

CWELAS



FROM THE DIRECTOR



ABOUT THE CENTER

The study of the Middle East and North Africa (MENA) region began at the University of Michigan (U-M) in 1889. Since the inception of the Center for Middle Eastern & North African Studies (CMENAS) in 1961, U-M has been committed to area studies and language training. In 1993, the center became a member of the university's International Institute, which seeks to stimulate research and teaching on critical areas of the world and foster cooperation among the university's departments, schools, and colleges.

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Once again, the Middle East and North African (MENA) region is the subject of headlines. I wish I could say that these headlines highlighted the rich history or culture or

contributions of the region. Instead, the region is once again mired in conflict. As I write this, Israel and the US (without congressional approval) have launched attacks on Iran, resulting in the deaths of hundreds, perhaps thousands, of Iranian people, including the assassination of longtime supreme leader of the country, Ayatollah Ali Khomeini. Consequently, Iran has responded by attacking areas throughout the region, predominantly the Gulf nations that have strongly supported the US in recent years and Israel has further extended its bombardments to Lebanon and elsewhere. These actions follow on the back of the so-called Board of Peace discussing Gaza (without Palestinian involvement) and protests throughout Iran that have seen the deaths of tens of thousands as the Revolutionary Guard have sought to quash unrest.

In the wake of these events and in view of uncertain futures in the region, the mission of the Center for Middle Eastern and North African Studies (CMENAS) to promote a broader and deeper understanding of the region — its histories, cultures, languages, and

peoples — through research, education, and outreach programs feels most poignant. Once again, we invite our community to engage and learn more about the MENA region at a time when analysis, understanding, and expertise of the region's histories, cultures, languages, and politics are desperately needed.

This past fall, despite the loss of our federal funding, CMENAS has persevered in pursuing this mission. In the pages that follow, we highlight our program of events, such as our fall colloquium series **Hidden Histories & Silenced Lives**, led by CMENAS associate director and professor, Khaled Mattawa. We also continued to work with local educators, underscoring the ongoing importance of engaging the curiosity and imagination of the next generation. This newsletter offers a glimpse at the work we have been doing, promoting the kind of knowledge, clarity, and expertise of the MENA region that is so desperately needed at this time.

At the beginning of the winter term, we continued our focus on both the deep history of the region and ongoing events. We invited lawyer, Palestinian activist, and U-M alumna Huwaida Arraf to give our annual MLK Jr Day address. Her stories and experiences challenged our community to renew commitments to fight for justice and peace. We also hosted a virtual teach-in on the Iranian protests, hearing

COVER PHOTO: The Royal Palace of Fes (Dar al-Makhzen) in Fes, Morocco.
By Jimmy Woo, Unsplash.com

from journalist Fatemeh Jamalpour, Professor Pedram Baldari, and Professor Juan Cole on the history of protest and resistance in Iran, how the regime has stifled such protests, the diversity and resilience of the Iranian people, and the future of Iran — of course before the recent US/Israel attacks. This event was one of several International Institute (II) events focusing on global events and the US role in geopolitics. Undoubtedly, there will be more relevant events to come.

“Our ability to maintain funding and support for teachers and students are under serious threat....[T]he future of MENA languages at U-M is not secure.”

We continue to do all we can to support language teachers and students learning languages, including Arabic, Hebrew, Turkish, Persian, and Armenian. You can also read about how our funding enabled students to pursue important research among communities within the region. These programs and our ability to maintain funding and support for teachers and students are under serious threat. In December, the II held a Languages Summit addressing the future of language education here at the University of Michigan. While we seek partnerships and collaborations across the campus and even with nationwide and global partners to support language learning, currently the future of MENA languages at U-M is not secure. The loss of our federal funds has severely impacted student fellowships, resulting in drops in enrollments in advanced language classes. Can U-M continue to be the home of the Leaders and Best if we do not teach Arabic, Hebrew, Persian, Turkish, Armenian, or other MENA languages? Can we claim to be True Blue if we do not promote empathy and education of the people, histories, and cultures of the MENA region? Can we truly be Victors if we do not understand and appreciate the people and countries that are impacted by national leaders' decisions?

