

THE MIDDLE EAST CENTER

The Henry M. Jackson School of International Studies, University of Washington, Seattle WA

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No. 2

Philip Schuyler, Specialist on Middle Eastern Music Appointed Chair of Ethnomusicology

PHILIP Schuyler, who received his Ph.D. in Ethnomusicology in 1979 from the UW, has returned exactly twenty years later to be the chair of that program. Schuyler was appointed to the UW faculty this past fall, coming from the University of Maryland.

Schuyler's appointment is extremely fortuitous for the Middle East studies at the UW. He is an expert on music of the Middle East and he has specific interests in the music of Morocco and Yemen. He has published on a wide range of subjects, including: "Qat, Conversation, and Song: A Musical View of Yemeni Social Life;" "Joujouka/Joujouka/Zahjouka: Moroccan Music and Ameri-



Philip Schuyler

can Imagination;" and *The Politics of Tradition: Music and Musicians in Sana'a*.

In addition to his music expertise, Schuyler brings superb linguistic skill to his research. He was the language coordinator for the Peace Corps in Rabat, Morocco during the early 1970s where he taught intensive Standard Arabic and Moroccan dialect; and in the mid 1970s he was a TA for intermediate Arabic in the UW's Dept. of Near Eastern Languages and

Civilization.

The Middle East Center continues the UW's tradition of exploiting Schuyler by appointing him Associate Director of the Center. ❧

MEC TO HOST THE WESTERN CONSORTIUM'S 2000 MULTI-LANGUAGE WORKSHOP

Developing Cultural Proficiency Goals Will Be the Theme

EACH year, the Title VI Middle East centers in the Western half of the United States (UCLA, Berkeley, Texas, Utah, Arizona, and UW) combine their resources to offer a workshop dedicated to exploring and improving the techniques in language teaching and training. This year the UW's Middle East Center will host the event, to be held on April 1-2 (see details back page). The topic chosen for this year's Multi-Language Workshop is: "Self, Identity, and Communi-

cation: A Workshop for Developing Cultural Proficiency Goals in Arabic, Hebrew, Persian, and Turkish." Professor Terri DeYoung, Dept. of Near Eastern Languages and Civilization, organizer of the event, provides the following description—ED.

As foreign language teaching faces new challenges and finds new opportunities in today's information technology revolution, development of new teaching materials has taken on special importance. Neverthe-

less, the choice of instructional delivery methods must be driven by considerations of *what we are teaching as much*, (continued on page 3)

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PETER SUGAR, 1919-1999

Remembered by Professor Farhat Ziadeh

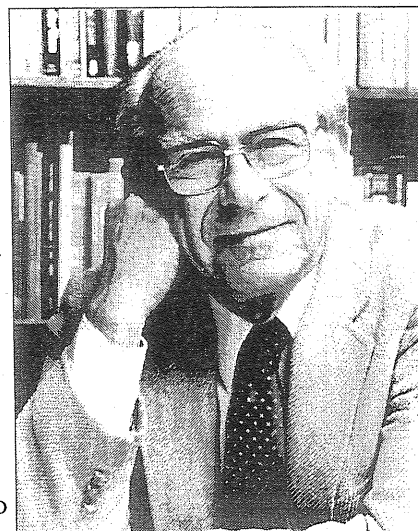
THE Middle East Studies Program at the University of Washington has lost one of its far-sighted founders. It was due to the vision and early spade work of Peter Sugar that the Department of Near Eastern Languages and Civilization and the Middle East Studies Program eventually came into being. In the early 1960s, he chaired a University-wide committee that urged the University to invite a few scholars to join him in developing Near and Middle Eastern studies at the University. The result was, first the Near East Program hosted by the Department of Classics from 1966 to 1970, and then, the Department of Near Eastern Languages and Civilization and the Middle East Center, since 1970. Although Peter's primary scholarly interest was the history of Eastern Europe, his research and teaching on Ottoman history provided a strong component to Near and Middle Eastern studies.

Peter Sugar earned a doctorate in history and Near Eastern studies at Princeton in 1959, and in the same year, he joined the History Department at the UW, where he taught for over three decades. In addition to his numerous articles, he authored eleven major works including, *Southern Europe under Ottoman Rule*,

Nationality and Society in Habsburg and Ottoman Europe, and *A History of Hungary*.

