

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

Self-Study

**Presented to the Graduate School
of the University of Washington
November 1998.**

I. Context

- A. Name of program: Interdisciplinary Ph.D. Program in Near and Middle East Studies (IPNMES)
- B. School or colleges: The Graduate School
- C. Exact title of degree offered: Interdisciplinary Ph.D. in Near and Middle Eastern Studies
- D. Brief description of the field and its history at the University of Washington

1. Near and Middle Eastern Studies: Ancient and Modern

Anyone who reads a newspaper today will know that the Middle East has been a critical locus of contemporary political, economic, ethnic, national, and religious developments and contests in the contemporary world. Whether the topic is the conflict between the U.S. and Iraq, UN Peacekeepers, the Israeli-Palestinian conflict, Greeks and Turks, oil, or gender policy and the Taliban in Afghanistan, the Middle East is a region whose events, positive and negative, have both local and global implications. The Middle East has been a part of the major changes affecting most regions of the world in this century: the development of nationalism, a system of nation-states, border disputes and reformulations, colonialism, anti-colonialism, religious resurgence, contests over the identity and nature of various nations and peoples, and rich developments in music, literature, and the arts. A brief survey of the *New York Times* will illustrate many of the ways in which the Middle East affects and is affected by world events. Less obvious to the lay person is the significance of the Middle East in world history. In its scientific, philosophical, theological, social, legal, and political thought, the Middle East has influenced the development of contemporary Western thinking and institutions.

The Middle East has long been known as the cradle of civilization due to the highly-developed, rich agricultural civilizations that developed in Mesopotamia, Babylonia, Persia, Egypt and Ancient Israel. These civilizations have left the world a legacy not only of monuments such as the Pharonic pyramids, but theological, philosophical, scientific and technological advancements, and legal systems. The Middle East has seen the development of several major world religions, including the monotheistic traditions of Judaism, Christianity and Islam, whose theological and legal systems continue to impact much of the world today. The Middle East continued to be a center of human civilization throughout the Roman period -- many Westerners forget the centrality of Constantinople (now Istanbul) and Byzantium to the Christian world -- and into the beginnings of Islam.

The Islamic world was responsible for many scientific and cultural achievements that benefited Europe; it also provided a crucial link between Europe and the rest of the world during the medieval period. Islamic scholars were responsible for translating and interpreting most of the ancient Greek texts to which we still have access, because of the destruction or neglect of such texts in Christendom. Less well known in the West is the responsibility of the Islamic world for scientific developments in medicine, astronomy, chemistry, mathematics, physics, and philosophy. Many Jewish scholars participated in these advancements as well. The scientific developments of Muslim Spain (a major link between the Islamic and Christian worlds), North Africa, and what is now Iraq lay the foundations for many of the scientific advancements of the European renaissance. The Middle East was one of three major trading blocs that existed during the Medieval period

(Asia/China under the Mongols, Middle East, and Europe). The Middle East, and Central Asia and China, with some contributions from European peoples located mainly around the Mediterranean, are credited by many recent scholars with initiating the early proto-capitalist world system beginning in the 13th and 14th centuries. The Muslims of Central Asia were historically and culturally connected with the Middle East, and provided for safe and efficient transportation of goods between the Middle East and China. Because of the historical boundaries and residual influences of several Middle Eastern empires, the Middle East as it is studied today usually includes North Africa, the Arabian Gulf and Levant areas, Turkey and parts of the Balkans (culturally Turkic, not Arab), Persia (culturally Persian), and east and north to Pakistan and Central Asia. Indeed, many of the most famous Muslim scholars (Avicenna, Al-Farabi, Al-Biruni, Qashgari, etc.) came from the eastern ends of the Middle East.

2. Near and Middle Eastern Studies at UW

The IPNMES program at UW is one of a limited number of programs in the United States that offers a Ph.D. in Near and Middle Eastern Studies (see Appendix I). The IPNMES program is on the vanguard of efforts to better understand the role of the Middle East in historical and contemporary contexts. IPNMES students and faculty come from around the world. Their research and interactions with scholars around the Middle East pave the way for U.S. and Middle Eastern peoples to improve mutual understanding at every level: culturally, socially, linguistically, politically, and from the streets to the consulate.

