CHAIR’S MESSAGE

April is in many ways my favorite month of the year, when the first auguries of spring appear and one can safely assume that winter has been left behind. The month is associated with growth and flowering and imbued with a sense of optimism.

All the above sentiments are appropriate for describing 2012 in relation to NELC. The department continued to grow and flourish in unprecedented ways last year and there is a marked sense of optimism in the air. Incoming professors Aziza Khazzoom and Nader Morkus joined the faculty in Fall, 2012 and we are happy to feature in-depth interviews with them in the current newsletter. The department was authorized to make a further hire this past academic year in medieval/early modern Jewish civilizations in conjunction with the Borns Jewish Studies program. The search yielded Guadalupe Gonzalez, who is finishing her doctoral degree at New York University in Jewish intellectual history in the orbit of Islam, and will be joining NELC in Fall 2013.

There were changes and positive developments among the staff as well. Our previous office manager, Janet Thoms, regrettably took early retirement on account of poor health—we gave her a hearty send-off. Connie Sue May, our previous graduate and administrative secretary, subsequently received a promotion to office departmental coordinator, a distinction richly deserved on account of her exemplary work ethic and dedication to the welfare of the department. We are most fortunate to have Mrs. May overseeing the running of the office, especially through the period of transition. To compound our good fortune, we also hired Ashleigh Baker at the end of 2012, who now assumes the role of graduate secretary. As in the previous year, we were further assisted by two new graduate assistants (see our blurb on the staff on p. 2).

The department also welcomed a number of distinguished visiting scholars throughout the academic year 2012–13. In the fall, NELC hosted Professor Akiko Sumi, who herself is an IU graduate and currently teaches Arabic literature in Kyoto Notre Dame University in Japan. In Spring 2013, working closely with the office of the Vice President for International Affairs, the School of Global and International Studies (SGIS), and the College of Arts and Sciences, we are hosting Adjunct Professor Abdulrazzaq Moaz from Syria. A former professor of Islamic art and architecture in Damascus, he has also been visiting scholar at Harvard University. Professor Moaz will be teaching a course on the “History of Islamic Architecture in the Middle East” in Fall 2013, news of which is already generating excitement among our graduate students. IU’s sponsorship of Professor Moaz’s appointment is part of the internationalizing initiative of the university, represented particularly by the newly-formed SGIS, in which NELC is a key constituent.

As always, NELC faculty and students continue to add to their roster of accomplishments and distinctions every year—last year was no exception. NELC faculty continue to publish, lecture world-wide on some of the most burning issues of the day, and teach and mentor our students. Our students, undergraduate and graduate, in turn continue to garner honors. In the last year alone, we have had a record number of graduate students complete their degrees and find gainful employment. Read about all these achievements on pages 3 and 6–7.

Our Jwaideh and Danner lectures during 2012 were resounding successes. Prof. Amaney Jamal of Princeton University delivered the Jwaideh lecture and Prof. Wael Hallaq of Columbia University gave the Danner lecture to packed audiences, both of which generated much discussion and comments among those assembled.

Last year we promised that we would not rest on our laurels, and we have not. Given the importance of what we study and research as a collectivity, we remain more relevant than ever within the university and the world of academia as a whole. In these times of dwindling resources, however, we remain particularly dependent on your generosity to be able to support all our programs and diverse research and teaching needs. Please take a few moments out of your busy schedules to write us a check and/or click on the donate button on our website. Please help us nurture the next generation of Middle Eastern scholars and in our overall striving towards academic excellence.

My best wishes,
Asma Afsaruddin
Chair and Professor
NELC
ANNUAL HIGHLIGHTS

New Staff

We would like to offer a warm welcome to Ashleigh Baker, who began as our new full-time graduate secretary in January 2013. She has quickly become valuable in handling the needs of our current graduate students and in overseeing graduate admissions during a very busy time. We would also like to congratulate Connie Sue May, previously our graduate secretary, who was promoted to serve as the departmental coordinator for NELC in Fall 2012, due to the early retirement of Janet Thoms, our previous office manager. Despite her overloaded schedule, Connie has kept the office running seamlessly through all these changes, with her sense of humor intact. Finally, we would like to acknowledge Sara Sowers and Steve Stanzak, who were hired as our graduate assistants for the 2012–2013 academic year. We are grateful to our office staff and all that they do!

