

Issues in Middle East Studies

October 2021
Vol. 43, Issue 2

Biannual Newsletter of the Middle East Studies Association

In This Issue

From the MESA President

Secretariat Updates

From the Executive Director *page 4*

Membership *page 8*

Contributions *page 9*

New Board Members *page 9*

Election Summary *page 9*

Annual Meeting News

MESA 2021 Schedule *page 6*

Volunteer Chairs Needed *page 7*

2022 Call for Papers *page 7*

2021 Registration form *page 31*

Board & Committee Updates

New Directions in MES *pages 10-15*

RoMES Update *page 16*

IJMES Update *page 17*

Undergrad Education *page 20*

CAF Interventions *pages 22*

Global Academy *page 23*

Board Statements *pages 24-28*

From the President

Dina Rizk Khoury | George Washington University



Photo by Ziad Turki al-Jazzaa

This fall finds us back in the classroom, cautiously navigating the uncertainties of teaching while masked and the possibility that we may have to go back to virtual teaching. Although we had hoped that we could meet in person in Montréal, it became clear to MESA's Board of Directors in late August that this might not be possible. A straw poll of our members who are planning to participate indicated that the overwhelming majority, including our Canadian members, were inclined not to attend. We are now planning for another virtual meeting. We hope that the meeting will be as successful and well attended as the last one. There is, however, no substitute for the comradery and socializing that comes with

in-person meetings. We remain hopeful that we will see one another at our 2022 annual meeting in Denver. Jeff Reger will report on this year's virtual meeting and the Secretariat's work. I want to thank him and Sara Palmer for the labor they continue to do to ensure that we remain flexible and responsive to our membership's concerns.

In May, the Israeli government intensified its assaults against Palestinians in Jerusalem, Gaza, the West Bank and Israel. The Israeli forces' offensive was the latest of many such attacks over the years that have led to the systemic and often violent contravention of Palestinian rights to movement, education and academic freedom, a process and that has been well documented by the 98 letters that MESA's Committee on Academic Freedom has issued to Israeli authorities over three decades. The Board of Directors released a statement in support of Palestinians that condemned the systematic discrimination against them and the violation of their rights to education as part of larger system of apartheid, one that is well documented by Human Rights Watch and B'Tselem among others.

Elsewhere in the Middle East and North Africa, our colleagues continue to be imprisoned for their work and speaking out against their governments' violation of human rights. Since I last wrote to you in April, CAF-MENA has written more than 9 letters protesting cases of violations of academic freedom. In July, the Board of Directors joined 61 other human rights organizations in signing a letter calling on President Sisi of Egypt to overturn the verdict against Ahmad Samir Santawy, a researcher and anthropology student at the Central European University who was accused of publishing "false news" when he posted criticism of Egypt's record on human rights on social media.

continued on page 3





The Middle East Studies Association (MESA) is a private, non-profit, learned society that brings together scholars, educators and those interested in the study of the region from all over the world. From its inception in 1966 with 51 founding members, MESA has increased its membership to over

2,800 and now serves as an umbrella organization for approximately forty institutional members and forty affiliated organizations. The association is a constituent society of the American Council of Learned Societies, the National Council of Area Studies Associations, and a member of the National Humanities Alliance.

As part of its goal to advance learning, facilitate communication and promote cooperation, MESA sponsors an annual meeting that is a leading international forum for scholarship, intellectual exchange and pedagogical innovation. It is responsible for the *International Journal of Middle East Studies*, the premiere journal on the region, the *MESA Review of Middle East Studies* and *Issues in Middle East Studies*, a biannual newsletter. An awards program recognizes scholarly achievement, service to the profession, undergraduate education, and exemplary student mentoring. MESA is governed by a nine-member Board of Directors elected by the membership.

Officers:

President Dina Rizk Khoury, George Washington University
President-Elect Eve Troutt Powell, University of Pennsylvania
Executive Director Jeffrey D. Reger

Members of the Board:

Ziad M. Abu-Rish, Bard College
 Sinan Antoon, New York University
 Orit Bashkin, University of Chicago
 Aslı İğsız, New York University
 Miriam R. Lowi, The College of New Jersey
 Taylor Moore, University of California, Santa Barbara
 Nadia G. Yaqub, University of North Carolina at Chapel Hill

MESA Membership is available to individuals and institutions who are interested in the study of the Middle East. To learn more about membership, visit mesana.org or contact Sara Palmer (sara@mesana.org).

MESA Headquarters & Secretariat

1957 E Street NW, Suite 512H, Washington DC 20052 (USA)

mailing address:

3542 N Geronimo Ave, Tucson AZ 85705 (USA)

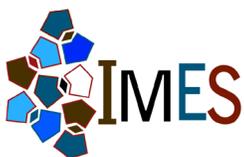
520-333-2577 • fax 520-207-3166

secretariat@mesana.org

mesana.org

MESA Staff:

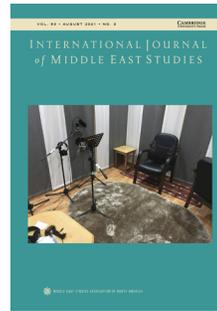
Sophia Angeletti, Programs Assistant
sophia@mesana.org; 520-333-2577 x 102
 Mimi Kirk, Program Manager, Global Academy
mimi@mesana.org; 520-333-2577 x 107
 Sara L. Palmer, Membership Manager/Newsletter Editor
sara@mesana.org; 520-333-2577 x 103
 Katherine Teghizadeh, Meeting Planner & Conference Coordinator
kat@mesana.org; 520-333-2577 x 105



Issues in Middle East Studies is the biannual newsletter (April, October) of the Middle East Studies Association of North America, Inc. and is a benefit of membership. Hard copies are available to members upon request; postage will be collected for those residing outside the United States.

All MESA Publications available digitally

Login to your myMESA account, select the MESA Publications button to access pdf versions of *IMES* and links to searchable issues of *IJMES* and *RoMES*.



Editorial Offices and Contacts:

International Journal of Middle East Studies (IJMES)

Joel Gordon, Editor
 Department of History
 416 Old Main
 University of Arkansas
 Fayetteville AR 72701
ijmes.editor@cambridge.org

Review of Middle East Studies (RoMES)

Heather Ferguson, Editor
 Claremont McKenna College
 850 Columbia Avenue
 Claremont CA 91711-6420
romes@cmc.edu

Issues in Middle East Studies (IMES)

Sara Palmer, Editor
 MESA
 3542 N Geronimo Ave
 Tucson AZ 85705
sara@mesana.org

Advertising in IMES

Please visit <https://mesana.org/publications/advertising> for the advertising insertion order form and for any updates or changes in prices.

Current Prices and Specifications

Full page (7.5" x 10")	\$625
Half-page horizontal (7.5" x 5")	\$375
Half-page vertical (3.625" x 10")	\$375
Quarter-page (3.625" x 5")	\$225

Upcoming Deadlines:

March 15, 2022 for April 2022 issue
 October 5, 2022 for October 2022 issue

In the United States, some state legislatures have become increasingly intrusive in the educational policy of state funded institutions and have passed laws that threaten to curtail the free exchange of ideas. The Florida legislature has been at the forefront of such efforts. It passed a bill to allow recording in the classroom without the permission of the professor, marking an intrusion into the prerogatives of the university to determine its own policies on recording in the classroom and threatening the free exchange of ideas in a safe environment. MESA's Board issued a statement calling on university administrators to support their faculty and defend the governance of the university. The statement drew the support of 16 other scholarly associations.

The MESA Global Academy's work in advocating for scholars displaced by political persecution and war in the Middle East continues apace as Mimi Kirk, Global Academy's program manager, reports in this newsletter. The work of the Academy would not have been possible without the dedication of its Chair Ashl Bâli; its committee members Beth Baron, Ashl Iğsız, Greta Scharnweber, Judith Tucker; and Mimi, who has administered its programs so successfully.

While advocacy is a critical part of MESA's mission, much of our work is devoted to promoting the scholarship of our members and ensuring that our annual meetings succeed in bringing together scholars across disciplinary boundaries. The annual meeting's Program Committee's work is therefore essential. We are grateful to Wilson Chacko Jacob for chairing the 2021 Program Committee and to the members who helped chose panels and papers that represent a wide range of disciplines.

MESA honors excellence in scholarship at our annual meeting. We are grateful to Terri DeYoung who chaired the MESA Book Awards Committees and to the members of that committee for their hard work during the past few months reviewing hundreds of submissions: Fida Adely, Will Hanley, Ahmed El Shamsy, and Elora Shehabuddin.

We are likewise grateful to the Owen Committee chair Melani Cammett; Kerr Dissertation Award Social Science Chair Hosna Sheikholeslami, Kerr Humanities Chair Joel Blecher; Student Paper Prize Committee Chair Sara Farhan; and the Undergraduate Education Award Committee Chair Sara Scalenghe, and all of their respective committee members.

The annual meeting marks a time of transition for many of our committees and their volunteers. This year, Fatma Müge Göçek will be rotating off as she concludes her term as chair of the Anti-Sexual Harassment Committee (ASH). She was the first chair of the committee and critical in framing the discussions on sexual harassment and MESA's role in combatting it. We are thankful for her service and her leadership. Carole Woodall and Lisa Nielson, previously serving as ombudspersons, have kindly agreed to co-chair ASH, and we look forward to their leadership.

Orit Bashkin, Nadia Yaqub, and Taylor Moore will be leaving the Board of Directors at the end of the annual meeting. It has been my pleasure to work with them over the past three years. All have rendered invaluable service to MESA and contributed to shaping its strategic plan. We welcome three new members to the Board, Senem Aslan, Arzoo Osanloo, and student member Mariam Taher. I hope their service as Board members proves enriching and satisfying. MESA continues to work well because of the willingness of people to run for office.

This letter is the last I write as president of MESA. It has been a privilege to head this remarkable organization in which I have found a home since 1984. To say that my two years as MESA president have been unusual is an understatement. Not only is this the first virtual presidency of MESA, it is also the first, and I hope the only, one in which the president of the organization does not have the opportunity to interact in person with any of its members, including board and committee members, at an annual meeting. Despite that, I have been fortunate enough to work, albeit through virtual communications, with remarkably committed and admirable colleagues on the board and at the leadership of CAF, the Task Force on Civil and Human Rights, and the Secretariat. Jeff, Eve, Ashl, Laurie, Zach, Miriam, and members of the board: thank you.

Secretariat News

From the Executive Director

Jeffrey D. Reger | Executive Director



First of all, I would like to thank President Dina Khoury for her incredible leadership and stewardship of MESA throughout her tenure. While every MESA presidency is challenging in its own way, I hazard that no president has been quite challenged and tested as she has over the past two years, and without the rewards of face-to-face interactions at the annual meeting. On behalf of the Secretariat, we are so grateful for her decisiveness and thoughtfulness in the face of the unprecedented. I would just like to highlight for the membership her key role in spearheading the development of MESA's strategic plan, governing our priorities over the next five years. We will be making it available before this fall's meeting, and we look forward to your thoughts and feedback.

I would also like to thank Orit Bashkin, Taylor Moore, and Nadia Yaqub for their service on the board over much the same trying period. Like Dina, all three are exemplars of directors, not only doing the necessary work that goes into associational governance, but going above and beyond to think through the best possible present and future for our membership association.

The past half year has been a rollercoaster for the staff of the Secretariat. Sophia Angeletti has been a phenomenal addition to our team, and both she and Sara Palmer did a stellar job covering for our colleague Kat Teghizadeh while she had twins this summer. Congratulations, Kat!

Fittingly, we had worked throughout the summer to plan for twin meetings: a smaller in-person meeting for registrants who could travel, and a virtual meeting for anyone who could not. While vaccination rates stalled in the US, Canada far surpassed us and reopened their borders to Americans, meaning that we could move forward. But as we continued to proceed toward the fall, the situation domestically and globally continued to worsen. Our internal thinking was based on the fact that many US institutions of higher education would require a return to in-person teaching, so we figured we would all be comfortable with similar requirements for a conference.

But of course, a conference is not the same as a class. Teaching with a mask is not ideal. Presenting research at MESA with a mask, we realized, would be even farther from ideal. The same reasons that make MESA so appealing (size, scope, social interaction) are also risk factors. Ducking colleagues and hiding out to squirrel away room service in one's hotel were really not what we had in mind. And many of our members, we found through our straw poll, felt coerced by their institutions into returning to teach in unsafe conditions.

Travel for conferences — especially internationally — is also mostly determined by members' institutions to be non-essential. So a good number of our attendees would have been barred from attending due to institutional protocols, or would be prevented from accessing their travel funding to attend conferences in person. Our members have told us that budget cuts have severely limited or eliminated professional development support. Some international registrants had been unable to secure visas due to extremely long processing times and a lack of appointments at consulates and embassies. Others faced quarantine or other restrictive requirements when returning, in addition to a variety of pricey testing requirements.

But perhaps most surprising to us was the lack of enthusiasm from our Canadian members, who constitute about 10 percent of the membership and projected attendance. Even local Montréal residents were telling us that they would be reluctant to participate, given the public health restrictions, as well as the risks of exposure at an international gathering. Due as well to the regional restrictions in Quebec, a good number of possible attendees indicated that they saw no benefit to meeting in person, given the necessary but somewhat inhospitable conditions.

In sum, significant concerns for personal health and safety within our membership, uncertainty regarding likely continued or expanded international travel restrictions (impacting over 90 percent of our attendees), and individual restrictions placed on members by their home institutions would effectively force our attendees to withdraw or otherwise not participate.

MESA had been looking forward to holding our annual meeting in Montréal for many years. I can say with confidence that we will return to Canada for another annual meeting as soon as we possibly can.