The academic area of Near and Middle Eastern Studies addresses the gamut of Middle Eastern history, politics, religion, culture, law, literature, philosophy, art and architecture. Scholars at the University of Washington focus on various aspects of the Near East and Middle East. The "Near East" refers to all topics in the pre-modern period, the "Middle East" to the modern period. The former tends to lean toward the humanities, the latter to the social sciences, but each is informed by both humanities and social sciences methods and substantive issues. The IPNMES program seeks to provide advanced graduate students the opportunity to pursue cross-disciplinary doctoral research in either historical or modern issues in this geographical region that continues to be so pivotal in human history. Because the field is defined by a broad geographical area, issues of study are by nature multi-disciplinary, often crossing the boundaries between the humanities and the social sciences. IPNMES students are not only encouraged but are required to do work in both humanities and social science fields, and to develop a strong multi-disciplinary knowledge of the Middle East at large and of their research topics in particular. IPNMES students are urged, and will soon be required, to cultivate methodological training from one or more disciplines with which they are most closely associated, in both field work and research design. IPNMES students have studied a range of issues from Medieval Jewish and Muslim women in Andalusia (Muslim Spain), to oral histories in Central Asia, to issues of identity, to gender and religious law in contemporary Middle Eastern states, to ethnically-based political parties in Turkey, to questions of whether the Iranian Revolution was really an Islamic Revolution. Drawing from the Middle East Center faculty, who come from many different disciplines within the Humanities and Social Sciences, College of Arts and Sciences, the IPNMES program allows advanced graduate students to develop the multi-disciplinary research skills, knowledge, experience and training necessary to conduct significant research and to compete successfully in the academic world. Students have also worked in coordination with professional

faculty in the Law School and the School of Medicine. It is expected that IPNMES students will continue to expand their research connections with appropriate professional schools in the future.

The IPNMES program is very fortunate that the University of Washington libraries have been responsive to the needs of both students and faculty of the IPNMES program. The librarians in the Middle East, Jewish Studies, and Comparative Religion sections, in particular, have ordered books and otherwise supported student and faculty research. The UW libraries have extensive collections relating to the Middle East, including collections in numerous Middle Eastern languages, both ancient and modern.

3. Brief History of the IPNMES Program

The Interdisciplinary Ph.D. Program in Near and Middle Eastern Studies was approved in September of 1991. In its first full year, 1993-94, the IPNMES program accepted four graduate students, and was awarded one nine-month resident and one nine-month nonresident fellowship, as well as Graduate School funding for student recruitment airfare. Since that time the program has expanded consistently. In 1995, the IPNMES program had eight students; in 1996, nine students; in 1997, twelve students; and in 1998, fifteen students (see Appendix III). Likewise, the amount of funding that the program can offer to IPNMES students has increased (see Appendix VI). The program currently offers one three-year fellowship, the Marsha Glazer Fellowship, one nine-month research assistantship, three one-quarter teaching assistantships, conference support, and graduate student travel funds. IPNMES students also apply for teaching assistantships in the Jackson School and other disciplinary departments, as well as Title VI Foreign Language and Area Studies grants, and federal and private agency grants. IPNMES students have an impressive record of receiving fellowships from other units within UW, and from national competitions. For data on fellowships received by year, see Appendix V. Students in the IPNMES program work with fourteen Interdisciplinary Faculty members registered with the program, as well as other faculty from disciplinary departments on an ad hoc basis. IPNMES students have been extremely active at professional academic conferences; at least four IPNMES students have presented professional papers at the Middle East Studies Association conference during each of the past three years.

II. Unit Roles and Responsibilities

A. Multi-disciplinary Work with Disciplinary Rigor: The principal responsibility of the IPNMES program is advanced graduate education for students doing multi-disciplinary research in the historical or modern Middle East. The program trains advanced graduate students in the historical or modern Middle East, in disciplinary research methods and theories, and supports graduate teaching opportunities through a new Graduate School Teaching Fellowship available to the students.

B. Multi-disciplinary Collaboration: Disciplinary research methods and theories, and graduate teaching are both conducted in coordination with other departments and programs. Thus, the role of the IPNMES program in training advanced graduate students in both research and teaching puts the program in a collaborative position with other departments and programs.