Tenth Annual Victor Danner Memorial Lecture

NELC held its Tenth Annual Victor Danner Memorial Lecture on April 4, 2012, which met with great success. This year’s guest lecturer was the world-renowned scholar of Islamic law, Wael Hallaq, Avalon Foundation Professor in the Humanities at Columbia University, who spoke to a packed audience on the topic of “The Islamic State and Moral Philosophy: Engaging Post-Modernity,” based on his forthcoming book. Keeping with tradition, the lecture was followed by NELC’s end-of-the-year reception, where we had the opportunity to recognize our faculty and students who received honors throughout the year.

Eleventh Annual Wadie Jwaideh Memorial Lecture

On September 24, 2012, NELC held its Eleventh Annual Wadie Jwaideh Memorial Lecture. This year’s lecture was given by Amaney Jamal, Associate Professor of Politics at Princeton University, and was titled “Of Empires and Citizens in the Arab World: Pro-American Democracy or No Democracy at All?” Held at the University Club President’s Room, the lecture presented a study of the future of democracy in the Arab World. This year’s lecture was very well-attended, and we are delighted that many members of the Jwaideh family were able to attend.

Phi Beta Kappa

NELC is pleased to recognize its outstanding undergraduate students. Five NELC students were inducted this year into Phi Beta Kappa (ΦBK), the nation’s oldest academic society. Congratulations to Daniel Bennett, Jamie Johnson, Sean Kaellner, Rabi Nasser Abonour, and Titilayo Suliat Rasaki on this noteworthy achievement.

Arabic Literature Workshop

In December 2012, Professor Suzanne Stetkevych directed and organized the Indiana Arabic Literature Workshop, which was generously supported by the late Professor Alice Reid Jwaideh, Dr. Robert C. and Bridget McKinney, and Al-Babtain Central Library for Poetry, Kuwait. Following an opening reception, the workshop featured thirteen research papers on Classical and Modern Arabic literature, given by graduate students and faculty members from Connecticut College, Indiana University, Middlebury College, and the University of Virginia. The workshop was conducted entirely in Arabic and was free and open to the public.

Arabic Film Series

During the Fall 2012 semester, Professor Nader Morkus started an Arabic film series as part of the Arabic language program. Six films, each from a different Arabic country, were shown in the fall and spring semesters of the current academic year. Films during the Spring 2013 semester hailed from Lebanon, Palestine, Morocco, Tunisia, Egypt, and Algeria, many of which won awards. So far the film series has proven to be a popular addition to the department.

Chair Asma Afsaruddin introduces Amaney Jamal at the Jwaideh Memorial Lecture (left). Wael Hallaq speaks to a rapt audience at last year’s Danner Lecture (right).

During the 2012–2013 academic year, Afsaruddin was granted a College Arts and Humanities Institute fellowship for a teaching leave so as to allow her to start her next book project titled The Islamic Tradition of Martyrdom with E. Gürbüz, titled “O’zbekistan Respublikas’ta Türk Dilli Halkları ve Türkiye ile ilişkiler” [“Central Asian Republics and their Turkic-languages speaking peoples on the 20th anniversary of their independence, and relations with ‘Turkey’”], to which she contributed a chapter, co-written with E. Gürbüz, titled “O’zbekistan Respublikası” [“Uzbek Republic: the Uzbek Model”].

Balm participated in a number of conferences and workshops in 2012. In April, she co-presented a paper at the National Council of Less Commonly Taught Languages Conference in Madison. Also in April, Balm attended training at the STARTALK Conference and Workshop in Atlanta. In May, Balm was a speaker at the ICCI Workshop at Indiana University and she presented at a language teacher training workshop at the University of Cambridge in June. In December, Balm conducted a Turkish A1 Teacher Training Workshop for International Baccalaureate K–12 teachers, in Ankara, Turkey.

Balm continues to teach in NELC and serve as the Associate Director of the Indiana University Center for the Study of the Middle East (CSME), where she oversees the creation of a Language Resource Center funded by a Title VI grant. She was appointed to the Editorial Board of the Journal of Endangered Languages: Turkic Languages. Balm continues in her role as the Middle East Regional Editor for Women’s Studies International Forum (Elsevier) and as a chief examiner for the International Baccalaureate Program.

