

FEATURE STORY IDEAS

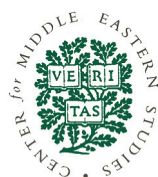
FOR JOURNALISTS UTILIZING HARVARD FACULTY AND STUDENT RESOURCES

By Shenila Khoja-Moolji

Master of Theological Studies degree candidate, Harvard Divinity School

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At the Social Science Research Council sponsored workshop, “Presenting Islam and Muslim Communities in Context,” held at Harvard University in November 2008, academics, Muslim community members and journalists affirmed the importance of combating religious illiteracy in the US, particularly around Islam and Muslim communities. These feature story items have been produced in an effort to make available more accurate and complex information about Islam and Muslim communities.



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ISLAM AND WOMEN— THE OTHER SIDE OF THE STORY

BY SHENILA KHOJA-MOOLJI

Master Of Theological Studies Degree Candidate, Harvard Divinity School

PARAMETERS FOR USE We have solicited the support of a series of individuals to provide area expertise for the story. We request that you contact them not as sources for further resources, but to answer questions regarding their specific research and areas of expertise.

EXPLANATION The purpose of the story would be to highlight the experiences and achievements of Muslim women in the Boston/New York area. Together, these women demonstrate a face of Islam that is not usually highlighted in the media—a faith that nurtures these women to live ethical lives and to participate actively in public and private spheres. The women chosen for this feature are leaders in professional and/or community service.

JUSTIFICATION The status of women in Muslim countries has at times been exploited throughout history by internal and/or external forces for political reasons. Often times the exploitation served to restrict the understanding of Muslim women to pre-conceived ideas of their roles in society. At other times, gender—and not underlying cultural, social and/or economic conditions—has been upheld as the cause of the poor condition of Muslim women in society. Highlighting the leadership of Muslim women shines a light on the diversity of women’s actions and roles within Muslim communities and the specifics of Muslim women’s participation in society.

NOTE A conference entitled “Muslim Women and Networks of Empowerment” is to be held at the Harvard Divinity School in September 2009.

HARVARD RESOURCES

ACADEMICS **PROFESSOR LEILA AHMED**, Victor S. Thomas Professor of Divinity,
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Leila Ahmed is the first professor of women's studies in religion at Harvard Divinity School (HDS) and was appointed to the Victor S. Thomas chair in 2003. Prior to her appointment, she was professor of Women's Studies and Near Eastern studies at the University of Massachusetts-Amherst, where she directed the Women's Studies program from 1992 to 1995. Leila Ahmed's latest book, *A Border Passage*, has been widely acclaimed. Her other publications include the books *Women and Gender in Islam: The Historical Roots of a Modern Debate* and *Edward William Lane: A Study of His Life and Work and of British Ideas of the Middle East in the Nineteenth Century*, as well as many articles. Leila Ahmed focuses her current research and writing on Islam in America and on issues of women and gender.

DEAN JANE SMITH, Senior Lecturer in Divinity and Associate Dean for Faculty and Academic Affairs, Harvard Divinity School

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Jane Smith teaches and writes on women in Islam, Muslim communities in America, and historical and theological relations between Christians and Muslims. A member of the Commission on Interfaith Relations of the National Council of Churches of Christ, she is a frequent participant in Christian-Muslim dialogue meetings. Among Jane Smith's recent and forthcoming publications are *Islam in America* (revised 2009); *Educating the Muslims of America* (2009, co-edited with Farid Sensai and Yvonne Haddad); *Muslims, Christians and the Challenge of Interfaith Dialogue* (2007); *Muslim Women in America* (2006, co-authored with Yvonne Haddad); and *Visible and Invisible: Muslim Communities in the West* (2002).

PROFESSOR NARGIS VIRANI, Assistant Professor, Arabic and Islamic Studies, The New School University

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Born in Mumbai, India, Nargis Virani is Assistant Professor of Arabic and Islamic Studies at The New School University in New York City. She received her MA and PhD from Harvard University. During the course of her Arabic Studies she studied at al-Azhar University, Cairo, where she studied the Qur'an with the Shaykh of al-Azhar. Nargis Virani's areas of specialization are Arabic Language and Literature, Persian Language and Literature, Islamic Intellectual Thought, and Sufism. She is currently working on two book projects tentatively entitled: *Mawlana Jalaluddin Rumi's Multilingual Poems* and *The Qur'an in Muslim Mystical and Literary Memory*. Nargis Virani is a member on the American Academy of Religion's Committee on Racial and Ethnic Minorities in the Profession (CREM).

