



GUMÜSHANE

ABOUT THE CENTER

The study of the Middle East and North African (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.

Ryan Szpiech

CMENAS (Interim) Director and Associate Professor of Medieval Iberian Cultures and Literatures

Muzammil Hussain

CMENAS Associate Director and Assistant Professor of Communication & Media

Kristin Waterbury

Academic Program Specialist

Mekarem Eljamal

Newsletter Editor

Rima Hassouneh

Community Outreach Coordinator

Nataša Gruden-Alajbegović

Global Projects Cluster Manager

Gabrielle Graves

Event Planning and Administrative Assistant

Raquel Buckley

II Communications Editor

Executive Committee

Ryan Szpiech (Ex Officio)

Director (Interim), CMENAS; Associate Professor, Medieval Iberian Cultures and Literatures

Muzammil Hussain

Associate Director, CMENAS; Associate Professor, Communication & Media

Karla Mallette (Ex Officio)

Chair, Department of Middle East Studies; Professor, Romance Languages & Literatures and Middle East Studies

Evyn Kropf (Ex Officio)

Librarian, Middle East Studies and Religious Studies; Curator, Islamic Manuscripts Collection

Cameron Cross (Elected)

Assistant Professor, Middle East Studies

Jay Crisostomo (Elected)

Associate Professor, Middle East Studies

FRONT COVER: Galata Tower; Istanbul, Turkey



DEAR STUDENTS, FACULTY & COMMUNITY MEMBERS

This fall, the Michigan community is full of new promises. As in-person learning resumes, the campus is again abuzz with excitement and activity after past semesters of online learning and at-home work. As we all work together to overcome the threat of the global pandemic, we must also continue striving to defeat the scourges of anti-Black and anti-Asian racism, anti-democratic violence, and the xenophobic scapegoating of immigrants and refugees from the Middle East and beyond.

Since 1961, CMENAS at U-M has promoted a more humane and global understanding of the world and given students the tools to build a better future. As a National Resource Center with a Title VI grant from the US Department of Education, we fund and train graduate students who enter the workforce with rare expertise about the region's history, cultures, politics, languages, literatures, and religions. We support faculty in pursuing scholarship about the Middle East, North Africa, and their diverse peoples. We provide workshops and other enrichment opportunities for K-12 educators who take what they learn back to their classrooms to inspire young minds and change young lives. We build partnerships with local colleges and universities, such as Eastern Michigan University in Ypsilanti and Henry Ford College in Dearborn, to support programming and cultural events that promote MENA cultures and languages. These and other ventures serve to create globally minded citizens who represent the best ideals in America.

While the Department of Education supports some of our initiatives, that funding is threatened by shifting political and financial forces in Washington and around the globe. CMENAS relies on the critical support of allies and alumni like you to be able to continue to realize its mission, even in the face of uncertainty. Your donation enables us to fund faculty research, undergraduate and graduate study-abroad, as well as educational outreach to K-12 teachers who spark the imagination of the next generation. If you believe in CMENAS's educational vision, we hope you will take a moment to translate your goodwill 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

As the new director of CMENAS, 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. If you would like to invest in our work with moral and material support, please reach out to us. Simply contact me at szpiech@umich.edu, or call: 734-647-4143.

Thank you! And Go Blue!

Sincerely,
Ryan W. Szpiech
Director

WELCOME, ASSOCIATE DIRECTOR

M U Z A M M I L H U S S A I N



IN CONVERSATION WITH **GABRIELLE GRAVES**

What do you see as your role as the associate director?

I see my role as being a personal supporter of our students' work and aspirations in comparative and international education, research, and problem-solving. I approach this with a special need to understand each of our students as talented and curious individuals, driven by their personal experiences and professional aspirations. I have had the privilege of spending nearly my full academic career in large public research-intensive institutions in the US and abroad, and in my reflection I have enjoyed this adventure because of mentors that have served as curators of organizational resources and opportunities for my success. I very much like this mentorship model because it enables and challenges students with resources and encouragement to more fully articulate themselves through advancing their own self-initiated academic and professional adventures. In sum, my favorite part of this job is meeting and working with students across all stages of tertiary education who are curious about engaging with the connected world we have always lived in.

Thinking back on your own time as a graduate student, what made a strong advisor? What actions of your own advisors have made a lasting impression?

I was very lucky in graduate studies because I was able to benefit from a fantastic team of mentors who were effectively an advisory whole greater than the sum of their unique talents. While I had the mentoring support of several great advisors, I also built from the onset a close relationship with one advisor who shared the same vision which brought me to graduate studies to begin with. In my team of advisors, many of whom would eventually comprise my doctoral committee, I benefited from a talented and forward looking methodologist who taught me that good scholarship requires established tools used consistently, but also that great scholarship doesn't shy away from generating new tools to answer new questions. I also had mentors who tasked me to find, develop, and hone my intellectual voice between the gaps of established disciplinary domains throughout my training. They especially coached me to practice and refine my fundamentals: scoping interesting puzzles, pairing novel methods, and writing with

precision. The team kept high standards, and pushed me to live up to them. However, from the start to completion of graduate studies, my primary advisor and I were mutually drawn to collaborate because of a shared vision and interest in emergent phenomena sourced from beyond our disciplinary vestiges. To put it simply, my primary mentor believed in me, and my fuzzy idea, before I or it was clear and that has made a lasting impression in my mentorship approach with my students, as well.

How does the role of mentor/student and advisor/advisee change between undergraduate and graduate years?

Students typically find themselves in different life stages when they are in undergraduate versus graduate programs, and this can shape what they seek or need from mentors. Undergraduate students typically approach a mentor from a pedagogical gaze: they usually first encounter a subject area which they are interested in, then major in it through completing a tour of coursework that introduces them to the broad representative topics of their field of study. It is helpful in this stage

for mentors and advisors to speak to the broad coverage of their field and to remain up to date on how the field offers an understanding of the world outside of academia. Graduate students on the other hand approach a mentor from an andragogical gaze: they have often made a strategic intention with a multi-year commitment to enter advanced studies in a specific field, or perhaps even between fields, with the goal of advancing, discovering, creating, and contributing new knowledge which builds from the known-knowns to the known-unknowns of their field(s). However, both graduate and undergraduate students may also be interested in expanding the peripheries of “the known universe” of their academic fields and could approach the mentor-mentored relationship as “apprentices in the lab,” instead of “students in the class.” In these cases, faculty mentors are usually very happy to work with these students, and often serve as senior and master’s thesis or doctoral dissertation advisors.

How do you intend to develop community at CMENAS?

