional recruitment fellowship will be available to the program in coming budget cycles.

At this time, the program does not have a commitment that CA&S TAship funds will be renewed. As of the writing of this self-study, our anticipated TAship allocation for 2020-2021 and onwards is 0q / \$0. If these CA&S TA funds are not renewed, the ASE budget will fall to \$70,881 in 2020-2021 from \$186,396 in 2019-2020. This represents a projected reduction of our ASE by 64%.

I.A.2.b Program evaluation of use of program resources

The program Director is responsible for day-to-day oversight of program resources, with annual reporting to the Graduate School Dean's Office on strategic direction, program operations, and budget. The interdisciplinary faculty group provides the Director with feedback and guidance on programmatic direction and areas of engagement.

The evaluation of the good use of program ASE resources is conducted as adherence to a set of principles for resources allocation to students making satisfactory progress and that is periodically reviewed by the NMES faculty group (see Appendix 4a). The current funding priorities category list was drafted in 2016 (updated in 2017) to reflect our current ASE budget. The determination of whether a student is in Satisfactory status is made by the SPRC which is constituted annually, as described above. The Director awards Travel funds by open call and application, with a priority list that is available to all NMES students and faculty (Appendix 4b). The Director reports the use of the Travel and Discretionary funds is to the NMES faculty for the previous AY at the Fall Q faculty meeting.

I.A.2.c Strategies to pursue additional funds & advancement plans

Funding security for the NMES program, which enables us to attract the most talented and creative students and train them effectively, will have to come from institutional support. While we are

interested in advancement efforts that may enhance our resources, advancement efforts will not support a cohort the students in their core training in the near or medium term. Therefore, our top priority and investment in time has been on pursuing the renewal of institutional support.

The Director and the Deans of the Graduate School (David Canfield-Budde, Assistant Dean for Academic Affairs and Planning; Kima Cargill, Associate Dean for Academic Affairs and Planning; and Becky Aanerud, Interim Dean of the Graduate School) have met periodically between Fall Q. 2017 – Spring Q. 2019 with George Lovell, Social Sciences Divisional Dean, CA&S, to discuss the likelihood of the renewal of TAship allocations for NMES from the CA&S. In order to aid the CA&S Deans in their evaluation of the effectiveness and impact of allotting TAships directly to NMES, the program has

1. developed a statement of best practices for how the program should work with departments and articulated a set of metrics to assess the impact of TA allotments (see Appendix 6);
2. requested impact evaluation letters from departments at the end of the 4th year of the allotment (currently being collected, can be available for review on request); and
3. tracked the correlation between improved funding security for in-residence quarters at UW on student success in acquiring external funding from major prestigious national and international grantors (see Section I.B.1 & Appendixes 3a, 3b, 12b).

The program has also pursued competitive internal funding to advance the educational and professionalization opportunities of our students. The award of a Next Generation Scholars Grant (2017-2018) to the NMES Program for a year-long initiative on “New Scholarly Practices, Broader Career Paths” is an example (see Section II.C, II.D & Appendix 14a).

The program annually nominates qualified students for competitive internal grants that support student training, research, and dissertation completion (such as the [Graduate School Presidential Dissertation Scholarship](#) and the [several endowed fellowships in the Humanities](#)). We have also increased our formal professional development and mentoring activities to better prepare students to compete for major external grants to support research and writing. Students who have won these grants contribute to the overall diversification of the funding sources for program students and allow NMESP to stretch its own internal resources further for other students who are making good progress.

The NMES program has three long-term advancement goals:

1. A fund to support summer predissertation work for NMESP students, which could be guaranteed as part of a recruitment package. NMESP faculty imagine that this would be used for either pre-dissertation field research or to support summer overseas language programs for non-US citizen students who are not eligible language fellowships. Ideally, such a fund would allow the program to promise one summer of support of up to \$5,000- in the first or second year of the graduate program.
2. A fund to support a year-long fellowship (stipend & tuition) for a student working on a topic related to science & technology studies in the NME.
3. A fund to support a year-long fellowship (stipend & tuition) for a student pursuing a project that innovatively combines a digital humanities project or public scholarship component with substantial interdisciplinary research in the NME.

The current Director has met with the Graduate School's advancement team on three occasions between 2015-2018. While the Director and the program are pleased that the Graduate School has connected NMES with its advancement team, there has been no substantial forward movement on advancement for NMES. The current Director attributes this to several factors: (a) The Graduate School advancement team is focused on large grants that they are pursuing in interdisciplinary programs connected with mechanical and biological sciences and has been uninterested in exploring possibilities of pursuing support for NMES science & technology studies grants. (b) The NMESP faculty is wary of providing to the Graduate School advancement team names and connections of donors who are already the focus of advancement efforts for Middle East Studies funds based in the CA&S. (c) The Graduate School advancement team has suggested an ambitious program of outreach that would be carried out by the NMES Director and faculty as a preliminary move to future advancement efforts. However, the scope of this work is outside of the current definition of the position of Director and the level of support allocated to it. Advancement is needed, but will only be possible if the Graduate School includes NMES in its overall advancement plans.

I.A.3 Academic Unit Diversity

As a Program within the Graduate School Interdisciplinary Studies Programs, NMES operates with the Diversity Statement of the Graduate School (Appendix 7). Strategies for recruiting, retaining, and supporting diverse students are explained below in section I.B.2 *Recruitment and Orientation*.

As a Program, NMES is not directly involved in departmental hires, although many departments, including NELC, History and JSIS have invited the NMES Director to meet with candidates and to provide feedback to hiring committees. NMES admits faculty to the program after they have begun their UW faculty appointments and been appointed to the Graduate Faculty. Our current faculty includes 41% women and people of multiple ethnic and national backgrounds who self-identify as members of LGBTQ communities. The program is also not formally involved in merit, tenure, or promotion evaluations which are conducted by our member's home departments. The program does supply letters of support to on behalf of our members when requested by a tenure committee.

To the extent possible and in line with to our other priorities (see Appendix 4a), the Program leverages some of its ASE allocation to support the efforts of NMES junior faculty towards achieving tenure in their home departments. This has been done by assigning TAs to classes taught by junior faculty to support their teaching efforts or by assigning an RAship, usually to support the faculty in the final year before going up for tenure—when a suitable RA is available (with the appropriate language skills and research expertise. Here are some examples of such support in the past 3 years:

- To Arbella Bet-Shlimon (History, promoted to Associate Professor 9/2019): 1 RA in AY 2017-2018 to support final prepare of book manuscript for publication & 2 TAs/ year for HISTAFA 163 Modern Middle East;
- To Hamza Zaffar (NELC, submitted tenure file Spring 2019): 1 TA/ year to support NEAR E 229 Islamic Civilizations;
- To Mika Ahuvia (JSIS, to submit tenure file Spring 2020): 1 TA for each of 2 years to support RELIG 201 Western Civilizations & 1 RA in AY 2019-2020 to support final preparation of book manuscript for publication;
- To Aria Fani (NELC, began UW appointment 9/2019): 1 TA for new Spring 2020 course in Persian Studies.

I.A.4 External Resources Available to the Program (Review Committee Q.)

The review committee asked for an explanation of UW resources that are not controlled by the Program but are available to the NMES students.

NMES students have been extremely successful in competing for funding through diverse sources at the UW (see Appendix 12a, p. 2-3 “Internal Competitive Awards”). It’s important to note, however, that while the program’s calculation of how many students it can support through the degree program is based on expectations of some students annually winning fellowships and scholarships external to the Program, these sources cannot help us attract or recruit top students; they are in most cases mandated by their funders to make awards through annual competitions and cannot be encumbered for recruitment. Without an institutional source of funds controlled by the NMES Program, the Program cannot make the multi-year package offers of support that would allow us to attract and admit the most qualified and talented students, who do receive such offers from our peer institutions.

The Program thinks of funding sources in term of four categories that are distinguished by the stage of the student in the degree program and the kinds of support required at each stage. These stages are Stage 1: Coursework leading to the advancement to candidacy; Stage 2: Summer predissertation travel and research support, especially for field/ archive exploration and language enhancement; Stage 3: Primary dissertation field research; and Stage 4: Dissertation writing and degree completion.

For Stage 1—students taking courses before advancement to candidacy—the primary UW source of funds is the [FLAS Fellowships](#). Our students have an excellent record of winning AY FLAS awards. We generally anticipate that a US national will win at least one FLAS (3q support) during their coursework years, and our 5-year funding plan for our students assumes that on average, two students at the pre-candidacy stage will win a FLAS award in any given year. However, our program admits a high percentage of international students who are not eligible for FLAS, and students who work with premodern languages are often also not eligible, even when they are US citizens. In the most recent years, despite the Admissions Committee’s willingness to consider citizenship status as one factor in making final admissions offers from among short-listed candidates, the top candidates for admission have tipped towards international students, reducing our Program’s expectation of garnering quarters of student support through FLAS fellowships.

For Stage 2—students who have completed at least 1 year of coursework who need summer predissertation travel funds or overseas language training—there are several external sources of funding, including Summer FLAS fellowships (for US citizens only) and grants from specific endowed funds. A primary source of funds for summer predissertation research, archival exploration, and (for non-US nationals) summer language training are [the Fritz, Hunter, McFarlane, and Lederman Humanities Scholarships and the Antoinette Wills Endowed Scholarship](#) offered by the CA&S (for which the Program can nominate 2 candidates annually); [the Maurice and Louis Schwartz and the Bateh Scholarships](#) offered by NELC; and the [Stroum Center Awards](#), for students working in Israel Studies. NMES students have been especially successful in winning NELC and Stroum Center Awards and Scholarships.

For Stage 3—students who have advanced to candidacy and are conducting primary research—There are not a lot of internal funds that will support the extended field/archival research with is a norm for our students. Within UW, the most important course of funding for overseas research is

the [Chester Fritz International Research and Study Fellowship](#). This fellowship can be used for pre-dissertation research, but students are most competitive for it at the dissertation research level. The fellowships support up to 12 weeks of research outside of the US. In addition, many of the small grants awarded by NECL and the Stroum Center (see above) can be used for dissertation field research, and students have combined these grants to start their field research.

For Stage 4-students who have completed their primarily research and are engaged in writing their dissertations, there are several sources of funds for which they can compete. For those working in Iranian/ Persian studies and Turkish/Ottoman textual studies, there are two endowed fellowships offered through NELC—the [Roshan Institute Fellowship](#) and the [Turkish and Ottoman Literature Fellowship](#). These fellowships are intended for Ph.C. students writing the dissertation. They historically carry stipend support but not tuition support, so they have not been ways of replacing program support for international students (who are required to register for credits by their visa provisions). The Program can nominate up to one student for a [Graduate School Dissertation Fellowship](#) (1q tuition and stipend) in the category of either Humanities or Social Sciences, for writing in the year of the anticipated defense. NMES students have won these awards on several occasions. The program can also nominate one student for the [Alvord Fellowship in the Humanities](#), which supports 3q of tuition and stipend. No NMES student has ever won this award. The Simpson Center for the Humanities holds an open call for the [Society of Scholars Graduate Fellowships](#), which supports 2q tuition and stipend. NMES students have won these awards on several occasions.

As a final note, the Program has been working with the NELC Department Chair and NMES EC member, Prof. Selim Kuru, to explore how we can leverage the NELC endowments to recruit the best students to UW. Because of the way the endowments are written, they cannot be encumbered as part of a recruitment package. However, Prof Kuru has been working with the donors of both the Roshan Persian Studies Fellowship and the Turkish and Ottoman Literature Fellowship to increase the award to include tuition as well as stipend. In 2019-2020, the Roshan has been awarded to a NMES third year student and does include tuition, and in 2018-2019, it was awarded to a NMES student to do primary field research in Iran. Selim Kuru has worked closely with the Roshan Institute to make arrangements for these awards. These funds are not designated for NMES students and are not controlled by the program, but NMES students will remain extremely competitive for them.

Section I.B Teaching and Learning

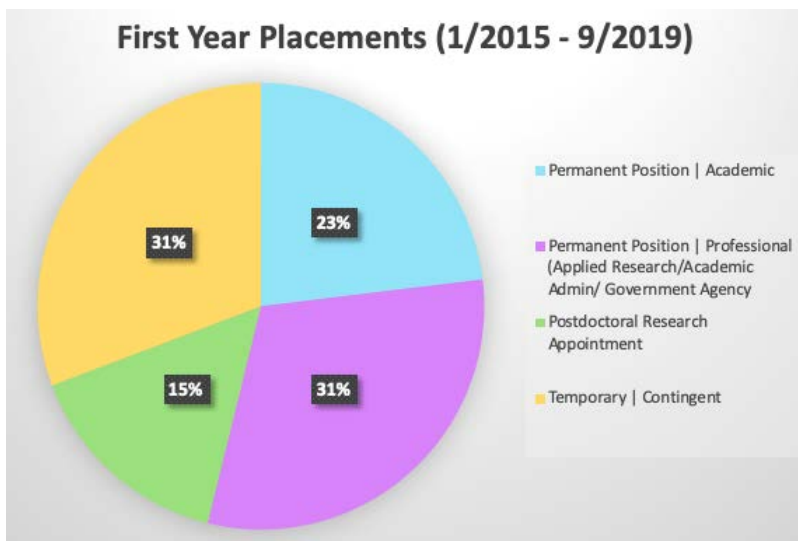
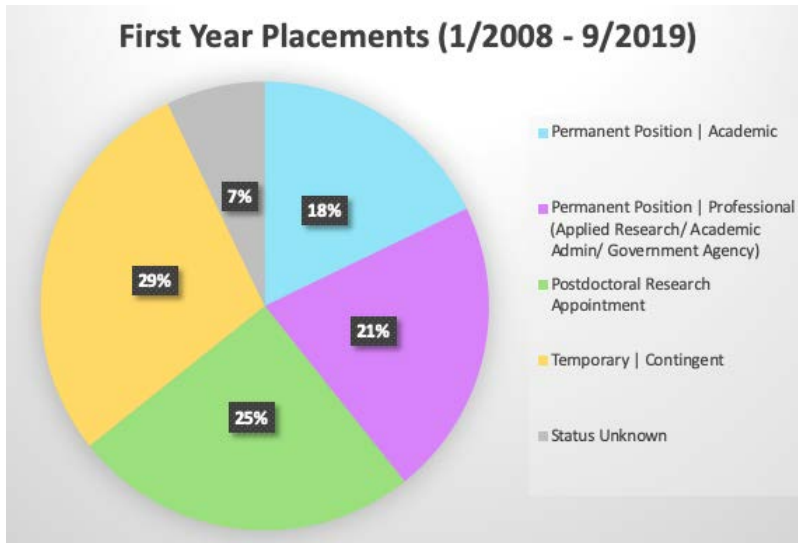
I.B.1 *Overview of enrollment, graduation, & placement patterns*

The NMESP offers a Ph.D. degree. An MA degree is required before starting the program. The program does not offer an MA or certificate option.

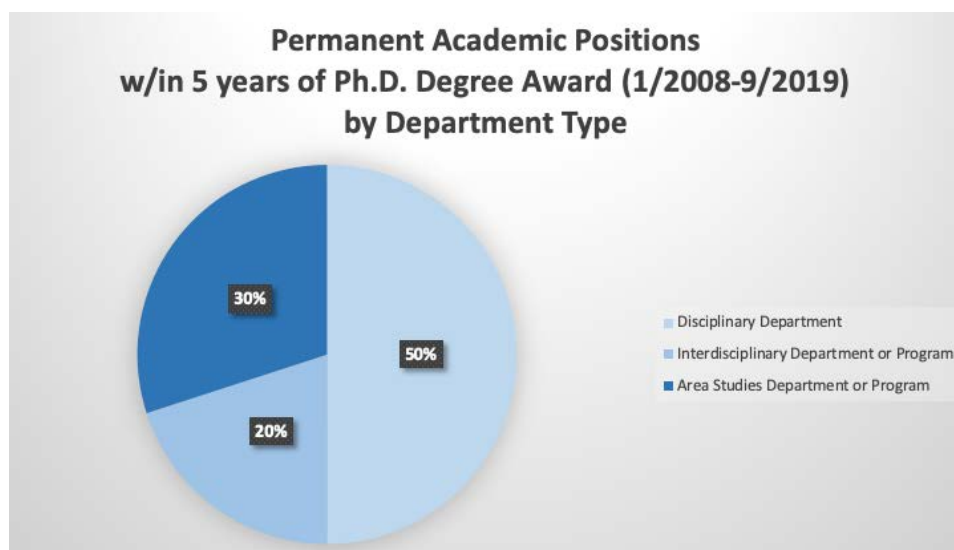
- Currently, there are 15 students enrolled in the program, who are at various stages of their degree programs (including students admitted for Fall 2019).
- The program has acquired a national and international reputation attracting high quality applications from all over the world.
 - We receive an average of 25 applications a year, with a high of 32 applications and a low of 17 applications annually between 2009-2019 (Appendix 8).

- We matriculate on average 3 students a year, with a maximum of 5 (Fall 2013) and a minimum class of 1 (Fall 2016) over the period 2009-2019.
- Our program is extremely diverse, enrolling a large percentage of women and international students:
 - Between 2009-2019, women made up an average of 67% of the students in our program and make up 68% of our current enrollment (as of Summer 2019).
 - Between 2009-2019, international students made up an average of 55% of the students in our program and make up 75% of our current enrollment.
 - Since 2017, 2 of our students have self-identified as members of an historically underrepresented US minority (12% of our current enrollment).
- Based on the total number of students enrolled in the program between Fall 2009 and Summer 2019:
 - 54.5% (23) students completed their degrees;
 - 34% (14) are progressing towards degree completion;
 - 9 % (4 students) left the program before advancement to candidacy;
 - 2 % (1 student) advanced to candidacy but left the program without completing their degree.
- Our students typically do extended field and archival research away from the University of Washington. For students who entered the program in or after Fall 2009:
 - Most students spend 6-12 months overseas conducting field/archival research
 - Several students have conducted 18+ months of field research.
- We have a strong record of timely degree completion. For students who entered the program in or after Fall 2009 and have completed their degrees by Summer 2019:
 - The shortest time to degree completion is 4 years.
 - The longest time to degree completion is 9 years.
 - The average time to degree completion is 7 years.
- The graduates of the program have been successful in finding employment in the fields they are trained (see Appendixes 9a, 9b, 9c, 9d).
 - Of the 28 graduates who completed their PhDs in NMES between Jan. 2008-August 2019 (Appendix 9b, 9c):
 - Within 1 year of completing the degree, 93% of our students found some form of employment in a field related to their degree:
 - 18% (5) secured a permanent research/teaching position;
 - 25% (7) secured a post-doctoral research appointment;
 - 21% (6) secured other permanent professional positions;
 - 29% (7) found a contingent or temporary position.
 - Of the subset of 13 students who graduated between Jan. 2015-August 2019
 - Within 1 year of completing the degree, 93% of our students found some form of employment in a field related to their degree (Appendix 9b, 9c):
 - 23% (3) secured a permanent research/teaching position;
 - 15% (2) secured a post-doctoral research appointment;

- 31% (4) secured other permanent professional positions;
- 31% (4) found a contingent or temporary position.



- We have an overall 3-year placement rate of 57% (16) and 5-year placement rate of 64% (18) in permanent positions (Appendix 9b).
 - Of the graduates placed in permanent positions, 44% (8) secured positions in applied research, academic administration, government service or other professional positions (see Appendix 9a)
 - Of the graduates placed in permanent positions by the 5th year after completing the Ph.D., 55% (10) secured research/ teaching positions in academic institutions (Appendix 9d):
 - 50% (5) secured a position in a disciplinary department;
 - 30% (3) in an areas studies department;
 - 20% (2) in another interdisciplinary department.



I.B.2 *Student Recruitment and Orientation*

Faculty members in NMESP are active scholars with on-going research agendas. Our greatest recruitment tool has been and remains the international reputation of our faculty and faculty and alumni networks. Over the last five years, we have increased our social media profile to highlight the many achievements of our students and we have updated our student and alumni websites to better illustrate the kinds of projects undertaken by our students. The Director and faculty regularly respond in detail to potential applicant inquiries about the program and offer general feedback on their application packages, on request.

We attract high quality applications from students with diverse disciplinary backgrounds. In our admissions process, we seek to admit students to the program as a whole. We do not admit students to work with single faculty members, we assess that there are multiple faculty members who are interested in the student and their proposed project and who feel that current course offerings across multiple departments would support the student’s training. We also seek to admit students to who are pursuing research interests that are truly best pursued in an interdisciplinary program or examine trans-regional connections. We also require that students demonstrate substantial language preparation before entering the program. Once the top candidates who are an excellent fit for our program have been selected, we aim to create an intellectually diverse cohort and to admit students who will likely work with an array of our faculty in several subfields of program expertise.

Our ability to recruit our top applicants is negatively impacted by an inability to offer multi-year funding packages; we receive applications from top candidates in diverse subfields who are excellent fits for the program, but those same candidates receive multi-year offers from other programs. In the years that we have been able to offer packages due to the 5-year TA commitment we received from GA&S in 2015, we have had success in matriculating our top candidates. This has led to a greater intellectual diversity of our cohorts. We have also worked with GOMAP (Graduate Opportunities & Minority Achievement Program) to matriculate members of underrepresented US minority groups to our program; it was not possible for us to take advantage of GOMAP recruitment funds until we had the ability to meet the program matching-funds commitment.

We run a new student orientation before the start of the fall quarter that provides a general introduction to the administrative and academic structure of the program. We also refer students to the orientation resources provided by the [U501 program](#) sponsored by the Graduate School. The administrative assistant meets individually with students to assist with administrative tasks (this often occurs before the orientation, either over email or when the student arrives in Seattle) and the Director schedules an individual 45 min. academic planning meeting with each student to draft an initial multi-year outline of degree progression steps and preliminary first-year course selection.

I.B.3.a *Structure of the Degree*

The NMESP offers a Ph.D. The requirements of this degree and how a student progresses towards completion are detailed in the *Guidelines for PhD Committees and Examinations, updated Autumn 2005* (see Appendix 10a) and illustrated by the program requirements checklist (Appendix 10b), and exam fields scheduling form (Appendix 10c). Here we provide a brief overview.

We expect the students to advance to candidacy by the end of the 9th quarter in the program by the latest (3 yrs). Students sometimes advance to candidacy by the 6th quarter, depending on their language training needs and on the extent to whether they are funded by TAs or fellowships. Many students do extensive field and archival research overseas, and the program expects students to secure their own funding for field research. We believe applying for and being awarded research major grants and fellowships is an important professional skill and also essential to building a competitive CV in the current hiring context for academic and applied research professions. We support up to 4 quarters of dissertation writing in residence, over two years, subject to the availability of funds, and on the condition that students apply for all external courses of funding for which they are eligible.

Language Requirements

The NMESP requires that students demonstrate proficiency in three languages other than English, two regional languages and one additional language with a substantial scholarly literature relevant to the project. Committees may require additional languages. Students must enter the program having achieved proficiency in at least one of their field languages and have begun the study of at least one additional language. Students are expected to meet their language requirements by the time they advance to candidacy. The NMESP interprets “regional” language in the broadest sense, as appropriate to the student’s project; we also allow other language with significant scholarly literatures to fulfill the more archaically named “Western European” language requirement. (For example, one student is satisfying their language requirements with Turkish, Uzbek, and Russian and another completed their language requirements with Turkish, Kurmanji, and Modern Standard Arabic at the advanced level, Classical Syriac, Turoyo, and Neo-Aramaic reading competencies, and proficiency in German.)

Coursework

The program has very few required courses, but clear distribution guidelines. We require that students take a core sequence JSIS A 544, 545, 546 of 2 credit c/nc courses which were first developed in 2004 to help unify the program and foster a distinct intellectual community. These courses were substantially updated and revised with student feedback between 2016-2018 (see Appendix 11a, 11b, & 11c). Students must also take two courses each in the humanities and social

sciences, including one course each in NELC and History, and two courses each in a disciplinary area and topical subfield. Students are also required to demonstrate competency in methods appropriate to their projects, as determined by their Advisory Committee.

Advisory and Supervisory Committees

Because our requirements are distributional rather than designated, this degree is best understood as a Committee-led degree program. Until the student forms their Advisory Committee, the student's advisor of record is the Graduate Program Coordinator (GPC). Once the student designates an Advisory Committee by notifying the graduate program assistant and recording the agreement of all designated members, responsibility for academic program advising shifts from the GPC/ Director to the Advisory Committee, as overseen by the Chair.

The program recommends that students identify their likely Chair within the first 2 quarters and to form an Advisory Committee by the end of the 3rd quarter in the program. The Advisory Committee is a designation internal to the program and is essentially the Supervisory Committee without the GSR, constituted to oversee the student's progression to successful Preliminary and General Exam completion by the end of the 3rd year in the program. The NMESP requires that students form their Advisory Committees by the middle of the 5th quarter at the latest, and successful formation of an Advisory Committee is one marker of Satisfactory Progress in the second year of the program. For students on accelerated schedules to candidacy, the Advisory Committee must be formed 3 quarters before taking the general exam.

As required by the University of Washington, a student's Ph.D. supervisory committee must consist of no less than three members of the University of Washington's Graduate School faculty as well as a representative of the Graduate School (GSR). The chair of the committee must be an active member of the Graduate Faculty. At least two members of the committee, including the Chair, must be members of the Near and Middle Eastern Studies faculty group. The Supervisory Committee must be established at least one month before the Preliminary Exams are taken and at least four months before the general exam warrant is submitted. The NMES advises students to form the Supervisory Committee by designating a GSR at the beginning of the 7th quarter in the program at the latest

Exams and Exam Fields

Generally, students are expected to take the Preliminary Exams (a written exams in three fields and plus an orally defense) by their 8th quarter and the General Exam (prospectus defense) in the 9th quarter. Students may take them both in the same quarter, but the dissertation prospectus must be submitted 4 weeks before the General Exam.

Students designate a regional-area field, a disciplinary field, and a self-designated topical field. The program encourages students to name these fields in ways that would be recognizable on a CV, in letters of recommendation, and in job application letters. Here are several recent examples of how current students designated their exam fields:

- Student A:
 - Exam Fields: Late Ottoman and Turkish history; Muslim Identity and Thought in South Asia; Colonial South Asian History in the 19th C world.

- Prospectus title: *Fez & Sherwani: Consumption, Self-fashioning and Ottoman Influence in India, 1876-1919*
- Languages: Turkish, Ottoman Turkish, Urdu, French

- Student B:
 - Exam Fields: Modern Jewish History: Western Europe, Russian Empire, Ottoman Empire, North Africa; Turkey, Ottoman Empire, and early Turkish Republic; History of the Modern Middle East.
 - Prospectus title: *The Ottoman Jewish Body and Margins of Modernity in Izmir, 1856-1914*
 - Languages: Turkish, Ottoman Turkish, Hebrew, Arabic, Ladino, French

- Student C:
 - Exam Fields: Modern Middle East: Gender and History in the Middle East; Social movements, political/legal mobilization, & social change; Women, Marriage, and Family in the Middle East and Muslim World.
 - Prospectus title: *Marriage Across the Color Spectrum: Making Commitment Palatable in the Islamic Republic of Iran.*
 - Languages: Persian, Arabic, Spanish

- Student D:
 - Exam Fields: Anthropology of the Middle East and the Islamic World; Forced Migration and Refugee Studies; Comparative Humanitarianism(s.)
 - Prospectus title: *The Prophet was a Refugee too: Islamic Humanitarianism and Refugees' Search for Rights and Belonging in Turkey*
 - Languages: Turkish, Arabic, German, Spanish

Dissertation Reading Committee and Dissertation Defense

Following the General Examination and prior to the Final Examination, a Dissertation Reading Committee must be established. The Reading Committee consists of three faculty members drawn from the student's Supervisory Committee with the student's primary faculty adviser serving as Chair of both committees. The When a complete draft of the dissertation has been judged substantially acceptable to the Reading Committee, the Candidate can schedule the dissertation defense/Final Examination.

I.B.3.b *Measures of Student Progress*

At the end of winter quarter, each student submits a written Annual Self-Evaluation & Plan for Progress in which they report all formal and informal markers of degree progress. The written report is supported by the student's transcript, CV, and letter of evaluation by their Committee Chairperson, specifically evaluating the student's progress towards degree completion and overall scholarly and professional development. The reports and supporting documents are evaluated by the Student Progress Review Committee (SPRC). Students receive a detailed letter stating the outcome of the evaluation, recognized markers of progress, any areas of concern, specific marker of progress that the committee expects to see in the coming year, and general recommendations for the student and the student's Supervisory Committee.

Formal markers at the pre-candidacy stage include documentation of language competencies, designation of exam fields and progression in coursework clearly tied to the student's designated exam fields, maintenance of a strong GPA, and successful completion of the Preliminary and General Exams. Completion of the General Exam and advancement to candidacy by the end of the 9th quarter is a maker of satisfactory progress. Occasionally, extensions beyond the 9th quarter are allowed; the Supervisory Committee must request an extension on the student's behalf. (Such extensions have been given in the past, for example, when a student's proposed project had to change due to travel restrictions.)

Formal markers at the post-candidacy stage include successfully carrying out primary research and confirmed progress producing and revising draft chapters of the dissertation. Informal markers of progress include submission of the proposals for dissertation research and writing grants, conference papers and presentations, scholarly publications, and public-facing or activist scholarship.

If the SPRC finds it necessary, it can put the student into "warn" status. "Warn" status is a category of unsatisfactory progress that is internal to the program. The NMESP does not allow students in unsatisfactory status to receive a TA or RA award from the program. "Probation" is a status that is reported to the Graduate School under [Graduate School Memo 16](#). The program prefers to issue a "warn" status before considering probation and reviews students in unsatisfactory status quarterly.

I.B.3.c *Teaching Responsibilities and Instructional Effectiveness*

Being an interdisciplinary program with no lines its own, we have little direct control over the instructional effectiveness or scheduling of most of the courses our students take. Faculty in the NMESP always accommodate NMES students in their courses, subject to any limitations imposed by their departments. The program does offer the JSISA544-545-546 series, which has been revised recently and has received high student evaluations in recent iterations.

I.B.3.d *Teaching and Mentoring Outside the Classroom*

Program faculty regularly offer independent studies and tutorials to NMES students. The program runs several workshops for students, such as "Dissertation Proposal Writing" and "Preparing for the Job Market." Members of the faculty have facilitated practice job talks in their disciplinary departments to prepare students for campus interviews.

Section I.C: Scholarly Impact

The scholarly impact of NMESP students has been significant. Our outstanding placement rate for recent Ph.D.'s (measured at the 1 yrs, 3 yrs, and 5 yrs points after degree conferral) is reported above.

The quality of our students' scholarship is also indicated by the fellowships, scholarships, honors, awards, and grants that they win during their time in the program. Despite the fact that our graduate program is smaller than that of many single department, our students contribute a significant percentage of UW's total awards from several major national funding agencies for doctoral dissertation research in the Humanities and Social Sciences between 2015-2019.

Our students present research papers at scholarly conferences of multiple professional associations, publish solo-authored authored papers in scholarly journals and edited books, and engage also in

impactful public scholarship at both the pre-candidacy and ABD stages of their programs. Changes in the professorate and applied research professions have made it imperative that students have at least 1-2 peer reviewed articles/ chapters published or in the pipeline; accordingly, faculty mentorship has emphasized the importance of publishing while completing the degree. Many of our students have deep social and political commitments to their research and feel a deep obligation to engage with as public intellectuals as well as with scholarly communities about their work. We also endeavor to create a more open culture within the program for valuing these projects as a part of student's overall intellectual production.

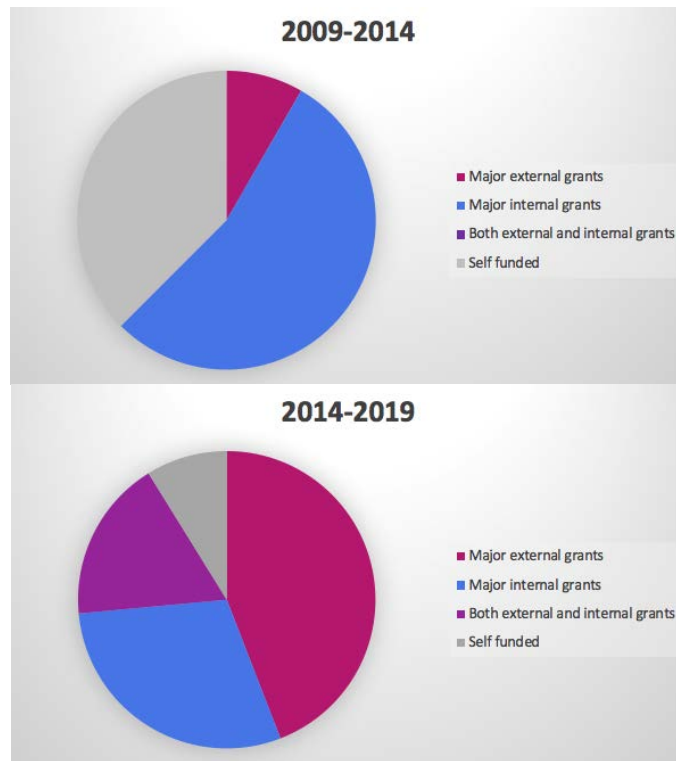
There is a marked correlation between our secure funding status in years 2015-2020, and measurable increased student successes in external grant competitions, increased productivity in the form of students presenting papers at major conferences, especially at the pre-Ph.C. stage, and our students' prominence in public-facing scholarship.

I.C.1 Students' record of excellence in winning prestigious research fellowships.

While in residence, NMES students have proven to be highly competitive in some of the most prestigious national and international fellowship competitions for major dissertations research and writing grants (see Appendix 12a: p.1). NMES students also won paper prizes awarded by professional associations and external competitive grants and bursaries awarded by major professional associations (see Appendix 12a: p.2). They also have an excellent record of winning support for coursework in residence, dissertation field research, and dissertation writing in residence from UW international competitive awards and fellowships (see Appendix 12a: p.3-4).

Our rate of success in winning major national and international fellowships has been increased over the last 5 yrs (see Appendixes 12b).

- Between Sept 2009-August 2014
 - 9.5% of students won competitive external grants to support their dissertation field research;
 - 62% of students won competitive UW internal grants to support their field research;
 - 42% of students were self-funded for field research.
- Between Sept 2014-August 2019
 - 78% of students won competitive external grants to support their dissertation field research;
 - 53% of students won competitive UW internal grants to support their field research;
 - 32% of students won BOTH competitive UW internal grants to support their field research;
 - 10% of students were self-funded for field research.