Hasan El-Shamy (Folklore) has recently completed the manuscript for Motivic Constituents of Arab-Islamic Folk Traditions: A Cognitive Systemic Approach, which will be published this year. Also forthcoming is his article “The Worldview and Structure of Sentiments in Hamzah Muhammad Boq’arî’s Saqiîfat as-Safâ,” which includes a full motif index of the work; an entry on “Zwillinge/Twins” in the Enzyklopädie des Märchens; and an entry on “Folklore” in the Encyclopedia of Islam. A Chinese translation of El-Shamy’s Behaviorism and the Text (1976) was recently published in the Forum of National Folk Culture.

El-Shamy gave several invited talks this past year. In 2012, he presented “The Concept of ‘Martyrdom’ and the Present Revolutionary Crisis in Egypt,” at the Indiana University Mini University and at the Mapping the Landscape of Islamic Studies conference in October. In November, El-Shamy presented “Job the Affected” at the annual meeting of The Bible in Ancient and Modern Media section of the Society of Biblical Literature in Chicago. At the invitation of Bayro University, Kano, in Nigeria, El-Shamy will give the keynote address at a symposium this April that honors the retirement of Vice Chancellor D. Abdulqadir. The title of his talk is “Folklore, National Integration, and Development.”
You have such an interesting name. What is your background?

Baghdadi Jewish. There were Jews in Baghdad for cons, pretty much always I think. And in the 1940s they were somewhere between 20 and 25 percent depending on who you talked to, all in Baghdad. And they all emigrated in 1950 and ’51 and went to Israel. And my dad was part of that and then he was in Israel for about 8 years. He felt there was discrimination against Iraqi Jews and so he took off and he went to grad school in the States. And there he met my mother who’s a WASP whose family has been in the US since pre-revolutionary times. I grew up in San Francisco and graduated from Berkeley. Then I had a post-doc at Tel-Aviv, after which I taught at UCLA, and then at Hebrew University, and then at UC Davis. But before I covered all the UCs and all the Israeli universities, I came here, completely disrupting the pattern, landing myself in the Midwest.

How do you feel you fit into NELC as a sociologist and how does sociology inform your research?

In sociology, there’s this dreaded accusation that what one does is area studies, and one spends a lot of time arguing that one is moving beyond the particular case one is studying and making it a sociological study and not just area studies. And I did that really well. And at some point I thought maybe I’m more interested in area studies. If I follow the logic of my own arguments, if Israel made all kinds of decisions that may or may not be problematic because of its desire to be part of the West, what would the alternatives look like? So what would an Israel in the Middle East look like? And that meant I needed to think more about Israel in its Middle Eastern context.

The other point about this institution is that it has a very strong Jewish Studies program which is interested in thinking about these kinds of newer questions. And so if I want to make the move of thinking about Israel as having a place in Jewish history as well as in Middle Eastern history, then this is a good place to be thinking about such a move.

I seem to be pretty good about talking about quantitative work in ways that normal people can understand. My current work isn’t quantitative, it is qualitative, but I don’t think that’s going to last forever and I actually like that normal people can understand. My current work isn’t quantitative, it is qualitative because of its desire to be part of the West, what would the alternatives look like? So what would an Israel in the Middle East look like? And that meant I needed to think more about Israel in its Middle Eastern context.

Who shaped your intellectual interests?

The feminist theorists of the ’80s and ’90s, including what’s called the classical second-wave, represented by white women authors, and then the people of color who responded. I had two advisors who were incredibly influential: Mike Hout who is a social stratificationist at Berkeley and Nancy Chodorow who is a feminist theorist. In terms of theoretical traditions that I work with, there’s a guy named Frank Parkin who theorizes various forms of social closure, which are the moves a group makes to withhold resources for themselves and prevent others from getting resources and how race, class, and gender sometimes operate as axes along which people engage in social closure. And I use Foucault, but because I’m from Berkeley that’s kind of obvious.

I have always been a Marxist and remain a Marxist. My theories on the role the government should take actually come from being Israeli more than anything. That’s a government that’s involved and it’s a whole lot nicer to live with a government that’s taking a role in reducing risk for people. It has universal health care. The salary is lower in Israel, but not very much lower. I pay like a dollar to see a doctor and like a dollar-fifty to see a specialist. And I pay like 30 dollars a month and there’s no co-payment from the university. That is the cost of health insurance. Any kind of health insurance, if you do it privately, is about a quarter the cost of American, and it is good health insurance.

You also mentioned that you’re interested in the kibbutz and its role in the life-stories of these women. It turned out to be really interesting and really complicated, even though they don’t talk about the kibbutz that much.