The Secretariat has now sent each individual registered annual meeting participant a form asking them if they are still planning to attend the virtual meeting, and giving a variety of options in case of changing circumstances. We continue to offer full or partial refunds for withdrawals with an extended deadline to November 15. If affordability is a major obstacle to attending the virtual meeting, we are glad to work with you, please just make a note when requesting a refund or write to Sara, our registration coordinator.

Sara unfortunately will need to be on medical leave beginning in early October, and we will be focused on everything to do with arranging the virtual meeting until it occurs. So we kindly ask for your patience as we will process all refunds for participants after our annual meeting in December.

We are completely rescheduling the conference based on the date change, and expect to have the revised program available in October. Iterating off of last year's successful experiment, we are slightly tweaking the schedule to confine events to a single workweek, the one following American Thanksgiving. (Perhaps the main change of significance is that we found that few attendees want to be on work Zooms on weekends.)

We really look forward to seeing you, albeit on screens once again, and hope to meet in person again soon.

Congratulations Kat and Amid Teghizadeh

On June 21, MESA's Meeting Planner and Conference Coordinator Kat Teghizadeh welcomed twins Trevor and Travis to the family!





The Annual Meeting Program includes around 300 sessions in diverse offerings from early to modern, Spain to Pakistan, art history to sociology. An updated preliminary program will be available on the website in October. You can look up a paper or panel on a number of criteria such as presenter name, country of study, discipline, or key words. The printable program (PDF) will be available in November.

The MESA Book Exhibit will feature presses and other publishers, plus vendors of interest to our members. Take the opportunity to browse (virtually) all of the latest publications in the field, connect with exhibitors, network with editors. For individuals, independent authors, and smaller presses, please visit MESA's Cooperative Book Display.

The MESA FilmFest presents recent documentary and narrative films from and about the region. In addition to contemporary events, films cover other aspects of culture and history. Documentaries are augmented with short and a few feature films. Beyond the chance to screen new and innovative films, the FilmFest offers the opportunity to contact filmmakers.

Schedule of Events

Monday, November 29

2:00-4:00pm Session I

Tuesday, November 30

11:30am-1:30pm Session II
2:00-4:00pm Session III

Wednesday, December 1

11:30am-1:30pm Session IV
2:00-4:00pm Session V
4:30-6:30pm Presidential Address
& Awards Ceremony

Thursday, December 2

11:30am-1:30pm Session VI
2:00-4:00pm Session VII
4:30-6:30pm Members meeting

Friday, December 3

11:30am-1:30pm Session VIII
2:00-4:00pm Session IX

Don't forget to visit the virtual
Book Exhibit and FilmFest!

Thanks to our MESA 2021 Annual Meeting Sponsors



Getty



We invite publishers, institutions, programs, and organizations to help sponsor MESA's annual meeting.

[Become a Sponsor](#)

Conference Registration

[Register Now](#)

Those wishing to attend the virtual annual meeting are asked to register by November 15 to be sent the printable program.

To register, login to your myMESA account or go to <https://mesana.org/annual-meeting/registration>

Category	Amount
Full/associate	\$175
Student/retired member	\$85
Student non-member	\$150
Other non-members	\$300

MESA is offering a 50% discount to members facing hardship. To receive this, select the discounted amount when registering.

Submit Refund Requests by November 15

To request a refund (full or partial) please complete the form located on the registration page of the MESA website listed above.

Chairs Needed for Panels of Individual Papers

[List of Panels](#)

Volunteers are invited to chair put-together panels at the MESA 2021 virtual annual meeting. A listing of available panels is posted [here](#). MESA only assigns chairs, who may also take it upon themselves to also serve as discussants, to put-together panels. There are many such panels on the program. If after consulting the website you find a panel of interest, please contact Kat Teghizadeh (kat@mesana.org) at the Secretariat. Please note that MESA membership and annual meeting registration are required of all meeting participants on the program, including volunteer panel chairs.

MESA 2022 CALL FOR PAPERS

December 1-4, 2022

Sheraton Denver Downtown Hotel
Denver, Colorado

Detailed Call for Papers instructions, including the all important review criteria used by the program committee, will be posted on MESA's website. All prospective participants are encouraged to familiarize themselves with what is expected of submissions. Proposals must conform to the guidelines listed in the Call for Papers instructions.

Submissions accepted
January 10-February 17, 2022

You may submit proposals beginning January 10, 2022 and must be complete by **midnight on Thursday, February 17, 2022 (Eastern Standard Time)**, at which time the electronic submission system will be deactivated. Late submissions will not be considered.

Requirements to Participate

- **Only current MESA members for 2022 may submit.** Make it easy on yourself - renew your membership today and save time and hassle later!
- All submissions must be made through **myMESA**, MESA's electronic submission system:
- Meeting registration is required by May 15, *after* the program committee decisions are released.

Membership Updates

New & Returning Members

MESA welcomes 458 new members (193 fellows, 227 students, 38 associates) for 2021, and 1014 returning members who were not members in 2020 but have been members previously.

MESA's Institutional Members

We recognize the following organizations as institutional members of MESA. Our institutional members share with MESA a commitment to recognizing excellence in the field, encouraging the growth and vibrancy of all the different disciplines within Middle Eastern studies, and defending the rights of scholars and academics around the world.

Aga Khan University, Institute for the Study of Muslim Civilisations
American University in Dubai
American University of Kuwait
AMIDEAST Education Abroad
Arab Center Washington D.C. (ACW)
Arab Council for the Social Sciences
Boston College
Brandeis University, Crown Center for Middle East Studies
Bridgewater State University, Middle East Studies Center
Brown University
California State University, San Bernardino
Columbia University, Middle East Institute
Cornell University, Department of Near Eastern Studies
Council of American Overseas Research Centers (CAORC)
Dartmouth College
Duke-UNC Consortium for Middle East Studies
Florida State University, Middle East Center
Foundation for Iranian Studies
Georgetown University, Center for Contemporary Arab Studies
Georgetown University, Prince Alwaleed Bin Talal Center for Muslim-Christian Understanding
Harvard University, Center for Middle Eastern Studies
ILEX Foundation
Indiana University, Center for the Study of the Middle East
Marquette University
McGill University, Institute of Islamic Studies
Middle East Institute at the National University of Singapore
New York University, Hagop Kevorkian Center for Near Eastern Studies

Ocean County College
Portland State University, Middle East Studies Center
Princeton University, Department of Near Eastern Studies
Simon Fraser University
Stanford University, Sohaib and Sara Abbasi Program in Islamic Studies
Syracuse University, Middle Eastern Studies Program
University of Arizona, Center for Middle Eastern Studies
University of Arkansas, King Fahd Center for Middle East & Islamic Studies
University of California, Berkeley, Center for Middle Eastern Studies
University of California, Los Angeles, Center for Near Eastern Studies
University of California, Santa Barbara, Center for Middle East Studies
University of Chicago, Center for Middle Eastern Studies
University of Exeter, Institute of Arab and Islamic Studies
University of Massachusetts at Amherst
University of Michigan, Center for Middle Eastern & North African Studies
University of Pennsylvania, Middle East Center
University of Southern California
University of Texas at Austin, Center for Middle Eastern Studies
University of Toronto, Department of Near & Middle Eastern Civilizations
University of Washington, Middle East Center
Vanderbilt University
Washington University in St. Louis
Yale University

To apply for institutional membership, an institution should submit to the Secretariat a letter of interest, a list of directors, and descriptive information about the institution and its programs (e.g. brochures, sample publications). Submit materials to secretariat@mesana.org. Institutional membership annual dues are \$1100.

Contributions

For the period May 1, 2021 -September 22, 2021, a total of **\$11,550** in individual contributions was received for MESA funds. We acknowledge with great thanks the following:



Contributions to MESA are US tax-exempt (TIN 13-6220175). If you have made a contribution this year and need a receipt, you can print one from your myMESA account. Simply click “payment” button, then “payment history”. A list of payments will appear; select the appropriate payment to obtain the pdf file to print .

MESA General
 Najwa Al-Qattan ▶
 Kenneth J. Perkins ▶
 Sherry Vatter*

Presidents
 Dale F. Eickelman ▶
 Zachary Lockman#

Board of Directors
 Donald M. Reid#

Senior Scholars
 James A. Reilly*

Fatema Mernissi Book Award
 Nancy E. Gallagher #

Mentoring Award
 Nancy E. Gallagher ▶

Global Academy
 Nancy E. Gallagher ▶

* at least \$100

at least \$250

▷ at least \$500

▶ at least \$1000

Announcing New Board Members

Senem Aslan, Bates College
Arzoo Osanloo, University of Washington
Mariam Taher, Northwestern University

MESA Elections

MESA election participation is on par with or better than comparable scholarly societies, yet our level of turnout means that an individual’s vote has substantial importance. Your vote in our elections very much matters! Thank you for helping set the direction of your association by casting your vote.

Board of Directors Election Statistics, 2013-2021*

Year	2013	2014	2015	2016	2017	2018	2019	2020	2021
Total Membership at Election	2963	2861	2667	2802	2634	2230	2675	2621	2611
Eligible Members (F & S)	2861	2770	2570	2735	2584	2172	2604	2550	2538
Valid ballots	606	769	469	795	427	565	504	550	513
% of voting membership	21.28	27.76	18.25	29.07	16.52	26.00	19.35	21.57	20.21

* President-elect is elected in even-numbered years. Students are elected for two-year terms in odd-numbered years.

Members’ Acknowledgments

Members’ announcements about achievements, honors, and awards, as well as for notices of deceased Middle East studies scholars are posted on the MESA website under the **News** tab. We welcome individuals and organizations to **submit** such acknowledgments (<https://mesana.org/news/web-posting-form-for-member-acknowledgments>). Questions and announcements may be directed to Sara Palmer at sara@mesana.org.

Publication News

New Directions in Middle East Studies: Elites, Non-elites, and Divas



Our small section about new scholarly directions in Middle Eastern Studies is getting bigger. The next issue, inshallah, will feature more entries by Tunç Şen, Harun Küçük, Carmen M. K. Gitre, Febe Armanios, Mezna Qato and others, so do stay tuned!

For this issue, we want to highlight three aspects of Middle Eastern social, cultural, and literary studies: translation, environmental history, and leisure studies.

The recent decade has blessed us with new, teachable, and excellent translations, which could be used pedagogically in creative ways. Whereas two decades ago, many of us relied on readers and a few edited collections, which focused mostly on elite texts, now, more and more translations, from Arabic, Persian, Turkish, Kurdish, Armenian, Aramaic, Hebrew, Judeo-Arabic, and other languages appear in academic and nonacademic presses. Many of these translations, while targeting general audience, do not focus solely on Western literary genres, such as the novel, the memoir, or the modernist poem, but try to convey the multitude of genres in Islamicate societies. One exemplary domain is early modern history and culture. Freed from nationalist narratives of rise, and especially of decline, we can now teach about the kinds of texts early modern intellectuals and non-elites, read, wrote, preformed, and listened to. In a recent issue of *The Journal of the Ottoman and Turkish Studies* (Vol. 7, No. 2, Winter 2020), scholars N. İpek Hüner Cora, Michael Pifer, Zeynep Oktay-Uslu, Oscar Aguirre-Mandujano, Dana Sajdi, Erin Piñon, Maryam Ala Amjadi, Selim Kuru, and Ayşe Dalyan explored early modern forms of writings and knowledge production. The issue investigated subjectivities, sexualities, and forms of sectarianism, their expression in poetry and prose, and ended with a piece by Selim S. Kuru on Walter Andrews (1939–2020), who, in many ways, pioneered the field of early modern Ottoman literary studies and to whose research the issue paid tribute.

In the last three years, the NYU Library of Arabic Literature, in addition to its field-changing translations of medieval Arabic texts, has published several early modern works. *The Book of Travels* by the Syrian Hanna Diyab, edited by Johannes Stephan and translated by Elias Muhanna, presents the first-person account of Diyab's travels (1706–1716) in Syria, Cyprus, Egypt, Tripolitania, Tunis, Italy, and France, where Diyab met Antoine Galland. *Arabian Satire: Poetry from 18th-Century Najd* by Hmedan al-Shwe'ir, edited and translated by Marcel Kurpershoek, offers us a vision of Arabia very different from the one we know today. Focusing on invective verse (*hija*), we read, and enjoy, biting poetic critiques of Arabian societal norms. The hilarious *Brains Confounded by the Ode of Abu Shaduf* by Yusuf al-Shirbini, translated by Humphrey Davies and foreword by Youssef Rakha, is essential reading to those interested in Egyptian peasantry or in scholarly elitism during the 17th century. Collectively read, these books challenge the authoritative position of *fusha*, introduce new ideas about authorship, and help us demonstrate to our students how social, cultural, and intellectual history is constructed and conceptualized.

Within this context, we introduce two significant works published this fall. *Prisoner of the Infidels: The Memoir of an Ottoman Muslim in Seventeenth-Century Europe* by Osman of Timisoara, translated and edited by Giancarlo Casale, seems to be taken out of the MCU or an HBO drama. This memoir of a young soldier in a provincial Ottoman cavalry unit, who was enslaved during the Ottoman–Habsburg Wars, gives voice to a man whose mere being undoes the boundaries between faiths and geographies. Casale's English, moreover, mediates one of the very first, if not the first, memoir in Ottoman Turkish.

Another insightful collection, which could be thought of as an event in the field, is a reader edited by my colleagues Hakan T. Karateke and Helga Anetshofer, *The Ottoman World A Cultural History Reader, 1450–1700*. The book is unique because some of its translators are leading figures in the field of Ottoman studies, who present the texts they work on to their readers. Crucially, the reader emphasizes heterogeneity, of genres, languages, styles, narratives, and classes — the diverse components of the medieval and early modern Ottoman literary world.