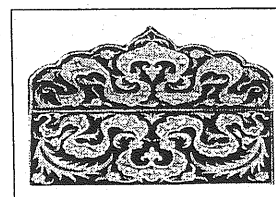
Peter was a marvelous lecturer. Without the benefit of notes, he would lecture for a full hour in a lucid and spell-binding manner. But he would not suffer any disruptive behavior. He was known to storm out of a classroom and suspend a class session if such behavior occurred; his lectures were too important to be interrupted by frivolity. On the other hand, he was most kind and accommodating to serious students. Members of the Class of 1987 nominated him as the Instructor of the Year, i.e., an instructor who had the greatest impact on their academic careers. Charles Royer, mayor of Seattle in 1989, declared March 9 of that year "Peter Sugar Day" in honor of his retirement. But even in his retirement, Peter continued to write and lecture to interested groups about Eastern Europe and its ethnic conflicts. The last such lecture, he gave only a few months ago to the University Faculty Auxiliary.

In his personal life, Peter was the perfect example of a family man. He loved his home, his collection of music recording, his library. He took pride in the accomplishments of his children and the



Peter Sugar

volunteer work of his wife Sally. He was basically a down-to-earth man who delighted in wearing his European beret, and carrying his lunch in a workman's lunch pail. His generous spirit was reflected in always speaking highly of the accomplishments of his colleagues, but never a word of censure or denigration. In his loyalty to his colleagues, Peter directed that in lieu of flowers, donations should be sent to the Department of History at the UW to be used for the travel of retired faculty.~



Ottoman Portfolio, 16th c., Istanbul

MULTI-LANGUAGE WORKSHOP—(Continued)

or more, than *how* we teach. But neither should it be ignored that the issues of conveying to our students the information needed for them to participate comfortably in cross-cultural interactions takes on much greater urgency than in the past precisely because they do and will continue to have more opportunities to interact directly with speakers of the languages they are learning than in the past. This necessitates a renewed emphasis on questions of cultural proficiency—often called the “fifth skill” in proficiency approaches to language-learning, after reading, writing, listening and speaking. No one has ever denied that learning a foreign language involves much more than memorizing verb paradigms or the forms of the definite article. The “war stories” involving mistakes made through a student’s (or teacher’s) ignorance of even the simplest cultural facts are legion. The problem has always been to develop strategies for conveying this cultural knowledge and understanding effectively, consistently and respectfully without inadvertently tying it to outmoded or even dangerous stereotypes that hinder rather than promote communication.

The current proficiency movement within the foreign language teaching community early on paid considerable attention to the development of

cultural competency guidelines for teaching and testing. These, however, were temporarily de-emphasized as professional organizations focused in the early 1990s on quantifying the standards for the other four skills. Of late, however, attention has returned to the subject among professional associations like the American Council on Teaching Foreign Language (ACTFL), and new initiatives in the area are in the process of being undertaken. This workshop will focus on reviewing and evaluating how both past experience and these new initiatives can be of help to teachers of Arabic, Hebrew, Persian and Turkish.

The workshop will focus on four main areas of concern: 1) a review of the general theoretical background involved in developing the central concepts of cultural proficiency; 2) a historical overview of the experience of Arabic, whose teachers were early on closely involved in the movement to create guidelines and materials incorporating the concepts of cultural proficiency; 3) perspectives from the field: progress reports on implementation; and 4) ways to develop collaboration between those involved in language instruction and those charged with creating literature and civilization courses at universities. There will also be opportunities for participants to involve themselves with the practical questions of how to “teach culture” in the classroom.~

ANTHROPOLOGY STUDENTS SAMPLE MIDDLE EASTERN CUISINE

Professor Paula Holmes-Eber assigned the students of her “Peoples and Cultures of the Middle East” class the task of preparing sample dishes from the Middle East to be savored by the entire class. On potluck day, students arrived with containers of tabouli, baba ganoosh, couscous, falafel, lentil soup, pita, and *harira* (contributed by Professor Philip Schuyler). A non-traditional offering, though no less in evidence in the Middle East, were the cans of Coca-Cola supplied by students who could not cook. The class stuffed themselves and viewed Philip Schuyler’s slides of Morocco.~