The kibbutz are these collective farms in Israel. Zionism was a project of creating a state and of creating a new type of Jew. The kibbutz was the site where this new type of Jew was going to be created. The idea was to take Jews out of their perverse urban environment and move them onto the land where they would grow physically strong and become a more direct and honest people. They were working with the stereotype of the Jewish peddler in Eastern Europe. That was pre-state. After statehood, the kibbutz scene assumed a new role. They wanted to increase their membership and they thought of themselves as a central part of the nationalist project. But after statehood, there was an actual government so they lost influence and they were trying to be influential. So one of the things they did was to offer Hebrew courses. The Iraqis had heard about Zionism prior to emigrating to Israel, and they were all really impressed with the ideology of the kibbutz. But they were also much more oriented toward standard bourgeois accomplishments, like getting a university degree, and so they arrived in Israel and said things like, “Turned out the kibbutz was a waste of time, they didn’t help you with a university degree, but they did help with Hebrew, so we went there, learned Hebrew, then left.”

The kibbutz has been accused of being a central institution in the formation of ethnic inequality. The kibbutz got the best land, the kibbutz was where European Jews settled, and they got all kinds of government benefits that nobody else got. They were collective but now many kibbutz have become privatized so people have become extremely wealthy. The kibbutz made the ideal citizen European in important ways. So they’ve been sort of the villains in the creation of ethnic inequality and I totally agree with that story, but this story is interesting because it’s a different take, it’s a way in which Zionism in some ways resonated much more for the Poles, for example, even though both the Polish and the Iraqi Jews were interested in it. So my idea is I keep working on this data set for 10 years, pulling out these little stories and something interesting and big will eventually emerge.

What are your current research projects?

I’ve got this data set that interviews Poles and Iraqis who emigrated to Israel in the 1950s. They were the two largest groups and they were fairly similar to each other economically and culturally when they arrived. As Israel developed this ethnic structure based on Middle Eastern origin vs. European origin, these two groups separated from each other and became part of different, larger groups. It’s kind of an interesting way to track the formation of ethnicity, meaning ethnic identity and ethnic inequality. But it’s a big dataset, it’s 25 interviews for each group, based on gender and class, with a contrast between Polish and Iraqi ethnicity. I’m working on upper-class women right now and just finished a paper on the kibbutz, and its role in the life-stories of
NEW FACULTY SPOTLIGHT

NADER MORKUS

Professor Morkus joined the NELC faculty in Fall 2012 as Assistant Professor of Arabic and the Director of Language Instruction. This interview was conducted by Sara Sowers, graduate assistant in NELC.

What drew you to Indiana University?
This is my first tenure-track position, so I applied to different schools. My position at Middlebury College was as Visiting Assistant Professor. I was working on finishing my dissertation there, which I did in 2009. The logical next step for me was to get a tenure-track position, so I applied to different schools, and I got nice offers from different schools, but I thought that this was a good position for me. I have room here to grow and develop as the Director of Language Instruction in the program, with a supervisory role, and I am also able to work on my research and do something that's very relevant to my background and training. It's been a very good experience so far. I have a very supportive Chair and colleagues. I've been really pleased with my experience here so far.

Your PhD is in Second Language Acquisition and Instructional Technology, and you have a Master's degree in Linguistics. How does your academic background contribute to your current roles as NELC's Director of Language Instruction and as Assistant Professor of Arabic?
Second Language Acquisition is basically applied linguistics. In this program, you really get a good background in general linguistics. You study the works of Noam Chomsky and all the tiers of linguistics, and then you focus after that on second-language acquisition and theory of second-language acquisition, and you have a very strong concentration on pedagogy in addition to, of course, instructional technology. So I think it was a well-rounded program that gave you a chance to really get in-depth training in these different fields, and equipped me to do what I'm doing today.

What are the areas of focus in your current research?
In my current research, I focus on pragmatics which grows out of my dissertation research. I look at different speech acts, such as refusal or disagreement or requests and offers. Now, especially, we're incorporating a colloquial dialect, so there will be a need to teach students to maintain a conversation in the dialect—how to refuse a request for an offer in an appropriate way, or to express disagreement, or to compliment, and so forth. This kind of knowledge doesn't come automatically with language proficiency: students can be at the advanced level in linguistic proficiency, but their pragmatic proficiency can lag behind. So this work we're doing, essentially in pragmatics, will allow me to conduct research on the topic and apply the findings in articles that I am currently preparing for publication. I can also apply the findings directly to this kind of teaching environment we have here, especially after we introduce a dialect. So I'm pretty excited about this.

