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THE SUMMER PROGRAM

This year, the summer institute offered a CASA I program designed to provide intensive language and culture education to graduate students and a number of qualified undergraduate students.

THE CASA FELLOWS

There were 46 full-year and 1 summer-only fellows during the summer semester. Fellows came from the following universities:

American University in Cairo, American University of Beirut, Amherst, Barnard College, Birzeit University, Boston University, Brown University, BYU, Columbia University, Cornell University, Dartmouth, Davidson College, George Mason, George Washington University, Georgetown University, Harvard University, McGill University, Middlebury College, New York University, Princeton University, Tufts University, University of California at Santa Barbara, University of California at Los Angeles, University of North Carolina at Chapel Hill, University of Georgia-Athens, University of Chicago, University of Michigan, University of Minnesota, University of Pennsylvania, University of Washington, University of Texas at Austin and Wayne State University (Appendix III).

PRELIMINARY PLANNING

Confirmation of the students’ arrival in Cairo was uncertain until early May 2011, due to the political unrest in Egypt and Syria. The need to accommodate 47 new fellows was good news, but was physically beyond the previous capacity of the CASA learning space at Hill House. Negotiations with the AUC Provost took place to find the required learning space. Two more smart-classrooms and an extra office space accommodating two teachers, were allocated to CASA at Hill House. Due to the ongoing political upheaval in Cairo, CASA included a risk training session during Orientation for the first time. Dr. Iman Soliman discussed and planned this session with Mr. Brian MacDougall, from the International Students’ Office, Dr. Mahmoud Zouk, Vice President for Planning and Administration, the AUC Emergency Management Team and other personnel to
provided sample documents to the stateside office of what AUC would present to new fellows for the risk training session. The remaining orientation documents, class schedules, and final arrangements for recruiting new faculty were completed by the end of May.

Dr. Iman Soliman, together with the appointed cultural assistants for summer 2011, Mr. Brian Powell and Ms. Erin Collins, answered students’ questions by email and worked on preparing a number of cultural exchange meetings. Due to the pending approval for the 2011 fellow arrivals to Cairo, the CASA students’ blog communication was somewhat delayed compared to previous years. The blog group provides incoming fellows with detailed information on life in Cairo, a list of apartments previously occupied by CASA students and answers to many of their questions in a friendly and informal chat space.

Dr. Iman Soliman interviewed and appointed new part time faculty members to provide required language training in six classes rather than four that were usually opened. In addition, co-teaching arrangements were made in order to provide in-service training to newer teachers and assistance to senior teachers with the relatively higher work load resulting from the somewhat larger class sizes.

**ARRIVAL OF STUDENTS AND ORIENTATION**

The new fellows arrived in Cairo between May 27 and June 14, 2011. AUC representatives met the fellows at the Cairo airport and CASA provided transportation for arriving students to their destination of choice. Upon arrival, a welcome email was sent with important Orientation dates and times and informing students to contact the CASA Office if they needed any assistance. Due to security measures, the CASA Executive Director asked fellows to adhere to AUC’s recommendation to limit their search for accommodation to risk-free areas such as Zamalek, Dokki or Maadi. Throughout the summer, cultural assistants aided students in getting adjusted to living in Cairo and assisted several of them in searching for and setting up apartments.

The CASA Student Orientation, ECA placement exam and registration took place on Sunday, June 5, 2011. The fellows were officially welcomed by Dr. Martha Schulte-Nafeh, CASA Director, and Dr. Iman A. Soliman, CASA Executive Director. Each fellow also received a packet with important phone numbers, international medical insurance cards, fellows’ biographies (Appendix III), AUC Student Orientation Handbook, AUC Student Calendar, CASA Attendance Policy (Appendix IV), summer class schedule and calendar of events (Appendices V(a) & V(b)), student life and activities pamphlet (Appendix VI), visa and course registration forms, and the Language Pledge (Appendix VII).
Dr. Schulte-Nafeh welcomed the students and talked about the importance of the language pledge and touched upon the spring elective, Casawiyyun Bila Huduud. Dr. Soliman gave a presentation about the different constituents of the summer, fall and spring programs, and introduced the summer ALI faculty and staff to the fellows (Appendix VIII). Dr. Soliman focused her remarks on the goals of the different components of the program and introduced briefly the new cultural exchange initiative between CASA fellows and the Egyptian students from the translation section at the School of Continuing Education (SCE). AUC President Lisa Anderson welcomed the new fellows to AUC and Cairo and shared her own experience as a CASA summer program alumni, encouraging new CASA students to engage in the society and in the changes taking place in Egypt and the reformation of the New Egypt. The AUC EMT also gave a presentation and discussed general issues relating to health and safety as well as the ongoing demonstrations in Tahrir. After the morning meeting, the students had their ECA placement exam, took a guided tour around the downtown campus which included the computer lab, bookstore, Falaki gymnasium, CASA lounge, classrooms and cafeteria. In addition, they completed registration forms and received their first monthly stipend. All orientation activities were conducted in Arabic.

On Monday, June 6, 2011, the students had a second Orientation at the AUC New Cairo Campus. On this day, the CASA fellows took the AUC bus from Tahrir to the New Campus, where they were officially welcomed at AUC by Dr. Zeinab Taha, ALI Director and CASA Co-Director, AUC Provost Medhat Haroun, and Dr. Ferguson, Dean of the School of Humanities and Social Sciences. The fellows also attended two induction presentations by Dr. Iman Omri, from the Office of Student Counseling, Mentoring & Conduct and Dr. Mohammed Dabbour, Associate Dean and Director of Student Development. After the morning meeting, the fellows received their AUC ID cards and opened an AUC email account. Students took a guided tour of the campus which included the computer labs, bookstore, library, gymnasium, and food court and then returned to Tahrir. Summer classes began on June 7, 2011 and the last day of classes was on July 25, 2011.
THE COMPONENTS OF SUMMER PROGRAM

CASA I summer program provides intensive language and culture education through the following components: Academic Program, Cultural Program, and Language Pledge.

ACADEMIC PROGRAM

The academic program in the summer consisted of 22 contact hours per week. Each fellow is required to take two core courses: Egyptian Colloquial Arabic (11 hrs./wk.); Modern Standard Arabic (11 hrs./wk.). These contact hours included a weekly ten minute scheduled interview for each student.

Egyptian Colloquial Arabic

In the summer program, CASA fellows meet with their ECA teachers for two hours per day, Monday - Thursday, for a total of eight classroom hours per week. Students are divided into six sections according to their level of proficiency, determined through the aural placement exams held during the downtown orientation session. Co-teaching was introduced this summer as a benefit for the students and for professional development purposes.

Group 1  Ms. Shahira M. Yacout/Emad Samir
Group 2  Ms. Shahira M. Yacout
Group 3  Ms. Dina Bashir/Mohammed Ibrahim
Group 4  Ms. Sayed Ismaeil/ Mr. Emad Samir
Group 5  Mr. Hany Fazzaa
Group 6  Miss Nermine Samir.
The summer students worked with the CASA book, *Hadutah Misreyyah*. Each lesson consists of a short movie clip revolving around an issue characteristic of contemporary life in Egypt, such as traffic, living conditions, education, family life, and youth issues. These materials were updated to reflect the Egyptian revolution and how these cultural issues led to the uprising of the Egyptian people on January 25, 2010. The movie clip, which provides examples of an everyday conversation, is followed by four interviews with various Egyptian intellectuals and government officials who talk about the same general issues in a variety of Arabic known as “ammiiyyat al-muthaggaafiin” (the colloquial of educated speakers). These materials serve as a spring board for a variety of in-class and out-of-class activities. A number of movies and authentic radio broadcast programs reflecting the flow of events and the spirit of the Egyptian Revolution were selected and used to enrich the book, especially at the more advanced levels.

**Modern Standard Arabic: Introduction to Egyptian Culture and Society**

In the summer program, the MSA classes met for two hours per day, Monday - Thursday, for a total of eight classroom hours per week. The fellows were divided into four sections based on their scores in the CASA selection exam.

- **Group 1**: Ms. Nadia Harb/ Mr. Hosam Gaiel
- **Group 2**: Ms. Nadia Harb/ Ibrahim Al Touhamy
- **Group 3**: Mr. Sayyed Ismaeil
- **Group 4**: Mr. Hany Fazzaa/Mohammed Ibrahim
- **Group 5**: Ms. Seham Badawi
- **Group 6**: Ms. Sherine Mohamed

This summer, CASA reused the textbook which was developed for its MSA course. The textbook focuses on Egyptian culture and society and it contains a selection of articles focusing on topics related to national identity and character, the position of minorities, the role of religion in the public life, and various other social issues. Each topic is presented through a variety of articles of different genres, and the articles are accompanied by suggested in-class and out-of-class activities, as well as a CD with vocabulary and listening materials. The CD highlights the importance of cultural awareness and understanding in language learning and facilitates vocabulary acquisition.

In addition to the textbook, CASA fellows were exposed to a variety of materials designated for the extensive reading and reading for pleasure such as the novel “Yacoubian Building” by Alaa Al-Awsani, and collections of short stories written by contemporary Egyptian writers.