C. Multi-disciplinary Knowledge, Research and Methods: The major difference between the IPNMES role and other academic programs in the University is that the program is fundamentally multi-disciplinary. IPNMES students are required to study both humanities and social science topics,

in order to develop a truly multi-disciplinary knowledge of the area. They are strongly encouraged to develop methodological skills through method and theory courses in one or more disciplinary departments. Most IPNMES students do field work, and are thus encouraged to study both field work methods, and research design in their most closely related discipline(s). This emphasis on cross-disciplinary work, with methodological training in disciplines, gives IPNMES students the benefit of a broad, diverse training in the Middle East, with a grounding in the general theoretical issues of the discipline(s) in which they will seek scholarly legitimacy and potential future employment.

D. Increasing Methodological and Disciplinary Training: With the establishment of several interdisciplinary Ph.D. programs in Middle Eastern Studies at prestigious institutions around the country in the past ten years (see Appendix I), an increasing number of scholars are emerging who are conducting innovative multi-disciplinary research on the Middle East. This is true in both humanities- and social science-oriented work. The development of truly multi-disciplinary research has raised the standards for multi-disciplinary excellence to include methodological and disciplinary training in more than one discipline as part of a strong interdisciplinary Ph.D. program in Middle Eastern Studies. These rising standards have led the program directors and students to develop new requirements for the program that will, while maintaining flexibility, increase the methodological and multi-disciplinary training of all of IPNMES students in more than one discipline.

E. Making Middle Eastern Studies Matter -- Linking Empirical and Theoretical: Work in the historical and/or modern Middle East has in recent years begun to demand an expansion of area studies from its initial role as collector of empirical data to a body of research that, in itself, attends to the links between major theoretical issues and empirical knowledge. As a broadly defined "research program," Middle Eastern Studies has maintained that area studies is extremely important because it is virtually impossible to cultivate deep empirical and cultural knowledge of an area without devoting years to research and experience in that area. On the other hand, "areas" such as the Middle East should not leave the linking of empirical and theoretical to disciplinary scholars who do not have the same level of expertise on the region. Rather, in order to remain relevant to current trends in both the humanities and social sciences, Middle East scholars must tailor their work to theoretical and substantive debates in existing disciplines. Middle East scholars must enter the theoretical debates of major concern to the disciplines with whose methods and research program they are most closely connected. Thus, the success of the unit is measured, in part, in terms of students' success developing links in their own dissertation and pre-dissertation work between theoretical issues of significance to major disciplines and the empirical knowledge developed through area studies work.

F. Curriculum and Graduate Development: The students in the IPNMES program all conduct innovative, multi-disciplinary research with a humanities or social science-focus. But the research and methods of most students cross the traditional boundaries between the humanities and social sciences as well. Thus, one graduate student works on literature and oral history, and uses classic ethnographic fieldwork methods from anthropology to conduct his research. Another attends to cultural values and norms in studying the political preferences of the bazaar (local market) community in pre-Revolutionary Iran. Another is applying methods from the sociology of religion and new religious movements to study dynamics of religious change in Second Temple Judaism.

However, the integration of humanities and social science methodological concerns and substantive issues in the IPNMES program has proceeded, to this point, on an ad hoc basis. In order to develop the multi-disciplinary nature of the program, new requirements have been developed for methodological and disciplinary core courses (see section V. B., see also Appendix XVIII). Multi-disciplinary methodological skills of the students will also be developed through a conference offered in two consecutive years (Spring 1999 and 2000) in which faculty and advanced graduate students from the University of Washington, and several invited guests from other institutions, will convene for a research workshop dedicated to a specific theme.

G. Collaboration and Courses in Specific Departments: The new methodological and disciplinary requirements that will be instituted for the academic year 1999-2000 include collaboration between the program and several disciplinary departments on campus. Methods and research courses will be required in the appropriate unit, such as Political Science, Anthropology, Literature, and Philosophy, depending on the student's research programs (see section V. B., see also Appendix XVIII). Through these courses, students will develop not only methodological and research training in more than one discipline related to their research, they will also establish contacts with advanced graduate students in disciplinary departments. In the past, these contacts have fostered, at the most, collaborative research, at the least, rigorous cross-disciplinary exchange.

H. Multi-disciplinary and Collaborative Activities: The IPNMES program is, in itself, the result of a collaborative effort between NELC, the Middle East Center, and individual faculty from the Jackson School and around the UW campus. The ties between these units are very strong. In addition, IPNMES students work with faculty from other disciplinary departments, strengthening the ties between the IPNMES program and departments such as Political Science, Anthropology, and Comparative Literature.