I am looking forward to developing engagement and interaction between

the CMENAS community and other units on campus. I am hoping many will attend the public CMENAS Speaker Colloquium (MENAS 483), which will focus on “Public Health and Pandemics across the MENA: A Multi-Disciplinary Exhibition.” This colloquium series will feature historians, linguists, psychologists, epidemiologists, and many more, all of whom will apply their unique disciplinary skill sets and priorities towards understanding how public health issues are situated in the context of the Middle East and North Africa from multi-disciplinary perspectives.

What impression do you want to leave on the CMENAS community, faculty, staff, students, etc.?

I look forward to bringing an authentic openness and intellectual curiosity to one of the most diverse, complex, and exciting regions of the world, at one of the most established centers at the International Institute, and sharing this with our students. The Middle East and North Africa (MENA) has been a vital trading and interaction space for global cultures, languages, religions and empires for centuries. The region remains just

as diverse from all these vantage points and more, as it experiences new political, technological, and ecological changes today. It’s an exciting and vital time to be studying the MENA region! I hope to connect students with the MENA both globally and locally through engagement opportunities that are present across southeast Michigan, especially. CMENAS has a rich 60-year history at the University of Michigan, and the study of the region has taken place in some form at this institution for over 130 years. Throughout this institutional history, real communities from across the MENA have arrived, settled and contributed to important developments we sometimes view as taking place “over there” right here in Ann Arbor, and across Michigan and the Midwest. In sum, I’m excited to showcase my wide-ranging enthusiasm with our CMENAS students and others that a program of study on the Middle East and North Africa can be as historically-grounded and established, and cutting-edge and evolving as the region has always been and continues to be today.

INCOMING CMENAS STUDENTS



Ethan Lyman is pursuing a Master’s in International and Regional Studies with a specialization in the Middle East and North Africa. He is keenly interested in foreign affairs and global learning and hopes to specifically focus his studies on how religion, ethnicity, culture, and nationality in the post-colonial to modern era affect international relations in the MENA region. In May 2021, Ethan graduated *cum laude* from the University of South Carolina, receiving a BSBA with a double major in international business and operations and supply chain management along with two minors in Spanish and Portuguese. He completed several study-abroad trips where he worked with the Anne Frank House in Amsterdam and interned with the US Commercial Service in Chile.



Andrew Williams is pursuing a Master’s in International and Regional Studies, focusing on the Middle East and North Africa. Andrew earned a BA in History from the University of Alabama. Using his experience in research, Andrew is pursuing his aspirations to produce knowledge on North Africa, from the Istiqlal movements to the Arab Spring, focusing on how the liberties of the people validate the strength and outcome of each shift in power and thought.

2021 CMENAS GRADUATES

Even though we could not congratulate our 2021 graduates in person this year, we are so proud and happy to feature them in our Fall 2021 newsletter!

Congratulations! We wish them all the best in their future endeavors.

NOUR ALI

BA Middle Eastern & North African Studies; minor, Spanish Language, Literature, & Culture; minor, Islamic Studies '21

Nour Ali would like to thank all of the wonderful staff and students in the Center for Middle Eastern & North African Studies (CMENAS) and Global Islamic Studies Center (GISC) for all of their help these last few years. As an Iraqi-Iranian-American, she appreciated learning about her own cultures while simultaneously learning about so many others. This upcoming fall, Nour will be pursuing her Master's in Theology from the University of Chicago Divinity School.

LAMA BADDAH

BS Middle Eastern & North African Studies; BS International Studies '21

Lama had the opportunity to research trends in women's public health in the Middle Eastern community of southeast Michigan. She is planning on working for City Year-Detroit after graduation.

KAITLYN BELL

BA Middle Eastern & North African Studies; BA International Studies; BA Political Science '21

From Saginaw, Michigan, Kaitlyn Bell majored in political science and international studies as well as in Middle Eastern & North African Studies. During her time at the University of Michigan, she studied abroad in Palestine and Jordan. She also studied in Washington, DC, with the Michigan in Washington Program, interning with a United Nations representative. After graduation, she has been studying Arabic in the Critical Language Scholarship Program and hopes to attend graduate school in the MENA.

MEKAREM ELJAMAL

MA International and Regional Studies, Middle Eastern & North African Studies Specialization; Masters in Urban & Regional Planning '21

While at U-M, Mekarem Eljamal was awarded a Foreign Language and Area Studies (FLAS) fellowship (2020-2021), the Weiser Emerging Democracies Fellowship (2018), Weiser Center for Emerging Democracies (WCED) research funding (2020), and International Institute (II) funding (2019 and 2020). Mekarem presented her research exploring Israeli property law lineages at the 2020 Middle East Studies Association conference. Using the II and WCED research funding, Mekarem traveled to Haifa in December 2019 to visit several archives containing materials about the city's urban development, which enabled her to complete her thesis entitled, "From Medina to Eir: Lineages of Urban Development in Downtown

Haifa.” The thesis examines the values and priorities that guided redevelopment in Haifa from the Mandate era through 1968. In the fall, Mekarem will be continuing her research and academic career at Columbia University, where she will begin her doctoral program in urban planning.

NICHOLAS KOLENDA

MA International and Regional Studies, Middle Eastern & North African Studies Specialization '21

Nicholas Xavier Kolenda’s studies culminated in the thesis “*Hubb al-Waṭan min al-Īmān: The Greater Syrian, Christian, Proto-Nationalist Bourgeoisie and Ecumenical Ideas of a Greater Syria, 1850-1884.*” He was a Rackham Merit Awardee and received FLAS both from the University of Wisconsin and the University of Michigan for Intermediate and Advanced Persian respectively. Nicholas also had the pleasure of presenting his thesis at a lightning talk with the International Institute on March 26th. Nicholas is looking forward to a gap year before hopefully returning to academia for a PhD.

DANIEL LIGHTFOOT

MA International and Regional Studies, Middle Eastern & North African Studies Specialization '21

Daniel’s thesis focused on Enlightenment moral philosophy in translation during the 19th-century Arab nahḍa (‘awakening’), with a focus on Buṭrus al-Bustānī’s encyclopedia. He was a Summer 2020 and AY 2020-21 FLAS fellow (Arabic). Daniel also published a number of translations of moral philosophical articles by the French Encyclopédistes.

SEIF SAQALLAH

MA International and Regional Studies, Middle Eastern & North African Studies Specialization; JD University of Michigan Law School '20

After graduation in 2017, Seif continued his interests in law, religions, and languages by pursuing advanced degrees. Combining Arabic and Hebrew: Shalom ‘alaykhem, wa rahmat Allahi wa barakatuh. Peace be with you, and the mercy and blessings of God.

