



Middle East Studies BULLETIN



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Contents

<i>Letter from the Director</i>	1
<i>Letter from the Editor</i>	3
<i>Notes from the field: Buzov and Liu</i>	5
Conferences:	6
<i>Islam and Rationality Conference,</i> <i>Georges Tamer</i>	
<i>CESS/Eurasian Environments</i> <i>Conferences</i>	
<i>Mini Persian Folklore Conference</i>	
<i>Ottoman and Turkish Studies</i>	8
Faculty Achievements:	
<i>Hathaway and Tamer</i>	10
<i>Trip to Turkey 2012</i>	11
<i>Sahlep</i>	16
<i>Istanbul/Sophia Connections</i>	18
<i>Academic Achievements Report</i>	20
<i>Upcoming Events</i>	23
<i>Egyptian Revolution</i>	24
<i>Cairo University and OSU</i> <i>Memorandum of Agreement</i>	26
<i>Dissertations</i>	27

Letter from the Director:

It is with great pleasure that my colleagues and I at the Ohio State University are celebrating 26 years of consecutive National Resource Center status for our Middle East Studies Center (MESC). MESC has taken major strides over the past 26 years and has enhanced its contribution to teaching, research, and outreach on a host of issues concerning the Middle East, Afghanistan, and the general Islamic world. In particular, thanks to the efforts of MESC affiliated faculty members, The Mershon Center for International Security Studies, and the support from the Ohio State University administration, over the past 26 years the Center has managed to attract the attention of Title VI authorities in the federal Department of Education and congress members. Over the past 10 years, our grants from Title VI have averaged close to \$500,000 each year. In addition to supporting courses, faculty positions, research, conferences, and outreach activities, these external funds have enabled MESC to grant about 20 Foreign Language and Area Studies (FLAS) Fellowships each year to our brightest graduate and undergraduate students. In the post-September 11th era, MESC has doubled its outreach activities especially to military bases, and law enforcement agencies (see p. 22). Political and social developments of the Middle East in the past few months have kept us busy. The continual instability in Egypt and Libya and the ongoing brutal attacks by security forces on Syrian demonstrators reminds us of the fragility of the region. In response, the Center has organized or co-sponsored events on the Arab Awakening nearly every month since it started. And, despite this, we managed to fulfill our daily duties as required.

The major international conferences of “Islam and Rationality: The Impact of al-Ghazālī” (p.6), and the Central Eurasian Studies Society conference (p.6), helped shine a spotlight on the distinguished work our faculty, staff and students are doing to move scholarship forward regarding these key areas of the world. International scholars from around the world came to OSU for those events, and we have already received glowing feedback on their experience here. In addition, the Persian Folklore mini-Conference

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Atatürk's Mausoleum. Ankara, Turkey.

Photo by Melinda McClimans

(p.7) boasted scholars travelling from as far as Germany and Iran to present their latest work. We are proud to be a part of the movement to make OSU a truly global university.

Our work to strengthen linkages with our institutional partners in Turkey, the United Arab Emirates and Afghanistan are also creating synergies with OSU's Gateway Initiative. Recent gateway offices have opened in Mumbai, and Beijing. We are envisioning one in Istanbul very soon. We were very appreciative that Professor William Brustein, OSU's Vice Provost for Global Strategies, took time out of his busy schedule to join us for dinner in Istanbul in March.

Our recent study tour to Turkey with The Niagara Foundation (p.11)

was an excellent opportunity to share our experiences with our Turkish hosts, exploring layers of history. In some ways, buses and planes have replaced centuries old tradition of caravans. Caravans used to transport both commercial merchandise and people from one place to faraway destinations. In most cases these separations among family members, friends and loved ones were for the rest of their lives. The pains from these types of separations have contributed to a rich body of romantic and mystical poetry in both Persian and Turkish. When at JFK airport we were saying goodbye to each other, once again, Jalaluddin Rumi's beautiful poem came to the surface of my tired memory. The following is my translation.

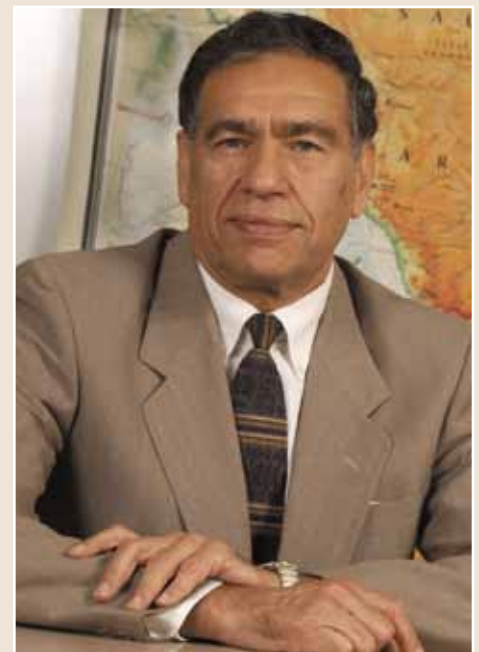
Oh, caravan driver move your caravan slowly because one of your passengers is my precious beloved.

The heart which I owned once has been captured by my beloved and she carries it with her. Drive slowly.

Such literary connections to our experiences show the strength of area studies and its ability to easily span the disciplines, from labs at Yeditepe University showcasing the latest in molecular engineering, to, to architectural marvels of Istanbul, to the history of modern Turkey encapsulated at Atatürk's Mausoleum in Ankara.

We at the Center look forward to working with the faculty, staff, students and the greater MESC community to increase the contribution of our university to the understanding of the Middle East and the Islamic world.

With best wishes,
Alam Payind



Director of MESC, Alam Payind



Editor, Melinda McClimans
Photo Credit: Mehdi Bozorgmehr

The past 8 months have been monumental in regard to Center milestones. The director has been wanting to organize a major international conference since I was hired in 2003, but we haven't had the human or financial capital to pull it off until last Fall. It was then the Ohio State University hosted, not one, but two such conferences focused on the world areas of the Middle East and Central Asia: Islam and Rationality: The Impact of al-Ghazālī (p.6), and the Central Eurasian Studies Society Conference (p.6). In the midst of these, Professor Margaret Mills organized a one-day "mini" conference on Persian folklore, but I wouldn't minimize its scholarly importance (p.7). It was exciting to have scholars from Germany and Iran present along with our stellar faculty.

With a film expert now on board at the Center, Keya Crenshaw, the Center hosted its first film screening (p.20). This received rave reviews from the students, and we plan to do it again next year. Together with U Texas faculty and outreach pro-

fessionals, we organized and conducted a 3-day workshop at Camp Mabry for military officers headed to Afghanistan. This received local press coverage in "The Statesman" and was also recognized in Washington.

In addition to those milestone events, the Center had the honor of hosting several eminent international scholars. Last summer, BBC Kabul Bureau chief, and award-winning scholar and journalist Dawood Azami, spoke about "The second front in the Afghan war - the battle for winning hearts and minds." Egyptian Minister of Supply and Domestic Trade, Gouda Abdel-Khalek, and al-Azhar University professor of economics, Karima Korayem, came all the way from Egypt to share their information and knowledge from the ground (p.24). We thank OSU Economics Professor Hassan Ali for inviting them and providing analysis with them. Eminent scholar, Ali Mazrui, came to Columbus for a signature event with the Columbus Council on world Affairs, to speak about "Islam in Africa's Experience." Those are the type of insider perspectives we value the most in our programming. The whole story of what we've accomplished over the past 8 months can be read in Keya's report on page 20.

Another significant area of accomplishment pertains to our trip to Turkey for educators. When people ask me how the trip went, I always say "what a great group it was." The group felt the same way, and a significant number of them remain in active contact online. Many of their reflections state how their experiences and understandings

were greatly enhanced through that positive group feeling. In addition, actively engaging with each other while we shared the experiences of Turkey helped build a strong sense of community. In our conversations by email, participants are still referring to "the bus" and sharing relevant and very personal experiences with each other. Please check out participant Terri Wong's article about her experience on page 11. In addition, Kenneth Winter, a participant on the trip and award-winning journalist, wrote a story for "Dome Magazine" <http://domemagazine.com/atlarge/kw040512>

The energy and "aliveness" that imbued the most mundane moments of the trip can be attributed to the sense of community we felt. This is because the individuals taking part really understood what it means to be an active, community-focused participant. We were all busy before the trip with preparation, and communication with each other, and we continue to carry on now in our numerous "reply all" emails. Participants also demonstrated active listening with our hosts, and the wonderful students we met at the schools. Fun-loving enthusiasm seemed to burst forth from the group, with laughter and engagement continuing non-stop. There was a moment on the bus, my mind racing with logistical and interpersonal dynamic concerns, when Barb turned and looked at me (see article about her in the 2011 issue, p. 33), and said, "Listen to them. They're so engaged!" The bus was literally humming with their collective talk, laughter and excitement.