Furthermore, I am looking into the role of mobile devices and how that fits into the concept of blended learning—that is to say, to investigate how students learn in different learning environments; including through social media and the use of mobile devices. The results can be incorporated into the classroom, as well.

Could you tell us about the Arabic conversation hour, film series, and Arabic writing portfolios that you have instituted since you arrived at NELC?
Yes, conversation hour is something that we did when I started teaching at the University of Texas, at Austin in 2005. It really was effective and allowed students to improve their language speaking proficiency in Arabic, and it had a very positive effect on language attainment after one year, and even after one semester. So I introduced it at Middle-bury, and I'm really glad that the Chair here has been very supportive of the idea of introducing it here, too. We started it this semester (Spring 2013). Every first- and second-year student is required to do one hour of weekly Arabic conversation in a small group of five or six students with an instructor. There are three specific goals for this. Number 1: conversation, of course. Number 2: dialect. They are exposed to a dialect and they hear new vocabulary, like some of the words they learn are from dialect words. And 3: exposure to culture. The idea is to create a casual and less structured atmosphere in the conversation hour and to be able to practice language skills outside of class in a supportive environment, in small groups, allowing the instructor to have more one-on-one interaction, and to monitor pronunciation.

The film series has been a great success. Students are required to watch three out of the six movies we are showing—all students, first, second, third, and fourth year, and they are required to write a 150-word commentary about three of the movies they watch. It has been a wonderful success. Our students are hard-working, dedicated, and they are really eager for the opportunities to be exposed to the Arab culture, and this is the proof. We plan to have a film series every semester.

I also instituted writing portfolios here for all four levels, which is a weekly writing assignment for all the students. For first year, it's 75 words; second year, 100–125 words; third year, 150 words; fourth year, about 200–250 words. Research has shown that weekly writing assignments can have a tremendous effect on proficiency and on acquiring new vocabulary and structures and can also have an effect on speaking as well and other skills.

You recently received an Andrew F. Mellon Foundation grant for use in making improvements to the Arabic program. What are your plans for the program?
Yes, Dr. Asma, our Chair, and I applied for this grant together, and we are very delighted to receive this grant. It's $20,000, which is a lot of money; and we are planning to use this program to improve the Arabic program, to strengthen our courses, to add additional cultural components and language components to our courses, and also to propose new courses in the program, especially content-based courses.

We are also planning on using part of the money to have a workshop here for our AIs. We are planning to invite renowned language specialists in the field of teaching Arabic as a foreign language to hold workshops for our AIs. We are also planning on using the money to acquire new books and movies for our film series and our resource room. We are going to start a resource room, and we are going to use this money to buy additional books on pedagogy in particular. So I'm excited because we will be able to achieve many of these objectives with this money we have received from the grant.

What are your plans for future research?
For future research, because of my position now as the Director of Language Instruction, I plan to look more into what kind of factors affect the quality of instruction, of the curriculum, and of learning in an Arabic program. So I plan to conduct research in the program, by collecting data from the students, or from the AIs, or from the instructors, and by also looking into data that's available from other institutions, and I will try to conduct research that will give me insights into how the different factors can really affect the quality of the learning experience for students in language programs. So this is a new area of research for me. I haven't done research in this area, but it is certainly relevant to my position here and my role in the program, and I'm excited about doing this and being in touch with colleagues who have done research in this area and exchanging ideas with them.
In June, Goodman organized the Mellon Seminar on Cultural Memory for the Institute for Advanced Studies. In the Spring 2012 issue of The American Jewish Archives Journal, Goodman presented the paper “From Page to Stage: Theater as Social Process,” which took place in Tangier, Morocco. At this conference, Goodman presented the paper “Acting with One Voice: Unanimity and Discord in Algerian Reformist Theater, 1930s–1950s,” at the conference Mapping the Landscapes of Islamic Studies, held at Indiana University.

