

U.S. Department of Education
Washington, D.C. 20202-5335

**APPLICATION FOR GRANT
UNDER THE**

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award # P015A140161 P015B140161

Univ of Washington

Grant Application for the Fiscal Year 2014

PACIFIC NORTHWEST NATIONAL RESOURCE CENTER ON CANADA

Canadian Studies Center, Henry M. Jackson School of International Studies
University of Washington

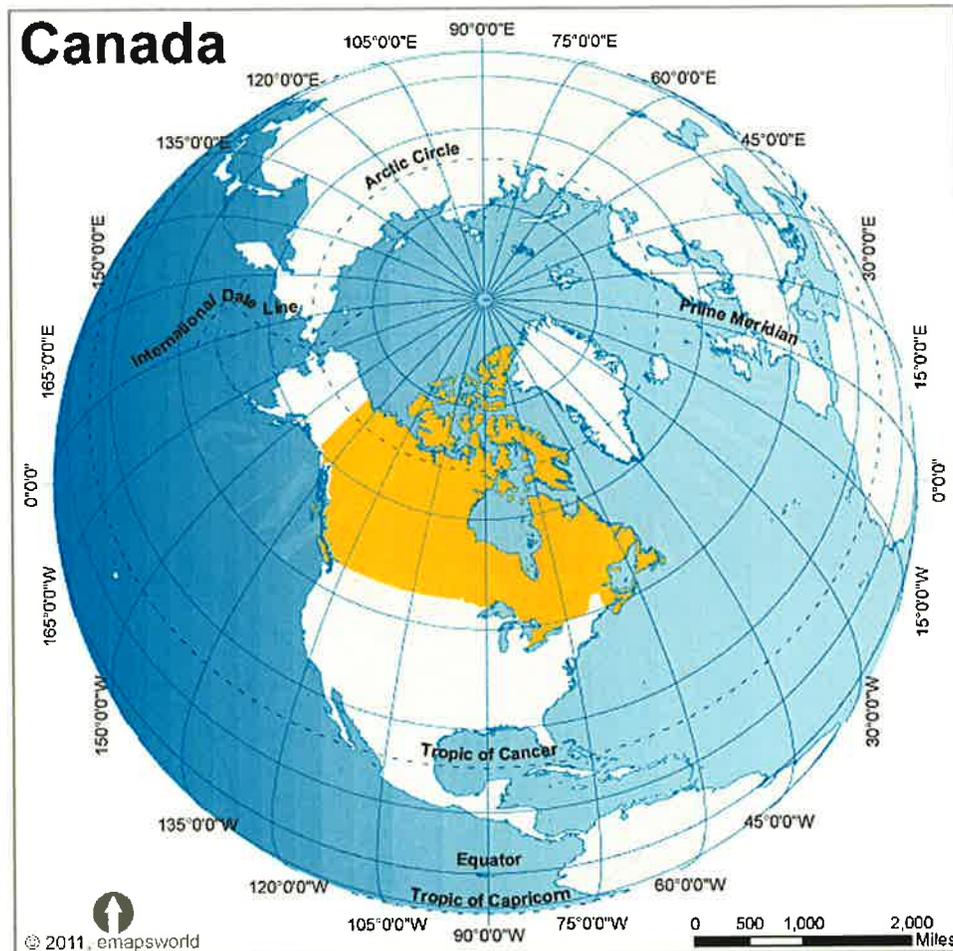
and

Center for Canadian-American Studies
Western Washington University

CFDA No. 84.015A

FOREIGN LANGUAGE & AREA STUDIES FELLOWSHIP PROGRAMS FRENCH & INUKTITUT

CFDA No. 84.015B



Application for Federal Assistance SF-424		
* 1. Type of Submission:		
<input type="checkbox"/> Preapplication		
<input checked="" type="checkbox"/> Application		
<input type="checkbox"/> Changed/Corrected Application		
* 2. Type of Application:		
<input checked="" type="checkbox"/> New		
<input type="checkbox"/> Continuation		
<input type="checkbox"/> Revision		
* If Revision, select appropriate letter(s):		
<input type="text"/>		
* Other (Specify):		
<input type="text"/>		
* 3. Date Received:		4. Applicant Identifier:
<input type="text"/>		A95292
5a. Federal Entity Identifier:		5b. Federal Award Identifier:
<input type="text"/>		<input type="text"/>
State Use Only:		
6. Date Received by State: N/A		7. State Application Identifier: <input type="text"/>
8. APPLICANT INFORMATION:		
* a. Legal Name: University of Washington		
* b. Employer/Taxpayer Identification Number (EIN/TIN):		* c. Organizational DUNS:
916001537		0428035360000
d. Address:		
* Street1:	4333 Brooklyn Avenue NE	
Street2:	<input type="text"/>	
* City:	Seattle	
County/Parish:	King	
* State:	WA: Washington	
Province:	<input type="text"/>	
* Country:	USA: UNITED STATES	
* Zip / Postal Code:	98195	
e. Organizational Unit:		
Department Name:		Division Name:
Henry M. Jackson School of International Studies		Canadian Studies Center
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix:	<input type="text"/>	* First Name: Lynette