I would like to take this opportunity to thank Barb, Julie, Alam and

The following photos capture a handful of these moments:



One of those gas stations. . . I bought fabulous Ülker chocolate bars there.



Greg Rabb, elected official, community college professor, Jamestown, New York



The ever-present feral felines of Turkey (and Sophia Payind).



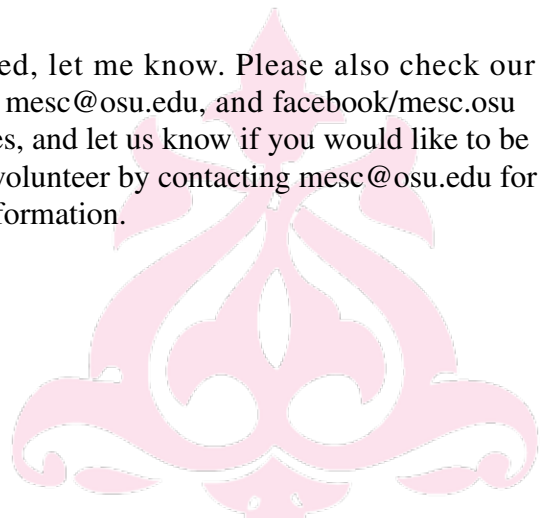
The infamous group photo. . .at Samayolu Koleji in Ankara (Geoff adds Vaudeville flavor).

Serkan, my team members on the trip. I thank The Niagara Foundation for making this trip possible.

As you can see, our academic engagement and professional development opportunities are increasing - and our community is growing! I hope this Bulletin will serve as a recruitment tool and means for communication. If you would like something to

be featured, let me know. Please also check our web site, mesc@osu.edu, and [facebook/mesc.osu](https://www.facebook.com/mesc.osu) for updates, and let us know if you would like to be a MESC volunteer by contacting mesc@osu.edu for further information.

Sincerely,
Melinda



Professor Snjezana Buzov:
Croatia

Last summer I used my research fund provided by the College of Humanities (now Arts and Sciences) to continue my research on Ottoman miscellany volumes (mecmuas), and on Gaibi Mustafa Efendi, a Sufi shaykh from the Ottoman borderlands in Croatia. Most of my research was done at the Oriental Collection of the Croatian Academy of Arts and Sciences, and Atti Dragomani (documents of Ottoman Translator) of the state Archive of Zadar. The former is a collection of manuscripts and documents in Ottoman Turkish Arabic and Persian in Zagreb (Croatia), mostly acquired in 19th century in Bosnia and Herzegovina. The latter is the archive of the city of Zadar (in Italian Zara) which was the capital city of the Venetian province of Dalmatia. Since this city was, for almost two centuries, very close to the borders of the Ottoman Empire, and had intensive exchange with Ottoman authorities it maintained the office of Ottoman Turkish translator (dragoman). The fond Atti Dragomani contains a large collection of various Ottoman documents.

While in Croatia I also visited the Franciscan monastery situated on a small island on Krka river (now the whole area is a national park) near the Adriatic coast. The reason for my visit was the collection of 620 Ottoman Turkish documents dating from 16th to 17th century, when the monastery was within the Ottoman Empire. The collection contains a variety of documents (sultanic decrees, official letters and decrees issued by Ottoman

Bosnian governor, court documents and even a number of fatwas issued by local muftis to the monks of the monastery. I plan to work on this collection to produce a study and a catalogue in future.

Professor Morgan Liu:
Kyrgyzstan

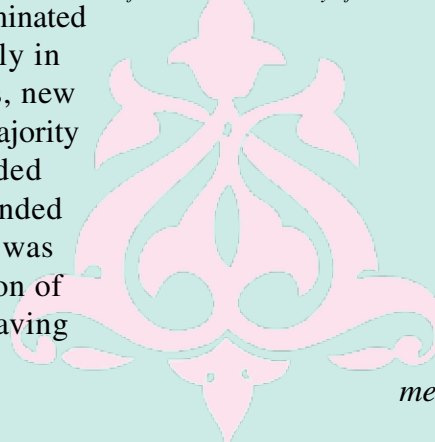
The purpose of the project was to explore how Uzbeks in southern Kyrgyzstan are building their lives after the violence of the previous year, and how they envision the future of the Uzbek community in Kyrgyzstan. The project's purpose was not to conduct an inquiry into the 2010 events in southern Kyrgyzstan, nor to establish what occurred and why. Nonetheless, most of my contacts would enthusiastically broach the topic of what they believed happened and how they interpreted those, before I would ask. What I found was both expected and surprising to me.

I spent time in public places which I discovered through interview information to be significant because they revealed the economic and political shifts in southern Kyrgyzstan that were directly instigated by the 2010 events in Osh and Jalalabat, or were accelerated by them. In Osh, those significant places included: old empty Soviet-era factories converted into new shopping malls, bazaars once dominated by Uzbek sellers now mostly in the hands of Kyrgyz sellers, new bazaars opened in Kyrgyz-majority areas, mosques once attended mainly by Uzbeks now attended by Kyrgyz, parks that once was frequented by a cross-section of the city's population now having

mostly Kyrgyz, and the many houses and businesses that were burned and remain in ruins over a year after the conflagration.



Ferman (Sultanic decree) from the Oriental collection of the Croatian Academy of Arts and Sciences.



Islam and Rationality: The Impact of al-Ghazālī

Thursday-Saturday,
November 10-12, 2011

Organized by Georges Tamer
Mershon Center for International
Security Studies, 1501 Neil Ave.

The Conference examined the influence of Abu Hāmid al-Ghazālī (1058-1111), a central figure in the history of Islamic theology, jurisprudence, philosophy and Sufism. Of Persian origin, he lived and worked in Baghdad and in other intellectual centers of the Muslim world of the 11th and 12th century. This conference, which featured leading scholars in intellectual history, philosophy, Islamic law and theology, as well as medieval Christian and Jewish thought, commemorated the 900-year-long legacy of al-Ghazālī, focusing on his commitment to religion and rational thinking.

Ohio State University President E. Gordon Gee welcomed participants to a conference on Islam and Rationality: The Impact of al-Ghazālī, held November 10-12, 2011, at the Mershon Center for International Security Studies. Organized by Georges Tamer, M.S. Sofia Chair of Arabic Studies, the conference examined the influence of Abu

Hāmid al-Ghazālī (1058-1111), a central figure in the history of Islamic theology, jurisprudence, philosophy and Sufism. Eric Ormsby of the Institute of Ismaili Studies, London, gave the keynote address on “The Comedy of Reason: Strategies of Humor in al-Ghazālī” (available on the Mershon Center’s web site).

For further information, the conference’s web site:

<http://www.islamandrationality.org/>

International Central Eurasian Studies Society Conference and Conference on Eurasian Environ- ments at Ohio State

By Scott Levi, Morgan Liu and
Nicholas Breyfogle

This year’s program was an especially rich one, with fifty panels and a number of special highlights. Professor Peter Perdue of Yale University delivered the Plenary Address, “When Central Eurasia was not Central: Strange and Familiar Parallels, 1350–1750.” Monica Whitlock, author, filmmaker and former BBC Central Asia correspondent, presented on her new documentary, “Through the Looking Glass: The Andijan Massacre.” Professor Peter Golden joined in a roundtable discussion of his recent book, *Central Asia in World History* (Oxford, 2011).

The conference also hosted a special seven-panel conference-within-a-conference, “Eurasian Environments: Nature and Ecology in Eurasian History,” organized by Ohio State History Professor Nicholas Breyfogle. It brought together 25 of the leading scholars in the field from around the world engaged in the wave of fascinating and field-changing research currently being written on Eurasian environmental history. As a part of that, it explored related contemporary strategic and geopolitical issues, such as the relationship among economic development, resource exploitation, and environmental degradation/management in Central Asia and Russia. The meeting—and resulting book of essays (forthcoming with University of Pittsburgh Press)—serve both as a showcase for this wealth of new research as well as an agenda-setting introduction to the possibilities and insights of environmental studies for Eurasian history.

OSU sponsors included: The Center for Slavic and East European Studies, The College of Arts and Sciences, The Middle East Studies Center, The Mershon Center for International Security Studies, The East Asian Studies Center, the Department of History, and the Department of Near Eastern Languages and Cultures.

Topkapi Courtyard

Eurasian Environments: Nature and Ecology in Eurasian History Conference, September 16-17, 2011, convened by Dr. Nicholas Breyfogle (History)

One of the most pressing contemporary crises in Eurasia is the Soviet Union’s legacy of environmental degradation. Yet, beyond analyses of specific current crises (the Aral Sea, most famously), we are only beginning to understand how the peoples of Eurasia viewed or utilized the “natural” world historically, or how the experience of recent destruction fits into long-term patterns. By taking a *longue durée* exploration of the relationship between humans and the ecologies, landscapes, and water of Eurasia, this conference 1) strove to understand and contextualize the ecological traumas of the past century, 2) analyzed the broad patterns found at the nexus of Eurasians and the environment, and 3) discussed the development of Eurasian conservation efforts. The conference aimed to rethink our broad understandings of Eurasian history through an

environmental lens; to think about how Eurasian society, politics, and culture look differently when the human experience is placed within the larger context of flora, fauna, geology, climate, etc.