**One-on-one scheduled interviews**

Throughout the summer, faculty CASA members were available at scheduled times to meet with fellows to discuss their individual needs and their overall progress.
CULTURAL PROGRAM

Cultural Exchange

For the first time this year, Dr. Iman Soliman and AUC, in collaboration with the Translation Program and SCE, initiated a cultural exchange program for CASA. In this program Egyptian students from the translation program met with CASA fellows to discuss and exchange views around issues such as education in Egypt, food and drinks, the Egyptian street, and men/women in Arab media. The aim of the cultural exchange program is to discuss cultural issues and to create a milieu where CASA fellows can meet with Egyptian youth as language partners and meet later in their personal time. Mr. Ahmed Abdel Monem and Dr. Iman Soliman planned and selected the cultural topics for the events, but the actual event coordination was left to the CASA Cultural Assistants, Erin Collins and Brian Powell. Egyptian students were granted a certificate of participation at the end of semester.

Summer Clubs

Due to the piloting of the cultural exchange events and the time limitation of the summer semester, the clubs were held only four times during the semester; however, two new clubs were created as recommended by last year’s CASA fellows (2010-2011): literature and singing clubs. Involvement with club activities stimulates knowledge of the host country culture and advances communication skills while providing an opportunity to enjoy facets of Arabic culture such as: tajweed, music, calligraphy, films, journalism and literature. The dissemination of the Fellows’ work on bulletin boards and at the end of semester party, gave the students a sense of accomplishment and supported excellence at the very start of the year.
**Lectures**

During the summer semester, CASA fellows attended three lectures with guest speakers from outside of AUC. The lectures engaged students in a number of social, political and cultural issues significant to the society in which they are living in. The lectures encouraged cultural understanding through intellectual discourse. The meetings started with a 30 minutes presentation on a selected topic, which was followed by an interactive discussion with fellows about the issues related to the presentation. The guests were the famous writer Alaa Al-Aswani, the producer of “Al Jazeera” Ms. Nadia Abou AlMagd and revolutionist and political activist Dr. Karima Al Hefnawy.

In addition to live lectures and cultural exchange events, the CASA fellows were able to participate in a program of guided one day tours and subsidized long trips organized by ALI. A few trips organized by ALI were:
Long trips in Egypt:
The ALI arranged 2 long trips for the summer: one to Alexandria & another to Porto Ghalib.

Cairo & Giza Area Sites
Pyramids & Sphinx ; Saqqara and Memphis; Coptic Cairo: Hanging Church, St. Sergius, Synagogue Ben Ezra; Citadel.

End of the Semester Party
In the final week, on July 19, 2011, CASA fellows, Translation Program students, SCE and AUC staff and faculty members were all invited to the end-of-the-semester party, where they mixed and chatted over a home cooked dinner. The CASA fellows presented songs, readings of poetry and verses from the Holy Quran and comic skits in Arabic. The event also included a presentation of certificates of participation to Egyptian students who participated in the cultural exchange program.

LANGUAGE PLEDGE
To maximize incentive for speaking Arabic both inside and outside the classroom this year, the program has an Arabic-Only Speaking Policy. CASA expects all its fellows to abide by the Arabic Speaking Policy and to help create opportunities for speaking Arabic both inside and outside the classroom.

PROGRAM AND INSTRUCTOR EVALUATION

Ongoing Formative Assessment:
Ten minute one-on-one interviews have allowed students to give direct feedback to their teachers regarding classroom learning activities, materials and their contribution to the overall development of their language proficiency.
The fellows also had direct access to the Executive Director’s office, where they were encouraged to stop by at any time to talk about their concerns or educational needs. Dr. Martha Schulte-Nafeh’s classroom visits during the summer also gave students the opportunity to meet with her to discuss their plans and offer their feedback.

**Program Formal Assessments**
This included:

- Student online evaluation of instruction conducted by AUC at the end of each semester;
- End of Program Evaluation: Dr. Schulte-Nafeh has integrated the CASA Cairo end-of-the-semester program evaluation into a more comprehensive evaluation survey that assesses the program and all its components mentioned above, State-side as well as in Cairo. This survey enabled fellows to assess the academic, cultural, as well as the administrative aspects of the program, including personnel and services ([Appendix X](#)).

**Student Assessment**
Measuring student learning is always a challenge no matter what the delivery format. The teachers’ choices are always limited by time, resources and creativity. The instructors relied on on-going assessment of homework assignments and in-class participation, as well as regular and weekly tests. They also administered mid-terms, in addition to end-of-term tests. These were achievement tests in alignment with the program objectives.

**Classroom Observations:**
During the 2nd week of classes, Dr. Schulte-Nafeh visited classes and then met with teachers individually to engage them in reflection on their teaching practice and to offer constructive feedback. The observations enabled the CASA administration to also assess the language proficiency levels of the students in the different groups and advise the teachers as to which materials were more relevant and what activities to use, when such advice was required.

**EVALUATION OF THE PROGRAM, REFLECTIONS AND PLANS FOR IMPROVEMENT**

**The Program in Tahrir Square**

The location of the program in Tahrir Square, or Revolution Square, or even Martyr’s square as some of the revolutionaries now call it, where all the demonstrations are taking place in the process of the birth of the new Egypt, has been very challenging but also very rewarding. It provided the CASA fellows with an opportunity to be in the heart of the events and witness for themselves the ongoing reformation of Egypt’s political life; however, the increased unrest that everyone is experiencing in the country, demands great flexibility on part of the staff, faculty and fellows, who gradually grew accustomed to the probability of disruption of the working and learning environment
at any time. This summer, classes were cancelled once; however, the flexibility of the teachers helped compensate students for lost contact hours. AUC remains committed, and I quote President Lisa Anderson here, “to provide every student and member of the AUC community with the education they deserve” and determined to ensure “that all members of the community are afforded a safe and productive working and learning environment.”

Dr. Soliman, based on previous spring semester experience and the ongoing unsettling events in Tahrir, discussed the importance of having a contingency plan for any cancelled classes with the CASA Co-Director, Dr. Zeineb Taha. A meeting with Provost Haroun was scheduled and he generously offered for CASA to hold their classes at the AUC dorms in case of one day closures at the Tahrir campus or any unforeseen closures at the campus in New Cairo. Room provisions are currently on standby for any disruptions to the CASA program.

The geographical remoteness from the ALI premise remains a hurdle for the CASA program. Benefiting from the wide expertise of senior ALI faculty, due to budget limitations, is getting more and more difficult especially with CASA having to open 6 classes this semester. It also adds an extra layer of effort and responsibility on the Executive Director to recruit and train part-time teachers. The budget restriction also overloads the CASA teachers. An AUC full-time faculty member must have a 15 contact hour schedule in CASA, which is a heavy teaching load and more than the CASA budget can sustain ongoing. In order to relieve this heavy load and to recruit more ALI full-time teachers to CASA, the CASA Director and the Executive Director planned a professional development proposal that allows a one course release time to ALI full-time faculty who teach for CASA in both the fall and spring semesters. This one course release time is used to invest in material development for the program or faculty research, and/or professional development. In other words, instead of the full-time faculty working 15 full hours per week during the spring semester, they teach 10 contact hours only and are assigned 5 hours of program or material development responsibilities and projects.

At the administrative level, distance from the ALI, placed an additional responsibility on the CASA Executive Director’s shoulders with regards to: the selection of the CASA teachers; managing full-time faculty’s teaching load to integrate systematic and quality work on projects and material development; creating a network of employable part-time teachers within and outside of the ALI; recruiting part-time teachers; training and mentoring them to attain the CASA program learning outcomes and objectives; and, last but not least, acclimating new teachers to AUC standards of professional performance and academic integrity. This emphasized the need for a teacher training course in preparation for selecting new teachers for the fall semester. A tentative schedule has been prepared and trainers/trainees have been contacted; however, due to the disruptive sit-in on the Square which began in early July 2011, training course was postponed to the fall semester.
**Number of Students**

This year the CASA-ALI program has witnessed an unprecedented increase in the number of students since its inception in 1967. This increase was due to the suspension of the program in Syria and the transfer of the CASA Syria selectees. The increase in numbers has put a great stress on the program resources, including staff and faculty. It provided a challenge that only the ALI-AUC could meet. CASA Cairo, with ALI expertise and support, was able to accommodate 47 students and provide the learning space, teachers and arrange for airport pick-ups despite the short notice at the start of the program. The delay in resuming the CASA program was due to security issues that led to the program’s suspension and withdrawal of DOE budget in spring 2011, as previously mentioned. The CASA Executive Director and Dr. Zeinab Taha held meetings with AUC Provost, Medhat Haroun, who graciously agreed to allow CASA two extra smart rooms and an office in Hill House to accommodate two additional faculty members during the summer and fall semesters.

Sustaining the increase in student numbers will require reconsideration of the available resources to provide more learning and office space. The projected space that was originally negotiated has proven to be insufficient. This calls for a reassessment of this space and planning our budgeting for more offices.

Although Dr. Nafeh has generously agreed to grant senior teachers who mentor newly appointed part-time teachers financial allowances: subject coordinator allowance and mentor allowance; the amount of time dedicated to the junior teachers, in order to preserve the program reputation and guarantee quality teaching, may lead us to either consider appointing more senior ALI faculty or a one course release for a couple of senior teachers for this work. Appointing more ALI senior faculty provides greater opportunities to newly appointed teachers to observe experienced teachers in practice. Decisions with this regards will be given priority in CASA’s plans for growth and continuity.

**Student Orientation**

Two orientation events were organized to familiarize the CASA fellows with all the facilities available to them on both AUC campuses: the library, gym, Olympic swimming pool and Mail and Computing services. The students were introduced to the various activities and clubs on campus and the AUC EMT presented a session on health and safety. The CASA fellows received a folder including important information and leaflets.