In the last 6 years, our students’ awards from major national funders of dissertation research in the Humanities and Social Sciences have contributed a significant percentage of the UW total awards, for all departments and colleges, from these major grantors (based on public announcements of award grantees, as reported on the grantor websites):

- 50% (2/4) of all CLIR Mellon Dissertation Fellowships for Research in Original Sources, Awarded 2014-2019 (6 application cycles);
- 100 % (1/1) of all USIP Dissertation Research Fellowships, Awarded 2014-2019 (6 application cycles);
- 40% (2/5) of all SSRC IDRFs, Awarded 2016-2019 (4 application cycles);
- 25% (2/8) of all Fulbright-Hayes Doctoral Dissertation Awards, Awarded 2016-2018 (3 application cycles);
- 33% (1/3) of all ACLS Mellon Dissertation Completion Fellowships, Awarded 2019 (1 application cycle).

I.C.2 Students’ record of excellence, publishing in peer reviewed scholarly journals and edited collections, and presenting research to scholarly communities

Students in the NMESP have an impressive record of publications in peer reviewed journals and edited collections (see Appendix 13a) and of presenting conference papers, giving invited scholarly lectures, and participating in workshops (see Appendix 13b).

Many students begin publishing and presenting their research before advancement to candidacy (see Appendix 13a: p.1-2; Appendix 13b: p.1-8). Here are some examples of the scope and diversity of this work:

- Before advancing to candidacy:
 - One student published “A Review of Ungovernable Life: Mandatory Medicine and Statecraft in Iraq, by O. Dewachi” in *H-Mideast-Politics, H-Net Reviews* (2018);
 - Another student presented the paper “From Hebrews to Christians: Religious Identity and Competition within the Gospel of Philip” to the Society of Biblical Literature Annual Meeting (2018);
 - Another student presented the paper “Subaltern Cosmopolitanisms and the Experiences of South Asian Soldiers in the First World War Middle East” to the Middle East Studies Association Annual Meeting (2015);
 - Another student presented the paper “Donkey Business: Humor and Political Language in an Ottoman poem of the Thirteenth Century” to the Middle East Studies Association Annual Meeting (2013);
 - Another student presented the paper “Topologies of Orientalism: Early Turkish Novels Through Tanpinar’s Lenses” to the American Comparative Literature Association Meeting (2011);
 - Another student published “Criminalizing and Victimized the Migrant: Reflections on the UN Protocol and UNHCR’s Position against Smuggling,” *Oxford Monitor of Forced Migration* (2011);
 - Another student presented the paper “The Role of Forgiveness and Reconciliation in Islamic Jurisprudence” to the Islamic Law Section of the Association of American Law Schools Annual Meeting (2011);
 - Another student presented the paper “The Revolt of 1916 in the Poems of the Kyrgyz Oral Poets” to the Central Eurasian Studies Society Annual Conference (2010).

Nearly all of our advanced students (ABD status) present their work to diverse professional and disciplinary associations, in addition to making regular presentations at the Middle East Studies Association Annual Meetings (Appendix 13b: p.9-22). Most publish at least one research article in a peer reviewed journal or edited collection before completing the Ph.D. (Appendix 13a: p.3-5). Here are some examples of the scope and diversity of this work:

- Conference Papers:
 - One student presented the paper “Marriage as a Public Affair: What Cohabitation Unmasks about Civil-Religious Hybridity in Iranian law” to the Biennial Symposia Iranica Conference at the British Institute of Persian Studies (2019);
 - Another student presented the paper “Ottoman Jews and the Emergence of Modern Psychiatry in the Ottoman Empire During the Late Nineteenth Century” to the Association for Jewish Studies Annual Conference (2018);
 - Another student presented the paper “Electrifying the Periphery: Electricity Distribution in the Eastern Provinces of Turkey in the 1930s” at a workshop hosted by the Society for the History of Technology (2017);
 - Another student presented the paper “How Fighting Illiteracy and Cultural Propaganda went Hand-in-Hand for the Iraqi Ba‘th” to the American Historical Association Annual Meeting (2017);

- Another student presented the paper “Water from Terkos, Hunters from Pera: An Environmental History of Late Nineteenth Century Ottoman ‘Cosmopolitanism’” to the European Society for Environmental History (2017);
- Another student presented the paper “The Struggle for The Land: Land Reform, Democracy, and Autocracy in the Middle East” to the American Political Science Association’s (APSA) Annual Meeting (2014).
- Publications:
 - One student co-edited *The Arab Gulf States and The West: Perceptions and Realities; Opportunities and Perils* and authored the chapter “The Turkish Burden: The Cost of the Turkey-Qatar Alliance and Hard Power Projection into Qatar’s Foreign Policy” (Routledge, 2019);
 - Another student authored a chapter “Late Ottoman Süryani Identity, Communal Boundaries and Educational Aspirations” for an edited volume *Syriac Identity* (forthcoming 2020).
 - Another student authored the chapter “Nature’s ‘Cosmopolitanism’: Villagers, Engineers and Animals along Terkos Waterworks in Late Nineteenth-Century Istanbul” in *Ottoman Environmental History*, Inal and Köse (eds). (White Horse Press, 2019);
 - Another student co-authored the essay “How Conflict Affects Land Use: Agricultural Activity in Areas Seized by the Islamic State” in *Environmental Research Letters* vol.12:5 (2017);
 - Another student authored the article “Who do migrant associations represent? The role of ‘ethnic deservingness’ and legal capital in migrants’ rights claims in Turkey,” *Journal of Ethnic and Migration Studies* vol. 42:12 (2016);
 - Another student authored the essay “Evolving Views of Islamic Law in Turkey” in the *Journal of Law and Religion* vol. 467 (2013).

I.C.3 Students’ record of excellence in public scholarship and outreach

Students in the NMESP have an impressive record of public scholarship and contribution to digital humanities projects and collectives (see Appendix 13c). Here are some examples of the scope and diversity of this work:

- Before advancing to candidacy:
 - One student was a featured speaker on *Adventures in Jewish Studies: The Association for Jewish Studies Podcast* contributing to “The Yemenite Children Affair & the Story of the Mizrahi Jews in the Development of the State of Israel” (May 6, 2019);
- After advancing to candidacy:
 - One student founded an academic blog dedicated to the study of ISIS in the Middle East ([history_x_isis](#)) in 2015. In 2016, essays he posted were re-posted in Juan Cole’s blog *Informed Comment*. In 2017, the student was featured in a *Teen Vogue* article on “What You Should Know about Trump’s Tweets about ISIS.”
 - Another student curated a museum exposition and edited a critical catalogue of the works of the Ottoman caricaturist Yusuf Franko at the Koc Institute in Istanbul, Turkey (2018). His work was featured on a *Turkey Book Talk Podcast* entitled “Mehmet Kentel on the world of Ottoman caricaturist Yusuf Franko.” He was also a featured speaker on *The Ottoman History Podcast* contributing to “Visual Sources in Late Ottoman History” (2017).

- Another student was regularly interviewed as a political analyst by BBC Arabic service, CNN International, and Aljazeera English Service from 2016-2019.
- Another student was a co-organizer with two NMES faculty members on a multi-year the digital humanities project *The Many Poems of Baki: New Approaches to Ottoman Manuscripts* (2017) supported by the NELC department.

I.D *Interdisciplinarity and the NMESP*

It is impossible for our students to complete the requirements of their degree without engaging in interdisciplinary work. In our admissions procedures, we select students whose projects and interests would be constrained in traditional disciplinary programs; then, though the structure of our program, we offer them solid training in disciplinary subfields in order to support them in producing truly interdisciplinary and unique scholarship. Our active advising faculty include colleagues based in the Schools of Law, the College of the Built Environment, and the School of Oceanography as well as numerous departments in the A&S Humanities and the Social Science Divisions, making this program a site for deep interdisciplinary collaboration and training.

The degree of active collaboration between our program and the different departments, schools, and colleges depends on the orientation and outlook of multiple deans, directors, and chairs. The absence of reliable institutional frameworks that would foster and encourage such cooperation makes the job of this program's director difficult and can be a frustrating experience for our students. However, these collaborations have worked since the founding of their program in 1993 because of the sustained and extraordinary dedication of the faculty involved.

In 2012, the UW moved to an Activity Based Budgeting (ABB) system which has had a number of indirect impacts on this program. In a May 2014 report on Interdisciplinary, the UW Board of Deans and Chancellors (BODC) endorsed a [Statement of Collaboration](#) regarding interdisciplinary teaching and research. The report noted increasing perceived barriers to interdisciplinarity associated with the institution of the ABB system. It stated that barriers are primarily issues of "policy and priority" rather than budgetary, but they have a real impact on faculty ability, especially at the junior and mid-career level, to commit FTE time to a program.

I.D.1 *Interdisciplinarity and NMES Student Access to Courses*

Earlier in the history of this program, getting students access to foundational courses in all of the departments and schools in which our faculty offered their courses was a challenge; this was a focus of previous reviews. Changes in the institutional context of graduate programs has overall improved access to course offerings for NMES students. We have found that NMES students no longer have trouble getting access to foundational theory and methodology courses in the disciplines; as departments have come under pressure to ensure higher enrollments even in graduate seminars and as austerity as reduced the annual graduate admissions, departments have opened their core courses to students in other programs. For methods courses, this was further helped by the Qualitative Multi-Method Research Initiative (QUAL) and the development of the QUAL graduate certificate program. Together, these effectively resolved issues NMES had in earlier years in negotiating access for our students in departmental core courses within in the CA&S Humanities and Social Sciences Divisions. While there are no slots explicitly reserved in language courses for NMES graduate students, our excellent relations between NELC and NMES have allowed us to resolve rare enrollment issues for incoming students.

However, some of the foundational courses discussed above are either no longer available or offered less frequently; for example, socio-cultural Anthropology currently admits Ph.D. students—and offers its core courses—every other academic year. History currently offers its ME graduate seminar bi-annually due to departmental enrollments. Comparative Literature suspended admissions to its graduate program two years ago and will likely not offer its core seminars in the near future. Although important courses in textual analysis can still be found in the English Department and through the Textual Studies Program, this change has already tilted admission decisions away from making offered to excellent candidates who would have needed core training in comparative literature. The School of Law has adopted a teaching policy that favors domestic law over foreign or comparative law; our colleague in the law school has informed us that is likely to seriously limit future offerings in Islamic law, which would have an impact on a number of graduate programs in humanities and social sciences outside of the School of Law, as well as in the NMESP.

I.D.2 Interdisciplinarity and Challenges for NMES Faculty

From a faculty perspective, it seems that without university-level guidelines for how to evaluate and value contributions to building and sustaining a world-class scholarly interdisciplinary program, faculty effort in NMES is treated as a “service” by some departments, which is not a recognized category for merit or promotion under the Faculty Code. One of impacts of this is that unlike in earlier decades, faculty dedication to this program may now carry actual career penalties, impacting promotion and merit reviews. Here are some examples: junior faculty in some departments have been advised in 3rd year reviews not to serve on NMES student committees or governance committees; even at the mid-career and senior level, faculty investment in the minimal (in total credits hours-6cr) required course sequence that was developed for this program in response to previous reviews is currently effectively subsidized by the JSIS, which is allowing the current director to count the series as one of their 4 course load—in the absence of such an ad hoc agreement with some department, NMES faculty would have to teach these courses on overload or they could not be offered. For our faculty based in professional schools, teaching cross-listed courses may carry actual budgetary penalties. Additionally, the Graduate School has been moving towards a focus on fee-based and self-supporting graduate programs, which this program was not designed to be. Faculty remain extraordinarily dedicated to this program, but there has to be a broad institutional commitment to supporting it.

Section I.E Future Directions

NMES brings faculty with expertise in the Middle and Near East—including its historical and contemporary connections into Central and South Asia—together across the multiple departments, schools, and colleges at the University of Washington. We believe that the way the NMESP has functioned for the last 5 years may be a model for sustaining a scholarly interdisciplinary program in a public R1 institution in the ABB environment.

Looking forward to the next 10 years, the program faces a number of challenges, the most pressing of which is funding security and stability. However, once funding security and stability is secured, we have an extraordinary foundation of dedicated faculty, training opportunities in multiple languages, and other resources both internal to the NMESP and in the wider UW ecosystem on which to build.

I.E.1. *Funding for NMES is sticky and a proven value-multiplier*

As the NMESP is not a line-bearing unit, any TAship money given by a college other actually comes back to that college and offer benefits to multiple units. In the case of the CA&S, NMES funding has allowed faculty to grow class size or/and increase FTE/SCH ratios, maintain rigorous pedagogies teaching the kinds of writing and analysis skills in demand by employers, and helps units (like History, JSIS, and Anthropology) increase enrollments in classes which do not have pools of graduate students specializing in NMES-related fields. It is sticky to the college, but flexible within it; a funding model that can shift across units and divisions to grow SCH in courses with strong potential benefits the college as a whole in the ABB system.

Funding to NMES is also a proven value multiplier. Funding security, subject to meeting satisfactory progress markers, helps doctoral students to meet program requirements such as completing coursework and advancing to candidacy on time and to dedicate time to securing external sources of support. Both granting agencies and employers are now taking note of time taken by applicants to meet degree expectations. Predictability and continuity of funding makes students more productive. In the case of NMES graduate students, in the 5-year period that students had secure and consistent funding, students competed for more outside grants, won them, and brought that support back to UW; in fact, in that time, they contributed to the overall prominence of UW in winning dissertation level support from major national granting agencies and increased the NMES rate of permanent job placement in the first year after degree conferral despite the general slowing of the academic market.

I.E.2 *Funding Security and Stability and NMES Program Size*

Our target funding model is max 3 yrs (9q) to advance to candidacy and max 1.5 years (5 q) years to support dissertation writing and completion. We believe that competing for external funding for dissertation field research is an important part of graduate training and we do not aspire to fund primary research. Regardless of length of primary research, this model would need 14 quarters of support (tuition & stipend) from all sources to take a student from admission to degree conferral over a 6-year period.

In order to attract and matriculate the top students in the current academic ecosystem, we believe we have to be in the ballpark with our peer institutions. This means making multi-year commitments to funding, tied to progress reviews. In the future, even if we can actually fund students for 5 years, we will not be able to recruit applicants and matriculate them if we can only commit first-year funds.

Optimally, this program would aim to admit 4 students a year, which is a number which we believe would foster diverse intellectual cohorts, which would in turn to solidify strategic partnerships with diverse departments to support NMES faculty to grow courses knowing that they will be staffed in the future.

I.E.3 *Maintaining our program's rigor and commitment to extensive training in subfields for which we already have a strong reputation*

The NMESP's foremost commitment is to build upon the current outstanding reputation of the program. We are committed to maintaining the core commitments of our program which has long distinguished our degree and contributed to the reputations of our graduates; extensive training in

multiple languages; commitment to training and inquiry that brings together humanistic and social sciences methods, analytics, and pedagogy; and interest in training talented students with interesting and creative projects that could not be pursued in a traditional department or area studies programs.

I.E.4.a *Updating our program areas of focus & expertise in inward and outward-facing documents to better reflect contemporary NMES areas of sub-expertise in order to (a) recruit more intellectually diverse cohorts and (b) more clearly define for applicants and potential funders the unique benefits of training in NMES at UW*

NMESP is also deeply committed to updating our outstanding reputation in core sub-specialties, such as Turkish and Ottoman Studies, to more effectively publicize the expertise and subspecialties of our current faculty group, which has changed a great deal since the program was founded. We have begun this process in the past 3 years, starting with a faculty retreat in Sept 2017 and a working group in 2017-2018 that began defining faculty expertise and interest clusters in which we see UW having a market niche (for example, Persianate world and Iranian studies, STS of NME societies, Israel and the ME, contemporary Arab world studies, comparative Muslim societies, and the study of Christians, Jews, and other minority religious communities in the ME across an expansive chronological and geographic range, from late antiquity to the 21st CE). We also encouraged increased individual faculty recruitment efforts. However, we learned in recent admission cycles that while we could expand our applicant pool to attract top candidates in areas for which we have more recently developed clusters of faculty expertise, without competitive recruitment packages we could not matriculate them.

Here are a few examples of clusters of applicants who have expressed interest in UW in the past 3 years but who we have not been able to attract to UW:

- Students working at the intersection of Israel/Palestine Studies and Sephardic Studies, including on the cultures and politics of Sephardi/Mizrahi/Arab Jews in the State of Israel
- Students working on projects related to nationalist cultures, early modern state formation, religion, or the cultural history of Persianate communities. They frequently have interests that are cross-regional and multi-disciplinary but do not fit easily into a narrow History or Literary Studies. We have faculty who are able to advise students interested in pursuing such projects, but due to lack of funding, are not able to recruit them.
- Students working on contemporary issues projects in at the nexus of Afghanistan, Pakistan, and Iran related to conflict, political and social transformation, and transregional migrations from an ethnographic perspective.

Students such as these, just for example, would find a dynamic and unparalleled environment for study at UW. NMES would be an ideal fit for them, and the Israel Studies, Sephardic Studies, and Persian Studies programs may be able to partner to offer them supplementary funding. However, the meager funding packages in NMES relative to the departments deters them from applying. Departments like history, on the other hand, would not accept a student who does not fit the history requirements of doing four historical fields.

With funding security and the ability to offer multi-year recruitment packages, it will be worth the faculty investment to draft descriptions of our current sub-fields and interest clusters, update our outward facing program descriptions and admission applications forms, and produce cluster guidelines to courses and faculty to better orient incoming students.

I.E.4.b *Collaborating with units to maintain UW's prominence in NME Studies*

We feel especially strongly that the Graduate School should work in partnership with the CA&S to pursue the creation of a faculty line in the area of ME political systems and Arab politics, which is a historical strength at the UW and is becoming a serious weakness in the broader ecosystem of ME studies at the UW. Ellis Goldberg, who was one of the world's leading experts on modern Egypt ME political systems and a former director of the NMES retired several years ago. Joel Migdal, also internationally known for his work in ME political science and also a former director, has just retired; and Resat Kasaba, another former director and political sociologist is likely to be retired by the time the next ten-year report is prepared.

I.E.5 *Increasing Opportunities for career planning and development*

Finally, we believe that it is important to the NMESP to assess how we can prepare our graduates for diverse career opportunities. Given the state of the professoriate, it is likely that our students will be empowered in their career decisions by greater opportunities to think about career options early in their training, rather than after a few unsuccessful cycles on the academic job market. We have begun this process with our updated professionalization seminar (JSIS A 546) and in our efforts to use the significant resources that have become available to students over the past years through the [Graduate School's Core Programs](#) and the programs at the [Simpson Center for the Humanities](#). Other disciplines have used practices such as mentorships maps and Individual Development Plans (IDPs) to integrate conscious career development and planning into core graduate training, and the National [Center for Faculty Development and Diversity \(NCFDD\)](#), in which all UW graduate students have access to free membership, provides multiple career planning and development modules for advanced graduate students. These resources, integrated into our mentorship and progress evaluation practices, will be important in maintaining and improving the high placement rate of our students in the coming decade.

PART II UNIT-DEFINED QUESTIONS

II.A **Question 1:** Does the level of faculty involvement meet the program's needs in terms of program governance, oversight, and delivery?

Context for the question

This question was posed for the NMES Program by the Graduate School, which asks this question for each of its interdisciplinary program reviews.

NMES Program Response to the Question

The current level of faculty involvement is outstanding. Faculty are interested in working with students; many do not have the opportunity of working with students due to the small number of outstanding applicants to whom we can offer admission and the uneven balance of how students matriculate (as discussed in section I.B.2).

II.B Question 2: How can the program, in partnership with the Graduate School, resolve the structural challenges inherent to this program in the current institutional environment of the university? And how can the program achieve the funding security that is required to recruit the top candidates and support them through their foundational training to degree completion?

Context for the question & steps taken:

At its most basic, the question aims to get at the issue of whether there is enough institutional support for this program to make it viable and successful through the next decade.

The most important implication of this question is for funding security for the program, including predictable long-term commitments for graduate student funding through TAs, Fellowships, and RAships. The metrics we have provided in section I.B.1 on graduation and placement rates and in section I.C.1 on total major national and international awards and grants shows that despite being a very small single program, NEMS students contribute a substantial percentage of UW's total yield several of the most prestigious national grants available to all students all of the humanities and social science departments in recent years; has marginally improved its placement rate in academic positions at a time when opportunities in the professorate are decreasing; and has had success in placing students in applied positions in the first year after degree conferral (which we read as not an attrition rate from academia, but a positive statement about the value of our degree beyond academia). These metrics establish that this program is phenomenal.

Yet, the institutional context of the program—both within the university and in relationship to peer institutions—has shifted profoundly since the time this program was established and since the last review. Is being phenomenal sufficient? This is not a revenue-generating program and it can't become one. It is a scholarly endeavor—a shiny, sparkly gem for a public R1 institution, we believe. Is this valued by this university, at this juncture in the history of this university?

As described in section I.A.2.c, discussions about the possibility of future funding are on-going for over two years, and the above questions are not resolved. There are other structural challenges that need to be addressed, but we do feel that these can be resolved, once we know if there is an institutional commitment.

Some examples of things that will need to be addressed:

- Since the program does not have faculty lines or instructional funds, staffing core series class is an issue for the program in the new instructional environment. While we have collaborated with NELC and MEC to make these courses useful to their graduate programs and diversify the students it serves, this does not resolve the issue that unless a *department* “counts” this teaching in a faculty member’s load, there is no way to account for it in an FTE calculation.
- The contradictions created by the fact that directorship of the NMES is institutionally located within the Graduate School, but the faculty line appointment of any appointed director is located within the reporting, merit, and promotion structure of the departments within colleges, will need to be explicitly acknowledged and worked out. If an agreement for future funding is reached with the College, the Director will have fiduciary responsibility to the College for the allocation and oversight of those funds in addition to its existing fiduciary responsibility to the Graduate School for the use of its funds. In the current constellation,

the NMES Director might be under the evaluation structure of a department Chair who disagrees with that Director’s assessment of the best use of the funds. (The Director’s decisions about what is best for the NMES funds might not advantage their own department, for example.) Structural resolution of such issues should proceed any actual problem.

Finally, to be clear, we believe that the NMESP belongs in the Graduate School and not in any one department or college. Does ABB create new possibilities for funding models? And what kinds of partnerships and agreements between the program, the Grad School, and the CA&S might be forged to provide long-term predictable and sustainable support for NMES interdisciplinary graduate program?

II.C Question 3: What changes or adaptations does the program need to make to better prepare students for the contemporary academic job market?

Context for the question & steps taken

The structure of the program is described in I.B.3. How well does this structure (including distribution requirements and language requirements) prepare our students to complete in the contemporary academic job market?

We have debated whether the 3-language requirement should be maintained, or whether we should go to 2 languages with a third at the discretion of the student’s committee. We decided to keep it as is at this time. However, the shift towards a heavy majority of international students—with impact on the diversity of potential funding for our cohorts (since funding like FLAS can only be held by US citizens, also Fulbright-Hayes and Fulbright IIE—major funders in area studies at the dissertation research stage)—is partly a result in the relatively weak language preparation of students with B.A.s from US institutions, many of which have reduced their undergraduate language requirements. We have also discussed the potential value of developing structured guidelines (not requirements) for subfield focuses within the program, but recognize that part of how this program has evolved is through the creative impulses of our students: we want to help them navigate across departments, and schools, and colleges, but we also don’t want to limit them in pulling together faculty in ways we haven’t yet imagined.

A major focus of our 2017-2018 Next Generation Scholars project (Appendixes 14a, 14b, 14c) was to rethink, with both NMESP students and faculty, the relationship between students’ public scholarship and digital humanities projects and their primary dissertation research projects. Our “self-designated field” could accommodate other genres of evaluation, beyond the traditional written exam. Are there successful models of this we should consider?

II.B Question 4: How can we better prepare our students for diverse career paths?

Context for the question & Steps taken

The context for this question is the changing nature of the academic job market, and the increase of contingent positions relative to permanent tenure track positions. Our students have been successful even in this constrained hiring market. However, we want to make sure that we are

empowering our PhD students to explore diverse career options and to help them navigate the constraints, and the possibilities, of the new professional landscape.

We have taken some early steps. Another major focus of our 2017-2018 Next Generation Scholars project (Appendixes 14a, 14b, 14c) was to begin to think about what it would take to help students consciously diversify their career options, from the beginning of their Ph.D. training.

What resources already available within UW's existing structures can we better leverage for our students? Should we make any changes to NMES's own requirements or offerings (such as changes to distribution requirements, changes to the qualifying exam structure, changes to the form of product accepted as the dissertation, etc.) that would introduce flexibility that would help students market themselves in academia- adjacent careers while maintaining the academic rigour for which our program is known?

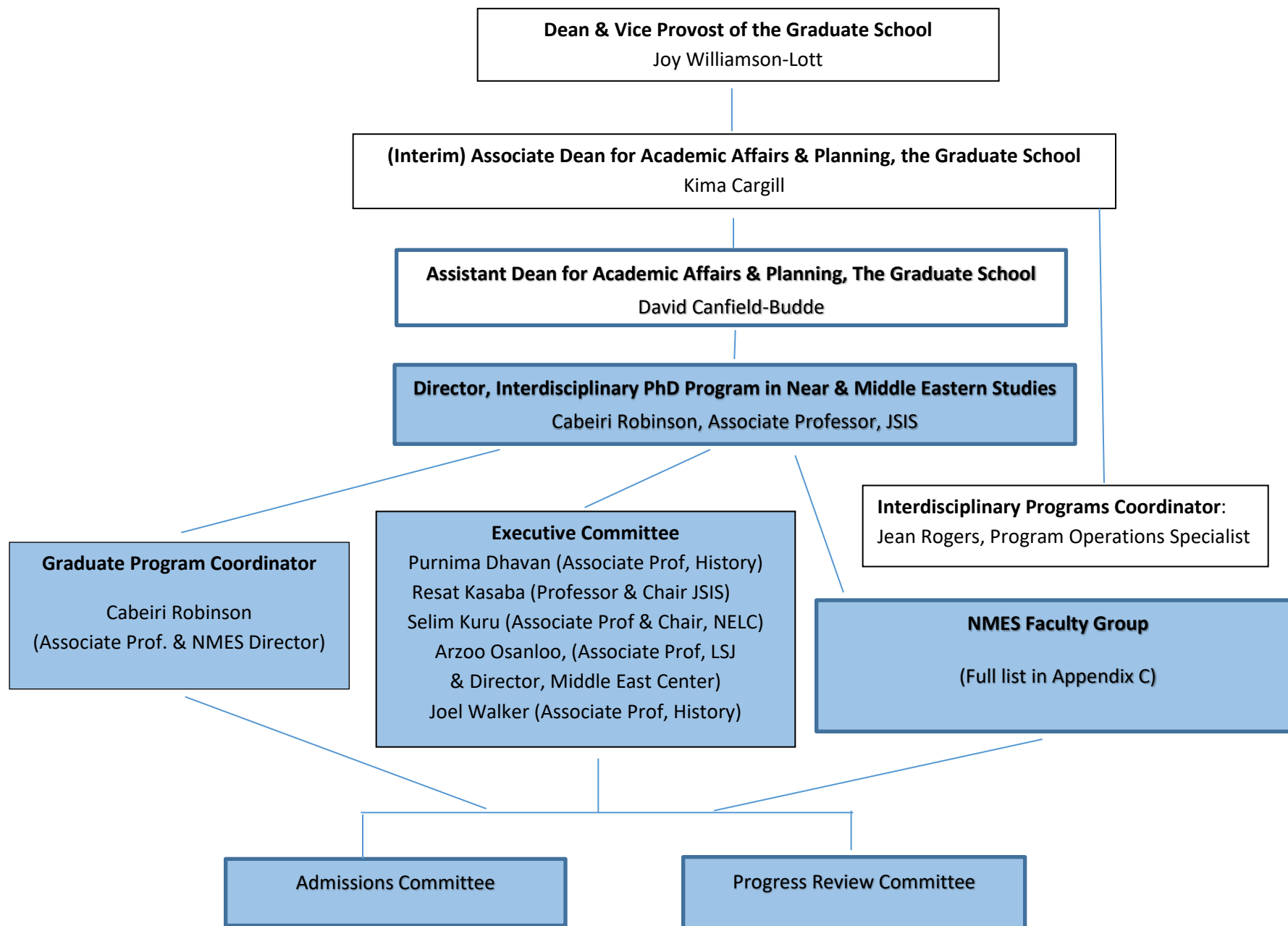
PART III: APPENDIXES (ATTACHED)

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- Appendix 13c: Student Public Scholarship & Digital Hum Projects by Year (2015-2019)
- Appendix 14a: Next Gen Scholars Grant Proposal, submitted Spring 2016 (excerpt)

Appendix 14b: Graduate Student Retreat Report, Fall 2017

Appendix 14c: Next Gen Scholar Grant Outcomes Report, submitted Summer 2018

Appendix 1: NMES Organizational Chart



Appendix 2a: NMES Faculty Group (AY 2019-2020)

Faculty Name	Rank	Department / Research Specialty	Adjunct & Affiliate Appointments
Mika Ahuvia	Assistant Professor	International Studies (JSIS) History of the Jewish people, formative history of Jewish and Christian communities in the ancient Mediterranean world, biblical texts and women’s religious history, social movements and radicalism, biography & research , CV .	Adjunct in Gender, Women, Sexuality Studies (GWSS) & NELC Center affiliations: Stroum Center for Jewish Studies, Comparative Religions, Middle East Center Program affiliations: Hebrew Bible & Ancient Near Eastern Studies, Comparative Religion
Arbella Bet-Shlimon	Associate Professor	History Modern Middle East history, Iraq, the Gulf, urban history, and oil in the Middle East, biography & research	Adjunct in NELC Center affiliation: Middle East Center Program affiliation: Arabic & Islamic Studies
Elena Campbell	Associate Professor Joff Hanauer Endowed Faculty Fellow in History	History Empire, religion and nationalism in late Imperial Russia, biography & research	Center affiliation: Ellison Center for Russian, East European and Central Asian Studies
Daniel Chirot	Professor Herbert J. Ellison Professorship in	International Studies (JSIS) and Sociology Causes of ethnic conflict and its solutions, biography & research	Center affiliations: Ellison Center for Russian, East European and Central Asian

Appendix 2a: NMES Faculty Group (AY 2019-2020)

	Russian & Eurasian Studies		Studies; Center for Global Studies, Middle East Center Program Affiliation: Comparative Religion
Karam Dana	Associate Professor	School of Interdisciplinary Arts & Sciences, UW Bothell How religion influences political identities in different cultural and societal contexts, biography & research	Adjunct in Political Science Center affiliation: Middle East Center
Terri DeYoung	Professor	Near Eastern Languages & Civilization (NELC) Arabic languages & literature, biography & research	Adjunct in Comparative Literature, Cinema, & Media Center affiliation: Middle East Center Program affiliation: Arabic & Islamic Studies
Purnima Dhavan	Associate Professor	History Comparative gender, medicine, science and technology, South Asia, biography & research	Adjunct in NELC Center affiliations: South Asia Center Program affiliations: Persian and Iranian Studies
Hussein Elkhafaifi	Associate Professor	Near Eastern Languages & Civilization (NELC) Arabic languages & literature, biography & research	Adjunct in Linguistics Center affiliation: Middle East Center

Appendix 2a: NMES Faculty Group (AY 2019-2020)

			Program affiliation: Arabic & Islamic Studies
Aria Fani	Assistant Professor	Near Eastern Languages & Civilization (NELC) Persian languages & literature, biography & research	NB: Applied for membership in Program Sept 2019, currently in process, as are affiliate appts w/ Center for Middle East Studies and Persian & Iranian Studies Program
Kathie Friedman	Associate Professor	International Studies (JSIS) Refugee and forced migration studies; social and political integration of immigrants and their children, biography & research	Adjunct in Information School, Sociology, and GWSS Center affiliation: Stroum Center for Jewish Studies
Liora Halperin	Associate Professor Jack & Rebecca Benaroya Endowed Chair in Israel Studies	International Studies (JSIS) and History Israel/Palestine Studies, History of Israel/Palestine, Modern Jewish History, Cultural History, Nationalism, Collective Memory, Language policy and ideology, biography & research, biography & research , CV	Center affiliations: Middle East Center, Stroum Center for Jewish Studies Program affiliations: Israel Studies Initiative
Resat Kasaba	Professor & Director of International Studies (JSIS) Stanley D. Golub Endowed Chair in International Studies	International Studies (JSIS) Ottoman Empire and Modern Turkey, biography & research	Adjunct in Political Science, Sociology, & NELC Center affiliations: Middle East Center, Global Studies Program affiliations: Turkish & Ottoman Studies Program

Appendix 2a: NMES Faculty Group (AY 2019-2020)

Selim Kuru	Associate Professor, Chair, NELC, and Director, Turkish & Ottoman Studies Program	Near Eastern Languages & Civilization (NELC) History of sexuality and organization of gender among Ottoman urban communities through a study of Turkish pre-modern textualities with a focus on poetry and poetics, biography & research	Center affiliation: Middle East Center Program affiliations: Turkish & Ottoman Studies
Clark Lombardi	Professor Director, Islamic Legal Studies Program	School of Law, Constitutional Law Islamic legal systems, comparative constitutionalism and particularly the way that constitutional systems deal with religious organizations and religious law, biography & research , CV	Adjunct in International Studies (JSIS) Center affiliations: Middle East Center, South Asia Center Program affiliations: Islamic Legal Studies Program, Comparative Religion
James Long	Associate Professor	Political Science Elections in fragile and developing countries (esp. sub-Saharan Africa and Afghanistan), including the causes of electoral violence, and the effects of civil war on state-building and development, biography & research , CV	Center affiliation: Middle East Center
Brian McLaren	Associate Professor Chair, Architecture	School of the Built Environment, Architecture History and theory of architecture, western colonialism in Africa and the Middle East, biography & research , CV	Center affiliation: Middle East Center

Appendix 2a: NMES Faculty Group (AY 2019-2020)

Victor Menaldo	Associate Professor	Political Science Comparative politics and political economy of economic development, biography & research , CV	Center affiliation: Middle East Center
Devin Naar	Associate Professor and Chair, Sephardic Studies Program	International Studies (JSIS) and History Modern European Jewish History, Sephardic Jewry, biography & research	Center affiliations: Stroum Center for Jewish Studies, Middle East Center, Ellison Center for Russian East European & Central Asian Studies
Scott Noegel	Professor	Near Eastern Languages & Civilization (NELC) Hebrew Bible, Northwest Semitic languages and literature, Assyriology, Hieroglyphic Egyptian, and Medieval Hebrew poetics, biography & research	Adjunct in Comparative Literature, Cinema and Media, & History Center affiliation: Stroum Center for Jewish Studies, Hebrew Bible & Ancient Near Eastern Studies, Comparative Religion
Arzoo Osanloo	Associate Professor Director, Middle East Center	Law, Societies, & Justice Anthropology of law, transnational law, Islam particularly in Iran, Pakistan, and the U.S., Islam and women’s studies, biography & research , CV	Adjunct in Anthropology, NELC & GWSS Center affiliations: Middle East Center, South Asia Center Program affiliations: Persian and Iranian Studies, Comparative Religion