JASON SEMAYA

BA Middle Eastern & North African Studies; BA Political Science; BA History; BA Judaic Studies; Honors '21

The next chapter in Jason’s academic journey will be law school! He will likely be returning home to New York City to study law in the fall, and he looks forward to this difficult path ahead. Jason would like to thank his family, friends, and many professors and instructors along the way for helping him get to this point. Jason truly would not have been able to accomplish this much without them. He is excited to apply what he has learned from all of them, as well as from the center, in the future!

CMENAS also congratulates these '21 graduates:

Charlotte Abrams, *MENAS minor*

John Ballouz, *BS MENAS*

Abigail Choffel, *BA MENAS*

Shon Harris, *BA MENAS*

Feras Hassan, *BA MENAS*

CMENAS ANNOUNCES 2020-21 MAHFOUD BENNOUNE MEMORIAL THESIS AWARD WINNER

CMENAS is pleased to announce the recipient of this year’s Mahfoud Bennoune Memorial Thesis Award: recent graduate **Nicholas Xavier Kolenda**, for his thesis “*Hubb al-Waṭan min al-Īmān: The Greater Syrian, Christian, Proto-Nationalist Bourgeoisie and Ecumenical Ideas of a Greater Syria, 1850-1884.*” The award is given by CMENAS to support an outstanding Master’s thesis in memory of Dr. Mahfoud Bennoune, a beloved Algerian professor, author, teacher, human rights advocate, and father who studied at the University of Michigan. Nicholas’s thesis emphasizes the values that Dr. Bennoune fought for, including tolerance, secularism, human rights, and women’s rights.

2020-21 Mahfoud Bennoune
Memorial Thesis Award Winner



NICHOLAS XAVIER
KOLENDA

MESA MIDDLE EASTERN & NORTH AFRICAN STUDIES

WHERE ARE THEY NOW?

By Mekarem Eljamal



No two career paths are the same for CMENAS graduates, and CMENAS is fortunate to have been able to talk with two recent graduate alumni, **Kristen Canavan** (MA 2018) and **Hazel Unger** (MA 2014) to discuss where they have taken their degrees and how they have recently shifted their career trajectories in ways that still utilize MENA studies knowledge and leverage it in novel ways.

Kristen Canavan's foray into the professional arena of Middle East studies began prior to completing her Master's degree. Canavan decided to take a term off in the middle of her studies to take advantage of an internship opportunity with Search for Common Ground Tunisia.

"This internship was a huge life-changing experience," she said. "Not only was I given the privilege of traveling throughout rural areas of Tunisia for field visits, but I was offered a full-time position."

While Canavan ultimately decided not to stay and work with Search for Common Ground Tunisia, her time in Tunisia was far from over. After finishing her Master's degree, she bought a one-way ticket to Tunis, returning to the professional sphere that she had left the year before.

"A few weeks after landing, I was working as a communications consultant for a Tunisian think-tank, The Maghreb Economic Forum, and teaching part-time at the South Mediterranean University-Mediterranean School of Business," Canavan said. "I then worked for a philanthropic arts and culture organization called The Kamel Lazaar Foundation, where I led the communication

and digital marketing campaigns for art exhibitions, public talks, and youth programming at B7L9 Art Station."

Complementing the communications, programming, and teaching work, Canavan also did freelance English translations of French and Tunisian Arabic for news outlets, cultural incubators, and musicians. Already involved with the community through her work with these various institutions, Canavan chose to deepen her connections by beginning an experimental atelier and lifestyle brand with her partner called *Fichier Caché* (Hidden File).

"In North Africa and its diaspora, we are best known for our socially charged designs that tell stories which resonate with Maghrebi youth," she said. "We have seen success also in our self-produced documentary series, *Third World Youth*, which showcases the inspirational stories of Tunisian artists and athletes. We have reclaimed this provocative term to transform it into an empowering label."

In all of her positions, ranging from business to communications and philanthropy, Canavan has leveraged many skills honed during her graduate studies. History courses gave her the contextual knowledge necessary to understand the space and community she worked within, and language skills, especially those gained in a Tunisian Derija independent study class taken while on summer FLAS, were vital to Canavan's professional and personal success while living in Tunisia. Now though, Canavan will be using her skills and international experiences in a new way. Earlier this year, Canavan started a new position that brought her back to the U-M community, this time working with the Flint campus, as Education Abroad

Coordinator with the Center for Global Engagement.

With this new position, Canavan hopes to bridge the gaps between the United States and the Global South through international education exchanges of both faculty and students at U-M Flint.

As Canavan returns to higher education, and more significantly international higher education, she imparts valuable advice to current students working in and on the region, based on her experiences working and living abroad.

“If your *FusHa* isn’t great do not beat yourself up. Unless you are looking to work for the [Department of Defence] or in certified translation, *FusHa* will not do too much for you in the real world,” she said. “Take the time, if you haven’t already, to immerse yourself in a dialect in order to truly get to know the region or country you wish to focus on. Don’t rely solely on Western scholarship and [Modern Standard Arabic] to learn what’s going on. With a strong proficiency in dialect, you will be able to consume alternative forms of knowledge and thought production. Especially in relation to youth culture, the arts, workers’ movements, and yes, even politics.”

“Take the time, if you haven’t already, to immerse yourself in a dialect in order to truly get to know [a] region or country... With a strong proficiency in dialect, you will be able to consume alternative forms of knowledge and thought production.”

Kristen Canavan

Like Canavan, **Hazel Unger**’s career path has taken her down several different avenues since graduating from CMENAS with her MA in 2014.

“After graduating, I felt well-prepared for the job market. I felt confident about my research skills and Arabic language knowledge, but honestly, I didn’t know which direction to go,” she said. “Luck would have it: I accepted a Fulbright award to teach at Hassan II University in Casablanca, Morocco.”

Deciding to extend her time in Morocco, Unger continued to teach and also began liaising as a community manager at an American English school. The experience was an early foray into international education.

“Teaching in Morocco inspired me to pursue a career in international education,” Unger said. “I moved from Casablanca to Washington, DC, and in DC I helped manage academic and cultural programs in Palestine, Morocco, Jordan, Tunisia, and Egypt.”



Just as Unger’s work experience in Morocco branched off to enable her to explore international education as a career path, a similar scenario unfolded in her work as a program officer. The nature of Unger’s work in DC required her to delve into online learning platforms to support the program’s students and faculty.

“Working closely with our student and faculty users to import the online learning portal was fascinating,” she said. “I realized this work had a career name called User Experience (UX) design and research, and I knew from that point that I wanted to pursue this new career.”

Unger’s most recent career transition into UX has given her the space to reflect on her past work experiences, as well as her time as a graduate student that contributed to her career trajectory.

