

**David A. Rahimi**  
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**PRESENT POSITION:**

PhD Candidate, Middle Eastern History, University of Texas – Austin

**EDUCATION:**

- 2016 MA, Middle Eastern and South Asian Studies, University of Illinois at Urbana-Champaign,  
- Graduated with High Honors
- 2014 BA, History and Political Science, University of Illinois at Urbana-Champaign,  
- Honors Thesis: “Remembering Revolution: The Iranian Revolution and the Iranian Diaspora, 1978-1979” with Highest Honors  
- Graduated Summa Cum Laude

**FIELDS OF FOCUS:**

- Modern Middle Eastern History
- Iranian History
- Cultural and Social History
- Islamic Studies
- Comparative Religious History (Islam, Christianity, Judaism)
- Gender and Sexuality
- Capitalism and Consumer History
- Decolonialism and Comparative Empire

**OTHER SCHOLARLY PUBLICATIONS:**

- 2019 *Guiding Christians Through Islam*, “Public Discourse: Ethics, Law and the Common Good,” Witherspoon Institute, Princeton, NJ. January 31.  
<https://www.thepublicdiscourse.com/2019/01/47812/>
- 2018 “*On Islam*” *Fails to Enlighten*, “Public Discourse: Ethics, Law and the Common Good,” Witherspoon Institute, Princeton, NJ. August, 29.  
<https://www.thepublicdiscourse.com/2018/08/39417/>
- 2017 *Stuck in a Dangerous Rut: Conservative Discourse and Islam*, “Public Discourse: Ethics, Law and the Common Good,” Witherspoon Institute, Princeton, NJ. June 1.  
<http://www.thepublicdiscourse.com/2017/06/19386/>

- 2016 *Seeking Consensus: The Incoherence of a Singular Islam*, "Public Discourse: Ethics, Law and the Common Good," Witherspoon Institute, Princeton, NJ. November 3.  
<http://www.thepublicdiscourse.com/2016/11/17208/>
- 2013 *Islam and Women: Surveying the Academic Debate*, "Public Discourse: Ethics, Law and the Common Good," Witherspoon Institute, Princeton, NJ. September 20.  
<http://www.thepublicdiscourse.com/2013/09/10825/>

#### **PUBLIC HISTORY PUBLICATIONS:**

- 2016 *Modern Islamic Thought in a Radical Age*, by Muhammad Qasim Zaman (2012). Not Even Past. October 10. <https://notevenpast.org/modern-islamic-thought-in-a-radical-age-by-muhammad-qasim-zaman-2012/>
- 2016 *An Apology for Propaganda*. Not Even Past. November 2.  
<https://notevenpast.org/freya-starks-apology-for-propaganda/>

#### **CONFERENCE PAPERS:**

- 2019 "Point Four in Iran: Planting Modernity, Development, and Consumerism in the 1950s," MESA Annual Meeting, Middle Eastern Studies Association, New Orleans, Louisiana, November 15.
- 2018 "'Spoiling the Imperial Order': Christian Missionaries in the Late Ottoman Empire," MESA Annual Meeting, Middle Eastern Studies Association, San Antonio, TX, November 15.
- 2017 "'To Make a Man's Life Happy': Prostitution and Consumerism in 1960s and 1970s Iran," MESA Annual Meeting, Middle Eastern Studies Association, Washington, D.C., November 21.
- 2017 "Prostitution, Modernization, and Female Commodification in 1960s and 1970s Iran," *Transformation Across Time and Space: The Near and Middle East in Context*, 21<sup>st</sup> Annual Near and Middle Eastern Civilizations Graduate Students' Association Symposium, University of Toronto, March 9.

#### **CAMPUS CONFERENCE PAPERS:**

- 2019 "Revolution and Memory in the Iranian Diaspora," *40 Years Later: Continuing Legacies of the Iranian Revolution Roundtable*, Department of Middle Eastern Studies, University of Texas at Austin, February 11.