Staying with the early modern period, Faisal Husain's new book *Rivers of the Sultan* sheds light on newer elements within Middle Eastern environmental history. The field, as Husain notes, has gone through major shifts since the publications of Alan Mikhail's works, and now encompasses many themes relating to the history of capitalism, colonialism, infrastructure, health, animal studies, and climate change. With works by many scholars, like Samuel Dolbee, On Barak, Caterina Scaramelli, Avner Wishnitzer, Isacar Bolaños, Huma Gupta, and Dale Stahl (and I am really mentioning here only a few names), we do not ask anymore "why do we do environmental history?" but rather "what kinds of environmental history do we do?" Our colleague Jennifer L. Derr, whose exciting work on the Nile is taught in many universities, has been a pioneer in this regard. Husain's work is an Ottoman Iraqi history of the Tigris and Euphrates. It tells a captivating story about struggles for capital and control of land, energy, and other resources. It is a history of grain and timber and the people who produced and traded them, liberated from national and sectarian constraints, and rich in its scope and timespan.

In this era of diseases (political and environmental), we did not want to revisit the history of plagues just yet (but we will do so in the near future). Instead, we wanted to end with something fun. Which brings us to *Midnight in Cairo: The Divas of Egypt's Roaring '20s* by Raphael Cormack. This book is located at the intersection of urban studies, leisure studies, gender studies, and soundscape studies. These scholarly interests, which are dominant especially in Egyptian studies, are found in the works of Joel Gordon, Walter Armbrust, Marilyn Booth, Ziad Fahmy, Deborah Starr (in her new book on Togo Mizrahi), Hanan Hammad (in her upcoming book on Leila Murad), Andrew G. Simon (in his works on cassettes), and Pelle Olsen (on leisure in Iraq). In such studies, performances and perceptions of urban modernity, statehood, time management, Islam, nationalism, gender, and the "West" are not merely the business of ulama or educated men who write in the print culture. Rather, different classes and spaces produce multiple modernities. Cormack's mesmerizing accounts literarily take us out for a night on the town, to the theatres and the nightclubs, and expose the powerful women who controlled these nightly scenes. This book, which is meant for general audiences, moves us away from familiar debates about elites and non-elites, to crude, and not-at-all-crude, forms of cosmopolitanism and localism.

If you have other topics you want to bring to the attention of the *IMES* readership, please email us!

In the meantime, have a good, happy, and healthy new academic year.

Orit Bashkin, Publications Committee Chair (oritb@uchicago.edu)

Sara Palmer, *IMES* Editor (sara@mesana.org)

The Ottoman World: A Cultural History Reader, 1450–1700

Edited sourcebook for today's classrooms

Hakan T. Karateke and Helga Anetshofer |
University of Chicago

The Ottoman World: A Cultural History Reader, 1450–1700 is being released in October 2021 by the University of California Press. The sourcebook contains 46 chapters, which were translated by more than 30 scholars primarily from Ottoman Turkish, but also from languages including Arabic, Armenian, Greek, Hebrew, Italian, and Persian.

The *Ottoman World* was edited by Hakan T. Karateke and Helga Anetshofer, both of the University of Chicago.

The sourcebook was designed with the objective of finding a variety of voices from across Ottoman society and bringing them into twenty-first century classrooms. It aims to supply instructors with narratives conveying the lived experiences of individuals through texts that highlight human variety and accelerate a trend away from the "state-centric" approach to Ottoman history. Where possible, the texts emphasize the life experiences of real human beings—their hopes and fears, their disputes and ambitions, their prejudices and senses of humor, their social interactions and trajectories. By focusing

on the lives of people, both common and uncommon, the students will experience events of the past on an emotional as well as an intellectual level.

Ottoman history has all too often been told as the history of the Ottoman dynasty and state. The existence of rich state archives and historical accounts produced by men invested in the Ottoman imperial project, while a blessing to historians, has made it too easy to represent Ottoman history as one limited to battles, imperial campaigns, conquests, complex institutions, careers of notables, luxurious palaces, and the like. New research trends have formed in the field of Ottoman studies in the last decades. On the one hand, more recent scholarship has focused on representations of power, ideology, identity, and other “soft” aspects governing the relationship between state and society; on the other hand, an attention to new topics and perspectives relating to social and cultural history and material culture has emerged. Increasingly, studies are focused on unearthing viewpoints that do not necessarily reflect the imperial ideology of the Ottoman state.

The Ottoman World is designed in this spirit and it includes texts that reflect alternative perspectives and understudied topics. In addition to the personal experiences of real human beings as outlined above, legends, biographical accounts, hagiographies, short stories, witty anecdotes, jokes, and lampoons provide us with exciting glimpses into popular mindsets in Ottoman society. Also included in the reader are several chapters with examples of legal opinions issued by jurists, and records of court proceedings and imperial council meetings. These documents have long been hailed as rich sources for snapshots of the otherwise completely inaccessible lives of a wide variety of ordinary people who lived outside the hierarchy of power; they give us insights into the things they valued, the places where they spent time, their perceptions of others, and their interactions with the state apparatus. Despite their narrative shortcomings—among them, their formulaic legalistic language or the fact that they are written from the normative viewpoint of authorities—these documents offer information that historians of other early modern societies could only dream of accessing.

The Ottoman empire, which comprised an area extending from modern Hungary to the southern tip of the Arabian Peninsula, was home to a vast population with a rich variety of cultures and languages. Wide representation of differing customs, traditions, and languages is the only way to do justice to the vast geography we call the Ottoman World, and it obliges us to think about this early modern entity in novel ways.

Below is a poem from a chapter titled “Social Criticism and Invective in Poetry” that includes several poems from fifteenth to late seventeenth century. The poet Nabi’s (d. 1712) bitter reflections on power and human relations is rendered in Sooyong Kim’s elegant translation:

On Service and Ingratitude

Even by choice, being out of office is a strange thing;
It gives the heart, for sure, an out of place sorrow.

A man’s house of dignity has been reduced to rubble,
By the troubling and distressing attention of vile men.

Truth be told, on the ruined land of my heart
Having an office or not takes no toll at all.

But those evil-natured with want of opportunity,
Their conduct is the portent of a harsh winter.

Where’s he who used to deify me, saying “I’m your servant”?
Now he doesn’t even greet back when saluted on the street.

Where’s he who used to, out of respect, not sit down?
Now he doesn’t even stand up at a gathering where I appear.

Where’s he who used to bow his body when he saw me?
Now he shoots sharp arrows when he opens his mouth.

Even if raised by the grace of your bread and salt,
Now your house servants wouldn’t respect you.

They make it their lawful doctrine to torment and mistreat you,
They who used to outlaw sleep for themselves to serve readily.

They who used to rush to prepare themselves for swift service,
Now they don’t inconvenience themselves with the slightest step.

Where are those who used to race one another to serve first?
Now they, out of disgust, beg one another to go ahead!

Every day someone was once willing to enter your service,
Now every night someone is eager to run away.

Prisoner of the Infidels: The Memoir of an Ottoman Muslim in 17th-Century Europe, by Osman of Timișoara

New translation

Giancarlo Casale | University of Minnesota

In the summer of 1691, a young Muslim slave by the name of Osman was brought to Kapfenberg, a provincial Austrian town on the road from Graz to Vienna. With no place to sleep, he was told by his master to lodge with the local toll collector, “a fleshy, immature youth.” The boy gave Osman a friendly reception, putting him at ease. But as evening fell, he took him by surprise when, quite suddenly, he stripped naked and jumped into bed, inviting his guest to join him. After hesitating for a moment, Osman disrobed down to his undergarments, and gingerly settled into the narrow bed “barely wide enough for two people to squeeze next to one another.” Then, directly addressing his readers, Osman continued:

“For me, this was a most astonishing situation. Had another man—a sodomite—been in my place, he would have been overcome with boundless desire, for the boy was fresh and open to everything. And as we lay there, he began the most wide-ranging of conversations, asking me about the unnatural vices of the Turks that he had heard spoken of, and wondering aloud what these might be like—all the while lying naked on the mattress! For my part, I used every means to control myself, and while I was at moments aroused, I did not lose my composure to the point that this became obvious.”

This remarkable scene, which might have been plucked from the pages of a titillating Orientalist novel, is in reality a passage from Osman of Timișoara’s *Prisoner of the Infidels*, the first book-length autobiography ever composed in Ottoman Turkish. Completed when the author was a much older man in the 1720s—just a few years after the appearance of Montesquieu’s *Persian Letters*—this captivating text offers an account of the “European other” from the authentic perspective of an Ottoman Muslim, after more than a decade spent as a bondsman in Christian Europe.

For reasons that are still not easily explained, such texts are extraordinarily rare. In contrast to the literally thousands of accounts of the “Ottoman other” that were penned by Western merchants, diplomats, captives and other travelers during the early modern period, historians have so far identified only a handful of texts that document the same process in reverse, leaving

scholars to struggle with a perpetual imbalance in the historical record. As such, Osman’s *Prisoner of the Infidels* is a precious, virtually unique historical source, offering a window onto intimate aspects of life in early modern Europe—and of the place of Muslims in European history—that would otherwise be completely inaccessible outside of our own imaginations.

But at the same time, *Prisoner of the Infidels* is also more than a mere “source.” Rather, it is a self-consciously constructed and deeply transgressive literary narrative, that in relating the story of Osman’s life addresses the profound themes of self-discovery through alienation, the fragility of personhood, and the impossibility of ever truly “returning home” after an experience of enslavement.

The bedroom encounter related above gives a taste of how these grand themes intersect with Osman’s most intimate experiences. Taking place at a moment of the narrative in which he begins to accept, for the first time, that he may never regain his freedom, it documents with unflinching candor the increasingly seductive pull of surrendering to assimilation, tinged with the ever-present reality of being perpetually sexualized as an exotic, mysterious “Turk.”

Nor is the fleeting encounter with the fleshy toll collector the only moment of such transgressions—committed or nearly avoided—in Osman’s narrative, which is rather overflowing with characters embodying similar kinds of contradictions: A high-born Ottoman gentleman who betrays his fellow Muslims (including Osman) to secure his own freedom; A Lutheran woman who cross-dresses as a man to enlist in the Austrian army; The daughter of a pious hajji who converts to Christianity and becomes a whore; A long lost “brother”, who professes fraternal loyalty to Osman but is in reality no relation at all, and so forth.

All of this leads up to the most dramatic contradiction of all, at the book’s narrative climax. Here Osman, after years spent doggedly resisting conversion, decides that in order to escape he must dress as an Austrian and pretend to be a fully assimilated Christian convert—only to discover, after finally reaching Ottoman territory, that the border itself is a sham, and any solidarity he hoped to find among his Muslim compatriots a mere illusion. But this is a story altogether too rich and multilayered to be reproduced in a short summary. Its telling is better left to Osman himself, now—for the first time—in English.

Midnight in Cairo

New book on Cairo's 20th c. theatre and nightlife

Raphael Cormack

My new book, *Midnight in Cairo*, tells the modern history of Egypt through the interweaved stories of seven of the stars of its early 20th century nightlife.

When I started the book, I don't think I was quite aware how much work was being done on early 20th century Arabic popular culture – particularly on music, dance, and performance. There was Ziad Fahmy's *Ordinary Egyptians*, and Walter Armbrust's edited collection, *Mass Mediations*, which really helped open up this area research and there was also the work of Frederic Lagrange and the people at the AMAR Foundation on 19th and 20th century singers. Other works on Arabic popular culture largely focused on the contemporary period or the late-20th century.

However, in the past few years a lot more people are working on different aspects early 20th century popular culture. There has, of course, been work on Egypt, including Carmen Gitre's recent *Acting Egyptian* and Hanan Hammad's forthcoming biography of Layla Murad. But recent studies of popular culture have encompassed a much wider geographical spread – from Christopher Silver's forthcoming book on North African Jewish music to work by Diana Abbani on the nightclub singers of Beirut and Pelle Olsen on Iraqi nightlife.

The history of popular culture has the potential to move beyond the normal national boundaries that constrain so much of the history of the 20th century. In the 1920s and 1930s, popular culture travelled across the Arab world. Sometimes, this travel was physical as singers and theatrical troupes toured from Iraq to Morocco and everywhere in between. But people did not even need to visit a place to have their influence felt. As the record business took off, music from Egypt could easily travel to all corners of the Arab world and even further afield. Both theatre and music took on a life of their own, moving across borders often without the knowledge of their creators. It is exciting to see this work on popular culture opening up a much wider geographical perspective in the early 20th century. There is also increasing interest in the music made by members of the Arab diaspora in North America in this same period.

Over the past few years I have been introduced to the work of the dancer and choreographer Adham Hafez and have become convinced that it is time to start taking performance (and other overlooked aspects of popular culture) seriously as part of art history and cultural history.

Focusing on the theatre and nightlife of Cairo also allows us to tell the story of the early 20th century from a largely female perspective. It is unusual, anywhere in the early 20th century, that the lives of women are so richly documented – often in their own words – but in Cairo's nightlife they play a crucial and unignorable role. Here women, who exerted considerable power and independence, can be the centre of the narrative. There is already a vast literature about the women's life writing (and the writing of women's lives) across the world. The work of Marilyn Booth, for instance, forms an extremely important background to *Midnight in Cairo*. Saidiya Hartman's *Wayward Lives, Beautiful Experiments*, although focused on Harlem of the early 20th century, helped me see how important the lives of women who are perceived as “marginal” or “dissolute” can be. At the very least, I hope that this book can show people the wealth of sources – newspapers, magazines, memoirs, and more – which are available to reveal understudied aspects of the lives of Egyptian women in the early 20th century. To take just one example, the book tells the story of the singer Fatima Sirri, who, in the 1920s, sued Mohammed Shaarawi to recognize his paternity of her daughter (which he denied). Sirri spent many years in court litigating the case – the first of its kind in Egypt and because she was a reasonably famous singer, her own account of the affair is retold in great length in the entertainment magazine *al-Masrah*, preserving her side of this complex story.