“With my career transition, I’ve thought a lot about how I use the knowledge from my Middle East studies degree and education,” Unger said. “Much of what transfers are those big picture and big idea things. So while I don’t use Arabic in my work now, my experiences learning the language and the difficulties of learning language acquisition, like not knowing all the vocabulary, have given me a comfortability with uncertainty and ambiguity. During the discovery work of UX design, being okay with uncertainty is very important and it is helpful that I’ve had past experiences that have prepared me for dealing with those unmoored feelings.”

Both Canavan and Unger exemplify the abundance that Middle Eastern and North African studies alumni can do with their degrees.

“To this day, the CMENAS program has provided me with an educational cornerstone,” Unger said. “It has taught me to focus my energies and sincerely contribute to the communities that I am in, whether they be in Morocco or in DC.”

LIBRARY UPDATE FROM MENAS LIBRARIAN

By Evyn Kropf

Hoping everyone is still finding ways to care for themselves as we navigate this surreal time. Our approaches to research, teaching, and coursework are shifting yet again, but still, you can rely on your partners in the University Library. At this stage, we're relieved to be able to safely welcome folks back into our spaces and resume regular access to our physical collections.

Throughout the pandemic, we've enhanced digital collection access. Masses of ebooks, online journals, digital archives and online reference works relevant for the study of the peoples, languages, and cultures of the Middle East (Southwest Asia), North Africa and diasporas are still accessible through our Library Search platform. Recently, we were able to purchase the valuable al-Ahram Digital Archive and two digital collections of records on the history of Jerusalem.

For contemporary publications from SWANA, print remains incredibly important with most new releases in physical format. Conditions have been challenging for our bookseller partners in the region, but they have found ways to continue gathering books, journals and magazines in Arabic, Persian, Turkish and Hebrew to send to our library. Book fairs have even resumed with safety protocols in place. Working mainly remotely, our expert cataloguers have likewise found careful ways to receive shipments so that we can process payments to our vendors and continue adding these important materials to our collections.

As ever, for collection requests and specific guidance related to your ongoing projects, coursework or teaching—including accessing other collections and reimaging your research trips—please be in touch with me. We can still video chat or even discuss over tea/coffee. In the meantime, keep well!

CMENAS PUBLICATIONS AND PRESENTATIONS

Middle East Studies Association Annual Meeting

Michelle Al-Ferzly

*Patronage and Portability: A
Medieval Mediterranean Bourgeoise?
Not Everyone's Heaven: Adella
Suleman's Transhistorical
Domesticities*

Wijdan Alsayegh

*Black Arabs and Blackness in the
Contemporary Arab Fiction*

Kathryn Babayan

*Intimate Letters and Public Affairs
in early modern Isfahan*

Samet Budak

*From Şeyh Bedreddin to
Akşemseddin: Sufi Controversies on
Monism, Lettrism and the Occult in
the Fifteenth Century*

Juan Cole

*Infrastructure and Society in the
Middle East and North Africa
(Chair)*

Sascha Crasnow

*What is "Islamic" Contemporary Art?
(Chair)*

Ahmet Baris Ekiz

*When the Ottoman Muftis were
Philologists: Humanities and Law
through Kemalpaşazâde's (d. 1534)
Critique of the Hanafi Legal Canon*

Bihter Esener

*Circulation, Interconnectedness
and Portability: Writing Medieval
Anatolia's Material Culture History?*

Shahla Farghadani

*From Rhetoric to History: The
Refashioning of Style (Tarz) in Sayf
Jam-i Hiravi*

Matthew Ghazarian

*Precarities of Plenty: Famine and
Sovereign Debt in the Late Ottoman
Empire, 1881-1894*

Gottfried Hagen

*Culture of Disputation: Debating,
Delineating, and Refuting Legal and
Mystical Through within Fifteenth-
and Sixteenth-Century Ottoman
Lands and Beyond (Chair)*

Sally Howell

*Challenges and Possibilities of
Researching Yemeni Americans
(Presenter)*

Mostafa Hussein

*The Place of Hebrew in Nahda
Movement in Egypt*

Alexander Knysch

*Sufism in Yemen: A Struggle for
Purity and Authenticity*

Xiaoyue Li

*The Railway Economy and Its
Politics in Colonial Egypt*

Lisa Reber

*The Cramped and Crowded Room:
The Search for a Sense of Belonging
Among Temporary Low-Wage
Migrant Workers in Dubai*

Bryan Roby

*The Critical Hope of Palestinian and
Mizrahi Studies (Discussant)*

Nilay Sevinc

*Our New Default Settings: Online
Language Courses*

Berkay Uluc

*Negotiating the Arab Sciences: The
Politics of Aesthetics in the Late
Ottoman Empire*

American Political Science Association Annual Meeting

Murad Idris

*The Location of Anticolonialism:
Archive, Temporality, and
Cartography*

Pauline Jones

*Religion and Politics in Muslim
Societies (Chair)*

FLAS AWARDEES

Graduate Academic Year Awards

Jenna Chami
Arabic

Nicholas Crummey
Turkish

Katherine Downs
Arabic

Omar Masood
Arabic

Sandra Williams
Persian

Undergraduate Academic Year Awards

Duaa Aljirafi
Arabic

Connor Bradbury
Arabic

Hanna Lupovitch
Hebrew

Jonah Weingart
Arabic

Summer Awards

Armen Abkarian
Arabic

Garret Ashlock
Persian

Adeli Block
Tamazight

Nicholas Crummey
Turkish

Salma Hamamy
Arabic

Heidi Hilliker
Arabic

Alex Jreisat
Turkish

Derek Lief
Arabic

Ethan Taylor
Persian



IT'S A WRAP!

On June 25, 2021, the cohort wrapped up the 2020-2021 MENA-SEA Teacher Program over Zoom. Six teachers participated in the cohort, attending on certain Saturdays between September and June virtual expert-led lectures about history, religion, language, and culture. The highlight of the program was the final “smelly” session, in which the cohort and 20 other US teachers had the olfactory opportunity to learn more about scents and the Indian Ocean trade from trained “nose” Michelle Krell Kydd and U-M professor Jatin Dua. Darin Stockdill of the Center for Education Design, Evaluation, and Research (CEDER) at U-M’s School of Education then led the teachers in discussing how to interactively teach about the spice trade in social-studies classrooms across the US. Read more about this exciting experience in our newsletter feature, “Downright Smelly.”

“As I work hard to diversify my curriculum annually, I believe that this program will equip me with even more resources and ideas so that students can learn about the rich diversity the world has to offer. I also look forward to meeting and collaborating with colleagues, as I find that working with other teachers is an extremely valuable and enriching experience.”