Middle Name:	F	
* Last Name:	Arias	
Suffix:	<input type="text"/>	
Title: Director/Vice Provost for Research		
Organizational Affiliation:		
Office of Sponsored Programs/Office of Research		
* Telephone Number: 206 543-4043		Fax Number: 206-685-1732
* Email: osp@uw.edu/ariasl@uw.edu		

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

H Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

US Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015 A & B

CFDA Title:

National Resource Centers & Foreign Language & Studies Fellowships Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-053014-001 (NRC) & ED-GRANTS-053014-002 (FLAS)

* Title:

National Resource Centers Program and Foreign Language & Area Studies Fellowships Program

13. Competition Identification Number:

FR Doc: 2014-125581

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

National Resource Centers Program and Foreign Language & Area Studies Fellowships Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="423570"/>
* b. Applicant	<input type="text"/>
* c. State	<input type="text"/>
* d. Local	<input type="text"/>
* e. Other	<input type="text"/>
* f. Program Income	<input type="text"/>
* g. TOTAL	<input type="text" value="423570"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on .
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: 

* Date Signed:

Laurie Salehi
Grant and Contract Administrator
Authorized Signing Official
Office of Sponsored Programs

INSTRUCTIONS FOR THE SF-424

This is a standard form required for use as a cover sheet for submission of pre-applications and applications and related information under discretionary programs. Some of the items are required and some are optional at the discretion of the applicant or the federal agency (agency). Required fields on the form are identified with an asterisk (*) and are also specified as "Required" in the instructions below. In addition to these instructions, applicants must consult agency instructions to determine other specific requirements.