In 2012, John Hanson (History) published the entry “Ahmadiyya” as part of the feature “Regional Spotlight: West Africa,” in Oxford Islamic Studies Online, edited by John Esposito. His chapter “Jihad” appears in The Wiley-Blackwell Companion to African Religions, edited by Elias Bongmba. Hanson published the paper “On-going Transitions” in History in Africa, and also co-authored the editors’ introduction to this volume with Michel Doortmont, Jan Jansen, and Dmitri van den Busselaar. In addition, Hanson is a co-principle investigator on a National Endowment for the Humanities grant, funded for 2012–2015, which focuses on Islam and Modernity in Ghana and Senegal, West Africa.

Stephen Katz continues to serve as Director of Undergraduate Studies for NELC and serves on a number of its committees. He is a member of the Borns Jewish Studies Program and an affiliated faculty member of the Department of Religious Studies and the International Studies program. Professor Katz is currently a member of the editorial board of Ayin Gimel: A Journal of Agnon Studies, housed at Israel’s Bar-Ilan University. His current research is on primitivism and American Hebrew literature, as well as early responses to the Holocaust in world literature.


In November 2012, Kevin Martin attended the Middle East Studies Association Annual Meeting in Denver, where he participated in a roundtable titled “Cosmopolitanism and Modernity in the 20th Century Middle East.” In January 2013, Martin submitted the manuscript of his book, provisionally titled Imagining a Democratic Syria: Mass Media, Modern Expertise, and Citizenship in the Post-World War II Arab World, for peer review at Columbia University Press.

Abdulkader Sinno spent the first half of 2012 on sabbatical, doing field research on Muslim minorities in Europe and on Islamist parties in Tunisia and Egypt. In addition, he published two journal articles and edited a special section of the Review of Middle Eastern Studies titled “Researching Western Muslims” (Winter 2012). He gave invited lectures about his research at Duke University, l’Université de Liège in Belgium, the Peace Research Institute Oslo (PRIO) in Norway, and the School of Oriental and African Studies (SOAS) in London. He also gave two talks at the International Political Science Association (IPSA) annual meeting in Madrid and received a grant to present a paper at the Political Science Association Conference in Cardiff, UK, in March 2013. In March 2012, he gave a keynote address at a conference in Brussels titled “Empowering Belgian Muslims,” which was attended by some 90 young Muslim Belgian activists. This conference was funded by the US State Department in order to jumpstart a strong civil rights movement among Belgian Muslims. Sinno continues to serve as Associate Editor of the Review of Middle Eastern Studies, the journal of review of the Middle Eastern Studies Association.

Suzanne Pinckney Stetkevych has been spending spring semesters 2012 and 2013 as a Visiting Professor at Georgetown University in Washington, DC. In September, she participated in a panel on Indiana University Women’s Contributions to Scholarship, sponsored by the Indiana University Press. She has continued as the director of the NELC Seminar in Arabic Literature, for which she organized the Fourth Indiana Seminar in Arabic Literature Workshop (in Arabic), which took place on November 30 and December 1, 2012.

In October 2012, Stetkevych contributed the paper “Solomon and Mythic Kingship: Qasida, Qur’an and Qisas al-Anbiya’” at Educating the Imagination: A Conference in Honour of Northrop Frye, held at Victoria University, Canada. In December, she travelled to Cairo, Egypt, where she presented the paper “Rhetoric and the Aesthetics of Devotional Poetry in the Medieval Arab-Islamic Tradition: Bad’iyyah as Performance,” at a conference organized by the Oriental Institute of Beirut and Heidelberg University, titled Aesthetics of the Sublime: Religious Texts and Rhetorical Theory. In January 2013, she visited the Arabic department of the Georgetown School of Foreign Service in Doha, Qatar. Her recent and forth-

In the past year, Stephen Vinson published the articles “Ships, Shipping in Pharaonic Egypt” in the Encyclopedia of Ancient History, and “A Biographic (Greek and Demotic) Graffito from the Tomb of Ramses IV in the Valley of the Kings (KV 2),” in the journal Enchoria. He also completed and submitted chapters for a number of edited books, including “Go Figure: Metaphor, Metonymy and the Practice of Translation in the ‘First Tale of Setne Khaemwas,’” to appear in the forthcoming Festschrift for British Egyptologist John Tait; “Der erste Demotist zu Würzburg: Joseph Kohl and Early German Reception of the ‘First Tale of Setne Khaemwas,’” to appear in the forthcoming Festschrift for German Egyptologist Karl-Theodore Zauzich; and the article “Studies in Esoteric Syntax: The Enigmatic Friendship of Aleister Crowley and Battiscombe Gunn,” to appear in the forthcoming volume Disciplinary Matters: Histories of Egyptology.