III. Degree Programs

A. Bachelor's degrees: not applicable

B. Master's degrees: not applicable

C. Doctoral Programs:

1. Objectives of the Program

- To produce research scholars who conduct multi-disciplinary research, and to encourage work that crosses humanities and social science boundaries.

There are a limited number Ph.D. programs in Middle Eastern Studies and NELC in the United States (see Appendix I). The IPNMES program has cultivated an interdisciplinary approach to allow students the flexibility to take advantage of all of the university's disciplinary and faculty resources. It is in the process of increasing disciplinary ties through courses in research methods, research design, and "field" or core courses. These requirements will help students develop informal affiliations with disciplines and formal relationships with disciplinary faculty.

The content and objectives of the IPNMES program may be highlighted by situating the program in relation to other selected programs in Middle East Studies or NELC around the country. The concept of the NELC program at the University of California, Los Angeles inspired the establishment of the IPNMES program, although the UCLA NELC program covers a different chronological range than the IPNMES program. And like most NELC programs, the UCLA program focuses mainly on humanities-oriented substantive and theoretical concerns. Many Middle East Ph.D. programs have cultivated reputations based on specialization, focusing on a particular field within the Middle East. For example, Princeton is best known for its work on political economic history or Medieval history, although it, like the IPNMES program, encourages multi-disciplinary coursework and research in disciplines such as history and political science. The New York University (NYU) program most closely resembles the IPNMES program, in breadth of substantive and theoretical concerns, and in emphasizing multi-disciplinary training. NYU has created voluntary, formal institutional affiliations between the Middle East Ph.D. program and disciplinary departments so that students can emerge prepared in Middle East Studies and in a discipline (a joint degree with history, and affiliations with anthropology or political science). Because the IPNMES program combines humanities and social science faculty, courses, and research, it is well situated to encourage not only multi-disciplinary work, but work that crosses traditional boundaries between the humanities and social sciences.

Interdisciplinary Ph.D.'s in Near and Middle Eastern Studies are a relatively new phenomenon, and there is significant concern and attention to the ability of students to gain employment in an academic world still dominated, at least financially, by disciplines. Disciplinary affiliation is expected to increase students' abilities to gain academic employment. The IPNMES program's new methodological and disciplinary requirements mean that students will be prepared in methodological issues and research design in more than one discipline. Through these new requirements, IPNMES students will have clear associations, including letters of recommendation, from disciplinary departments and faculty. Students will emerge from the program with the ability to conduct innovative but also coherent research that links area studies expertise with major theoretical issues in one or more disciplines. Moreover, students will not only be competent to conduct multi-disciplinary research, but will have the methodological and theoretical grounding to gain scholarly legitimacy in at least one discipline.

- To produce scholars who are active nationally and internationally in professional academic conferences beginning early in their graduate careers.
- To produce educators who have experience teaching. This objective is greatly aided through the Graduate School Teaching Fellowship and pedagogical courses offered through Graduate School.

2. Measures of Success

The program measures success in terms of the quantity and quality of student activity in the following areas:

- (1) number of applications for admission into the IPNMES program
- (2) student grade point averages

- (3) student participation in professional meetings and conferences
- (4) student publications, either independent articles, co-authored works, book reviews, or other publications
- (5) student fellowships, national, local, and university-fellowships
- (6) student participation in outreach programs
- (7) student teaching, and evaluations of student teaching
- (8) yearly faculty review of each student's progress
- (9) the time to completion of degree
- (10) in the future, the program will measure success by graduate placement in academic and related positions

IV. Responses to Change

A. Changes in teaching and learning in the last ten years: The IPNMES program has not been in existence for the last ten years. However, the following sections, B through G, will elaborate the IPNMES program's responses to changes in teaching, learning, and research by topic.

B. New developments -- Interdisciplinary and International Research and Study: International and interdisciplinary study have a great impact on the teaching of many IPNMES Interdisciplinary Faculty. International study provides valuable insights and experiences into different cultures and peoples about which/whom we teach. The teaching of many, if not most, faculty combines approaches from a number of disciplinary perspectives including anthropology, history of religions, history, classics, comparative literature, philology, biblical studies, and political science.