All of the students attended the orientation except 2 who arrived late to the program. The end of program survey results showed that CASA fellows found the orientation useful in general, and provided feedback on the importance of cutting down the two day presentation to a one day event. Survey results also showed that the majority of the respondents found the tours and student/teacher gatherings during orientation most valuable as opposed to presentations; however, they remarked that careful attention should be given to the organizations of these tours. A student also suggested
grouping the fellows when touring around according to their previous AUC or Cairo experiences and suggested adding a tour around Cairo. A number also recommended provision of maps.

All suggestions regarding time preparation were taken into consideration when planning the 2011 fall orientation and will be taken into consideration for next summer. Although the timing and content of presentations on the second day of summer presentations will be seriously considered for next year, cutting down the event to one day is rather difficult unless the orientation is wholly conducted in New Cairo; a matter which is feasible, but difficult and undesirable. The challenge lies in that CASA will have to welcome students on a campus that they might not visit again, instead of welcoming them on the campus where they will be studying. Scheduling rooms at the New Campus for placement testing might also incur an unnecessary cost on the program. This leads the Executive Director to conclude that the second day of orientation should be reduced to a short welcome note from the ALI director followed by a visit to the library for issuing of IDs only. It should be left up to the fellows if they wished to stay to tour the campus on their own or return right after.

The presentations were overall useful but students commented that some were superfluous or too long. The EMT presentations in general did not meet students’ expectations. The risk training presentation was subject to most of the students’ criticism and was found “not useful at all” by 71% of the respondents. It was obvious from the students’ comments that the presentation did not make them feel safe. Although the administration has organized a follow up session based on the cultural assistants’ concern that the students found Dr. Zouk’s presentation lacking information and frightening, still the second presentation has caused greater anxiety rather than providing students with solid information about the AUC plan for securing the Tahrir Campus in case of a breakout of disrupting violence or fighting on the square.

Risk training will be given careful consideration to make students feel safe. Although we all live in taxing times of unrest, it is important that students understand they who took a risk to come and study in Cairo at their own discretion, but all provisions for their safety have been made.

In examining responses to question number three, which asked about the overall effectiveness of the orientation program, the majority thought that it was effective overall; however they reiterated that it was a bit long. Dr. Soliman’s presentation was commended for its efficiency by one of the respondents because – using the respondent’s own words- “after orientation I felt like I knew what I had in store for me during the year.”
The Cultural Exchange and Cultural Assistants

As previously mentioned, and as customary of the CASA program, the CASA administration appointed two cultural assistants to support and help the new fellows on their arrival; however, this year, due to the suspension of the program in the spring, only two applications were received for the advertised cultural assistant job. There was no selection or choice. Due to the huge number of students this year, the cultural assistants’ participation in program was extended to undertake the organization of the cultural exchange and some other events. This was done to relieve the CASA staff from the stressful workload that was imposed on them due to the increase in number of students without a corresponding increase in number of staff.

The cultural assistants also organized 11 outings with the CASA fellows to break the ice and show them around the city. Although the “did not attend” response to various activities demonstrates that these events were not well attended overall; the chart below shows that restaurants were the most popular of the events.

![Chart 1](chart.png)

In the open ended questions, students shared their ideas of more places that might be popular and interesting to go to such as: Cairo tower, used books stores, live music concerts and activities that allow fellows to meet one another and talk outside of classes. The Executive Director plans on sharing all these ideas with next year’s cultural assistants.

On assessing the cultural assistants’ effectiveness, overall the fellows were satisfied with the services of at least one of the cultural assistants. But it was obvious from the survey responses that the cultural assistants did not appear to be prepared to undertake the responsibility of organizing and conducting the cultural exchange events. Most respondents commented on a lack of organization and too much waste of time. This leads the Executive Director to believe that in the future it would be more efficient if the program employed a summer coordinator with the two CASA alumni from among the MATAFL program to organize and conduct cultural exchange events.
Curricular Cultural Events

Curricular cultural events were generally beneficial, but respondents made suggestions for better grouping and smaller groups for cultural events. One student commented, “I think that groups should be reduced down to 5 CASA students and 5 Egyptians at the largest;” while another expressed, “I think the events in open spaces were always better than those with rigid seating;” and one commented that cultural exchange events should have been more fun than exchange of information about pre-set themes.

The Executive Director totally agrees with the students that the venues for cultural exchange should have been chosen in outdoor areas rather than in halls and big rooms; however, the indoor settings were chosen to avoid outdoor group gatherings based on safety and security issues related to the absence of security on Egyptian streets. In better times, outdoor group activities will be made a priority.

The main aim of the cultural exchange initiative was to introduce the CASA fellows to Egyptian friends with whom they can meet later in their personal time. It was an opportunity for students who cannot find Egyptian youth of their age group to mingle with. (Chart 3) shows that for at least 50% of the fellows, the initiative succeeded in meeting this goal.

![Chart 3](image)

It is the Executive Director’s belief that with better organization of future events with smaller groups of fellows and young Egyptians, the success of the exchange events in terms of helping fellows meet young Egyptians can be improved upon.

The lecture component of the program found great approval among the students; however, Chart 4 demonstrates that some lectures were more popular and appealing than others. Chart 4 also demonstrate a percentage of absence from curricular cultural activities that needs further monitoring and investigation.
Chart 4

The students’ comments focused on bad scheduling of the lecture time. Some classes had to wait for an hour until another class in session finished so they could all meet for the talk. This scheduling issue could have easily been avoided had there been one extra room in addition to the six classrooms CASA is already using. Students also did not like the end of the week choice of time because a number of them preferred returning home to start the weekend. Thursday was the preference of last year’s fellows who did not want to go home late during the week when they have homework. Scheduling cultural activities according to students’ preferences in summer will always lead to a tentative scheduling of events because students do not really know which days will suit them best until they start the program. However, it is easy to do so in the fall and spring. Students complained about lectures running longer than scheduled, but this pertains to a cultural misconception of a speaker wanting to honor their audience. It is common practice among Egyptians that if you are a celebrity and want to honor your audience, then you do so by giving them more of your time than agreed. It is not courteous to stay and talk according to number of minutes allotted, unless you are doing so reluctantly; however, this could be avoided by explaining to the students this perception of giving them more time versus wasting their time.

Summer Clubs

Chart 5 shows that 69% of the students liked the clubs a bit, 11% liked them quite a bit, while 16.7% did not like them at all and only 2% liked them a lot.
The feedback explains why the clubs were not a great success as they were last year. A number of students mentioned that their club leader was unprepared while others had different expectations than what was originally intended by the objectives of the clubs. It is worth mentioning that the cultural exchange initiative did not have much preparation before the fellows arrived. Aiming at preserving the students’ time, Sundays, which were originally scheduled for the clubs, were divided between clubs and cultural exchange events. Consequently, clubs met only three times during the semester and this lack of time did not allow teachers or students to do much. The fact that two new teachers taught two clubs each could have also led to this result due to lack of experience. Student recommendations will be taken into consideration when planning for clubs next year.

The Administration in Cairo

At the Cairo administrative level, the end of program evaluation has shown great satisfaction. Charts 6 & 7 reflect the respondents’ opinions concerning the effectiveness of the administrative personnel. Dr. Soliman was commended for her diligence, effectiveness, and for the help she provides to students as a mentor and a director. The members of the CASA administrative office, especially Hany Seraphin and Moheb Nasif, were praised for their availability and the help and support that they give to students on a daily basis.
The Academic Program

CASA administration has, to a great extent, succeeded in maintaining the spirit of cooperation and mentorship between senior and newly appointed teachers. This summer four part-time instructors joined the CASA faculty to meet the increased student numbers. All instructors, both in ECA and MSA courses shared the learning materials designed and developed to facilitate and achieve the collective vision of the desired learning outcomes stated in the course outline. Most of the fellows repeatedly remarked on their satisfaction with the instructional materials. The principal reason for program’s success is that by most students’ accounts, the instructors are almost uniformly superb. The majority of them have extensive teaching experience. Many have received M.A. degrees in Teaching Arabic as a Foreign Language (TAFL) and in Arabic Linguistics. Teaching upper-level students requires teachers who are knowledgeable not only about the language, but also have contemporary knowledge of the Arabic culture, who have some content knowledge or, who are ready to invest time and energy in learning about the content matters of interest to their students. They also need to be acquainted with effective teaching methods, have good diagnostic skills so that they can adjust their teaching to the needs of their students on a daily basis. The majority of instructors who taught in the summer showed they had all those qualities and were highly rated in their students’ evaluation of instruction.

Students also praised the rigorous curriculum and the fact that they were exposed to a wide variety of classroom exercises and homework that contributed to improving their abilities in writing, reading, speaking, and listening. A typical day in the summer involved five hours in the classroom and over six hours of homework. Over the weekends fellows had longer reading assignments focusing on collections of short stories and novellas written by contemporary Egyptian writers.

The co-teaching was a success. Senior teachers co-taught classes in ECA with fresh TAFL graduates and with new faculty. The time the teachers spent together on planning the work and on developing and sharing materials substituted the lack of in-service training in the summer program due to its short session. As a result, we now have two new teachers who are fully capable of teaching advanced level ECA and MSA on their own and with minimal support. Most importantly this new practice orchesstrates a symphony of cooperation, mentoring, collaboration, care, empowerment and enthusiasm among the summer CASA faculty. This practice propagates and sets the standards for future faculty cooperation and team-work ethics.