Appendix 2a: NMES Faculty Group (AY 2019-2020)

<p>Noam Pianko</p>	<p>Professor Lucia S. & Herbert L. Pruzan Endowed Professorship in Jewish Studies</p>	<p>International Studies (JSIS) American Jewish History, History of Jewish Nationalism, Modern Jewish thought, biography & research</p>	<p>Adjunct in History Center affiliation: Stroum Center for Jewish Studies Center affiliations: Stroum Center for Jewish Studies, Middle East Center, Comparative Religion</p>
<p>Scott Radnitz</p>	<p>Associate Professor Director of the Ellison Center for Russian, East European, and Central Asian Studies</p>	<p>International Studies (JSIS) Protests, authoritarianism, informal networks, and identity in Central Asia, biography & Research, CV</p>	<p>Adjunct in Political Science and in Sociology Center affiliations: Ellison Center for Russian, East European and Central Asian Studies; Center for Global Studies</p>
<p>Cabeiri deBergh Robinson</p>	<p>Associate Professor Director and Chair, NMES PhD Program</p>	<p>International Studies (JSIS) Political Islam, refugees and forced migration; human rights and humanitarianism, gender and masculinity, anthropology of religious and political violence, Islam particularly in Pakistan, India, Kashmir, Afghanistan and US, biography & research</p>	<p>Adjunct in Anthropology & NELC, Center affiliations: South Asia Center, Middle East Center, Center for Global Studies Program affiliation: Comparative Religion</p>
<p>Haideh Salehi-Esfahani</p>	<p>Principal Lecturer</p>	<p>Economics International economics, economic development, biography & research, CV</p>	<p>Center affiliation: Middle East Center</p>

Appendix 2a: NMES Faculty Group (AY 2019-2020)

Stephanie Selover	Assistant Professor	Near Eastern Languages & Civilization (NELC) Anatolian, Near Eastern, Levantine and Mesopotamian Archaeology, Prehistoric Archaeology, Bioarchaeology, Ancient Metallurgy, Social and Cultural Anthropology, biography & research	Adjunct in Anthropology Center affiliation: Middle East Center Program affiliation: Hebrew Bible & Ancient Near Eastern Studies
Naomi Sokoloff	Professor Director Modern Hebrew and Israel Studies Program	Near Eastern Languages & Civilization (NELC) and Comparative Literature Cinema & Media/ modern Hebrew language & literature, biography & research , CV	Adjunct in GWSS Center affiliations: Middle East Center; Stroum Center for Jewish Studies Program Affiliation: Modern Hebrew and Israel Studies
Joel Walker	Associate Professor Lawrence J. Roseman Endowed Professorship	History Late Antique Middle East, especially the Sasanian Empire (224-651) and Syriac Christianity; the Mongol Empire; animal-human relations, biography & research , CV	Adjunct in Classics & NELC Center affiliations: Middle East Center; Stroum Center for Jewish Studies Program affiliations: Persian and Iranian Studies, Comparative Religion, Turkic and Central Eurasian Studies, Hebrew Bible & Ancient Near Eastern Studies

Appendix 2a: NMES Faculty Group (AY 2019-2020)

Michael Williams	Professor	International Studies (JSIS) and Near Eastern Languages & Civilization (NELC) Early Christianity and religions of antiquity; heterodox religious movements; alternative cosmological myths and social behaviors, biography & research , CV	Adjunct in History Center affiliation: Middle East Center Program affiliations: Hebrew Bible & Ancient Near Eastern Studies and Comparative Religion
Hamza Zafer	Assistant Professor	Near Eastern Languages & Civilization (NELC) Early Islamic period, textual studies, Islamics, Qur'an, biography & research ,	Center affiliations: Middle East Center; Comparative Religions; Stroum Center for Jewish Studies Program affiliations: Arabic & Islamic Studies, Comparative Religion

Affiliate Faculty Name	Rank	Department / Research Specialty	Adjunct & Affiliate Appointments
Michael Meeker	Affiliate Professor	International Studies (JSIS) Cultural anthropology, Turkey, Arabia, the Maghreb, American popular culture, literary representations and political experience / nationalism, ethnicity, and religion; transnational migration, displacement, and refugees; diaspora; Muslim politics; human rights; memory and violence	

Appendix 2a: NMES Faculty Group (AY 2019-2020)

Michael Vicente Perez	Affiliate Assistant Professor	Anthropology Refugees and the Arab World, Palestinian Studies, Muslim Diasporas	Assistant Professor, University of Memphis Center affiliation: Middle East Center
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Emeritus Faculty Name	Rank	Department / Research Specialty	Adjunct & Affiliate Appointments
Walter Andrews	Research Professor Emeritus	Near Eastern Languages & Civilization (NELC) Turkish Language and Literature, biography & research	Center affiliation: Middle East Center Program affiliation: Turkish and Ottoman Studies Program
Jere Bacharach	Professor Emeritus	History The Islamic Middle East, biography & research , CV	Center affiliation: Middle East Center
Gad Barzilai	Professor Emeritus	International Studies (JSIS) Political science and law; politics, law, state and society, Israel studies, biography & research , CV	
Nicholas Heer	Professor Emeritus	Near Eastern Languages & Civilization (NELC) Arabic language and literature, Islamic theology and philosophy, biography & research	Center affiliation: Middle East Center

Appendix 2a: NMES Faculty Group (AY 2019-2020)

Martin Jaffee	Professor Emeritus	International Studies (JSIS) Judaism in late antiquity, biography & research	Center affiliation: Middle East Center
Joel Migdal	Professor Emeritus	International Studies (JSIS) Middle East politics, State and society in the Third World, Israel studies, biography & research	Center affiliation: Middle East Center
James Murray	Professor Emeritus	School of Oceanography, Chemical Oceanography Black Sea and eastern tropical Pacific environmental science, biography & research , CV	
Philip Schuyler	Associate Professor Emeritus	School of Music, Ethnomusicology Ethnography of performance, Middle East, Africa, Arab world, biography & research	Center affiliation: Middle East Center

Appendix 2b: Core Governance Faculty & Active Advising Faculty of the NMES Faculty Group

Core Governance Faculty

Core governance faculty have attended at least one faculty meeting or program planning meeting or have served on one of the formal program Governance committees (Executive Committee, Graduate Admissions Committee, Student Progress Review Committee) in the last 3 years.

Mika Ahuvia, Assistant Professor, JSIS
Arbella Bet-Shlimon, Associate Professor, History
Karam Dana, Associate Professor, UW Bothell
Terri DeYoung, Professor, NELC
Purnima Dhavan, Associate Professor, History
Liora Halperin, Associate Professor, JSIS
Resat Kasaba, Professor & Chair, JSIS
Selim Kuru, Associate Professor & Chair, NELC
Clark Lombardi, Professor, Law
Arzoo Osanloo, Associate Professor, LSJ & Director, Middle East Center (MEC)
Scott Radnitz, Associate Professor, JSIS
Cabeiri deBergh Robinson, Associate Professor, JSIS
Stephanie Selover, Assistant Professor, NELC
Michael Williams, Professor, JSIS
Joel Walker, Associate Professor, History
Hamza Zaffar, Assistant Professor, NELC

Additionally | Formerly:

Samad Alvi, Assistant Professor, NELC (resigned from UW in 6/2018)
Joel Migdal, Professor Emeritus, JSIS (retired from UW 6/2019)
Michael V. Perez, Affiliate Assistant Professor, Anthropology (resigned from UW in 6/2018)

Active Advising Faculty

Active advising faculty have served on one or more Student Advisory or Student Supervisory Committees for the program in the last 5 years.

Mika Ahuvia, Assistant Professor, JSIS	Member of 1 Committee
Walter Andrews, Emeritus Research Professor, NELC	Member of 3 Committees
Gad Barzilai, Professor Emeritus, JSIS,	Member of 2 Committees

Appendix 2b: Core Governance Faculty & Active Advising Faculty of the NMES Faculty Group

Arbella Bet-Shlimon, Associate Professor, History	Chair for 1 Committee	Member of 8 Committees
Elena Campbell, Associate Professor, History	Chair for 1 Committee	Member of 1 Committee
Daniel Chirot, Professor, JSIS	Co-Chair for 1 Committee	Member of 3 Committees
Terri DeYoung, Professor, NELC		Member of 1 Committee
Purnima Dhavan, Associate Professor, History		Member of 1 Committee
Kathie Friedman, Associate Professor, JSIS	Chair for 1 Committee	Member of 2 Committees
Liora Halperin, Associate Professor, JSIS		Member of 1 Committee
Resat Kasaba, Professor, JSIS	Chair/ Co-Chair for 13 Committees	Member of 10 Committees
Selim Kuru, Associate. Professor, NELC	Chair/ Co-Chair for 5 Committees	Member of 2 Committees
Clark Lombardi, Professor, Law	Chair for 2 Committees	Member of 1 Committee
Brian McLaren, Associate Professor, Architecture		Member of 2 Committees
Joel Migdal, Professor Emeritus, JSIS	Chair/ Co-Chair for 8 Committees	Member of 1 Committee
James W. Murray, Professor Emeritus, Oceanography		Member of 1 Committee
Devin E. Naar, Associate Professor, History & JSIS	Co-Chair for 1 Committee	Member of 1 Committee
Arzoo Osanloo, Associate Professor, LSJ	Chair for 3 Committees	
Michael V. Perez, Affiliate Assistant Professor, Anthropology		Member of 2 Committee
Scott Radnitz, Associate Professor, JSIS	Chair for 1 Committees	Member of 1 Committee
Cabeiri deBergh Robinson, Associate Professor, JSIS	Chair for 1 Committees	Member of 1 Committee
Joel Walker, Associate Professor, History		Member of 4 Committees
Michael Williams, Professor. Comp. Religion	Chair for 1 Committee	
Hamza Zafer, Assistant Professor, NELC		Member of 2 Committee

Contributors to the JSIS A 544 Colloquium in Fall 2016, 2017, and/or 2018

Mika Ahuvia, Assistant Professor, JSIS	Arzoo Osanloo, Associate Professor, LSJ & Director, MEC
Arbella Bet-Shlimon, Associate Professor, History	Michael V. Perez, Lecturer, Anthropology)
Terri DeYoung, Professor, NELC	Scott Radnitz, Associate Professor, JSIS
Kathie Friedman, Associate Professor, JSIS	Cabeiri deBergh Robinson, Associate Professor, JSIS
Selim Kuru, Associate Professor & Chair, NELC	Joel Walker, Associate Professor, History
Devin E. Naar, Associate Professor, History & JSIS	Hamza Zafer, Assistant Professor, NELC

Appendix 3a: Budget Summary 2017--2019

ACCT CODE	ITEM	BUD AMT	BUDGET #
01-10	Instr/Res Faculty Salary	13,500.00	06-1683
	2017-2018	6,750.00	
	2018-2019	6,750.00	
01-40	Academic Student Employee Appoint.	317,016.00	
	2017-2018 One 9 month RA	22,194.00	
	2017-2018 One 9 month Fellowship	24,294.00	
	2018-2019 One 9 month RA	22,644.00	
	2018-2019 One 9 month Fellowship	23,694.00	
	2017-2018 Five 9 month TA**	110,970.00	Arts & Sciences
	2018-2019 Five 9 month TA**	113,220.00	Arts & Sciences
TOTAL SALARIES		330,516.00	
05	Travel*	6,000.00	
	Discretionary Funds	6,200.00	various*
TOTAL NON-SALARY ALLOCATION*		12,200.00	
TOTAL 2017--2019 BUDGET ALLOCATION			\$342,716.00

*Additional student conference travel funds available (1 every 2 years) from the Graduate School's general student travel fund

**Funded by Dean of Arts & Sciences

ACCT CODE	ITEM	BUD AMT	SUB-TOTAL	BUDGET #
01-10	Instr/Res Faculty Salary	13,500.00		06-1683
	2019-2020	6,750.00		
	2020-2021	6,750.00		
01-40	Academic Student Employee Appoint.	260,421.00		
	2019-2020 One 9 month RA	23,103.00		
	2019-2020 One 9 month Fellowship (Graduate School Hall-Ammerer-WRF Fellowship in Interdisciplinary Studies)	24,675.00		
	2019-2020 One 9 month Fellowship (Provost Recruitment)	24,675.00		
	2019-2020 Five 9 month TA**	115,515.00		Arts & Sciences
	2019-2020 TOTAL ASE Funding		187,968.00	
	2020-2021 One 9 month RA	23,103.00		
	2020-2021 One 9 month Fellowship (Graduate School Hall-Ammerer-WRF Fellowship in Interdisciplinary Studies)	24,675.00		
	2020-2021 One 9 month Fellowship (Provost Recruitment)	24,675.00		
	2020-2021 TOTAL ASE Funding		72,453.00	
TOTAL SALARIES		273,921.00		
05	Travel*	6,000.00		
	Discretionary Funds	6,200.00		various*
TOTAL NON-SALARY ALLOCATION*		12,200.00		
TOTAL 2019--2021 BUDGET ALLOCATION			\$286,121.00	

*Additional student conference travel funds available (1 every 2 years) from the Graduate School's general student travel fund

**Funded by Dean of Arts & Sciences

Appendix 3c: Student Funding Source Bar Chart 2010--2015

Year	Fellowships*	TA-NELC	TA- JSIS	TA-CA&S	RA-GS	TA/RA/SA-OTHER**	TOTAL
2010-2011	28	3	3	3	3	5	45
2011-2012	20	6	5	3	3	2	39
2012-2013	11	3	21	3	3	4	45
2013-2014	20	3	20	3	3	2	51
2014-2015	18	4	14	3	3	4	46

*2010-2011 Fellowships include 5 FLAS , 2 Fritz, 1 ACCELLS, Roshan Grad fellowship, Hall Amm (GS), Schwartz, Turkish Otto Lit Fell

*2011-2012 Fellowships include 2 FLAS, Hall Amm (GS), IREX, Fritz, Flannagan, Turkish Otto Lit Fell, Boren, 3qtrs tuition

*2012-2013 Fellowships include 2 Hall Amm (GS), Fritz, FLAS, GS Dissertation

*2013-2014 Fellowships include 2 Stroum, Fritz, Schwartz, Hall Amm (GS), Roshan, Israel Inst., CES Columbia U., Oxford U, Turkish Otto Lit, FLAS

*2014-2015 Fellowships include Mellon, Koc, Schwartz, FURS, Hall Amm (GS), Israel Inst. Stroum, Plank Inst., Slodowoka-Curie, Inst. Turk. Studies

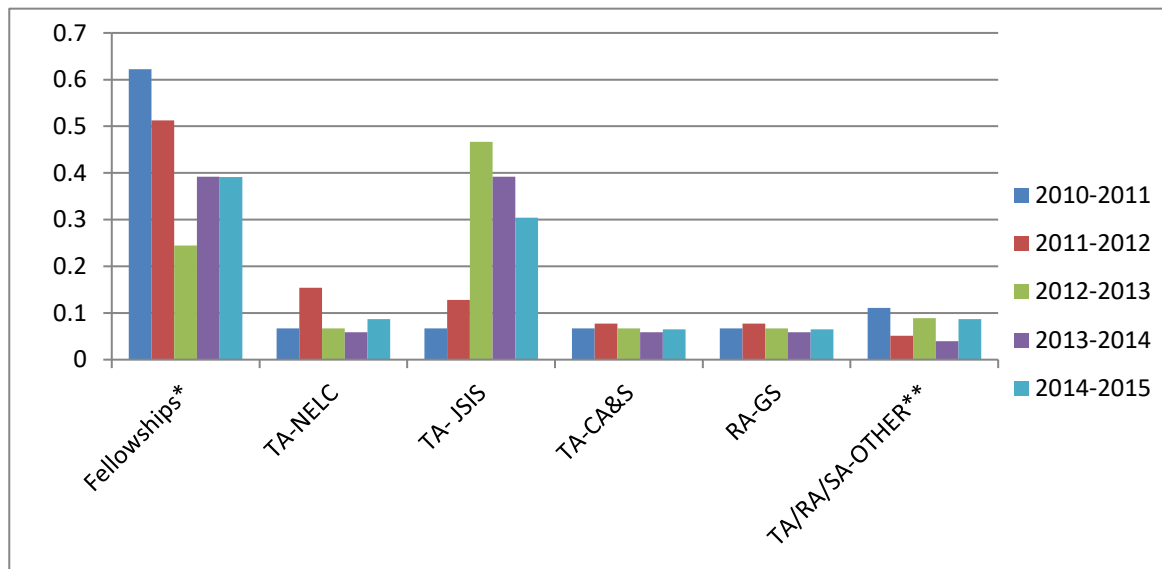
**2010-2011 TA/RA/SA-OTHER includes 3 individual quarters ?, and 2 SA in the office of merit scholarships

**2011-2012 TA/RA/SA-OTHER includes ISchool appointment

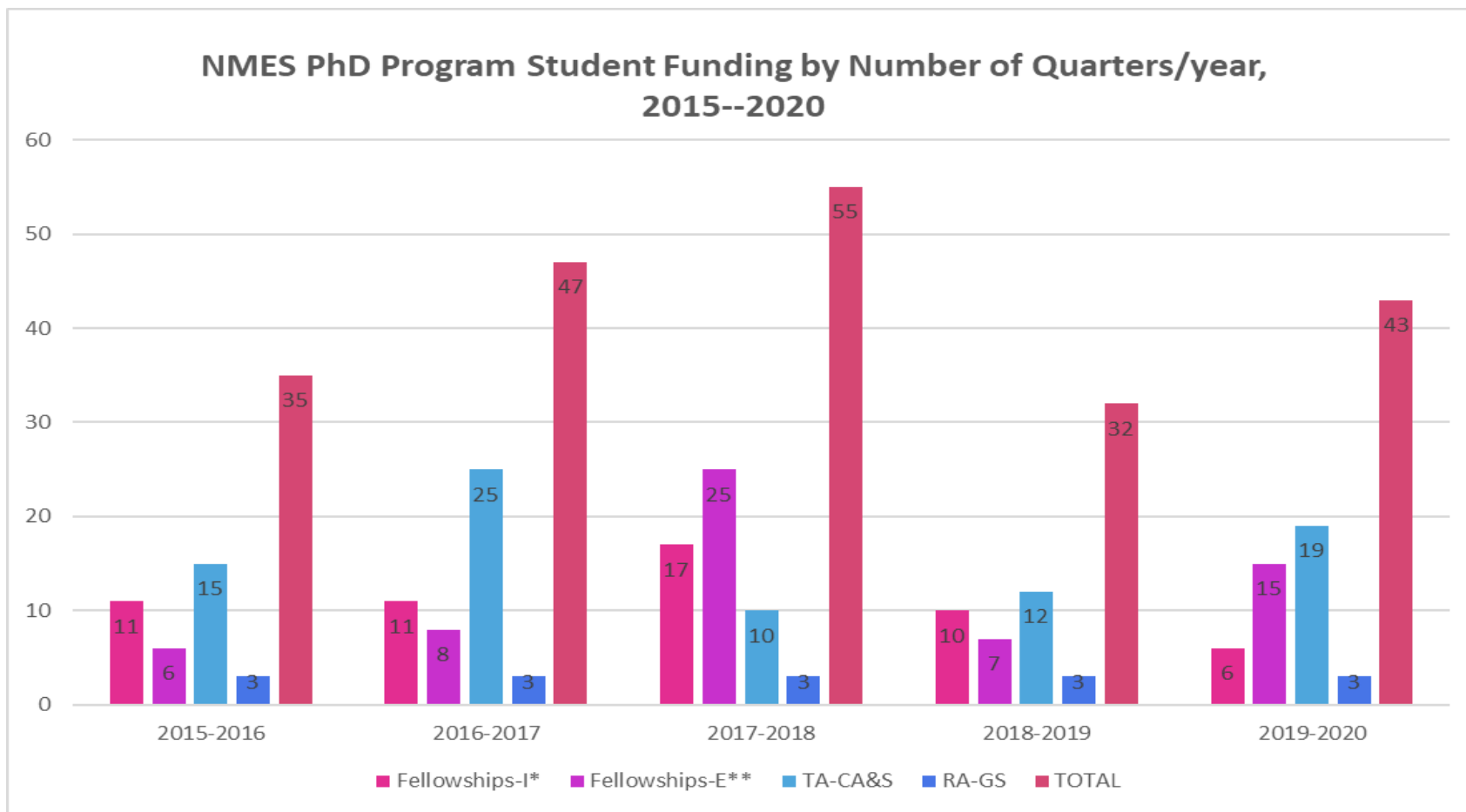
**2012-2013 TA/RA/SA-OTHER includes African studies, and UW-Tacoma

**2013-2014 TA/RA/SA-OTHER includes African Studies

**2014-2015 TA/RA/SA-OTHER includes 3 Simpson Ctr, 1 CHID



Appendix 3d: Student Funding by Source Bar Chart, 2015--2010



*Fellowships I = Internal; Fellowships E = External

2015-2016 Fellowships include Lund University Center for Middle East Studies, ARISC, FURS FLAS, Hall Ammerer

2016-2017 Fellowships include Simpson Center, FLAS, Hall Ammerer, Grad School Dissertation

2017-2018 Fellowships include CLIR Mellon, Koc University (ANAMED), FURS, ARIT, Grad School Dissertation, Ottoman Turkish Literature Fellowship, Stroum, Fritz, FLAS

2018-2019 Fellowships include SSRC Mellon, Koc University (ANAMED), Fulbright IIE, Fulbright Hays, Hall Ammerer, GOMAP, Fritz,

2019-2020 Fellowships include ACLS Mellon, USIP, Posen, Fulbright Hays, Hall Ammerer, Roshan

Appendix 4a: NMES Funding Awards Policies and Priority Categories, updated March 2018

- Student Annual Review Committee meets early Spring Quarter to make Satisfactory Progress evaluations.
- All students found to be in “Satisfactory Progress” status by Annual Review Committee are eligible to apply for and be awarded program funding.
- No student found to be in “Unsatisfactory Progress” status (i.e. Warn, Probation, or Final Probation) by Annual Review Committee may be awarded or hold NMES Program awarded funding (incl. TAsip, RAsip, or Fellowship).
- Program Award commitment letters will be sent by late spring quarter. Actual assignments may be made at later date.

Funding Priority Categories for Students in “Satisfactory Progress”

Category 1: Continuing Students with funding guarantees made in writing as part of recruitment package.

Category 2: Continuing Students in the first 9 quarters of PhD program making strong progress to candidacy or doing early post-candidacy research in residence at UW.

Category 3: Continuing Students post-field work/ research to fund the first 3 quarters back in residency at UW writing dissertation.

Category 4: Continuing students in their final quarter/ defending quarter who have not had more than 15 quarters of UW (all sources) supported funding.

Category 5: Continuing Students outside of Cat 1-4 who have a strong reason for an extra quarter of support and a plan for completion of degree stage strongly supported by Supervisory Committee or Dissertation Reading Committee.

Category 6: Students who have received 15q or more of UW support (all sources) are eligible for funding awards if available, with priority to awards that will lead to degree completion, as evidenced by a letter submitted to the program by Dissertation Reading Committee Chair.

Appendix 4b: Travel Fund Priority Categories, updated Fall 2016**NME Student Professionalization Travel Grant**

The Interdisciplinary PhD Program in Near and Middle Eastern Studies will award small grants for graduate student travel for significant professionalization opportunities. Grants will normally be in the range of \$300 for domestic travel and \$500 for international travel. Grants will normally be awarded to students presenting a paper at a major conference, but may also be made for travel to smaller conferences that are particularly relevant to the student's research fields and/or offer significant professionalization or mentorship opportunities.

Professionalization travel grants may not be used for research purposes.

Eligibility: All continuing graduate students in good standing in the IPhDNMES program. Students may be 'on-leave' at time of application and award.

Due dates: Applications are due on Oct 5th and January 15th. [Note that that applications are accepted on either submission date for any confirmed conference travel within the AY, but total awards are limited and funds will not be reserved for the January 15th deadline if valid applications expend the funds for the AY in the October 5th due date round. PLAN AHEAD!]

Application Materials:

- Completed 1 page "NME Student Professionalization Travel Grant Application"
- Attach confirmation of paper acceptance, or (if not giving a paper) a link to the conference program or webpage and a statement of how your attendance will contribute significantly to your professionalization.

Priority for Awards

- Highest priority for awards will go to those actively submitting job/post-doc applications who need to attend conferences to present their work.
- Priority for awards will be for PhD candidates who have completed all of their program requirements except the dissertation (ABD), and who are currently writing their dissertation.
- Subject to availability of funds, awards may be made to graduate students who have not yet passed their general exams, but who demonstrate an urgent professional need to attend a conference before attaining ABD status. [NB: only one such award may be given before ABD status is attained].
- Students may submit one application per due date. Students may hold two grants for travel to different conferences in a single AY, but within the priority categories listed above, further priority will be given to those who have not had a grant within the AY of application.

Appendix 5: TA Award Letter to NMES from CA&S, 4/21/2015

From: Judith A. Howard <jhoward@uw.edu>

Sent: Tuesday, April 21, 2015 6:54 PM

To: Joel S. Migdal <migdal@uw.edu>; Jean P. Rogers <jeanp@uw.edu>

Cc: Robert C. Stacey <bstacey@uw.edu>; Michael C. Shapiro <hindimcs@uw.edu>; Resat Kasaba <kasaba@uw.edu>

Subject: RE: NMES

Dear Joel, Jean, and Resat: Bob and Mike and I have had several extended discussions about the NMES student support. We value the program highly and want to do what we can to help provide funding for the students. After studying the data that you kindly provided, Jean, we would like to let you all know that A&S will be pleased to provide an additional 15 quarters of TA support for the next five years, 2015-16 through 2019-2020.

We feel it is important to allocate these quarters directly to NMES, to be distributed by the NMES Director. We do ask, and trust you will agree with this, that the allocation of quarters be conducted in such a way that it strengthens relationships of NMES with the relevant departments.

In evaluating the data, it seems that three students is the ideal goal for each new class, given that on average two students complete their degrees each year. At present, the program has a cohort of 18 students. We think that it would be good to reduce this number somewhat to 15 students. This goal assumes, of course, timely progress toward degree completion.

We hope this commitment will provide some relief both to you and to the fine NMES graduate students.

Judy

Judith A. Howard
Divisional Dean of Social Sciences
College of Arts & Sciences
Box 353765
University of Washington
Seattle WA 98195-3765

Ph: 206-543-2245

Fax: 206-543-5462



Appendix 6: Principles for Allocation of NMES TAs Across Departments (CA&S)

Summary of Principles for NMES Director's Allocation of NMES TAs Across Departments:

1. Partner with departments for sustainability, predictability, and flexibility and to strengthen the undergrad teaching mission priorities of the department
2. Enhance course offerings in NMES Studies and Islamic Studies/ Muslim Societies Studies at UW at the undergrad level
3. TAs should be assigned primarily to courses taught by NMES Program faculty as experts most likely to achieve above goals and to enhance their departments' sense that their work for the Interdisciplinary Program enhances their value to the department
4. TAs should lead to enhanced placement and achievement of NMES grads in external grants competitions and in post-degree placements.
5. To the extent possible, the impact of these principles should be measurable and reportable

Details and Examples:

- Partner with departments for sustainability, predictability, and flexibility and to strengthen the undergrad teaching mission priorities of the department
 - Identify courses which can be grown (enrollments) or enhanced (pedagogically) over the years with NMES TA commitments (60% of TA quarters for 2018-2020).
 - Example 1: HISTAFM 163- Increase enrollment from 75 to 100 while maintaining a writing component with 2 committed NMES TAs
 - Example 2: NEAR E 101- Increase seats available from 100 to 200 with 1 committed NMES TA
 - Example 3: HISTAM 121- Increase seats available from 50 to 75 and introduce a writing assignment with 1 committed NMES TA
 - Example 4: RELIG 201- Increase seats from 60-100 with 1 committed NMES TA
 - Example 4: PolSci 432- Increase 30 seats for PolSci 432 with JSIS 406 (40 seats) with 1 committed NMES TA
 - Maintain flexibility to allow departments to move TAs as needed with enrollment needs, appropriateness of TAs to assign, and to allow advanced students to teach a course needed by departments within their areas of expertise (currently 40% of TA quarters)
- Enhance course offerings in NME Studies and Islamic Studies/ Muslim Societies Studies at UW at the undergrad level

- Assign TAship for incorporating ME/ Islam/Muslim Societies components into existing courses
 - Example: ANTH 228 (W2018) & RELIG 361 (F2019)
- Assign TAships for increasing seats in existing courses
 - Examples: NEAR E 101 (W2018) & NEAR E 229 (F2017, 2018, 2019) & RELIG 201 (W2019, W2020) & PolSci 432 (S2019, W2020)
- Offer occasional courses taught by advanced PhD candidates as per needs of a department
 - Examples: C Lit 323 (Sp2017) & HISTCMP 290 (Sp2017) & ANTH 228 (S2020)
- TAships assigned primarily to courses taught by NMES Program faculty as experts most likely to achieve above goals and to enhance their departments' sense their work for the Interdisciplinary Program enhances their value to the department
- TAships should lead to enhanced placement and achievement of NMES grads in external grants competitions and in post-degree placements.
 - Examples: ABD candidates who taught C Lit 323 (Sp2017) & HISTCMP 290 (Sp2017) have both successfully been placed in tenure track or prestigious multi-year post-docs. Both reported to the program that the teaching experience was recognized in their interview process.
- To the extent possible, the impact of these principles should be measurable and sustainable
 - NMES will attempt to measure and document these outcomes by
 - Tracking enrollment and pedagogical impacts, as reported by faculty and the departmental academic services on an annual basis
 - Requesting letters from Department Academic Services and/or Chairs evaluating the impact of NMES fellowships on the undergrad teaching mission of the department
 - Reporting the success of program grads in placements, external and internal competitive awards, and completion of program exams

Appendix 7: Diversity Statement, The Graduate School, UW

The Graduate School of the University of Washington provides generative leadership in promoting the excellence of graduate and professional education through advancing diversity and inclusion reflective of a pluralistic society and global community. We acknowledge and support our collective responsibility with faculty, staff, students and administrators across the Bothell, Tacoma and Seattle campuses to engage in transformative efforts at individual and institutional levels that address barriers of exclusion such as racism, heterosexism, ableism, discrimination and unexamined privilege. We commit to partner with the University and broader community to be boundless in advancing a culture of welcome, reflection, dialogue, and equity in our meetings, classrooms, workspaces, labs as well as our research, scholarship mentorship and recruitment efforts. Through robust and effective engagement of differences of ideas, history, gender, sexual orientation, ability, religion, gender identification, national origin, race and ethnicity, the Graduate School serves as a catalyst to foster affirming and empowering learning experiences that equip students, staff and faculty to live and promote equity and justice as we build a vibrant and inclusive community of excellence. (<http://grad.uw.edu/equity-inclusion-and-diversity/statement/>)

Graduate Admissions Trends

Switch to Table



Select Quarter

Fall

Select Unit

Campus
Seattle Campus

College
All

Department
Near and Middle Eastern Studies

Major
All

Restrict Cohort

Degree Pursued
All

Race/Ethnicity
All

Age Bracket
All

Previous Institution
All

Citizenship Country
All

Permanent State
All

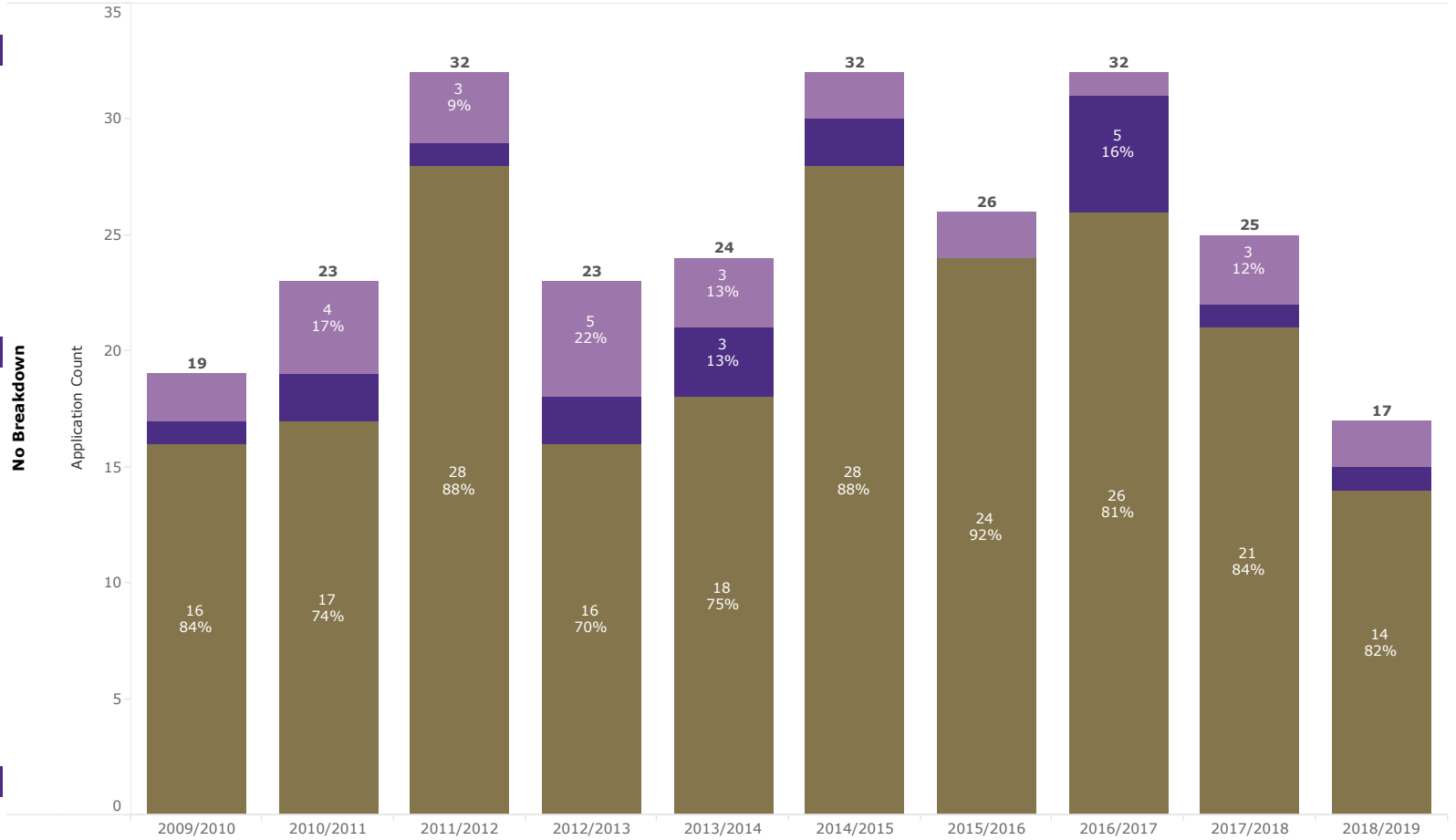
Select Breakdown

No Breakdown

■ Applications Denied

■ Application Offers Declined

■ Application Offers Accepted and Applicants Enrolled



Appendix 9a: Details of Student Professional Placements within 5 years of Degree Conferral (January 2008- August 2019)

Permanent Positions in Academic Institutions (Tenure Track or Lecture)

Oscar Aguirre Mandujano (Ph.D. 2018)

Assistant Professor of History, University of Pennsylvania (start 8/2018)

Zeynep Seviner (Ph.D. 2015),

Assistant Professor, Department of Turkish Literature, Bilkent University (start 8/2015)

Sevim Kebeli (Ph.D. 2015)

Lecturer, Turkish Literature, Ankara Sosyal Bilimler Universitesi (started 2015)

Evrin Gormus (Ph.D. 2014)

Postdoctoral Research Fellowship from the Scientific and Technological Research Council of Turkey (10/2014—4/2016)

TUBITAK Repatriation Post-Doctoral Fellowship at Istanbul Bilgi University and visiting post-doctoral fellow at the German Institute of Global and Area Studies (summer 2016)

Assistant Professor, Department of Political Science & International Relations, MEF University in Istanbul (Start 4/2018).