I am currently working on another book on the history of modern Spiritualism in the Arab world and beyond, that looks for another angle onto questions of “East” and “West” and the interrogates possibility of living as a truly global citizen. In a sense, this is a book on popular culture too, but I am also thinking about how to write a follow up to *Midnight in Cairo* that uses music, dance, and film to look at the 50s and 60s and Nasser's Egypt. This is a much more contested period, which makes it a difficult topic but an intellectually productive one. I am seeking away between pessimistic and nostalgic narratives about the loss of a cosmopolitan Egypt on one side and nationalistic triumphalism on the other.

Rivers of the Sultan: The Tigris and Euphrates in the Ottoman Empire

New book on environmental history

Faisal H. Husain | Pennsylvania State University

In *The Historian's Craft*, Marc Bloch (d. 1944) famously defined history as “the science of men in time.” In these six words, he encapsulated his generation’s understanding of history as an academic discipline. Many historians today uphold Bloch’s pithy definition, without necessarily using the gender-biased language of his time. Others, chief among them environmental historians, have advocated for a less anthropocentric view of history, one in which the natural environment takes center stage, both as a driver and byproduct of historical change. A classic entry in this literature is *The Mountains of the Mediterranean World* (1992), in which J. R. McNeill documented the deforestation of Mediterranean mountains in the nineteenth and twentieth centuries.

Environmental history as a self-conscious method emerged in the United States during the 1970s, riding the wave of environmental activism at the time. By the 1990s, environmental history had branched out into the historiographies of Latin America, Europe, Africa, India, and East Asia. For reasons difficult to understand, the environmental turn struggled for years to make inroads into the historiography of the Middle East. After sporadic attempts, it finally made a splash in 2011, the year Alan Mikhail and Sam White published their award-winning books on the history of irrigation, climate change, and disease in different parts of the Ottoman Empire. Young students readily embraced the new method and the countless possibilities it offered to study the history of the region. In the process, they received guidance and unwavering support from Mikhail, White, MESA, and the American Society for Environmental History.

My book, *Rivers of the Sultan: The Tigris and Euphrates in the Ottoman Empire* (Oxford University Press, 2021), is a product of this environmental moment in Middle East studies and this network of support. It seeks to answer a simple question—what role, if any, did the Tigris and Euphrates play in the history of the Ottoman Empire? I chose to focus on the Ottoman period partly because, in the early sixteenth century, the Ottoman Empire brought virtually the entire Tigris-Euphrates basin under its control, a feat only a handful of states have ever accomplished throughout history. I wanted to make better sense of this political oddity—how it happened, and what it meant. Besides, I believed that my chances of answering my research questions were better if I

focused on the Ottoman period, pinning my hopes on the enormous trove of written records that the Ottoman state left behind. I was right. Ottoman archival sources dealing with the Tigris and Euphrates are too many that I ended up limiting the scope of my research to the early modern era.

The book begins with a study of Ottoman centers of hard power in the Tigris-Euphrates basin—riverine fortresses and naval arsenals. Together, these centers turned the Tigris and Euphrates into Ottoman supply lines, regularly delivering food, weaponry, soldiers, and gunboats downstream. The book argues that this Ottoman system of waterborne communication solved a deep ecological imbalance along the eastern frontier. The temperate northern portion of the frontier (beyond Mosul) had always enjoyed a surplus in grain, timber, and ore deposits, in sharp contrast to the arid southern portion of the frontier (beyond Baghdad), which had always endured the scarcity of all these resources. The Ottoman state relied on water transport along a politically unified river system to rebalance those resource disparities between the northern and southern ends of the frontier. Doing so allowed the Ottoman state to deploy larger and better armed garrisons in Iraq capable of defending its interests over the long term in a high-risk political environment.

My hope is that the book will encourage Ottoman historians to acknowledge the critical, yet overlooked, role the Tigris and Euphrates played in expanding Ottoman rule into the Persian Gulf. In addition, the book aims to demonstrate the historical significance of the twin rivers in the post-Mongol period. True, the Tigris and Euphrates could no longer irrigate the garden of Eden, but they continued to form a natural communication network that knitted together Ottoman provinces along the eastern frontier.

My book is just one entry in a rapidly expanding list of books on Ottoman environmental history. Just before my book came out, Andrea Duffy (Colorado State) and Michael Christopher Low (Iowa State) published their wonderful books on the Mediterranean and the Hijaz, respectively. Onur Inal and Yavuz Köse (Vienna), meanwhile, published a handy introductory volume on the field. Soon, Chris Gratien (Virginia), Samuel Dolbee (Harvard), Elizabeth Williams (UMass Lowell), Graham Pitts (George Washington), Zozan Pehlivan (Minnesota), Camille Cole (Cambridge), Isacar Bolaños (CSU Long Beach), among others, will publish their books. Every year since Mikhail’s and White’s books came out in 2011, the whirlwind of environmental history has been blowing faster in our midst and has not yet shown any signs of petering out.

Publication News

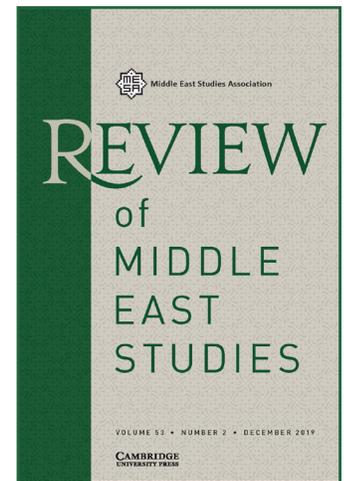
From the Desk of the *RoMES* Editor

Heather Ferguson | *RoMES* Editor | Claremont McKenna College

When submitting my application letter for the position of *RoMES* Editor (in another momentous year, 2016), I reflected back on my attendance at MESA's annual meetings over the years. My first annual meeting shaped how I think about both MESA and the role of *RoMES* as one of the organization's publications. That meeting was held in Chicago at the now infamous 1998 session. Infamous because it included a plenary session marking the publication of *Orientalism* and the combative "debate" that led to a splintering of membership. I have that session on a very old and very small cassette tape which I can no longer listen to as the tape recorder I carried around with me during my MA research in Jordan is broken beyond repair. Yet, I cannot bring myself to throw it out, and so it has moved with me from Austin to Berkeley, Oakland to Claremont, and finally to Upland, CA. Why has this unlistenable cassette tape accompanied me throughout my academic journey, I wonder?

In a serendipitous way, the upcoming Fall issue of *RoMES* provides an answer to this question, or at least a partial answer to my seemingly odd attachment to this oral record of 1998. I was initially worried about this issue of the journal: a full slate of roundtable participants dropped to two; multiple scholars submitted columns for our Pedagogical Perspectives section, and I did not want to leave anyone out; and while I usually commission content, we received a number of author submissions that deserved placement. It seemed like a hodgepodge of materials, until I stepped back and asked a typical historian's question: what, if anything, brings these disparate "textual remnants," so to speak, together? And then I remembered 1998. The two essays address forms of neo-Orientalism in our present or rather, how race discrimination shapes both social media and the very institutions that define our professional lives as MESA members. Further, the Pedagogical Perspectives contributions, each in their own way, address how we, as educators, seek to intervene in and highlight the forms that this discrimination takes. Finally, as *RoMES* seeks to serve as a platform to amplify voices all too often marginalized in academic publishing, we are proud to present single- and co-authored submissions and book reviews composed within a diverse set of institutional contexts and by scholars from a range of positionalities: liberal arts colleges, independent scholars and contingent faculty, authors situated in EuroAmerican and the MENA region, and inaugural essays by two Global Academy Fellows.

Perhaps, then, this issue is *RoMES*'s response to the volatile 1998 plenary session in Chicago: multiperspectivalism is key, as it is only by recognizing our role in sustaining discriminatory paradigms that we can work toward systemic change. New voices, yes, but also a commitment to reframe our scholarship and our pedagogical practices to amplify these voices. This issue of *RoMES* may, on the surface, look like it is atypically "themeless," but our hope is that it holds up a mirror for us as MESA members and showcases our plenitude as a means of action.



Interested in reading the latest from *RoMES*? Read the latest issue from the Publications link in myMESA, and follow us on Twitter at [@RevoMES](https://twitter.com/RevoMES). Any questions or inquiries concerning content or potential submissions should be sent via email to Editor Heather Ferguson and to our new Managing Editor Calista Boyd at romes@cmc.edu.

Publication News

From the Desk of the *IJMES* Editor

Joel Gordon | *IJMES* Editor | University of Arkansas

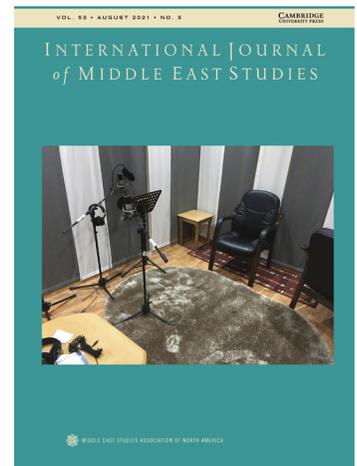
Deep into our second Covid year and with the annual meeting recently postponed, I am afraid I might sound like a broken record. Pandemic be damned, submissions keep on pouring in from a wide variety of disciplines and inter-disciplines. We have vetted approximately 350 article submissions from 46 countries since this time last year, which is pretty much on par with the previous year. The best — we hope you agree— find their way into print. Working with authors and reviewers continues to be a really rewarding, and learning experience for me, whether you (the author) delve deep into areas with which I am familiar or far afield. For those of you who may have been disappointed at an editorial decision, we hope we have at the very least received some sense of how your submission was evaluated, how you might polish it and, in some cases, where you might turn for a better potential fit.

As always — and especially in these upended times — we appreciate the time that article reviewers put in, to help insure we make the right calls on such diverse research projects. And, of course, thanks to those of you who review new books, a vital task — and so potentially weighty, especially for first books — and all for which the reward is simply a volume for your collection (hopefully one worth keeping). Authors: please continue to urge your publishers to send us your work, and as physical books.

Otherwise, there is very little to report at this point. Hopefully the content between the covers of this year's issues speaks for itself. We are always ready to entertain provocative proposals. In response to feedback we have received about the layout of the journal, we are experimenting with a new font and expanding our margins a bit — stylistic moves that will hopefully enhance readability both online and in hard copy. We will hopefully roll this change out with next year's volume 54.

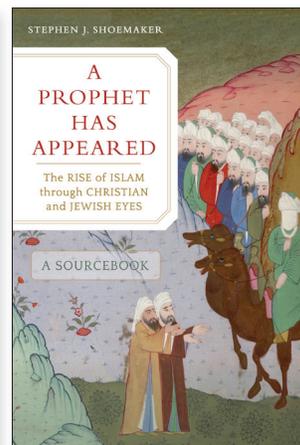
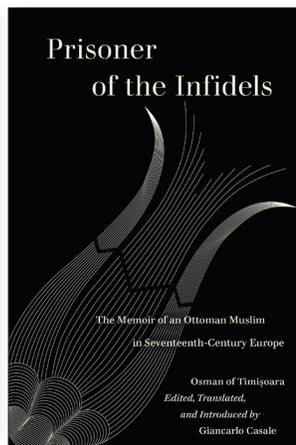
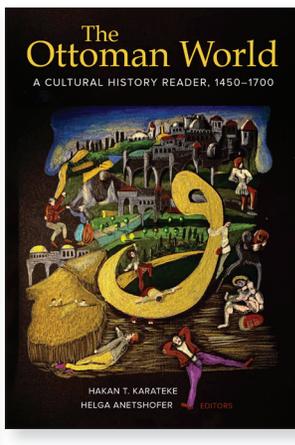
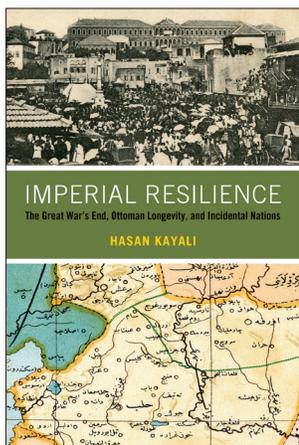
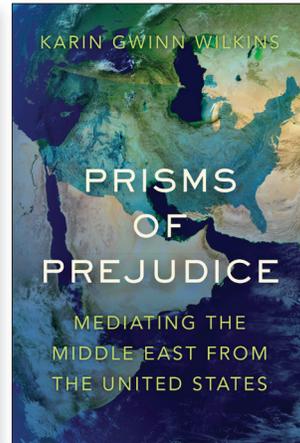
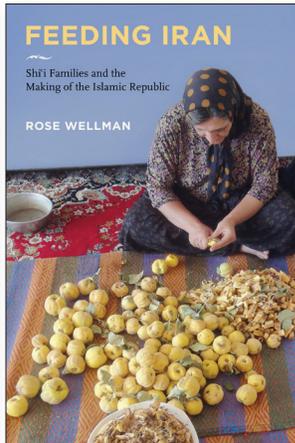
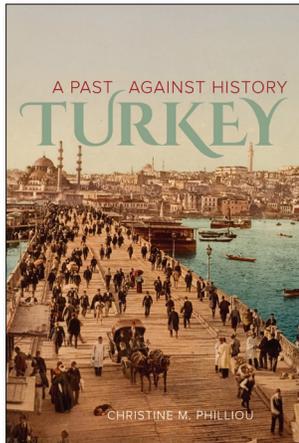
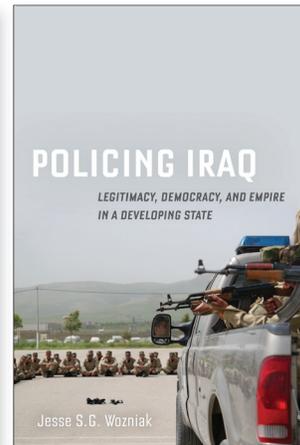
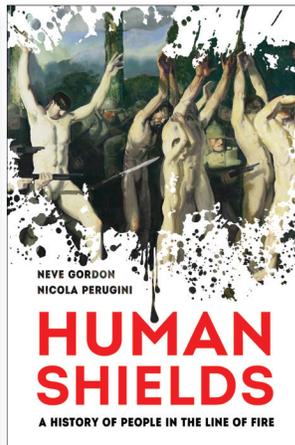
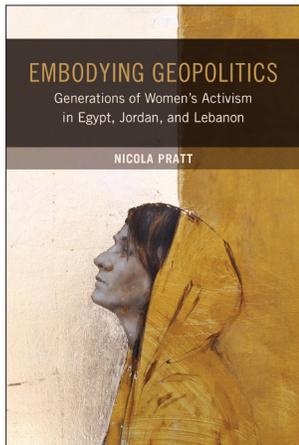
I will miss seeing friends, colleagues, once-current-and-future authors and reviewers at our annual convocation. I will try to convene some kind of gathering of editorial board members and book review editors, either in conjunction with the virtual meeting or before the year concludes. The thought of spending multiple days masked in a hotel, even amongst comrades-in-arms (and especially with the twists, turns, and upheavals in our realms) was for me, I confess, not so appealing. So thanks to the MESA board for making this tough, but important, call.