<p>1. Type of Submission: (Required) Select one type of submission in accordance with agency instructions.</p> <ul style="list-style-type: none"> ▶ Pre-application ▶ Application ▶ Changed/Corrected Application – Check if this submission is to change or correct a previously submitted application. Unless requested by the agency, applicants may not use this form to submit changes after the closing date. 	<p>10. Name Of Federal Agency: (Required) Enter the name of the federal agency from which assistance is being requested with this application.</p>
<p>2. Type of Application: (Required) Select one type of application in accordance with agency instructions.</p> <ul style="list-style-type: none"> • New: An application that is being submitted to an agency for the first time. • Continuation: An extension for an additional funding/budget period for a project with a projected completion date. This can include renewals. • Revision: Any change in the federal government's financial obligation or contingent liability from an existing obligation. If a revision, enter the appropriate letter(s). More than one may be selected. If "Other" is selected, please specify in text box provided. <p>A. Increase Award D. Decrease Duration B. Decrease Award E. Other (specify) C. Increase Duration</p>	<p>11. Catalog Of Federal Domestic Assistance Number/Title: Enter the Catalog of Federal Domestic Assistance number and title of the program under which assistance is requested, as found in the program announcement, if applicable.</p>
<p>3. Date Received: Leave this field blank. This date will be assigned by the Federal agency..</p>	<p>12. Funding Opportunity Number/Title: (Required) Enter the Funding Opportunity Number (FON) and title of the opportunity under which assistance is requested, as found in the program announcement.</p>
<p>4. Applicant Identifier: Enter the entity identifier assigned by the Federal agency, if any, or the applicant's control number if applicable.</p>	<p>13. Competition Identification Number/Title: Enter the competition identification number and title of the competition under which assistance is requested, if applicable.</p>
<p>5a. Federal Entity Identifier: Enter the number assigned to your organization by the federal agency, if any.</p>	<p>14. Areas Affected By Project: This data element is intended for use only by programs for which the area(s) affected are likely to be different than the place(s) of performance reported on the SF-424 Project/Performance Site Location(s) Form. Add attachment to enter additional areas, if needed.</p>
<p>5b. Federal Award Identifier: For new applications, enter NA. For a continuation or revision to an existing award, enter the previously assigned federal award identifier number. If a changed/corrected application, enter the federal identifier in accordance with agency instructions.</p>	<p>15. Descriptive Title of Applicant's Project: (Required) Enter a brief descriptive title of the project. If appropriate, attach a map showing project location (e.g., construction or real property projects). For pre-applications, attach a summary description of the project.</p>
<p>6. Date Received by State: Leave this field blank. This date will be assigned by the state, if applicable.</p>	<p>16. Congressional Districts Of: 16a. (Required) Enter the applicant's congressional district. 16b. Enter all district(s) affected by the program or project. Enter in the format: 2 characters state abbreviation – 3 characters district number, e.g., CA-005 for California 5th district, CA-012 for California 12 district, NC-103 for North Carolina's 103 district. If all congressional districts in a state are affected, enter "all" for the district number, e.g., MD-all for all congressional districts in Maryland. If nationwide, i.e. all districts within all states are affected, enter US-all. If the program/project is outside the US, enter 00-000. This optional data element is intended for use only by programs for which the area(s) affected are likely to be different than place(s) of performance reported on the SF-424 Project/Performance Site Location(s) Form. Attach an additional list of program/project congressional districts, if needed.</p>
<p>7. State Application Identifier: Leave this field blank. This identifier will be assigned by the state, if applicable.</p>	<p>17. Proposed Project Start and End Dates: (Required) Enter the proposed start date and end date of the project.</p>
<p>8. Applicant Information: Enter the following in accordance with agency instructions:</p> <p>a. Legal Name: (Required) Enter the legal name of applicant that will undertake the assistance activity. This is the organization that has registered with the Central Contractor Registry (CCR). Information on registering with CCR may be obtained by visiting www.Grants.gov.</p> <p>b. Employer/Taxpayer Number (EIN/TIN): (Required) Enter the employer or taxpayer identification number (EIN or TIN) as assigned by the Internal Revenue Service. If your organization is not in the US, enter 44-4444444.</p>	<p>18. Estimated Funding: (Required) Enter the amount requested, or to be contributed during the first funding/budget period by each contributor. Value of in-kind contributions should be included on appropriate lines, as applicable. If the action will result in a dollar change to an existing award, indicate only the amount of the change. For decreases, enclose the amounts in parentheses..</p>