For 65 years, CMENAS has provided the programming and support for our faculty, our students, and our teachers in the community to lead and educate about the MENA region. Without funding from the Department of Education, we need the critical support of allies and alumni like you to be able to continue to realize its mission and continue to do so for another 65 years. Whether you would like to support our students or our programming (and the staff who make that possible), please consider making a financial contribution to our scholarship funds or endowment. Your donation enables us to fund language teaching, faculty research, undergraduate and graduate study-abroad, as well as community education. If you believe in CMENAS's educational vision, we hope you will take a moment to translate your goodwill toward CMENAS into a tangible investment in the future.

Your contribution — **whether \$5 or \$500** — will ensure that our mission of service and scholarship continues to be fulfilled. Can we count on your support? **Your help has never been more important.** To donate: ii.umich.edu/cmenas/donate

If you have ideas about the work ahead, or would like to invest in a new generation of students and leaders with moral and material support, please reach out to us. I am happy to discuss the center's strategic plan and talk frankly about monthly charitable pledges or named benevolent gifts to support the CMENAS initiatives you wish to honor most. Simply contact me at cjcrisos@umich.edu or call: 734-647-4143. And feel free to connect on social media: Facebook, X, and LinkedIn—we LOVE to hear from our CMENAS community!

Thank you, Go Blue, and help us truly be the Leaders and Best in Michigan, the US, and the world.

Jay Crisostomo

Director, Center for Middle Eastern and North African Studies; George G. Cameron Professor of Ancient Near Eastern Languages and Civilizations and Associate Professor, Middle East Studies

FALL 2025 COLLOQUIUM

HIDDEN HISTORIES & SILENCED LIVES

By Jennifer Lund

The CMENAS Fall Colloquium series is part of the CMENAS course “Comparative Perspectives of the Middle East and North Africa” (CMENAS 493/593). In this course and public colloquium, the center brings together a uniquely diverse cohort of specialists, opening multiple perspectives of comparative research to students, faculty, and the public. The theme of the colloquium series changes every year. In fall 2025, the CMENAS colloquium theme was *Hidden Histories & Silenced Lives*, organized and moderated by CMENAS Associate Director Khaled Mattawa.

Kathryn Babayan
University of Michigan

Family Archives and Female Spaces of Intimacy

Kathryn Babayan is a specialist in the social history and culture of the early-modern Persianate world, gender studies, and the history of sexuality. Serving her second tenure as director of the University of Michigan Center for Armenian Studies as of July 2025, Babayan explored gendered literacy and female friendship through a seventeenth-century anthology preserved in the library