Joakim Parslow (Ph.D. 2014)

Assistant Professor, Department of Culture Studies and Oriental Languages, Middle East Studies, University of Oslo (Date started 9/2015)

Associate Professor, Middle East Studies, University of Oslo (current position)

Kristian Petersen (Ph.D. 2012),

Lecturer and Visiting Assistant Professor, Gustavus Adolphus College in Minnesota, (2011—2014)

Assistant Professor, University of Nebraska, Omaha (2014-2018)

Assistant Professor, Philosophy & Religious Studies, Old Dominion University, Norfolk, VA (2018—present)

Murat Inan (Ph.D. 2012),

Postdoctoral Fellowships, one at Oxford University and the other at the Friedrich Schlegel Graduate School of Literary Studies, Freie Universitat Berlin (1/2012—7/2013)

Postdoctoral Fellowship, Ahmanson-Getty Post-Doctoral fellow at the UCLA Center for 17th and 18th Century Studies

Assistant Professor, Ottoman & Turkish Studies, Ankara Sosyal Bilimler Universitesi (2014-2018)

Prof. Dr. Member Ankara Social Sciences University, Faculty of Social Sciences and Humanities (2018—present)

Karam Dana (Ph.D. 2009)

Postdoctoral Fellow, Center for Middle Eastern Studies, Islam in the West Program, Harvard University (2009-2010)

Appendix 9a: Details of Student Professional Placements within 5 years of Degree Conferral (January 2008- August 2019)

Visiting Professor, Department of History & the Fletcher School of Law and Diplomacy, Tufts University (2010-2011)
Fellow, Committee on Social Studies, Harvard University (2011-2012)
Research Fellow, Dubai Initiative, Belfer Center for Science and International Affairs, Harvard Kennedy School of Government, 2010-2012)
Assistant Professor, School of Interdiscip. Arts & Sciences, UW, Bothell (2012—2018)
Associate Professor, School of Interdiscip. Arts & Sciences, UW, Bothell (2018—present)

Senem Aslan (Ph.D. 2008),

Assistant Professor, Bates College (2008--?)

Associate Professor & Chair, Politics, Bates College (Current 2019)

Didem Havlioglu (Ph.D. 2008)

Postdoctoral Fellowship, Middle East Center, Harvard University (2008-2009)

Assistant Professor, Department of Languages and Literature, and the Middle East Center, University of Utah;

Assistant Professor, Department of Turkish Language and Literature, Istanbul Sehir University (2009—2010),

Lecturing Fellow of Asian and Middle Eastern Studies, Duke University, (?—present)

Permanent Positions in Applied Research, Academic Administration, Governmental Agency, & Other Professional Appointments

Esra Bakkalbasioglu (Ph.D. 2019)

UX Research Associate at Microsoft for “Ground-Truth Real-World, Ethic, and Society” Project (start on contract 3/2019, made permanent 8/2019)

K. Mehmet Kentel (Ph.D. 2018)

Research Projects Manager, Istanbul Research Institute (start Jan 2019)

Jeanene Mitchell (Ph.D. 2018)

Transboundary Stakeholder Engagement Expert for the UNDP-Global Environment Facility Kura II Project: Advancing Integrated Water Resources Management across the Kura River Basin (start 7/2018)

Albana Dwonch (Ph.D. 2017)

International Consultant and Researcher for Mercy Corps, Jerusalem (starting 2017)

Jipar Duishembieva (Ph.D. 2015),

Visiting Faculty in Russian History, Russian Studies Program, Evergreen State College, Olympia, WA (1/2017)

Research Collaborator, University of Central Asia, Kyrgyzstan (9/2017-8/2018)

Contract Language Specialist, for a US Government Agency (2016-2019)

Appendix 9a: Details of Student Professional Placements within 5 years of Degree Conferral (January 2008- August 2019)

Language Specialist, for a US Government Agency (2019-present)

Russell Powell (J.D. University of Virginia, 1996; Ph.D. 2014)

returned to position of Associate Professor of Law, Seattle University (2008—2014)

Professor of Law, Seattle University (2014—present)

Associate Provost for Global Engagement & Professor of Law (2014-2018)

Mamoun Sakkal (Ph.D. 2010)

Architect/Designer, Sakkal Design (1997—present)

Maha El-Taji (Ph.D. 2008)

Postdoctoral Fellowship, Hebrew University (2009-2010)

Resident Director, Council on International Educational Exchange & University of Haifa

International School (2010—present)

Post-Doctoral Fellowships

Zeynep Kasli (Ph.D. 2017)

Postdoctoral Fellowship *Cities of Migration Project*, Program in Migration and Diversity, Erasmus University, The Netherlands (2 years, starting 1/ 2018);

Lecturer, Van Vollenhoven Institute for Law, Government and Society, School of Law, Leiden University, The Netherlands (1 year, part time starting 1/2018--present);

Elizabeth Nolte (Ph.D. 2017)

University of Warwick WIRL-COFUND Postdoctoral Fellowship (2 year, August 2017- - July 2019)

Temporary/ Contingent Positions in Academic Institutions

Marwa Maziad (Ph.D. 2019)

Visiting Assistant Professor of political communication and public speaking, Department of Communication, Seattle University (started 9/2019);

Visiting Scholar, JSIS, University of Washington (2019-2020)

Michael Desgerald (Ph.D. 2018)

Visiting Researcher, Center for Middle Eastern Studies, Lund University, Sweden (started 3/2019)

Founder & Director, history_x_isis

Anat Goldman (ABD, left program w/out degree in 6/2018,

(*not counted in placement statistics*)

Teaching Fellowship at Open University of Israel (start 1/2018)

Appendix 9a: Details of Student Professional Placements within 5 years of Degree Conferral (January 2008- August 2019)

Matthew Goldman (Ph.D. 2015)

Adjunct Instructor, Bogazici University (2015-2017)

Development and Outreach Coordinator, American Friends of Combatants for Peace (12/2017-8/2018)

Adjunct Instructor, Department of Anthropology (2018)

Lecturer, Middle East Politics, NYU in Washington DC (1/2019-5/2019)

Zeynep Akbulut Kuru (Ph.D. 2011),

Lecturer, Theology and Religious Studies, University of San Diego (2011-?)

Denis Basic (Ph.D. 2011),

Adjunct Faculty & Extension Lecturer, University of Washington (2011-present)

Jennifer Petzen (Ph.D. 2008),

Instructor, Alice Salomon Hochschule, Berlin (2009-2012)

Independent Scholar (2012)

No Data Currently Available to Program

Muge Salmaner (Ph.D 2014)

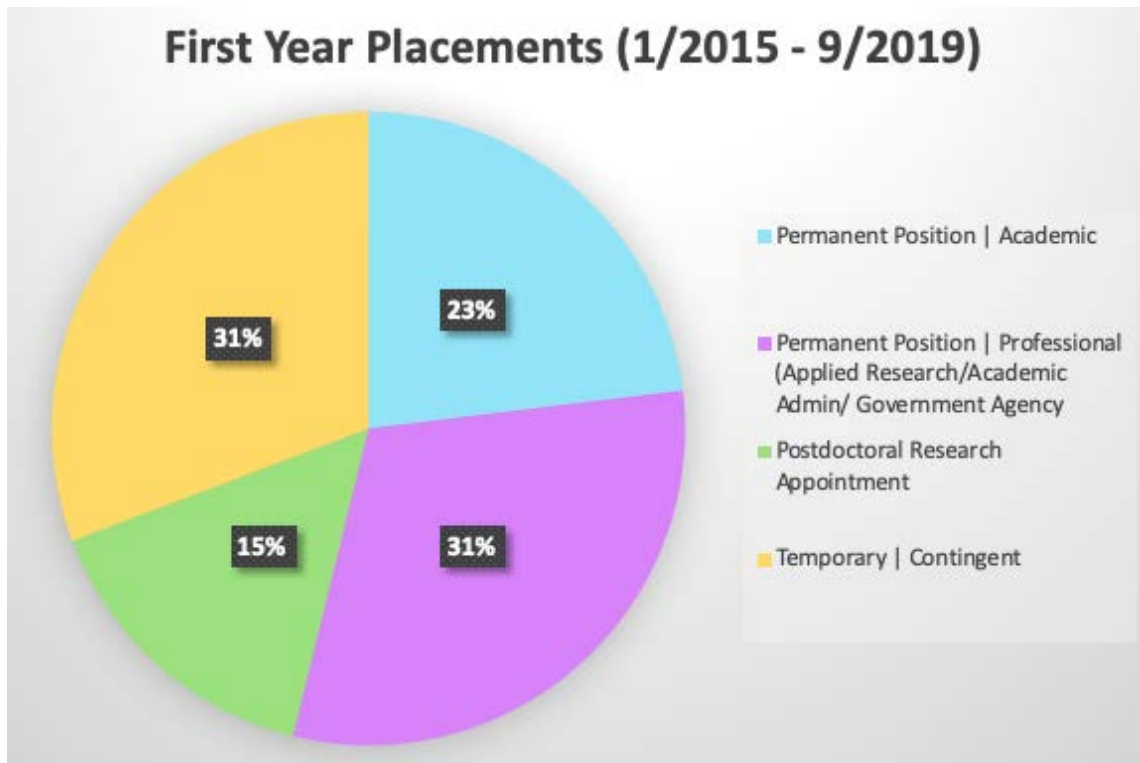
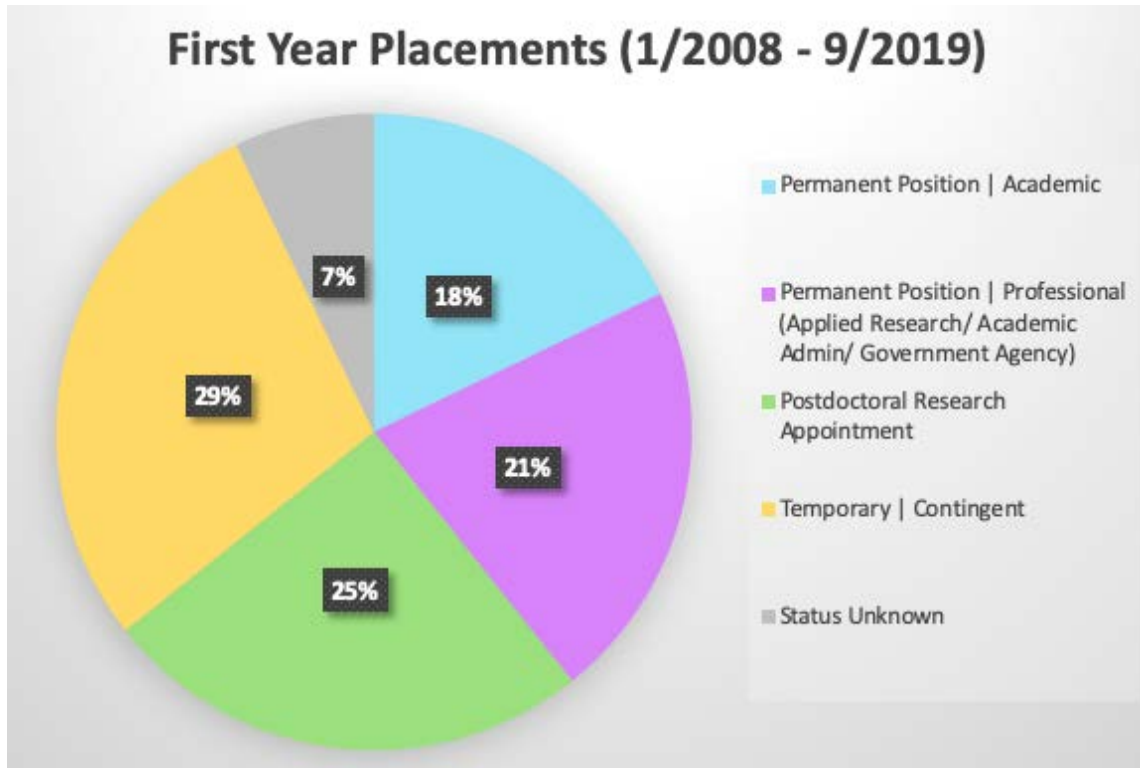
Saad Bugaighis (Ph.D. 2011)

Appendix 9b: First Year Placements (1/2008-9/2019), Tabulated

5-year grad data - Jan 2008 through Aug 2019	1 year		3 year		5 year		Totals				
	Permanent Position Academic	5	17.9%	4	32.1%	1	35.7%	10	35.7%	18	64.3%
Permanent Position Professional (Applied Research/ Academic Admin/ Government Agency)	6	21.4%	1	25.0%	1	28.6%	8	28.6%			
Postdoctoral Research Appointment	7	25.0%									
Temporary Contingent	8	28.6%									
Status Unknown	2	7.1%									
Total Students Tracked	28										

1-year grad data - Jan 2015 through Summer 2019	1 year		53.8%
Permanent Position Academic	3	23.1%	
Permanent Position Professional (Applied Research/Academic Admin/ Government Agency)	4	30.8%	
Postdoctoral Research Appointment	2	15.4%	
Temporary Contingent	4	30.8%	
Total Students Tracked		13	

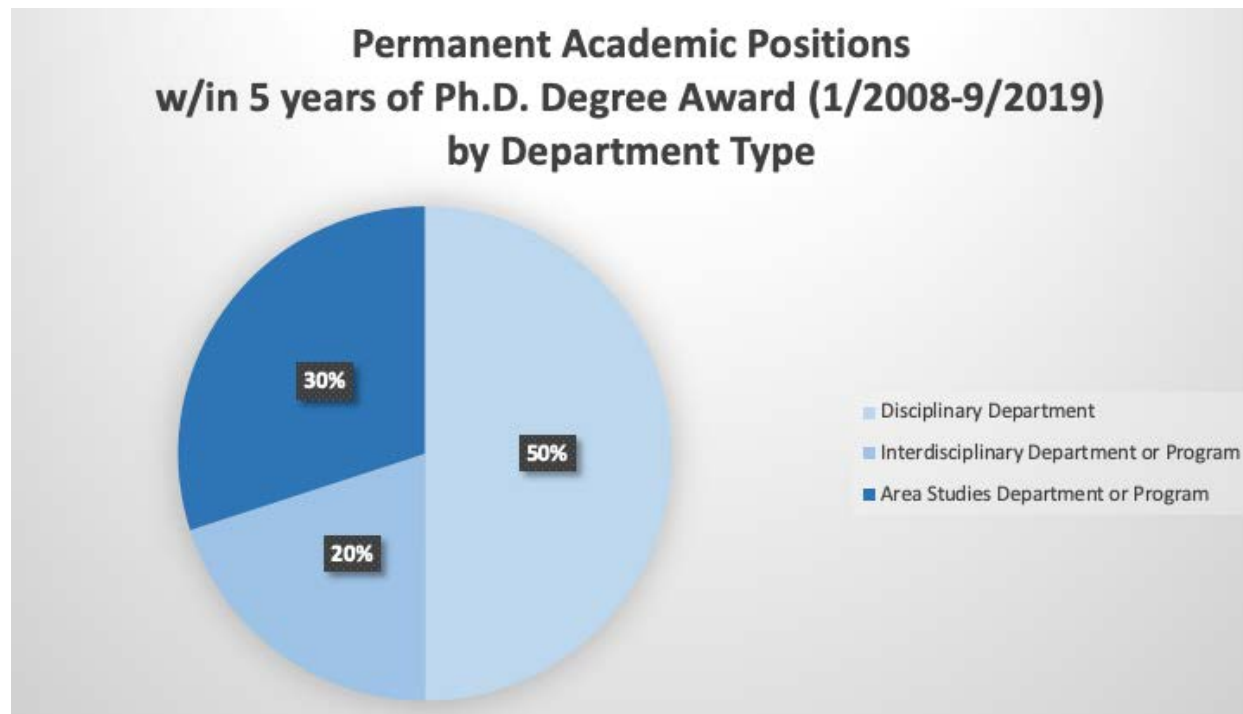
Appendix 9c: First Year Placements (1/2008-9/2019), Pie Charts



Appendix 9d: First Year Placements (1/2008-9/2019), Tabulated & as Pie Charts

5-year data for Academic placements

Disciplinary Department	5	50.0%
Interdisciplinary Department or Program	2	20.0%
Area Studies Department or Program	3	30.0%
Total	10	



Appendix 10a: **Guidelines for PhD Committees and Examinations, updated Autumn 2005**

UNIVERSITY OF WASHINGTON
SEATTLE, WASHINGTON 98195



*Interdisciplinary Ph.D. Program in
Near and Middle Eastern Studies
The Graduate School/Box 352192
311 Loew Hall
Telephone: (206)543-6398
FAX: (206)543-8798*

**GUIDELINES FOR PH.D. COMMITTEES AND EXAMINATIONS
(Revised Autumn 2005)**

LANGUAGE EXAMS:

The minimum language requirement for the doctoral program is three languages other than English. The student's Supervisory Committee decides whether the required languages consist of two regional languages and one Western European, or vice versa. This same committee decides whether a fourth language will be required (and is encouraged to do so for students pursuing language related researches), and whether that language will be regional or Western European. If four languages are required, no more than two would be Western European. One regional language should consist of a Middle Eastern language at an advanced level, while one European language should be at a minimum reading level competence. The Supervisory Committee selects the third language. The language requirements may be met by one of the following:

- Two years of course work at the university level except for Arabic and Chinese for which three years are required.
- Passing the proficiency exam administered by either the Educational Assessment Center, U.W., or by an appropriate language and literature department following their procedures. A copy of the exam is to be filed with the student's record.
- The language requirements must be met before the General Exam, and students are encouraged to meet it before taking the Preliminary Exams

SUPERVISORY COMMITTEE:

A student's Ph.D. supervisory committee shall consist of no less than three members of the University of Washington's Graduate School faculty as well as a representative of the Graduate School (GSR). The chair of the committee must be an active member of the Graduate Faculty. At least two members of the committee must be members of the Near and Middle Eastern Studies faculty group. Additional members may be asked to join the committee. The Supervisory Committee must be established at least one month before the Preliminary Exams are taken and at least four months before the general exam warrant is submitted to the Dean of the Graduate School.

The above deadline for establishing a supervisory committee is a formal program requirement. However, students are urged to identify a committee chairperson within the first two quarters of doctoral work. Moreover, by the end of the first year the student should have informally selected the majority of his/her supervisory committee members. One of the supervisory committee's primary responsibilities consists of making sure that the student moves through the program in a satisfactory and timely fashion.

The Graduate Coordinator will provide the student at his/her request with the program form for establishing the supervisory committee. The form must be signed by each committee member signifying a commitment to participate. Or this can be done via email, with confirmation from each committee member indicating his/her willingness to serve and in what role.

EXAMS:

The student will be expected to take the following exams (questions to be set by members of the student's supervisory committee):

- A. Preliminary exams. This consists of three written exams and an oral exam. The three written exams include: an **area of specialization** exam, a **theory and discipline** exam, and a **self-designated field** exam, revolving around the student's interest (e.g., political economy, literary theory, or state-society relations). The **oral exam** following the written exams will be 2 hours in length and will address all these areas.
- B. General exam/Proposal Defense. The student will submit the written dissertation proposal, followed by an oral exam, 2 hours in length.
- C. Final exam. This is the Ph.D. dissertation defense. It consists of a public presentation of the main findings in the dissertation with questions from the audience, followed by a conversation exclusively with the Supervisory Committee.

Scheduling of Exams*: The Program suggests beginning the Preliminary exams after the second year of doctoral work. They must be taken no later than during the third quarter of the third year. The student must complete the three written portions of the preliminary exams within one month of each other. The oral portion of the exams must immediately follow these. Within two quarters following the Preliminary Exam, the student must take the General Exam. The Final Exam is scheduled at the discretion of the student, in consultation with his/her Supervisory Committee.

ACTION: Within one month of the completion of each exam, the supervisory committee shall recommend that the student (a) proceed with his/her work toward the next exam or candidacy, (b) retake the preceding exam at an agreed upon date (set by the supervisory committee and the student), or (c) withdraw from the program on the grounds that the student will not be able to make satisfactory progress toward the degree.

* Please note: It is possible for the student to petition to have any of the deadlines mentioned in these guidelines extended, but such petitions are not automatically approved. They must be approved by both the Program Director and the Chair of the Supervisory Committee.

PRELIMINARY EXAM:

AREA OF SPECIALIZATION, THEORY AND DISCIPLINE, AND SELF-DESIGNATED FIELD EXAMS: These exams will take place over 3 days, with the student being allowed 8 hours per exam. The exam questions shall be made available to the student by 8:30 AM and are to be turned in by 4:30 PM of the same day. The supervisory committee will set the dates, place, and conditions including rules on the use of computers, dictionaries, library resources, etc., for each exam a month before the exam and shall include a copy of these guidelines/rules in the student's file. After the exam, a copy of the answered exam questions shall be placed in the student's file.

ORAL EXAM: The oral exam is two hours in length with the participation of the Supervisory Committee. It should take place in the same quarter as the written portions of the exam. It does not need to be scheduled through the Graduate School.

GENERAL EXAM:

PH.D. PROPOSAL DEFENSE: The graduate student shall submit to the supervisory committee no later than the end of the second quarter following the preliminary exam and at least a month before the scheduled oral exam a dissertation proposal.

ORAL EXAM: This oral exam shall follow the Graduate School guidelines and regulations and must be formally scheduled through the Graduate School via the following link: <http://grad.uw.edu/for-students-and-post-docs/mygrad-program/>. The oral exam shall not take place later than two weeks after the submission of the proposal to the Supervisory Committee. The oral exam shall consist of the presentation of the proposal followed by questions and a conversation about it.

The supervisory committee's recommendations after the oral exam shall follow the standard guidelines with the options of recommending the candidate become a Ph.D. candidate, retake the written and/or oral exam, or fail.

Final Exam:

Time Limits for Completion of the Dissertation:

The Graduate School requires that students complete all work for the Ph.D. within a period of ten years. It is possible for the Program to petition to have this limit extended, but such petitions are not automatically granted.

The Reading Committee:

Following the General Examination and prior to the Final Examination, a Dissertation Reading Committee must be established. The Reading Committee consists of three faculty members drawn from the student's Supervisory Committee with the student's primary faculty adviser serving as Chair of both committees. Once the student and the Committee have agreed upon the make-up of the Reading Committee, the student should ask the Graduate Coordinator to inform the Dean of the Graduate School and ask that the Reading Committee be formally established.

The Reading Committee must read and approve a draft of the dissertation before the Final Examination is scheduled.

The Final Examination: Scheduling

When a complete, although not necessarily a final, draft of the dissertation has been judged substantially acceptable to the Reading Committee, the Candidate can schedule the defense/Final Exam. After all Supervisory Committee members agree on the date and time, the Candidate schedules it at: <http://grad.uw.edu/for-students-and-post-docs/mygrad-program/>. This should be done a minimum of three weeks prior to the date of the Final Examination. If the Candidate has met all Graduate School requirements for the degree, a warrant authorizing the Final Examination is issued by the Graduate School.

The Final Examination: Format

The Final Examination normally takes approximately two hours and consists of the student's defense of his/her doctoral dissertation. The Candidate is usually asked to give a 20-30 minute presentation on the subject of the dissertation and then the members of the Committee are given the opportunity to ask any questions that they might have about the argument(s) and/or evidence presented in the dissertation.

Submission of the Dissertation

After the Final Examination has been completed, the Candidate must (1) return the warrant to the NME Ph.D. program office, signed by those members of the Supervisory Committee who attended the Final Examination; (2) submit the dissertation electronically, following the directions at: <http://grad.uw.edu/for-students-and-post-docs/thesisdissertation/>. Note: the student must be registered in the quarter in which the defense takes place, as well as the quarter in which the dissertation is submitted.

Appendix 10b: Program Requirement Checklist, updated Autumn 2017

**Interdisciplinary Ph.D. Program in Near & Middle Eastern Studies
Requirements Checklist**

Beginning the Program

- Establish your UW NetID & set up your UW email account
- Get a Husky Card (at ByGeorge)
- Meet with the Graduate Program Coordinator (Prof. Cabeiri Robinson)
- Contact the Program Office, Loew 311, to fill out payroll paperwork
- Take language competency exams.
- Establish context with anticipated faculty mentor(s) & meet with them.

Coursework Requirements

- Advanced Humanities course _____
- Advanced Humanities in NELC _____
- Advanced Social Science _____
- Advanced Social Science in History _____
- Graduate Seminar (if none done at masters level, then two) _____
- Methods & Theory Requirements (2 courses): _____

- Disciplinary core courses (2 courses): _____

- Languages: Regional 1) _____
2) _____
Western European _____

At least one regional language must be at an advanced level, while the European language can be at minimum reading level competence. To satisfy these, 2 years of course work at the university level will suffice, except for Arabic and Chinese, for which 3 years are required. *Committees may set additional requirements. *Waiver requests are considered only when recommended by the committee at least 1 full quarter before any exam.

Appendix 10b: Program Requirement Checklist, updated Autumn 2017**Annual Requirements**

- Submit an Annual Progress Report (end Winter quarter)
- Report funding to the IPhD Program's Coordinator (*anytime a change of funding occurs*)

Timeline requirements and expectations

- During your first 3 quarters, you should be meeting with faculty and selecting courses with the intention of identifying faculty members will serve on your Advisory and Supervisory Committee. Ideally, formally establish your Advisory Committee by the end of your 3rd quarter.
- By the 5th week of your 5th quarter, at the latest, formally establish your Advisory Committee (meets all other requirements, but does not include a GSR)
- By the end of your 7th quarter, formally establish your Supervisory Committee (including the GSR)
- During your 7th and 8th quarter, submit your dissertation proposal to external funders for Dissertation Funding
- Expect to take your Prelim Exams and Oral defense in your 8th quarter and your General Exam in your 9th quarter.

Preliminary Exams

- Complete the Preliminary Exam Form and set the dates for the three written exams and the preliminary exam oral immediately following the written exams

General Exam/Prospectus Defense

- Determine the date/time of the oral exam with all committee members and formally schedule it through [MyGrad Program](#) (inform the Program Coordinator to schedule a room)
- Submit your dissertation prospectus to all committee members at least a month before the designated date. No General Exam will be scheduled until the prospectus is submitted.
- On the day of the exam, take the warrant (sent to you by the Program Coordinator) to the exam, and after the exam return the signed warrant to the Program Coordinator.

Appendix 10b: Program Requirement Checklist, updated Autumn 2017

**Interdisciplinary Ph.D. Program in Near & Middle Eastern Studies
Requirements Checklist**

Beginning the Program

- Establish your UW NetID & set up your UW email account
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- Establish context with anticipated faculty mentor(s) & meet with them.

Coursework Requirements

- Advanced Humanities course _____
- Advanced Humanities in NELC _____
- Advanced Social Science _____
- Advanced Social Science in History _____
- Graduate Seminar (if none done at masters level, then two) _____
- Methods & Theory Requirements (2 courses): _____

- Disciplinary core courses (2 courses): _____

- Languages: Regional 1) _____
2) _____
Western European _____

At least one regional language must be at an advanced level, while the European language can be at minimum reading level competence. To satisfy these, 2 years of course work at the university level will suffice, except for Arabic and Chinese, for which 3 years are required. *Committees may set additional requirements. *Waiver requests are considered only when recommended by the committee at least 1 full quarter before any exam.

Appendix 10b: Program Requirement Checklist, updated Autumn 2017**Annual Requirements**

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- Report funding to the IPhD Program's Coordinator (*anytime a change of funding occurs*)

Timeline requirements and expectations

- During your first 3 quarters, you should be meeting with faculty and selecting courses with the intention of identifying faculty members will serve on your Advisory and Supervisory Committee. Ideally, formally establish your Advisory Committee by the end of your 3rd quarter.
- By the 5th week of your 5th quarter, **at the latest**, formally establish your Advisory Committee (meets all other requirements, but does not include a GSR)
- By the end of your 7th quarter, formally establish your Supervisory Committee (including the GSR)
- During your 7th and 8th quarter, submit your dissertation proposal to external funders for Dissertation Funding
- Expect to take your Prelim Exams and Oral defense in your 8th quarter and your General Exam in your 9th quarter.

Preliminary Exams

- Complete the Preliminary Exam Form and set the dates for the three written exams and the preliminary exam oral immediately following the written exams

General Exam/Prospectus Defense

- Determine the date/time of the oral exam with all committee members and formally schedule it through [MyGrad Program](#) (inform the Program Coordinator to schedule a room)
- Submit your dissertation prospectus to all committee members at least a month before the designated date. No General Exam will be scheduled until the prospectus is submitted.
- On the day of the exam, take the warrant (sent to you by the Program Coordinator) to the exam, and after the exam return the signed warrant to the Program Coordinator.

Appendix 10b: Program Requirement Checklist, updated Autumn 2017

Preparing for the Final Defense and Doctorate

- Officially establish Reading Committee with the Graduate School
- Once you have agreed on a date/time with your committee, schedule the Final Exam through [MyGrad Program](#) (inform the Program Coordinator to schedule a room)
- On the day of the exam, take the warrant (sent to you by the Program Coordinator) to the exam, and after the exam return the signed warrant to the Program Coordinator.
- Once the dissertation is complete and approved by the Reading Committee, have your Reading Committee sign the [Doctoral Dissertation Reading Committee Approval Form](#) and submit it through the electronic submission [portal](#). Instructions are [here](#).

Appendix 10c: Exam Field Scheduling Form, updated Autumn 2017

**Interdisciplinary Ph.D. Program in Near & Middle Eastern Studies
Preliminary Exam Form**

Proposed Fields

Students are responsible for preparing a draft of the field titles and description sections of this form for the approval of the faculty member administering each exam. Each exam is 8 hours in length to take place over one day, 8:30 AM—4:30 PM. The student sets the dates with each faculty member. The faculty member determines the conditions of the exam, including rules on the use of computers, dictionaries, library resources, etc. Once the dates are set, the student informs the Program Coordinator, and the Program Coordinator emails the student the exam questions on the designated date at 8:30 AM (cc-ing the faculty member). After confirming receipt of the exam the student emails back the answers to both the Program Coordinator and the faculty member before 4:30 PM on the same day. Please see: Exam [Exam Guidelines](#) for complete procedures.

Area/ Region of Specialization _____

Faculty Examiner _____

Date _____

Description of the Field: Be specific in terms of geographical, chronological, and other limits of the field.

Theory and Discipline _____

Faculty Examiner _____

Date _____

Description of the Field: This should index recognizable subfields to disciplinary communities.

Self-designated Field _____

Faculty Examiner _____

Date _____

Description of the Field:

Preliminary Exam Oral Date: _____

Committee Chair Signature: _____ Date: _____

Student Signature: _____ Date: _____

Appendix 11a: Course Syllabus for JSIS A 544 (Fall 2017)

JSIS A 544 Reading Seminar on Middle East Studies (Fall 2017)

Tues 12:30-1:20, MEB 250

Instructor: Cabeiri Robinson

Office: Thomson 429

Office hours: T or W 10-12 (appointment reservations sheet on office door)

Email: cdr33@uw.edu

All readings are available on the course website:

<https://catalyst.uw.edu/gopost/board/cdr33/43224/>

This course is primarily for Ph.D. and M.A. students working on topics related to Near & Middle Eastern Studies. It is a colloquium, with guest lecturers by faculty in the Interdisciplinary Ph.D. Program in Near and Middle Eastern Studies describing their research and career trajectories in Near East, Middle East, and Islamic studies. The course will thereby highlight the resources in these areas that exist at our university.

The theme of the seminar in Fall 2017 is ***Place and Theory in Near and Middle Eastern Studies***. This theme is explored by examining how, concerns, issues, or debates that emerge out of area or regional studies are in dialogue with concerns, issues, or debates that emerge out of disciplinary concerns or problems of theory in the work of our faculty guest speakers. Each week, seminar participants will read an excerpt from a faculty member's publications and the guest faculty speaker will discuss the connection between area/place concerns and theory/discipline concerns as relevant to their own research and teaching interests. Each class meeting will include time for open questions and discussion with the guest faculty speaker.

This is a CR/NC course. Grade is based on weekly participation in the discussions, 5 short response pieces (300-500 words), and a final short written essay (500-750 words) that draws on the weekly readings and discussions and on the chapters in the intro and conclusion of the course on place and theory in Near and Middle Eastern Studies. Your 5 short response pieces should focus on one of the assigned readings, and critically examine how the author contributes to area and theory/disciplinary issues in their work. Response pieces can be submitted on Weeks 2-9 in hard copy in class on the day the visiting author is speaking. No late assignments will be accepted. Your final essay is due by the last class meeting.

In addition, you must attend 4 public scholarly talks during the quarter—two related to your area/region of interest and two related to your topical/ theoretical interests. You will write a brief (1-page) critical analysis of how the speaker contributed to areas studies and disciplinary debates in their talk. You will post your summaries to the Canvas website.

Appendix 11a: Course Syllabus for JSIS A 544 (Fall 2017)

Weekly Schedule of Topics and Readings

October 3 Introduction to the JSISA 544-545-546 Series & Introduction to JSIS 544: “Place and Theory in Near and Middle Eastern Studies”

Reading:

Keddie, Nikki. 1973. “Is There a Middle East?” *International Journal of Middle East Studies* 4, 3: 255–271.