The success of the one-on-one scheduled interviews last year has led to its continuity this year. The interviews worked wonders for our fellows. It provided individual help for all students on a regular basis throughout the summer. It also allowed introverted students to meet their teachers and address their needs, difficulties or concerns. The interviews created a sense of deeper awareness and developed better understanding for the teachers regarding student challenges and individual needs. This practice does not stigmatize weak students because it counter acts any previous tutoring policies that had negative effects on the learners’ self-esteem.

It is important to mention that when asking students about their overall satisfaction with their language and culture experience the responses showed that the majority of the students replied that they felt that they were placed in the right levels of ECA and of MSA (Chart 8 & 9), and that they were “very satisfied” with the learning experience while just “satisfied” with the cultural program.
Perhaps the just “satisfied” response in relation to cultural experiences pertains to affective factors and learners’ attitude towards target culture rather than any dereliction on the part of the program. This being said it is important to mention that the current events taking place regarding the formation of a new Egypt has affected community immersion activities and outdoor events in response to the safety and security of all CASA fellows.

**Summary**

CASA had a successful beginning to its year-long program. Students were satisfied and appreciated the fact that they were given the opportunity to come to Cairo and benefit from the cultural and language learning experience. The student comments and recommendations will be used as a frame of reference, guiding cultural event planning for future semesters and improving services.
# APPENDIX I

## Administration Staff

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CASA Director</td>
<td>Dr. Martha Schulte-Nafeh</td>
</tr>
<tr>
<td>CASA Co-Director</td>
<td>Dr. Zeinab Taha</td>
</tr>
<tr>
<td>CASA Executive Director</td>
<td>Dr. Iman Soliman</td>
</tr>
<tr>
<td>CASA Stateside Program Coordinator</td>
<td>Ms. Marissa Canales</td>
</tr>
<tr>
<td>CASA Program Specialist</td>
<td>Ms. Wassima El-Shafie</td>
</tr>
<tr>
<td>CASA Administrative Assistant</td>
<td>Mr. Hany Yousry</td>
</tr>
<tr>
<td>CASA Cultural Assistant</td>
<td>Ms. Erin Collins</td>
</tr>
<tr>
<td>CASA Cultural Assistant</td>
<td>Mr. Brian Powell</td>
</tr>
<tr>
<td>Student Assistant</td>
<td>Mr. Moheb Nassif</td>
</tr>
</tbody>
</table>
APPENDIX II

CASA Summer Teaching Faculty and Courses Taught

I. CASA Full-Time Teachers:

<table>
<thead>
<tr>
<th>Name of Teacher</th>
<th>Degree</th>
<th>Course Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Nadia Harb</td>
<td>M.A. in TAFL, AUC</td>
<td>MSA AVIA 401</td>
</tr>
<tr>
<td>Ms. Shahira Yaqout</td>
<td>M.A. in TAFL, AUC</td>
<td>ECA AVIA 400</td>
</tr>
<tr>
<td>Mr. Sayed Ismail</td>
<td>M.A. in Arabic Literature, Cairo University</td>
<td>ECA AVIA 400</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MSA AVIA 401</td>
</tr>
</tbody>
</table>

II. CASA Part-Time Teachers:

<table>
<thead>
<tr>
<th>Name of Teacher</th>
<th>Degree</th>
<th>Course Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Dina B. El-Diek</td>
<td>M.A. in TAFL, AUC</td>
<td>ECA AVIA 400</td>
</tr>
<tr>
<td>Ms. Nermin Samir</td>
<td>B.A. in English, Ein Shams University</td>
<td>ECA AVIA 400</td>
</tr>
<tr>
<td>Mr. Hany A. Gilil</td>
<td>M.A. in TAFL, AUC</td>
<td>ECA AVIA 400</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MSA AVIA 401</td>
</tr>
<tr>
<td>Ms. Sherin Mohamed</td>
<td>M.A. in TAFL, AUC</td>
<td>MSA AVIA 401</td>
</tr>
<tr>
<td>Ms. Siham Badawy</td>
<td>BA in Arabic Literature, Cairo University</td>
<td>MSA AVIA 401</td>
</tr>
</tbody>
</table>
APPENDIX III

CASA Cairo Fellows Biographies

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Hossameddine Abouzahr finished an M.A. in Middle East Studies and an MPP at the University of Michigan in December 2010. He started studying Arabic independently in 2008 and then continued studying Arabic throughout his graduate studies. After completing CASA he hopes to work in the Middle East in the fields of development and human rights.

Anna Bailey completed a B.A. in Arabic and French at Dartmouth College in June 2011. She has studied Arabic previously in Tangier, Morocco, and hopes to travel and study more extensively in the Middle East in the coming years. Her academic interests include classical and contemporary Arabic poetry, literature, and linguistics, as well as postcolonial studies and immigration. She has no definite plans following completion of the CASA Program, but is considering possibly pursuing a Ph.D. in Arabic literature or a degree in immigration law.

Sierra Bayles graduated this year from Columbia University’s School of General Studies with a B.A. in Women’s and Gender’s Studies and a concentration in Arabic Language and Literature. After completing CASA, she intends to pursue a Ph.D. in Cultural and Linguistic Anthropology, specializing in the Middle East.

Connie Cannon is a Ph.D. student at the University of Washington in Near and Middle Eastern Studies. She holds a B.A. in Middle East Studies/Arabic from Brigham Young University and a J.D. from the University of Chicago. A licensed attorney, her work focuses on Islamic Law, Legal-religious Thought, and Comparative Legal Systems in the modern Middle East.
Elinor Cannon graduated this year from Tufts University with a major in Arabic and Int'l Letters and Visual Studies. Throughout her undergraduate career she studied Arabic and Spanish and the interactions between the two language and cultures, culminating in her senior honors thesis "Diary of an Illegal Immigrant," a translation of an Arabic book by Rachid Nini. She hopes to continue her study of Arabic after CASA by working in translation and teaching.

Nathan Christensen graduated in May 2011 from the University of Georgia with a B.A. in History and Arabic Studies. He has previously studied Arabic in Sana'a, Yemen and Marrakech, Morocco. Academically, Nathan is interested in radical pedagogy, post-colonial studies and the history of liberation thought. After CASA he intends to continue his study of history at the graduate level.

Emily Drevets finished her B.A. in International Relations with a minor in Arabic and Muslim Societies at Boston University in 2011. She has studied Arabic in Salalah, Oman (CLS) and Rabat, Morocco (Boston University program) as well as at Boston University. Her academic interests focus on developmental issues in West African intellectual history broadly construed, with a particular interest in textual practice, Islamic education, Sufism, and expressive culture. While at CASA, he especially looks forward to exploring West African diasporic communities in Cairo.

Jeremy Dell is a graduate student in the History Department at the University of Pennsylvania, where he studies African history. Previous research has taken him to Mali, Senegal and Burkina Faso. He is interested in West African intellectual history broadly construed, with a particular interest in textual practice, Islamic education, Sufism, and expressive culture. While at CASA, he especially looks forward to exploring West African diasporic communities in Cairo.

Mary Elston just completed her M.A. in Social Sciences at the University of Chicago, and next year she intends to apply to Ph.D. programs in Anthropology. She received her B.A. in Middle East Studies and Development Studies from Brown University in 2007. Mary has studied Arabic in Jordan, Yemen, Egypt, and Morocco, and currently her research interests include language ideologies, semiotic processes, and discursive authority in Islam.
Ryan Fan graduated from Cornell in 2010 with a B.A. in Linguistics and Mathematics. He has studied Arabic in Cairo, and in Alexandria while on a Fulbright Grant. After CASA, he hopes either to pursue a Ph.D. in Arabic Linguistics or to continue living and working in Egypt.

Jeremy Farrell is a graduate of Tulane University and is currently a M.A. candidate at UCLA in the Department of Near Eastern Languages and Literatures under the direction of Dr. Michael Cooperson. His research interests include images of asceticism in Arabic literature, historical preservation and issues in contemporary North Africa. He hopes to pursue these interests in a career involving digital preservation and publishing of written patrimony.

Benjamin Gittleson received his B.A. in 2011 from Tufts University, where he majored in International Relations and Arabic. He is particularly interested in foreign policy and the role of the media in the Middle East, and he has studied Arabic at Tufts and the University of Jordan in Amman.

Anthony Goode graduated this year from George Mason University with a B.A. in French. He has studied French in Morocco and Guadeloupe and Arabic in Egypt (Middlebury-CV Starr School in the Middle East). After completing CASA he plans to pursue graduate studies in Arabic and linguistics.

Katherine Goodin graduated from Brown University in 2008 with a degree in Comparative Literature: Literary Translation, focused on translating Latin literature into English. She studied Arabic at Middlebury's language school summer 2009, and at the American University in Cairo on a Fulbright grant from 2009-2010. She plans to work in Arabic media and literary translation, and is applying for graduate study this fall.

Christopher Forney graduated from Amherst College with a B.A. in history. Since graduation he has studied Arabic intensively and has just finished an 18-month period of study with the Qasid Institute in Amman, Jordan. After his time with CASA, he hopes to pursue a Ph.D. in the medieval history of the Mediterranean Basin.

Benjamin Gittleson graduated this year from George Mason University with a B.A. in French. He has studied French in Morocco and Guadeloupe and Arabic in Egypt (Middlebury-CV Starr School in the Middle East). After completing CASA he plans to pursue graduate studies in Arabic and linguistics.

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Kristin Hickman has a B.A. in Anthropology and French and Francophone Studies from Barnard College. She has studied Arabic in New York (Columbia University), Chicago (University of Chicago), Oman (World Learning Center), and Morocco (Qalam wa Lawh) where she taught English for two years. She is currently finishing her second year as a Ph.D. student in Anthropology at the University of Chicago. Her interests lie in language, memory, and pedagogy in the Middle East.