Note: Nargis Virani can also be profiled for this story.

STUDENTS **NANCY A. KHALIL**, PhD candidate, Department of Anthropology, Harvard University
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Nancy Khalil is a first-year doctoral student in Social Anthropology at Harvard and is a Research Associate at the Harvard Transnational Studies Initiative, studying ethnic and religious identity in second generation Muslim and Hindu Americans. She also researches for the Muslims in Boston Survey, an initiative of Harvard's Islam in the West Project. Prior to starting at Harvard, Nancy Khalil worked for four years as a Muslim Chaplain at Wellesley College and as Advisor to the College's Multi-faith Living and Learning Community. She serves on the Muslim American Society (MAS) Boston and Islamic Society of Boston Cultural Center Executive Board, on the Muslims in Boston Survey Advisory Board, and on the Culture, Identity, and the Economic Socialization of Children Advisory Panel at Tufts University.

Note: Nancy Khalil can also be profiled for this story.

CELENE AYAT, Master of Divinity candidate, Harvard Divinity School
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Celene Ayat is a Master of Divinity (MDiv) candidate and Presidential Scholar at the Harvard Divinity School (HDS). She graduated with highest distinction from Princeton University with a concentration in Near Eastern Studies, and also holds a baccalaureate from the United World Colleges. Ceylan Ayat's research areas include: American Muslim women's networks, Qur'anic hermeneutics, and Islamic intellectual history broadly conceived.

SHENILA S. KHOJA-MOOLJI, Master of Theological Studies candidate,
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Shenila Khoja-Moolji is a Master of Theological Studies (MTS) candidate at the Harvard Divinity School (HDS) and a lay minister for the Ismaili Muslim congregation in New York City. She graduated from Brown University in 2005 with concentrations in International Relations and Business Economics, and worked in investment banking before pursuing graduate work in Islamic Studies. Shenila Khoja-Moolji's academic research interests lie in women's studies and Shi'a Islam. She has served as a board member for the Aga Khan Education Board, which seeks to increase the educational achievements of students in the North East region. Most recently, Shenila Khoja-Moolji worked with the Aga Khan Academies on a market study project in the Syrian Arab Republic.

AMINA CHAUDARY, PhD candidate, Department of Anthropology, Harvard University
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Amina Chaudary has been involved in the field of human rights and diplomacy for over eight years, particularly focusing on women's empowerment in the Muslim world. She has worked with Oxfam, Women Waging Peace and the Honorable Mary Robinson, former President of Ireland and UN High Commissioner for Human Rights. Amina Chaudary's academic work includes studies in public policy and human rights. She is currently a graduate student at Harvard University's Near Eastern Languages and Civilizations department and an Islamic Studies fellow at Boston University, where she researches issues related to identity among second generation American Muslim women.

YOUSRA Y. FAZLI, Master of Theological Studies candidate, Harvard Divinity School
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Yousra Y. Fazili is a Kashmiri-American attorney, a Master of Theological Studies (MTS) candidate at Harvard Divinity School (HDS) and the recipient of a World Religions Grant. She is also a researcher with the Islamic Finance Project at the Harvard Law School (HLS). Yousra Fazili's primary research focus is on inter-gender dynamics and sexuality in Islamic law. She has published works in the American Journal of Islamic Social Sciences, the Encyclopedia of Islam in the United States, and Living Islam Out Loud, and is currently editing a monograph on Microfinance and Islamic Law for HLS.

ISLAMIC ETHOS IN PRACTICE: THE ISMAILIS IN THE NORTH EAST, USA

BY SHENILA KHOJA-MOOLJI

Master Of Theological Studies Degree Candidate, Harvard Divinity School

PARAMETERS FOR USE

We have solicited the support of a series of individuals to provide area expertise for the story. We request that you contact them not as sources for further resources, but to answer questions regarding their specific research areas of expertise.