The IPNMES program faces the same problems that any program located in the Graduate School will face. Namely, it does not have its own faculty lines. Thus, the cooperation of faculty is dependent upon personal interest and good will alone. The strength of the program, as with most interdisciplinary programs, is its flexibility. The greatest weakness is also precisely its flexibility. When there is sufficient student and faculty interest, temporary new combinations of courses and research plans can and have been arranged. For example, an Autumn 1998 seminar on Turkish Studies is being offered as a result of student requests and faculty support. Likewise, a Spring 1997 Middle East Field Course was offered for the same reason. The flexibility of the program allows it to respond to changing student interests and needs as the students reach different stages in their studies. That flexibility, as might be expected, has also meant less consistency than in a set disciplinary track. Faculty interest and good will are decisive factors in allowing new courses and research plans to move forward.

The IPNMES program has an excellent track record of motivated students, actively involved in requesting new courses, guest lectures, and structural changes in the program itself. This involvement is not a surprise, as one would expect students drawn to an interdisciplinary program to be highly self-motivated. The faculty also have a very strong track record in supporting appropriate requests from the graduate students. Because the IPNMES administration has no leverage over faculty, however, faculty support remains a matter of personal interest and good will.

C. Disciplinary and Technological Advances:

1. Disciplinary Advances

It is difficult to quantify the effect of advances in our "discipline" on the research and scholarly work of the faculty. In conducting research and developing material that is in itself fundamentally multi-disciplinary, the IPNMES faculty's work is at the vanguard of a positive trend to incorporate into their teaching the lessons from many disciplines and research frameworks. Thus, the "revolutionary advance" most influencing IPNMES faculty research and teaching is itself a trend toward multi-disciplinary insights, empirical data, and research programs.

2. Technological Advances

Technologically, the most significant advancement for IPNMES faculty and students has been the revolutionary developments in Internet communication. Most IPNMES business is conducted over email, between program administration, faculty and students. The IPNMES program has established a homepage on the world wide web. This site attracts attention from outside the university, and provides information to those within the university. Furthermore, both professors and students have made use of growing research facilities on the world wide web, including national archives for various countries supporting a variety of state documents; archival data from social organizations now available on the web; and professional organizations whose websites include links to relevant groups, organizations, and databases for research. Secondly, several new qualitative research software programs have emerged in the past five to ten years. These programs have been useful in some research involving interviews, and other large sets of quantitative data.

D. Community Service: IPNMES faculty and students are involved on a continuing basis in a variety of outreach programs. Many community service events are sponsored and organized by the Middle East Center's Outreach Program. Faculty and students have given lectures to regional high schools, community centers, museums, churches, clubs, and civic groups. In addition to volunteer work, faculty and students have been involved in local and regional workshops and institutes as guest lecturers on Middle Eastern topics from religious studies to political economy to talks and seminars on current conflicts. IPNMES faculty have been invited to give lectures or papers at universities around the United States and abroad. Faculty also review articles and books for students and faculty around the country and around the world.

E. Program Strategies:

1. Faculty retirement

(a) In four years, Jere Bacharach will retire from the Jackson School of International Studies, IPNMES, and the Department of History. The History Department is committed to replacing him with a specialist in Modern Middle Eastern history. Medieval Middle Eastern history will be addressed by existing faculty in the History department, particularly Joel Walker. (b) The impact of the eventual retirement of Ilse Cirtautas (NELC) is not yet clear, although every effort will be made to retain a specialist in Central Asian Languages and Cultures due to the significance of this region to the Middle East. (c) The NELC department is currently seeking an appropriate candidate to fill a tenure track position in Turkish Languages.

2. Demand for Advanced Degrees

The flexibility of the IPNMES program allows it to be quite accommodating to the increased demand for advanced degrees. Currently, two IPNMES students are employed full-time. The IPNMES program allows their full-time employment outside of their Ph.D. work, while demanding satisfactory progress toward the completion of their degrees.

3. Needs for Professional Training

Any student who wishes to combine professional training with their doctoral program is encouraged to do so. The program's emphasis on multi-disciplinary training quite naturally includes various professional fields as well. To date, IPNMES students have done work/research in coordination with the Law School and the School of Medicine. It is hoped that future students will continue, and even expand, these connections with appropriate professional schools.