Tyler Huffman graduated from Duke University in 2009 with a B.A. in Middle Eastern Studies and a B.S. in Mathematics. He is currently a graduate student at the American University of Beirut in the Center for Arab and Middle Eastern Studies. He has previously studied in Yemen (Yemen College of Middle Eastern Studies) and Syria (Damascus University). Academically, he is interested in modern Arabic literature, particularly Syrian novels from the past decade.

Yamila Irizarry-Gerould is graduating from Tufts University with a degree in Middle Eastern Studies and Arabic. Her academic interests in the region have focused on issues as varied as women's rights, the Iraq War, water sharing in the Jordan River Valley, and the nuclear issue. She is originally from Northampton, M.A. and Puerto Rico.

Matthew Keegan graduated from Williams College in 2007 with a degree in Religion and History. He received a fellowship to study at Cambridge University where he received an M.Phil. in Islamic Studies. His Arabic studies have brought him to Yemen, Egypt, and Middlebury. He is currently a Ph.D. candidate in the Religion Department at Princeton University where his research interests include medieval Arabic literature and Islamic law.
Paul Kohlbry earned his B.A. in history from the University of Southern California. He then moved to Palestine, where he worked and taught from 2008 – 2011. He hopes to get a Ph.D. in anthropology after completing CASA.

Michael Kremer graduated this year from Tufts University with a B.A. in International Relations. He has studied Arabic in Egypt (Middlebury School in the Middle East) and spent the past two summers working for non-profit organizations in Kenya. He is interested in U.S. foreign policy in the Middle East and Africa.

Noga Malkin graduated from Barnard College of Columbia University in 2009 with a degree in Political Science and Human Rights. She has spent the past two years working for Human Rights Watch in Jerusalem. She has studied Arabic in Egypt, Palestine, Israel, at Columbia University, and at Middlebury College. She is interested in social policy and the Middle East, and is slightly obsessed with Turkey; she occasionally fantasizes about reconvening the Ottoman Empire.

Jessica Martin started the Masters in Arabic Studies at the University of Texas at Austin after three years teaching and studying in Japan. She is interested in medieval Arabic and Japanese literature, communicative pedagogy, and literary theory. After CASA and the M.A. she plans to pursue a Ph.D. in Comparative Literature.

Spenser Mestel graduated from Dartmouth College with a B.A. in Asian and Middle Eastern Studies with a concentration in Arabic. He's primarily interested in international development and the Arab world. After the CASA program, he hopes to attend graduate school and then work for the United Nations Development Program.

Adnan Moussa graduated from Wayne State University with a degree in Near Eastern Studies. He is particularly interested in the political ideologies that span across the Middle East. After completing CASA, he plans to continue his higher education paying special attention to the “Arab Spring” and its impact on future reforms.

Paul Kohlbry earned his B.A. in history from the University of Southern California. He then moved to Palestine, where he worked and taught from 2008 – 2011. He hopes to get a Ph.D. in anthropology after completing CASA.

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Shawn O'Donnell received her B.A. in History from the University of California, Berkeley in 2004 and her M.A. in Public Policy from the University of Minnesota in 2011. She taught English in Cairo between 2004 and 2006 before returning to the U.S. to work for Google for two years before entering graduate school. During her graduate studies she interned for a Syrian development NGO in the summer of 2009 and spent the past academic year as a Boren Fellow studying Arabic at IFPO in Damascus. Her professional interests lie in development and refugee issues in the Middle East.


Allegra O'Donoghue graduated from UC Santa Barbara in 2008 with a B.A. in Middle East Studies. She studied Arabic at ALI at the American University in Cairo in 2007, and completed the Language Flagship Program in Damascus in 2010. Her interests include human and cultural geography, and their parallel in the natural environment, as well as Arab music. Over the years, she has performed with the UCSB Middle Eastern Ensemble and the American University in Cairo’s “AUCeyat.”

Allegra O’Donoghue حصلت على شهادة البكالوريوس في دراسات الشرق الأوسط من جامعة سانتا باربارا في عام 2008. حصلت على شهادة اللغة العربية في القاهرة في عام 2007، وكرمت برنامج فلاغشيب اللغة العربية في دمشق في عام 2010. اهتماماتها في الجغرافية الإنسانية والثقافية، وتعتبرها أيضًا جزءًا من البيئة الطبيعية، بالإضافة إلى الموسيقى العربية. في السنوات الأخيرة، شاركت في حفلات عديدة مع فرق موسيقية في سانتا باربارا و"أوبسيت" في الجامعة الأمريكية بالقاهرة.

Christopher Opila graduated this year from Middlebury College with a B.A. in International Politics and Economics. He spent his junior year in Alexandria, Egypt studying Arabic language and culture at the C.V. Starr School in the Middle East. Academically, he is particularly interested in political dissent and economic development in the Middle East.

Christopher Opila حصل في العام الحالي على شهادة البكالوريوس في سياسة واقتصاد من جامعة ميدبلوري. قضى الثالثة من دراسته في عاصمة مصر أكلي، درس اللغة العربية، والثقافة في فصل الخريف من هذا العام في جامعة سانتا باربارا. يهتم بشكل خاص بالمناهضة السياسية والاقتصاد في الشرق الأوسط.

Yuval Orr graduated this year from the University of Pennsylvania with a B.A. in Modern Middle Eastern Studies. His research focuses on youth movements and music in the Middle East, particularly hip-hop. Following his CASA Fellowship, he plans to pursue a Ph.D. in political anthropology.

Yuval Orr حصل في العام الحالي على شهادة البكالوريوس في دراسات الشرق الأوسط الحديثة من جامعة بنسيلفانيا. يركز البحث على حركات الشباب والموسيقى في الشرق الأوسط، بشكل خاص بالهيب هوب. يعتزم التخرج في الديناميات السياسية في المنطقة.

Michael Oskin has worked with a number of refugee rights agencies. He will soon complete an M.A. in Migration and Refugee Studies, and holds an M.A. in Middle East Studies and an M.S.Ed. He also worked as a political organizer, directed youth development programs, and served as a Teach for America corps member.

Michael Oskin عمل في مجال حقوق اللاجئين مع عدد من المنظمات. سيمصلة في دراسات الهجرة في المشرق في عقدية. عمل أيضاً في منظمة سياسياً وأدار برامج تطوير الشباب، وخدم معلمًا كعضو لـ "نيش فيور أمريكا" (اللجان العاملة في أمريكا).
Damien Pieretti graduated from Georgetown University’s School of Foreign Service in May 2009 where he majored in Culture and Politics with a concentration in Arab studies. After graduation Damien moved to Cairo where he has worked for a number of organizations, most recently an Egyptian public relations agency specializing in investor relations. Upon completion of CASA, Damien plans to continue working in Egypt, possibly in the field of business or economic development.

Graham Pitts graduated from Earlham College in 2006 with a B.A. in History. He is now pursuing a Ph.D. in Transregional history at Georgetown University and hopes to devote the rest of his career to teaching.

Michal Raizen is a doctoral candidate in the Program of Comparative Literature at the University of Texas at Austin. Her research interests include contemporary Israeli, Palestinian, and Franco-Maghrebi literature and film. With an area studies focus in ethnomusicology, Michal is writing a dissertation on the role of music as a textual language that functions within and alongside literary and cinematic texts as a means of representing loss.

Jason Reeder graduated with a B.A. in linguistics from Brown University in 2011. His main academic interests are in poetics and applied linguistics, specifically Arabic language acquisition and pedagogy and the role of nonviolent communication in facilitation and conflict management.

Jason Schroepfer graduated from the University of California at Berkeley with a B.A. in Near Eastern Languages and Literatures in 2009. Currently he is pursuing his graduate education at the University of Texas at Austin in Arabic Studies. Academically, he is interested in Arabic dialectology. After completing CASA, he intends to pursue a Ph.D. in Arabic Studies with a focus in Linguistics.

Alexander Scott graduated from McGill University in 2008 with a B.A. in Linguistics. His interests include Arabic linguistics as well as contemporary Arabic literature. After completing CASA, he intends to pursue an M.A. in Middle Eastern Studies, and, in the future, a career in diplomacy.
Alexandra Siegel graduated this year from Tufts University with a B.A. in Arabic and International Relations. She studied abroad in Amman in 2009 (University of Jordan) and has participated in the Middlebury Summer Arabic Language Program. Most recently, she completed a senior thesis on gender differences in Palestinian and Israeli public opinion on the peace process. She is very excited to have the opportunity to study in Cairo as a CASA fellow this year!

James Spencer graduated this year from George Washington University with degrees in Political Science and International Relations. Linguistically, he has studied Arabic in Alexandria, Egypt at the TAFL center and taught English to Egyptians. After CASA he plans to work for an international consultancy firm involved in Egypt and later to attend the Contemporary Arab Studies program at Georgetown University.

Rachel Sternfeld is a doctoral student in political science at the University of Texas at Austin. Her research focuses on commercial media in the Arab world. She has a M.A. from SOAS (London) and a B.S. from NYU.

Stephen Strigle graduated from the University of North Carolina at Chapel Hill in May 2011 with a B.A. in Arab Cultures and American History. In addition Stephen has participated in the AUC ALI program summer 2010 and in the UVA-Yarmouk University Summer Arabic program summer 2009. After CASA, Stephen hopes to work for the U.S. State Department analyzing foreign politics.