Papers explored such questions as water use and preservation, dam building and irrigation, the environment and public health issues, conservation versus economic development, species extinction and protection, the role of science and scientists in environmental destruction and protection, the sacred aspects of Eurasian environments, and the current, post-Soviet realities and policies in the newly independent states of Eurasian. Geographically, the conference focused on Eurasia understood broadly, including the five former Soviet republics of Central Asia, and Siberia and the Arctic region in Russia. Throughout, the history of Eurasia was placed in a global comparative context in order to understand what processes are special to Eurasia and which ones are transnational.



Central Asian Wild Tulips

“Persian Mythology, Folklore, and Popular Culture Today”

Mini-Conference at Ohio State University

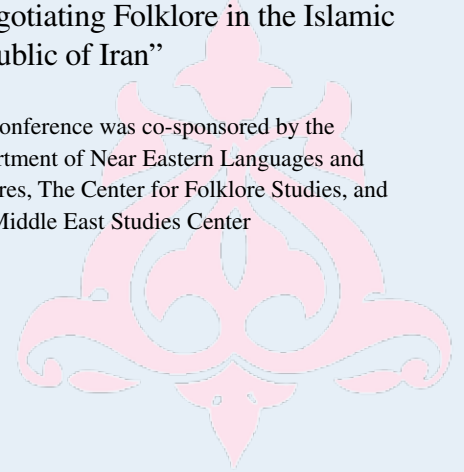
The conference took place on October 10, 2011, and the following presentations were given:

4 p.m. **Dr. Parvaneh Pourshariati**, NELC, The Ohio State University
 “Can Popular Romances Speak to Architectural Relics? The Romance of Samak-e Ayyar and Roman Mithraic Temples”

4:30 p.m., **Dr. Saghi Gazerani**, Independent Scholar, Tehran, Iran
 “Expressing Dissent through the Arts: The Example of the Theatrical Adaptation of the Medieval Story of Samak-e Ayyar”

5 p.m., **Dr. Ulrich Marzolph**, Goettingen University, Germany
 “Negotiating Folklore in the Islamic Republic of Iran”

The conference was co-sponsored by the Department of Near Eastern Languages and Cultures, The Center for Folklore Studies, and The Middle East Studies Center



Fountain in Topkapi



Ottoman, Turkish and Turkic Central Asian Studies at OSU

Ottoman and related Central Asian studies courses, their relevant language courses, substantial library collections (OSU is one of the best resources for Ottoman chronicles outside of Turkey), attract top students to OSU: Turkish¹, American and an array of other nationalities. OSU is strengthening its national and international standing in Ottoman studies through Fulbright grants, membership in the American Research Institute in Turkey (ARIT), study abroad programs, and now an online forum (If you would be interested in joining, please let us know at mesc@osu.edu). Faculty collaborate to bring Turkey-related conferences and lecture series to OSU campus, such as the Great Lakes Ottoman Workshop, the Central Eurasian Studies Society Conference, and the Ottomans in Global Contexts lecture series.

Turkish Studies at OSU are concentrated in the Departments of History, History of Art, and Near Eastern Languages and Cultures but are not confined to those departments. Of the completed M.A. theses and Ph.D. dissertations listed below, 10 M.A. and 14 Ph.D. theses have been in History. Another 9 M.A. theses have been completed in Turkish literature. Three Ph.D. and one M.A. theses have been completed in History of Art. Other departments and programs in which Ph.D.s on Turkish subjects have been completed include Art Education, Business, Civil Engineering, Comparative Studies, German, Linguistics, Mechanical Engineering, Political Science, Sociology, Sports

Education, and Women's Studies. At Ohio State, about 90 graduate theses have been completed on subjects pertaining to Ottoman and Turkish Studies, in all departments, since 1929. These are evenly divided between M.A. theses and Ph.D. dissertations.

Turkish Enrollment: Over the past academic year we have had a group of students (5 graduates and 1 senior) taking advanced Turkish. Foreign Language and Area Studies (FLAS) Fellows are studying Turkish in increasing numbers, with many attending Harvard's summer program in Cunda, Turkey, for maximum acquisition of both modern Turkish and Ottoman Turkish.

Distinguished Faculty: OSU boasts some of the most distinguished faculty in Ottoman, Turkish and Turkic Central Asian History with

the following professors focusing primarily on the Ottoman Empire, Turkey or Turkic peoples of Central Asia: Snjezana Buzov, Near Eastern Languages and Cultures; Howard Crane, the Department of Art History; Jane Hathaway, the Department of History; Scott Levi, the Department of History; Morgan Liu, the Department of Near Eastern Languages and Cultures; Carter Findley, the Department of History. Not to mention a large body of Turkish and Ottoman-focused work produced by OSU professors with a more global emphasis. For example, Professor Nina Berman's (Comparative Studies Department) recent book *German Literature on the Middle East: Discourses and Practices, 1000-1989*. Ann Arbor: University of Michigan Press, 2011 which sheds light on European views of the Ottoman Empire in the late 18th century.

¹Among the 3,476 international graduate students at the university in 2011, 113 were from Turkey. Turkey now ranks 7th among all countries outside the USA in the number of students it sends to OSU.



Hittite Relief, Ankara Archeological Museum

Photo by Melinda McClimans

Recent Ottoman/Turkish/Central Asian Studies Books/Chapters:

By Jane Hathaway: *The Arab Lands under Ottoman Rule, 1516-1800*, with contributions by Karl Barbir (Pearson/Longman, 2008). Recipient of the Turkish Studies Association's M. Fuat Koprulu Book Prize in 2008.

By Carter Findley: *Turkey, Islam, Nationalism, and Modernity* (Yale University Press, 2010).

By Morgan Liu: *Under Solomon's Throne: Uzbek Visions of Renewal*

in Osh (forthcoming Spring 2012, University of Pittsburg Press).

By Snjezana Buzov: "Friendly letters: The Early 18th Century Correspondence between Venetian and Ottoman Authorities in Dalmatia," *Tolerance and Intolerance in Triplex Confinium: Approaching the "Other" on the Borderlands Eastern Adriatic and Beyond 1500-1800*, Ed. By Egidio Ivetic and Drago Rokсандic. (CLEUP, 2007).

By Scott Levi: "Turk and Tajik in Central Asian History." In *Everyday Life in Central Asia*. Edited by

J. Sahadeo and R. Zanca. 15-31. (Indiana University Press, 2007).

By Howard Crane and Esra Akin, edited by Gulru Necipoglu: *Sinan's Autobiographies: Five Sixteenth-Century Texts*. (Brill, 2006).

Sources: Ottoman and Turkish Studies Brochure, OSU, 2011; Conversations with Jane Hathaway, Snjezana Buzov, Carter Findley, Scott Levi, Morgan Liu; Library Date procured by Dona Straley, head librarian of the Middle East collections until January, 2012; International Students and Scholars Office.



Traditional Turkish/Ottoman Ceramics, or Cini

Photo by Barb Petzen

**Jane Hathaway:
Awarded Douglas Southall
Freeman Professorship Grant**

Jane Hathaway, the History Department's Director of Undergraduate Studies, was awarded Douglas Southall Freeman Professorship (beginning in autumn, 2012) in the Department of History, University of Richmond. In August 2010, her article "Eunuch Households in Istanbul, Medina, and Cairo during the Ottoman Era" appeared in *Turcica* 41 (2009): 291-303; this volume comprises the proceedings

of a symposium, "Mamluks, Turks, and Ottomans," held in her honor in Paris in May 2008. She was elected to a three-year term on the Board of Directors of the Middle East Studies Association of North America and was named Ottoman-Turkic section editor for the *Encyclopaedia of Islam*, 3rd edition.