EXPLANATION

This feature story would highlight a Muslim community active in Boston and New York, focusing upon the variety of ways in which they seek to put Islamic ethics into practice in society. The highlighted community is the Shi'a Imami Ismailis, which constitute the second largest Shi'a community in the Muslim world. This community can be found in more than twenty-five countries in Asia, Africa, Europe and America. The story would highlight one of a diversity of ways in which Muslim ethics are enacted in society by focusing on a specific organization, the Aga Khan Development Network (AKDN—www.akdn.org). The AKDN was established by the Imam of the Shi'a Imami Ismaili Muslims to implement the social conscience of Islam and demonstrate the ethics of Islam in practice. The article would provide a brief history of this interpretive community of Islam. The bulk of the story would focus on how the AKDN consciously aims to put Muslim ethics into practice.

ADDITIONAL INFORMATION

The Ismailis trace the lineage of the Prophet to their present 49th Imam, His Highness the Aga Khan. The Imam has a two-pronged role: interpret the Islamic faith within the changing social, cultural, economic and political context, and improve the quality of life of his followers. His mandate is not restricted to the material development of his followers but is in fact focused on their holistic well-being, which includes their social, intellectual and ethical interests. This responsibility of the Aga Khan has taken an institutional form that manifests itself through a global network of development agencies under the umbrella of the Aga Khan Development Network (AKDN) and the Ismaili Councils. While the latter institutions are responsible for the social governance of the Ismailis, the former seeks to alleviate poverty, improve health, preserve cultural heritage and provide access to knowledge, in addition to enhancing the economic welfare of people, regardless of their faith, gender, ethnicity or nationality.

JUSTIFICATION This feature story would counter the stereotype that there are few social development efforts initiated within Muslim communities. While there are many formal and informal charitable networks in Muslim communities that can be highlighted, the AKDN functions as an international not-for-profit foundation and would therefore be easily comprehensible by non-Muslim American readers.

POTENTIAL SOURCES

ACADEMICS **PROFESSOR ALI ASANI**, Professor of Indo-Muslim and Islamic Religion and Cultures, Harvard University
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Ali S. Asani is the author of many articles and several books, including *Ecstasy and Enlightenment: The Ismaili Devotional Literature of South Asia*. He is currently working on a new book *Infidel of Love: Exploring Muslim Understandings of Islam* to be published by Harvard University Press (2010). Ali Asani is a member of the board of directors of the American Islamic Congress as well as the Academic Council of the Prince Alwaleed Center for Muslim-Christian Understanding, Georgetown University. He was recently invited to join the Council of Sages, a multi-faith, multi-national group of prominent religious thinkers and leaders responsible for crafting a charter to promote increased compassion among various faith communities.

PROFESSOR GÜLRU NECİPOĞLU, Aga Khan Professor of Islamic Art and Architecture, Harvard University
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Gülru Necipoglu has taught courses on Architecture and Dynastic Legitimacy: The Ottoman, Safavid, and Mughal Empires, The Age of Sultan Suleyman the Magnificent, and Critical Issues in Islamic Art and Architecture. She has also given guest lectures in two team-taught courses, Landmarks of World Architecture, and Approaches to Islamic Studies in the Near Eastern Languages and Cultures Department.

DR. ZAHRA JAMAL, Lecturer, Social Anthropology, Massachusetts Institute of Technology; Lecturer, Social Anthropology and Middle Eastern Studies, Harvard University
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Zahra Jamal is a Lecturer of Social Anthropology at Harvard and the Massachusetts Institute of Technology and is a research consultant for Harvard's Islam in the West

Program. She has lectured at Wells, Oxford at Emory, and Bridgewater State. Since 1999, Zahra Jamal has conducted anthropological fieldwork on voluntarism, subjectivity, gender, morality and exchange, and transnationalism among Muslim communities in North America, South Asia, the United Kingdom, Russia, and Tajikistan and is currently writing a book on voluntarism among the Khoja Ismailis, a sub-group of the multi-ethnic Nizari Ismailis, in Houston, Texas. In 2005, she designed a project on Muslim Philanthropy in post-9/11 America for the Aspen Institute's Nonprofit Sector and Philanthropy Program, which has since become a major million dollar effort to educate Muslim Americans, civil society actors, and others on safeguarding charitable giving. Since 2005, Zahra Jamal has served on the Aga Khan Social Welfare Board for the United States of America, overseeing national and international projects related to social service provision to immigrant Muslim populations.