Van Schendel, Willem. 2002. “Geographies of Knowing, Geographies of Ignorance: Jumping Scale in Southeast Asia.” *Environment and Planning D: Society and Space* 20: 647–668.

October 10 Arzoo Osanloo, Law, Society, & Justice (Anthropology)

Reading:

Osanloo, Arzoo. 2016. “Women and Criminal Law in Post-Khomeini Iran.” In *Inside the Islamic Republic: Social Change in Post-Khomeini Iran*, ed. Mahmood Monshipouri, 91–112. London: Hurst Publishers.

October 17 Selim Kuru, Near Eastern Languages & Civilization

Reading:

Kuru, Selim S. 2016. “Portrait of a Shaykh as Author in Fourteenth-Century Anatolia: Gülşehri and His Falaknām.” In *Islamic Literature and Intellectual Life in Fourteenth- and Fifteenth-Century Anatolia*, eds. A.C.S. Peacock and Sara Nur Yıldız, 173–196. Würzburg: Ergon Verlag.

October 24 Joel Walker, History

Reading:

Walker, Joel. 2009. Review of *Early Christian Remains of Inner Mongolia: Discovery, Reconstruction, and Appropriation*, by Tjalling Halbertsma. *Hugoye: Journal of Syriac Studies* 12, 1 (Winter): 188–195.

Walker, Joel. 2007. “Iran and its Neighbors in Late Antiquity: The Art of the Sasanian Empire, 224-642 C.E.” *American Journal of Archaeology* 11, 4: 795–801.

Appendix 11a: Course Syllabus for JSIS A 544 (Fall 2017)

“Nestorians.” 2013. In *The Encyclopedia of Ancient History*, vol. 9, eds. Roger Bagnall et al., 4757–4760. Malden, MA: Wiley-Blackwell.

October 31 Hamza M. Zafer, Near Eastern Languages & Civilization

Reading:

Zafer, Hamza M. “The Prehistory of the Caliphate” (forthcoming)

November 7 Michael Vicente Pérez, Anthropology

Reading:

Pérez, Michael Vicente. 2018. “The Everyday as Survival Among Ex-Gaza Refugees in Jordan.” *Middle East Critique*. (forthcoming)

November 14 Samad Alavi, Near Eastern Languages & Civilization

Reading:

Alavi, Samad. 2016. Review of *Born Upon the Dark Spear: Selected Poems of Ahmad Shamlu*. *SCTIW Review*, November 29.

Alavi, Samad. 2015. “Living in Lyric: The Task of Translating a Modernist *Ghazal*.” In *Persian Language, Literature and Culture: New Leaves Fresh Looks*, ed. Kamran Talattof, 354–364. Abingdon, Oxon, and New York: Routledge.

November 21 Scott Radnitz, Jackson School of International Studies (Political Science)

Reading:

Radnitz, Scott. 2012. “Oil in the Family: Managing Presidential Succession in Azerbaijan.” *Democratization* 19, 1: 60–77.

Radnitz, Scott. 2016. “How Do Tools of Evasion Become Instruments of Exploitation?” In *Encyclopedia of Informality*.

November 28 Terri DeYoung, Near Eastern Languages & Civilization

Reading:

DeYoung, Terri. 2017. “The Disguises of the Mind: Recent Palestinian Memoirs.” *Review of Middle East Studies*, 51(1), 5-21.

Appendix 11a: Course Syllabus for JSIS A 544 (Fall 2017)

December 5 Critical Discussion: Place and Theory in Near and Middle Eastern Studies

Reading:

Mitchell, Timothy. 2004. "The Middle East in the Past and Future of Social Science." In *The Politics of Knowledge: Area Studies and the Disciplines*, ed. David Szanton, 74–118. Berkeley, Los Angeles and London: University of California Press.

Cumings, Bruce. 2002. "Boundary Displacement: The State, The Foundations, and Area Studies after the Cold War." In *Learning Places: the Afterlives of Area Studies*, eds. Masao Miyoshi and Harry Harootunian, 261–302. Durham and London: Duke University Press.

Gasper, Michael. 2012. "Conclusion: There *Is* a Middle East!" In *Is There a Middle East?: The Evolution of A Geopolitical Concept*, eds. Michael E. Bonine, Abbas Amant, and Michael Ezekiel Gasper, 231–240. Stanford: Stanford University Press.

Essay Due:

Submit a 2-3 page (500-750 words) reflective essay on the relationship between place/region/area and interdisciplinary issues of theory in Near and Middle Eastern Studies. The essay must draw on the work of at least 3 of our guest speakers and at least 2 of the framing articles in the Introduction and the Conclusion of the course. As always in scholarly work, the essay must follow standard conventions of citation—including using a scholarly citation style correctly and consistently to track the genealogy of information and ideas. This can be submitted to the course dropbox between 5 PM on November 28th and 12PM on Dec 5th.

<https://catalyst.uw.edu/collectit/dropbox/cdr33/40997>.

Appendix 11b: Course Syllabus for JSIS A 545 (Winter 2019)

JSIS A 545 Reading Seminar on Middle East Studies II (Winter 2019)

Tues 12:30-1:20, MEB 102

Instructor: Cabeiri Robinson

Office: Thomson 429

Office hours: Tuesdays 2:30-4:00 (reservations sheet on office door)

Email: cdr33@uw.edu

Course Canvas website: <https://canvas.uw.edu/courses/1128220>

Overview

This course is primarily for Ph.D. and M.A. students working on topics related to Near & Middle Eastern Studies. This quarter, the seminar will be constituted as a reading group. The readings are three newly published monographs in the field of Near and Middle Eastern Studies. To help seminar participants think about the place of these texts in the contemporary genealogy of the field, the seminar will open and conclude with readings about the development and state of area studies, particularly its relationship to (inter)disciplinary fields of inquiry.

The seminar will spend several weeks focusing on each book- building in the later weeks to a pace of reading and writing that will be expected in most graduate seminars at UW. In the first week, participants will focus on identifying and discussing the core arguments and contributions of the text as relates to disciplinary engagements and areas studies concerns. In the second week, participants will expand their understanding of the text's contributions to or interventions in current debates by examining one of the lines of argumentation in the text more closely— tracing its progression and development through the text and also reading three articles/chapters cited by the author in the text in order to understand how the author engages with authors who are interested in the same issue. The final product of these examinations will be a draft publishable book review for each book read. Seminar participants will collaborate in leading the general discussion once during the quarter; seminar participants will also individually present their expanded understanding of the arguments by presenting a brief summary of their findings from their chosen supplemental readings once during the quarter. Students will also learn how to write a publishable scholarly book review.

Requirements and Assessment Criteria

Each participant will prepare a 2-3 page book survey and a draft scholarly book review (usually 750-900 words, single spaced) for each of the 3 books we will read. You should bring texts to

Appendix 11b: Course Syllabus for JSIS A 545 (Winter 2019)

class to consult during the seminar discussion. (E-books are not permitted for this class—students must use a physical copy of the book for the first assignment for each book.)

In addition, you must attend 3 public scholarly talks during the quarter—these talks should be hosted or co-hosted by the Near and Middle East Studies Program (NMES), the Middle East Center (MES), or the Department of Near Eastern Languages & Civilization (NELC). You will write a brief (1-page) critical analysis of how the speaker addressed and contributed to areas studies and disciplinary debates in their talk. You will post your summaries to the course canvas website.

This is a CR/NC course. It is therefore an opportunity to expand your graduate reading and writing skills (and develop a first publication!) without concern about your GPA! What matters is the skills you will have acquired by the end of the course, not the bumps you may encounter along the way.

Grade of “CR” is based on:

- (1) weekly participation in seminar discussion, including leading at least one discussion session and presenting supplemental readings on one occasion;
- (2) submission of weekly book surveys, citation analysis, and draft book reviews for each of the 2 assigned books and one selected book, subject to prior approval of the instructor (These materials are all due in two forms (a) in hard copy in class and (b) posted to the on-line discussion area for each week and stage- you will be able to see your colleagues' work after you submit your own.);
- (3) and submission of 3 (1 page each) write-ups of the talks you chose to attend. Your write-ups of the talks are due on-line only, within one week of the event you are writing about; all write-ups must be submitted by 5 PM on March 5th.

The following books are required texts. They are available through on-line traders. The books may also be available as e-books through the UW Libraries:

Tarek El-Ariss (2018) *Leaks, Hacks, and Scandals: Arab Culture in the Digital Age*.
Princeton: Princeton University Press

Ilana Feldman (2018) *Life Lived in Relief: Humanitarian Predicaments and Palestinian Refugee Politics*. Berkeley: University of California Press

Recommended Reading for all PhD and MA Students who are pursuing an Area Studies degree, such as MA in MES or NELC or PhD in NMES (read over the course of the quarter, before the last class).

Appendix 11b: Course Syllabus for JSIS A 545 (Winter 2019)

Lockman, Zachary (2016) *Field Notes: The History of Middle East Studies in the United States*. Stanford, CA: Stanford University Press, 2016. (Especially chapters 1,2,4,5,7)

Weekly Schedule of Topics and Readings

January 8 Introduction

READ (IN-CLASS): Scholarly Book Surveys and Argument Analysis

January 15 Book 1, Stage 1

READ: Ilana Feldman (2018) *Life Lived in Relief: Humanitarian Predicaments and Palestinian Refugee Politics*. Berkeley: University of California Press

DUE: 3-4 page Book Survey

January 22 Book 1, Stage 2

DUE: 2-page revised Chapter Survey of 2 chapters of your selection (4 pgs total), with focus on relationship between Analysis (including methods) and the chapter Issue & Rule (submitted as one document)

January 29 Book 1, Stage 3

READ: 3 articles/chapters of your choice cited in the book which focus on a single issue/theoretical problem/ debate as engaged by the author

DUE: A written summary of your Issue citation analysis

February 5 Preparing a publishable book review & Book 1, Stage 4

READ: 3-4 book reviews from a scholarly area studies journal of your choice

DUE: A “template” for a good book review you derive from reading those 3 book reviews

February 12 No Class Meeting

DUE: By 5PM Tues Feb 12th, brief proposal to instructor on self-chosen book (monograph) for 3rd Review (by email or during office hours visit to discuss). By 5PM Friday Feb 15th, announce the book you are reading for 3rd Book in class discussion list

Appendix 11b: Course Syllabus for JSIS A 545 (Winter 2019)

DUE: A draft Book Review of *Life Lived in Relief*

February 19 Book 2, Stage 1 & 2

READ: Tarek El-Ariss (2018) *Leaks, Hacks, and Scandals: Arab Culture in the Digital Age*. Princeton: Princeton University Press.

DUE: 2-3 page Book Survey

DUE: 2, 2-page Chapter Surveys, revised after you have read the full text, which focus on relationship between Analysis (including methods) and the chapter Issue & Rule

February 26 Book 2, Stage 3 & 4

READ: 3 articles/chapters of your choice cited in the book which focus on a single issue/theoretical problem/ debate as engaged by the author

DUE: A written summary of your Issue citation analysis

DUE: A draft Book Review of *Leaks, Hacks, and Scandals*

March 5 Book 3, Stage 1 & 2

READ: Individual book of interest as selected in consult with instructor

DUE: 2 Page book Survey and 1-2 page Chapter Surveys for each chapter, Chapter Survey with focus on relationship between Analysis (including methods) and the chapter Issue & Rule

March 12 Book 3, Stage 3 & 4

READ: 3 articles/chapters of your choice cited in the book which focus on a single issue/theoretical problem/ debate as engaged by the author

DUE: A written summary of your Issue citation analysis

DUE: A draft Book Review of your selected monograph

March 19 Revised Book Review Due

DUE: Publishable Book Review, revised after discussion on 3/12.

N.B.: This is an optional assignment for the course, but required for all who want to discuss placing their review for publication.

Appendix 11c: Course Syllabus for JSIS A 546 (Spring 2019)

Professionalization and Practicalities of Research (Spring 2019)

Tues 12:30-1:20, Denny Hall 256

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Office Hours: TH 1:30-3:20 (Sign-in sheet on door to reserve appt.)

The JSIS A 544-545-546 series is primarily for Ph.D. and M.A. students working on topics related to Near & Middle Eastern Studies. The main purpose of the JSIS A 546 Seminar in Spring quarter is to assist in the professionalization of graduate students, offering practical training for academic professionalization and degree progress in the 2nd and 3rd years of the degree program.

The sessions will deal with different aspects of academic professionalization: topics covered include preparing an academic CV; developing a productive mentorship network; developing off-ramps (and on-ramps) for careers outside of the academy; planning conference presentations; and identifying appropriate funding sources (for language training, course work, field research, and pre-doctoral dissertation writing) and a timeline and plan for submitting funding applications and developing evidence of research feasibility and access that result in successful grant applications.

This is a CR/NC course. Grade of "CR" is based on (1) weekly participation in seminar meetings and in-class group work; (2) the submission of preparatory materials and follow-up materials for each section as detailed in the syllabus; and (3) the completion of a personal objectives project. No extensions are possible on prep materials, extensions for follow-up materials are possible with explicit instructor agreement in advance.

Weekly readings and articles (in internet link or pdf) can be found on the canvas website.

Course Goals

By the end of the course, students will have produced or significantly developed products that contribute to their success in meeting their goals at their current and next anticipated stage of professional (including academic) development (e.g. a master CV; a database of grants and a timeline for submission; a plan for career diversification

Appendix 11c: Course Syllabus for JSIS A 546 (Spring 2019)

through informational interviews, etc.). They will also have developed an *actionable* multi-year strategic plan and timeline for further professionalization and career development.

Weekly Schedule of Topics, Readings, and Assignments***Week 1/ April 2nd* Introduction and Orientation**

Required Reading: None

Post Session Assignment (Due April 23, sooner is better):

Meet with instructor in office hours to designate a personal professionalization project for the quarter. Projects may be selected from the supplemental list offered in class (i.e. developing skill in a QDA program, building a bibliographic database, or an extensive version of one of the weekly topics). Your project should represent 20-30 hours of work over the course of the quarter (depending on how many of the weekly skills you have already mastered—i.e. you already have a great CV, you are an excellent and efficient writer of conference abstracts).

***Week 2/ April 9th* Building an academic CV**

Required Reading:

Read 3-5 publicly available CVs of young scholars in your field or discipline.

Preparatory Assignment (Due in Class by hard copy):

Draft an academic CV. This should fit the conventions and style of academic CVs in your field or discipline.

Post Session Assignment (Due April 16th or April 23rd - your choice):

Revise and reorganize your CV to highlight your expertise based on workshop session & feedback. Also, look at the sample revised CV's here (also n.b. the "cv to resume" sections for presenting your academic qualifications to employers outside of the academy): <http://www.chronicle.com/article/the-cv-doctor-is-back-/49086>

***Week 3/ April 16th* Establishing mentoring relationships with faculty and selecting advisors**

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Required Reading:

- Laura L. Paglis, Stephen G. Green and Talya N. Bauert, "[Does Adviser Mentoring Add Value? A Longitudinal Study of Mentoring and Doctoral Student Outcomes.](#)" *Research in Higher Education*, 47:4, June 2006, 451-476.
- Kelly Ann Rockquemore, "A New Model of Mentoring," *Chronicle of Higher Education*, July 22, 2013: <https://www.insidehighered.com/advice/2013/07/22/essay-calling-senior-faculty-embrace-new-style-mentoring>

Preparatory Assignment (Due in Class by hard copy):

Draft a Mentoring Map, based on your career stage and goals. You can look here for ideas:

[https://www.insidehighered.com/sites/default/server_files/files/Mentoring%20Map%5B1%5D\(1\).pdf](https://www.insidehighered.com/sites/default/server_files/files/Mentoring%20Map%5B1%5D(1).pdf)

Post Session Assignment (Due April 23rd):

Update your Mentoring Map. Use a color coding system to indicate those mentoring needs relating to your current status and those related to the next state in your career. Highlight 2-3 areas where your mentoring network is thin and write a short plan (2-3 bullet points) for each area to deepen and enrich those nodes of your network.

Week 4/ April 23rd Networking: building professional careers outside the academy

Required Readings:

- From PhD to Life (on using informational interviews to narrow down career directions): <http://www.universityaffairs.ca/career-advice/from-phd-to-life/transition-q-a-nicholas-dion/>
- Questions to Ask at the Informational Interview: <https://www.livecareer.com/quintessential/information-interview>
- 5 Tips for Non-Awkward Informational Interviews: <https://www.themuse.com/advice/5-tips-for-nonawkward-informational-interviews>

Preparatory Assignment (Due in Class by hard copy):

1. Find 3 listserves (centers, research labs, or career center) to add yourself onto at the UW that are different from your regular circles at the university. NOT academic departments.

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2. Do you have a Linked-In page? If not, make one now with at least your current affiliated information, professional photo, and linked in requests to everyone in this seminar. If yes, connect to everyone in this seminar.

Post Session Assignment (Due May 21st):

1. Identify one person **outside of the university** and one person **from the university**.
2. Email them about conducting informational interviews with them.
3. Conduct the two interviews and prepare information sheets

(Also n.b. the Career Center does 1:1 consultation sections with students. You can schedule an appointment from the following link: <https://careers.uw.edu/schedule-an-appointment/>)

(Check <http://www.imaginephd.com/> to explore careers paths suitable for you and to understand and plan how to develop the necessary skills. You can develop your *personal objectives project* based on these inputs.)

Week 5/ April 30th Understanding the research proposal

Required Reading:

- Michael Watts, "[Essentials for Research Design In Search of the Holy Grail: Projects, Proposals, and Research Design, but Mostly about Why Writing a Dissertation Proposal is So Difficult](#)", in Ellen Perecman and Sara R, Curran, *A Handbook for Social Science Field Research: Essays and Bibliographic Sources on Research Design and Methods*, Sage Publications, 2006.
- Adam Przeworski and Frank Salomon, "On the Art of Writing Proposals: Some Candid Suggestions for Applicants to Social Science Research Council Competitions": <https://www.ssrc.org/publications/view/the-art-of-writing-proposals/>
- Wenner Gren Dissertation Field Research Guidelines: <http://www.wennergren.org/programs/dissertation-fieldwork-grants>
- CAORC (Council of Overseas Research Centers) Multi-Country Fellowship Application Guidelines and FAQ: <https://www.caorc.org>
- Mellon/ACLS Dissertation Completion Fellowship: Read the program description and sample application: <https://www.acls.org/programs/DCF/>
- Christina M. Gills, "Writing Proposals for ACLS Fellowship Competitions": https://acls.org/uploadedFiles/Publications/Programs/Writing_Fellowship_Proposals.pdf

Preparatory Assignment (Due in Class by hard copy):

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Bring a 1-page “Template” of how research proposals are generally constructed in your field. This should identify the major sections (with a 1-3 sent description of what the section does), whether the section is mandatory or optional, and how long (as a range) each section should be.

Post Session Assignment (Due May 7th):

Create a 1-page “Master Template” of what your own master research proposal (before you modify it for each funder) will likely look like. This should identify the major sections (with a 1-3 sent description of what the section needs to accomplish), whether the section is mandatory or optional, and how long (as a range) each section should be.

***Week 6/ May 7th* Identifying funding sources and developing a submission schedule**

Required Reading:

The Guardian, “How to Apply for Research Funding: 10 Tips for Academics,” May 10, 2015: <https://www.theguardian.com/higher-education-network/2015/may/10/how-to-apply-for-research-funding-10-tips-for-academics>

Preparatory Assignment (Due in Class by hard copy): Identify 3-5 programs, grants, funding sources for your language study needs, summer research, or conference travel needs.

Identify grants/funding programs for your next research project.

Post Session Assignment (Nothing due): Review the NME funding database. (If you found something that is not yet listed, please send a notice and link to the instructor)

***Week 7/ May 14th* Establishing the feasibility of your proposed research**

Required Reading: None

Preparatory Assignment (Due in Class by hard copy):

Make a chart of the skills, connections, invitations, and/or knowledge of collections (such as archives) that you need to have to present a convincing research proposal. Evaluate whether your project requires IRB approval/ documentation of Human Subjects compliance. Include columns identifying (1) those skills, etc. that you need to explicitly claim (language skills) or document (invitations, institutional affiliations, knowledge of archival collections), (2) your current plans for how you will document your mastery of these skills, etc.

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Post Session Assignment (Due May 21th):

Revise your chart (above) as necessary and add (3) a plan for acquiring and documenting any skills you will need but do not yet have (ie. take a methods class which will be documented on your transcript; establish communications with an archivist to identify the collections and specific files you will use; etc.)

Week 8/ May 21st Professional associations, conferences, forming panels, and writing short abstracts

Required Reading:

- Brian Croxall, "How to Hack a Conference (AKA Attend One Productively)," *Chronicle of Higher Education*, December 21, 2009: <http://www.chronicle.com/blogs/profhacker/how-to-hack-a-conference-aka-attend-one-productively/22891>
- George S. McClellan, "The Conference Season in Student Affairs," *The Chronicle of Higher Education*, March 8, 2012: <http://www.chronicle.com/article/The-Conference-Season-in/131082/>
- UACES, "How to write a good abstract for a conference paper," <http://www.uaces.org/resources/how-to-write-a-good-abstract-for-a-conference-paper>
- William Germano, "The Scholarly Lecture: How to Stand and Deliver," *The Chronicle of Higher Education*, November 28, 2003: <http://www.chronicle.com/article/The-Scholarly-Lecture-How-to/34897>

Preparatory Assignment (Due in Class by hard copy):

- Create a list that identifies the 3 most important scholarly associations in your field and when they hold their annual or bi-annual meetings; identify their regional associations or sub-associational sections that articulates best with your work. Identify 2-3 topical conferences scheduled for AY 2018-2019 that fit well with your work. Identify the 2-3 most important or influential list serves or on-line communities for scholars in your area of interest.
- Draft an abstract for a paper that you might organize at one of the conferences you identified.

Post Session Assignment (Due May 28th):

- Revise and polish your paper abstract.

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Draft a panel title and description for the panel your paper would be a part of. List 3 other possible participants and a discussant.

Week 9/ May 28th Best Practices in Digital Humanities and Public Scholarship

Guest Speaker TBA

Required Reading:

- Chris Gratien, Michael Polczynski, and Nir Shafir, "[Digital Frontiers of Ottoman Studies](#)," *Journal of the Ottoman and Turkish Studies Association* 1, no.1-2 (2014): 37-51.
- Doreen Massey, "[When Theory Meets Politics](#)," in Katharyne Mitchell, *Practicing Public Scholarship Experience and Possibilities Beyond the Academy*, 2009.
- <https://www.chronicle.com/article/Taking-Public-Scholarship/22684>

Preparatory Assignment (Due in Class by hard copy):

(Your answers should not exceed 2-pages, 12 pts., Times New Roman, normal margins, double-spaced) Please choose one of the following two preparatory assignments:

1- Check the website for 3 major/successful projects in Digital Humanities. (1 free rider: bakiproject <http://www.thebakiproject.org/main/> and answer the following questions:

1. How would classify the projects?
2. What would be the difference between them?
3. Why did you think of them as successful examples?
4. What makes them important?

2- Check the website for 3 major/successful projects in Public Scholarship. (1 free rider: TheConversation (<https://theconversation.com/us>) and answer the following questions:

1. How would classify the projects?
2. What would be the difference between them?
3. Why did you think of them as successful examples?
4. What makes them important?

Post Session Assignment (Due June 4th):

(Your answers should not exceed 1-page, 12 pts., Times New Roman, normal margins, single-spaced). Please choose one of the following two assignments:

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1- Imagine a DH project you would like to pursue. Provide the following information in your project:

1. Title;
2. Abstract (no more than 1 paragraph, 12 pts., TNR single space);
3. A flow chart of steps to follow in order to make it happen;
4. Differentiate between technological, monetary, and practical challenges. (bullet points)

2- Imagine a PS project you would like to pursue. Provide the following information in your project

1. Title;
2. Abstract (no more than 1 paragraph, 12 pts., TNR single space);
3. A flow chart of steps to follow in order to make it happen;
4. Differentiate between technological, monetary, and practical challenges. (bullet points)

***Week 10/ June 4th* Project Conclusions**

Required Reading: None

Assignment (Due in Class by hard copy):

Prepare a report of your quarterly project to submit in writing, and be prepared to present your quarterly project to the workshop.

Appendix 12a: NMES Student Fellowships, Scholarships, Awards, and Grants (2009-2019)

External (National & International) Competitive Awards, Scholarships, and Fellowships

2019-2021	Posen Society Dissertation Fellowship (2 yrs, \$20,000/year)
2019-2020	USIP & Minerva Research Initiative Peace Scholar Fellowship 2019-2020 ACLS Mellon Dissertation Completion Fellowship
2018-2019	Fulbright Hays Dissertation Research Abroad Fellowship
2016-2017	2 x SSRC Dissertation Fellowships CLIR Mellon Dissertation Fellowship Mellon IDRF Fellowship Fulbright-Hayes International Dissertation Research Fellowship Fulbright IIE Research Fellowship American Research Institute in Turkey (ARIT) Dissertation Research Fellowship Koc University ANAMED Fellowship (Residential) Foundation for Urban and Regional Studies (FURS) Fellowship for Dissertation Research & Writing (3 quarters)
2015-2016	Visiting Researcher, Lund University Center for ME Studies (2 quarters) Junior Research Fellowship, American Research Institute of the South Caucasus (ARISC) FURS Fellowship for Dissertation Research & Writing (3 quarters)
2014-2015	CLIR Mellon Dissertation Fellowship FURS Fellowship for Dissertation Research & Writing (3 quarters) Koc University ANAMED Fellowship (Residential)
2013-2014	FURS Fellowship for Dissertation Research & Writing (3 quarters) Israel Institute Doctoral Fellowship (\$20,000)
2009-2010	ARIT Dissertation Research Fellowship American Councils Academic Fellowships in Russia (ACAFR) Graduate Research Fellowship (1 quarter)

Prizes Awarded by Professional Associations

2019	Honorable Mention for Outstanding Paper in Modern Iranian Studies Awarded by the British Institute of Persian Studies
2017	Dr. Walter W. Ristow Prize (Honorable Mention) in the History of Cartography for 2017, Awarded by the Washington Map Society
2010	Turkish Studies Association Graduate Student Paper Prize

Appendix 12a: NMES Student Fellowships, Scholarships, Awards, and Grants (2009-2019)***External Competitive Grants & Bursaries***

- 2018-2019** DHSI Scholarship, June 10-14, 2019, MultiMedia Processing for Humanists, Digital Humanities Summer Institute, University Victoria, BC, Canada
- 2016-2017** Law & Society Association Travel Grant (\$2000)
2 x Association for the Study of the Middle East and Africa (ASMEA) Research Grants (\$2500)
- 2013-2014** Pre-dissertation Research Fellowship, Council for European Studies, Columbia University (summer quarter)
- 2009-2010** 2 x Textual Studies Graduate Student Research Award
Harvard-Koc Ottoman Summer School fellowship

UW Internal Competitive Awards, Scholarships, and Fellowships

- 2019-2020** Roshan Cultural Heritage Institute Fellowship for Excellence in Persian Studies, 2019-2020, NECL (\$15,000 + tuition and student fees)
- 2018-2019** Summer FLAS
- 2017-2018** 2 x Graduate School Chester Fritz Fellowships for 2018—2019
Simpson Center Fellowship (2q)
- 2016-2017** GOMAP Presidential Fellowship (2 years, 2nd yr in final year of degree program)
Graduate School Dissertation Fellowship (1 q)
2 x Chester-Fritz International Study and Research Fellowship (1 q)
2 x AY FLAS
Summer FLAS
Ottoman Turkish Fellowship (NELC)
- 2015-2016** 2 x AY FLAS
Summer FLAS
- 2014-2015** Stroum Fellowship (2q)
Simpson Center Fellowship (2q)
- 2013-2014** Chester-Fritz International Research Award (1q)
Roshan Fellowship (3q)
Stroum Fellowship (1q)
Turkish and Ottoman Literature Fellowship (3q)
AY FLAS

Appendix 12a: NMES Student Fellowships, Scholarships, Awards, and Grants (2009-2019)

2012-2013	Graduate School Dissertation Fellowship (1q) Chester-Fritz International Study and Research Fellowship (1 q)
2011-2012	AY FLAS Summer FLAS Graduate School Flanagan Dissertation Fellowship (2 quarters) 2 x Ottoman Turkish Literary Fellowships (3 quarters/fellow) Chester-Fritz International Study and Research Fellowship (1 q) Boren Study Abroad fellowship
2010-2011	6 x AY FLAS Awards Roshan Graduate Fellowship (3q) Ottoman Turkish Literary Fellowship (3q) 2 x Chester-Fritz International Study and Research Fellowship (1 q) Boren Study Abroad fellowship
2009-2010	2 x AY FLAS Chester-Fritz International Study and Research Fellowship (1 q)

UW Internal Competitive Grants & Bursaries

2019-2020	I. Mervin and Georgiana Gorasht Graduate Fellowship Center for Jewish Studies (\$3,000) for research (\$750) for travel
2018-2019	Summer Digital Humanities Fellowship, Simpson Center for the Humanities (\$700+ registration) Easa A. Bateh Fellowship in Arabic and Islamic Studies (\$2000) UW Libraries Student Libraries Employee Scholarship (\$1000) Maurice & Louis Schwartz Endowment Fellowship 2019-2020 (\$4000) Maurice & Louis Schwartz Endowment Fellowship 2019-2020 (\$3,000) Ellison Center Research Travel Grant 2019, Ellison Center for Russian, East European and Central Asian Studies, (\$2,000)
2016-2017	Antionette Wills Endowed Scholarship (\$750) Stroum Travel Grant (\$450) Israel Studies Research Scholarship (\$5000) Textual Studies Graduate Student Research Award (\$1000) 2 x Maurice & Louis Schwartz Awards (Summer funding)
2015-2016	Blau Award, Simpson Center, \$2000 Hoover Institute Award for Archival Research, \$2500 Maurice & Louis Schwartz Award (Summer funding)
2014-2015	Maurice & Louis Schwartz Award (Summer funding)

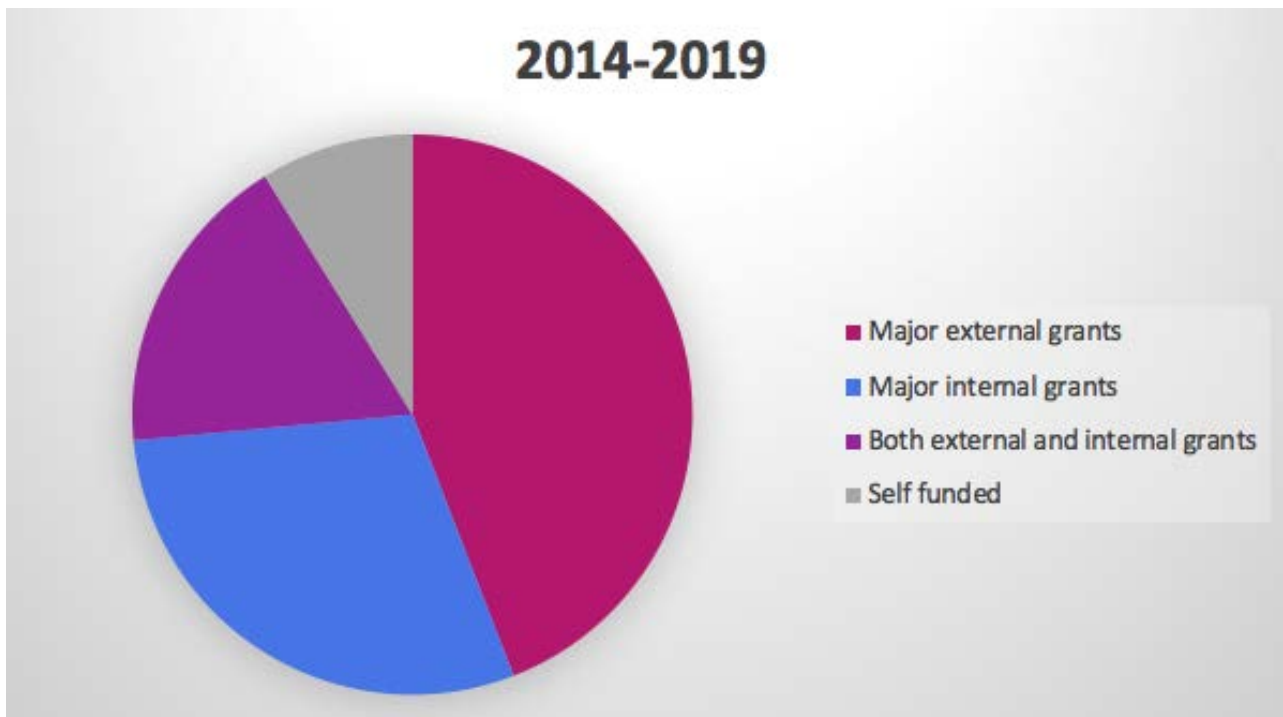
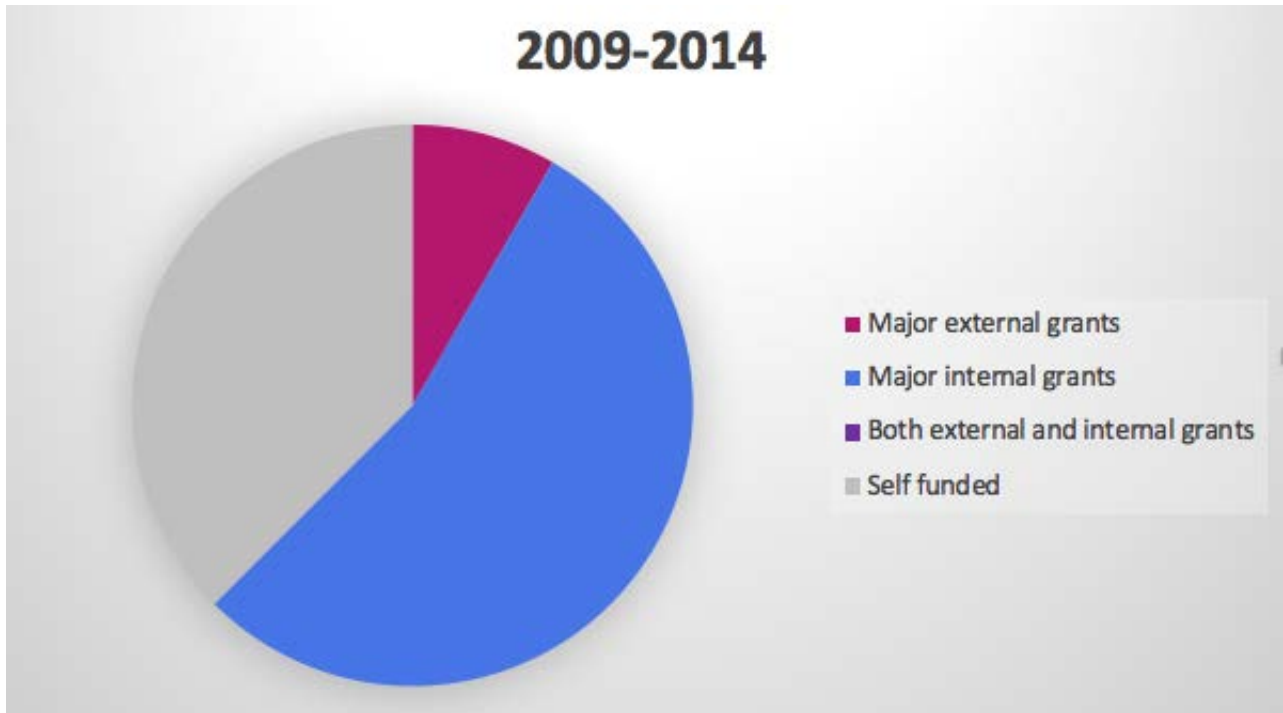
Appendix 12a: NMES Student Fellowships, Scholarships, Awards, and Grants (2009-2019)

2013-2014 2 x Maurice & Louis Schwartz Awards (Summer funding)

2010-2011 Maurice & Louis Schwartz Award (Summer funding)

2009-2010 2 Maurice & Louis Schwartz Award (Summer funding)

Appendix 12b: Sources of Diss. Research Funding 2009-2014 & 2014-2019, as Pie Charts



Appendix 13a: List of Scholarly Publications by NMES Students (September 2009—August 2019)

SCHOLARLY PUBLICATIONS in books/ journals, published by students *before* advancement to candidacy:

2019	Shakerifard, Solmaz, co-authored book chapter, Kohfeld, J. Mike, William J. Coppola, Christopher Mena, Solmaz Shakerifard, and Patricia Shehan Campbell. "Teaching and Learning Improvisation: Culture-Specific Cases of a Cross-Cultural Musical Act." In <i>Expanding the Space for Improvisation Pedagogy in Music: A Transdisciplinary Approach</i> , edited by Guro Gravem Johansen, Kari Holdhus, Christina Larsson, and Una MacGlone, 17–32. Routledge, 2019.
2018	Pomeshchikov, Roman, Review of the book: <i>Ungovernable Life: Mandatory Medicine and Statecraft in Iraq</i> , by O. Dewachi]. H-Mideast-Politics, H-Net Reviews. Available at: https://networks.h-net.org/node/8378/discussions/1741088/book-review , 2018.
	Canan Bolel review of <i>Living in the Ottoman Realm: Empire and Identity, 13th to 20th Centuries</i> by Christine Isom-Verhaaren and Kent F. Schull, eds. (Indiana University Press, 2016) <i>Turkish Studies</i> 17, no. 4 (September 2016): 736-739, 2016.
2015	Canan Bolel review of <i>The Sociologist and the Historian</i> by Pierre Bourdieu and Roger Chartier, eds. <i>LSE Review of Books</i> (November 2015), 2015. https://blogs.lse.ac.uk/lsereviewofbooks/2015/11/06/book-review-the-sociologist-and-the-historian-by-pierre-bourdieu-and-roger-chartier/
2011	Kasli, Zeynep (graduated 2017), "Criminalising and Victimising the Migrant: Reflections on the UN Protocol and UNHCR's Position against Smuggling," <i>Oxford Monitor of Forced Migration</i> , 1 (2): 64-68.
	Kentel, Mehmet (graduated 2018), "Children Playing History." In <i>Toy Exhibition</i> , edited by Sennur Sentürk, p. 51-58. Istanbul: YKY, 2011.
	Maziad, Marwa (graduated 2019): Philip N. Howard, Aiden Duffy, Deen Freelon, Muzammil Hussain, Will Mari, and Marwa Maziad, (2011). "Opening Closed Regimes: What was the role of social media during the Arab Spring?" Project on Information Technology and Political Islam, Research Memo 2011.1. 30pp. Seattle, University of Washington.
	Maziad, Marwa (graduated 2019): Foqahaa-Said, Nader and Marwa Maziad, (2011). "Arab Women: Duality of Deprivation in Decision-Making under Patriarchal Authority." Trans. Marwa Maziad. <i>HAWAA Journal of Women of the Middle East and the Islamic World</i> 9 (2011) 234–272.
	Nal, Ayse, <i>Kaynaştırma/Bütünleştirme Yoluyla Eğitimde Dünyadan ve Türkiye'den İyi Örnekler</i> (Best Practices in Inclusive Education from the World and Turkey, with Işık Tüzün). Istanbul: Education Reform Initiative.