- 2017 “‘Spoiling the Imperial Order’: Christian Missionaries in the Late Ottoman Empire, 1850-1914,” *Islamic Studies Colloquium*, Middle Eastern Studies Department, University of Texas at Austin, September 13.
- 2015 “Iranian Nowruz Traditions,” University of Illinois at Urbana-Champaign, April.
- 2014 “Religious Minorities in Iran,” Iranian Cultural Association Lecture, University of Illinois at Urbana-Champaign, April.

**COURSES TAUGHT:**

- 2020 MES 343/HIS366N – British Imperialism in the Middle East (Asynchronous Online Summer Course)

**UNIVERSITY SERVICE:**

- 2018-2020 Member of the University of Texas at Austin’s Graduate Student AHA Career Diversity Committee (2018-2020)
- 2017 Moderator, *Rethinking Late Ottoman Civilization Symposium* (March 24-25), University of Texas at Austin
- 2013-2014 Illinois Undergraduate Representative, Friends of History - Alumni/Donor Society
- 2012-2013 Illinois Undergraduate Representative, History Department Awards Committee

**LANGUAGES:**

- English (Native)
- Arabic (Advanced)
- Farsi/Persian (High Advanced)
- Latin (Low Intermediate)

**AWARDS/GRANTS:**

- 2019 Truman Library Research Grant (April 30)  
See link for more details:  
<https://www.trumanlibraryinstitute.org/research-grants/research-grants/>
- 2019 Princeton University Library Research Grant (April 15)  
See link for more details:  
<https://rbcs.princeton.edu/friends-princeton-university-library-research-grants>

- 2019 History Department Research Fellowship (2019-2020 Academic Year)
- 2019 Graduate Student Teaching Award (March 29)  
Awarded competitively for my presentation “They’re Just Gullible: Role-Playing Games, History, and Humble Analysis.” Presented by the Faculty Innovation Center at the University of Texas at Austin.
- 2019 Pre-doctoral Dissertation Research in Iranian Studies Fellowship (February 12)  
Awarded by the American Institute of Iranian Studies, see link for details:  
<http://www.simorgh-aiis.org/fellowships>
- 2018 Commendable Submission – Graduate Teaching Showcase (March 23)  
The showcase at the University of Texas-Austin was meant to highlight the exceptional learning experiences graduate students create for students. Five main awards and nine commendable submissions were given.
- 2017 Wadad Kadi Travel Fellowship for Doctoral Students (November 18-21)  
Awarded to ten papers for presentation at the annual Middle Eastern Studies Association conference
- 2017 Best PhD Paper (February 4)  
Sixth Annual Texas Tech University History Graduate Student Conference  
Awarded jointly by the Department of History and HGSO
- 2017- Churchill Scholarship (Spring 2017; Fall 2017; Fall 2018, Spring 2019 and 2020)  
One of several semester monetary awards in British Studies at the University of Texas at Austin
- 2015 FLAS Academic Year Fellowship for Arabic (2015-2016 Academic Year)  
At UIUC through the Center for Global Studies
- 2015 FLAS Summer Fellowship for Arabic (Summer 2015)  
Participated in an intensive Advanced (3<sup>rd</sup> Year) Arabic course at the Summer Institute for Languages of the Muslim World (SILMW) at UIUC
- 2014 Mark H. Leff Prize for Outstanding Honors Thesis (2013-2014 Academic Year)  
*Remembering Revolution: The Iranian Diaspora and the Iranian Revolution of 1978-1979*, University of Illinois at Urbana-Champaign
- 2014 Bronze Tablet (Class of 2014)  
UIUC Campus Honors for the top three percent of the graduating class
- 2014 Senior 100 Honorary (Class of 2014)  
For leadership and loyalty shown to UIUC
- 2013 Michael Scher Award for Outstanding Undergraduate Paper (2012-2013 Academic Year)

*Becoming Urban, Becoming American: Going Astray on the Jewish Lower East Side, 1870-1914*, University of Illinois at Urbana-Champaign.