Jana Suleiman will be graduating from Harvard University with a B.A. in Near Eastern Languages and Civilizations in May 2011. She has studied Arabic for 3 years while at Harvard. She recently completed an honors thesis on creative, nonviolent resistance in Palestine. After CASA, she hopes to return to graduate school to obtain both a Master’s and Ph.D. in Middle Eastern Studies.

Raphael Vagliano graduated in 2009 from Columbia University with a B.A. in Political Science. Shortly thereafter, he moved to Damascus, Syria. During his year and four months in Damascus, in addition to continuing his Arabic studies, he freelanced for a local English-language newspaper and interned at the Office
of the UNHCR, where he worked primarily with non-Iraqi refugees. He intends to work for a humanitarian organization within the Middle East in the future.

Andrew Watrous received his B.A. from Princeton University in 2009. He lived in Morocco after graduating, where he studied coalition bargaining in city councils. He has studied Arabic in Cairo, Fes, and Vermont. He intends to pursue a Ph.D. in political science.

Susanna Ferguson graduated from Yale University in 2009 with a B.A. in History and is currently pursuing a Masters Degree in Near Eastern Studies at NYU. She has studied Arabic in Syria and Oman. Her interests include gender, development, activism, and human rights in the Middle East, as well as the politics of Syria and Lebanon. After participating in the CASA program for summer 2011, she will return to NYU to finish her degree, and hopes to either apply to Ph.D. programs in Middle Eastern History or work in the nonprofit sector after graduation.

Michael White graduated in December of 2010 from Brigham Young University in Middle Eastern Studies and Arabic with a minor in Philosophy. He has studied Arabic in both Jordan and Egypt and plans on obtaining a Ph.D. in Arabic Linguistics.

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قواعد برنامج "كاسا" في الحضور والغياب

إن الحضور في الصفوف المختلفة من أهم شروط الالتحاق ببرنامج "كاسا". فالحضور في الصفوف فرضة لممارسة مهارات اللغة المختلفة والمشاركة الفعالة مع الزملاء مما يفيد العملية التعليمية ويساعد على التعلم.

ولذلك فإن فشل الطلاب في حضور الصفوف يعد فشلا في الاستفادة من الفصول التعليمية التي يوفرها لهم البرنامج.

ولهذا السبب يتوقع من الطلاب الحضور بانتظام، ولا وجود لنظام يسمح بالغياب، ولكن هناك مبادئ وأسس عامة يتبعها البرنامج بهذا الشأن:

التغيب عن الصفوف:
- التغيب عن الصفوف سيؤثر سلبا على درجة الطالب. وتكرار الغياب قد يؤدي إلى رسوب الطالب أو إلغاء منحته الدراسية بالبرنامج.
- الأستاذ ليس ملزمًا بأن يعطي أي سعات تعويضية، أو مهام خاصة أو امتحانات خاصة للطالب المتغيب. ولكن على الطالب متابعة ما فاته.
- في حالة المرض يجب على الطالب إبلاغ المنسر البرنامج وأستاذ المادة بسبب الغياب ودمجه مقدمًا.
- في حالة الغياب لظروف طارئة وخارجة عن إرادة الطالب، غير الظروف الصحية، يجب ألا تتجاوز ساعات غياب الطالب (6 ساعات) في فصول الربيع والخريف، و (4 ساعات فقط في فصل الصيف)
- إن كانت هناك ظروف طارئة، يجب على الطالب كتابة طلب إلى مدير البرنامج شارحا له سبب الغياب بالتحديد وإخبار أستاذ الصف بذلك.

- في حالة السفر لأغراض علمية، مثل الامتحانات الدولية أو لحضور المؤتمرات العلمية، يجب على الطالب الحصول على تصريح بذلك من مدير البرنامج "تكساس" مباشرةً على أن يقدم نسخة من هذا التصريح إلى مكتب "كاسا" بالقاهرة قبل موعد السفر بثلاثة أيام على الأقل، بشرط أن يكون على اتصال بأساتذة المادة، لأنه في هذه الحالة سيكون مطالبًا بالإيمان بما فاته من دراسته طوال فترة غيابه.

التغيب عن الأنشطة الثقافية:
كلنا نؤمن بأن تعلم اللغة لا يكون بعيدا عن الثقافة وتعليمها؛ لذلك فقد نظمنا برنامجًا ثقافيا متميزا يشمل على عدد من المحاضرات العلمية والأنشطة الثقافية والزيارات بحيث توفير فرص متنوعة للاحتكاك الثقافي وتأكيد ضرورة تعلم الطلاب من مصادر متعددة داخل الصف وخارجه. كما وضع برنامج "كاسا" ميزانية خاصة للإنفاق على مثل هذه الأنشطة الثقافية، وسوف يتم الإعلان عنه في الصفوف قبل بدايةها، ولذلك فإن مشاركة

APPENDIX IV
CASA Attendance Policy
---------------------------------
الطلاب في مثل هذه الأنشطة يعتبر جزء لا ينفصل من البرنامج، ولا يسمح للطالب بالغياب عن مثل هذه الأنشطة والمحاضرات، وإذا حدث يعتبر تغييب عن الصف ويطلق عليه ما جاء تحت التغييب عن الصفوف.

الأنشطة الاختيارية والترفيهية:
إن الأنشطة الاختيارية والترفيهية مثل الرحلات، اختيارية ومن حق الطالب أن يمتتع عنها إذا شاء ذلك بعد إخبار سكرتير البرنامج بعدم رغبته في المشاركة فيها لعمل اللازم.

نظام الحضور:
على الطالب أن يلتزم بمواعيد حضور الصفوف؛ لأنه إذا تأخر الطالب مدة (15 دقيقة أو أكثر) عن موعد الصف سيتم احتساب يومه غيابا.
تكرار التأخر:
إذا تكرر التأخر مدة (5 -10 دقائق) أو أكثر، فمن حق الأستاذ أن يجمع المدة حتى تصل يوما كاملا ويجتسبه غيابا.
التغييب وأثره على الدرجة النهائية:
عند التغييب من حق الأستاذ أن يخصم من الدرجة المخصصة لحضور والمشاركة نسبة 1% عن كل يوم غياب في فصل الصيف و½% عن كل يوم غياب في فصل الخريف وفصل الربيع.
الأنشطة المختلفة:
يعتبر الاشتراك في أحد النوادي ضرورة وجزءا من الخبرة التعليمية. ولا يستطيع الطالب التغييب عن النادي لأكثر من مرتين فقط في فصل دراسي واحد.
ولكن من كل احترام

إدارة برنامج كاسا
### APPENDIX V (a)

**CASA Summer 2011 Schedule**

<table>
<thead>
<tr>
<th>Time</th>
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<th>English</th>
</tr>
</thead>
<tbody>
<tr>
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#### جدول العصاامة المصرية

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</tr>
</tbody>
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APPENDIX V (b)
Calendar of CASA Summer Activities

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hanyy@aucegypt.edu

Sun Jun 5, 2011

8am - 3:30pm Orientation (Downtown Campus)
Where: Downtown Campus Hill House Building Room 602 (VIP Lounge)
Created by: Kate Goodin
Going? Yes

Mon Jun 6, 2011

7:15am - 2pm Orientation (New Cairo Campus)
Where: New Cairo Campus Al-Waleed Hall (previously called) Suzanne Mubark
Created by: Kate Goodin
Going? Yes

Tue Jun 7, 2011

First day of classes
Tue Jun 7, 2011 - Wed Jun 8, 2011

Thu Jun 9, 2011

2pm - 4pm "لغاء تفاقي " التعليم"
Where: AUC Ewart Hall

Fri Jun 10, 2011

خروج للعشاء
Fri Jun 10, 2011 - Sat Jun 11, 2011

Sat Jun 11, 2011

خروج للعشاء
Sat Jun 11, 2011 - Sun Jun 12, 2011

Sun Jun 12, 2011

11am - 1pm "لغاء تفاقي " حفلة جلبة"
Where: 602, Hill house

Wed Jun 15, 2011

دورة كرة قدم

Thu Jun 16, 2011

خروج للقهوة
Thu Jun 16, 2011 - Fri Jun 17, 2011

3:35pm - 4:35pm "محاضرة " سوق ناكيسي"
Where: Ewart Hall
Fri Jun 17, 2011

خروج للاستمتاع
Fri Jun 17, 2011 - Sat Jun 18, 2011

Sat Jun 18, 2011

خروج للمشاهدة
Sat Jun 18, 2011 - Sun Jun 19, 2011

Sun Jun 19, 2011

النادي
Sun Jun 19, 2011 - Mon Jun 20, 2011

Wed Jun 22, 2011

دورة كرة قدم

Thu Jun 23, 2011

خروج للاستمتاع

3:35pm - 4:35pm
محاضرة "الثورة"
Where: 307, Falaki Building

Fri Jun 24, 2011

خروج للمشاهدة
Fri Jun 24, 2011 - Sat Jun 25, 2011

Sat Jun 25, 2011

خروج لحديقة الأزهار
Sat Jun 25, 2011 - Sun Jun 26, 2011

Sun Jun 26, 2011

النادي
Sun Jun 26, 2011 - Mon Jun 27, 2011

Mon Jun 27, 2011

Mid-Term Exams
Mon Jun 27, 2011 - Tue Jun 28, 2011

Tue Jun 28, 2011

Mid-Term Exams
Wed Jun 29, 2011

دورة كرة قدم


Thu Jun 30, 2011

خروج للمسرح

| Thu Jun 30, 2011 - Fri Jul 1, 2011 |

3:35pm - 4:35pm

محاضرة

| Where: 403, Hill house |

Fri Jul 1, 2011

خروج للعشاء

| Fri Jul 1, 2011 - Sat Jul 2, 2011 |

Sat Jul 2, 2011

خروج للعشاء

| Sat Jul 2, 2011 - Sun Jul 3, 2011 |

Sun Jul 3, 2011

النادي


فلك (رهط نيل)