PROFESSOR KARIM H. KARIM, Director, School of Journalism and Communication, Carleton University

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Karim H. Karim is an Associate Professor at Carleton University. Before joining academia, he worked as a Senior Researcher and as a Senior Policy Analyst in the Department of Canadian Heritage. Karim Karim has also served as Chairperson of the Federal Digitization Task Force's Working Group on the Accessibility to Digitized Collections and as the elected Chairperson of the Canadian Heritage's Committee on Equal Access and Participation. Prior to his work in the Government of Canada, Karim Karim reported on Canada for Compass News Features (Luxembourg) and for Inter Press Service (Rome). He is the Book Review Editor of the *Journal of International Communication* and also serves on the editorial boards of the *Canadian Journal of Communication and Global Media and Communication*. Karim Karim's book, *Islamic Peril: Media and Global Violence* (Black Rose Books, 2000) has been critically acclaimed in international journals and won the inaugural Robinson Book Prize of the Canadian Communication Association in 2001. He has also edited *The Media of Diaspora* (Routledge, 2003).

ORGANIZATIONS **AGA KHAN DEVELOPMENT NETWORK AND ISMAILI COMMUNITY MEMBERS**

SAM PICKENS, Deputy Director, Aga Khan Development Network (AKDN)

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Sam Pickens can answer questions about the AKDN.

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Semin Abdulla can answer questions about the His Highness the Aga Khan as Imam.

FAHEEN ALLIBHOY, Investment Officer, International Finance Corporation
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Faheen Allibhoy is an Investment Officer at the International Finance Corporation (IFC), which is the private sector investment arm of the World Bank Group. She is based in Washington, DC and manages portfolio investments in infrastructure and manufacturing projects in East Asia and southern Europe. Prior to joining the IFC, Faheen Allibhoy worked in New York City at Merrill Lynch in its investment banking division. Outside of her professional endeavors, Faheen Allibhoy has served since 2005 as the Communications and Publications member of His Highness the Aga Khan Shi'a Imami Council for the Northeastern USA. Faheen Allibhoy has a Masters in Business Administration from the Harvard Graduate School of Business and a Bachelor of Arts in Economics and Middle Eastern Studies from Wellesley College.

AKBAR MOOLJI, Director, Standard Chartered Bank
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Akbar Moolji is a Director at Standard Chartered Bank and Global Head of Rate Options Trading. He serves as the Regional Chairman for the Aga Khan Foundation (North East). Akbar Moolji has Bachelor of Science degrees in Physics and Electrical Engineering, with a concentration in Economics, and a Master of Science degree in Electrical Engineering from the Massachusetts Institute of Technology (MIT).

STUDENTS **HUSSEIN RASHID**, PhD candidate, Department of Near Eastern Languages and Civilizations, Harvard University
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Hussein Rashid's dissertation focuses on racial and ethnic self-identification in South Asian immigrant communities in the US. He completed a Master of Theological Studies (MTS) at the Harvard Divinity School (HDS), which focused on comparative Muslim-Hindu theologies in South Asia. During 2003 Hussein Rashid worked with the Harvard Islamic Legal Studies Program's Afghan Legal History Project to create position papers on the draft Afghan constitution. He also advised a 2004 Democratic Presidential candidate's foreign policy team on the religious issues in Iraq. Hussein Rashid is an occasional speaker for the Interfaith Alliance, Faith in Public Life, and a teacher at St. Bartholomew's Church in New York City. His recent media appearances include Air America Radio and CBS Evening News. He writes for Religion Dispatches, and at his own blog islamicate (islamicate.com).

SHENILA KHOJA-MOOLJI, Master of Theological Studies candidate, Harvard Divinity School
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Shenila Khoja-Moolji is a Master of Theological Studies (MTS) candidate at the Harvard Divinity School (HDS) and a lay minister for the Ismaili Muslim congregation in New York City. She graduated from Brown University in 2005 with concentrations in International Relations and Business Economics, and worked in investment banking before pursuing graduate work in Islamic Studies. Shenila Khoja-Moolji's academic research interests lie in women's studies and Shi'a Islam. She has served as a board member for the Aga Khan Education Board, which seeks to increase the educational achievements of students in the North East region. Most recently, Shenila Khoja-Moolji worked with the Aga Khan Academies on a market study project in the Syrian Arab Republic.