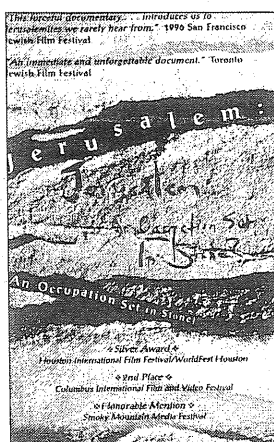


Paula Holmes-Eber and her Anthro class sample food popular in the Middle East.

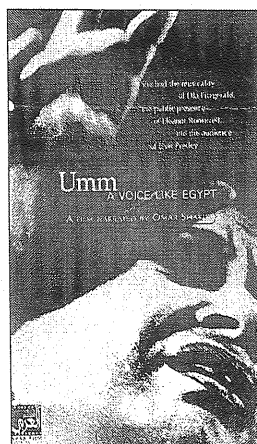
New Acquisitions Now Available in the Center's Resource Library

Resources may be borrowed from the Middle East Center free of charge by contacting the Middle East Center by telephone (206)543-4227 or by email to: <shecker@u.washington.edu>. The Center also publishes a video guide of its holdings, available free upon request, or view our webpage at <http://jsis.artsci.washington.edu/programs/mideast/index.html>

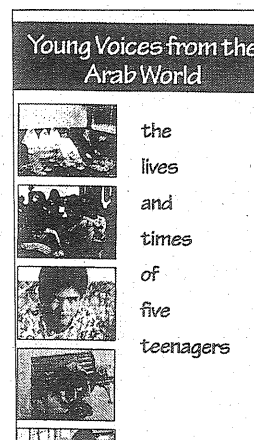
Jerusalem: An Occupation Set in Stone? 55 minutes, 1996.
Produced by the Palestinian Housing Rights Movement, directed by Marty Rosenbluth, examines the impact of Israel's urban planning policies on the Palestinians. Honorable Mention in the Third Annual Jewish Video Competition.



Umm Kulthum: A Voice Like Egypt. 67 minutes, 1996.
Narrated by Omar Sharif, this is the first documentary to introduce the great Egyptian singer Umm Kulthum to Western audiences. The work connects her life to the story of 20th century Egypt as it confronted colonialism.

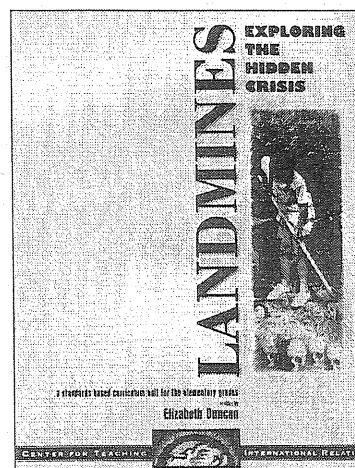


Young Voices from the Arab World: The Lives and Times of Five Teenagers, 30 minutes, 1998. Produced by Amideast, this short video is ideal for classroom use grades 5 and up. Five young people from Jordan, Lebanon, Egypt, Kuwait, and Morocco present aspects of their everyday life in Arab culture and society.



LANDMINES CURRICULUM SERIES FREE TO TEACHERS OF GRADES 5-12

Landmines: Exploring the Hidden Crisis is a curriculum series of three loose-leaf binders aimed at the upper elementary grades, middle school, and high school levels. The series has been designed by the Center for Teaching International Relations (CTIR) at the University of Denver. The curriculum aims to raise awareness about the global crisis of landmines, while reinforcing social studies standards in civics and geography. The series is available to teachers free of charge by calling CTIR at 303-871-3106, or visit their website at: <www.citronline.com>.