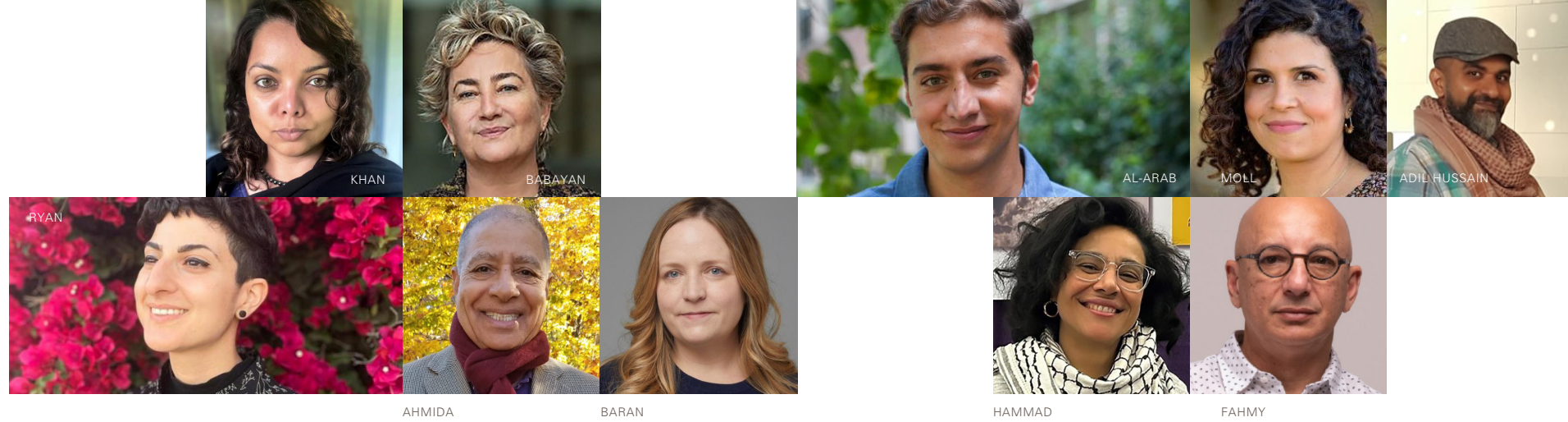
of the Urdubadi family, a household of poets and bureaucrats in Safavid, Iran. She argued that this anthology functions as a family archive, making visible the social world of the household in which it was compiled. Central to this archive is the role of a female family member, a widow of the Urdubadi household whose pilgrimage to Mecca is documented alongside expressions of love for a female companion who was forced to leave Isfahan due to circulating rumors about their relationship. Through this case, Professor Babayan highlights

how a ritual of sisterhood reveals an empathetic community and expands our understanding of premodern female friendships.

Hanan Hammad
University of Houston

Labor of Love: The Poor First Son of Bitches

Hanan Hammad is a social and cultural historian of modern Egypt whose work focuses on gender, sexuality, working classes, and popular culture. Sharing excerpts of her book titled *Industrial Sexuality: Gender, Urbanization, and Social Transformation in Egypt*, she discussed the lives of working-class men, women, and children in al-Mahalla al-Kubra, home to Egypt's largest textile factory. Drawing from previously untapped archival sources, Hammad revealed how industrialization reshaped gender roles, sexuality, and public morality. She discussed how the factory environment intensified issues like harassment, exploitation, and the public exposure of private relationships. *Industrial Sexuality* spotlights how these workers played an active role in shaping modern Egyptian urban life, challenging elite-centered narratives of modernity. Hammad is the Arab-American



Educational Foundation Chair in Modern Arab History and director of the AAEF Center of Arab Studies at the University of Houston.

Ali Abdullatif Ahmida
University of New England

Confronting Silence and Invisibility: The Forgotten Genocide in Libya

Ali Abdullatif Ahmida, a Libyan-born scholar and founding chair of political science at the University of New England, focuses his work on power, resistance, and colonial violence in North Africa. His talk presented a powerful subaltern narrative of genocide in Libya, grounded in survivor testimonies, oral history, and archival research. Sharing his recent book titled *The Making of Modern Libya and the award-winning Genocide in Libya: Shar, A Hidden Colonial History*, he shared a suppressed chapter of Italian Fascism, challenging Eurocentric scholarship and official memory in Libya, Italy, and the US. Through multilingual fieldwork across three continents, the book redefines how colonial violence and its silences are studied. This work offers a new paradigm for understanding genocide, memory, and modern North African history.

Khaled Fahmy
Tufts University

When Enslaved Men Could Sue Their Masters and Win: A Case from Nineteenth-Century Egypt

Khaled Fahmy is a historian of the modern Middle East with specific emphasis on nineteenth- and twentieth-century Egypt. His presentation dealt with a case preserved in the Egyptian National Archives that dates from 1858. The case deals with a dramatic case of twenty-seven enslaved men working in an estate belonging to a member of Egypt's ruling family suing one of the high officials of the estate for beating to death one of the colleagues. The case offers fascinating details of the familiarity of these enslaved men with the law, and specifically with the decisive role forensic medicine played in the budding Egyptian criminal legal system. The case also casts light on the enslaved men's conception of justice, the law, and the state.