<p>c. Organizational DUNS: (Required) Enter the organization's DUNS or DUNS+4 number received from Dun and Bradstreet. Information on obtaining a DUNS number may be obtained by visiting www.Grants.gov.</p> <p>d. Address: Enter address: Street 1 (Required); city (Required); County/Parish, State (Required if country is US), Province, Country (Required), 9-digit zip/postal code (Required if country US).</p> <p>e. Organizational Unit: Enter the name of the primary organizational unit, department or division that will undertake the assistance activity.</p> <p>f. Name and contact information of person to be contacted on matters involving this application: Enter the first and last name (Required); prefix, middle name, suffix, title. Enter organizational affiliation if affiliated with an organization other than that in 7.a. Telephone number and email (Required); fax number.</p>	<p>19. Is Application Subject to Review by State Under Executive Order 12372 Process? (Required) Applicants should contact the State Single Point of Contact (SPOC) for Federal Executive Order 12372 to determine whether the application is subject to the State intergovernmental review process. Select the appropriate box. If "a." is selected, enter the date the application was submitted to the State</p>																								
<p>9. Type of Applicant: (Required) Select up to three applicant type(s) in accordance with agency instructions.</p> <table border="0"> <tr> <td>A. State Government</td> <td>M. Nonprofit</td> </tr> <tr> <td>B. County Government</td> <td>N. Private Institution of Higher Education</td> </tr> <tr> <td>C. City or Township Government</td> <td>O. Individual</td> </tr> <tr> <td>D. Special District Government</td> <td>P. For-Profit Organization (Other than Small Business)</td> </tr> <tr> <td>E. Regional Organization</td> <td>Q. Small Business</td> </tr> <tr> <td>F. U.S. Territory or Possession</td> <td>R. Hispanic-serving Institution</td> </tr> <tr> <td>G. Independent School District</td> <td>S. Historically Black Colleges and Universities (HBCUs)</td> </tr> <tr> <td>H. Public/State Controlled Institution of Higher Education</td> <td>T. Tribally Controlled Colleges and Universities (TCCUs)</td> </tr> <tr> <td>I. Indian/Native American Tribal Government (Federally Recognized)</td> <td>U. Alaska Native and Native Hawaiian Serving Institutions</td> </tr> <tr> <td>J. Indian/Native American Tribal Government (Other than Federally Recognized)</td> <td>V. Non-US Entity</td> </tr> <tr> <td>K. Indian/Native American Tribally Designated Organization</td> <td>W. Other (specify)</td> </tr> <tr> <td>L. Public/Indian Housing Authority</td> <td></td> </tr> </table>	A. State Government	M. Nonprofit	B. County Government	N. Private Institution of Higher Education	C. City or Township Government	O. Individual	D. Special District Government	P. For-Profit Organization (Other than Small Business)	E. Regional Organization	Q. Small Business	F. U.S. Territory or Possession	R. Hispanic-serving Institution	G. Independent School District	S. Historically Black Colleges and Universities (HBCUs)	H. Public/State Controlled Institution of Higher Education	T. Tribally Controlled Colleges and Universities (TCCUs)	I. Indian/Native American Tribal Government (Federally Recognized)	U. Alaska Native and Native Hawaiian Serving Institutions	J. Indian/Native American Tribal Government (Other than Federally Recognized)	V. Non-US Entity	K. Indian/Native American Tribally Designated Organization	W. Other (specify)	L. Public/Indian Housing Authority		<p>20. Is the Applicant Delinquent on any Federal Debt? (Required) Select the appropriate box. This question applies to the applicant organization, not the person who signs as the authorized representative. Categories of federal debt include; but, may not be limited to: delinquent audit disallowances, loans and taxes. If yes, include an explanation in an attachment.</p> <p>21. Authorized Representative: To be signed and dated by the authorized representative of the applicant organization. Enter the first and last name (Required); prefix, middle name, suffix. Enter title, telephone number, email (Required); and fax number. A copy of the governing body's authorization for you to sign this application as the official representative must be on file in the applicant's office. (Certain federal agencies may require that this authorization be submitted as part of the application.)</p>
A. State Government	M. Nonprofit																								
B. County Government	N. Private Institution of Higher Education																								
C. City or Township Government	O. Individual																								
D. Special District Government	P. For-Profit Organization (Other than Small Business)																								
E. Regional Organization	Q. Small Business																								
F. U.S. Territory or Possession	R. Hispanic-serving Institution																								
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J. Indian/Native American Tribal Government (Other than Federally Recognized)	V. Non-US Entity																								
K. Indian/Native American Tribally Designated Organization	W. Other (specify)																								
L. Public/Indian Housing Authority																									