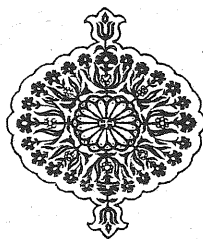


The Socio-Political Implications of a Wired Middle East: A Roundtable Discussion

Deborah L. Wheeler

DEBORAH L. Wheeler, a faculty member of the Middle East Center, Jackson School, and Near Eastern Languages and Civilization, UW, contributes this piece on a roundtable discussion held at the Middle East Studies Association Annual meeting in Washington, D.C. in November 1999. Panel participants were, in addition to Deborah Wheeler, who chaired the session: Professor Brannon Wheeler, Near Eastern Languages, UW; Dr. Jon Alterman, United States Institute of Peace; Dr. Jerrold Green, RAND; and Dr. Sy Goodman, Georgia Tech. The author based her contributions to the roundtable on her research trip to Kuwait (1996-97) as a Fulbright fellow, where she analyzed new information technologies and the security of Islamic values—ED.

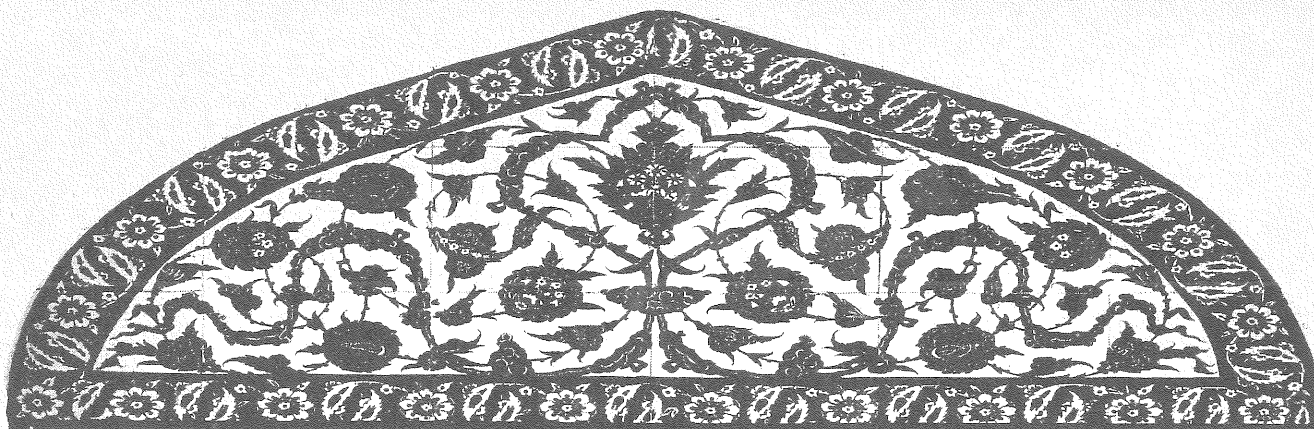
Each contributor in this roundtable discussion stressed that the Middle East is in the throes of the information revolution which is sweeping the globe. Large multi-national and NGO funds are supporting the hardwiring of countries in the region; others are buying their way on-line with petrodollars. Sy Goodman in his presentation stressed that Turkey was the most wired country in the Middle East and that the growth of the on-line community throughout the region has grown exponentially over the past few years. Brannon Wheeler discussed how even the Saudis are now allowing widespread access to the Internet, a fact that is exceptional, given that the government had been in the past leery of a technology which might be used in ways incompatible with Islamic values. Deborah Wheeler discussed how Kuwait University was the first university in the Islamic world to provide free and universal access to the Internet to its students and that at Kuwait University there were as many women who were net active as men. Jon Alterman pointed out that even Islamic conservatives were enjoying the Internet as a technology which could support *dawa*, or proselytizing, as illustrated by Sheikh Qardawi's site <www.qardawi.com>.



Brannon Wheeler noted that until recently, there have been few attempts to understand an "Islamic" view of the Internet and specifically how traditional Muslim approaches to the verification of knowledge are confounded by the growing use of electronic means to transmit information. Classical Islamic conventions designed to evaluate written and oral information, according to the moral character and probity of the transmitter, are not as readily operative with electronic media. The attitude shift represented by the Internet, placing value on the equality of access and ability to transmit information, is at odds with some of the basic principles inherent in stressing the control of knowledge transmission. Establishing the identity of transmitters, limiting access to information, monitoring the interpretation of information, and controlling the subsequent use of information are counter to a drive toward universal access to the distribution and acquisition of information via the Internet. Given these striking differences, it is increasingly important to recognize that

the potential influence of the Internet in Islamic societies is not simply a matter of using a new type of technology, but entails understanding the accommodation of radical shifts in traditional views of information transmission and evaluation.