**Georges Tamer:
Awarded the Marie Curie
Fellowship**

Georges Tamer, M.S. Sofia Chair in Arabic Studies in the Department of Near Eastern Languages and

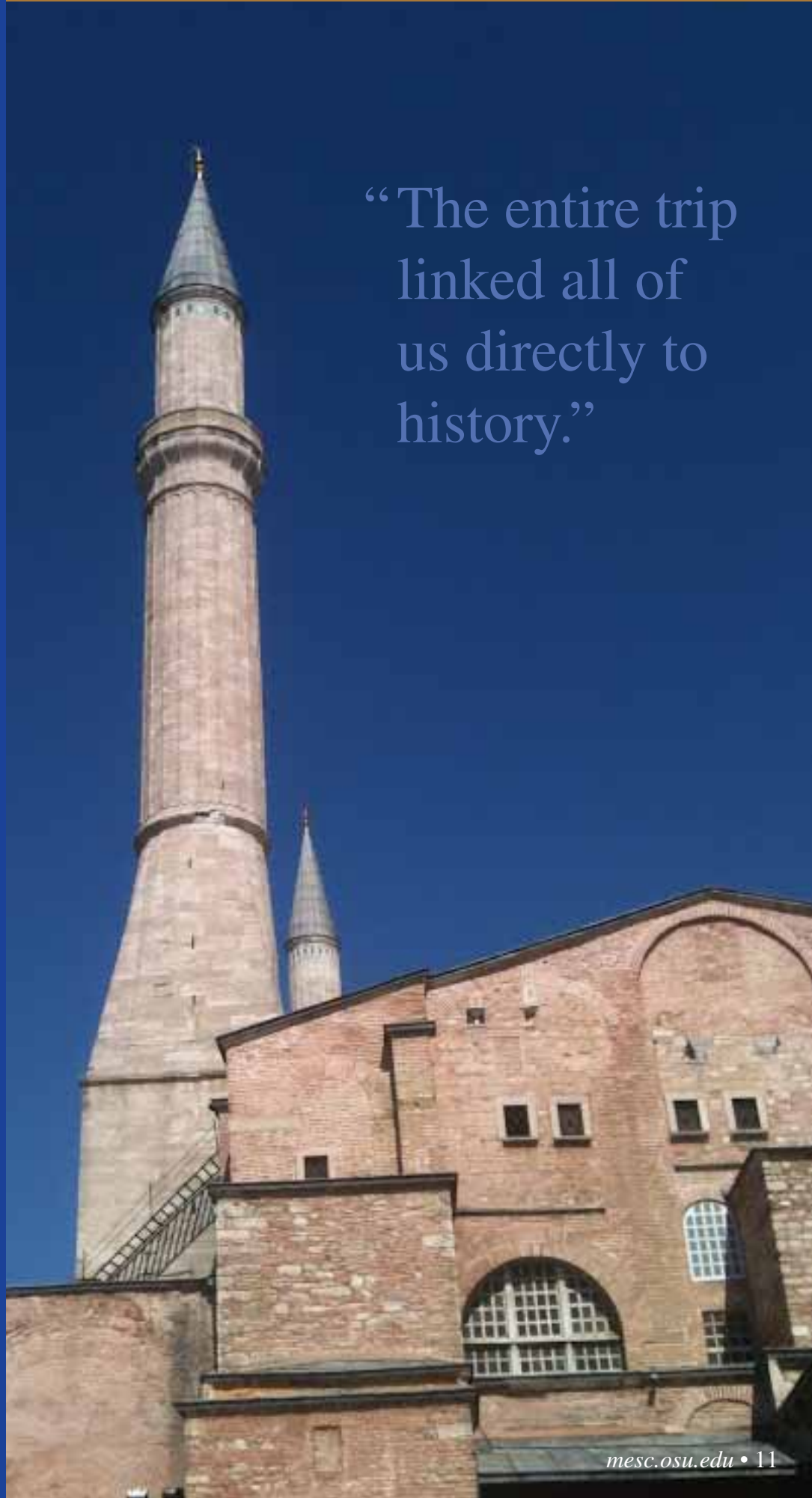
Cultures, was awarded the Marie Curie Fellowship by the German Gerda Henkel Foundation. It was based on his research project "The Concept of Time in the Koran." The fellowship is co-sponsored by the European Commission under the EU's Seventh Framework Programme for Research. The tenure of the award has already begun and will last for two years. He also convened the recent international conference "Islam and Rationality: The Impact of al-Ghazālī" (details on p.6).



Hittite Hieroglyphics, Ankara Archeological Museum

**TRIP
TO
TURKEY
2012**

“The entire trip
linked all of
us directly to
history.”



Multiple Roles as a Teacher Traveler

by Terrina Wong

I believe that teachers travel in multiple roles: teachers as historians, teachers as cultural explorers, teachers as global thinkers, teachers as educators, and teachers as storytellers in pursuit of stories. Our trip to Turkey fulfilled all these roles.

As historians, the entire trip linked all of us directly to history. We became an “eyewitness” to the beginnings of human settlement and to the creation of the first Anatolian Empire by the Hittites. I was personally enthralled by Ankara’s Museum of Anatolian Civilizations and learned about the Hittite civilization that existed more than 3,000 years ago through their cultural objects and the descriptive narrative by Michael Fuller that helped us interpret and understand what we were viewing.

We were able to connect history to curriculum as we enthusiastically ventured into ruins, mosques, palaces and museums that documented the Roman and Ottoman empires. I was able to get a “feel” for historical periods. For example, seeing and walking the physical layout of streets and thoroughfares, viewing the similarities and differences in the architecture and design of mosques (galleries, pillars, minarets, domes, windows, Islamic elements as the calligraphy, ablutions, carpets etc.), the cultural objects of the period, meanings behind the calligraphy or symbols, pieced historical pieces together and in context. Going to the monumental Atatürk Mausoleum framed my understanding of his significant contributions that define modern Turkey and why the Turks venerate him.

It was so fascinating to connect historical Turkey with present and

future Turkey, the architecture of traditional versus more modern mosques, seemingly endless condominium development, new commercial buildings, and advanced technology (as explained at dinner by our host father who was an industrial engineer). The 500 year + old Grand Bazaar against Istanbul’s current shopping malls with its “Waikiki LC” retail outlets or trendy shops along Taksim! Personally experiencing Istanbul’s horrific traffic problems reminded me of how common big urban issues are globally.

As cultural explorers, this trip was equally rich with experiences. We learned about what makes things Turkish, more about Islam and the uniqueness of Islam in a secular society. Being able to talk to Turks (especially our evening with the Turkish family), I learned how deeply the Turks value their beloved country (the proud flags flying



Hagia Sophia



Colleen, Judi, Sophia, and Kerri.



everywhere), their “father” Atatürk, family, hospitality, and traditions (especially respect for elders). The mix of cultural influences: Ottoman, Greek, European, Central Asian, Persian, and Islamic are apparent in the country’s architecture, literature, music, food and substantive elements of understanding cultural values.

As global thinkers, it was interesting to acquire bits of insight into how Turks are dealing with global issues, especially related to diversity: political, religious, social and economic diversity (haves v. have-nots), and the environment. We partially witnessed street protests in voicing support of the Kurds in Turkey, and commemorations of the Battle of Gallipoli (Çanakkale) in March 1915. We took photos of recycling bins on the streets of Istanbul, learned about the economy of Turkey and Turkey as an investment environment from representatives

from the Turkey Prime Ministry (Investment Support and Promotion Agency). The image of countless minarets made it easier for us to imagine the 3,000 mosques in Istanbul alone, but we equally made note of the Catholic churches and Jewish synagogues. I appreciated our session with the Writers and Journalists Foundation and to learn more about the Gülen movement with a focus on interfaith dialogue. Women in Turkey, as evidenced, in part, by their healthy representation in the sciences at Yeditepe University, appear to have an opportunity towards equality and status. Yet, female teachers I talked to indicated women need to work to help contribute to their family, but, are still required to maintain all the responsibilities at home associated with motherhood and raising a family.

As an educator, visiting schools was very insightful and being able to talk

directly to the students was an extraordinary opportunity. A quotation by Ataturk reflects the reverence for teachers in Turkey (transcribed from his Mausoleum in Ankara):

“Teachers are the one and only saviors of the nation.”
(October 14, 1925)

Visiting both public and private educational institutions provided a variety of settings for us to observe. I was equally impressed with all students, regardless of their economic status. The students seemed excited about their learning and eager to study hard to reach their aspirations to become economists, engineers, or lawyers. It was apparent Turkey is striving to produce a youth in skills that will help develop the nation; that is, students seemed rather unanimous in acquiring skills in engineering, economics and law and were earnest to share they wanted to



Michael, Geoff, and Neathery.



earn a comfortable living - in keeping with Atatürk's belief that:

“Science and technology are the most reliable guides for everything in the world for civilization, for life, for success.”
(September 22, 1924)

As educators, Ken Winter's article expressed our findings and experiences beautifully. I have gathered many emails of Turkish students eager to communicate with American students. I spoke with a very intelligent, eager student from Üsküdar American Academy, president of their Model U.N. Club, who is anxious to become a journalist. Her enthusiasm and confidence impressed me. I will link the Model

UN club there with our school's Student World Leaders Club.

The public school Duzce Fen Lisesi was equally interesting. Many students shared that it was the first time they met Americans and how excited they were to meet us. We really felt special.