SHAMIR ALLIBHAI, Master of Theological Studies candidate, Harvard Divinity School
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Shamir Allibhai is the producer of the feature documentary An Islamic Conscience: the Aga Khan and the Ismailis, which premiered in a number of regions around the world, including the United Kingdom, the USA, Canada, and East Africa. He was previously part of the founding team and the Commercial Director of the Channel 4 British Documentary Film Foundation, which launched with a £2.6 million fund in 2005. Shamir Allibhai worked in Marketing and Customer Relations for the BBC until September 2003, when

he joined Linx Productions as an Associate Producer, focusing on documentary, corporate, and new media projects and traveling to the Middle East, East Africa and India on shoots. He is a candidate for a Master of Theological Studies (MTS) in Islamic Studies from the Harvard Divinity School (HDS), and is a graduate of the Richard Ivey School of Business, University of Western Ontario.

NURUDDIN VIRANI, Masters in Public Administration candidate,
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Nuruddin Virani is currently at the Harvard Kennedy School (HKS) completing a Masters in Public Administration (MPA). Previously, he was Managing Director at The Advisory Board Company in Washington, DC, a professional health services company, and an Associate at the Boston Consulting Group. Nuruddin Virani has participated in a number of pro bono and volunteer activities with organizations like Ashoka in Egypt and the Aga Khan Development Network in Pakistan and Tajikistan. He is completing requirements for a Masters in Liberal Studies (MLS) at Columbia University focusing on Islam and modernity.

INTERNET RESOURCES **WWW.THEISMAILI.ORG**

The official website of the Shi'a Ismaili Muslims, a community of ethnically and culturally diverse peoples living in over 25 countries around the world, united in allegiance to His Highness Prince Karim Aga Khan (known to the Ismailis as Mawlana Hazar Imam) as the 49th hereditary Imam (spiritual leader), and direct descendant of Prophet Muhammad (peace be upon him and his family).

WWW.AKDN.ORG

The official website of the Aga Khan Development Network (AKDN). Founded and guided by His Highness the Aga Khan, AKDN brings together a number of development agencies, institutions, and programs that work primarily in the poorest parts of Asia and Africa.

WWW.IIS.AC.UK

The website of The Institute of Ismaili Studies (IIS). IIS was established in 1977 to promote scholarship and learning in Muslim cultures and societies through a better understanding of their relationship with other societies and faiths.

TEACHING ABOUT RELIGION IN PUBLIC SCHOOLS

BY SHENILA KHOJA-MOOLJI

Master of Theological Studies degree candidate, Harvard Divinity School

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EXPLANATION The purpose of this feature story would be to highlight the many explicit and implicit ways in which the subject of religion is taught in the public schools through students, teachers and curricula. The story would revolve around the experiences of recent student teachers from the Program in Religious Studies and Education (PRSE) at Harvard University. The PRSE is a unique teacher training program in which students graduate with a master's degree in religious studies and a license to teach in one of several middle and secondary school disciplines, with a special expertise in teaching about the study of religion. Based on the rich experience of these interns, the story can evolve in a variety of directions: the role of the interns' own religious orientation in teaching about religion, teaching about religion through a contextualized lens that presents religion from a cultural and social perspective (instead of a devotional/confessional stance) and the overlap of religion with other fields of study.

JUSTIFICATION The study of religion from a contextualized lens, which the PRSE advocates, aims at promoting the study of religion in the public schools as part of the formation of students as responsible and informed citizens. By reflecting on the experiences of the PRSE interns, the story would not only break the myth of the absence of religion in the public schools but would also highlight the on-going creation of a constructive dialogue on how best to equip teachers to engage their students in a study of religion.

HARVARD RESOURCES

ACADEMICS **PROFESSOR DIANE L. MOORE**, Professor of the Practice in Religious Studies and Education and Director of the Program in Religious Studies and Education, Harvard Divinity School
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Diane Moore teaches the courses Religion, Democracy, and Education, the Colloquium in Religion and Secondary Education, and the PRSE Research Seminar. Her research interests are in the areas of religion and public education, educational theory, and multi-cultural literacy. Diane Moore is a member of the editorial board of the journals Religion and Education and British Journal of Religious Education. Her book *Overcoming Religious Illiteracy: A Cultural Studies Approach to the Study of Religion in Secondary Education* appeared in 2007. Diane Moore has also taught at Phillips Andover Academy in the Department of Philosophy and Religious Studies and is an ordained minister in the Christian Church (Disciples of Christ).