Amy Frontier, 2020-21 cohort

Pioneer High School, Ann Arbor, MI

Grades 9-12 English Language Arts and World Literature Teacher

MEET THE FELLOWS

OF THE 2021-2022 MENA-SEA TEACHER PROGRAM

Congratulations and welcome to each and every one of our twelve stellar educators! The MENA-SEA Teacher Program is excited this year to extend its impact and outreach beyond its home state of Michigan. Funded by Title VI awards granted by the US Department of Education to the Center for Southeast Asian Studies and the Center for Middle Eastern & North African Studies, the year-long program trains a cohort of school educators in deepening their understanding and appreciation of religious and cultural diversity in the regions of the Middle East and North Africa (MENA) and of Southeast Asia (SEA).

ABIGAIL KUHN

*Charlotte Middle School, Charlotte, MI
Grade 7 World History, Grade 8 US History*

Quite simply, I love to learn, and I love doing so with other people. I am eager to be part of a deep dive into an often-misunderstood part of the world, and then share what I learn with students and colleagues through new lessons and professional conversations. As it becomes increasingly important to understand those from whom we are different, I am



looking forward to developing my own thinking in ways that will support me in improving how I represent the diverse cultures and religions of the Middle East, North

Africa, and Southeast Asia. In turn, I will be better equipped to craft lessons across social studies disciplines that honor all people and assist students in appreciating and celebrating diversity. Additionally, I desire for my students to develop empathy and to listen to understand, while also becoming more aware of who they are and their place in our increasingly connected world. In 2013 I traveled to China as part of a group of a dozen teachers with National History Day for an immersive study of leadership in China in the 20th Century. Not only did this experience help continue to deepen my understanding of this part of the world, but it also challenged me to step out of my comfort zone and served as a humble reminder of all the learning I can still do. I continue to use my own travel, professional and personal, to share with my students my life of learning and desire to explore the world. Having previously lived in Ann Arbor for a number of years, I look forward to “coming home” and experiencing the University of Michigan in a new way while connecting with educators from across the region as we learn together throughout the year.

ANTHONY ZANIN

Hutto High School, Hutto, TX
Grade 9 AP Human Geography, Grades
10–12 Psychology

As a lifelong learner and a teacher of social studies, I am always seeking unique opportunities to learn more about the world around us and to bring these experiences back to my students. Most



of my educational background has been focused in American and European history, which has led me to seek opportunities to study other areas of the world.

I have had the opportunity to participate in various different programs, including those hosted by the University of Texas at Austin, the University of Arizona, Duke-UNC Consortium for Middle East Studies, Harvard University's Reischauer Institute of Japanese Studies, which have greatly enriched my teaching of different regions of the world. These experiences have allowed me to be more creative in my teaching and brought new resources and perspectives to my teaching. I find students to be more engaged as well as have an interest in furthering their learning outside of the classroom. Having the ability to attend these programs allows me to broaden my understanding of the Middle East, North Africa, and Southeast Asia to better enrich the content presented to my students. I look forward to the opportunity to learn more about the rich diversity of these regions and to learn more about the religious and cultural identities of Southeast Asia.

BRYAN WILLIAMS

Pritzker College Prep, Chicago, IL
Grade 10 AP World History, College Prep
World History, Push-In World History,
World History

I am incredibly excited to be a part of the MENA-SEA Teacher Program for

the 2021–2022 school year. What excites me the most about being a part of this program is having the opportunity to engage in activities with educators from the Midwest and going deeper into an area of study that I am greatly interested in. What I look forward to the most about being a part of this experience is the ability to learn more about the Middle East, North Africa, and Southeast Asia and bring that knowledge back to my students, helping them open their eyes to cultures that are different than their own. As an educator, I believe that this is incredibly important for us to do.

I was fortunate enough to have the opportunity to study abroad in Galway, Ireland, for two summers. During my time there I not only was able to explore the beautiful treasures that Ireland has to offer, but I also had the opportunity to learn about the Irish school system. My time in Ireland was a phenomenal experience and I loved being able to immerse myself in a culture that was different from my own. While not related to international education, I have had



the opportunity to travel to Egypt, Kenya, Tanzania, Thailand, Italy, and the Czech Republic. With each visit I make sure to bring back something specifically related

to that country's culture so that I can incorporate it into my classroom and have my students see the beauty in it.

I anticipate taking everything that I learn from this program back with me to my colleagues. I am the type of person who is constantly taking notes when attending PDs and my time within the MENA-SEA Teacher Program will be no different. When I am not teaching I am most likely enjoying the outdoors with my wife and my dog Wallace, or I am reading. I look forward to working with everyone here!



CHRISTINE SLOAN

Lakeshore High School, Stevensville, MI
AP Literature, College Writing, and Honors
Sophomore English

I am so excited to be part of this year's cohort for the MENA-SEA Teacher Program. Two years ago, one of my colleagues entered the program and emerged a changed individual. While she was always an excellent teacher, she now had even more passion and drive for engaging her students in the interesting work of learning about the world with her. She invited me to attend an event at U of M with a speaker from Myanmar, and by the time the evening was over I knew that this was a program I wanted to be part of.

Too often, my curriculum includes only the limited scope of my own experiences and choices. I was an adventurous kid who loved to travel and try new things and, somewhere along the line, I fear I lost some of that curiosity. While I did visit Europe several times during my life, I have not traveled to other continents; learning now about areas in the world that I have never investigated will allow me to introduce new cultures and ideas to my students as well as broaden my own knowledge.

Most of my life's travels have happened within the pages of a book. I learned early that people are very much the same inside, regardless of their external circumstances—we fall in love, we laugh, we grieve, we strive to make the world a better place. The compassion deficit that we see in our country feels directly related to the lack of exposure to other countries, other stories, and other histories. I am a

storyteller, but I am increasingly realizing that the stories I share are insular in their scope; it is time that I share the stories of other people with my students that will allow them to think beyond the confines of our small-town classroom and become more global citizens.

I feel like a kid about to have the first day of school all over again, and I can't wait!

DEANNA JONES

*El Camino Jr. High School,
Santa Maria, CA
Grade 7 World History*

As a 15-year-old high school sophomore, I traveled to Europe with 20 other high school students. With our Spanish teacher as our watchful chaperone, we toured England, France, Spain, and



Portugal for a few weeks. Little did I know that experience would change my life forever. It opened my eyes to the world, and gave me an education

like no textbook could ever provide. Because of that trip, I pursued a career in archaeology, allowing me to explore history and culture around the world. Now, I love opening my students' minds to the world beyond their horizons, much like my Spanish teacher did for me all those years ago. This is why I am excited to participate in this teacher program. I am eager to learn about the cultures and religions of the Middle East, North Africa, and Southeast Asia so that I'll be able to provide my students with high-quality information and first-hand experiences to teach them to be curious and respectful of others.