Wed Jul 6, 2011

دورة كرة قدم


Thu Jul 7, 2011

خروج للعشاء

| Thu Jul 7, 2011 - Fri Jul 8, 2011 |

3:35pm - 5:35pm

kiye نقاف "ثقافة الشارع"

| Where: 602, Hill house |

Fri Jul 8, 2011

خروج للعشاء

| Fri Jul 8, 2011 - Sat Jul 9, 2011 |

Sun Jul 10, 2011

النادي

| Sun Jul 10, 2011 - Mon Jul 11, 2011 |
Wed Jul 13, 2011

**Summer Program Evaluation**


Thu Jul 14, 2011

3:35pm - 4:35pm  
**محاضرة "صاحب الفهوة"**

Where: 602, Hill house

Fri Jul 15, 2011

خروج للعشاء

Fri Jul 15, 2011 - Sat Jul 16, 2011

Sat Jul 16, 2011

خروج للعشاء

Sat Jul 16, 2011 - Sun Jul 17, 2011

Sun Jul 17, 2011

11am - 1pm  
**لغاء تفافی "صورة الرجل والمرأة"**

Where: 602 Hill House

Wed Jul 20, 2011

**Summer Program Evaluation**


Thu Jul 21, 2011

3:35pm - 5:35pm  
**لغاء تفافی وحفلة نهاية الفصل الدراسي**

Where: Oriental Hall

Fri Jul 22, 2011

خروج للعشاء

Fri Jul 22, 2011 - Sat Jul 23, 2011

Sun Jul 24, 2011

النوادي


Mon Jul 25, 2011

**Last day for CASA classes & final exams**

Mon Jul 25, 2011 - Tue Jul 26, 2011
APPENDIX VI
CASA Student Life and Activities

http://www.aucegypt.edu/StudentLife/Development/CSP/Pages/default.aspx

برنامﺞ خدمﺔ المجتمع

يشارك طلاب الجامعة الأمريكية مشاركة نشطة في مجالات خدمة المجتمع، وتتنوع أنشطتهم من جمع للنبرعات لبناء مكتبة في قرية صغيرة إلى استضافة حفل للأعيان داخل الحرم الجامعي. ويقوم برنامج خدمة المجتمع التابع للجامعة بربط نوادي الطلاب مع المنظمات غير الحكومية وغيرها من المؤسسات التي يبني عملها على الخدمة الاجتماعية بغض تقدم مجموعة من الخدمات والأنشطة بعيدة المدى التي تستهدف المحتاجين.

نوادي خدمة المجتمع بالجامعة:

ما يلي قائمة بنوادي خدمة المجتمع المسجلة للعام الأكاديمي 2010 وهي مرتبة ترتيباً أليفياءً:

علشانك يا بلدي:

علشانك يا بلدي هو المشروع الخدمي الرئيسي لاتحاد الطلاب، وهو برنامج يركز على جعل طلاب الجامعة الأمريكية بالقاهرة أكثر اهتماماً بالمساهمة في التنمية المستدامة في بلادهم. ويتم تنفيذ المشروعات في إحدى أقدر مناطق القاهرة، ضمن النصيرة، حيث يجري العمل على مشروعات تنموية تهدف إلى تحسين الأوضاع الاقتصادية والاجتماعية في البلاد.
فريق مكافحة السرطان:

يهدف فريق مكافحة السرطان إلى التخفيف من معاناة حياة الأطفال المصريين المصابين بالسرطان، حيث نقدم دعما نفسياً وأخلاقياً ومعالجات شعورية، وتقوم بتنظيم عدد من الأنشطة الخيرية بصف جب الدعم لبعض المشروعات مثل شراء الأدوية، تغطية تكاليف العمليات الجراحية، وتوهيد معهد السرطان باحتياجاته الأساسية.

من أجل مصر: AUC

تقوم بعمل مشروعات خبرية سنوياً حتى تعطي الطلاب فرصة في الإفادة من المهارات التي تساعد في نفع المجتمع. هدفنا هو نشر مفهوم المشاركة المدنية والمسؤولية الاجتماعية بين طلاب المدارس الثانوية والمدارس الدولية الذين هم إما طلاب مستقبليين بالجامعة أو طلاب بما بالفعل.

الطريق الصح:

توضع الوعي حول مختلف قضايا السلامة على الطريق من خلال إعداد الشباب بتوعي المخاطر أثناء القيادة من خلال العديد من الأنشطة. يقدم النادي كذلك دورات في القيادة الدفاعية والإسعافات الأولية.

رسالة:

تعمل على الاقتراح من حياة الفنانات المهمشة التي تستهدفها خدمات مؤسسة رسالة الغير حكومية من خلال العديد من المشروعات التنمية. تشارك رسالة كذلك في نشر الوعي بين طلاب الجامعة حول القضايا المجتمعية مع التركيز على تقوية الروابط بين بعضهم البعض و بينهم وبين المجتمع الخارجي.

رابطة الوعي البيئي

تهدف إلى خلق جيل من الأفراد الوعي ببيئاً من داخل مجتمع الجامعة من خلال زيادة روح الفهم والمسؤولية تجاه القضايا البيئية المحلية والعالمية والمبادرات الرامية إلى التغيير.

عالم أفضل:

ننمي المجتمع المصري من خلال تقديم طلاب الجامعة الأشد فقراً والخريجين الجدد إلى عام و سوق عمل يحتاج إلى من ينقض التعامل مع الحساب الآلي.

مشروع بوسي

ينشر الوعي بقضايا المرأة وحقوقها من خلال تناول مشاكل المنطقة كالتحرش، والزواج المبكر، والختان، تكافؤ الفرص في العمل والتعليم وغيرها.

في مواجهة الأزمة المصرية.
إعطاء أطفال الشوارع على الارتفاع فوق مستوى الفقر من خلال تقديم الدعم النفسي ومراقبة الأخلاق.

يد بيد

ندعم كبار السن في مصر مؤلياً وعملياً من خلال الزيارات والأنشطة الترفيهية بغرض تضييق الهوة بين الأجيال من خلال وصل الشباب والأطفال بالكبار، كما يساهم هذا النادي في توعية المجتمع بشؤون كبار السن واحتياجاتهم.

نادي المساعدة:

يُنشئ في الإحسان للمحتاجين وتوعيتهم وترفيههم من خلال إعداد حقائب الطعام، الخروج على رأس حالات التوعية، تنظيم العروض الثقافية التي تتناول قضايا اجتماعية تشغيل بالشباب.

حركة طلاب من أجل اللاجئين:

هذا النادي ملتزم بالعمل مع اللاجئين لتحسن أوضاعهم في المنفى، كما يقوم بالتنوع بحقوق اللاجئين، وتنظيم برامج للغتين العربية والإنجليزية وبعض المعارف الفنية.

متطوعون في قلب الحدث

مجال العمل الأساسي لـ (متطوعون في قلب الحدث)- أقدم وأكبر نوادي الجامعة- هو تنظيم الفعاليات الترفيهية التعليمية للأطفال من خلال بعض البرامج مثل خروج نحو الأمية، مساعدة ساكني منطقة ميت عقبة على بدء مشروعات صغيرة، توزيع ملايين جديدة وحقائب الطعام على دور الأيتام والأسر الفقيرة، وكان آخر مشروع لـ هو مساعدة الفتيان اليمني المقيمين على الزواج في تجهيز بيوتهم.

مشاريع خاصة تحت مظلة برنامج خدمة المجتمع

مشروع مكتبة القرية:

يدد هذا المشروع على جمع الكتب على مدار العام من مجتمع الجامعة والبرع بما لمجتمعات أخرى متاحة لمذف إنشاء مكتبات خاصة بها. يسيرة هذا المشروع بالتوافق مع المشروع القومي الثاني "قراءة للجميع" الذي يؤكد على أهمية القراءة في تنمية المجتمعات.

Basaisa Day يوم المنظمات غير الحكومية

هذا يوم تُدعي فيه المنظمات غير الحكومية كل عام إلى أرض الجامعة لعرض منجاتهم، وهي فرصة طيبة لطلبة الجامعة وأساتذتهم وفريق العملين بما للتوصل مع المنظمات غير الحكومية أو التطوع في المنظمات التي تستهدفهم.
الأنشطة الثقافية وبرامج الاهتمامات الخاصة:

http://www.aucegypt.edu/StudentLife/Development/CASIP/Pages/default.aspx

هذه البرامج هي أمثلة على فلسفة الجامعة في دعم الفنون الحرة والتنوع؛ فهي تتيح الفرص لأفراد المجتمع لإدراك الفروق التي تميز كل فرد من خلال توفير المناخ الجامعي الذي يعزز التعليم والتقدير واستيعاب الثقافات الأخرى بالإضافة إلى أهمية العلاقات التي تربط الثقافات بعضها البعض.

نادي القدس

مهنته تعريف الطلاب بالقضية الفلسطينية عبر السبل المتاحة في إطار سياسات الجامعة ولوائحها.

نادي الأدب العربي:

يُعرف الطلاب بجماليات اللغة العربية من خلال ورش العمل، والمحاضرات، والأمسيات والمسابقات الشعرية.