Madeleine Baran
Reporter at Condé Nast/The New Yorker

US Massacres of Civilians in Iraq
Joining virtually, Madeleine Baran shared her reporting on war crimes, racial injustice, and institutional abuse in Iraq, leading to the release of military records and a Supreme Court reversal. Baran's work has earned top honors, including the Peabody, Polk, and Robert F. Kennedy Journalism Awards. She

spoke specifically about her podcast "In the Dark: What happened that day in Haditha?", which is about the realities and consequences of the Haditha, Iraq massacre on November 19, 2005 where 24 Iraqi unarmed civilians were killed by US Marines. The podcast looks at what happened that day in Haditha, and why no one was held accountable. Baran and her team travelled to twenty-one states and three continents over the course of four years to report on this story that the world had largely forgotten.

Yasmin Moll
University of Michigan

The Revolution Within: Islamic Media and the Struggle for a New Egypt

A socio-cultural anthropologist, Professor Moll's research interests span the intersections of religion, media, and politics as well as questions of race, indigeneity, and heritage activism in the Middle East and North Africa. In her talk, she explored the social life of theology in relation to both Islamic television production and the 2011 Tahrir Square uprising. Based on her fieldwork in the Cairo branch of the world's first Islamic television channel, she traced the ways in which pious struggles over the forms and ends of Islamic media articulated with broader struggles over the forms and ends of a "New Egypt," radically reconfiguring both the religious and the revolutionary

for millions of ordinary people. Taking seriously the internal fractures of Egypt's Islamic Revival offers new insight on the intersections of religion, culture, and politics in the region beyond the conventional "Islamism versus secularism" frameworks that dominate analysis of authoritarianism in the Arab world.

Aliyah Khan
University of Michigan

The Caribbean Qasida: Muslim Devotional Performance in Guyana and Trinidad

Aliyah Khan is director of the Global Islamic Studies Center (GISC), and associate professor of English and Afroamerican and African Studies at the University of Michigan, Ann Arbor. She specializes in Islam in the Caribbean and the Americas. Her talk focused on the evolution of Guyanese and Trinidadian Muslim devotional songbook and music albums featuring pre-Partition, Sufi-influenced, nineteenth-century qasida poetic praise songs brought by Urdu-speaking indentured Indian Muslims to the Caribbean. Khan discussed the material Indo-Caribbean qasida songbook and its subcontinental antecedents, including the popular Indo-Muslim text "Milad-e-Akbar," showing that the Caribbean qasida is a devotional song that propagates Indian Islam and preserves Urdu through performances of

religious and cultural authenticity while engaging with global revivalist Islam. The qasida is simultaneously conserved and creolized in transliteration and translation, becoming a cultural art form accessible to Afro-Caribbean people as part of Caribbean postcolonial nation-building.

Salman Adil Hussain
Miami University

The Storied Gulf: Storytelling, Migration, and Masculinities

Salman Adil Hussain is a historical anthropologist of Indian Ocean mobilities, and South Asian diasporas. His research specializations include borders and belonging, masculinity, transnational labor, migrant racialization, autoethnography, storytelling, humor, and kinship. He highlighted the injustices of the Gulf visa sponsorship system juxtaposed with the continued heavy influx of migrant labor from particular regions in South Asia to the Gulf states. Focusing on laborers from Pakistan, he strives to understand the nuanced motivations for migration and why returnees seem to paint a rosy picture of Gulf life in their home cities. During the talk, he shared his findings that the storied trials of Gulf life seem to serve as a rite of passage to the status of adult manhood and masculine respectability.

Loay Al-Arab
University of Michigan

Violence, Refusal, and Political (Im)possibility

Loay Al-Arab is a PhD candidate in the Department of Political Science. His research interests center on political theory, postcolonial politics, and Arab

political thought. During his talk, he analyzed anti-colonial struggle in the Arab world through the frameworks of refusal and structured impossibility. Looking at non-normative political actors in the Middle East, he highlighted accounts of refusal, self-determination, and agency based on written, audiovisual, and cultural materials of these political actors. Loay is the coordinator of U-M's Political Theory Workshop for 2025–2026.