IJMES (and our sibling journal, *RoMES*) march on!



Volume 53 / Issue 3, August 2021
published online September 2021

NEW FROM UC PRESS



Mashriq

المشرق

المهجر

Mahjar

journal of middle east &
north african migration studies



go.ncsu.edu/Mashriq

مركز موييز خيرالله
لدراسات الانتشار اللبناني

NC STATE
UNIVERSITY

Moise A. Khayrallah Center for
Lebanese Diaspora Studies

Committee News

Committee on Undergraduate Middle East Studies

CUMES is a forum within MESA for sharing best practices in teaching and learning. CUMES sponsors panels on pedagogy, curriculum development, technology in the classroom, international study and other aspects of teaching and learning at the MESA annual meeting.

Active learning pedagogy and the Israeli-Palestinian conflict

Sanket Desai | Montgomery County Community College

Ten years ago, as a first-year doctoral student, I led discussion sections in an undergraduate honors world history survey using a tried-and-true classroom format. Students completed an assigned reading then attended class and discussed questions with classmates. There were, however, some issues that became increasingly clear. Rather than introspection, students sought exposition from instructors for perspective and insight. They also viewed historical events as distant – not just because it occurred in the past, but also that involved people that were different in their race, religion, class, or location. Lastly, they viewed conflicts involving the aforementioned as primordial and eternal, the most frustrating given that this was refuted by the assigned reading and lectures.

With a final assigned reading on Israel and Palestine, I reviewed my teaching goals: students should apply knowledge from lectures and reading to solve problems, empathize and identify with historical subjects/actors in a tangible way, and consider historical problems as solvable issues. My solution was a single class session in which the instructor divided students into groups of two, one “representing” Israel and the other Palestine. They would, in these groups of two, “negotiate” a settlement in specific areas. Two larger group negotiations would follow, bringing each individual plan into debate between every “Palestinian” and “Israeli.” Finally, the activity culminated in both large groups negotiating a bilateral consensus.

While active pedagogy has increasingly become a tool for instructors to make material to cultivate critical thinking skills using applied knowledge, ten years ago a neophyte instructor with barely a lecture of experience to their name was hardly thinking in such terms. Yet even on this small scale, the activity showed a degree of success with those goals. Students slowly began to conceptualize that they were playing the roles of Israelis and Palestinians rather than Americans figuring out the problem. During the second phase, they realized that Israel and Palestine were not monolithic entities when seeing the dissonance and difference between their individual plans. Some students were more “liberal,” while others were more “hard-liners.” Lastly, students achieved a hard-fought consensus

realizing that even with the best intentions any process can be difficult and weary, yet the fact that they came to agreement gave them hope of the possibility.

Over the years, the activity expanded to a one-and-a-half-week format for normal world history surveys and a more detailed version involving students playing actual politicians for upper-level Modern Middle East surveys. While originally envisioned and deployed at a large public university, the activity has found its way to mid-sized universities, small liberal arts colleges, and the 2-year institution where I now work.

In terms of the results of this activity, there have been some interesting trends over the last ten years. For much of the first three to four years, most students avoided envisioning a “one state” peace settlement, instead trying to simply come up with a better version of the failed “two state” attempts from their reading. Every year, some especially creative students would produce a daring “one state” idea, but this would quickly get voted down in the larger groups. Of late, the “one state” idea is increasingly compelling to students as well as, for the first time, a facet of their diplomatic resolution. In some ways, this reflected the realities of the current situation unfolding over the last five years. Another shift has been a greater emphasis on the sustainable viability of the Palestinian state as well as the economic and social well-being of Palestinians. This was not solely a goal of students playing Palestinians, but both sides pursuing mutual self-interest. For example, students are keen to talk about job opportunities, electrification, water resources and trying to establish a system that can succeed rather than a political or economic rump or single polity with minority issues.

Like any similar activity, this project is not without its struggles. One issue is self-selection; students choose their own roles, which implies that they will gravitate towards a side that they naturally sympathize with. For example, there are Jewish students, students who may identify with pro-Israel sentiment among millennialist Christians or the American conservative movement who pick Israel. Likewise, there are other students who gravitate towards

the Palestinian side through similar cultural or political identities. However, in feedback papers after the project, nearly every student with a preconceived notion of the situation ends up challenging that notion throughout all three phases. Additionally, there are always individuals by fate or sign-up quirks end up picking sides they originally did not intend to pick.

A soft criticism over the years from outside observers is the limited scope of the parameters – students are not expected to solve “everything,” but focus on seven important elements. This is important to support the possibility of achieving some success. Nevertheless, two of these parameters continue to present challenges to students. The primary issue that breaks negotiations in all three phases, every year, is Jerusalem. Often out of sheer frustration, students will opt for unrealistic and impossible options in only this issue, including making the city “neutral,” a political impossibility. The more students read about issues in Jerusalem, the more they discuss, the more agitated, adamant, and argumentative they become. This, in a way, is part of the active pedagogy process.

The second parameter that proves difficult is the issue of Israeli settlers, which seems challenging for American students to conceptually grasp. As an instructor, it has been extremely difficult to get students to empathize with settlers, care about settlers, or even understand why settlers are in areas of the West Bank. Students representing Israelis routinely treat settlers as simply not their own people – a notable example was the 2015 upper-level version of the project in which two individuals played roles directly advocating for Israeli settler interests. In phases two and three, these students – both of whom personally did not agree with their roles’ politics – infuriated and frustrated their partners to such a degree it prompted defense from the instructor.

The project met a new challenge in Spring 2020 with the sudden shutdown of in-person instruction. Pivoting the project to Microsoft Teams and later Blackboard was a new and different experience that still yielded some of the same positives and negatives seen in previous years.

For the purposes of a history course, especially a survey, this activity tries to synthesize tools, methods, and techniques developed all semester. These include reading comprehension, the research method, relating information through speaking and writing, interpersonal connection, and mastering material. History courses are about developing intellectual tools of critical thinking to approach information as well as other humans. Active pedagogy projects such as these are not limited to history, of course, and can be useful tools across disciplines to engage learning and deepen understanding.



LYNNE RIENNER PUBLISHERS
CELEBRATING 38 YEARS OF INDEPENDENT PUBLISHING

3RD EDITION

Politics & Society in the Contemporary Middle East

MICHELE PENNER ANGRIST, EDITOR

“One of the most lucidly written, highly objective surveys on the politics of the Middle East.” —Elhum Haghghat,
Review of Middle East Studies • pb \$38.50

Changing Saudi Arabia: Art, Culture & Society in the Kingdom
SEAN FOLEY

“Helps illustrate that the Kingdom has a vibrant cultural scene and cannot be reduced, nor properly understood, by simply focusing on the hoary themes of royals, oil and Islam.” —Bernard Haykel,
Middle East Journal • pb \$29.95

Mohammed bin Salman: The Icarus of Saudi Arabia?

DAVID B. OTTAWAY

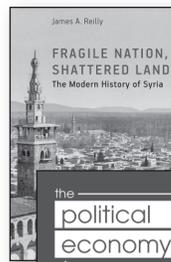
“A must-read analysis of the tensions driving the changing nature of the seventy-five-year-old US-Saudi relationship.” —Aaron David Miller, Carnegie Endowment for International Peace • pb \$29.95

FORTHCOMING!

Isolating Qatar: The Gulf Rift, 2017–2021

EDWARD A. LYNCH

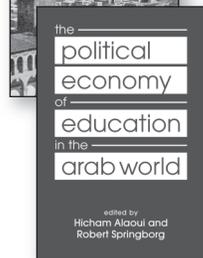
“Amid a plethora of recent publications on Qatar, this book stands out for its depth, insight, and thorough analysis of a defining diplomatic development that rocked the Gulf Cooperation Council.... Highly recommended.” —Mehran Kamrava, Georgetown University Qatar • hc \$89.95



Fragile Nation, Shattered Land: The Modern History of Syria

JAMES A. REILLY

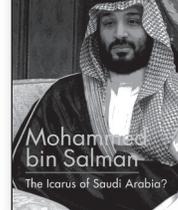
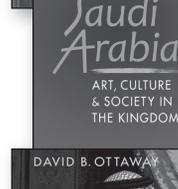
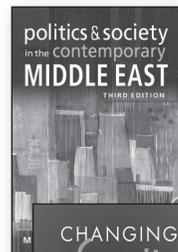
“This book will be a certain, and immediate, classic. It is likely to be the best book published on Syria for a long time.... Outstanding.” —Michael Provence, UC San Diego • pb \$28.50



The Political Economy of Education in the Arab World

HICHAM ALAOUI AND ROBERT SPRINGBORG, EDITORS

“Well researched and timely, this diverse analysis of educational dynamics and problems in the Arab World covers lots of new ground.” —Pete W. Moore, Case Western Reserve University • hc \$85



1800 30TH STREET, SUITE 314 • BOULDER, CO 80301
TEL: 303-444-6684 • www.rienner.com



Committee News

Committee on Academic Freedom

CAF comprises two sub-committees: MENA (Middle East and North Africa) and NA (North America). The mission of CAF is to address violations by protesting them at the highest government and diplomatic levels of the country where the violation occurs. If you learn of human rights or academic freedom violations please email the committee at caf@mesana.org.

Below are summaries of letters sent to heads of state, other high-ranking officials, or educational officials in response to an issue of academic freedom. The country listed represents the country receiving the letter. To view the full content of the letter, please see MESA's website (mesana.org).

6 May 2021 (Egypt) — Letter to Egyptian authorities calling for the release of Kholoud Said, a translator and the head of the Translation Unit of the publication department at Bibliotheca Alexandrina (BA), and free-lance translator Marwa Arafa.

3 June 2021 (US) — Letter to the president of Middlebury College to express concern about Middlebury College's response to a recent incident of harassment involving students advocating on campus for Palestinian rights.

15 June 2021 (Egypt) — Letter to Egyptian authorities expressing concern regarding the deterioration of academic freedom in the country, including the continued detention of several scholars, leveling of new charges against some who are already detained, and restrictions on travel of previously detained researchers.

28 June 2021 (Israel) — MESA CAF protests the brutal murder of BZU student Fadi Washaha and the ongoing targeting of students, faculty, and employees at Palestinian universities as part of a larger campaign against higher education under Israeli occupation.

14 July 2021 (Iran) — Letter to Iranian authorities objecting to the unjust prosecution and sentencing of Dr. Parviz Tarikhi for scholarly research on peaceful uses of space.

21 July 2021 (Israel) — Letter Protesting Israeli Army Arrest of 45 Palestinian University Students, and Ongoing Detention of 15 after a Solidarity Visit to a Demolished Home in Turmus 'Aya.

3 August 2021 (Turkey) — Letter regarding the termination of the contracts of two professors at Boğaziçi University by Acting-Rector Mehmet Naci İnci.

17 August 2021 (UAE) — Letter to UAE authorities expressing concern about the deteriorating health of Ahmed Mansoor, the internationally acclaimed human rights activist and drawing attention to the continuing imprisonment of Nasser bin Ghaith as well as to the Pegasus Project allegations over the use of spyware against academics and others.

19 August 2021 (Iran) — Letter to Iranian authorities calling for the immediate release of conservationist, Niloufar Bayani, who is serving a 10-year sentence on dubious charges and is experiencing declining health. Bayani has contracted the Covid-19 virus in prison and has been sent to a quarantine isolation ward with inadequate medical support.

21 September 2021 (Bahrain) — Letter to the King of Bahrain to protest the ongoing detention and worsening condition of Dr. Abduljalil Al-Singace, a Bahraini professor of engineering sentenced to life in prison after taking part in peaceful protests in 2011.