المعجمة الفنية:

تقدم المواد الخام والتوجيه المهني وفرصة طيبة للطلاب المهتمين بتقنية مواهبهم الفنية، تلك المواهب التي لعبت دوراً لا ينكر على مر التاريخ.

الفيات ضد الفيتامينات:

منتدى قبدي تنافسي يهدف إلى الترفيه بعد يوم دراسي مشجع. ويستطيع الطلاب من خلال ما في المنتدى من تحديات ذهنية وعاطفية وجسدية، يستطيعون تنمية مزيد من الانتباه وإقامة الصداقات الجديدة.

نادي الشطرنج:
يقيم بين الحين والآخر، بطولات وورش عمل تدريبية وغير ذلك من الأنشطة تهدف جميعها إلى نشر اللعبة. هذا النادي
 مستمرًا على تشكيل الفريق الرسمي للمجتمع، والذي يتكون من الفائزين في بطولة الجامعة السنوية للعبة الشطرنج.

فريق الكورال:
تأسس في 1982 وفوقه عدد من المؤدين المخترفين. شارك الفريق منذ تأسيسه بالانضمام في مسابقة الجماعة الثقافية
 بالإضافة إلى العديد من المهرجانات الدولية بالإمارات وتونس ولبنان والأردن.

الكتابة الإبداعية:
أمست الكتابة العربية الإبداعية من شعر وقصص ومحادثات نقدية وسيلة أصلية من وسائل تنمية وتعزية الهوية والإرث
 الثقافي. لقد أثبت طلاب الجامعة أهمية زمن العربية، ولا أدل على ذلك من تكرارهم بطرق متقدمة في
 المسابقة الثقافية.

الإبداع و مهرجان الفنون:
يركز على التوعية بأهمية الفنون عبر تشجيع المشاركين على التفكير الإيجابي والاستباقي وتنمية المواهب. فورش العمل
 عن المسرح والأعمال الفنية والأفلام القصيرة متاحة لمن آراؤه من الطلاب، كما يعقد مهرجان يحتوى على ثلاثة أيام
 للجامعة لاختيار أحسن إنتاج من خلال المعارض التي تتتمب وتوزيع الجوائز من قبل لجان التحكيم.

نادي الاكتشاف الثقافي:
برز نجم الثقافة القبطية إبان الفترة من 100 إلى 800 بعد الميلاد باعتبارها زمناً لمصر القديمة، بل لا تزال آثارها باقية
 في مصر حتى اليوم، وقد أنشأت الجامعة برنامجاً للدراسات القبطية عام 2002. يعتمد نادي الاكتشاف الثقافي كل
 الاعتماد على هذا البرنامج من حيث إنه يكتشف الفن القبطي وله فئة المعماري من خلال العديد من
 المحاضرات والأفلام والمعارض وورش العمل والرحلات الميدانية حتى يلمس الطلاب بأنفسهم الثقافة القبطية على
 حقيقة.

أبعاد

صحيفة يقوم على إصدارها الطلاب بإشراف أتحاد الطلاب. تسعى أبعاد من خلال مناقشة الموضوعات الاجتماعية
 والأكاديمية وغير الأكاديمية إلى صقل المهارات الصحفية والإبداع لدى الطلاب حتى ينقلوا أخبار الجامعة بمصداقية
 وشفافية وموضوعية.

علم المصريات:
يهدف إلى التوعية بالحضارة المصرية القديمة وتقديرها من خلال الأفلام والممارسات والحملات الثقافية ورحلات المهيدنية.

نادي صناعة الأفلام:

يعد دورات وورش عمل تتيح للمشاركين تعلم وممارسة صناعة الأفلام على نحو مثمر. وهو من أفرص الممتازة التي تتيح لطلبة قسم السينما اكتسابات فنية اغلباً، بل إثما فرصة لأي شخص مهم باكتساب مهارات في مجال الساعمات والمثناوات.

فلامنكو فيوجن:

يسعى هذا النادي إلى دمج قصة الفلامنكو مع سائر أنواع الفلكلور حتى تخرج بصورة فريدة من الروف تختلف كلياً عن أي شيء آخر نراه اليوم. يقوم فريقنا بتعليم المكتبات الأساسية للقصت الفنية من إقتص وتعبير ذاتي وحساس وحركات الجسم الإيقاعية، رغم في تقدم فن نادر يجذب انتباه الجمهور في الفلاس والمهجرات.

فريق الفلكلور:

سحر هذا الفريق جمهوره المحلي والعالمي بأزيائه الجذابة وأصواته العذبة، ما يعكس قدرة الشباب وثراء الثقافة المصرية.

وقد مثل الفريق مصر والجامعة في مهرجانات الفلكلور العالمية في أوروبا وأمريكا.

كشفة الفتيات:

الكشفة حركة عالمية تدعم الشباب روحياً وذهنياً وبدنياً كي يكونوا أفراداً ذوو أدوار بناءة في حضارتهم.

رابطة الطلاب الإيطاليين:

تسعى إلى توعية المشاركين بالثقافة الإيطالية وتكون كيان إيطالي صغير للطلبة الإيطاليين في مصر.

فريق الموسيقى:

تحول فريق الموسيقى من مجرد عدد محدود من الطلاب الموهوبين الذين كانوا يعرفون فرادى إلى فريق كامل من العازفين يشرف عليهم أحد العازفين المحترفين. يتم تدريب الطلاب على لعب الآلات الشرقية والعربية على السواء كالكمان والعود والجيتار والباليه. يتحتم العازفين المميزون فيلمي الكورال والفلكلور في المهرجانات الدولية.

موزيكا:

فريق يجمع بين الغناء والقصص في آن واحد بغرور تقديم مختلف الثقافات. في هذا النادي يتدررب الطلاب على أنواع مختلفة من الروف بمختلف المواضيع إلى عروض تسارع بين ألوان مختلفة من هذه الفنون.

نادي الأداء والفنون المزينة.
هذا النادي مهتم بشكل أساسي بالفنون. بالرغم من اعتيادنا على الاهتمام بالمسرح والسينما والموسيقى، نشعر أننا اهتمامنا الرئيسي ينصب في الأنشطة القائمة على الفن كالرسم والتصوير الزيتي. هدفنا هو تعزيز الاهتمام بمجال الفنون من خلال تزويد الطلاب بورش العمل ومحاضرات في مختلف مجالات الدرس الفني، ونحن الآن بصدد البحث عن رعاة للمساعدة في تكثيف أنشطتنا ودعم المهمة التي يضطلع بها النادي.

فريق المسرح:

ينتج الفريق عدداً من المسرحيات الصغيرة ويشارك في المسابقات الثقافية للجامعة. قدم الفريق إنتاجه المسرحي الأول، الكوميديا العربية "سجين النسا" في ربيع 2004، كتبها فتحية العباس، وقام ببطولتها عدد من طلاب الجامعة.
APPENDIX VII

CASA Language Pledge

CENTER FOR ARABIC STUDY ABROAD (CASA)

LANGUAGE PLEDGE

I, _________________________, agree to use Arabic as my medium of communication during my time as a fellow in the Center for Arabic Study Abroad (CASA) Program at the American University in Cairo (AUC).

By signing this pledge I agree to observe the following points as part of the CASA Honor Code:

• I pledge to speak Arabic exclusively while on the campus of the American University in Cairo (AUC). I will also strive to use Arabic as much as possible when I am not on campus.
• I pledge to use Arabic exclusively with my CASA peers both on and off campus. I understand that using a language other than Arabic with other CASA fellows is a violation of this pledge and should be avoided at all times.
• I will make an effort to remind any fellow who breaks the pledge at any time of their commitment to it in a friendly and non-confrontational manner.
• I understand that observance of the Arabic-only pledge can be suspended with permission from the CASA Executive Director or in case of emergency.
• I understand that, if I break the pledge, I will receive a written warning. If I receive more than two such warnings, CASA has the right to terminate my fellowship.

Signature: ____________________________ Date: ____________________
### APPENDIX IX

**AUC Online Evaluation**

**Instructor:**

**Semester:**

**Number of Evaluations:**

**Abstained:**

**Enrollment:**

**Course:**

I. The teacher of this class

<table>
<thead>
<tr>
<th>SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree, NA = Not Applicable</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>N/A</th>
<th>Mean</th>
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<th>Median</th>
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<tbody>
<tr>
<td>1 Provides a useful syllabus of the course</td>
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<td>2 Is always on time</td>
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<td>3 Knows the subject well</td>
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<td>4 Presents and explains the material clearly</td>
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<td>5 Speaks clearly</td>
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<td>6 Encourages questions and student participation</td>
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<td>7 Uses class time effectively</td>
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<td>8 Gives regular feedback</td>
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<td>9 Keeps appointed office hours</td>
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<td>10 Provides useful comments (oral or written) on classroom tests and assignments</td>
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<td>11 Treats students fairly</td>
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<td>12 Overall, the instructor is an effective teacher</td>
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<td><strong>Overall mean, std &amp; median</strong></td>
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II. Course

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<tr>
<th>SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree, NA = Not Applicable</th>
<th>SA</th>
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<tr>
<td>13 Handouts are appropriate for the course</td>
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<td>14 Textbook(s) is/are appropriate for the course (choose N/A if there is no textbook).</td>
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<td>15 Assignments reflect the purpose of the course</td>
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<td>16 The classroom tests reflect the taught material</td>
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<td>17 Distribution of grades for this course is fair</td>
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<td>18 The work load is appropriate for the course</td>
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<td>19 Overall, this is a good course</td>
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**COMMENTS**