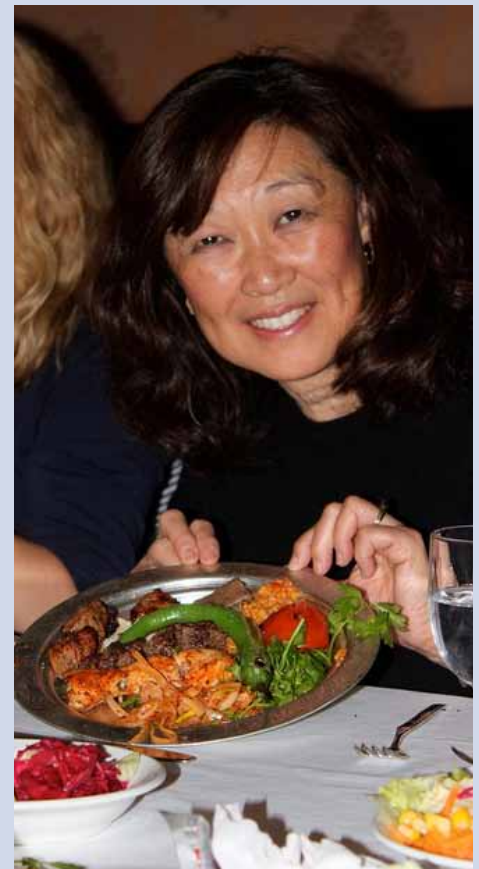
As a storyteller in pursuit of stories, I will never forget the hospitality extended to us by our Turkish hosts, whether it was at an official meeting, in a carpet store, at a school or restaurant. The deeply embedded cultural value of making guests feel welcomed and important will never be forgotten. The individual calligraphy of our names by Mr. Ibrahim Anli is a gift I shall always treasure.

Other memorable stories related to our group of very unique individuals and the warm collegiality, trust, and friendships that were formed. Who can forget Scott in the Military Museum as one of the corp soldiers in the classroom? Greg's quips in the back of the bus? Geoff's playfulness with the Turkish students? And our infamous Mikey! I believe that professional networking and collegial bonds made during travel contribute to personal change.

May I extend my deepest appreciation to Alam and Melinda, Serkan, Barbara and Julie for a most extraordinary trip. If there was a way to render our trip into a visual gift, it would belong in the museum we went to that held all the precious gifts



Artists working in their shop in Iznik.



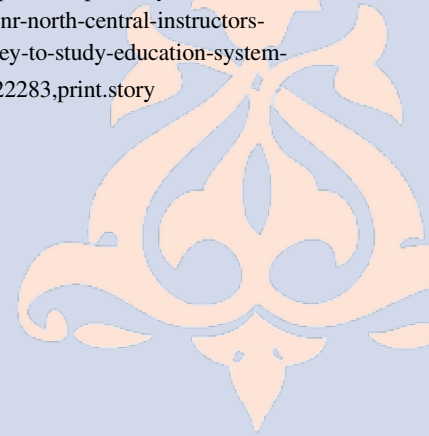
Terrina Wong



View of the Bosphorus from Topkapı Palace.

to the Ottoman Empire! Thanks also to the Middle East Studies Center at OSU, and the Niagara Foundation. I hope our paths will cross again.

¹Winter, Kenneth. "North Central instructors travel to Turkey to study education system." Petoskey News. 10:19 AM EDT, April 4, 2012. Ken was one of the participants on the trip. URL:<http://www.petoskeynews.com/community/pnr-north-central-instructors-travel-to-turkey-to-study-education-system-20120404,0,22283,print.story>



Shopping.



Fun in the relics of Iznik



Soldier at Atatürk's mausoleum in Ankara.



Turkish textiles.



Hittite Lion

Sahlep

Sahlep in Turkish, or Sahlab in Arabic

One of the beverages we enjoyed while we were in Turkey was Sahlep. This milk-based hot beverage is thickened with the root of the wild orchid, *Orchis Maculata*, or *Orchis Militaris*. It is supposed to have various curative properties which were valued by the Ottoman Sultan and the public at large. These are still valued and the drink is popular street fair during winter months. Unfortunately, there is a limit to this natural resource and some are concerned that the orchid population in Turkey is in danger of extinction due to this popularity.



Street vendors selling Sahlep.

Photo by Marina Forbes



The full reference for the image is the botanical.com article on p. 17

Sahlep. Photo by Melinda McClimans



Articles:

Blog entry on Sahlep in Istanbul:

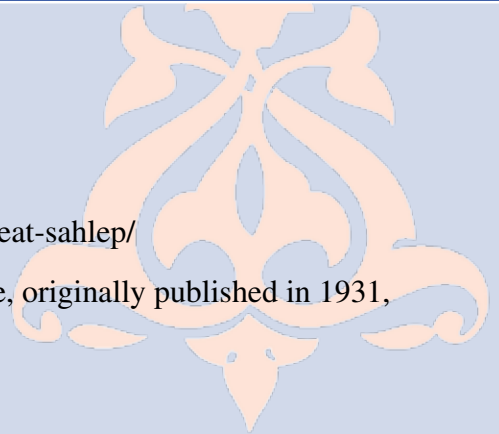
<http://intransit.blogs.nytimes.com/2008/01/30/sweet-winter-treat-sahlep/>

The electronic version of “A Modern Herbal” by Maud Grieve, originally published in 1931, article on Orchids used for Sahlep:

<http://www.botanical.com/botanical/mgmh/o/orchid13.html>

Article on the orchids’ endangered status in Turkey:

http://www.foodsofturkey.com/FoodsofTurkey/Drink/Entries/2010/3/4_A_Drink_You_Shouldn%E2%80%99t_Drink__Sahlep.html



St. Sophia Church



Photos by Marina Forbes

by Marina Forbes

The Hagia Sophia Church is one of the oldest churches in the Bulgarian capital Sofia. It is one of the most significant examples of early Christian architecture preserved in Southeast Europe. It was rebuilt during the reign of Byzantine Emperor Justinian I in the middle of the 6th century (527-565) and is a contemporary of the better-known Hagia Sophia church in Constantinople!

This church is believed to be the fifth structure on this site which was the location of a Roman Circus (theater) in the 2nd century. The first church was built here in 311-313 when the city was the necropolis of the Roman town of Serdica. Serdica was one of the favorite cities of Constantine the Great (306-337), and, with his support, the Cathedral was erected on this site.

The emperor went so far as to say “Serdica is my Rome.” However, the strategic location of Byzantium made him decide to build his new capital there. Serdica became one of the first Roman cities where Christianity was recognized as an official religion. In 343 AD, the Council of Serdica was held in a church on the location where the current 6th century Church of Saint Sofia was later built. Over the next few centuries, several other churches were built on this location, only to be destroyed by invading forces such as the Goths and Huns. It was rebuilt during the reign of Byzantine Emperor Justinian I in the middle of the 6th century (527-565). In the 14th century, the St. Sofia church gave its name to the city, previously known as Sredets.

By the 14th century the structure acquired the status of a metropolitan church. In the 16th century, during Ottoman rule which lasted for almost 500 years*, the church was converted into a mosque: the original 12th-century frescoes were destroyed and minarets were added. In the 19th century two earthquakes destroyed one of the minarets and the mosque was abandoned. The city of Sofia was liberated from the Ottoman rule by Russian Army in 1878, during the Russo-Turkish War of 1877-78 and soon after the Liberation the St. Sofia church was again sanctified as an Orthodox church. Restoration work was begun after 1900.

The church has been rebuilt many times since it was abandoned when an earthquake caused its closure so as to ensure the safety of its visitors. The first major restoration and reconstruction of the temple was completed in 1930. On the 21st of September 1930 the church was sanctified.

In 1955 the temple was declared as a monument of cultural heritage. Having been restored, the church is open to visitors. The present building is a cross basilica with three altars. Today the church has no steeple. The present building is a cross basilica with three altars. The floor of the church is covered with complex Early Christian ornamental or flora and fauna-themed mosaics. The Hagia Sophia Church stands in the middle of an ancient necropolis and many tombs have been unearthed both under and near the church. Some of the tombs even feature frescoes.

According to popular lore, St Sophia’s miraculous powers protected the building over the centuries, warding off human invasions and natural disasters to keep the church as an example of the elegant, austere, and symmetrical architecture of the age. St. Sophia represents divine wisdom and icons within the church depict Sophia as a woman standing above three other women representing faith, hope and love. The church also displays icons of historical saints, including St. George and St. Vladimir, who baptised Kievan Rus (*see his icon below*).



**In 1382, Sofia was seized by the Ottoman Empire after a long siege and Ottoman rule lasted for almost 500 years. Sofia was liberated by Russian Army in 1878, during the Russo-Turkish War of 1877-78 and became the capital of the autonomous Principality of Bulgaria in 1879 which became the Kingdom of Bulgaria in 1908.*

Marina was one of the participants on our trip to Turkey last year. Trained in St. Petersburg, she is one of the top icon painters in the world.