CAF Committee

Laurie Brand (CAF Chair)
University of Southern California brand@usc.edu
Dina Rizk Khoury (MESA President)
George Washington University dikhy@email.gwu.edu

Covering the MIDDLE EAST & NORTH AFRICA (CAF-MENA)

Miriam Lowi (Chair)
The College of New Jersey mlowi@tcnj.edu
Rana Barakat
Birzeit University rbarakat@birzeit.edu
Leena Dallasheh
Humboldt State University leena.dallasheh@gmail.com
Jane Hathaway
Ohio State University hathawayj@hotmail.com
Mezna Qato
University of Cambridge meznaqato@gmail.com
Atef Said
University of Illinois at Chicago atefsaid@uic.edu
Zainab Saleh
Haverford College zsaleh@haverford.edu
Sherene Seikaly
UC Santa Barbara srseikaly@gmail.com
Kristian Ulrichsen
Rice University kc31@rice.edu

Covering NORTH AMERICA (CAF-NA)

Zachary Lockman (Chair)
New York University zachary.lockman@nyu.edu
Joel Beinin
Stanford University beinin@stanford.edu
Melani Cammett
Harvard University mcammett@gov.harvard.edu
Jennifer Derr
UC Santa Cruz jderr@ucsc.edu
Lisa Hajjar
UC Santa Barbara lhajjar@soc.ucsb.edu
Khalid Medani
McGill University khalid.medani@mcgill.ca
Pete W. Moore
Case Western Reserve Pete.moor@case.edu
Neha Vora
Lafayette College voran@lafayette.edu
Nadia Yaqub
U of North Carolina at Chapel Hill yaqub@email.unc.edu

STAY INFORMED

If you would like notification when CAF releases a letter, join the CAF listserv by emailing CAF@mesana.org

Or follow CAF on Twitter [CAF4MESA](https://twitter.com/CAF4MESA)

Committee News

MESA's Global Academy



The MESA Global Academy is an interdisciplinary initiative sustaining research collaborations and knowledge production among MENA-focused scholars from the Middle East and North Africa and their counterparts outside the region. By awarding competitive scholarships to displaced scholars from MENA currently located in North America to attend meetings, workshops, and conferences, the project harnesses the strengths of MESA's institutional and individual members to support the careers of individual researchers whose academic trajectory has been adversely affected by developments in their home countries.

The MESA Global Academy: New Year, New Opportunities

The MESA Global Academy is pleased to announce its new cohort of 15 scholars for the 2021-2022 academic year. The scholars are currently based in the United States and Canada and hail from Iran, Palestine/Israel, Syria, Turkey, and Yemen. Nine of the scholars are new recipients and six are continuing with a second year of funding. In addition, the Global Academy covers MESA membership and annual meeting registration for its current as well as alumni scholars.

Over the summer, the Global Academy Committee offered professional development workshops for the scholars on North American academia, conference presentations, and academic adjacent careers. The program also held a new teaching workshop, presented by Committee Member Asli Igsiz. Two more workshops on journal and book publishing will be held this year.

The Global Academy is grateful for its more than 20 university partners, which host presentations by Global Academy scholars and now also provide them with mentorship.

Faculty volunteers from institutions across the United States have been paired with our new and continuing scholars based on shared disciplines and research interests. Mentors will supply guidance on such elements of North American academic life as journal articles, job applications, job talks, and book proposals.

The Global Academy's relationships with its publication partners are also strengthening, with scholars recently contributing to roundtables in *Jadaliyya* and giving interviews to the Arab Studies Institute's Status Hour and to *Middle East Report*. Several other publications are forthcoming.

A number of events featuring Global Academy scholars are also on the docket this fall, including a workshop on borders and the state hosted by UCLA and USC, a panel on communities surviving and thriving on the margins at Northeastern, and a forum considering the displacements triggered by the uprisings across the region that have unfolded in the last decade, sponsored by George Mason and Princeton.

For more information on the Global Academy, please visit our website at <https://mesaglobalacademy.org>. To be added to our email list, please contact mimi@mesana.org.



**MESA
Global Academy**

Global Academy Committee

Aslı Bâli (Chair)
UCLA

Beth Baron
CUNY

Aslı Iğsiz
New York University

Greta Scharnweber
Institute of International Education

Judith Tucker
Georgetown University

Dina Rizk Khoury (ex-officio)
George Washington University

Jeffrey Reger (ex-officio)
MESA Executive Director

Mimi Kirk
Program Manager
mimi@mesana.org

Board Updates

Recent Statements and Letters from MESA's Board of Directors

The MESA Board has released several statements and co-signed others in recent months. Members are sent email announcements when a statement or letter is released. We provide the full text of each statement here.



STATEMENT ON FLORIDA LAW (HB233) ALLOWING RECORDING IN THE CLASSROOM

May 10, 2021—Both houses of Florida's state legislature have approved a bill that threatens to undermine the independence and academic freedom of faculty to teach and research at the state's publicly funded institutions of higher learning. The bill, which awaits the governor's signature, allows students to record in classrooms without the consent of their professors; it also mandates the State Board of Education and the Board of Governors to conduct an assessment of the "intellectual freedom and viewpoint diversity" at every institution in the Florida College System, ostensibly to guarantee that a variety of political and ideological perspectives are represented on campuses.

The proposed law, supposedly designed to ensure transparency in the classroom and protect students' free speech rights, instead constitutes a legislative intrusion that will have a chilling effect on the free exchange of opinions it claims to enhance. The law would have a particularly pernicious effect on students' abilities to express their views freely in an open environment.

Policies about recording lectures and class discussions are normally set by college or university administrations or by individual faculty. In setting policy, administrators and faculty ideally take into the consideration the tension between the academic needs of their students and the need to ensure a safe and open environment in which faculty and students can discuss controversial topics in an informed manner. This law would remove the decision on recording in the classroom from the purview of the university and faculty and unilaterally grant it to individual students. Moreover, it allows for the use of such recordings in civil and criminal proceedings. Joe Cohn, of the Foundation of Individual Rights in Education, points out that the "consequences of giving a statutory green light to recordings and litigation around their use is fraught with the potential to wreak havoc with classroom instruction, chilling faculty and student speech." Florida's Advisory Council of Faculty Senates passed a resolution in March echoing Cohn's assessment of the bill's impact on the free exchange of ideas.

The Florida bill is part of a wider attempt on the part of state legislatures in Idaho, Iowa, Florida and elsewhere, to intervene in university gov-

ernance to address what they perceive to be a lack of intellectual and ideological diversity. In Iowa, Republican State Senator Jim Carlin has proposed a bill to survey employees of Iowa's three public state universities on their political affiliation to ensure ideological and political balance at the universities. The Florida bill also includes a mandate to survey students and faculty about their political beliefs to determine the "extent to which competing ideas and perspectives are presented to members of the college community," and whether they are "free to express their beliefs and viewpoints on campus and in the classroom." Florida faculty have expressed concern about the bill's lack of clarity on the repercussions they might face if they refuse to fill out the surveys. While such surveys may be useful for research purposes, they present a threat to academic freedom and the independence of the university when they are mandated by law to serve political agendas, and when they may be used to determine the funding allocated to particular public institutions of higher education.

We call on university administrators in Florida to support their faculty and speak out against the threat the bill poses to academic freedom and free speech rights of both faculty and students, as well as to proper governance and independence of Florida's colleges and universities.

The following ACLS Member Societies have signed on to this statement:

- American Academy of Religion
- American Anthropological Association
- American Folklore Society
- American Historical Association
- American Musicological Society
- American Philosophical Association
- American Society for Environmental History
- American Society for Theatre Research
- American Sociological Association
- Association for Slavic, East European, and Eurasian Studies
- German Studies Association
- National Council on Public History
- Organization of American Historians
- Shakespeare Association of America
- Society of Biblical Literature
- World History Association



MESA BOARD STATEMENT IN SUPPORT OF PALESTINIANS

May 21, 2021—The Board of Directors of the Middle East Studies Association of North America condemns the ongoing and intensified Israeli government assault on the Palestinians of East Jerusalem, the West Bank, and the Gaza Strip and those who are Israeli citizens.

During May 7–20, 2021, Israeli military attacks on the occupied Gaza Strip damaged at least 51 educational facilities, including 2 kindergartens, 46 schools, 1 university, 1 vocational training center, and 1 Ministry of Education facility—among other vital infrastructure. Israeli air strikes and tank shells directly hit a number of these buildings. The deadly conditions created by the Israeli military attacks in Gaza forced all schools to remain closed for at least five days after the end of the Eid al-Fitr holiday, affecting the lives and access to education of 591,685 students. In addition, Israeli military strikes internally displaced at least 66,000 Palestinians who then sought refuge in 58 schools run by the United Nations Relief and Works Agency (UNRWA), causing further disruptions to the population's education—indeed, to their lives.

During the same period in the occupied West Bank, Israeli forces escalated the harassment of Palestinians passing through military checkpoints. In addition, Israeli settlers persisted in their systematic intimidation and attacks against Palestinians. Both dynamics severely constrain the movement of Palestinian teachers and students, among others. Furthermore, Palestinian protestors, many of them students and teachers, were met with violence and military detention by Israeli forces. In response, and to avoid further targeting of Palestinians, the Palestinian Authority's Ministry of Education in the West Bank closed schools on May 16–17, and maintained school closures in select areas—particularly Hebron, the central West Bank, and elsewhere—further compromising the education of Palestinians.

Inside Israel, racial violence against Palestinian citizens of Israel has endangered lives and disrupted access to education. At the same time, Israeli police and officials have done little to nothing to protect these Palestinians despite flagrant public incitement against them. At Haifa University, a Palestinian student has been referred to the disciplinary council for

raising the Palestinian flag. At Tel Aviv University, a group of Jewish Israelis attacked 4 Palestinian students just outside of the campus, while a different group assaulted another Palestinian student inside. At Ben Gurion University, campus security attacked a Palestinian student protest and detained 4 participants.

The Israeli government's attacks on Palestinians' right to education and academic freedom have a long history, the last thirty years of which has been amply documented by the 98 letters addressed to Israeli authorities by MESA's Committee on Academic Freedom (established in 1990). MESA is not alone in this regard: Palestinian, Israeli, and international human rights organizations have regularly decried instances of the Israeli government's violation of Palestinians' right to education and academic freedom.

There is little doubt that successive Israeli governments across the political spectrum have carried out a decades-long attack on Palestinian students, teachers, and educational facilities. Indeed, this attack is part of a broader political, administrative, and legal system of racial discrimination and domination—regularly enforced through violence—that has defined the Israeli government's treatment of the Palestinian people. And, as the Israeli human rights group B'Tselem and the international non-governmental organization Human Rights Watch have found, the Israeli government's purposeful and systematic privileging of Jewish Israelis while dominating and oppressing the Palestinian people amounts to apartheid. As the leadership of a scholarly association that promotes high standards of scholarship and teaching, encourages public understanding of the region and its peoples, and defends academic freedom, we declare our support for Palestinian liberation. We recognize that there can be neither academic freedom for Palestinians nor their full enjoyment of the right to education so long as racism and apartheid undergird the logic of Israeli rule over Palestinian lives.

The following ACLS Member Societies and MESA Affiliates have signed on to this statement:

American Comparative Literature Association
Arab American Studies Association
Association for Middle East Anthropology
Association for Middle East Women's Studies
Lebanese Studies Association
Middle East Medievalists
Ottoman and Turkish Studies Association

JOINT STATEMENT ON LEGISLATIVE EFFORTS TO RESTRICT EDUCATION ABOUT RACISM IN AMERICAN HISTORY

June 16, 2021—We, the undersigned associations and organizations, state our firm opposition to a spate of legislative proposals being introduced across the country that target aca-

democratic lessons, presentations, and discussions of racism and related issues in American history in schools, colleges and universities. These efforts have taken varied shape in at least 20 states; but often the legislation aims to prohibit or impede the teaching and education of students concerning what are termed "divisive concepts." These divisive concepts as defined in numerous bills are a litany of vague and indefinite buzzwords and phrases including, for example, "that any individual should feel or be made to feel discomfort, guilt, anguish, or any other form of psychological or emotional distress on account of that individual's race or sex." These legislative efforts are deeply troubling for numerous reasons.

First, these bills risk infringing on the right of faculty to teach and of students to learn. The clear goal of these efforts is to suppress teaching and learning about the role of racism in the history of the United States. Purportedly, any examination of racism in this country's classrooms might cause some students "discomfort" because it is an uncomfortable and complicated subject. But the ideal of informed citizenship necessitates an educated public. Educators must provide an accurate view of the past in order to better prepare students for community participation and robust civic engagement. Suppressing or watering down discussion of "divisive concepts" in educational institutions deprives students of opportunities to discuss and foster solutions to social division and injustice. Legislation cannot erase "concepts" or history; it can, however, diminish educators' ability to help students address facts in an honest and open environment capable of nourishing intellectual exploration. Educators owe students a clear-eyed, nuanced, and frank delivery of history, so that they can learn, grow, and confront the issues of the day, not hew to some state-ordered ideology.

Second, these legislative efforts seek to substitute political mandates for the considered judgment of professional educators, hindering students' ability to learn and engage in critical thinking across differences and disagreements. These regulations constitute an inappropriate attempt to transfer responsibility for the evaluation of a curriculum and subject matter from educators to elected officials. The purpose of education is to serve the common good by promoting open inquiry and advancing human knowledge. Politicians in a democratic society should not manipulate public school curricula to advance partisan or ideological aims. In higher education, under principles of academic freedom that have been widely endorsed, professors are entitled to freedom in the classroom in discussing their subject. Educators, not politicians, should make decisions about teaching and learning.