While the Internet may prove incompatible with some principles of Islamic culture, which could encourage rapid forms of social change in the region, as of yet, we are seeing instead that the Internet tends to reinforce the kinds of cultural practices which are pre-existing. This view was corroborated by the data of the Kuwaiti case as discussed by Deborah Wheeler. Jerry Green stressed that although revolutionary changes had been promised by Western developers and distributors of the Internet, as of yet we are not seeing rapid democratization and liberalization or mass based challenges to governments by populations intoxicated with new freedoms of expression and action encouraged by the ungovernable frontiers of cyberspace. Jon Alterman suggested that this might have to do with access, that the Internet is not yet a mass based technology as is radio or satellite TV. ❧



Greater Pacific Northwest REGIONAL MIDDLE EAST SEMINAR

Saturday, February, 26, 2000

HUB, Room 309, 8:30 a.m. to 4:00 p.m.

University of Washington, Seattle

The Regional Seminar on the Middle East is convened annually for faculty and graduate students who teach about the Middle East at regional colleges and universities. The Seminar provides an informal arena in which instructors can present new ideas and current research on the Middle East and Central Asia. This year's seminar will include presentations on a variety of subjects including, but not limited to the following:

- ✦ Cultural Interpretations of Islam
- ✦ The Negev Bedouin: Myths and Realities
- ✦ The Effect of Economic Sanction on Health Care and Social Structure in Iraq
- ✦ The Palestinian-Israeli Peace Negotiations

Registration Form

Name

Address

Telephone/Email

Regular Registration \$15.00

Student Registration \$5.00

Dinner \$15.00

Total Enclosed

Make checks payable to the NEAR EAST STUDIES COUNCIL. Registration deadline is Tuesday, **February 22, 2000**. Mail registration to: Felicia Hecker, Middle East Center, Box 353650, University of Washington, Seattle, WA 98195; fax 206-685-0668.



From Reed to Brush: Calligraphic Traditions of the Middle East and East Asia **MOSAICS WORKSHOP FOR K-8 EDUCATORS**

Mosaics Saturday workshops introduce teachers of elementary and Middle school students to new ideas, resources, and activities for teaching about the world beyond our borders. Each Mosaic offers an array of sessions to choose from, handouts, free clock hours, and an ethnic lunch. The Mosaics are co-sponsored by the Jackson School Outreach Centers and the Washington State Council for the Social Studies. This year's Mosaic program is:

- ✦ March 18: Tacoma Festival Mosaic
- ✦ April 29: Seattle Festival Mosaic
- ✦ May 6: Calligraphy Mosaic

The Tacoma and Seattle Festival Mosaics focus on the folk and fine arts of Asia, reflecting the Asian cultures and art forms that will be featured at the Seattle International Children's Festival in May. In addition, the Middle East Center is partnering with the East Asia Center to offer a Mosaic on calligraphic traditions of the Middle East and East Asia.

The workshop will be held on May 6, 2000 from 8:30 a.m. to 3:30 p.m. The location has not yet been determined, but the workshop will take place on the UW campus.

Sign up now to reserve your place. The registration fee is \$40 for one workshop or \$35 each when registering for more than one. Registration must be received five days in advance. Registration is possible at the door, but supplies, packets, and ethnic lunch may not be available. Clock hours are free of charge.

Make checks payable to the *Washington State Council for the Social Studies*, enclose the form below, and mail to: Mary Cingcade, East Asia Resource Center, Box 353650, University of Washington, Seattle, WA 98195-3650.

Preregistrants will receive information about location of all events in advance.

For questions call Mary Cingcade at 206-543-1921.