Tamara Rayan
University of Michigan

Memory as Perseverance: Archiving Palestine between Homeland and Diaspora

Tamara Rayan is a PhD candidate in the School of Information at the University of Michigan, studying archives and digital curation. Rayan presented their study that questioned how Palestinians preserve their collective memory and history in the face of thousands of stolen archival materials since 1948 and other damaged and destroyed materials since 2023. Rayan focused on the archival infrastructures and practices of one transnational group of Palestinians from the city of Ramallah in the West Bank. Based on findings from a multi-sited archival ethnography of preservation practices utilized by Palestinians who have emigrated from Ramallah to the United States as well as Palestinians living in Ramallah in the West Bank, they shared how Palestinians have archived the history of Ramallah from both their exiled position in the diaspora and their occupied position in the homeland.



CMENAS Outreach Coordinator Shares with Ann Arbor’s Michigan Islamic Academy

By Jennifer Lund

In an effort to build a stronger connection with the Michigan Islamic Academy (MIA) in Ann Arbor and as the CMENAS Outreach Coordinator, I met with MIA teachers and administrators in October 2025 at one of their regular faculty meetings to share an overview of MENA-focused teaching materials, CMENAS programs, and U-M Ann Arbor museum and library resources. This culminated in a promise to return and contribute to the school through the Majlis-inspired [Doha Debates Deep Dive Guide](#), a 155-page open-source PDF created to support educators of all kinds to foster better conversations on complex issues. While Doha Debates also produces podcasts, videos, and live debates, the Deep Dive



resources draw on the concept of the Majlis, which in Arabic culture refers to a place of sitting where common ground is sought through communal reasoning and productive dialogue.

After the October school visit, MIA’s principal Fayzeh Madani connected me to the High School Life Skills instructor, Hiba Baghdadi. Baghdadi was enthusiastic about trying out the

Deep Dive modules as her junior-level students were already working on social-emotional skills and some were also participating in Model UN. Having vetted the Deep Dive Guide as a graduate student at Indiana University, I was excited for the chance to lead students through a selection of short exercises, especially in a school where the concept of the Majlis would be easily understood. Given the short time frame that I would have for my handful of weekly visits in early 2026, I chose to focus on one or two skills per 40-minute class from modules titled Systems Thinking and Better Conversations. Produced by the Qatar Foundation, the modules were created by the Zeitgeist Creations team spearheaded by Jennifer Geist, an independent educational consultant. In general, the curriculum guide

provides exercises for secondary and post-secondary students to think about how people with different worldviews can be collaborators, to hone listening and dialoguing skills, and to practice identifying positions vs. interests to find common ground. The short 20–45 minute exercises turned out to be the perfect length for an end-of-day Life Skills course and are interchangeable based on the needs and interests of the class. In previous years, CMENAS outreach had already tested the use of the Deep Dive Guide with students and faculty at Mid Michigan College and Schoolcraft College with special events that included in-person and virtual peer-to-peer learning with former [Doha Debates Youth Ambassadors](#). For more information, contact cmenasoutreach@umich.edu.



