To: Whom it may concern

American Institute of Pakistan Studies (AIPS)

**Re: Final Narrative Report**

In April 2011, I was awarded a Short Term Lecturing and Research Fellowship by the American Institute of Pakistan Studies. The fellowship enabled me to complete my dissertation fieldwork, deliver two lectures, and conduct four workshops in Pakistan.

My doctoral studies are in the field of Culture, Communities, & Education, based at Harvard Graduate School of Education. My dissertation is tentatively titled, “Producing Islam: Subjectivity, Embodiment, & the Socio-Cultural Reproduction of Religion at a Theological Seminary in Pakistan.” Through the lens of one prominent theological seminary, my thesis explores the discursive and cultural processes which underpin the propagation and transformation of religious subjectivities, beliefs, and politics in contemporary Pakistan.

Prior to the AIPS fellowship, I had already conducted year-long ethnographic participant observation at the theological seminary at Bhera. The AIPS fellowship enabled me to complete the fieldwork necessary for my dissertation. In particular, the fieldwork (conducted in summer 2011 and summer 2012) enabled me to supplement my seminary-focused ethnography with interviews with other seminary affiliates, civil-society actors, government officials and policy-makers in Lahore and Islamabad. This fieldwork was essential for completing my thesis, enabling me to develop an analytic scope beyond the boundaries of the seminary. As a result of this fieldwork, I was able to situate my seminary-based observations within broader discursive and cultural processes outside the seminary.

In addition to conducting my fieldwork, I delivered 2 lectures (one at AIR University, Islamabad; and the second at FC College, Lahore); and also conducted four workshops (three at Lahore University of Management Sciences, and one at FC College, Lahore). In the lectures, I shared my research with local academics and students; and in the workshops, I addressed some of the practical concerns of Pakistani students and university administrators (higher-education admission processes; improving campus and student-life in Pakistan drawing from my work as a Resident Tutor and Career Counselor to Harvard undergraduates).

I am grateful for the opportunity provided by AIPS to complete my dissertation fieldwork and also engage with Pakistani academics, students, and university administrators.

Sincerely,



Bilal Ahsan Malik

Doctoral Candidate, Harvard Graduate School of Education

Resident Tutor, Harvard College