While my teaching is contained within the walls of my classroom, I take it upon myself to travel extensively whenever I can. I seek out opportunities

to blend my passion for teaching and traveling. This love of learning inspired me to apply for many teacher programs. In the summer of 2019, I was honored with the opportunity to travel to Morocco with 14 other American educators as part of the Fulbright-Hays fellowship. But that experience didn't quench my thirst for knowledge, instead it ignited the fire within me to continue learning. I've also been awarded a fellowship with the Yad Vashem museum in Jerusalem, where I will learn about the Holocaust. In addition, I'll be studying the European Union with the University of Pittsburgh's Brussels Study Tour. These hands-on experiences, along with the MENA-SEA program, will undoubtedly enhance my ability to teach students about the world.

As a teacher leader with the California Global Education Project (CGEP), I am able to share knowledge with educators across my state. In conjunction with the CGEP, I've begun a culture box project, which will allow teachers to borrow carefully curated boxes of artifacts and books to help them teach about various world cultures. By participating in the program, I'll have the opportunity to learn and travel to a new destination, not only giving me firsthand experiences, but also the chance to develop additional culture boxes so that I may amplify this knowledge for other teachers and their students. I am very honored and excited to be a part of the 2021-2022 MENA-SEA Teacher Program!

ELISABETH WOOD-WALLACE

*University of Detroit Jesuit High School,
Detroit, MI
Grade 9 World History, Grades 11-12
Sociology and Asian History*

I studied art history, sculpture, and biology at Emory University before earning a Master's in Japanese Studies and a Master's in Education from the University of Michigan. I have worked as

a professional seamstress and costumer, a research assistant, a docent at a living history site, an English and Japanese tutor, an art gallery attendant, and a museum archivist before finding my place in secondary education. All of these experiences fostered my appreciation and respect for international education, research and collaboration. I am grateful and excited to be part of the MENA-



SEA Teacher Program and I'm hoping to gain more of the tools and knowledge necessary to decolonize history curriculum as well as build students' appreciation,

understanding, and respect for diverse religious and cultural backgrounds. This incredible opportunity will help me bring more education to my students about regions of the world our classes haven't previously studied or celebrated enough.

JENNY OSTER

*Houghton Lake Community Schools,
Houghton Lake, MI
Grades 10-12 Economics, World History,
Government*

During my twenty-year career with the district, I have [also] taught American History and various English classes



to high school students. I have been able to partner with our local community college, Kirtland Community College, to teach American

Government to dual-enrolled, exceptional high school learners. Outside of my classroom duties, I am the social studies department head, the building school improvement chairperson, and I also have the pleasure of serving my fellow teachers as the president of our local teachers'

association. Living in beautiful northern Michigan, I find the time to enjoy the outdoors. I love to snowshoe in the winter and boat in the summer. My other hobbies include reading, gardening, and cooking.

I am very excited to grow and develop as an educator through the MENA-SEA Teacher Program! As a rural area teacher, I have had little opportunity to advance my knowledge in this content area and truly look forward to learning as much as I can for myself and my students. Like many, I feel more confident as an American History teacher than a World History teacher due to the hands-on experiences I have had in that content. I have worked with other teacher collaborative programs on various US history eras. Through this work of sharing and learning shoulder-to-shoulder, I have been able to make a huge impact on my classroom instruction. I hope to improve my content knowledge and confidence as a World History teacher with this new learning experience through the MENA-SEA Teacher Program.

MEGAN CUMMINS

*Midland High School, Midland, MI
Grades 9-12 English and Drama*

I am thrilled to be able to bring new knowledge from the MENA-SEA Teacher Program back to my students. One of my primary jobs as an educator is to teach my students to think critically about the world around them, a world



that looks different from the halls of their school. I feel that it is important that my students are given the opportunity to hear other voices and perspectives in a very real and meaningful way and [this] program provides me resources to do just that. I have actively sought out such courses through my post-graduate work through courses

“[T]his program will demonstrate new and creative ways to encourage student exploration of global issues in my classroom. **I must recognize that my voice is the one that my students hear most often, and my voice is still coming from my own perspective and privilege. If I want my students to be global citizens, then I, too, must be a global citizen.**”

Megan Cummins, Midland, MI

on Human Rights and World Literature. I have actively participated in Diversity, Equity, and Inclusion committees in both my school building and my district. However, this program will demonstrate new and creative ways to encourage student exploration of global issues in my classroom. I must recognize that my voice is the one that my students hear most often, and my voice is still coming from my own perspective and privilege. If I want my students to be global citizens, then I, too, must be a global citizen. I am eager for the opportunity for both the students and me to be able to make greater connections, improve critical thinking, and develop greater appreciation and respect for voices that are not our own.

ROBIN ROBERTS

*Frankenmuth High School,
Frankenmuth, MI
Grade 10 World History, AP World History*

I'm very excited to be a part of the 2021–2022 cohort. Ever since I was little, I've been fascinated by stories of far away or long ago places. In my free time, I love to read historical fiction or research genealogy. Having the opportunity to share with my students not only the stories of past societies, but the skills historians use when discovering these narratives is a great joy to me as I teach. I look forward to interacting with other like-minded people as we delve deeper into understanding the wide variety of cultures and lifestyles that color our planet. I've spent



time working with other teachers and educators at the AP Readings in the past, but I look forward to interacting more directly with educational leaders from international

entities as a part of this program. My hope is that my experience in [the MENA-SEA Teacher Program] will provide me with a greater understanding of world religions and cultures and allow me to pass along this information, creating deeper connections between my students and their peers throughout the world.

SAM NESS

*Copper Canyon High School, Glendale, AZ
Grade 9-10 AP Human Geography &
World History*

Teaching is not a field in which an educator thrives while working in isolation. I am most excited to be surrounded by teachers who are passionate learners in their craft. This program recruits and requires the best teachers as participants. To be on the young side of life, and also of career, being selected is an honor and something I am grateful for. I am eager to see how I implement content I am given into my classroom, bringing more of my students' backgrounds into the curriculum.

In regard to the regions [under study], I know the basics. I am looking forward to learning more about the culture, society,

how religion impacts both, and how they are similar and yet beautifully different from the lifestyle I know here in metropolitan Phoenix, Arizona. I specifically take interest in the architecture of the Middle East and North Africa, so I am excited to have more time learning about that potentially.