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	Nal, Ayse, <i>Kaynaştırma/Bütünleştirme Yoluyla Eğitim: Politika ve Uygulama Önerileri</i> (Policy and Implementation Recommendations for Inclusive Education, with Işık Tüzün). Istanbul: Education Reform Initiative
	Powell, Russell (graduated 2014), <i>Forgiveness in Islamic Ethics and Jurisprudence</i> . 4 BERKELEY J. OF MID. EAST. & ISLAMIC L. 17.
2010	Mitchell, Jeanene (graduated 2018): Jeanene M. Mitchell. "EU Neighborhood Initiatives and Prospects for Improved Energy Governance in the Broader Black Sea-South Caucasus Region." <i>Azerbaijan Focus: Journal of International Affairs</i> , 2(2), pp. 157 March 2010.
	Powell, Russell (graduated 2014), <i>The Study of Secularism and Religion in the Constitution and Contemporary Politics Of Turkey: The Rise Of Interdisciplinarity and the Decline of Methodology?</i> 7 ST. THOMAS LAW J. 714 (2010).
	Powell, Russell (graduated 2014), <i>Secularism and Muslim Democracy in Turkey</i> by M. Hakan Yavuz. 33 POL. & LEG. ANTHRO. REV. 396 (2010).
	Powell, Russell (graduated 2014), <i>Forgiveness in Islamic Jurisprudence and Its Role in Intercommunal Relations</i> . ISLAMIC LAW & LAW OF THE MUSLIM WORLD EJOURNAL (2010). https://papers.ssrn.com/sol3/sample_issues/1012154_CMBO.html
	Powell, Russell (graduated 2014), <i>Zakat: Drawing Insights for Legal Theory and Economic Policy from Islamic Jurisprudence</i> , 7 PITTSBURGH TAX REV. 43 (2010).

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SCHOLARLY PUBLICATIONS in books/ journals, published by students *after* advancement to candidacy:

2019	Ege, Gozde Burcu. "Tarih ve Hafiza: Van'da Ermenileri Hatırlamak [History and Memory: Remembering the Armenians of Van]." in Caglayan, Ercan ed. <i>Dunya'da Van: Nufus, Etnisite, Tarih ve Toplum [Van in the World: Population, Ethnicity, History and Society]</i> . Istanbul, Turkey: Iletisim Yayinlari. Pg 209-228, 2019.
	Sims, Michael, "Late Ottoman Süryani Identity, Communal Boundaries and Educational Aspirations" Forthcoming Edited Volume on Syriac Identity, Mardin Artuklu University, (Expected mid-2019).
2018	Canan Bolel review of <i>Extraterritorial Dreams: European Citizenship, Sephardi Jews, and the Ottoman Twentieth Century</i> by Sarah Abrevaya Stein. <i>Journal of the Ottoman and Turkish Studies Association</i> 5, no.1 (April 2018): 208-210, 2018.
	Canan Bolel review of <i>The Merchants of Oran: A Jewish Port at the Dawn of Empire</i> by Joshua Schreier. <i>Jewish Culture and History</i> (September 2018): 306-308, 2018.
	Kentel, Mehmet (graduated 2018): "Nature's 'Cosmopolitanism': Villagers, Engineers and Animals along Terkos Waterworks in Late Nineteenth-Century Istanbul." Chapter 7 in <i>Ottoman Environmental History</i> , edited by Onur Inal and Yavuz Köse. White Horse Press, 31 March 2019. http://www.whpress.co.uk/Books/Inal.html
	Kentel, Mehmet (graduated 2018): "Empire on a Board: Navigating the British Empire through Geographical Board Games in the Nineteenth Century." <i>The Portolan Journal</i> (Fall 2018): 27-42.
	Maziad, Marwa (graduated 2019): Maziad, Marwa (2018). "Qatar in Egypt: The Politics of Aljazeera". <i>Journalism: Theory, Practice, and Criticism</i> . https://www.worldcat.org/title/qatar-in-egypt-the-politics-of-al-jazeera/oclc/7923787942&referer=brief_results
	Maziad, Marwa (graduated 2019): Dania Koleilat Khatib and Marwa Maziad (Eds.) <i>The Arab Gulf States and The West: Perceptions and Realities; Opportunities and Perils</i> . (London: Routledge.)
	Maziad, Marwa (graduated 2019): Maziad, Marwa and Dania Koleilat Khatib (2018). "Introduction: The Arab Gulf States In The West: Imaginings, Perceptions and Constructions." In Dania Koleilat Khatib and Marwa Maziad and (Eds.) <i>The Arab Gulf States and The West: Perceptions and Realities; Opportunities and Perils</i> . Introduction, London: Routledge.

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	https://www.routledge.com/The-Arab-Gulf-States-and-the-West-Perceptions-and-Realities-Opportunities/Koleilat-Khatib-Maziad/p/book/9781138585379
2017	Degerald, Michael (graduated 2018), “How Conflict Affects Land Use: Agricultural activity in areas seized by the Islamic State” in <i>Environmental Research Letters</i> , Volume 12, Number 5. by Lina Eklund, Michael Degerald, Martin Brandt, Alexander Prischepov, and Petter Pilesjö, 4/2017.
	Degerald, Michael (graduated 2018), “Where Media Meets Statecraft: Daesh Promotion of Governmental Competence through its Media” <i>Global-E Volume 10, Issue 68</i> , 10/2017.
	Kentel, Mehmet (graduated 2018): “Puppet Master of Pera.” <i>Cornucopia</i> 55 (2017): 15-21, 2017.
	Kentel, Mehmet (graduated 2018): Book Review. “Midnight at the Pera Palace: The Birth of Modern Istanbul by Charles King.” <i>New Perspectives on Turkey</i> , 56 (November 2017): 146-150.
	Maziad, Marwa (graduated 2019): Maziad, Marwa, Norah Abokhodair and Maria Garrido. (2017). The Road to Egypt’s Tahrir Square: Social Movements in Convergences, Coalitions and Networks. In Steven Gordon ed. <i>Online Communities as Agents of Change and Social Movements</i> . IGI-Global.
2016	Degerald, Michael (graduated 2018), Book review of “Syria” by Samer Abboud in <i>Middle East Policy Council Journal</i> , Summer 2016, Volume XXIII, Number 2.
	Degerald, Michael (graduated 2018), Book review of “ISIS: A History” by Fawaz Gerges in <i>Middle East Policy Council</i> , Winter 2016, Volume XXIII, Number 4.
	Kasli, Zeynep (graduated 2017): 2016: “Who do migrant associations represent? The role of ‘ethnic deservingness’ and legal capital in migrants’ rights claims in Turkey,” <i>Journal of Ethnic and Migration Studies</i> 24(12); 824-837.
	Kasli, Zeynep (graduated 2017): “Negotiating History and Diversity in a Border Province: The Non-Muslim Urban Past in Today’s Edirne”, F.M.Göcek (eds.) <i>Contested Spaces in Contemporary Turkey: Politics of the Urban, Secular, Legal and Environmental</i> . I.B. Tauris: London, 2016.

Appendix 13a: List of Scholarly Publications by NMES Students (September 2009—August 2019)

	Maziad, Marwa (graduated 2019): Maziad, Marwa (2016). Qatar: Cultivating the 'Citizen' of the Futuristic State. In Pamela Erskine-Loftus, Mariam Ibrahim Al-Mulla and Victoria Hightower (Eds.) <i>Representing the Nation, Representing the Nation, Heritage, Museums, National Narrative and Identity in the Arab Gulf States</i> . London: Routledge.
2015	Seviner, Zeynep (graduated 2015): "Geri dönüştürülebilir transkripsiyon ve ondokuzuncu yüzyıl metinleri: Namık Kemal'in İntibah Romanı" published in <i>Eski Metinlere Yeni Bağlamlar</i> (New Contexts for Old Texts), eds. H. Aynur, M. Çakır, H. Koncu, S. S. Kuru, A. E. Özyıldırım, İstanbul: Klasik Yayınlar, 2015.
2014	Kasli, Zeynep (graduated 2017): 2014: "Kimine Duvar Kimine Komşu Kapısı: Türkiye-Yunanistan Sınırının Seçici Geçirgenliği" (A Wall for Some and A Neighbor's Door for Others: The Semipermeability of the Turkish-Greek Border) <i>Toplum ve Bilim: Special Issue on Borders</i> , 131: 44-68.
	Kasli, Zeynep (graduated 2017): 2014: "Limits of the Changing Border Regime: Insights from the Greek-Turkish Borderland," <i>Perspectives on Europe</i> , 44 (1): 79-84.
	Powell, Russell (graduated 2014): <i>The Possible Advantages of Islamic Financial Jurisprudence: An Empirical Study of the Dow Jones Islamic Market Index</i> . 19 FORDHAM JOURNAL OF CORPORATE & FINANCIAL LAW 393 (2014).
2013	Powell, Russell (graduated 2014): <i>Evolving Views of Islamic Law in Turkey</i> . 28 JOURNAL OF LAW AND RELIGION 467 (2013).
	Powell, Russell (graduated 2014): <i>Shari'a Politics: Islamic Law and Society in the Modern World</i> . Ed. Robert W. Hefner. 28 JOURNAL OF LAW AND RELIGION 287 (2013).
2012	Goldman, Anat, "'Rothschild Corner of Tahrir': The Arab Spring and the Israeli #J14 Social Protest: Inspiration and Implications", <i>The Arab Uprisings One Year Later: Examining the Possibilities and Risks</i> . The Middle East Institute, Singapore 2012.
	Powell, Russell (graduated 2014): <i>Islamic Law and Civil Code: The Law of Property in Egypt</i> by Richard A. Debs. 132 JOURNAL OF THE AMERICAN ORIENTAL SOCIETY 335 (2012).
	Powell, Russell (graduated 2014): <i>Fethullah Gülen</i> . ENCYCLOPEDIA OF ISLAMIC LAW (2012).

Appendix 13b: List of Scholarly Presentations & Conference Papers by NMES Students (September 2009—August 2019)

Scholarly PRESENTATIONS & CONFERENCE PAPERS given by students *before* advancement to candidacy:

2019	Calvetti, Vincent, "Protocols and Protest: The Yemenite Babies Affair, the Mizrahi Struggle, and Struggles of Interpretation," Stroum Graduate Student Fellows Colloquium: Jewish Memory, History and Thought, May 21, 2019, University of Washington
2018	Apa Pomeshikov, Ayda, "Islamic Humanitarian NGOs and Faith-Based Approaches to Refugee Protection in Turkey," Near Eastern Studies Graduate Conference on "Hard Times: Critical Approaches to Crisis and its Aftermath," University of California, Berkeley, 27-28 April 2018.
	Hunter, Jennifer, "From Hebrews to Christians: Religious Identity and Competition within the Gospel of Philip," Society of Biblical Literature Annual Meeting; Early Christian Jewish Relations unit, November 17- 21, 2018.
	Hunter, Jennifer, "Perfection and the Ritual Reunification of Male and Female in the Gospel of Philip" Society of Biblical Literature Annual Meeting; Christian Apocrypha unit, November 17-21, 2018.
2017	Apa Pomeshikov, Ayda, "Politics of Humanitarianism: The Case of Syrian Forced Migrants in Turkey," 6th Annual Conference on "Migration With(out) Boundaries," Michigan State University, MSU International Center, 6-7 October 2017.
	Ege, Gozde Burcu. 2017. "Palestinian Refugees in Amman, Jordan: Different but Connected Iterations of Displacement," Talk delivered at Palestine Awareness Week, University of Washington, Seattle, 13-14 February.
	Sahebjame, Maral, "White or Temporary? An Alternative Marriage," Panel "The Changing Nature of Family and Marriage in Contemporary Iran," Iranian Studies Initiative, UC Santa Barbara, 3 November 2017.
	Tunaydin, Pelin, With Bruno Herin (in absentia). "Domani, a Mixed Language in Eastern Anatolia?" Language Contact and Language Change in Western Asia. Goethe University, Frankfurt, March 10–12, 2017.
2016	Bamber, William, 2016, "The Strange Odyssey of Mustafa Saghir and the Turkish War of Independence's South Asian Entanglements", South Asian Conference of the Pacific Northwest, University of Oregon, Portland, February 5-6, 2016.
	Sims, Michael, Table Co-Chair, Middle East, Student Conference on U.S. Affairs United States Military Academy, West Point, NY, November 2016.

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	Sims, Michael, "The Future of Kurdistan," Great Discussions, Shoreline Community College, Seattle, WA, May 2016.
2015	Bamber, William, 2015, "Subaltern Cosmopolitanisms and the Experiences of South Asian Soldiery in the First World War Middle East", Middle East Studies Association Annual Conference, Denver, November 21-24, 2015.
	Bolel, Canan, 2015, "Quest for an Affective Linguistic Space on the Verge of Extraterritoriality: Failure of Conceptualization of Ladino as the Portable Homeland during Late Ottoman Empire." <i>Middle East Studies Association Annual Meeting</i> , Denver, Colorado. November 21-24.
	Bolel, Canan, 2015, "'A Slum that Offended Every Sense at Every Hour': Geography of a Spatialized Selfhood of Izmir Jewry During the Late Nineteenth Century." <i>Great Lakes Ottomanist Workshop</i> , SUNY Oswego, New York. May 9-11.
	Degerald, Michael (graduated 2018), 2015, "Ba'thist Subjectivity 1940-1958" International Graduate Historical Studies Conference, Central Michigan University.
	Kentel, Mehmet (graduated 2018), Media interview: "Devletleşen AKP, Değişmeyen Devlet." <i>Bir+Bir</i> , 28 March 2014 (with Doruk Tatar). https://hcommons.org/deposits/item/hc:17893
	Nal, Ayse, "Resistance Movements in Comparison: Duzce and Rize Cases in Turkey." Paper presented at the Annual Meeting of the Association for Environmental Studies and Sciences in San Diego, 2015.
	Sims, Michael, "Inter-Christian Polemics and the Foundations of Yezidi Studies" Paper Presented at Middle East Studies Association Annual Meeting, Denver, CO, October 2015.
	Sims, Michael, Guest Lecture, "History of the Yezidis," Course title "The Kurds: History, Culture, Politics" Instructor: Dr. Nicole Watts UC Berkeley, October 2015.
	Sims, Michael, "Yezidi Identity in the Neighbor's Gaze: Syriac Orthodox Perceptions," 11th Great Lakes Ottomanist Workshop, SUNY Oswego, May 2015.
2014	Bakkalbasioglu, Esra (graduated 2019), 2014, "Breaking Infrastructural Dependency: Solar Panels as New Tools of Resistance," Middle Eastern Studies Association Annual Meeting, Washington, DC.

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	Bakkalbasioglu, Esra (graduated 2019), 2014, "Breaking Infrastructural Dependency: Solar Panels as New Tools of Resistance," Northeast Political Science Association Annual Meeting, Boston, MA.
	Bakkalbasioglu, Esra (graduated 2019), 2014, "Breaking Infrastructural Dependency: Solar Panels as New Tools of Resistance," Association of Israeli Studies (AIS), Beersheba, Israel.
	Degerald, Michael (graduated 2018), 2014, "Il Faut Defendre Saddam? Oil, State Racism and Biopower in Ba'thist Iraq" at MESA-Middle East Studies Association
	Dwonch, Albana (graduated 2017), 2014, Session Presentation: Social Movements and Contentious Politics. Title of Paper presented: "Digital Media and Personalization of Politics in Authoritarian Contexts," MESA (Middle East Studies Association: Nov 22-Nov 25 2014; WA, DC)
	Dwonch, Albana (graduated 2017), 2014, "Youth Citizenship and Digital Media: A Palestinian Case-Study," Brown HGSA Interdisciplinary Conference: Subjectivity and the System (April 2014 at Brown University).
	Ege, Gozde Burcu. 2014. "Kurdishness, Identity and Memory in Turkey," Paper presented at MESA Annual Meeting, Washington, DC, November 22-25.
	Kentel, Mehmet (graduated 2018), "Cosmopolitanism over Dead Bodies: Construction of Urban Duality and Taming the Diversity in the Late 19th Century Istanbul." Western Ottomanists' Workshop, Seattle, 25 April 2014.
	Mitchell, Jeanene, Panel organizer and presenter, "Powering Resistance, Fueling Conflict? Energy and State-Society Relations in the Middle East," Middle East Studies Association Annual Meeting, November 2014.
	Nal, Ayse, "Local Environmental Movements in Turkey: the Case of Rize." Paper presented at the Annual Meeting of the Middle East Study Association (MESA) in Washington DC.
2013	Aguirre Mandujano, Oscar (graduated 2018), "Donkey Business: Humor and Political language in an Ottoman poem of the thirteenth century." Middle Eastern Association Annual Meeting, New Orleans, LA. October 11, 2013
	Aguirre Mandujano, Oscar (graduated 2018), "The Sword of a Glance: Beauty and Conversion in fifteenth century Ottoman epics." The Mechanics of Beauty. Art History Symposium at the University of Washington, Seattle, WA. May 2013

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	Aguirre Mandujano, Oscar (graduated 2018), "Persian Heroes a la Turca: Beauty and conquest in Ottoman hagiographies and their Persian antecedents." Persian Studies Seminar at the University of Washington, Seattle, WA. April 9, 2013
	Aguirre Mandujano, Oscar (graduated 2018), "The Glance of Beauty: male-male interactions in narrating victory and defeat in the <i>Battalname</i> ." Western Ottomanists' Workshop. UCLA, Los Angeles, CA. March 2, 2013
	Bakkalbasioglu, Esra (graduated 2019), 2013, Panel Organization, Power and Contestation: the Built Environment in the Middle East," Middle Eastern Studies Association Annual Meeting, New Orleans, LA.
	Bakkalbasioglu, Esra (graduated 2019), 2013, "The West Bank Wall and Non-Violent Anti-Wall Movements," Middle Eastern Studies Association Annual Meeting, New Orleans, LA.
	Bakkalbasioglu, Esra (graduated 2019), 2013, "Nonviolent Anti-Wall Movements Against the West Bank Wall: A Case Study of Israeli-Palestinian Solidarity," Association of Israeli Studies (AIS), Los Angeles, CA.
	Bakkalbasioglu, Esra (graduated 2019), 2013, "Progressive Women's Association and Motherhood: Discrepancy between Public Face and Internal Practices," American Association of Teachers of Turkic Languages A.M., Denver, CO.
	Bolel, Canan, 2013. "Island of In-Between Identities and Connectivity: Narrative Space in Yasar Kemal's <i>As the Ant Drank Water</i> as an Affective Space of Desire and Loss." <i>3rd Island Dynamics Conference with Performing Island Identities</i> , Famagusta, Northern Cyprus. May 15-18.
	Goldman, Anat, The Association for Israel Studies Annual Conference, Los Angeles, CA, June 2013. Presenter, "From 'Rothschild Corner of Tahrir' to 'The Transit Camp': Symbolic Politics in the Rise and Decline of the #J14 Social Protest."
	Goldman, Anat, Visual Impetus Symposium, Victoria, BC, Canada, January 2013. Presenter, "Psychological Aspects of Identity Formation in 19th Century Orientalist Painting."
	Kasli, Zeynep, "The Triadic Nexus Maintained: (Un)intended Consequences of Europeanization on the relations between Bulgaria, Turkey and the Ethnic Turks from Bulgaria in Turkey", in ISA Annual 2013, San Francisco, April 3-6 2013.
	Kentel, Mehmet (graduated 2018), "Galata and Pera across the 'Historical Peninsula': Late 19th Century Istanbul and Construction, Contestation and Imagination of Urban Dualities." Annual Meeting of Middle Eastern Studies Association, New Orleans, 10-13 October 2013.

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	Maziad, Marwa (graduated 2019), Exeter University Invited Selected Conference Presenter, Symposium on Gulf Studies “Transgressing the Gulf,” at University of Exeter. Paper entitled “ <i>Qatar: A Nation Living in the Future.</i> ” Exeter, United Kingdom.
	Maziad, Marwa (graduated 2019), Politics of Religion Conference Invited Conference Presenter, Florida State University, Paper entitled “ <i>Egypt’s Muslim Brotherhood Era: Religion in Revolution and Political Order.</i> ”
	Mitchell, Jeanene (graduated 2018), “Whither Mitigation or Adaptation? Influences on Climate Change Policy in Turkey and Azerbaijan.” Middle East Studies Association Annual Meeting, October 2013.
	Nolte, Elizabeth (graduated 2017), “Chronicling the Present through the Past: Narrativity in Ahmet Hamdi Tanpınar’s <i>Saatleri Ayarlama Enstitüsü.</i> ” Paper presented at the American Comparative Literature Association Conference. Toronto, Canada. April 2013.
	Sims, Michael, “Missionaries and Misconceptions of Interfaith Relations: Asahel Grant, the Lost Tribes and the Assyrians of Hakkari,” Paper Presented at Borderlands and Indigeneity in Conversation, Columbia University, March 2013.
2012	Aguirre Mandujano, Oscar (graduated 2018), Panel Organizer: “Emotions and Culture: Anxiety, Love, and Desire in the Ottoman Empire.” Presenter: “He saw his face and became drunk: beauty and the articulation of narratives of conversion in the <i>Battalname.</i> ” Middle Eastern Association Annual Meeting, Denver, CO. November 18, 2012.
	Goldman, Anat, The Middle East Studies Association Annual Meeting, Denver, Co, November 2012. Presenter, “Anxiety and Identity Formation in 19th Century Orientalist Paintings.”
	Goldman, Anat, Association for Israel Studies Annual Conference, Haifa, Israel, June 2012. Presenter, “Shifting Boundaries in the Israeli Left: The Case of the Sheikh Jarrah Solidarity Movement.”
	Goldman, Anat, The Arab Uprising One-Year Later: Examining Possibilities and Risks, The Middle East Institute, National University of Singapore Annual Conference, Singapore, May 2012. Presenter, “Rothschild Corner of Tahrir’ - The Arab Spring and the Israeli #J14 Social Protest: Inspiration and Implications.”
	Kasli, Zeynep (graduated 2017), “From a Site of Antagonism to Partnership across the Borders Insights from Edirne in Historical Perspective”, in AATT 2012 MESA Pre-Conference, in Denver, on Nov 17, 2012.

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	Kasli, Zeynep (graduated 2017), "State, Nation and Migration Reframed in the Relational Political Field", in Western Political Science Annual Meeting, Portland, March 22-24, 2012.
	Kasli, Zeynep (graduated 2017), "Who Frames the Rights-Talk and how? Immigrant Associations and Undocumented Immigrants", in International Conference on Law and Society, Honolulu Hawaii, June 5-8 2012.
	Kebeli, Sevim (graduated 2015), presented a paper (Title not Available) at the 2012 annual conference of the American Comparative Literature Association, which was held at Brown University, Providence, RI.
	Maziad, Marwa (graduated 2019), ICTD Invited Conference Panelist, International Conference on Information and Communication Technologies and Development (ICTD). Co-led a workshop with Harvard's Berkman Center for Internet and Society, entitled " <i>Beyond Arab Spring: Theories, methodologies and case studies on new methods of government-citizen interactions online</i> ," Atlanta, Georgia, USA.
	Nolte, Elizabeth (graduated 2017), "Historical Anxiety and Literary Representations of the Ottoman Empire." Paper presented at the Middle East Studies Association Conference. Denver, CO. November 2012.
	Nolte, Elizabeth (graduated 2017), "The 1960s in the Mirror of Turkish Literature." Presentation with Professor Selim Kuru. Turkfest, Annual Turkish Cultural Festival of Seattle. Seattle, WA. October 2012.
	Nolte, Elizabeth (graduated 2017), " <i>Zayni Barakat: A Novel Production of the Panoptic</i> ." Paper presented at the American Comparative Literature Association Conference. Providence, RI. March-April 2012.
	Seviner, Zeynep, Presentation at ACLA, 2012. (Title not Available)
	Sims, Michael, "Syncretism" and the Challenges of Religious Pluralism," Paper Presented at Understanding Religious Pluralism Conference, Georgetown University, May 2012.
	Sims, Michael, "Religious 'Syncretism' and Yezidism," Paper Presented at Graduate Liberal Studies Conference East Tennessee State University, April 2012.
2011	Aguirre Mandujano, Oscar (graduated 2018), "Sources for the study of Ottoman sacrifice: the case of the <i>Book of Dede Korkut</i> " Graduate Pre-Conference in Turkish Studies, American Association of Teachers of Turkic Languages. Georgetown University, Washington DC. November 15, 2011.

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	Kasli, Zeynep (graduated 2017), “Criminalising and Victimising the Migrant: Reflections on the UN Protocol and UNHCR’s Position against Smuggling”, in EU Centre of Excellence York Law Workshop, organized in University of York, Toronto, Canada, Dec 2-3, 2011.
	Kasli, Zeynep (graduated 2017), Eastern Sociological Society Annual Meeting, Philadelphia, February 24-27, 2011, Paper title: “At the intersections of Ethnicity and Citizenship: How does the <i>habitus</i> of old immigrants shape and limit the new comers’ incorporation in Turkey?”
	Kebeli, Sevim (graduated 2015), “Polyglot Imaginings: The Carriage Passion.” Western Ottomanists’ Workshop. University of California at Davis. April 9, 2011.
	Kebeli, Sevim (graduated 2015), “Topologies of Orientalism: Early Turkish Novels Through Tanpınar’s Lenses” American Comparative Literature Association 2011 Meeting: World Literature, Comparative Literature, Vancouver, April 2, 2011.
	Kentel, Mehmet (graduated 2018), “Histories and Geographies on Board.” Fifth Biennial Conference of the Society of the History of Children and Youth, Columbia University, New York City, 23-25 June 2011.
	Mitchell, Jeanene (graduated 2018), “EU Energy Governance Initiatives in Azerbaijan.” UW Central Asian Studies Seminar, January 21, 2011.
	Nolte, Elizabeth (graduated 2017), “Narrativity in Ahmet Hamdi Tanpınar’s <i>Saatleri Ayarlama Enstitüsü</i> .” Paper presented at the American Association of Teachers of Turkic Languages MESA Pre-conference. Washington, D.C. November 2011.
	Nolte, Elizabeth (graduated 2017), “ <i>Bitter Lemons</i> : Lawrence Durrell and His Soured Cyprus.” Paper presented at the Middle East History and Theory Conference. Chicago, IL. May 2011.
	Powell, Russell (graduated 2014), <i>The Role of Forgiveness and Reconciliation in Islamic Jurisprudence</i> , Presented research on the role of forgiveness in Islamic criminal law on a panel for the Islamic Law Section of the AALS, San Francisco, CA, January 7, 2011.
	Salmaner, Muge, “Food and Memory in Tovmasyan’s Memoirs in Istanbul”; American Comparative Literature Association (ACLA) 2011 Annual Meeting, April, 2011.
	Seviner, Zeynep, Presentation at MESA, 2011. (Title not Available)
2010	Bakkalbasioglu, Esra (graduated 2019), 2010, “The West Bank Wall and Israeli-Palestinian Politics,” Forum of Architecture Annual Meeting, Ankara, Turkey.

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	Duishembieva, Jipar (graduated 2015), 2010, "The Revolt of 1916 in the Poems of the Kyrgyz Oral Poets" at the Central Eurasian Studies Society (CESS) Eleventh Annual Conference, Michigan State University, East Lansing, MI, October 28-31, 2010.
	Kebeli, Sevim (graduated 2015), "Polyglot Fantasies: The Carriage Passion". 44rh Annual Meeting of the Middle East Studies Association, San Diego; November 20, 2010.
	Maziad, Marwa (graduated 2019), AAA Selected Conference Presenter, Co-authored paper with Rogaia Abusharaf " <i>Darfur Mediatized: Images of War, Peacemaking and Diasporic Politics in Qatar.</i> " Paper Presented at American Anthropological Association Meeting. New Orleans, USA
	Mitchell, Jeanene (graduated 2018), "Turkey's Role in Promoting Climate Change Policy Objectives within the EU Neighborhood." Presented at the Pre-Conference of the Middle East Studies Association Annual Meeting, Nov. 2010.
	Parslow, Joakim (graduated 2014), "The Judicial and Constitutional Legacy of Military Interventions in Turkey," SETA Foundation's Young Scholars on Turkey program, Washington DC, September 23 2010.
	Salmaner, Muge, "Fragmented "I" as a Challenge to History and Nation: The Case of Turkish Armenian Memoirs"; at the Middle Eastern Studies Association (MESA) 2010 Annual Meeting, November, 2010.

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Scholarly PRESENTATIONS & CONFERENCE PAPERS, given by students *after* advancement to candidacy:

2019	Sahebjame, Maral, Biennial Symposia Iranica Conference at the University of St. Andrews, April 2019, “Marriage as a Public Affair: What Cohabitation Unmasks about Civil-Religious Hybridity in Iranian law,” received “honorable mention” for Outstanding Paper in Modern Iranian Studies from the British Institute of Persian Studies.
2018	Ege, Gozde Burcu. 2018. “From Crises to Ordinary Precarity: Palestinian Refugee Youths, Urban Encampments, and the New Humanitarianism in Jordan,” Paper Presented at “Navigating Displacement and Humanitarian Responses: Discourses and Experiences of Syrian Refugees and Aid Providers in Jordan”, University of Amsterdam, Amsterdam, Netherlands, March 14-17.
	Ege, Gozde Burcu. 2018. “Palestinian Youth as New Practitioners of Humanitarian Governance in Amman,” Paper Presented at “Contemporary Amman and Right to the City”, Columbia Global Centers, Amman, Jordan, November 3-5.
	Aguirre Mandujano, Oscar (graduated 2018): Workshop Participant, Digital Diaspora Conference, Center for Jewish Studies, University of California, Santa Cruz, May 3, 2018.
	Aguirre Mandujano, Oscar (graduated 2018): "Spaces of Poetry: Inhabiting Istanbul through Poetry after the Conquest (1453-1512)." Western Ottomanists' Workshop 2018, University of Portland, Portland, Or. March 30, 2018.
	Bakkalbasioglu, Esra (graduated 2019), Invited Talk, “Politics of Infrastructure: Minorities’ Access to Water and Electricity in Turkey and Israel” at University of Washington Middle East Center.
	Bolel, Canan, 2018 “Ottoman Jews and the Emergence of Modern Psychiatry in the Ottoman Empire During the Late Nineteenth Century.” Association for Jewish Studies Annual Conference, Boston, Massachusetts. December 16-18.
	Bolel, Canan, 2018 “No Place for Jewish Madwomen: A Reading of Female Body During the Crisis of Overcrowding in the Mental Asylums of Istanbul.” Middle East Studies Association Annual Meeting, San Antonio, Texas. November 15-18.
	Bolel, Canan, 2018 “Expanding the Cast of Characters: Tracing Marginal Jews of the Late Nineteenth Century Izmir in the Ottoman Archives.” Jews and Culture in the Ottoman Empire and Modern Turkey Conference, Bar-Ilan University, Ramat Gan, Israel. May 28-29.
	Bolel, Canan, 2018 “Spatial Marginalities and Marginal Spaces of Nineteenth-Century Izmir.” Anamed Annual Symposium, Istanbul, Turkey. April 19-20.