Academic Activities and Outreach Achievements of The Middle East Studies Center at The Ohio State University

by *Keya Crenshaw*

The Middle East Studies Center (MESC) has conducted, organized, or supported a number of exemplary activities since the summer of 2011. Those included a variety of events intended for different audiences, cultivation of international linkages and national partnerships, and programs for P-16 teachers. MESC works with partners and collaborates on campus to widen the pool of financial and non-financial resources and to enrich the academic design of programs on campus. One such partner is the Mershon Center for International Security Studies, and another is the Department of Near Eastern Languages and Cultures. Faculty members in a variety of disciplines help to design the activities and their subject matter. The following exemplary activities in academic engagement, community outreach, P-16 teacher training, and international linkages depended on the university's strong commitment to MESC. These activities widen and deepen impact; in particular, P-16 teacher training has a multiplying effect which works through their reaching continually more students over time. For example, MESC took a group of educators to Turkey, which strengthened connections, and contributed to their professional development. The Middle East Studies Center also promotes better coverage of the Middle East in Historically Black Colleges and Universities as well as community colleges by contributing to the Midwest Institute consortium of community colleges and by participating in regional career fairs.

The Renewal of Title VI National Resource Center Funding: Program Growth Despite Funding Cuts

Having been re-designated as a Title VI National Resource Center (NRC) for the 8th consecutive funding cycle starting in 2010, The Middle East Studies Center succeeded in retaining its two full-time and two part-time positions, partially funded by the Title VI grant. MESC was successful in making those cuts less painful by utilizing creative and strategic planning systems, team building, and organizing methods. For example, we developed Summer Teacher Workshops and courses, created online instructional materials and a Summer Internship program which raised awareness about the Middle East as well as the larger international community.

In addition, we collaborated with local and regional community colleges, such as Illinois Valley Community College, the Midwest Institute (which focuses on college level instructor training), and Columbus State Community College, in training their teachers, and creating quality programming for their students. These allow for greater teacher and student involvement, and increase interest in global issues related to the Middle East.

In the autumn of 2011, MESC took the first steps to implement its first official Volunteers and Cultural Consultants Program that will begin later this spring. With this program, we hope to collaborate with other professionals, departments, centers, and transnational based organizations to create a formalized training system for volunteers and those that

would like to participate in outreach activities in the community. We view cultural consultants as international students (or at times immigrants or refugees in the local community) who are trained in intercultural education and then participate in courses and activities by sharing their experiences, beliefs, and points of view as appropriate. Research demonstrates that these cross-cultural experiences have a profound effect on many teachers in reducing stereotypes, creating interest in other countries and cultures, and in helping teachers rethink their assumptions about the US and the world. This will not only create the opportunities for transcultural communication within the community, but it will also allow for a greater understanding of how to address the need to change misconceptions that are held against certain communities. We will offer training on cross-cultural communication; Middle Eastern cultures; and orientations on American school settings and systems. We will also provide instructional materials for volunteers to use at their presentations along with other support. Prior training and orientation is required for conducting educational activities, and a certificate of training completion will be provided. Other benefits include appreciation events, networking, and advanced noticed of all upcoming events organized by the center.

Outreach, current programs, future projects, and media relations

Currently, the center is developing an Arabic Film Festival, Middle Eastern Poetry Nights, and preparing for numerous conferences and events for the coming academic year.

Academic Achievements Report

In spite of our decreased budget, key educational and outreach programs have not been jeopardized. From August 2011 to April 2012, The Middle East Studies Center has actively maintained its status in the local, national, and international communities participating in, as well as hosting, well over 45 programs. These programs included numerous radio broadcasts and interviews, lecture series, conferences, colloquiums, teacher trainings, cultural events, and community outreach activities.

Dr. Alam Payind, Director of the Middle East Studies Center was a guest speaker on numerous Voice of America radio programs, as well as the BBC London and other public news sources. These programs help to educate communities on global politics, world histories and current events. Some of the topics discussed were entitled: *Arab Spring: Current developments for Syria and other Arab states; War in Libya; and Middle East Studies Since September 11, 2001*. These radio broadcasts have the potential to reach a large audience base and have the ability to increase knowledge and awareness of The Middle East.

Continuing our educational outreach, particularly focusing on Historically Black Colleges and Universities, in October of 2011 MESC participated in the Wilberforce Fall Career Fair providing resources on where to find international study abroad job opportunities, funding for travel, and general career development advice. There were well over 500 students, educators, and administrators present, and this event was co-sponsored by MESC, the Center for Slavic & East European Studies, the Center

for Latin American Studies, and the East Asian Studies Center. The aim in participating in these career fairs is to increase the knowledge and understanding of different cultural programs available to students, especially minorities, and also to promote opportunities such as study abroad programs, and professions and careers focused on diversity and inclusion. The Assistant Director has followed up with several students, answering their career related questions.

From November 2011 through March 2012 Middle East Studies Center participated in numerous programs and outreach events including radio appearances, interviews, and speaking engagements. For example in November 2011, MESC coordinated and co-sponsored a concert called The Soul Remembers featuring Dr. Ali Racy and Souhail Kaspar. Fellow co-sponsors of this event were *The Mershon Center; The Department of Near Eastern Languages and Cultures; The Office of International Affairs; and The College of the Humanities*. In November, MESC also held its first film screening. There were 60 undergraduate students and community members in attendance to view *Lion Women: The Fight for Freedom in Iran*. This screening was also a part of International Education Week and The Ohio State University's First Year Success Series Program. It was followed by a question and answer session fielded by Professor Margaret Mills and Professor Parvaneh Pourshariati of the Department of Near Eastern Languages and Cultures. It was co-sponsored by The Women's Place and The Department of Women's, Gender and Sexuality

Studies. The Middle East Studies Center also held the first Arab Spring Revolution lecture and panel discussion at OSU in November 2011. There were 70 people in attendance and the lecture featured scholars such as Dr. Joshua Stacher from Kent State University, Dr. Alam Payind, Dr. Sabra Webber, Dr. Hassan Aly, and Dr. Craig Jenkins all of The Ohio State University, with the welcome and opening remarks by Dr. William Brustein, Vice Provost for Global Strategies, OSU. December was a great time for networking with local K-12 schools. For example, the Assistant Director of MESC, Melinda McClimans, visited and interacted with 30 sixth graders at a local school. They were eager to learn about life in the Middle East, and MESC looks forward to this new community partnership. In January of 2012, The Middle East Studies Center co-sponsored three lectures given by Dr. Karima Korayem and Dr. Gouda Abdel-Khalek. Each lecture was a success and the 2 day, 3 lecture event brought in over 150 students, scholars, and community members. The four months from November 2011 to February 2012 also saw numerous radio interviews given by Dr. Alam Payind on the BBC, Voice of America. Some titles include: *Consequences of the American Troop Withdrawal from Iraq; Major challenges for Iraq; Meeting in Berlin on Proposed Federal System in Afghanistan; The Republican Primary Debate: Positions toward Afghanistan and Pakistan; The Nature of Negotiations Between the US and the Taliban After the Opening of the Taliban Office in Qatar: Reaction of Afghan and Pakistani Governments; and New US Policy in Regard to the Current Developments in Iran,*

Afghanistan and Pakistan: Straight of Khormuz and US-Taliban Negotiations. Events such as these keep The Ohio State University on the vanguard of Middle East History Scholarship.

Teacher Training Initiatives, Domestic and Abroad

The Middle East Studies Center (MESC) once again collaborated with Niagara Educational Services to bring 21 scholar/educators to Turkey March 15 - 25, 2012. All of the participants have classroom teaching experience, whether at the elementary, secondary, or collegiate level. The trip will result in the creation of resources for teaching about Turkey by several of the participants which were funded by the Middle East Studies Center's Title VI National Resource Center Grant. These will be available on the Center's web site, along with items created by last year's participants: http://mesc.osu.edu/teacherResources_WebResources.php#Turkey

The Center is also developing an interactive resource for educators in the U.S. and Turkey to facilitate continued dialogue and capture teaching ideas from both sides of the Atlantic: <https://sites.google.com/site/turkishanduseducatorstalk/>

Presentations to Military and Law Enforcement

September 2011 also included a colloquium on Cultural Awareness for the Military in Iraq and Afghanistan for the Ohio Center for Law Related Education. In November, MESC Director and Assistant Director presented to 40

Army officers at a workshop held at Camp Mabry, near Austin, Texas, organized in conjunction with the Center for Middle Eastern Studies at the University of Texas, Austin (<http://www.utexas.edu/cola/depts/mes/>). Topics covered included: pragmatics; intercultural communication; history and geography of Afghanistan; survival Pashto and Dari. Role playing was used to apply the knowledge. It was covered in Austin's daily paper, "The Statesman on November 7 (<http://www.statesman.com/news/local/at-camp-mabry-ut-students-help-national-guard-1954259.html>)

The Center has received glowing reviews from Title VI managers, and The Chronicle of Higher Education pointed out the Center's role in contributing to the nation's security on February 13th 2012, in "Budget Presents Mixed Picture for International Education."