Knowledge of the past exists to serve the needs of the living. In the current context, this in-

cludes an honest reckoning with all aspects of that past. Americans of all ages deserve nothing less than a free and open exchange about history and the forces that shape our world today, an exchange that should take place inside the classroom as well as in the public realm generally. To ban the tools that enable those discussions is to deprive us all of the tools necessary for citizenship in the twenty-first century. A white-washed view of history cannot change what happened in the past. A free and open society depends on the unrestricted pursuit and dissemination of knowledge.

Signed,
American Association of University Professors
American Historical Association
Association of American Colleges & Universities
PEN America

The following organizations have co-signed this statement:

ACPA-College Student Educators International
Agricultural History Society
Alcohol and Drugs History Society
American Anthropological Association
American Association of Colleges for Teacher Education
American Council of Learned Societies
American Educational Research Association
American Federation of Teachers, AFL-CIO
American Folklife Society
American Library Association
American Philosophical Association
American Political Science Association
American Society for Environmental History
American Society for Theatre Research
American Sociological Association
American Studies Association
Anti-Defamation League
Association for Ancient Historians
Association for Asian American Studies
Association for Documentary Editing
Association for Spanish and Portuguese Historical Studies
Association for the Study of Higher Education
Association for Theatre in Higher Education
Association of College and Research Libraries
Association of Governing Boards of Universities and Colleges
Association of Research Libraries
Association of University Presses
Association of Writers & Writing Programs
Business History Conference
Center for Research Libraries
Central European History Society
Chinese Historians in the United States
Coalition of Urban & Metropolitan Universities (CUMU)
College Art Association
Committee on Lesbian, Gay, Bisexual, & Transgender History
Comparative and International Education Society
Conference on Asian History
Conference on Faith and History
Consortium of Humanities Centers and Institutes
Czechoslovak Studies Association
Forum on Early-Modern Empires and Global Interactions
Freedom to Read Foundation
French Colonial Historical Society
German Studies Association

Hispanic Association of Colleges and Universities
 Historical Society of Twentieth Century China
 Immigration Ethnic History Society
 John N. Gardner Institute for Excellence in
 Undergraduate Education
 Labor and Working-Class History Association
 Middle East Studies Association
 Modern Language Association
 NAFA: Association of International Educators
 National Association for College Admission Counseling
 National Association for Equal Opportunity in Higher
 Education
 National Association of Diversity Officers in Higher
 Education
 National Coalition for History
 National Council for the Social Studies
 National Council of Teachers of English
 National Council on Public History
 National Women's Studies Association
 Organization of American Historians
 Phi Beta Kappa Society
 Radical History Review
 Rhetoric Society of America
 Roy Rosenzweig Center for History and New Media
 Shakespeare Association of America
 Society for Austrian and Habsburg History
 Society for Classical Studies
 Society for Historians of the Gilded Age and
 Progressive Era
 Society for the Study of Early Modern Women and
 Gender
 Society of Architectural Historians
 Society of Civil War Historians
 Southern Historical Association
 Urban History Association
 Western History Association
 World History Association

**LETTER: HUMAN RIGHTS
 ORGANIZATIONS CALL ON PRESIDENT
 ABDEL FATTAH AL-SISI TO QUASH
 AHMED SAMIR SANTAWY'S VERDICT**

July 17, 2021—The undersigned organizations call on Egyptian President Abdel Fattah Al-Sisi to quash the verdict against Ahmed Samir Santawy, an Egyptian researcher and anthropology student at the Central European University (CEU) in Vienna, Austria. On 22 June 2021, an emergency court sentenced him to four years in prison on charges of publishing “false news”. His conviction is based solely on social media posts criticizing human rights violations in Egypt and the state’s mishandling of the pandemic. Since 23 June, Ahmed Samir Santawy has been on hunger strike to protest his unjust conviction; his life is at serious risk.

Verdicts issued by the Emergency State Security Court, a special court that operates under a state of emergency, cannot be appealed and are only subject to the president’s authorization. The state of emergency, imposed by President Sisi since April 2017 and renewed every three months with parliamentary approval, further undermines the rule of law in Egypt.

Ahmed Samir Santawy was arbitrarily arrested on 1 February 2021 after being subjected to torture and other ill-treatment by officials of the National Security Agency (NSA), a specialized

police force, shortly after his arrival from Vienna where he was studying. They subjected him to enforced disappearance for five days. During that time, they beat and questioned him about his academic work on women’s sexual and reproductive rights.

On 6 February, the Supreme State Security Prosecution (SSSP), a special branch of the Public Prosecution responsible for prosecuting crimes that relate to “state security”, ordered his detention pending investigation over unfounded terrorism-related charges on the basis of secret NSA investigations that neither he nor his lawyers have been allowed to examine.

Following a global campaign calling for his release, the Egyptian authorities referred him to trial in a separate case. On 22 May, the SSSP opened a new criminal investigation against him over social media posts, and on 28 May, referred him to trial over the charge of spreading “false news to undermine the state, its national interests and public order and spread panic among the people” under article 80 (d) of the Penal Code. One month later, Ahmed Samir Santawy was sentenced to four years imprisonment on the basis of social media posts criticizing human rights violations in Egyptian prisons and the state’s mishandling of the pandemic that he denied writing.

During the hearing on 22 May 2021 before the SSSP, Ahmed Samir Santawy told prosecutors that he had been beaten the previous day by the deputy warden of Liman Tora prison. His lawyers requested his transfer to the Forensic Medical Authority to examine his injuries. On 25 May, the Ministry of Interior denied the allegations. No investigations have been conducted into these claims, as well as his previous complaints to prosecutors of being subjected to enforced disappearance, torture and other ill-treatment following his arrest on 1 February 2021 by the NSA.

The undersigned organizations urge President Sisi to use his legal authority to quash the unjust verdict against Ahmed Samir Santawy. The Attorney General must drop all the investigations into unfounded terrorism-related accusations against Santawy and release him immediately and unconditionally. The authorities must also conduct prompt, independent, impartial and effective investigations into allegations of torture and other ill-treatment. Pending his release, the authorities must grant him regular access to his family, lawyers and timely adequate healthcare.

The undersigned organizations:

1. Association for Freedom of Thought and Expression (AFTE).
2. Amnesty International.
3. The Tahrir Institute for Middle East Policy (TIMEP).
4. Scholars at Risk (SAR).
5. Robert F. Kennedy Human Rights.
6. Human Rights Watch.

7. Project on Middle East Democracy (POMED).
8. International Service for Human Rights.
9. IFEX.
10. Egyptian Initiative for Personal Rights (EIPR).
11. Cairo Institute for Human Rights Studies (CIHRS).
12. Egyptian Commission for Rights and Freedoms (ECRF).
13. Arabic Network for Human Rights Information (ANHRI).
14. The Middle East Studies Association (MESA).
15. PEN International.
16. PEN America.
17. International Federation for Human Rights (FIDH).
18. World Organisation Against Torture (OMCT).
19. The Freedom Initiative.
20. Access Now.
21. CIVICUS.
22. MENA Rights Group.
23. Egyptian Front for Human Rights.
24. Tunisian Human Rights League.
25. Hungarian Civil Liberties Union.
26. Österreichische Liga für Menschenrechte.
27. Arab Foundation for Civil and Political Rights - NEDAL.
28. Egyptian Human Rights Forum.
29. Regional Centre for Rights and Liberties.
30. Intersection Association for Rights and Freedoms.
31. HUMENA for Human Rights and Civic Engagement.
32. Center for Civil Liberties (Ukraine).
33. Réseau des Organisations de la Société Civile pour l’Observation et le Suivi des Élections en Guinée (ROSE).
34. Confederación Sindical de Comisiones Obreras (CC.OO.).
35. Epicenter.works.
36. Vigilance for Democracy and the Civic State (Tunisia).
37. Jeunes Leaders de Tunis.
38. L’Association tunisienne pour la défense des libertés individuelles (ADLI).
39. L’association des Femmes Tunisiennes pour la Recherche sur le Développement- AFTURD.
40. Nachaz- Tunisie.
41. Forum Tunisien pour les Droits Économiques et Sociaux, Tunis.
42. Syndicat National des Journalistes Tunisiens.
43. Association Danseurs Citoyens Sud - Tunisie.
44. L’association Citoyens & Solidaires - Tunisie.
45. Electronic Frontier Foundation (EFF).
46. L’initiative Mawjoudin pour l’égalité.
47. Kvinna till Kvinna.
48. Mwatana for Human Rights.
49. Gohoud to support human rights defenders.
50. Media Foundation for West Africa.
51. Initiative for Freedom of Expression - Turkey (IFoX).
52. Media Rights Agenda.
53. Freedom Forum Nepal.
54. Humanrights.ch.
55. Aufstehn.at - Verein zur Förderung zivilgesellschaftlicher Partizipation.
56. CNCD-11.11.11.
57. Cairo 52 Legal Research Institute.
58. A Buon Diritto Onlus.
59. Reporter ohne Grenzen (RSF) Österreich.
60. Global Voices.
61. Democracy for the Arab World Now (DAWN).



PROPOSED UNIVERSITY OF CAMBRIDGE DEAL WITH UAE

August 18, 2021—We are writing on behalf of the Academic Freedom Committee of the British Society for Middle Eastern Studies (BRISMES) and the Board of Directors of the Middle East Studies Association (MESA) to express our concern about the proposed academic deal, widely reported in the press and other media, between the University of Cambridge and the United Arab Emirates (UAE). Our understanding is that under the proposed deal, which would be worth around £400 million in total, the UAE would commit to funding £312m million and Cambridge would contribute £90m through staff time to create the UAE-Cambridge Innovation Institute, which would eventually develop into a staffed physical location within the UAE.

Founded in 1973, BRISMES is the largest national academic association in Europe focused on the study of the Middle East and North Africa. It is committed to supporting academic freedom and freedom of expression, both within the region and in connection with the study of the region, both in the UK and globally. MESA was founded in 1966 to promote scholarship and teaching on the Middle East and North Africa, and has nearly 2,800 members worldwide. MESA is committed to ensuring academic freedom of expression, both within the region and in connection with the study of the region in North America and elsewhere.

As organisations with strong international focus, BRISMES and MESA are in principle keen to encourage mutually beneficial academic exchange between British universities and partners in the region. There are, however, a number of aspects of the present proposal that give cause for concern. These principally relate to the poor record of the UAE in the field of academic freedom, and indeed, of human rights and freedom of expression more generally. The most graphic recent illustration of this in relation to a UK academic is the case of the former Durham University doctoral student Matthew Hedges, arrested in the UAE 2018, who was held in poor conditions in solitary confinement for months, sentenced to life imprisonment on falsified spying charges, and only released after sustained international pressure, including intervention at the highest Ministerial level. Further details of his case, which is currently the subject of ongoing legal action, are available in an extended interview (with which you are no doubt already familiar) that Matthew gave to your own University's student newspaper, *Varsity*, on 8 July 2021 (<https://www.varsity.co.uk/news/21747>).

Although, so far as we are aware, Matthew's experience remains a unique one in relation to UK students, other examples could be given of the UAE's failure to observe accepted international standards, for example, by denying academics entry to the country on the basis of their views. More generally, and crucially, freedom of expression and other basic human rights allowed to Emiratis themselves remain tightly restricted. Amnesty International's 2020 report on the UAE, for example, noted that 'Over two dozen prisoners of conscience, including well-known human rights defender Ahmed Mansoor, continued to be detained in the United Arab Emirates (UAE). The state continued to restrict freedom of expression, taking measures to silence citizens and residents who expressed critical opinions on COVID-19 and other social and political issues. A number of detainees remained in prison past the completion of their sentences without legal justification' (<https://www.amnesty.org/en/countries/middle-east-and-north-africa/united-arab-emirates/report-united-arab-emirates/>).

Press reports suggest that at least some of these concerns have been noted and acknowledged in internal discussion within the University. We find it astonishing that, despite this, the University appears to be intent on proceeding with a deal of this scale—which far outstrips that of most academic partnerships—with a country with UAE's record in the field of academic freedom. Hedges' arrest was an illustration of the risks academics can run in states with few protections for their rights. BRISMES and MESA remain unconvinced that the University will be able to find appropriate and adequate safeguards in the future in the context of the proposed scheme. We add our voice to those of the many other organisations and individuals that have already voiced opposition to this deal and urge you to reconsider the proposal.

Yours sincerely,

Professor The Baroness Afshar OBE
President, BRISMES
On behalf of the BRISMES Committee on Academic Freedom

Professor Dina Khoury
President, MESA
On behalf of the MESA Board of Directors

CC
Universities UK
Cambridge University UCU

RESPONSE RECEIVED AUGUST 19, 2021

Dear Professor The Baroness Afshar, Professor Khoury,

Thank you for sharing your concerns, and for introducing BRISMES and MESA.

The University has made a statement on partnerships, which you can find here: [Statement on Cambridge partnerships | University of Cambridge](#). As it says, we will be reflecting over the next few months before further evaluating our long-term options with our partners and with the University community.

I appreciate you taking the time to write.

Yours,
Graham

Professor Stephen J Toope
The Vice-Chancellor

Signed by Professor Graham Virgo, Senior Pro-Vice Chancellor for Education

Sent on behalf of the Vice-Chancellor by Lucy Milazzo, Correspondence Secretary to the Vice-Chancellor

STATEMENT ON THREATS TO ACADEMIC CONFERENCES

September 17, 2021—The American Historical Association supports historical scholarship and the free exchange of ideas. Scholarship itself is in many ways a conversation, and often that conversation takes place through conferences. Recently, participants, organizers, and university sponsors of the virtual conference "Dismantling Global Hindutva: Multidisciplinary Perspectives" (September 10-12, 2021) faced harassment and intimidation, including multiple threats of serious violence and invasion of a digital conference space. The American Historical Association condemns these and any other attacks that seek to limit conference presentations and participation.