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	Kentel, Mehmet (graduated 2018): 2018 “Publishing Cosmopolitanism in Cosmopolitan Spaces? Making of Late Ottoman Pera, and L’Avenir – Feuille Cosmopolite Quotidienne.” European Association of Urban Historians Biannual Conference, Rome, 29 August – 1 September 2018.
	Kentel, Mehmet (graduated 2018): 2018 “A Portrait of the Novice Historian as a Novice Curator and Librarian: Close Encounters with the Non-Teaching Academia.” New Scholarly Practices, Broader Career Paths in Near and Middle Eastern Studies, UW Seattle, 4 May 2018.
	Kentel, Mehmet (graduated 2018): 2018 “In the Days of Glory and Urinal: Late Ottoman Pera and the 21st century Memory.” UW Turkish and Ottoman Studies Lectures, Seattle, 27 April 2018.
	Kentel, Mehmet (graduated 2018): 2018 “Ruin and Knowledge: Writing the History of Genoese Pera in the Moment of Its Destruction.” Western Ottomanists’ Workshop, Portland State University, 30-31 March 2018. 'GALATA KULESİ ŞEKLİNDE ÇUBUK LÜLESİ'Reşad Ekrem Koçu'nun çizdiği/bozduğu sınırlarla Galata ve Beyoğlu tarihi.
	Nal, Ayse, Invited Talk: “Three Rivers, Three Struggles: Contemporary Water Conflicts and Resistance Movements in Turkey”. Koc University Sociology Talks, 12/2018.
	Nal, Ayse, “Contemporary Water Conflicts and Resistance in Turkey.” Paper presented at the Annual Meeting of the Association for the Study of the Middle East and Africa, 11/2018.
	Nal, Ayse, “A Comparative Analysis of Environmental NGO Activism in Turkey and Indonesia.” Paper presented at the Annual Meeting of the American Sociological Association in Philadelphia, 8/2018.
	Sims, Michael, Defining Past and Imagining Future: The Syriac Community of the Late Ottoman Empire” Syriac Studies Workshop, Department of History, University of Washington, May 2018.
2017	Aguirre Mandujano, Oscar (graduated 2018): Invited Talk: "The Politics of Procedure: Literary Language and Political Commentary in the Training of the Ottoman Intellectual." School of Middle Eastern and North African Studies (MENAS), University of Arizona, Tucson, AZ, March 3, 2017.
	Bakkalbasioglu, Esra (graduated 2019), “Negotiating Access to Infrastructure in Israel and Turkey,” Midwest Political Science Association Annual Meeting, Chicago, IL.

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	Bakkalbasioglu, Esra (graduated 2019), "Electrifying the Periphery: Electricity Distribution in the Eastern Provinces of Turkey in the 1930s," Society for the History of Technology, Philadelphia, PA.
	Bolel, Canan, 2017 "Jewish Bodies, Missionary Activities: Tracing Marginal Spaces of Nineteenth-Century Izmir in the Scottish Missionary Records." Conference on the Social, Cultural and Economic History of Izmir and the Region, Hrant Dink Vakfi, Izmir, Turkey. November 24-25
	Bolel, Canan, 2017 "Out of Sight, Out of Mind: The Role of Mount Pagus in the Spatiotemporal Jewish Identity in Izmir During the Nineteenth-Century." Conference on the Environmental History of the Ottoman Empire and Turkey, University of Hamburg, Germany. October 27-28.
	Degerald, Michael (graduated 2018): 11/2017 "The Iraqi Ba'th and the Non-Aligned Movement: More than a relationship of convenience" at MESA - Middle East Studies Association.
	Degerald, Michael (graduated 2018): 5/2017 "Where Media Meets Statecraft: Daesh Promotion of Governmental Competence through its Media" at Emerging Work on Communicative Dimensions of the Islamic State. CARGC. Annenberg School of Communication, University of Pennsylvania, Philadelphia.
	Degerald, Michael (graduated 2018): 1/2017 "How fighting illiteracy and cultural propaganda went hand in hand for the Iraqi Ba'th" 131st Annual AHA- American Historical Association, Denver, Colorado.
	Degerald, Michael (graduated 2018): Invited talk: 10/23/17 "Re-Distributing Ba'thist Propaganda? Digital Traces of Iraq's Cultural and Political History" UW Open Access Week Panel, University of Washington Libraries.
	Degerald, Michael (graduated 2018): Invited talk: 10/16/17 "Simpson Center Summer Fellows Showcase" Panel, University of Washington Libraries.
	Degerald, Michael (graduated 2018): Invited talk: 2/21/17 "Making and Unmaking Order under ISIS Rule: The Importance of Banal Regulations" at Seattle University.
	Dwonch, Albana (graduated 2017): Jerusalem Institute of the Council for British Research in the Levant (Kenyon Institute, Jan 25, 2017). Meeting of the Junior Scholars network affiliated with the Kenyon Institute and the Hebrew University of Jerusalem. Title of Paper presented: "A Scream from Gaza: A Curse on Both Parties! Social Media, Youth Activism and the Arab Spring: A Gaza Case Study."

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	Ege, Gozde Burcu. 2017. "Palestinian Refugees in Amman, Jordan: Different but Connected Iterations of Displacement," Talk delivered at Palestine Awareness Week, University of Washington, Seattle, 13-14 February.
	Goldman, Anat, The Association for the Study of the Middle East and North Africa, Washington DC, October 2017. Presenter, "Privatized Commemoration, Contested Narratives and the Cult of Ataturk in the mid-1990s and early 2000s."
	Goldman, Anat, The Association for the Study of Nationalities, NYC, NY, May 2017, Presenter, "Commemoration in the Age of Privatization: November 10th in Turkey and Memorial Day in Israel in the 1990s and 2000s."
	Goldman, Anat, The Association for the Study of Ethnicity and Nationalism Annual Conference London, March 2017. Presenter, "Who Carries the Silver Platter? The Formation of the Israeli Memorial Day and Culture of Commemoration of Fallen Soldiers, 1948-1963.
	Kentel, Mehmet (graduated 2018): 2017 "Environment and Urban Infrastructure in Late Ottoman Istanbul: Water and Sewage in the (re)Making of Pera, Kasımpaşa, and Terkos." Environmental History of the Ottoman Empire and Turkey Conference, TürkeiEuropaZentrum Hamburg, 27-28 October 2017.
	Kentel, Mehmet (graduated 2018): 2017 "BiblioPera: Making Global Partnerships in the Local Context." MELCom International 2017 Conference, Cambridge, 2-5 July 2017.
	Kentel, Mehmet (graduated 2018): 2017 "Water from Terkos, Hunters from Pera: An Environmental History of Late Nineteenth Century Ottoman 'Cosmopolitanism'." The European Society for Environmental History 2017 Conference, Zagreb, 28 June – 2 July 2017.
	Kentel, Mehmet (graduated 2018): 2017 "Between Terkos Lake and Pera's Fountain: Plural Ruralities and the Idea of Urbanity in late-Ottoman Istanbul." Urban Studies Seminar, Zentrum Moderner Orient, Berlin, 12 June 2017.
	Kentel, Mehmet (graduated 2018): 2017 "Drawing 'Cosmopolitan' Pera: Artist and Networks of Power in Late Nineteenth Century Istanbul." Visual Sources in Late Ottoman History Workshop, Columbia University, New York City, 20 April 2017.
	Kentel, Mehmet (graduated 2018): 2017 "Who was [not] here when we were not? The Characters of Yusuf Franko and Others." Cornucopia Lecture Series at Soho House, Istanbul, 5 April 2017.

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	Kentel, Mehmet (graduated 2018): 2017 “Kozmopolit Pera’yı Çizmek, Haritalandırmak, Sergilemek.” Koç University ANAMED Exhibition Talks, Istanbul, 23 March 2017.
	Maziad, Marwa (graduated 2019): IUSAFS Selected Conference Presenter, Biennial International Conference of the Inter-University Seminar on Armed Forces and Society (IUSAFS), “Oscillating Civil-Military Relations in the United States: National Security Perils in Trump’s Era,” Reston, VA, November 3-5, 2017.
	Maziad, Marwa (graduated 2019): University of Cambridge Gulf Research Meeting (GRM) Workshop Co-Director, Co-conceptualized and wrote the call for an Academic Workshop entitled, “The Arab Gulf States in The West: Perceptions and Realities; Opportunities and Perils.” Gulf Research Meeting, University of Cambridge, United Kingdom. (An Edited Volume was published from this workshop (2018), for which she is co-editor).
	Maziad, Marwa (graduated 2019): ERGOMAS Selected Conference Presenter, European Research Society on Military and Society (ERGOMAS) 14th Biennial Conference, Athens, Greece 1- “Veterans of the Middle East: The Military Politician; The Military Businessman; and the Military National Security Expert; Cases of Turkey, Egypt, and Israel.” 2- “Civil-Military Relations in a Dynamic Regional Order: Cases of Turkey, Egypt, and Israel,” June 26-30, 2017.
	Maziad, Marwa (graduated 2019): AIS Selected Presenter, Association for Israel Studies, (AIS) 33rd Annual AIS Meeting, Brandeis University “The Territories”: Ambiguities and Continuities in Israel’s Civil-Military Relations, June 12-14, 2017.
	Maziad, Marwa (graduated 2019): ACSS Invited Selected Presenter, Arab Council on Social Sciences (ACSS) 3rd Annual Conference, Beirut, Lebanon “Oscillating Civil-Military Relations in Democratizing Societies: Egypt, Turkey, and, Israel,” March 10-12, 2017.
	Mitchell, Jeanene (graduated 2018): “At the Confluence of Transnational and Local Actors: Transboundary River Management in the Kura Basin.” AESS Annual Meeting, June 2017
	Mitchell, Jeanene (graduated 2018): “Erdogan and Elections: The Current Political Climate in Turkey.” Lecture at Horizon House World Concerns Committee, April 2017.
	Sims, Michael, “The Yezidis: Intercommunal Relations, Identity and the State” Narratives of Coexistence and Pluralism in Northern Iraq MESA Pre-Event Panel, TAARII, November 2017.

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	Sims, Michael, "Religious Minorities Affected by ISIS" Teaching Religion to Policymakers Workshop US Department of State and the University of Washington, May 2017.
	Sims, Michael, "Education and the Shaping of National Mission in Kurdish and Syriac Christian Nationalism" Pacific Northwest Ottomanist Workshop Annual Meeting Simon Fraser University, Vancouver, Canada, March 2017.
	Sims, Michael, "Education in Kurdish and Syriac Christian Periodicals of the Late Ottoman Empire," Rethinking Late Ottoman Civilization, UT Austin, March 2017.
2016	Aguirre Mandujano, Oscar (graduated 2018): "Poets, Saints, and Sultans: Sufi literature between religion and politics in the Ottoman Empire." Middle Eastern Studies Association, Boston, MA. November 18, 2016.
	Aguirre Mandujano, Oscar (graduated 2018): "Compiling the Sultan's Words: Making Fifteenth Century Diplomatic Letters into Books." American Comparative Literature Association, Harvard University, Cambridge, MA. March 18, 2016.
	Aguirre Mandujano, Oscar (graduated 2018): "In Praise of Şeyh Vefâ: Poetry and support networks at the fifteenth century Ottoman Court." Western Ottomanists' Workshop (WOW), University of California at Berkeley, Berkeley, CA. March 10, 2016.
	Bakkalbasioglu, Esra (graduated 2019), "The East is (en)Light(en)ing: Electrification, Nation, and State in the Eastern Provinces of Turkey," American Association of Teachers of Turkic Languages A.M., Boston, MA.
	Bakkalbasioglu, Esra (graduated 2019), "Accessing Infrastructure: Struggles over Regional Development in Israel and Turkey," Association for the Study of Middle East and North Africa Annual Meeting, Washington D.C.
	Bakkalbasioglu, Esra (graduated 2019), "Physical Development and Citizenship in Minority Regions of Israel and Turkey," American Political Science Association Annual Meeting, Philadelphia, PA.
	Bakkalbasioglu, Esra (graduated 2019), "The Present Absence of Bedouins: Israel's Plan to Develop the Negev Region and the Bedouins," European Political Science Association Annual Meeting, Brussels, Belgium.
	Bakkalbasioglu, Esra (graduated 2019), "The Present Absence: Development of the Negev and the Bedouins," Midwest Political Science Association Annual Meeting, Chicago, IL.

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	Degerald, Michael (graduated 2018): Invited talk: Islamic State(craft): Little Explored Details of the Tactics of Rule Employed by ISIS in Syria and Iraq, Middle East Center, University of Washington. 11/14/16
	Goldman, Anat, The Middle East Studies Association Annual Meeting, Boston, MA, November 2016. Presenter, "Privatized Commemoration and The Image of the Nation: November 10th in Turkey and Memorial Day in Israel after 1985."
	Goldman, Anat, The Association for Israel Studies Annual Conference, Jerusalem, Israel, June 2016. Presenter, "Privatized Commemoration, Inviolable Collectivity: Memorial Day and Commemoration of the Nation's Dead in Israel After 1985."
	Maziad, Marwa (graduated 2019): Center for Israel Studies Invited Guest Participant, American University, DC, The Center for Israel Studies and the Jewish Studies Program "Kibbutz: Ideal, Crisis, Renewal " Conference, American University, Washington, DC, October 27, 2016.
	Maziad, Marwa (graduated 2019): ISA Selected Conference Presenter at the International Conference on the Transformations of Military Profession, promoted by the Research Committee on Armed Forces and Conflict Resolution (RC01), at the International Sociological Association Meeting (ISA) Paper presented: "Oscillating Civil-Military Relations in Democratizing Societies: Cases of Egypt, Turkey and Israel: 1980-2016." Rio de Janeiro, Brazil, September 25-28, 2016.
	Maziad, Marwa (graduated 2019): GRM Invited Selected Conference Presenter, Gulf Research Meeting 2016. Paper selected for Workshop on "Foreign Relations of the GCC Countries amid Shifting Global and Regional Dynamics Paper entitled "Mercenaries-on-Demand: Jihadists as Means of Military Diversification in Qatar's Foreign Policy." Cambridge, United Kingdom, August 24-27, 2016.
	Maziad, Marwa (graduated 2019): Selected Presenter, at the Annual Meeting of Eastern Sociological Society Mini-Conference on Military Sociology: International Perspectives Paper entitled: Oscillating Civil-Military Relations in Democratizing Societies: Cases of Egypt, Israel, and Turkey: 1980-2015, March 117-20, 2016.
	Nolte, Elizabeth (graduated 2017): "Imperial Traces: The Grounds for a Post-Ottoman Literature?" Paper presented at the American Comparative Literature Association Conference. Cambridge, MA. March 2016.
	Nolte, Elizabeth (graduated 2017): "Literary Periodicals: At the Crossroads of Turkish Politics and the Cold War Culture Wars." Paper presented at the Modern Language Association Conference. Austin, TX. January 2016.

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2015	Aguirre Mandujano, Oscar (graduated 2018): "The lyric verses of Bayezid II and Prince Cem: Poetry in Ottoman diplomatic correspondence of the fifteenth century." American Comparative Literature Association, Seattle, WA. March 27, 2015.
	Aguirre Mandujano, Oscar (graduated 2018): "Songs of War and Friendship: The Poems of Yehuda Leon Behar and the Balkan Wars" Western Ottomanists' Workshop (WOW), University of California Davis, Davis, CA. January 31, 2015.
	Bakkalbasioglu, Esra (graduated 2019), Invited Talk, "Developing the Negev or Discriminating the Bedouins: Rethinking Citizenship in the Peripheries of Israel," Bilgi University Political Science Department Talk Series, Istanbul, Turkey.
	Degerald, Michael (graduated 2018): Invited talk: 12/1/2015 "ISIS in the Context of Modern Middle East History" Panel w/ Spyros Sofos, Center for Middle Eastern Studies, Lund University.
	Degerald, Michael (graduated 2018): Invited talk: 11/12/2015 "ISIS in the Context of Modern Middle East History" Panel w/ Spyros Sofos, Malmö Association of Foreign Affairs, Malmö Högskola, Malmö Sweden.
	Degerald, Michael (graduated 2018): Invited talk: 10/7/2015 "ISIS in the Context of Modern Middle East History" Panel w/ Spyros Sofos, Center for Middle Eastern Studies, Lund University
	Goldman, Anat, Matters of Concern? The Department of Politics and Government Graduate Students' Conference, Ben-Gurion University in the Negev, Beer Sheba, Israel, May 2015. Presenter, "Privatized Commemoration, Unavoidable Collectivity: Memorial Day in Israel after 1985."
	Goldman, Anat, The Israeli Middle East Studies Association Annual Meeting, Haifa, Israel, May 2015. Presenter, "Nation-Building from the Bottom Up? On the Formation of 10 Kasım, Ataturk's Memorial Day, 1938-1953" (Hebrew)
	Goldman, Anat, The Israeli Political Science Association Annual Meeting, Ashqelon, May 2015. Presenter, "Nation-Building from the Bottom Up? On the Formation of 10 Kasım, Ataturk's Memorial Day, 1938-1953" (Hebrew).
	Goldman, Matthew (graduated 2015): Delivered a paper at the "In Search of a Model for the Middle East – A Comparison of Turkish and Nordic Experiences" conference entitled "Familial Models of the State in Turkey and Sweden," April 16, 2015, Lund University, Sweden
	Goldman, Matthew (graduated 2015): Served as moderator for a panel at the "Forced Migration and Resilience: Past and Present in the Mediterranean" conference at the Swedish Research Institute, April 28, 2015, Istanbul, Turkey

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	Kasli, Zeynep (graduated 2017): Invited Speaker at 2nd International Informal Human Logistics Conference at Open Border Congress Munich, October 16-18, 2015.
	Kasli, Zeynep (graduated 2017): “(Re)B/ordering Territory, Mobility and Identity: EU-ization of the Greek-Turkish Border Regime” and IMISCOE Annual Conference, Geneva, June 25-27, 2015.
	Kentel, Mehmet (graduated 2018): 2015 “Municipal Archivists and Modern Historians: Osman Nuri and the Archival Construction of the 19th Century Istanbul.” Ottoman Municipalities Workshop, Istanbul Sehir University, 6-7 November 2015.
	Kentel, Mehmet (graduated 2018): 2015 – “‘Engineering’ Cosmopolitan Spaces: Expertise and Entrepreneurship in the Making of Late 19th Century Pera.” Koç University ANAMED Fellows Symposium, Istanbul, 30 May 2015.
	Kentel, Mehmet (graduated 2018): 2015 “Kozmopolitizm ‘Mühendisliği’: Geç 19. yüzyıl Pera’sının İnşasında Altyapı, Uzmanlık ve Girişimcilik.” Kadir Has University Istanbul Studies Center, 30 April 2015.
	Kentel, Mehmet (graduated 2018): 2015 “‘Şehri haraplıktan ve sefil manzaralardan kurtarmak’: Küçük Kabristan, Tepebaşı Bahçesi ve Osman Nuri'den Bugüne 19. Yüzyıl İstanbul'u.” Mimarlık Kültürü ve Mirası Araştırmaları Derneği, Istanbul Technical University, 9 February 2015.
	Maziad, Marwa (graduated 2019): “Oscillating Economic Roles of Middle East Militaries: Comparative Inception Stories of Military Business in Turkey, Egypt, and Israel.” Middle East Studies Association (MESA), Washington DC, November 18-21, 2017.
	Maziad, Marwa (graduated 2019): Association for Israel Studies, (AIS) 32nd Annual AIS Meeting Double panel entitled "Israel as a Middle Eastern State: De- Westernization and Levantinization," June 1-3, 2015.
	Maziad, Marwa (graduated 2019): IUSAFS Invited Panelist, Inter-University Seminar on Armed Forces and Society Panel entitled: Military Alliances: Challenges and Promises Chicago, USA, October 30—November 1, 2015.
	Maziad, Marwa (graduated 2019): American University in DC Invited Guest Participant, The Center for Israel Studies and the Jewish Studies Program “Reinventing Israel: Transformations of Israeli Society in the 21 st Century” Conference, American University, Washington, DC, October 28-29, 2015.

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	Maziad, Marwa (graduated 2019): GRM Invited Selected Conference Presenter, Gulf Research Meeting 2015, University of Cambridge. Paper entitled “Qatar in Egypt: Expansionist Media and Politics of Small States.” Cambridge, United Kingdom, August 24-27, 2015.
	Maziad, Marwa (graduated 2019): ERGOMAS Selected Conference Presenter, “A Military Regime? Reconsidering Egyptian Civil-Military Relations,” European Research Society on Military and Society (ERGOMAS) 13th Biennial Conference, June 8-12, 2015.
	Maziad, Marwa (graduated 2019): AIS Invited Selected Conference Presenter, Association for Israel Studies, Panel on “Israel Studies in the Arab World: Institutions and Paradigms,” University of Concordia, Montréal, June 1-3, 2015.
	Mitchell, Jeanene (graduated 2018): “At the Confluence: Transboundary River Management in the South Caucasus.” Central Eurasian Studies Society Annual Meeting, October 2015.
	Mitchell, Jeanene (graduated 2018): “Transboundary River Management in the Kura River Basin: Linking Transnational Programs to Local Implementation.” Lecture co-sponsored by the American Research Institute of the South Caucasus and the Caspian Center for Energy and Environment, ADA University, Baku, September 2015.
	Nal, Ayse, "Resistance Movements in Comparison: Duzce and Rize Cases in Turkey." Paper presented at the Annual Meeting of Association for Environmental Studies and Sciences in San Diego, 6/2015.
	Nolte, Elizabeth (graduated 2017): “At the Intersection of Modernization, Modernity, and Modernism: Aesthetic Periodicals in Turkey (1950-1965).” Paper presented at the Middle East Studies Association Conference. Denver, CO. November 2015.
	Nolte, Elizabeth (graduated 2017): “Ties that Bind: State and Heritage in Literature of Bureaucracy.” Paper presented at the American Comparative Literature Association Conference. Seattle, WA. March 2015.
	Nolte, Elizabeth (graduated 2017): “Writing Through the Opposition: Sabahattin Ali and the Politics of Authorship in 1930s-40s Turkey.” Paper presented at “Transnational Perspectives on the Life and Work of Sabahattin Ali.” New York University Hagop Kevorkian Center. New York, NY. March 2015.
	Seviner, Zeynep (graduated 2015): Presentation in Western Ottomanists Workshop 2015, Davis, CA (Title not Available)
	Seviner, Zeynep (graduated 2015): Presentation in Sabahattin Ali workshop at NYU, New York, NY (Title not Available)

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	Seviner, Zeynep (graduated 2015): Organization of a panel in ACLA 2015, Seattle, WA (Title not Available)
	Seviner, Zeynep (graduated 2015): Presentation in ACLA 2015 (Title not Available)
	Seviner, Zeynep (graduated 2015): Presentation in “Serialization in Asia” conference, University of Washington (Title not Available)
2014	Aguirre Mandujano, Oscar (graduated 2018): Panel Organizer with Nir Shafir (UCLA) : “The Act of Writing in the Early Modern Ottoman Empire.” Presenter: “The Merits of a Poet: The Role of Talent and Education in the Making of the Ottoman Intellectual.” Middle Eastern Association Annual Meeting, Washington, DC. November 23, 2014.
	Goldman, Anat, Workshop on Politics of Memory, The 10th Annual Graduate Conference in Political Science, International Relations and Public Policy, Jerusalem, Israel, December 2014. Presenter, “Nation-Building from the Bottom Up? On the Formation of 10 Kasım, Ataturk’s Memorial Day, 1938-1953” Discussant, Rachel Hofman, “O Jerusalem, Between Memory of the Past and Politics of the Present.”
	Goldman, Anat, The American Association of Teachers of Turkish Graduate Student Pre-Conference in Turkish and Turkic Studies, Washington DC, November 2014. Presenter, “Nation-Building from the Bottom Up? On the Formation of 10 Kasım, Ataturk’s Memorial Day, 1938-1953” Winner of the best-presented paper award.
	Goldman, Anat, Association for Israel Studies Annual Conference, Sede-Boqer, Israel, June 2014. Presenter, “Commemorating the Day, Commemorating the People: Consensus and Inclusivity in Memorial Day in Israel and Ataturk Memorial Day in Turkey”
	Goldman, Matthew (graduated 2015): Taught a course on social rights in Middle East history from the early Islamic community to the present day as part of a summer program entitled “Human Rights – A Recurrent History”, organized by the Department of Human Rights Studies at Lund University, which took place between June 14-27, 2014 at the Swedish Research Institute (SRI) in Istanbul.
	Goldman, Matthew (graduated 2015): Delivered a paper at the American Political Science Association’s (APSA) annual conference entitled “The Struggle For The Land: Land Reform, Democracy, and Autocracy In The Middle East,” August 31, 2014, Washington DC.

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	Goldman, Matthew (graduated 2015): Delivered a paper at Middle East Studies Association Conference (MESA) in Washington, DC entitled "Populist Promises and Inflated Dreams: Explaining the Success of the Democrat Party in 1950s Turkey," November 23, 2014, Washington DC.
	Goldman, Matthew (graduated 2015): Delivered paper at Middle East Studies Association Conference (MESA) in New Orleans entitled "Revolution or Elections: Land Reform and Regime Type in Comparative Perspective", 10/13/14.
	Kasli, Zeynep (graduated 2017): "A Tale of Two Cities: Multiple Practices of Bordering and Degrees of 'Transit'" Co-Authored with Asli Ikizoglu. In Motion, Movements, Crossings & transfers in Turkey. International Workshop organized by BIAA in collaboration with NIHA, Ankara, September 26-27, 2014.
	Kasli, Zeynep (graduated 2017): Invited speaker at IMES PODIUM Junior: "A Wall for Some and A Neighbor's Door for Others: The EU-ization of the Greek-Turkish Border Regime and Redefinition of the Other.", University of Amsterdam, Netherlands, July 1, 2014.
	Kasli, Zeynep (graduated 2017): "From Antagonism to Partnership on and across the Greek-Turkish Border: Redefining the Self and the Other on the Borders of the EU?", 21st International Conference of Europeanists, DC, March 13-16, 2014.
	Maziad, Marwa (graduated 2019): GRM Invited Selected Conference Presenter, Gulf Research Meeting 2014, University of Cambridge. Paper entitled "Qatar: Cultivating the 'Citizen' of the Futuristic State." Cambridge, United Kingdom, August 25-28, 2014.
	Nolte, Elizabeth (graduated 2017): "Untimely?: Literature of Bureaucracy and Ahmet Hamdi Tanpınar's The Time Regulation Institute." Paper presented at the Middle East Studies Association Conference. Washington, D.C. November 2014.
	Nolte, Elizabeth (graduated 2017): "Irregularities in The Time Regulation Institute: Serialization, Publication, and Translation." Paper presented at the Society for Textual Scholarship's International Interdisciplinary Conference. Seattle, WA. March 2014.
	Nolte, Elizabeth (graduated 2017): "Literature's Political Capital: Censorship and the Turkish Literary Market in the 1950s-60s." Paper presented at the American Comparative Literature Association Conference. New York, NY. March 2014.
	Powell, Russell (graduated 2014): Key Commercial Law Challenges in Arab Gulf Countries, May 20, 2014 SEATTLE, WASHINGTON Presented to senior GCC government and business leaders in a program sponsored by the Department of Commerce.

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	Powell, Russell (graduated 2014): Diplomacy, Development, and Defense in the Middle East: A Conversation with Congressman Adam Smith, March 18, 2014 SEATTLE, WASHINGTON Engaged Congressman Smith in a public dialogue sponsored by the World Affairs Council and Seattle University
	Powell, Russell (graduated 2014): Search for Meaning: The Politics of Women’s Rights in Iran, February 15, 2014 SEATTLE, WASHINGTON Was a discussant with Arzoo Osanloo related to her book featured in the event sponsored by Seattle University.
	Powell, Russell (graduated 2014): Empirical Analyses of Secularism and Sharia in Turkey, January 5, 2014 NEW YORK, NEW YORK Presented paper for the Islamic Law Section of the AALS at the Annual Meeting.
	Seviner, Zeynep (graduated 2015): Presentation in the Society of Textual Studies meeting (Title not Available)
	Seviner, Zeynep (graduated 2015): Presentation in MESA 2014 (Title not Available)
	Seviner, Zeynep (graduated 2015): Presentation in the Western Ottomanists Workshop at the UW (Title not Available)
2013	Goldman, Matthew (graduated 2015): Invited talk entitled "History is a Nightmare: The Struggle for Land Reform in Turkey, Egypt, and Syria in the Mid-20th Century at the French Consulate’s IFEA (Institut Français d’Etudes Anatoliennes) institute in Istanbul (6/26/2013).
	Nolte, Elizabeth (graduated 2017): “The Cost of Publication Amidst Political Polarization: Censorship and the Turkish Literary Market in the 1950s-60s.” Paper presented at the Middle East Studies Association Conference. New Orleans, LA. October 2013.
	Powell, Russell (graduated 2014): Turkish Views of Sharia, November 4, 2013 ISTANBUL, TURKEY Presented empirical research on perceptions of Sharia at a conference hosted by Fountain Magazine at Fatih University.
	Powell, Russell (graduated 2014): An Introduction to Islamic Jurisprudence, October 16, 2013 SEATTLE, WASHINGTON Provided an extensive introductory lecture for participants in Seattle University’s continuing education program.
	Powell, Russell (graduated 2014): Law and Religion in Turkey, May 16, 2013 ISTANBUL, TURKEY Presented empirical research on perceptions of Sharia at Istanbul University.
	Powell, Russell (graduated 2014): Islamic Law in Turkey after the Arab Spring, January 6, 2013 NEW ORLEANS, LOUISIANA Presented paper for the Islamic Law Section of the AALS at the Annual Meeting.

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	Salmaner, Muge (graduated 2014): October 10-13, 2013, “Writing From the Margins: the Contemporary Armenian Literature in Turkish Publishing Scene”, MESA 2013 Annual Meeting.
	Seviner, Zeynep (graduated 2015): Presentation at MESA 2013 (Title not Available)
	Seviner, Zeynep (graduated 2015): Presentation in the Portland State University World Literatures Department (Title not Available) Graduate Student Colloquium
	Seviner, Zeynep (graduated 2015): Participated in the Institute of World Literature workshop at Harvard University (Summer 2013)
2012	Powell, Russell (graduated 2014): Islamic Law in Turkey, September 29, 2012 MINNEAPOLIS, MINNESOTA Presented paper for the Journal of Law and Religion’s Islamic Law Conference.
	Powell, Russell (graduated 2014): Perceptions of Secularism and Islamic Law in Turkey, July 9, 2012 ISTANBUL, TURKEY Presented research at the Journalists and Writers Foundation.
	Powell, Russell (graduated 2014): Bases for Christian-Muslim Dialogue, July 3, 2012 NIGDE, TURKEY Presentation at Sungurbey Koleji.
	Powell, Russell (graduated 2014): Democracy, Culture and Catholicism International Research Project, June 19, 2012 ROME, ITALY Presented paper on democracy and secularism in Catholicism and Islam at the Gregorian University.

Appendix 13c: List of public scholarship or digital humanities presentations/ publications/ outreach done by NMES graduate students (September 2014—August 2019)

Public scholarship or digital humanities projects PRESENTED/ PUBLISHED by students *before* advancement to candidacy:

2019	Calvetti, Vincent: Presentation: "Protocols and Protest: The Yemenite Babies Affair, the Mizrahi Struggle, and Struggles of Interpretation," Stroum Graduate Student Fellows Colloquium: Jewish Memory, History and Thought, May 21, 2019, University of Washington
	Calvetti, Vincent: Publication: "Remembering the Thousands of Children Who Disappeared in the 'Yemenite Babies Affair,'" Stroum Center E-Journal. February 12, 2019. https://jewishstudies.washington.edu/israel-hebrew/israel-kidnappedchildren-activism-yemenite-babies-affair
	Calvetti, Vincent: Media appearance: "The Yemenite Children Affair & the Story of the Mizrahi Jews in the Development of the State of Israel," Adventures in Jewish Studies: The Association for Jewish Studies Podcast, May 6, 2019. https://castbox.fm/app/castbox/player/id1500246/id151261835?v=4.1.190510&autoplay=0
2018	Cohoon, Melinda: Presentation: "Reimagining History through Digital Cultural Artifacts: A Teaching Method," NMES Capstone sponsored by the Simpson Center, UW, May 4, 2018
	Pomeshchikov, Roman: Evaluator for the "2018 Digital Governance in Municipalities Worldwide: A Longitudinal Assessment of Municipal Websites Throughout the World" survey by National Center for Public Performance, University of Suffolk, 2018
	Hunter, Jennifer: Member, Organizing Committee for Ancient Iran Day (a public humanities event that attracted ca. 500 people; event included exhibits halls, artist reproductions of ancient objects, public lectures, family activity room, and reception) University of Washington, December 1, 2018
2017	Ege, Gozde Burcu (PhC, 3/2017): "Palestinian Refugees in Amman, Jordan: Different but Connected Iterations of Displacement," Talk delivered at Palestine Awareness Week, University of Washington, Seattle, 13-14 February 2017.
2014	Kentel, K. Mehmet (PhC, 6/2014; PhD, 2018): "Devletleşen AKP, Değişmeyen Devlet." Bir+Bir (with Doruk Tatar). https://hcommons.org/deposits/item/hc:17893 . March 28, 2014
	Dwonch, Albana (PhC, 3/2015; PhD, 2017): "Youth Citizenship and Digital Media: A Palestinian Case-Study," Brown HGSA

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	Interdisciplinary Conference: Subjectivity and the System (April 2014 at Brown University)
2013	Maziad, Marwa (graduated 2019), "Experts reflect on Egypt's turmoil." Aljazeera English Website. August 20. http://www.aljazeera.com/indepth/opinion/2013/08/201381414224611663.html .
	Maziad, Marwa (graduated 2019), "Egypt's Security Solution." Aljazeera English Website. August 21. http://www.aljazeera.com/indepth/opinion/2013/08/2013821121826242832.html .
	Maziad, Marwa (graduated 2019), "From Tahrir to Taksim Square." Aljazeera English Website. June 5. http://www.aljazeera.com/indepth/opinion/2013/06/201365145126950165.html .