In the summer of 2012, Vinson conducted archival research at the Bibliothèque Nationale in Paris, and at the Griffith Institute at Oxford University for his forthcoming book on ancient Egyptian literature, The Craft of a Good Scribe. This research was partially funded by a faculty travel grant from the College Arts and Humanities Institute.

Vinson gave papers at two conferences in 2012, both on his research on Ptolemaic and Roman graffiti in the Valley of the Kings: “Demotic Graffito in the Valley of the Kings,” at the Conference of the American Research Center in Egypt in April; and “Problematic Demotic Graffito in the Valley of the Kings,” at the Demotic Summer School at the University of Chicago in October.

Vinson also completed the planning for a proposed concentration in Egyptology in NELC’s Master of Arts program.

In February 2013, Vinson assisted the cast of the Indiana University Opera Theatre production of Philip Glass’ Akhnaten with the pronunciation of the ancient Egyptian portion of the opera’s libretto. He also moderated a discussion on the opera, held in conjunction with the opera’s Indiana University premier on February 22. Among other participants were Shalom Goldman of Duke University, one of the authors of the opera’s libretto; Candace Evans, stage director, Arthur Fagan, music director; Douglas Fitch, stage designer; and costume designer Linda Pisan.

John Walbridge spent the spring semester on a translation fellowship from the National Endowment for the Humanities working on translations of two philosophical works of the twelfth-century Neoplatonist Suhrwardi. He presented papers based on this project at the Middle East Studies Association and the “Proclus in Istanbul” conference in December 2012. His article “Illuminationists, Place, and the Void,” appeared in Le vide et la nature, a volume on medieval doctrines

FACULTY UPDATES (CONTINUED...)

STUDENT UPDATES

Basem Al-Rab’a’s paper “The Grammatical Influence of English on Arabic in the Passive Voice in Translation” will be published in the February 2013 issue of the International Journal of Linguistics. This paper was also accepted for presentation at the Thirteenth Annual Southwest Graduate Conference in Middle Eastern and North African Studies, held in April 2013 at the University of Arizona.

Katrin Jomaa, who received her doctorate from NELC in 2012, will be starting a tenure-track position at the University of Rhode Island in Fall 2013, where she will be teaching courses on Middle Eastern politics and Islamic studies.

In August 2012, John Dechant presented at The International Society of Iranian Studies Conference in Istanbul and at the MESA Conference in Denver. He will also be presenting at the MEHAT Conference at the University of Chicago in May 2013. Dechant was recently awarded the American Institute of Iranian Studies Pre-Doctoral Dissertation Research Fellowship to cover two months of research during the summer of 2013, which he will use to look at Persian manuscripts at the al-Biruni Institute of Oriental Studies in Tashkent, Uzbekistan.

Katie R. Larson presented a paper titled “Gender in Maliki fiqh and Judicial Discretion” at the MESAAS Graduate Conference, “Paradigmatic Conflict and Crisis,” held at Columbia University in February 2013.

Troy Cummins, as Head Delegate, and Lindsey Pullum, as Co-Head Delegate, were among eight students that comprised the delegation that Indiana University sent to represent the country of Iraq at the Model Arab League conference, held in February 2013 at Miami University in Oxford, Ohio. At the conference, Troy Cummins won Outstanding Delegate for the Council on Joint Defense Affairs, and Lindsey Pullum won Outstanding Delegate for the Council on Social Affairs. Indiana University won Overall Outstanding Delegation for the entire conference.

NELC Graduates

We extend congratulations to the following NELC students who have graduated since the Spring 2012 semester:

MA students: Lubna Al-Shanquity, Musaed Alenezi, Inci Aksu, Eissa Dashri, Essam Fahim, Zehra Guven Kílìcarslan, Katie Peoples, Catherine Wayner

PhD students: Hussain Abdulfaraj, Ahmad Almallah, Elham Alzoubi, AbdulmQueen Balfas, Mustafa Binmayaba, and Katrin Jomaa.

(Walbridge update continued...)
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The Department is grateful to those who have made donations to support its activities in the past. Your donations help us to produce this newsletter and finance many of the events that we tell you about. We appreciate gifts to support fellowships, conference travel, and language study abroad for students; visiting speakers and adjunct lecturers for mini-courses and special events.

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