2013 Robert H. Bierma Scholarship for Superior Academic Merit in History (2012-2013 Academic Year)

2013 The Martha Belle Barrett Scholarship for Undergraduate Academic Excellence (2012-2013 Academic Year)

### **PROFESSIONAL AFFILIATIONS:**

2019- Association for Iranian Studies

2017- Middle Eastern Studies Association

2012- Phi Beta Kappa

### **EDUCATIONAL WORK EXPERIENCE:**

#### **Certification:**

*Advanced Certificate of Completion*

Faculty Innovation Center, Teaching Preparation Series, University of Texas at Austin, Fall 2019

#### **University of Texas at Austin**

Austin, TX

*Supplemental Instruction Leader*

*Spring 2018-2019*

- I am employed through the Sanger Learning Center to plan and hold voluntary, supplemental discussion sections. The program adds weekly discussion sections to courses that do not have them or enhances the quality of preexisting discussion sections. SI not only helps students with course material, but helps them develop the skills they need to become successful and self-sufficient students. Students who attend the weekly, SI sessions typically score a half to a full letter grade higher than those who do not.
- Attend weekly instructor meetings to discuss pedagogy, troubleshoot classroom issues, gain professional development, and collaborate with other instructors on lesson plans.
- Submit lesson plans for two sessions each week in a timely manner. Activities have included historical role-playing, Jeopardy, essay writing, efficient reading exercises, and other small-group based learning activities.
- Balance regular TA grading duties with teaching responsibilities, coordinate with the professor and other TAs, and solicit mid- and end of semester feedback from students.

*Teaching Assistant*

*Fall 2017-Spring 2019*

- Oversaw grading and Friday discussion sections of two classes of 25 and 27 students for "The United States Since 1865" (HIS 315L) during the Fall 2017 semester. The course was a large survey course with over 600 students. I have also been a TA for HIS 315K

(US History from 1492-1865) and an online version of HIS 315L, which combined pre-recorded lectures with live studio sessions

- Responsible for grading exams, monitoring chat feeds, coordinating with other TAs, and reviewing paper rough drafts for between 60-80 students out of class sizes of 300-600.
- For His 315L Fall 2017, I conducted two Friday discussion sessions where we worked through primary source material related to the lesson for each week. The lesson plans were varied, but generally took the form of a mixture of large and small group discussion with minimal speaking from myself. Personally, I had my sections perform debates on historical issues like eugenics, nuclear weapons, the New Deal, and mass incarceration using primary documents. These would be followed by large group discussions to reflect on what had transpired in the debates and for the students to voice individual opinions.
- Held office hour appointments with students to troubleshoot any problems they were experiencing in the course, and provided ample feedback on writing assignments and encouraged students to meet with me to improve their writing

**University of Illinois at Urbana-Champaign**

Urbana-Champaign, IL

*Grader/Teaching Assistant*

*Fall 2015*

- Oversaw the grading for “The New Middle East Class” (SAME 152/PS 152/SOC 152) during the Fall 2015 semester and “Mystics and Saints in Islam” (RLST 260/SAME 260) in the Spring 2016 semester
- Responsible for grading six 2-page papers, two 1-page summaries of public events related to the class, and a final exam, consisting of short identification essays and two long essays covering course material, for about 70 students. I graded quizzes and three 5-page essays for 20 students in the Sufism class
- Held office hour appointments with students to troubleshoot any problems they were experiencing in the course, and provided ample feedback on writing assignments and encouraged students to meet with me to improve their writing

**Midtown Educational Foundation**

Chicago, IL

*Assistant Journalism Teacher*

*Summer 2012*

- Taught 16 high school students a specialized journalism and leadership course as part of Midtown’s paid internship program for inner city high school students
- Responsible for creating and grading homework assignments, such as blog, feature, and article writing as well as public speaking, and was responsible for constructing class plans on critical thinking, textual analysis, economics, foreign affairs, and writing
- Led students on a field trip to the Chicago Tribune’s editorial board meeting to enhance their critical thinking skills and expose them to current issues in the city (e.g. 2012 CTU Strike)

**Americana Tour 2011**

*Summer 2011*

- Worked as one of five, paid program leaders who led a group of twenty high school freshmen on a two-week educational road-trip of the American East coast
- Gave lectures on the Revolutionary War history of various cities visited like Boston