While in school, I was always surrounded by international students, and have always had a desire to travel all the corners of the world. I now teach in a school with over 30+ languages spoken by families. Learning and experiencing a culture most of the world is fairly uneducated about excites me because it bridges cultures, peoples, and languages. History



is a story and to leave out these regions or push them to be minor characters is a disservice. I truly have a global classroom and to be able to give students history which they can be proud of and relate to gives me joy because it builds the relationships and gives them something to take ownership of.

My district is consistently revising the curriculum to ensure it is up to state and cultural standards. Passing the knowledge imparted to my team and department is a leadership role I look forward to. When it comes to my district many schools are like mine, therefore it will benefit many teachers. I am excited to spend more time focusing on these regions in the future.

SHAROLYN STAUFFER

*Star Valley High School, Afton, WY
Grade 10 World History, College Concurrent
US History, College Concurrent US
Government*

Greetings, global citizen friends! I am finishing 27 years of teaching and love it more than ever.

I am thrilled to participate in the

MENA-SEA Teacher Program. I have been to Morocco and a few places in the Middle East, but not to Southeast Asia yet. My favorite foods are from the region, and I am a good cook and experiment with them on my family and friends, usually to their delight. Recently I have been exploring women hip hop artists of the region and how they are using that voice to influence policy and awareness of certain issues. This opportunity will allow me to keep exploring and learning about these regions, especially Southeast Asia, which I would like more experiences and learning in.

As a Teachers for Global Classrooms fellow with the US Department of State since 2012, I have gained a wonderful network of teachers around the world. I have traveled to Israel and Palestine, Jordan, Oman, Qatar, Turkey, and Morocco, mostly with educational fellowships. I was also on the Qatar Foundation International's first teacher leader cohort of 2018–2020, in which I was able to learn, in a series of extended weekend workshops, with other teacher leaders about teaching the region and learning from scholars. I am



also a Transatlantic Outreach Program fellow and traveled to Germany with a group of teachers I still network with. These past programs and travel have taught me how important it is to observe, be open-minded, and especially listen. I eagerly anticipate learning with other teachers and scholars, as well as, hopefully, traveling to a southeast Asian country, and bringing back new understandings and resources to engage my students in learning about these amazing regions. I also see this program as a wonderful opportunity for me personally to build on my learning and share with other educators in Wyoming and even in my side hustle job as a faculty adjunct.

STENN JEDELE

*Dearborn High School, Dearborn, MI
Grade 9 World History*

In the past, I taught US Government, Economics, and a variety of [English as a New Language] classes. I am very much



looking forward to the MENA-SEA Program for a lot of reasons! First and foremost, I'm looking to develop curricula that are more culturally responsive to my students. On top of that, I am excited to address a gap in how World History is typically taught. Too often, "world" history has a Eurocentric focus, so I look forward to acquiring the tools to give my students a more global perspective on history. I am eager to collaboratively design lessons, projects, and/or units that I can take back to my World History content team and, perhaps, the district social studies council.

My experience with international education started when I taught a course called Oral English for one year in a Chinese public school in Hunan. After that, I earned a master's degree in International Educational Development from Teachers College in New York City. While in NYC I taught in so-called "international schools" in the public school system—schools that cater specifically to the needs of NYC's diverse immigrant population. Then, I moved back to my native Michigan for the 2018–19 school year and began teaching in Dearborn, a district with international relevance due to its demographic makeup and its still active ties to the Middle East. International education offers many advantages—and I tend to gravitate toward it just because I am always curious to learn about other cultures!—but I am most interested in comparing methods and perspectives in order to enrich my own practice and those of my colleagues.

HOW TO TEACH ABOUT THE MIDDLE EAST -

AND GET IT RIGHT!

CMENAS and the Duke-UNC Consortium for Middle East Studies hosted a series of workshops for Grade 6–12 and community college educators around the world

By Gabrielle Graves and Kristin Waterbury

How to teach about the Middle East—and get it right! That may seem like a daunting order to any educator. The Middle East and North African (MENA) region is so large and broad in scope, it can be difficult to determine where to start or how to approach certain topics, especially when teaching children or young adults. Thanks to generous funding from the US Department of Education, CMENAS partnered in Spring 2021 with the Duke-UNC Consortium for Middle East Studies to provide a five-part webinar series that equipped educators to teach about the region through a variety of topics, from history, art, hip hop, and gender, to sensory experiences and journalism.

The webinar series kicked off on January 28, 2021, with Professor Christiane Gruber from the History of Art Department at U-M. Gruber’s highly interactive session focused on how to teach Islamic art in Grade 6-14 classrooms, and provided teachers with visual analysis and resources to sensitively teach about art in Islam and other prophetic representations.

The second installment of the series, “Teaching Middle East History in World History,” took place on February 25 and explored teaching practices and historical perspectives. Allen Fromherz, professor of history and director of the Middle East Studies Center at Georgia State University, presented three overarching themes—Change: Muhammad and the rise of Islam, Contact: Ibn Battuta and the diversity of Islam and the MENA region, and Continuity: Ibn Khaldun and the meaning of MENA history. To highlight the significant impact of Islam on world history, he noted, it is important to compare life and society in the Arabian Peninsula before and after its spread.

The series then provided creative and memorable opportunities for engaging students through the senses: sight, smell, taste, hearing, and touch. On March 18, Barbara Petzen, director

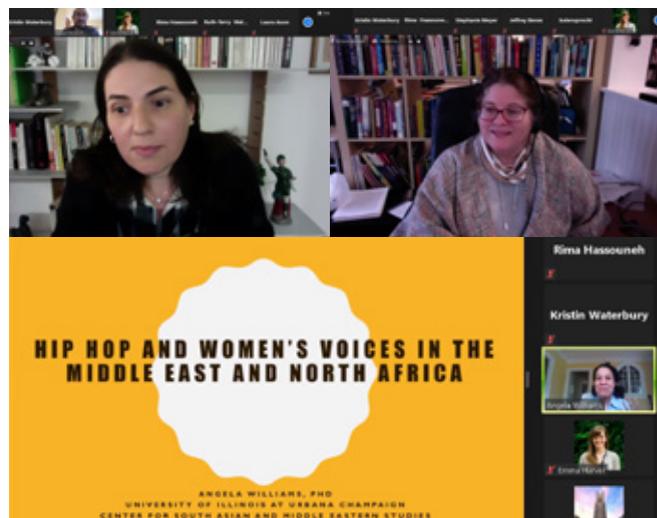
of training initiatives at the Center for Strategic and International Studies in Washington DC, led educators in innovative ways to understand the diversity of the historical and contemporary Middle East. Petzen used the session to encourage teachers to use sensory activities to learn about and empathize with people of the past and present, to ask questions, and to think imaginatively.