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Vincent	Frank	Gallucci	

Address:

Street1:	Box 353650
Street2:	University of Washington
City:	Seattle
County:	King
State:	WA: Washington
Zip Code:	98195
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
206-543-6269	206-685-0665

Email Address:
vgallucc@uw.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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INSTRUCTIONS FOR DEPARTMENT OF EDUCATION SUPPLEMENTAL INFORMATION FOR SF 424

1. Project Director.

Name, address, telephone and fax numbers, and e-mail address of the person to be contacted on matters involving this application.

2. Novice Applicant.

Check **"Yes"** or **"No"** only if assistance is being requested under a program that gives special consideration to novice applicants. Otherwise, **leave blank**.

Check **"Yes"** if you meet the requirements for novice applicants specified in the regulations in 34 CFR 75.225 and included on the attached page entitled "Definitions for Department of Education Supplemental Information for SF 424." By checking "Yes" the applicant certifies that it meets these novice applicant requirements. Check **"No"** if you do not meet the requirements for novice applicants.

3. Human Subjects Research.

(See I. A. "Definitions" in attached page entitled "Definitions for Department of Education Supplemental Information for SF 424.")

If Not Human Subjects Research.

Check **"No"** if research activities involving human subjects are not planned at any time during the proposed project period. The remaining parts of Item 3 are then not applicable.

If Human Subjects Research.

Check **"Yes"** if research activities involving human subjects are planned at any time during the proposed project period, either at the applicant organization or at any other performance site or collaborating institution. Check **"Yes"** even if the research is exempt from the regulations for the protection of human subjects. (See I. B. "Exemptions" in attached page entitled "Definitions for Department of Education Supplemental Information for SF 424.")

3a. If Human Subjects Research is Exempt from the Human Subjects Regulations.

Check **"Yes"** if all the research activities

proposed are designated to be exempt from the regulations. Insert the exemption number(s) corresponding to one or more of the six exemption categories listed in I. B. "Exemptions." In addition, follow the instructions in II. A. "Exempt Research Narrative" in the attached page entitled "Definitions for Department of Education Supplemental Information Form SF 424."

3a. If Human Subjects Research is Not Exempt from Human Subjects Regulations.

Check **"No"** if some or all of the planned research activities are covered (not exempt). In addition, follow the instructions in II. B. "Nonexempt Research Narrative" in the page entitled "Definitions for Department of Education Supplemental Information Form SF 424"

3a. Human Subjects Assurance Number.

If the applicant has an approved Federal Wide (FWA) on file with the Office for Human Research Protections (OHRP), U.S. Department of Health and Human Services, that covers the specific activity, insert the number in the space provided. If the applicant does not have an approved assurance on file with OHRP, enter "None." In this case, the applicant, by signature on the SF-424, is declaring that it will comply with 34 CFR 97 and proceed to obtain the human subjects assurance upon request by the designated ED official. If the application is recommended / selected for funding, the designated ED official will request that the applicant obtain the assurance within 30 days after the specific formal request.

NOTE ABOUT

INSTITUTIONAL REVIEW BOARD APPROVAL.

ED does not require certification of Institutional Review Board approval with the application. However, if an application that involves non-exempt human subjects research is recommended/selected for funding, the designated ED official will request that the applicant obtain and send the certification to ED within 30 days after the formal request.