4. Priorities: Space and Emerging Technologies

It is a priority to provide a commons/office space to the IPNMES students. A commons room (see section V. G. below) is extremely important in the development of an *esprit de corps* among the students. It will also facilitate extra-curricular scholarly activities, provide a location on campus where students can study, meet, conference, use relevant Middle East resources, have access to telephone and computer facilities. Computers earmarked for IPNMES student use are crucial to enable all students access to immediate world-wide research facilities located on the Internet. It will also facilitate the goal to ensure that all IPNMES students have adequate computer skills to function in a wide variety of computer environments: the world wide web, general word processing, statistical programs (as applicable), electronic bibliographic research, spreadsheets, and the like (see section V. F. below). The IPNMES program is seeking funding to provide a commons room for the students, as well as computer facilities.

5. Budgets

The cost of education is rising faster than ability of the program to support students. This problem is not unique to the IPNMES program; it is a university-wide issue. It is exacerbated in the case of the IPNMES program by the fact that it does not carry any of independent faculty lines. However, the program continues to receive a wide range of funding support from the Graduate School for the various IPNMES initiatives, from new courses, to student fellowships, to support for student teaching (see Appendix VI), to travel support for student participation in professional academic conferences. The demands for increased program support of students remain. Fortunately, however, IPNMES students have been highly successful in fellowship competitions outside of the IPNMES program itself (see Appendix V).

6. Accountability

The IPNMES program demands accountability from both faculty and students. For example, when faculty reports on student progress have been inadequate to judge the progress of a student, more information has been demanded until an evaluation could be made. Likewise, student progress is monitored, both by her/his faculty committee chair, and by the IPNMES program on a yearly basis. Students whose progress does not meet IPNMES standards have been given a probationary warning, and in a few rare cases, ultimately dismissed from the program. Standards for both faculty and

students are high; in the overwhelming majority of cases both faculty and students have maintained those high standards.

F. Diversity: As a program focusing on Middle Eastern, international, and comparative topics through a multi-disciplinary lens, the students who the IPNMES program attracts are inherently diverse. Likewise, those students offered admission to the program reflect gender diversity and a wide range of ethnic and national backgrounds. In the academic year 1995-6, 62.5% of IPNMES students were women, 37.5% men; 1996-97, 44.4% women, 55.5% men; and 1997-98, 50% women, 50% men. These same years reflected a high level of ethnic and national diversity as well. In 1995-96, 37.5% of IPNMES students were of non-U.S. origin (25% some Middle Eastern origin; 12.5% Eastern European origin). In 1996-97, 44.4% of students were of non-U.S. origin (33.3% some Middle Eastern origin, 11% Eastern European origin). In 1997-98, 50% of students were of non-U.S. origin (all of whom were from some Middle Eastern country). Similarly, the Interdisciplinary Faculty is quite diverse, coming from a variety of ethnic, religious, and national backgrounds. At least 20% of the Interdisciplinary Faculty were born in a country other than the U.S. (either in the Middle East or Central Asia); and at least 56% have origins in a non-Christian religion (still the majority religion in the U.S., when taken in aggregate). Gender diversity is less strong among the faculty; 81% of IPNMES faculty are men, 19% women. In addition to the significant ethnic, national, and religious diversity represented in the IPNMES faculty and students, virtually all faculty and students have spent significant time living in the Middle East, and some in many other countries around the world. Thus, the IPNMES faculty and student body is highly international, not only in the sense of ethnic or national origins, but also in terms of experience and world view. (For statistical data on diversity, see Appendix IV; for countries in which IPNMES students have conducted research, see Appendix VII).

G. Personal Productivity:

1. Faculty Productivity

This question is not applicable to the IPNMES program, as it does not have independent IPNMES faculty. Faculty lines for IPNMES Interdisciplinary faculty come exclusively through disciplinary departments.

2. Staff Productivity

The IPNMES program is extremely fortunate to have one staff person, Terry Duffey, who is one of the strongest assets of the IPNMES program. Ms. Duffey sets high professional standards; advises students on all administrative policies, procedures and requirements; keeps students on track and away from damaging and time-consuming administrative blunders; gives significant input to both faculty and students; ensures that the program meets Graduate School requirements; and works closely with faculty and students in developing new projects and the means to support those projects financially. Ms. Duffey's input is encouraged, and her insights are highly valued. We hope that what small steps of recognition already taken can even partially reflect the good fortune of everyone involved in the IPNMES program in being able to work with her.

V. Goals

The IPNMES program has outlined several new initiatives for the improvement of the program requirements (for existing program requirements, see Appendix XVII): increased funding, student

scholarly activities including participation in professional academic conferences, computing, and commons room for IPNMES students. Many of these new initiatives have come through the recommendations of IPNMES students, who meet once a year, and who are linked throughout the year via Internet communication with a student Graduate Student-Faculty Liaison officer.