PROFESSOR ALI ASANI, Professor of Indo-Muslim and Islamic Religion and Cultures, Harvard University
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Ali S. Asani is the author of many articles and several books, including *Ecstasy and Enlightenment: The Ismaili Devotional Literature of South Asia*. He is currently working on a new book *Infidel of Love: Exploring Muslim Understandings of Islam* to be published by Harvard University Press (2010). Ali Asani is a member of the board of directors of the American Islamic Congress as well as the Academic Council of the Prince Alwaleed Center for Muslim-Christian Understanding, Georgetown University. He was recently invited to join the Council of Sages, a multi-faith, multi-national group of prominent religious thinkers and leaders responsible for crafting a charter to promote increased compassion among various faith communities.

STUDENTS AND STAFF **ANNA MUDD**, Master of Theological Studies candidate, Harvard Divinity School
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Anna Mudd is pursuing a Master of Theological Studies (MTS), concentrating in the Program in Religious Studies and Education (PRSE) at the Harvard Divinity School (HDS). In her work and studies, Anna Mudd explores the intersection between religion and public education, particularly the pedagogy of teaching about religious history, in the

context of public school social studies classes. Anna Mudd's student teaching practicum through the PRSE involved leading a five-week unit on the emergence and expansion of Islam in a public middle school in Arlington, MA.

WENDY MCDOWELL, Editor, Harvard Divinity Bulletin

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Wendy McDowell is an editor of the *Harvard Divinity Bulletin*, a quarterly magazine about religion based at Harvard Divinity School (HDS). She holds a Master of Divinity (MDiv) degree from Union Theological Seminary in New York City and a Bachelors of Arts (BA) in Religion from Hamilton College. Before becoming editor, Wendy McDowell worked in media relations and public relations for HDS and the National Council of Churches. She started her professional career as a journalist.

LISBETH LILES, Master of Divinity candidate, Harvard Divinity School

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Liz Liles is a Master of Divinity (MDiv) candidate and a student in the Program in Religious Studies and Education (PRSE) at Harvard Divinity School (HDS). In her work, she focuses on the role of storytelling in developing religious identity. Lisbeth Liles completed her teaching internship in a 9th grade classroom in fall 2008, and currently teaches a 10th grade English and 12th grade Women and Literature elective.

MICHAEL PREHN, Master of Theological Studies candidate, Harvard Divinity School

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Michael Prehn is a Master of Theological Studies (MTS) candidate and a student of the Program in Religious Studies and Education (PRSE) at Harvard Divinity School (HDS). Prior to graduate work, he served as a residential counselor at a psychiatric facility for children in San Francisco and as kindergarten-12th grade substitute teacher in the Palo Alto School Unified School District. Michael Prehn interned as a 9th grade world history teacher, teaching two classes of 14 year-olds.

NOE VENABLE, Master of Theological Studies candidate, Harvard Divinity School

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Noe Venable is a Master of Theological Studies (MTS) candidate and a student of the Program in Religious Studies and Education (PRSE) at Harvard Divinity School (HDS). Noe interned at the Arlington High School in the 9th grade Foundations of English and 11th grade Honors American Literature classes. An accomplished artist, Noe Venable has self-released six albums of original experimental folk songs, which have sold more than 15,000 copies worldwide. During her work for a Chicago based company, Start-To-Finish Books, which offers struggling readers age-appropriate narrative books, Noe Venable penned more than ten books, which are now used in US schools to help struggling readers gain access to literature.

BRENDAN RANDALL, Master of Theological Studies candidate, Harvard Divinity School
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Brendan Randall is a second-year Master of Theological Studies (MTS) candidate at the Harvard Divinity School (HDS). He holds a Juris Doctor (JD) from the University of Minnesota Law School and a Master of Education (MEd.) from the Harvard Graduate School of Education (HGSE), where he will begin pursuing a Doctor of Education in Fall 2009 in culture, communities, and education. Before returning to graduate school in 2007, Brendan Randall taught history, world religions, and ethics at the Emma Willard School in Troy, NY and practiced law in Lincoln, NE and Minneapolis, MN.

INTERNET RESOURCES [HTTP://WWW.HDS.HARVARD.EDU/PRSE/INDEX.HTML](http://www.hds.harvard.edu/prse/index.html)

Official website for the Program in Religious Studies and Education (PRSE) at Harvard University.