Registration Form for Mosaics Workshops

Mosaics Registering for _____

Name _____

Address _____

Telephone _____

Email _____

Grade Level/Subjects taught _____

JACKSON SCHOOL INTERNATIONAL UPDATES SERIES

Time to Register for the 2000 Dinner-Lecture Series

It is time to register for the annual "International Updates: Trends and Transitions in Your World" dinner-lecture series organized through the cooperative efforts of the Jackson School's outreach personnel. All lectures will be held in the Walker-Ames Room at Kane Hall, UW, Seattle campus beginning at 5:30 p.m.

Each dinner-lecture is \$22 per person. Individual lecture registration must be received one week in advance of the event. Washington State clock hours are available for K-12 teachers and community college instructors for no additional charge, who sign up for *two or more lectures*.

DATES AND SUBJECTS

Feb. 2: INTERNATIONAL BUSINESS
"The World Trade Organization after Seattle: The Future of the International Trading System," Debra Glassman, Senior Lecturer, Finance and Business Economics, School of Business

Feb. 9: MIDDLE EAST

"Turkey Before and After the Earthquakes," Resat Kasaba, Professor, International Studies; Director, International Studies Center

March 1: WESTERN EUROPE

"Extreme Right Parties Gaining Ground: Recent Electoral Victories in Austria and Switzerland," Terri Givens, Assistant Professor, Political Science

March 8: RUSSIA & EAST EUROPE
"Russia between Elections," Steve Hanson, Associate Professor, Political Science

March 29: SOUTH ASIA
"Faith and Friction: Religion Confronts Modernity/Modernity Confronts Religion," Frank Conlon, Professor, History; Director, South Asia Center

April 12: SOUTHEAST ASIA
"Disease as a Social Force: AIDs, Economics, and Families in Thailand," Marjorie Muecke, Professor, Psychosocial and Community Health

April 26: EAST ASIA
"China Watching in the Year 2000," David Bachman, Associate Professor, International Studies

May 10: CANADA
"Telling Our Stories Ourselves: Indigenous Media in Canada," Daniel Hart, Director, Native Voices, The Center for Indigenous Media

To register, please indicate which of the dinner-lectures you wish to attend.

- ☐ Feb 2: International Business
- ☐ Feb 9: Middle East
- ☐ March 1: Western Europe
- ☐ March 8: Russia & East Europe
- ☐ March 29: South Asia
- ☐ April 12: Southeast Asia
- ☐ April 26: East Asia
- ☐ May 10: Canada
- ☐ ALL LECTURES

Please also check if

- ☐ vegetarian meal is desired
- ☐ clock hours are desired (at no additional charge)

Mail this registration form and check (payable to the University of Washington), \$22 per lecture to:

Jackson School Outreach Centers
Attn: International Updates
Box 353650
University of Washington
Seattle, WA 98195-3650
or call Mindy Rice 206-543-1675
or email
<cwes@u.washington.edu> for more information.

REMEMBER: Deadline for registration is one week before each lecture.

Last Name _____

First Name _____

Street Address _____

City _____

State/Zip _____

Daytime telephone _____

Fax _____

Email _____

School/School District _____

Grade level currently teaching _____

Amount Enclosed _____

CALENDAR OF SELECTED UP-COMING EVENTS

February 9

"Turkey: Before and After the Earthquakes," International Update, 5:30-8:00 p.m.
(see inside p. 7 for details)

February 26

Annual Middle East Regional Seminar, 8:30 a.m. to 4:00 p.m.
(see inside insert for registration)

April 1-2

Western Consortium's Multi-Language Workshop, Kane Hall, Walker-Ames Room,
8:30-4:30 (Sat.); 8:30-12:00 (Sun.) (see pages 1, 3 for details)

April 7

"The Relationship between the Developments in Turkey's Domestic and Foreign
Policy," Cengiz Candar, columnist for the Turkish daily *Sabah*. UW campus, location
to be announced (call 206-543-4227 for details)

May 6

Mosaics series: "From Brush to Reed: Calligraphy of the Middle East and East Asia"
(see inside page 6 for details)

June 28-29

"The Family across Time and Cultures," JSIS Teachers Summer Institute
Summer Seminar (grades 7-12)

The Middle East Center Newsletter

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programs/mideast/index.html/](http://jsis.artsci.washington.edu/programs/mideast/index.html/)

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