A. Affiliations: The IPNMES program seeks to establish formal relations with specific social science units -- History, Anthropology, and Political Science -- so that the recipients of the IPNMES Ph.D. may compete for academic positions against these disciplines' graduates. This will allow students to compete for better academic positions, enhance disciplinary training, and become eligible for funding for which they are not currently eligible.

B. Method and Theory Requirements: Recognizing the need for IPNMES students to develop the research skills necessary to conduct significant research, and to gain legitimacy in existing disciplines in order to compete for academic jobs, the IPNMES program will institute new requirements beginning in the 1999-2000 year (see Appendix XVIII). Incoming and continuing students have been strongly urged to follow these guidelines as well.

1. Fieldwork Methods and Research Analysis

All students will be required to take two method and theory courses in one or more disciplines. The specific courses to be taken will be discussed with the graduate advisor and the student's committee. In almost all cases, the student will be required to take one course in field work methods, and one course in research design, in an appropriate discipline. Students whose work is predominantly social science oriented will take (1) ANTH 550 Field Techniques of Anthropology, and (2) POL S 491 Advanced Political Research Design and Analysis or POL S 493 Qualitative Research Design, or ANTH 551 Research Design, as appropriate. The Political Science ethnographic methods course should not be substituted for the first requirement. Other courses may be substituted under the recommendation of the student's committee. Students whose work is predominantly humanities oriented will take method and research design courses in a discipline or disciplines most closely aligned with the student's research interests (literature, philosophy, religion, etc.).

2. Core Courses for General Exams

Students will be required to take two other "core courses" in a discipline or disciplines. Core courses should be chosen according to the anticipated research interests and fields for preliminary examination of each student. For example, Comparative Politics, Comparative Literature, Feminist Theory, Ethnicity and Nationalism, Analysis of Linguistic Structures, Seminar in Cognitive Anthropology, Comparative Legal Institutions, etc. Core courses survey the literature, methods, and theoretical issues involved in a broad field of inquiry, as opposed to elective topical courses, which cover a much smaller area.

3. Committee Chairs

Students will be required to chose a committee chair by the end of the first year in order that the above requirements, as well as field exams and other course work, can be coordinated between the student and committee chair.

C. GRDSCH curriculum: the IPNMES program will specifically recommend that IPNMES students take GRDSCH courses on pedagogical training, except those already engaged in the year-long teaching program organized by Professor Joel Migdal, Jackson School of International Studies.

D. Scholarly activities: The IPNMES program will continue to facilitate communication between graduate students regarding extra-curricular scholarly activities, but will seek to develop more programs to link the graduate students, who are located in various places around campus. Graduate student input will be requested to this end.

E. Regional impact: The IPNMES program urges students to participate in the Pacific Northwest Middle East Studies Annual Regional Meeting that alternates between Seattle and Portland in effort to increase the regional impact of IPNMES students and the program at large.

F. Computing: The IPNMES program is seeking methods to guarantee that every IPNMES graduate has skills adequate to function on the world wide web, general word processing, statistical programs (as applicable), electronic bibliographical research, exposure to spread sheets, etc.

G. Commons room: in order to facilitate *esprit de corps*, extra-curricular scholarly activities among the graduate students, a location on campus where students can study, meet, conference, use computer facilities, telephone and relevant Middle East resources, bulletins for conference announcements, calls for papers, and job announcements, it is essential that a commons rooms be established for the IPNMES students. This is particularly important, as IPNMES student have no allotted office spaces, unless they are acting as teaching assistants in another unit.

H. Annual Review: In addition to the existing faculty annual review of IPNMES student progress, there will be a committee of faculty and IPNMES students that will review the progress of the program itself on an annual basis. The program will be reviewed in terms of faculty input, student input, administrative, curriculum and other changes requested by students or faculty, and the responsiveness of the program to this input. It is hoped that this yearly review of the program will encourage more faculty attention to the administrative, programmatic, curricular, funding and other issues in need of consistent attention.

I. Faculty Meetings: The IPNMES Interdisciplinary faculty have agreed to devote time at one Middle East Center faculty meeting each quarter to discuss the IPNMES program. This new development is expected to increase faculty involvement in considering problem areas and developing new aspects of the IPNMES program.