PAPERWORK BURDEN STATEMENT

According to the *Paperwork Reduction Act of 1995*, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0017. The time required to complete this information collection is estimated to average between 15 and 45 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the estimate(s) or suggestions for improving this form, please write to:

U.S. Department of Education
Washington, DC 20202-4700

If you have comments or concerns regarding the status of your individual submission of this form write directly to:

Joyce I. Mays
Application Control Center
U.S. Department of Education
550 12th St. SW, Room PCP 7076
Washington, DC 20202-4260

DEFINITIONS FOR DEPARTMENT OF EDUCATION SUPPLEMENTAL INFORMATION FOR SF 424

(Attachment to Instructions for Supplemental Information for SF 424)

DEFINITIONS

Novice Applicant (See 34 CFR 75.225).

For discretionary grant programs under which the Secretary gives special consideration to novice applications, a novice applicant means any applicant for a grant from ED that—

- Has never received a grant or subgrant under the program from which it seeks funding;
- Has never been a member of a group application, submitted in accordance with 34 CFR 75.127-75.129, that received a grant under the program from which it seeks funding; and
- Has not had an active discretionary grant from the Federal government in the five years before the deadline date for applications under the program. For the purposes of this requirement, a grant is active until the end of the grant's project or funding period, including any extensions of those periods that extend the grantee's authority to obligate funds.

In the case of a group application submitted in accordance with 34 CFR 75.127-75.129, a group includes only parties that meet the requirements listed above.

PROTECTION OF HUMAN SUBJECTS IN RESEARCH

I. Definitions and Exemptions

A. Definitions.

A research activity involves human subjects if the activity is research, as defined in the Department's regulations, and the research activity will involve use of human subjects, as defined in the regulations.

—Research

The ED Regulations for the Protection of Human Subjects, Title 34, Code of Federal Regulations, Part 97, define research as "a systematic investigation, including research development, testing and evaluation, designed

to develop or contribute to generalizable knowledge." *If an activity follows a deliberate plan whose purpose is to develop or contribute to generalizable knowledge it is research.* Activities which meet this definition constitute research whether or not they are conducted or supported under a program that is considered research for other purposes. For example, some demonstration and service programs may include research activities.

—Human Subject

The regulations define human subject as "a living individual about whom an investigator (whether professional or student) conducting research obtains (1) data through intervention or interaction with the individual, or (2) identifiable private information." (1) *If an activity involves obtaining information about a living person by manipulating that person or that person's environment, as might occur when a new instructional technique is tested, or by communicating or interacting with the individual, as occurs with surveys and interviews, the definition of human subject is met.* (2) *If an activity involves obtaining private information about a living person in such a way that the information can be linked to that individual (the identity of the subject is or may be readily determined by the investigator or associated with the information), the definition of human subject is met.* [Private information includes information about behavior that occurs in a context in which an individual can reasonably expect that no observation or recording is taking place, and information which has been provided for specific purposes by an individual and which the individual can reasonably expect will not be made public (for example, a school health record).]

B. Exemptions.

Research activities in which the **only** involvement of human subjects will be in one or more of the following six categories of **exemptions** are not covered by the regulations:

- (1) Research conducted in established or commonly accepted educational settings,

involving normal educational practices, such as (a) research on regular and special education instructional strategies, or (b) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

- (2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (a) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation. ***If the subjects are children, exemption 2 applies only to research involving educational tests and observations of public behavior when the investigator(s) do not participate in the activities being observed. Exemption 2 does not apply if children are surveyed or interviewed or if the research involves observation of public behavior and the investigator(s) participate in the activities being observed.*** [Children are defined as persons who have not attained the legal age for consent to treatments or procedures involved in the research, under the applicable law or jurisdiction in which the research will be conducted.]
- (3) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior that is not exempt under section (2) above, if the human subjects are elected or appointed public officials or candidates for public office; or federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.
- (4) Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.
- (5) Research and demonstration projects which are conducted by or subject to the approval of

department or agency heads, and which are designed to study, evaluate, or otherwise examine: (a) public benefit or service programs; (b) procedures for obtaining benefits or services under those programs; (c) possible changes in or alternatives to those programs or procedures; or (d) possible changes in methods or levels of payment for benefits or services under those programs.