Public scholarship or digital humanities projects PRESENTED/ PUBLISHED by students *after* advancement to candidacy:

2019	Kentel, K. Mehmet (PhC, 6/2014; PhD, 2018): "Pera'nın gelişimini çevre tarihi perspektifi ile tartışmak." Interview at Medyascope TV, April 1, 2019
2018	Bolel, Canan (PhC 2014): Blog post: "The Allure and Burden of the Ottoman Archives," ANAMED Blog. (http://anamedblog.tumblr.com/post/171595742218/the-allure-and-burden-of-the-ottoman-archives)
	Kentel, K. Mehmet (PhC, 6/2014; PhD, 2018): "Mehmet Kentel on the world of Ottoman caricaturist Yusuf Franko." Interview at the Turkey Book Talk Podcast, 19 February 2018. https://turkeybooktalk.podbean.com/e/mehmet-kentel-on-the-world-of-ottoman-caricaturist-yusuf-franko/
	Aguirre Mandujano, Oscar (PhC, 12/2013; PhD, 2018): Workshop Participant, Digital Diaspora Conference, Center for Jewish Studies, University of California, Santa Cruz, May 3, 2018
	Maziad, Marwa (graduated 2019): "The military in Israeli politics, state & society". Stroum Center for Jewish Studies, University of Washington. Feb 1. https://jewishstudies.washington.edu/israel-hebrew/civil-military-relations-in-israel-politics-state-society/
2017	Bolel, Canan (PhC 2014): Living in Yehud: What happened to your Izmirli identity in Israel? (Digital Oral History and Mapping Project (in progress, 2019)

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	Degerald, Michael (PhC 2012; PhD 2018): Presentation: “Re-Distributing Ba’thist Propaganda? Digital Traces of Iraq’s Cultural and Political History” UW Open Access Week Panel, University of Washington Libraries, 10/23/27/.
	Degerald, Michael (PhC 2012; PhD 2018): Presentation: “Simpson Center Summer Fellows Showcase” Panel, University of Washington Libraries, 10/16/17.
	Degerald, Michael (PhC 2012; PhD 2018): Digital Archive: Iraqi cultural and political texts for public use based on hard-to-find texts and propaganda publications from the Iraqi Ba’th Party from the 1970s and 1980s to facilitate scholarship using these primary sources (https://simpsoncenter.org/programs/fellowships/digital-humanities-summer-2017)
	Degerald, Michael (PhC 2012; PhD 2018): “Rethinking Radicalization in the West: Are we overlooking the influence of gender right under our noses?” <i>The Islamic Monthly</i> http://www.theislamicmonthly.com/rethinking-radicalization-west , 6/23/17
	Degerald, Michael (PhC 2012; PhD 2018): “What You Should Know about Trump’s Tweets about ISIS” interview with Michael Degerald in <i>Teen Vogue</i> by journalist Jasmine Bager Cruz http://www.teenvogue.com/story/trump-tweet-isis-threat-terrorism , 2/2017
	Kentel, K. Mehmet (PhC, 6/2014; PhD, 2018): “Visual Sources in Late Ottoman History.” Interview at the Ottoman History Podcast, Episode 327, 25 July 2017. http://www.ottomanhistorypodcast.com/2017/07/columbia-visual.html#more
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Appendix 13c: List of public scholarship or digital humanities presentations/ publications/ outreach done by NMES graduate students (September 2014—August 2019)

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	<p>Maziad, Marwa (PhC, 6/2014; PhD, 2019): “Arabs in the Arctic?” http://www.worldpolicy.org/blog/2017/10/04/strange-history-arctic-and-arab-gulf, October 1, 2017</p>
	<p>Aguirre Mandujano, Oscar (PhC, 12/2013; PhD, 2018): Co-organizer with Walter G. Andrews (UW) and Selim S. Kuru (UW). <i>The Many Poems of Baki: New Approaches to Ottoman Manuscripts</i>. Digital humanities project aimed to develop digital tools for the study of manuscript history. The first interdisciplinary workshop on Ottoman manuscript history and digital humanities was held at the University of Washington on January 27-29, 2017.</p>
2016	<p>Bolel, Canan (PhC 2014): Training: “Digital Practices in History,” University of Washington, and “Introduction to Digital Humanities,” University of Washington. Final Project: “Digital mapping of marginal Jewish spaces in nineteenth-century Izmir”</p>
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	<p>Goldman, Anat (PhC 12/2013); Contributor: http://mekomit.co.il, http://www.regthink.org (Hebrew), 2016</p>
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	Maziad, Marwa (PhC, 6/2014; PhD, 2019): Two essays on Military Operations and Strategy Analysis of the 6th of October/Yom Kippur War http://www.almasryalyoum.com/news/details/1027425 October (1-2) http://www.almasryalyoum.com/news/details/1028502 , October (2-2)
	Maziad, Marwa (PhC, 6/2014; PhD, 2019): CBC-Egypt Anchor Interviewing Politician and Academic Dr. Ossama Ghazaly Harb about the political landscape in Egypt pre- and post January 25th uprising https://www.youtube.com/watch?v=PfpydjpS5N4 , January 17, 2016
	Maziad, Marwa (PhC, 6/2014; PhD, 2019): CBC-Egypt Anchor Interviewing Controversial Politician and Physician Dr. Hossam Badrawi, prominent figure in former National Democratic Party (NDP) during Mubarak era. https://www.youtube.com/watch?v=UZrPU5zn128 , February 14, 2016
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	Dwonch, Albana (PhD, 3/2015; PhD, 2017): Op-Ed: “The Online Front of a Third Intifada.” <i>Ma’an News Agency</i> , Retrieved from https://www.maanneews.com/Content.aspx?id=768224 , October 14, 2016. Op-Ed: “Social Media and the Third Intifada: The inconvenient Truth.” <i>Ma’an News Agency</i> , Retrieved from https://www.maanneews.com/Content.aspx?id=771146 , April 15, 2016
2015	Bolel, Canan (PhC 2014): Graduate Student Interest Group “Space, Movement, and Translation” (Includes public talks and workshops on digital humanities sources for studies in History) Granting Agency: Simpson Center for the Humanities, University of Washington
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	Degerald, Michael (PhC 2012; PhD 2018): “Daesh in the Digital Realm” blog republished at <i>Informed Comment</i> http://www.juancole.com/2015/12/daesh-digital-realm.html , 12/13/15
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	Maziad, Marwa (PhC, 6/2014; PhD, 2019): CBC-Egypt Anchor Interviewing Journalist Khairy Ramadan about challenges in Egypt’s media landscape. https://www.youtube.com/watch?v=i4LelegVXOM , November 8, 2014
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**Appendix 14a: Next Generation Scholars Grant Proposal, submitted Spring 2016
(excerpt)****New Scholarly Practices, Broader Career Paths: Transforming the Curriculum to Prepare
Next Generation Scholars in Near and Middle Eastern Studies****Executive Summary:**

This project is designed to *change the conversation* in the Interdisciplinary Near and Middle Eastern Studies PhD Program (INMES PhD Program) about the role of public scholarship, digital humanities, and new media publications in building a career as a humanities scholar. It aims to *broaden career paths* by mainstreaming consideration of and preparation for non-academic positions as a part of the career trajectory of scholars in our program. It will *transform aspects of the curriculum* to institutionalize consideration of broad career paths and to validate the work that our students do in the digital humanities and in public scholarship as a part of their scholarly careers.

Near-term and Long-term Project Goals:

Current transformations in the university, new media, and the Internet have presented challenges and opportunities to academics in the humanities. Consequently, academic hiring committees increasingly want evidence of applicants' engagement with public audiences and participation in public access projects. Nonetheless, these new forms of professional practice are rarely built into the curriculum of PhD programs, considered for funding opportunities, nor treated as part of the preparation of graduate students. The INMES PhD Program was founded nearly 20 years ago to solve a major problem in graduate education; that many important projects required training that was truly interdisciplinary and transregional. The INMES PhD Program leads in interdisciplinary scholarship. It has succeeded in training qualified scholars, many of whom have taken up leadership positions in interdisciplinary humanities programs in the US and Europe. In short, the INMES PhD Program anticipated the need for *flexibility in degree design*, as identified by the Modern Language Association's Task Force on Doctoral Study in Modern Language and Literature (2014). Our students benefit from faculty and courses across the A&S. But the program's own courses and requirements have not been revised recently to reflect the changing needs of graduate education. To these ends, this project seeks to transform aspects of the INMES PhD Program curriculum, particularly its first-year sequence and its admission to candidacy requirements.

We believe now is the moment to push forward and, once again, be the vanguard in reimagining the PhD in the Humanities. We aim to open an institutional space that provides our students with the necessary flexibility (1) to recognize digital humanities, public scholarship, and publications in new media as career scholarship into the curriculum, (2) to encourage all students to imagine career paths that are broader in scope, audience and practice, and (3) to create an institutional environment that recognizes that students' work with digital humanities and public scholarship is a part of the program's overall intellectual breath, creativity, and scholarly engagement.

Students in the INMES PhD Program have been effective at integrating themselves in university-wide support networks. Yet, despite our students' excellent success in external funding competitions and a strong placement record, the INMES PhD Program has treated such engagement as side projects or potential distractions from the progress to degree completion. A

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sign of this attitudinal issue is the fact that students do not emphasize (or sometimes even report) such public engagement in their annual progress reviews, or make space for it on their academic CVs. Furthermore, faculty rarely mention such work in their letters of recommendation for fellowships or academic positions, replicating the conditions of their own training and career advancement.

New Scholarly Practices, Broader Career Paths will facilitate a series of conversations among graduate students and faculty members, and benefit from the expertise and experience of young successful scholars from the UW and other universities in the US. This conversation will help forge connections between outreach scholarship and academic inquiry. In the long term, this project seeks to mainstream the perspectives of ‘next generation scholars’ including junior faculty. We aim to inspire a shift in attitudes and perspectives that recognizes not only that public scholarship and digital humanities projects increasingly make young scholars attractive to diverse audiences, but also that these projects contribute to their scholarship. Ultimately, this will open the possibility of transforming the curriculum into a flexible program that trains PhDs well-equipped to translate their skills in order to fit the demands of new generation academic and non-academic jobs. The changes we propose do not intend only to validate “plan B” career paths (as identified by the American Historical Association, 2011) but to recognize that there are ways of broadening the PhD, which would allow humanities PhDs to move into serious research positions outside of the academy. In fact, such moves—as our speaker series will show—planned and executed early in a graduate training can lead to increased success in traditional measures of academic recognition, such as awards of competitive grants. This is even more important today, taking into account the hiring landscape of diminished tenure-track appointments and the rise of contingent faculty as a staple component of humanities programs’ hiring strategies. The old advice that new PhDs consider adjunct or visiting appointments for a few years while securing a tenure-line appointment no longer leads predictably to a tenure-track appointment. INMES PhD Program needs to assist graduate students to face new challenges and opportunities in the current academic job market by *building off-ramps and on-ramps to academic careers*.

The support of the Simpson Center’s *Next Generation Humanities PhD Implementation Grant* will allow us to open up channels to begin this conversation, bring together scholars from various universities and disciplines, and provide our students and faculty members with the opportunity to lead and transform the new generation PhD in the Humanities.

Activities to be Funded:

Two retreats: *Grad Students & Grads and Faculty Retreats*

There will be two organized retreats: one for INMES PhD students only (run by the graduate student members of the project organizing committee) at the beginning of the project year; one for INMES PhD Program faculty and graduate students at the end of the project year (run by the full organizing committee). The goal of the grad student retreat is to introduce this project and to elicit feedback and comments early enough to allow our Roundtable and Capstone Workshop design to be responsive to this feedback. The goals of the final retreat are (1) to allow program members to reflect on what we learned from the roundtables, the capstone, and the development and implementation of the transformed professionalization course, and (2) to discuss how

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(excerpt)**

flexibility might be built into the qualifying exam to recognize forms and formats of scholarly production that build on public scholarship and digital humanities skills and products.

Roundtable 1: *Making Your Public Scholarship Career Scholarship*

This roundtable will focus on the role of public scholarship and producing content that speaks to broad publics outside of academia. Traditionally, academia left this role, if it was taken up at all, to scholars late in their careers. This roundtable will include Ziad Abu Rish (History, Ohio U), who was one of the founders of the online news platform, *Jadaliyya*. The second speaker will be Zeyno Üstün, a sociology student (Sociology, New School) who is one of the founders and researchers of graph commons collaborative platform for making, analyzing, and publishing network maps, and the editor of Public Seminar, a university-based intellectual common. The third speaker of the roundtable will be Michael Degerald (INMES PhD Program, UW) who started a blog for general audiences about ISIS that has grown and created academic opportunities out of his public scholarship. The roundtable will highlight the ways in which graduate students can contribute to public debates and discussions without departing from the academic work and to explore how public scholarship may contribute to career advancement.

Roundtable 2: *Digital Humanities & New Media Publication as Public Scholarship*

We will invite three scholars who have successfully incorporated digital humanities projects and publication in new media into their career, reached new audiences, and turned these projects into a recognized professional practice. The roundtable would include Chris Gratien (History, Harvard U) who created the Ottoman History Podcast, now one of the most recognized academic podcast series. This platform uses social media effectively to help reach a diverse non-specialist audience as well as becoming part of the teaching material of various scholars in the US and Europe. The second speaker would be Sarah Ketchley (NELC, UW), an Egyptologist by training, who manages a series of successful digital humanities projects at the UW. Last but not least, we will also invite Devin Naar (History, UW) whose digitization project in Sephardic Studies at the UW not only gained wide recognition, but has also become a central part of his research and publications.

Roundtable 3: *Mapping Off-ramps and On-ramps to Academic Careers*

This roundtable will consist of two scholars who use their research skills and scholarly expertise to explore non-academic career possibilities. The roundtable will include Kathryn Zyskowski (Cultural Anthropology, UW) who has used her ethnographic research skills, and areas studies and language skills to forge professional opportunities in speculative social research with technology companies. Kathryn Zyskowski used the ethnographic expertise she has developed during her doctoral fieldwork and an internship experience working on large team research projects at Microsoft Research Labs to secure a job offer from Facebook Research. She has several scholarly articles based on these experiences in press. The second speaker of the roundtable will be Dominic Longo (Comparative Theology, University of St. Thomas), who worked for four years in a global management consulting firm after receiving his PhD degree from Harvard University. In 2015, Dominic Longo decided to rejoin academia. Currently, he is Assistant Professor and Director of the Muslim Christian Dialogue Center at the University of St.

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Thomas. Their career trajectories illustrate new ways of translating academic skills into non-academic jobs and non-academic skills back to the academic work. Their rich career paths will provide the INMES PhD students an opportunity to think about how they can build preparation for broader career options into their PhD training.

Capstone Workshop: *Presentation of ongoing projects*

The final event of the project year will be a ¾ Day Capstone Workshop for which we imagine four panels. The first two sessions will invite our advanced graduate students and our faculty who have vibrant on-going projects in digital humanities and public scholarship to present their work. The format will include three speakers for 20 minutes followed by an open discussion. We will ask participants to present the project in about 10 minutes and to reflect for 10 minutes on how the project has developed from and/or enriched their traditional scholarship. The third session will be a series of 10-minute presentations (4-6 total) by our early career graduate students presenting their own early explorations in digital humanities or public scholarship. For first year students, this may take the form of presenting the small projects they will do as part of the revised core professionalization seminar (as described in the curricular revision section above). Each presentation will be followed by a 10-minute open discussion. The final session will be a peer mentoring exercise in break-out groups, for mixed faculty and graduate students, recognizing that the peer mentoring in this area may flow from senior grads, to both junior grads and faculty. The themes of the sub groups will be defined over the course of the project, as we learn more from the grad retreat and the three roundtables.

Anticipated Outcomes:

Our program has already begun several initiatives to respond to the changing career demands on those who pursue Humanities PhDs. These have been undertaken in AY 2016-2017 under the guidance of the new Program Chair and Director of Graduate Studies, Cabeiri Robinson. So far, these steps have been undertaken within the rubric of the program, using program resources. As part of the Program's effort to understand the needs and demands of its PhD students, a program-funded RA conducted a survey of current advanced graduate students to assess the extent to which the professionalization had met their needs as they progressed through the program. Based on the output of the survey, the Director substantially revised the existing course syllabus as a pilot of reformatting of the program's three-quarter seminar to better respond to the needs of current graduate students. The projects proposed here are in part an outgrowth of this process and of the enthusiastic reception of this re-designed course by the current enrolled PhD students.

(1) Changing the Conversation: Attitudinal Transformation

New Scholarly Practices, Broader Career Paths will incorporate serious consideration of these issues into our core first year curriculum so that they are institutionalized from the beginning of the program. Students will get the clear message that these are components of a serious humanities career, for which they should plan and seek training. This will be accomplished through the curricular initiatives outlined below. It will also open a series of conversations between graduate students and faculty about the ways that the program needs to change in order to better assist our students in preparing themselves for a career as professional humanities

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scholars. This includes changes in both concrete forms like degree requirements and less tangible forms such as recognition by committee members of public scholarship or non-academic professional opportunities as serious scholarly activities.

(2) Broadening Career Paths

New Scholarly Practices, Broader Career Paths also seeks to mainstream consideration of non-academic positions as a part of the career trajectory of scholars in our program. What makes our approach different from “Plan-B” proposals is that we seek to learn from young scholars who have built periods of work in research positions outside of the academy into their early career training and preparation. We make a fundamental distinction between topical expertise (such as 15th Century Ottoman literature) and skills (such as the ability to do archival research, design and implement an open-ended survey, or convey complex ideas to a general audience) and professional experience (such as coordinating a multi-person research team or running an open-access digital platform). We plan to develop *Career Maps* (as described below) to illustrate the process by which new generation scholars are using non-academic research positions to advance their careers (and earn a living) by planning on-ramps back to the tenure track positions. We also use the professionalization seminar and Mentoring Maps to encourage students, from the first year, to imagine how brief training workshops and carefully curated internships or collaborative project might vastly broaden their options for a humanities PhD career.

(3) Transforming the Curriculum

Transformation Part 1: Course offerings

Our program currently has a three-quarter seminar that students take in their first year that serves as an orientation to our program. One of these courses is a professionalization course traditionally taught by providing an overview of humanities research methods and expectations for conference participation and traditional forms of scholarly publication. The new version will still be taught in three quarters but will include sections that discuss merits and opportunities for developing a public scholarship and writing for public audiences, developing a digital humanities portfolio, and developing technical competencies to support these projects. This newly updated *INMES Graduate Student Professionalization Workshop* will be taught for the first time in Spring 2018. Course design innovations will take into account the outcomes of the fall graduate retreat, the planned roundtable, and will employ the *Resource Supplements, Best Practices Guidelines*, and *Career Maps* to be created.

Transformation Part 2: Resource Supplements, Best Practices Guidelines, and Career Maps

After conceptualizing and re-organizing the professionalization course of the core series, the project will also prepare a series of guidelines, worksheets, and supplements. These will be based on the expertise of INMES PhD Program’s grad students and on what we will learn though the retreats and roundtables.

- (a) The *Resource Supplements* will be a map to the existing resources around the university for training in the skills, developing peer and mentorship networks, and working in projects related to digital humanities and Public Scholarship. A few examples include UW media center’s workshops on writing for “The

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Conversation;” the Digital Scholarship Workshop put on by the Simpson Center, UW Libraries, and UW-IT Learning Technologies; on-going projects within UW departments. Despite the large number of resources available for early skill development and advanced ongoing projects around the university, students describe finding these resources as ad hoc and out of order. These resource supplements aim to identify resources and networks at the beginning of the entry to the graduate program. These will first be used in the *INMES Graduate Student Professionalization Workshop*; eventually they may be collected into a supplement to the INMES PhD Program handbook.

- (b) We will develop three *Best Practices Guidelines*—one for public scholarship, one for digital humanities & new media scholarship, and one for broadening the career path. These will aim to identify some of the most useful lessons that young scholars have learned about preparing for and participating in new forms of scholarship and about being/remaining scholars outside of the academy. These Guidelines will be drafted by senior graduate students in our program, by reflecting on their own paths, through discussion with member of their networks at UW, and in consultation with the speakers we bring in for each panel.
- (c) The *Career Maps* will be based on the Mentorship Maps model, which is currently being incorporated into our first-year curriculum. The plan here is to analysis the career paths of people who have successfully moved back and forth between the academy and positions outside of the academy. The Point here is to NOT talk about topics of expertise but to talk about skills and experiences. The Career Maps will break the things people do in humanities scholarship into skill clusters and to correspond those with the kinds of work that scholars do in research positions in other domains. These maps will be exemplary (not models to follow) and will be developed under the guidance of the experts we bring to the Mapping On-Ramps and Off-Ramps Roundtable. They will future be doing a series of informational interviews with program alumni and with scholar in applied positions and research labs in the greater Seattle area.

Transformation Part 3: Reimagining the Qualifying Exam

As its ultimate outcome, our project aims to provide PhD students with institutional spaces to broaden their career perspective and professional practice. *New Scholarly Practices, Broader Career Paths* will open the conversation to re-imagine the qualifying exams that lead to candidacy and focus on creating an alternative examination process that recognizes, rewards, and fosters new forms of scholarship and career paths. Currently, the INMES PhD Program requires three examinations (main field, theory, and self-designated field). We will capitalize on this structure in order to provide the necessary flexibility to broaden the scope of the self-designated field. We propose that the program facilitates the incorporation of digital humanities, public scholarship, and new forms of media into the examination process, thus allowing one of the examinations to take the form of a digital humanities project or public scholarship that reaches new audiences and explores new media for publication. We will open a conversation about how this new examination format will retain the recognized academic rigor of the traditional exam question format while inviting students to show their expertise in new forms of scholarship. In this way, the qualifying exams will continue to prove the excellence in scholarship and breadth

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of expertise expected from PhD candidates and offer the flexibility needed to adapt each career to current professional practices.

Scholarly and Institutional Significance:

The planned project meetings will open a new space for conversation in the INMES PhD Program and curricular transformation will have an immediate impact on the way the program approaches humanities PhD training. This proposal, as a cooperative effort of the Director of Graduate Studies and three advanced PhD students, marks the beginning of a new type of interaction and conversation in the program. Determining the content of the project and participants of each roundtable, the PhD students' involvement with the project recognizes and advances their undeniable role in shaping the INMES PhD Program and their own professional futures. Besides putting the project together, these students also form a bridge between the faculty and the grad students and will facilitate the conversation. Cabeiri Robinson, Director of INMES PhD Program, teaches the first-year curriculum and has the ability to implement the proposed curricular design update immediately under the current course descriptions. She can also bring the Best Practices Guidelines and Career Maps into those courses for discussion as a supplement to the program Handbook. She is also able to bring discussion about revision to the preliminary exam structure to faculty meetings for discussion.

The form of the preliminary exams is the prerogative of the Program Faculty under the Graduate School guidelines for Qualifying Exams, so broad program faculty consensus and an update to the Program Handbook would make it possible to institute this curricular transformation. We anticipate that this aspect will be a longer process, but we see both opening a conversation and the formal presentation of graduate students' work in public scholarship and digital humanities to the faculty and peer community on a yearly basis as a way of shifting attitudes as pre-cursor to integrating such work in the degree qualification process. The goal of broadening career paths will also take longer than the one year of this proposed project, but it is realistic to create a model for future action, including but not limited to drafting Career Maps and Best Practices Guidelines, and identifying networks to connect INMES graduate students' short-term research appointments, internships, or consultancies as well as in-university resources. We see this as an opportunity to chart a plan for such efforts and to make initial connections, to be explored in the AY following this project (i.e. 2018-2019).

Organizing Committee and Their Contributions:

Oscar Aguirre-Mandujano is a PhD Candidate in the INMES PhD Program working on Ottoman history and literature. In addition to his dissertation research, he is involved in two projects that incorporate digital humanities and new forms of publication. He is part of the organizing committee of the Baki project which has developed a new tool for transcribing, analyzing, and preserving Ottoman manuscripts, and will create a database for the study of Ottoman manuscript history. He is also co-curating the museum exhibit *Trajectories of Sefarad*, which explores the reconstruction of material history through a community built archive. The exhibition will open in January 2019 at the Research Center for Anatolian Civilizations (Koc U., Istanbul, Turkey) and will continue in digital form at the UW Sephardic Studies website. Oscar has also been host and participant in the Ottoman History Podcast. Oscar will lead the

Appendix 14a: Next Generation Scholars Grant Proposal, submitted Spring 2016 (excerpt)

Roundtable 2: *Digital Humanities & New Media Publication as Public Scholarship.*

Esra Bakkalbaşıoğlu is a PhD Candidate in the INMES PhD Program working on contemporary Middle Eastern political culture. Between her master and PhD studies, Esra worked for a think-tank in Turkey for two years. During her non-academic career, Esra conducted various field researches, conferences, roundtable meetings touching the most problematic political issues in Turkey, including but not limited to military’s role in politics, secular-religious divide, Kurdish issue, as well as preparation of a new constitution. During her career, she has established relations with academics, as well as civil society leaders and politicians. Seeing how politics is practiced on the ground, her work gave Esra the unique opportunity to combining academic and practical knowledge and develop her dissertation project. Esra will lead Roundtable 3: *Mapping Off-ramps and On-ramps to Academic Careers.*

Michael Degerald is a PhD Candidate in the INMES PhD Program working on modern Middle East history in Iraq and the Levant. His research investigates the intersections of cultural and political history in Iraq to explore Iraqi Ba’th attempts to reshape Iraqi national identity through propaganda. Michael was recently a Visiting Scholar at the Center for Middle Eastern Studies at Lund University, Sweden. He draws on his teaching experience in the Jackson School of International Studies as well as his MA in Middle East Studies to run a blog about ISIS aimed at public audiences. His public scholarship has appeared in Informed Comment, Salon, openDemocracy, Teen Vogue, and others. Michael will also complete a public/digital humanities project over Summer 2017 with a Simpson Center grant to develop a digital archive of rare Iraqi cultural and political texts with the aim of making them available to broader publics as well as facilitating further scholarship with these primary sources. Michael will lead Roundtable 1: *Public Scholarship as Career Scholarship.*

Cabeiri Robinson, Director of the INMES PhD Program, teaches the first-year curriculum and has the ability to implement the proposed curricular design update immediately under the current course descriptions. Cabeiri is also able to bring discussion about revision to the preliminary exam structure to faculty meetings for discussion and convene the grad student-faculty retreat.

Project Timeline:

Friday 9/29	Program Retreat: Grad Students
Fall Q (week 7)	Roundtable 1: <i>Making Your Public Scholarship Career Scholarship</i>
Winter Q (week 2)	Roundtable 2: <i>Digital Humanities & New Media Publication as Public Scholarship</i>
Winter Q (week 7)	Roundtable 3: <i>Mapping Off-ramps and On-ramps to Academic Careers</i>
Spring Q (week 4)	Capstone Workshop: <i>Presentation of Ongoing Projects</i>
Spring Q (week 9)	Program Curricular Integration Discussion Session: Grads & Faculty

Appendix 14b: Graduate Student Retreat Report, Fall 2017

**Next Generation PhD in Near and Middle Eastern Studies
Graduate Student Retreat
Report
10/12/17**

The Graduate Student Retreat for the INMES PhD Program took place on October 12, 2017 as part of the project Next Generation PhD in Near and Middle Eastern Studies. The retreat was attended only by current students of the INMES PhD program. Students who attended were from various classes, including students still taking coursework, doctoral candidates and students completing their dissertations. The issues discussed in the retreat comprised the required coursework, format of preliminary exams, and resources available for projects on digital humanities and public scholarship. In addition to the current curriculum, students also voiced their concerns about the current state of funding opportunities, career paths after completion, and interests/projects parallel to their main research agendas. This report aims to provide a concise summary of these concerns as well as possible solutions and alternatives proposed during the retreat.

The curriculum

As part of the coursework required by the program, first year PhD students are expected to take a core seminar in Near and Middle Eastern Studies. The seminar is divided in three quarters. In the first quarters faculty members of the program introduce themselves to students. The second quarter covers a basic reading list for students in the field. The third term focuses on professionalization.

Some students found the reading list of little relevance to their studies and thought the time could be used in more specific readings. Other students, however, saw this as a good opportunity to familiarize themselves with some of the most important interventions in the field. Students compared this first and second terms with the more practical skills learned Spring terms. One alternative raised during the retreat suggested modifying the order of the seminars, starting with practical skills and professionalization and then moving to the more content related class. In this way, students would be equipped with the necessary tools to navigate their first year applications for funding, planning their PhD, and selecting other coursework. While most students agreed on the new structure of the seminar, priorities seemed different among students. Some

Appendix 14b: Graduate Student Retreat Report, Fall 2017

students expressed their interest in more focus training on digital humanities, while others thought professionalization was the most important issue for a beginning PhD student in the program.

Another issue raised during this section of the program included the relationship between faculty and students. Some of them considered that regardless of the interdisciplinary nature of the program, some of the faculty tended to focus or interact only within a certain department, sometimes producing supervisory committees with little to no communications between their members. Other students, however, expressed the support they have received through various departments as a result of a diversified committee.

Some of the suggestions for this issue included a seminar that introduced faculty to students and which could potentially be attended by other faculty meetings. Another format was to consider doing such a seminar in panels of 3 or 4 faculty members with related interests who could share their research. Last but not least, a student suggested the creation of thematic clusters of faculty and students that could bridge interdisciplinary differences and foster collaborative work like joint-seminars, panels, or regular meetings that would include discussion of new scholarship in a certain field or thematic interest. This could potentially increase communication, mentorship, and build a community between students and faculty members.

New Skills and Media

In addition to the current program's curriculum, students discussed the emergence of new challenges and expectations in the job market as well as external sources of funding. Students expressed their interest in digital humanities and public scholarship as new media that is not only available to students but also expected in order to succeed in some job and fellowship applications. Students expressed concern that their interest in developing these skills and projects sometimes does not find support among the faculty, leading students to develop their projects on the side. Students considered that these skills could be incorporated as an alternative in the curriculum and thus create an institutional support that will allow students to capitalize from their interests in digital humanities and public scholarship and improve both their CV and their main project and coursework. This institutionalization of skill acquisition and project support would allow students to develop their CV systematically, prepare for new job models, and develop other skills, including robust and dynamic teaching portfolios.

Appendix 14b: Graduate Student Retreat Report, Fall 2017

Students considered possible solutions to this issue, ranging from panels and conversations, presentation of both successful and failed projects, and coursework addressing this issue. A possible solution could be thought in relation to the examination process, including rethinking the preliminary exams in ways that could include one exam in an alternative format without losing the academic rigor expected from the students of this program.

Conclusion

All students showed interest in starting a new series of conversation regarding the direction of the program and the PhD in Humanities and Social Sciences in general. They were excited about the upcoming events and expressed their interest in listening to experts and more experienced scholars who have incorporated digital humanities, public scholarship, and alternative career paths into their careers and become successful. Most students insisted that their comments were preliminary and were looking forward to seeing how the seminar series of this project would change their ideas. More importantly, they also expressed their interest in having this conversations together with the faculty members of this program, seeking their guidance and advice, and together with them revising and discussing the next generation PhD in Near and Middle Eastern Studies.

Appendix 14c: Next Generations Scholar Grant Outcomes Report

Next Generation PhD in Near and Middle Eastern Studies
Interdisciplinary PhD Program in Near and Middle Eastern Studies
Simpson Center for the Humanities
Final Report

The Interdisciplinary PhD Program in Near and Middle Eastern Studies, under the auspices of a Next Generation PhD Grant from the Simpson Center and with the collaboration of the director of the program and advanced PhD students (Prof. Cabeiri Robinson, Oscar Aguirre Mandujano, Esra Bakkalbasioglu, and Michael Degerald) organized the project Next Generation PhD in Near and Middle Eastern Studies with the aim to begin the conversation about reimagining the PhD in NMES in particular and in the humanities at large. The project consisted of organizing a series of retreats and roundtables with members of the faculty, current students of the program, and invited faculty from other universities who have successfully incorporated into their careers elements that we consider in the vanguard of the PhD in the current national and global context.

The project focused on the relation between doctoral training and research, public scholarship, digital humanities, and alternative career paths. To this end, we first organized a student retreat in order to identify our students' concerns, needs, and expectations. We produced a report that was then circulated with the faculty of the PhD program and based on it part of our conversation with the invited speakers. We then organized three round tables.

- The first roundtable discussed public scholarship in NMES with our guest speakers Zeyno Ustu (Ph.C. student in Sociology at the New School & collaborator on *Graph Commons* and *Radical Networks*) and Ziyad Abu Rish (Assist Professor of History and ME Studies, Ohio University & Co-founder of the academic blog *Jadaliyya*).
- The second roundtable centered on student and university projects in digital humanities. We invited Chris Gratian (Assistant Professor of History, UVA & Co-Founder of the *Ottoman Studies Podcast*) and Sarah Ketchely (Lecturer, UW) to join our conversation.
- The third and last round table explored the different career paths and current job market for PhD graduates in NMES. Kathryn Zyskowski (Researcher at facebook & UW Ph.D. 2016, Anthropology) and Dominic Longo (Assist Professor of Theology, U. St. Thomas & Consultant, Mobius Executive Leadership) took part in this conversation.

The three roundtables were followed by a capstone workshop that showcased our student's projects as well as bring into conversation the considerations we learned from the roundtables. Lastly, we closed the project with a faculty and student retreat. This retreat allowed us to draw a plan for furthering the conversations.

As part of the results of this project, we have produced a series of "best practice sheets" that summarize the result of our conversations and the expertise of the guest speakers. These

Appendix 14c: Next Generations Scholar Grant Outcomes Report

will be shared in the program's professionalization website. Indeed, throughout our events we reached out to other departments within the university, involving not only people from our program, but also the History Department, NELC, the Middle East Center and JSIS. The invitations for the roundtable also provided us with the opportunity to hear our guests' current research projects, for which we organized, in collaboration with the Simpson Center and other departments, a series of public lectures. These events were attended by diverse faculty, graduate students and undergraduates from across campus.

The Next Generation PhD in Near and Middle Eastern Studies project was successful in bringing together faculty and students to begin discussing what does the PhD in NMES mean in the current world. It provided us with specific advice, practical considerations, the expertise of renown scholars, and theoretical discussions that we capitalized into a series of reports and best practices sheets. Our students' immediately benefited from this, as it was made clear in the capstone workshop. We also received support from the faculty, and senior members of the faculty show interested and encourage the program to continue with this trend and help train the faculty members to better advice their students in a changing professional and academic landscapes.

The Next Generation PhD in Near and Middle Eastern Studies was made possible thanks to the generous support of the Simpson Center, which offered not only funding but also a vibrant space for our students, faculty members, and guest speakers.