LUND

Teachers Collaborating Across Borders

VIRTUAL PROGRAM FOR U.S. AND MIDDLE EAST/NORTH AFRICAN TEACHERS

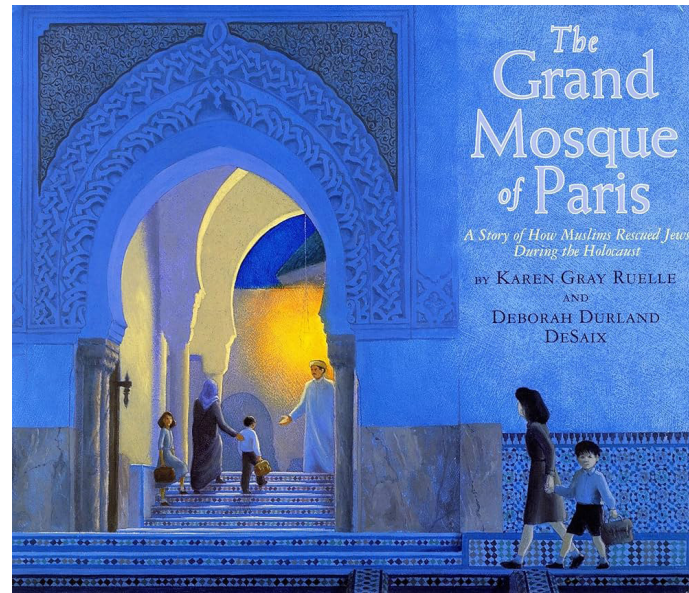
By Jennifer Lund

The Teachers Collaborating Across Borders (TCAB) program is a unique opportunity for 20 K–12 teachers from the United States and 20 K–12 teachers from the Middle East and North Africa (MENA) region with the intent to increase teachers’ understanding of different cultures; to bring teachers from different countries and cultures together in shared conversations about topics of mutual interest; and to help educators globalize their classrooms and aid their students to become more knowledgeable about the world.

In fall 2025, the selected teachers engaged via Zoom in synchronous and asynchronous sessions bi-weekly on Sundays. They discussed topics related to education and culture in their respective countries, as well as strategies to include this information in the classroom for their students. In spring 2026, participating teachers conducted a virtual exchange project in small groups between their students and reported on their exchange experience at the end of the program.

The program was established in 2020 by Emma Harver, director of outreach for the Duke-UNC Consortium for Middle East Studies, and the late Lisa Adeli, former director of educational outreach for University of Arizona Center for Middle East Studies. The annual program seeks a geographically and economically diverse pool of applicants, including educators from all over the United States in urban, suburban, and rural schools and from all countries in the Middle East and North Africa. The 2025–2026 cohort includes MENA teachers from ten countries, including Algeria, Egypt/Gaza, Iran, Iraq, Jordan, Libya, Morocco, Oman, Saudi Arabia, and Turkey. The US teachers are from 14 states, including Alabama, Arizona, California, Florida, Illinois, Indiana, Michigan, Nebraska, New Jersey, New York, North Carolina, Puerto Rico, Virginia, and Texas.

The 2025–2026 TCAB program is organized and facilitated by three outreach professionals: Abby Limmer at the University of Arizona Center for Middle Eastern Studies, Alaa Hammouda at the North Carolina Consortium for Middle East Studies, and Jennifer Lund at the University of Michigan Center for Middle Eastern and North African Studies.



FELLOWSHIP REPORT

RESEARCH
ON LEVANTINE
MINORITIES

By Islam Jaffal
Doctoral Program in Anthropology and History

Virtual Winter Book Club
for K-12 Educators

CMENAS SHARES HOW MUSLIMS RESCUED
JEWS DURING THE HOLOCAUST

By Jennifer Lund

As part of the Winter Book Club series hosted by the University of Minnesota's Institute for Global Studies, Jennifer Lund, CMENAS outreach coordinator, facilitated a discussion on December 16 of the non-fiction picture book titled *The Grand Mosque of Paris: A Story of How Muslims Rescued Jews During the Holocaust*. Written by Karen Gray Ruelle and illustrated by Deborah Durland DeSaix in 2009, the Middle East Outreach Council-awarded book highlights activism and resistance during World War II in telling the story of how Muslims at the Grand Mosque of Paris hid Jewish men, women, and children and aided them in getting to safety. U-M Assistant Professor Mostafa Hussein, a historian specializing in Jewish-Arab/Muslim studies, contributed a presentation that included more context on Nazi ideology and its incompatibility with Muslim teachings as well as more details surrounding the building of the Grand Mosque in Paris in 1926 as a way to commemorate the 100,000 Muslims who died for France during World War I. He also highlighted some of the key figures who were involved in this piece of lesser known history surrounding the Grand Mosque of Paris in Nazi-occupied France.