- (6) Taste and food quality evaluation and consumer acceptance studies, (a) if wholesome foods without additives are consumed or (b) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

II. Instructions for Exempt and Nonexempt Human Subjects Research Narratives

If the applicant marked "Yes" for Item 3 of Department of Education Supplemental Information for SF 424, the applicant must provide a human subjects "exempt research" or "nonexempt research" narrative. Insert the narrative(s) in the space provided. If you have multiple projects and need to provide more than one narrative, be sure to label each set of responses as to the project they address.

A. Exempt Research Narrative.

If you marked "Yes" for item 3 a. and designated exemption numbers(s), provide the "exempt research" narrative. The narrative must contain sufficient information about the involvement of human subjects in the proposed research to allow a determination by ED that the designated exemption(s) are appropriate. The narrative must be succinct.

B. Nonexempt Research Narrative.

If you marked "No" for item 3 a. you must provide the "nonexempt research" narrative. The narrative must address the following seven points. Although no specific page limitation applies to this section of the application, be succinct.

- (1) **Human Subjects Involvement and Characteristics:** Provide a detailed description of the proposed involvement of human subjects. Describe the

characteristics of the subject population, including their anticipated number, age range, and health status. Identify the criteria for inclusion or exclusion of any subpopulation. Explain the rationale for the involvement of special classes of subjects, such as children, children with disabilities, adults with disabilities, persons with mental disabilities, pregnant women, prisoners, institutionalized individuals, or others who are likely to be vulnerable

- (2) **Sources of Materials:** Identify the sources of research material obtained from individually identifiable living human subjects in the form of specimens, records, or data. Indicate whether the material or data will be obtained specifically for research purposes or whether use will be made of existing specimens, records, or data.
- (3) **Recruitment and Informed Consent:** Describe plans for the recruitment of subjects and the consent procedures to be followed. Include the circumstances under which consent will be sought and obtained, who will seek it, the nature of the information to be provided to prospective subjects, and the method of documenting consent. State if the Institutional Review Board (IRB) has authorized a modification or waiver of the elements of consent or the requirement for documentation of consent.
- (4) **Potential Risks:** Describe potential risks (physical, psychological, social, legal, or other) and assess their likelihood and seriousness. Where appropriate, describe alternative treatments and procedures that might be advantageous to the subjects.
- (5) **Protection Against Risk:** Describe the procedures for protecting against or minimizing potential risks, including risks to confidentiality, and assess their likely

effectiveness. Where appropriate, discuss provisions for ensuring necessary medical or professional intervention in the event of adverse effects to the subjects. Also, where appropriate, describe the provisions for monitoring the data collected to ensure the safety of the subjects.

- (6) **Importance of the Knowledge to be Gained:** Discuss the importance of the knowledge gained or to be gained as a result of the proposed research. Discuss why the risks to subjects are reasonable in relation to the anticipated benefits to subjects and in relation to the importance of the knowledge that may reasonably be expected to result.
- (7) **Collaborating Site(s):** If research involving human subjects will take place at collaborating site(s) or other performance site(s), name the sites and briefly describe their involvement or role in the research.

Copies of the Department of Education's Regulations for the Protection of Human Subjects, 34 CFR Part 97 and other pertinent materials on the protection of human subjects in research are available from:

Grants Policy and Oversight Staff
Office of the Chief Financial Officer
U.S. Department of Education
Washington, DC 20202-4250

Telephone: 202-245-6120

and on the U.S. Department of Education's Protection of Human Subjects in Research Web Site:

www.ed.gov/about/offices/list/OCFO/humansub.html

NOTE: The **State Applicant Identifier** on the SF 424 is for State Use only. Please complete it on the OMB Standard 424 in the upper right corner of the form (if applicable).