April 22 featured Lebanon-based journalist Alia Ibrahim, who presented her experience reporting on a wide variety of issues across the Middle East and North Africa. Fareed Mostoufi, associate director of education at the Pulitzer Center on Crisis Reporting, then invited attendees

to reflect on the news they seek and how they find it. Mostoufi encouraged teachers to make local and personal connections to global news stories, since doing so encourages greater student engagement.

The final session of the series on May 20th was presented by Angela Williams, Associate Director of the Center for South Asian & Middle Eastern Studies at the University of Illinois at Urbana-Champaign. Williams gave a presentation about how hip hop provides a unique platform to amplify women’s voices in the MENA region, as well as to combat stereotypes and address social issues. She also shared songs from four artists representing Morocco, Iran, Egypt, and Palestine. Their lyrics pertained to themes of resistance, colonialism, liberation, and agency, among others particularly appealing to youth.

Recordings of each session of the spring series can be found on the [University of Michigan’s Educators’ Resources on the Middle East and North Africa](#).



DOWNRIGHT SMELLY

U-M NATIONAL RESOURCE CENTERS HOST “RITE SMELLS” WORKSHOP ABOUT THE INDIAN OCEAN TRADE IN SCENTS

By Rima Hassouneh

lose your eyes, and breathe in the scent. What does it make you think of?” said Michelle Krell Kydd to the group of participants, who, on June 25th, 2021, had gathered virtually from across the US for this unique smelly workshop. “How does it make you feel? What does it make you remember?” Kydd was leading the teachers in a highly interactive sensory exploration of the historic routes of trade across the Indian Ocean, the Bay of Bengal, and the Arabian Sea, transforming the abstract nature of smell into articulated lived experience. For their descriptions of the eight plant-based odorants, Kydd encouraged the 25 participants to use words relating to colors, musical sounds, tastes, and textures.

Besides the thrill of suspense, the anonymization of the scents during

the workshop supported unbiased sensory evaluation. “Sensory bias and human bias have a lot in common. We bring our ‘likes,’ ‘dislikes,’ and past experiences into what we smell. We have to get out of our own way in order to evaluate what we’re smelling,” said Kydd, who is a trained “nose.” “There are no ‘wrong’ answers when it comes to describing smells,” she added. “Everyone experiences smells in their own way. Identification is not the objective.” Kydd encouraged everyone to release their imaginations in evoking memory, emotion and language. And indeed, after breathing in each scent, they shared unfettered impressions. Clove: “mulled wine.” “Grandma pies.” Cinnamon: “It makes me feel happy, invigorated, strong.” “The forests of Burma!” Mediterranean Cyprus: “Palmolive + ajax—mom cleaning dishes at the sandwich shop.”

Alongside the chemical properties, teachers were told about the social

and religious uses of the scents. Did you know: dried patchouli leaves were used by Indian traders to protect luxurious silk shawls from moth infestations during the 18th and 19th centuries, roses symbolize joy in Hinduism and Buddhism, and that the Mediterranean cypress—the principal cemetery tree since classical antiquity—creates a “scentscape” for mourning?

“Vision does not provide a complete picture of what you are sensing,” Kydd cautioned the teachers. She narrated the imprint of a lesson acquired during a childhood excursion to the Brooklyn Botanic Garden. On that day, she told the teachers, she discovered a green herb that smelled like a bright yellow lemon. How could something green smell yellow, she wondered! From then on, she followed her nose. Kydd hopes that this DEI learning, embodied in teachers emotionally and mentally, will in turn be

shared with students in curricula and classroom experiences. Only 22.2% of the participants who provided feedback had experienced active smelling in their own K-12+ education. And 72.2% of them had never included active smelling in their teaching. Kydd's wish, it seems, will be realized: the teachers roundly appreciated the "hands-on" nature of her presentation. "I can absolutely understand how using smells/scents in the classroom will really enrich students' experience—dramatically," effused one teacher. Connecting memories to historical information, the olfactory experience "brought "home" the regions ... in a really delightful way," wrote another teacher. "I think students would love this type of exercise, and it would make our texts, etc., more meaningful."

Aside from scent kits for the workshop and State Continuing Education Clock Hours (SCECHs) from the Michigan Department of Education, the teachers received a world-history unit created by the Center for Education Design, Evaluation and Research (CEDER) at the U-M School of Education. Geared towards middle schoolers, "The Scent of History: How the Spice Trade Connected the World" explores how the spice trade contributed to the interactions

of people across Eurasia and the emergence of the Silk Roads, and how the desire for fragrant goods, like spices and incense, connected people in different parts of the world.

Jatin Dua, professor and socio-cultural anthropologist at U-M, followed with an overview of the historical maritime trade of the Indian Ocean. The spices featured in Kydd's scent flight have traveled across the Indian Ocean for many centuries, reaching the Middle East, Africa, Europe and the Americas. Dua emphasized the importance and function of the Indian Ocean as an essential body of water, using the recent example of the Evergreen ship which blocked the Suez Canal in Egypt and stopped commercial trade for days. The historical knowledge equipped teachers to give context to the origins of the scents they will use in the classrooms. One teacher remarked that "it was most helpful to be able to make the geographic/historical connections to the smells. I was more familiar with some of the smells but still learned so much more. I appreciated the deeper dive and making those connections."

CEDER's design coordinator Darin Stockdill concluded with a pedagogical discussion about

strategies for teaching "smelly" content in classrooms of 30 or more students in an easy and cost-effective manner. Using a collaborative Jamboard exercise, audience members suggested baking recipes from literary texts, show-and-tell of favorite scents, reflections upon personal connections, and managing stress. "Scent is a great way to begin a personal narrative piece - about a childhood memory, grandparent's home, favorite place, etc," one educator suggested. Another expressed interest in creating a highly interactive lesson mapping the originations of scents and spices along the Silk Road, combining the knowledge from both Kydd's and Dua's portions of the workshop.

The olfactory experience, commented a workshop participant, "grounded me and reminded me to incorporate more sensory activities in my classroom. The spice trade [lecture] touched on many of the themes I am doing for my unit plans, and Darin's final discussion helped remind me of the components of effective lessons."

"Rite Smells: An Exploration of Religiously Significant Scents from Southeast Asia, India, the Middle East, and North Africa," was a collaboration of the Center for Southeast Asian Studies, the Center for South Asian Studies, and the Center for Middle Eastern & North African Studies at the University of Michigan-Ann Arbor. The workshop's activities and educational resources were funded by Title VI grants awarded to each of these National Resource Centers by the US Department of Education.

The olfactory experience, commented a workshop participant, **"grounded me and reminded me to incorporate more sensory activities in my classroom. The spice trade [lecture] touched on many of the themes I am doing for my unit plans, and Darin's final discussion helped remind me of the components of effective lessons."**

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