Media

Media relations are maintained through interviews with radio and television programs, submissions and press releases, and various call-in-shows. The Center director alone has given more than 50 interviews to media outlets during 2011-2012, including Voice of America in English, Pashto and Persian, BBC in English, Pashto and Persian, CNN, Al-Jazeera, NPR, Radio Jamaica, Radio Free Europe, and others. Examples include:

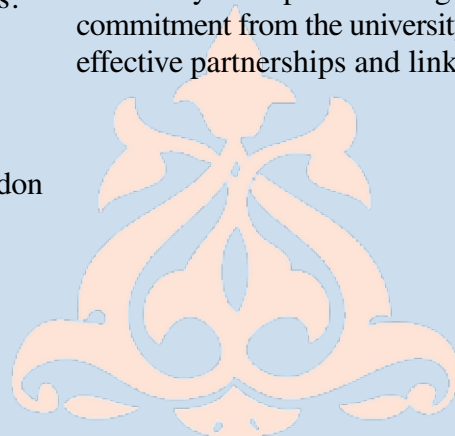
- "Arab Spring: Current developments for Syria and other Arab states" BBC London
- "War in Libya" Voice of America - Pashto

- "The Possible US Negotiations with Taliban in Qatar" Voice of America
- "President Obama's State of the Union Address: Implications for Iraq and Afghanistan"

The OIA Communications Office maintains media relations and keeps networks informed of MESC's activities.

Conclusion

Our event surveys confirm the community's interest in our programming, and the positive influence we have with educators, students, and interested citizens; over 85% of those surveyed would recommend our programs to others. The Title IV priority of creating partnerships with colleges of education as well as community organizations has coincided with the university's goal of increased P-12 Outreach and Engagement and helped to lay the groundwork for continued improvement in teacher training. Additionally, the university's goal of internationalization, and the recent task force created for that endeavor has coincided with The Middle East Studies Center's goals for strengthening linkages and continuing to support successful programs with Middle Eastern universities. Overall, the past year has been a strong one, with many examples of strengthened commitment from the university, and effective partnerships and linkages.



**Transnational Communities:
Middle Eastern Americans**

We will kick off next year’s academic programming in September with a focus on transnational communities, and in particular, Middle Eastern Americans. Over the course of the 20th century the numbers of Americans who trace their ancestry to the Middle East has grown substantially and their ranks have become far more diverse. Today, roughly half are Arab Americans and the other half are non-Arab, including Armenians, Iranians, Israelis, Turks, and others. The Middle Eastern umbrella category conceals a host of complex and multi-dimensional communities that challenge current notions about panethnic identity.

*Middle Eastern Americans:
Subethnic, Ethnic or Panethnic?
Mehdi Bozorgmehr*

**Department of Sociology
Middle East and Middle East
American Center
The Graduate Center,
City University of New York**

*Teaching About Middle Eastern
Americans*

Jonathan Friedlander
UCLA and Middle Eastern American Resources Online (MEARO)

Films

There will be a Film Screening of “Defusing Human Bombs” in November to coincide with International Education Week.

Center Community Events

There will be a FLAS reception to welcome both summer and academic year FLAS fellows as well as discuss conditions and regulations. Attendance is mandatory. 2 sessions will be offered.

The Center is training individuals to expand its outreach program. As part of this there will be sessions



Popular Expressions of Middle Eastern American Identities.

Photo by Jonathan Friedlander

starting this summer as part of our new training program for cultural consultants and outreach professionals. Cultural consultants are natives of North Africa, Turkey, West and Central Asia. They will visit classrooms, and sometimes other educational venues, such as libraries and learning areas in retirement communities, etc, to share their culture. Individuals are not expected to speak for an entire “culture.” This is discouraged. However, sharing their own experiences and perspectives is an effective way to build on students’ knowledge and make connections to the academic content of their presentations. Transformative academic knowledge is emphasized (Banks,1996), with the goal of challenging stereotypes and increasing understanding and awareness of aspects that are “below the surface.” This includes elements of “deep culture” such as beliefs and values, but it also includes economics and social divisions.

Outreach professionals engage in the training program in order to gain knowledge and teach in culturally relevant ways, with particular emphasis on North Africa, Turkey, West and Central Asia. These participants in the training program will tend to be classroom teachers, trainers in companies, or conscientious em-

ployees that want to model cultural sensitivity and share knowledge of the world. They focus on a combination of knowledge for some degree of “insider” literacy, and pedagogy for sharing that knowledge. They are not necessarily natives of the countries covered by MESC’s world area, but they can be. They may be motivated by the fact they have immigrants in their classrooms, or as patients, or they may simply want to be well-versed in global cultures.

If you would like more information, or to enroll in one of the programs, please get in contact with us - mesc@osu.edu Thanks!

**Professional Development
Activities for Teachers**

Coming up in August we will have a teacher workshop about popular uprisings in different regions of the world.

In September Jonathan Friedlander will hold a workshop on teaching about Middle Eastern communities in the U.S.

In March MESC will partner with the Niagara Foundation again to take a group of scholars and educators to Turkey for a study tour focusing on public policy.

EGYPTIAN REVOLUTION

The revolutions happening in the Middle East have created a pressing need to bring scholarly information to the public, and have galvanized faculty from diverse departments in the mission to do that. The Center has partnered with the John Glenn School for Public Affairs, the Moritz College of Law, the Department of Near Eastern Languages and Cultures, the Mershon Center for International Security Studies, the Department of Economics, and others to bring multiple scholars on campus since the first incident in Tunisia happened. The Middle East Studies Center also held an Arab “Spring” Revolution lecture and panel discussion at OSU in November 2011. There were 70 people in attendance and the lecture featured guest scholars such as Dr. Joshua Stacher from Kent State University, as well as OSU faculty members: Dr. Alam Payind, Dr. Sabra Webber, Dr. Hassan Aly, and Dr. Craig Jenkins. In conjunction with our partners, we brought two distinguished Economists from Cairo: Dr. Karima Korayem, of AlAzhar university, and Dr. Gouda Abdel-Khalek, of Cairo University and recently appointed Minister of Supply and Domestic Trade in the new government in January of 2012. Each lecture was a success and the 2 day, 3 lecture event brought in over 150 students, scholars, and community members. It is rare that the public has a chance to interact with scholars who come directly from the region, or who have done extensive field work there (as most of the non-Egyptian speakers who were featured have done). Thus, we met our objective of expanding access to knowledge.

In the Minister’s talk, he addressed the tripartate slogan of Tahrir: “Bread, Freedom, and Social Justice!” from a political/economic analytical perspective. He also identified the causal factors of the revolution as inequality and poverty. In particular, unemployment is a problem, which is as high as 20%, and very high among youth, above 30%.

Thus, it is logical that young Egyptians spearheaded the movement. There is inequality between the old generation and the young generation. According to Minister Abdel-Khalek, high poverty rates is the number one factor, not corruption.

“What kind of economic system is it?” He asked.

It is a pendulum swinging between free market and regulated. The question of what structures and regulations will be put in place for social justice remains. Progressive taxation has not been implemented, which would be a step toward that. Equality is needed in regard to varying opportunities between the social strata. The Mubarak regime gave lip service to liberalizing the economy, but actually implemented a system of cronyism. Abdel-Khalek supports the integration of a regulated free market economy.

The Minister’s lecture was substantive and stimulating. Thus, the Q&A session that followed maintained the same level of scholarly engagement. Professor Korayem, who also happens to be the Minister’s wife, gave an equally informative lecture in the evening.

She gave a big picture of how the revolt has been making an impact, by breaking it down to the following socio-economic-political needs the country is grappling with:

- Security
- Economic vision
- Establish democracy

The factors for lack of security is mainly mistrust of the police, and their lack of control and authority. Police stations were attacked by public and the police don't intervene in crime.

The economic challenge centers on unemployment. Security and economics are interrelated. The economic situation creates "criminals," people transgressing the law in order to survive, in order to feed their family. There is a need to unify Egypt's economic vision, to propose scenarios for economic development, and to create policy which addresses financial and monetary needs, and which supports

the financial sector. Businesses need loans, foreign investors need to feel safe to work in Egypt.

To form a sustainable democracy the needs above must be fulfilled, in addition to the following: the people need to be raised with democracy, they need to have political literacy; there is a need for strong parties; and the government should acquire the ability to transfer power peacefully.

Some of Minister Abdel-Khalek's comments:

Don't look at the Egyptian case in isolation. It has been a pivotal country throughout history. If the revolution succeeds, Saudi Arabia will feel it. This is why they asked for Mubarak's release.