The virtual event was the first of three book discussions that took place between December 2025 through February 2026. The 42 participating educators included elementary and secondary teachers of various curriculum content areas from across the United States. More information on the book and an accompanying educator's guide can be found at <https://holidayhouse.com/book/the-grand-mosque-of-paris/>. Additional resources to accompany the book are available <https://myumi.ch/79WQE>.

W

ith support from the Research on Levantine Minorities fellowship, I was able to travel to Lebanon to engage in preliminary research for a project that focuses on how Shi'i Muslim religious

scholars from Jabal 'Amil conceptualized their political role under French mandate rule. I spent the summer of 2025 frequenting the American University of Beirut (AUB), which possesses a vast collection of Lebanese periodicals, including newspaper and journal articles. I was particularly interested in an-Nahar's publications and al-'Irfan's journals during the mandate era, which document different protests and petitions against the French Mandate in southern Lebanon. The former provides details about those significant events and the way they were received by the public, while the latter demonstrates the perspectives of southern Lebanon's intellectual community.

I also visited the library of the Lebanese Parliament, where I accessed its collection of parliamentary meeting minutes dating back to 1922. Additionally, I discovered

a 1938 chronicle written by Nizar al-Zayn, the son of the founder of al-'Irfan, in which he provides an enlightening commentary on the political climate of Jabal 'Amil from 1913 to 1938. One of the most memorable aspects of my trip was the opportunity to meet and interact with local scholars. In Qar'aoun, I met with Dr. Nidal Suleyman al-Imam, a historian of modern Lebanon and a professor at the Beirut Arab University. We discussed the development of Arab nationalism in Lebanon, the instability of geopolitical boundaries, and the challenges of conducting historical research in the country. I also interviewed Dr. Munther Jaber, a historian who specializes in the modern history of Jabal 'Amil. He offered invaluable advice about writing historical work and pointed me in the direction of some of the sources that became foundational for my research project. I am grateful to the Research on Levantine Minorities fund for giving me the opportunity to travel to Lebanon to conduct archival research. My findings not only served as preliminary research for my dissertation but also allowed me to conduct original research for a seminar paper that I wrote during the fall 2025 semester.

CMENAS MIRS Graduate Student Spotlights

By Warsan Salah



Petra Glenn from Hailey, Idaho, is pursuing a Masters in International and Regional Studies, specializing in Middle Eastern and North African studies (MENAS) at the University of Michigan. She graduated from Santa Clara University in 2023 with a Bachelor of Science in Political Science and Economics and a minor in religious studies. Her master's thesis explores political legitimacy and reform in the Gulf and examines how economic transformation and shifts in religious institutions shape state authority. Following completion of her MIRS degree, Petra plans to pursue a PhD in public policy and economics.



Batool Makki is pursuing a Masters in International and Regional Studies with a specialization in Middle Eastern and North African studies. She graduated from the University of California, Berkeley with a BA in Political Science in 2022. Batool's academic interests are in activism in the Middle East, Middle Eastern arts and music, and gender and women's rights. She is particularly interested in the arts as a form of activism in the Middle East.



Catreen Marji is pursuing dual master's degrees: a Masters in International and Regional Studies, specializing in Middle Eastern and North African studies (MENAS) and an MSW in the global social work pathway. Her research examines how humanitarian governance and state immigration policies shape refugee experiences and identity formation with a particular focus on Syrian refugees in Jordan's Al-Zaatari camp. Drawing on her background in Arabic language study, experiences in the Middle East, and community engagement, Catreen explores the disconnect between institutional narratives and the lived realities of displaced communities.