Conferences, both in person and across digital platforms, are critical to the exchange of ideas among historians and our colleagues in other disciplines. Disruptions to a conference represent an assault on the principle of academic freedom, and the AHA stands unequivocally with participants in this conference and its sponsors in their right to exchange ideas without fear of threats and intimidation.

The following organizations have cosigned this statement:

American Academy of Religion

American Anthropological Society
 American Philosophical Association
 American Society for Environmental History
 American Society for Theatre Research
 American Sociological Association
 American Studies Association
 Association for Slavic, East European, and Eurasian Studies
 Association for Spanish and Portuguese Studies
 Association of Research Libraries
 Center for Research Libraries
 Central European History Society
 College Art Association
 Coordinating Council of Women in History
 Czechoslovak Studies Association
 Executive Committee, American Comparative Literature Association
 Executive Council, American Catholic Historical Association
 Forum on Early-Modern Empires and Global Interactions
 History of Science Society
 Immigration and Ethnic History Society
 Linguistic Society of America
 Middle East Studies Association
 National Women's Studies Association
 North American Conference on British Studies
 Organization of American Historians
 PEN America
 Society for Austrian and Habsburg History
 Society for the Study of Early Modern Women and Gender
 Society of Biblical Literature
 Society of Civil War Historians
 World History Association



In Cooperation with the



Call for Papers

A Joint Conference On

Politics, Media, Art, & Culture in the Contemporary Arab World
 March 25-26, 2022—Honolulu, Hawai'i

Commemorating the 43rd anniversary of Arab Studies Quarterly.
 The conference theme will examine multiple subthemes, including:

- Mediated public reactions to regional political upheaval from a global and comparative perspective
- Role of media and popular culture in everyday life of various social groups, such as women, ethnic and religious minorities
- Impact of media neoliberalization on politics and the media in the region
- State control and surveillance of the media and its consequences for the public sphere
- Hollywood, American television and other Western media portrayals of Muslims & Arabs
- Social media's impact on contemporary issues
- Recent Developments in the Israeli-Palestinian conflict
- West-Asian and North African challenges in a pandemic era
- Emerging Voices in Arab Literature and Arts

We welcome abstract submissions for individual papers and panel proposals from academics and media practitioners. Submissions from scholars in the region as well as graduate students and early career postdoc scholars are highly encouraged.

Please submit your 250-word abstract on
<https://www.csusb.edu/csmaw/asq-conference> by December 15, 2021.
 Notifications of acceptance will be sent by January 15, 2021.

A selection of presented papers will be published in a special issue of Arab Studies Quarterly

For more information, please contact the conference co-chairs Professors Ibrahim Aoudé (aoude@hawaii.edu) & Dany Doueiri (ddoueiri@csusb.edu)

NEW IN PAPERBACK

HOW THE WEST STOLE DEMOCRACY FROM THE ARABS

THE SYRIAN CONGRESS of 1920 and the DESTRUCTION of ITS HISTORIC LIBERAL-ISLAMIC ALLIANCE

ELIZABETH F. THOMPSON

“An essential read.”
 —LEILA FAWAZ, ISSAM M. FARES PROFESSOR OF LEBANESE AND EASTERN MEDITERRANEAN STUDIES, TUFTS UNIVERSITY

“An important and fascinating corrective to conventional and longstanding accounts.”
 —AMANEY A. JAMAL, EDWARDS S. SANFORD PROFESSOR OF POLITICS, PRINCETON UNIVERSITY

“Both general readers and experts will find great benefit in reading her powerful narrative.”
 —RASHID KHALIDI, EDWARD SAID PROFESSOR OF MODERN ARAB STUDIES, COLUMBIA UNIVERSITY

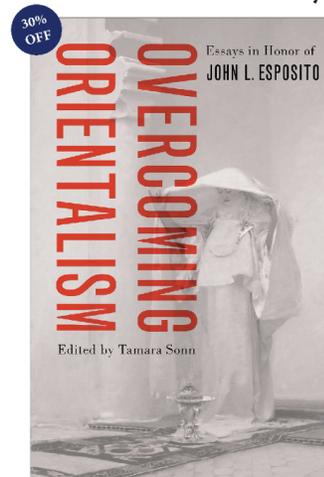
496 PAGES | \$20.00

Request a copy at bit.ly/GroveExamCopy

OVERCOMING ORIENTALISM

ESSAYS IN HONOR OF
 JOHN L. ESPOSITO

Edited by Tamara Sonn



April 2021 (US) | June 2021 (UK)
 \$99.00 \$69.30 | £64.00 £44.80
 Hardcover | 9780190054151 | 368 pages

John Esposito is the best known and most productive scholar of Islam in America, perhaps the world. Through his unmatched record of scholarship, teaching, and academic leadership, he has confronted and countered the negative stereotypes of Islam known as Orientalism. The essays in this volume highlight the contributions of scholars from a variety of disciplines who, like — and often inspired by — John Esposito, recognize the misleading and politically dangerous nature of Orientalist polarizations. They present Islam as a multi-faceted and dynamic tradition embraced by communities in globally interconnected but substantially diverse contexts over the centuries.

FEATURES

- Brings together leading scholars of Islam to analyze core elements of Orientalism
- Provides new insights into racialized religion, Islamophobia, and the integral relationship between racism and religious intolerance
- Presents critical correctives to key elements of Orientalist discourse

“Few scholars have so thoroughly contested the stereotyping of Islam and Muslims typical of the Orientalist tradition, so it is fitting that this volume celebrating [Esposito’s] scholarly achievements should contain so many original perspectives on contemporary Muslim movements.” - Juan Cole, Richard P. Mitchell Collegiate Professor of History, University of Michigan

Tamara Sonn is the Hamad Bin Khalifa Al-Thani Professor in the History of Islam, and director of the Alwaleed Center for Muslim-Christian Understanding at the Walsh School of Foreign Service, Georgetown University.

OXFORD
 UNIVERSITY PRESS

CRITICAL LANGUAGE SCHOLARSHIP PROGRAM

Fully-funded summer language study abroad for U.S. college and university students of all language levels

Arabic	Indonesian	Punjabi
Azerbaijani	Japanese	Russian
Bangla	Korean	Swahili
Chinese	Persian	Turkish
Hindi	Portuguese	Urdu

Scholarship includes:

Travel • Tuition • Housing • Meals
Cultural excursions • Undergraduate academic credit
Certified language gains through ACTFL OPI



Application deadline November 16, 2021 • www.clscholarship.org/apply



The CLS Program is sponsored by the U.S. Department of State with funding provided by the U.S. Government and supported in its implementation by American Councils for International Education.



OUTSTANDING BOOKS IN MIDDLE EAST STUDIES

Request your exam copy today.



Da'wa
Matthew J. Kuiper

Carefully chronicles 14 centuries of history, from the 7th-century da'was of the Qur'an and the Prophet Muhammad to diverse da'wa initiatives in today's global religious marketplaces.

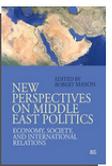
Edinburgh University Press
9781526142092 | \$32.00



Who Is a Muslim?
Maryam Wasif Khan

Argues that modern Urdu literature is formed around a question that is and historically has been at the core of early modern and modern Western literatures.

Fordham University Press
9780823290130 | \$35.00



New Perspectives on Middle East Politics
Edited by Robert Mason

Serves as an ideal primer for scholars of contemporary Middle East Studies, as well as for policy professionals, journalists engaging with the region.

The American University in Cairo Press
9781789202502 | \$35.00



Contemporary Iran
Farhang Morady

This accessible introduction explains the political, economic and religious developments since the formation of the Islamic Republic in 1979 and provides an analysis of the domestic politics of Iran.

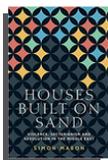
Bristol University Press
9781529209563 | \$34.95



The Contemporary Middle East in an Age of Upheaval
Edited by James L. Gelvin

This book will be an essential guide for anyone seeking to understand the current state of the region.

Stanford University Press
9781503627697 | \$28.00



Houses Built on Sand
Simon Mabon

Combining an innovative theoretical approach, Mabon paints a picture of Middle Eastern politics dominated by elites seeking to maintain power and wealth, seemingly at whatever cost.

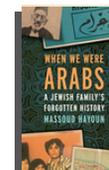
Manchester University Press
9781526160348 | \$29.95



Jordan and America
Bruce Riedel

This is the first book to tell the remarkable story of the relationship between Jordan and the United States and how their leaders have navigated the dangerous waters of the most volatile region in the world.

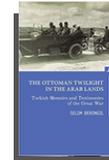
Brookings Institution Press
9780815739265 | \$28.99



When We Were Arabs
Massoud Hayoun

The stunning debut of a brilliant nonfiction writer whose vivid account of his grandparents' lives in Egypt, Tunisia, Palestine, and Los Angeles reclaims his family's Jewish Arab identity.

The New Press
9781620974162 | \$26.99



The Ottoman Twilight in the Arab Lands
Edited by Selim Deringil

Fills an important gap in the literature by giving an insight through translations from five Ottoman memoirs of actors who witnessed the last few years of Turkish presence in the Arab lands

Academic Studies Press
9781618119582 | \$29.95



Visit ingramacademic.com to browse key course books and request desk and exam copies.

MESA Membership Renewal

New Automatic Renewal Option

If you would like to sign-up for automatic renewal or contribution, complete the form available at https://mesana.org/pdf/Automatic_payment_form_fillable.pdf and return to Sara Palmer (sara@mesana.org).

Updated Demographic Options

To understand and best serve our membership, MESA's Board and relevant board-constituted committees would like to have the most up-to-date demographic data. With the recent myMESA database upgrade, we have expanded the options for professional positions and titles, added additional options for gender fluidity along a nonbinary spectrum, as well as for self-identification by ethnicity.

You may always of course opt out of having your name appear publicly, but your member record provides important data for statistical and planning purposes. Any demographic data shared with MESA committees is anonymized and confidential.

If you have a public profile, it is also important to maintain your membership profile so that you can be found as an expert in your field.

Thank you for allowing us to capture a current picture of the state of the field (membership by discipline, area of focus, and so forth), which requires up-to-date data in myMESA. Simply provide any changes to your contact information, research interests, and other details, with appreciation once again.

2022 MESA Awards Program

See our full list of awards and procedures on our website: <https://mesana.org/awards>

Albert Hourani Book Award April 1, 2022

This award is to honor work that exemplifies scholarly excellence as well as clarity of presentation, in the tradition of Albert Hourani. The winner receives \$1000.

Nikki Keddie Book Award April 1, 2022

This award honors outstanding scholarly work in the area of religion, revolution, and/or society. The winner receives \$1000.

Fatema Mernissi Book Award April 1, 2022

This award recognizes outstanding scholarship in studies of gender, sexuality, and women's lived experience. The winner receives \$1000.

MESA Mentoring Award June 1, 2022

This award honors contributions of a retired individual as mentor/teacher.

Jere L. Bacharach Service Award June 1, 2022

This award honors extraordinary service to MESA or the field. The winner receives \$1000.

Malcolm H. Kerr Dissertation Awards July 15, 2022

For students completing their dissertations between June 16, 2021 and June 15, 2022, nominations should be from the author's sponsor or advisor. Winners in each category - Humanities and Social Sciences - receive \$1000.

Graduate Student Paper Prize August 15, 2022

For graduate students whose research papers on any aspect of post 600 CE Middle East studies. The author of the winning paper receives \$250 and the paper will be submitted for publication in the *Review of Middle East Studies*.



MESA MEMBERSHIP & REGISTRATION



fax 520-207-3166

email sara@mesana.org

post MESA, 3542 N. Geronimo Ave, Tucson AZ 85705 (USA)

Please register through myMESA to pay by credit card or PayPal.

You may also complete and return this form to the MESA Secretariat by **November 15, 2021**.

Name _____

Affiliation _____

Email (req) _____

Membership Dues

Individuals should complete a profile in their myMESA account

Student member
Retired member
Fellow or Associate member

Amounts shown are in US\$

- \$ 65
- \$ 85
- \$ 75 (income less than \$30,000)
- \$100 (income \$30,001 - \$40,000)
- \$125 (income \$40,001 - \$50,000)
- \$150 (income \$50,001 - \$60,000)
- \$175 (income \$60,001 - \$70,000)
- \$200 (income \$70,001 - \$80,000)
- \$225 (income \$80,001 - \$90,000)
- \$250 (income \$90,001 - \$100,000)
- \$275 (income \$100,001 - \$125,000)
- \$300 (income \$125,001 - \$150,000)
- \$350 (income greater than \$150,001)

Registration Category

MESA is offering a 50% discount to members facing hardship.

- Student/retired MESA member \$ 85 \$ 42 (discount for hardship)
- Full/associate MESA member \$175 \$ 87 (discount for hardship)
- Student, non-MESA member \$150
- All other non-MESA members \$300

Payment Information

- Visa /MasterCard /Discover/AMEX
- Check (payable to MESA, in US\$ and drawn on US bank)
Send to MESA, 3542 N. Geronimo Ave, Tucson AZ 85705

Card Number _____

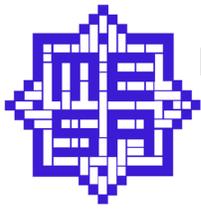
Exp Date _____ CVV* (3 or 4 digit code) _____

Cardholder Name _____

Billing Address _____

Signature _____

Email receipt to _____



Middle East Studies Association

1957 E Street NW Suite 401

Washington, DC 20052 (USA)