Egypt is being transformed from a state of subjects to a state of citizens. There are 85 million Egyptians who need to undergo this transformation. So far the change has

been peaceful, industry is still intact, agriculture is still intact, tourism is intact though it is below capacity. In comparison with other revolutions, they are doing well. For example, there has been no absolute decline in GDP in Egypt so far. The GDP fell 30% during first year after revolution in Poland.

Recordings and abstracts are available at <http://mershoncenter.osu.edu/events/11-12events/Jan12/egyptandthearabspringjan12.htm>

Sponsors:

Mershon Center for International Security Studies, Department of Economics, Middle East Studies Center, The Women's Place, Department of History, Department of Near Eastern Languages and Cultures, Moritz College of Law, International Studies Program, and Department of Women's, Gender and Sexuality Studies



Tahrir Square

**A
MEMORANDUM
OF AGREEMENT
(MOA)**

MOA between Ohio State University and Cairo University Signed

A Memorandum of Agreement (MOA) between the Ohio State University and Cairo University signed at Cairo University on April 8, 2012. The two institutions are continuing our collaborative research with a possibility of teaching in the future. The signatories were Professor Sultana Nahar, Department of Astronomy, The Ohio State University, Columbus, Ohio, and Professor Gamal Esmat, Vice President of Graduate Studies and Research, Cairo University, Giza Egypt.

On April 20, Professor Nahar handed over the honorary gift from Cairo University to Professor William Brustein, Vice Provost of the Office of International Affairs (OIA), and the MOA to Joanna Kukielka-Blaser, Program Director of International Relations for International Affairs.

The MOA pertains to the colleges of the Arts and Sciences, with particular emphasis on Engineering. Collaboration for medical research are likely to be extended in the future.



Professor Sultana Nahar, and Joanna Kukielka-Blaser.

Photo by Victor Van Buchem

Distance And Coverage: An Assessment Of Location-Allocation Models For Fire Stations In Kuwait City, Kuwait.

PhD, College of Arts and Sciences / Department of Geography, 2011, Kent State University

Algharib, Saad M.

Irreducible Essence: Tectonics and Cultural Expression in Traditional Forms of Kuwaiti Dwelling.

MSARCH, Design, Architecture, Art and Planning: Architecture, 2011, University of Cincinnati

Al-Ansari, Mae

Population Control in Insurgencies: Tips for the Taliban.

MA, Political Science (Arts and Sciences), 2011, Ohio University

Biddulph, Matthew John

Personal Experience (Hi) Stories from Moroccan Mixed Ethno-Religious Communities.

MA, Near Eastern Languages and Cultures, 2011, Ohio State University

Driver, Cory Thomas

Living an Uncertain Future: An Ethnography of Displacement, Health, Psychosocial Well-being and the Search for Durable Solutions among Iraqi Refugees in Egypt.

PhD, Anthropology, 2012, Case Western Reserve University

El-Shaarawi, Nadia

The Impact of the Modernity Discourse on Persian Fiction.

PhD, Comparative Studies, 2011, Ohio State University

Honarmand, Saeed

The Image of the Prostitute in Modern Arabic Literature.

MA, Near Eastern Languages and Cultures, 2012, Ohio State University

Hunanyan, Gevorg

Lebanon's "Social Mosaic": The (Re)Making of Identities and the Impact of Liberal Education (A Preliminary Study).

MA, Comparative Religion, 2011, Miami University

Mote, Olivia K.

The Formation of Responsibility Attributions and their Role in Shaping Political Behavior.

PhD, Political Science, 2011, Ohio State University

Nawara, Steven P.

Communication Channels Utilized by Emirati Females to Enact Leadership.

PhD, Leadership and Change, 2011, Antioch University

O'Neill, K. Kathleen

Urbanization and Identity: The Building of Amman in the Twentieth Century.

MA, History, 2011, Miami University

Pilder, Andrew David

Shifting Faces of Terror after 9/11: Framing the Terrorist Threat.

PhD, College of Arts and Sciences / Department of Political Science, 2011, Kent State University

Pokalova, Elena

A Discourse-Based Analysis of Literacy Sponsorship in New Media: The Case of Military Blogs.

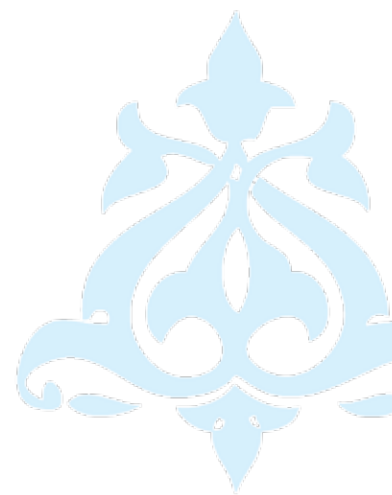
PhD, College of Arts and Sciences / Department of English, 2011, Kent State University

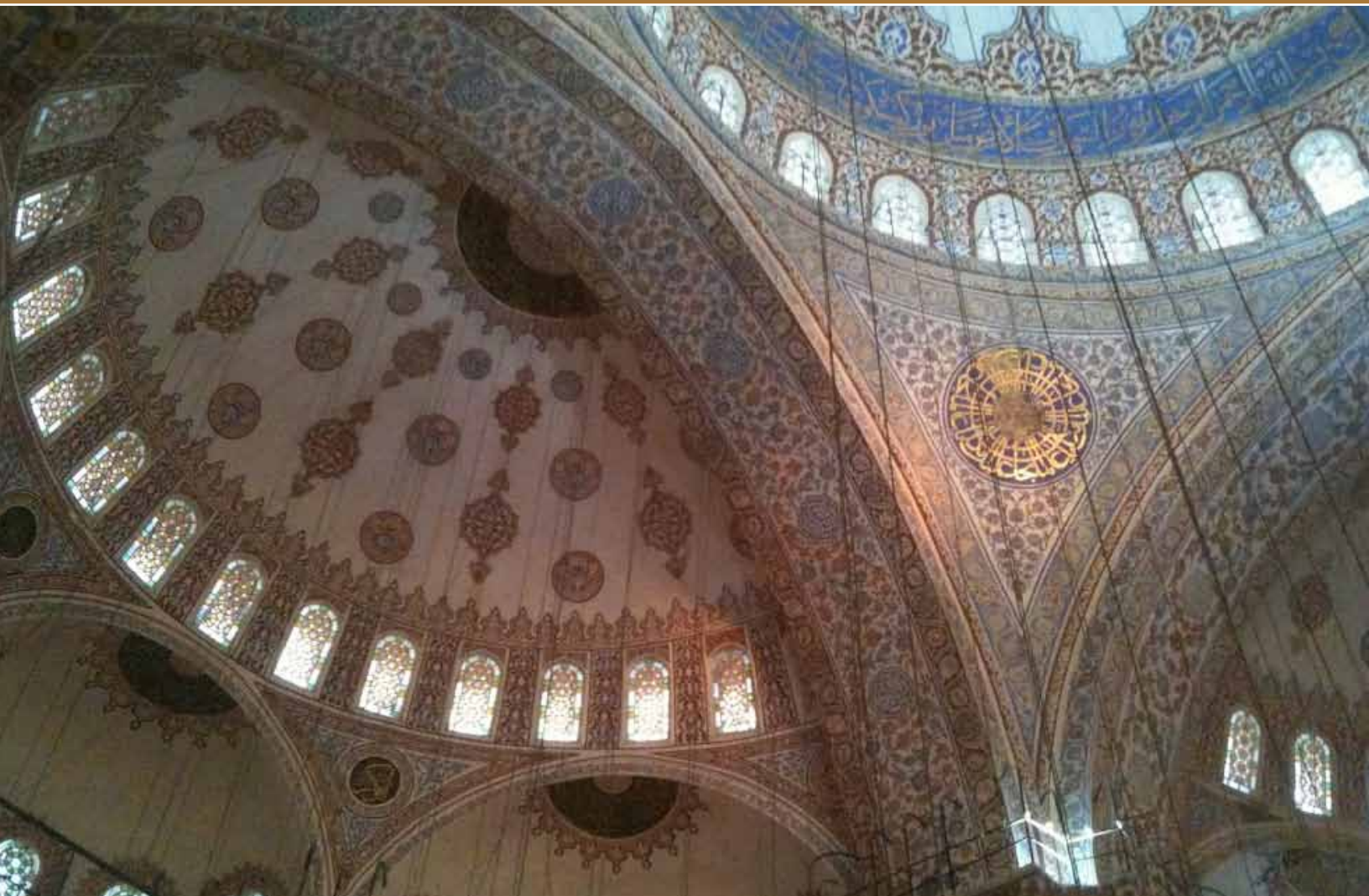
Thomas, Patrick William

Wishful Thinking in Foreign Policy: A Case Study of the Carter Administration and the Iranian Revolution.

PhD, Political Science, 2011, Miami University

Wahlert, Matthew H.





Sultan Ahmet Mosque

Photo by Alam Payind

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