Beyond her academic work, Catreen is deeply engaged in graduate student leadership. She serves as a Rackham representative in the Central Student Government, chair of the CSG Arab Caucus, executive director of professional development in Rackham Student Government, and co-chair of the LSA Dean's Graduate Student Advisory Council. Through these roles, she advocates for graduate student representation, advancements in professional development initiatives, and strengthening visibility and support for Arab students across campus. She plans to pursue a career in refugee advocacy and policy reform at the intersection of law, social work, and human rights in the Middle East.



Andrew McBeth is pursuing a Masters in International and Regional Studies with MENAS specialization, specifically in Medieval Middle Eastern art history, where he is concentrating his studies on historic Ilkhanid and Mamluk book arts. His undergraduate studies were done at the Savannah College of Art and Design in art history with minors in Chinese language and sequential art. His interest is in both the transference and adaptation of visual language along the Silk Road and in how visual arts and narrative storytelling intertwine.

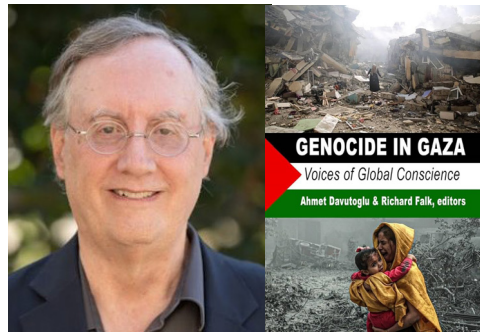


Grace Murphy is currently pursuing a Masters in International and Regional Studies with a specialization in Middle Eastern and North African studies. She holds a Bachelor of Arts in International Studies from Miami University, receiving minors in Middle Eastern and Islamic studies and studio art. Grace spent one semester in Rabat, Morocco, dedicated to studying migration and transnational identity alongside learning



Arabic. Her research in Rabat involved collaboration with local non-governmental organizations (NGOs) on topics related to migrant diaspora and the role of NGOs in addressing challenges within the North African migrant crisis. Grace's interests prominently include migration studies, focusing on the intersections between contemporary geopolitical dynamics, migration diplomacy, and statelessness.

FACULTY NEWS



Juan Cole

Richard P. Mitchell Collegiate Professor of History

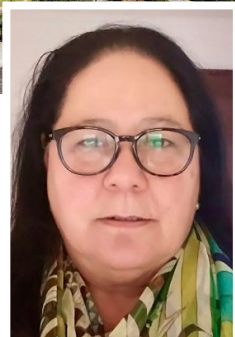
Juan Cole pursued research and writing in Winter 2026 on a Michigan Humanities fellowship. His project is the Victorian reception of the Rubaiyat of Omar Khayyam and how a Persian poem went viral in the West. He contributed a chapter titled “The Sin of Cosmocide” to the book *Genocide in Gaza: Voices of Global Conscience*, edited by Ahmet Davutoglu and Richard Falk (Atlanta: Clarity Press, 2025). In addition, he wrote “The Other Israel-Gaza Conflict: On Campus,” in Michael Atzmon, et al. eds., in a volume titled, *The Spirit of H. Chandler Davis: Activism and the Struggle for Academic Freedom* (Ann Arbor, MI: Disobedience Press, 2026).



Mostafa Hussein, Ph.D.

Assistant Professor of Jewish-Muslim Studies

Mostafa Hussein published *Hebrew Orientalism: Jewish Engagement with Arabo-Islamic Culture in Late Ottoman and British Palestine* (Princeton University Press, December 2025) in late December 2025. Additionally, the book was a finalist for the 75th National Jewish Book Award in the category of Sephardic culture. The award is an annual literary prize that honors outstanding books of Jewish interest published in English. Established in 1950, it recognizes works across multiple categories, including fiction, nonfiction, history, and Jewish thought.



Fatma Müge Göçek

Professor of Sociology

Professor Göçek received an Honorary Professorship from Nelson Mandela University in South Africa and will be visiting there June–December 2026 to receive the award and deliver keynote lectures.

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The Wazir Khan Mosque, Lahore Pakistan, Abuzar Xheikh, Unsplash.com

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