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

University of Washington, Canadian Studies Center, FY 2014-2017

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	95,495	91,178	94,488	99,429		380,590
2. Fringe Benefits	25,137	24,262	25,151	26,283		100,833
3. Travel	43,300	34,800	27,300	19,550		124,950
4. Equipment						
5. Supplies	9,000	9,000	8,000	8,000		34,000
6. Contractual						
7. Construction						
8. Other	43800	50800	53,300	50,800		198700
9. Total Direct Costs (lines 1-8)	216732	210,039	208,739	204,062		838,573
10. Indirect Costs*	19,338	18,803	18,659	18,325		75,125
11. Training Stipends	187,500	187,500	187,500	187,500		750,000
12. Total Costs (lines 9-11)	423570	416342	414,398	409,887		1664197

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 3/5/2013 To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): DHHS

The Indirect Cost Rate is 8 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p>  <p>Laurie Salehi Grant and Contract Administrator Authorized Signing Official Office of Sponsored Programs</p>	<p>TITLE</p> <p>Director, Office of Sponsored Programs/Ass. Vice Provost, Office of Research</p>
<p>APPLICANT ORGANIZATION</p> <p>University of Washington</p>	<p>DATE SUBMITTED</p> <p>6/23/14</p>

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be

lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
University of Washington	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Lynette"/> Middle Name: <input type="text" value="F"/>
* Last Name: <input type="text" value="Arias"/> Suffix: <input type="text"/>	* Title: <input type="text" value="Director, Office of Sponsored Programs"/>
* SIGNATURE: <input type="text" value="Completed on submission to Grants.gov"/>	
* DATE: <input type="text" value="Completed on submission to Grants.gov"/>	

Laurie Salehi

6/23/14

Laurie Salehi
Grant and Contract Administrator
Authorized Signing Official
Office of Sponsored Programs

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input checked="" type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input checked="" type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input checked="" type="checkbox"/> b. material change
--	--	---

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name: _____

* Street 1: _____ Street 2: _____

* City: _____ State: _____ Zip: _____

Congressional District, if known: _____

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

N/A

6. * Federal Department/Agency: _____	7. * Federal Program Name/Description: _____ CFDA Number, if applicable: _____
---	---

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name _____ Middle Name _____

* Last Name _____ Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name _____ Middle Name _____

* Last Name _____ Suffix **Arias**

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure is in violation of 31 U.S.C. 1352 and may be fined not more than \$10,000 and not more than \$100,000 for each such failure.

Laurie Salehi
Grant and Contract Administrator
Authorized Signing Official
Office of Sponsored Programs

* Signature: Completed on submission to Grants.gov 

* Name: Prefix _____ * First Name **Lynette** Middle Name **F**

* Last Name **Arias** Suffix _____

Title: **Director, Office of Sponsored Programs** Telephone No.: **206 543-4043** Date: **Completed on submission to Grants.gov** 6/23/14

**US Department of Education, General Education Provisions Act
(GEPA Section 427)
Plan for Ensuring Equity of Access and Participation in Grant Activities**

Section 427 requires each applicant for funds ... to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. – OMB Control No. 1894-0005

The University of Washington and Western Washington University adhere to Affirmative Action goals as defined by the Office of Federal Contract Compliance Programs and the State of Washington and have well-established policies on equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam era veteran. This applies to all programs and facilities, including, but not limited to, admissions, educational programs, employment, and patient and hospital services. Both universities go beyond these policies to regularly assess and report on access and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. Both universities and all units therein annually assess these and other special efforts to remove the barriers to education when recruiting students and hiring faculty. At UW, the President's Diversity Appraisal Implementation Fund ensures campus-wide action (including the Disability Studies Curriculum Transformation Seminar to UW faculty). The UW Office of Minority Affairs and Diversity (OMA&D) currently offers programs that serve over 15,000 K-12 students with college preparation; 4,900 undergraduates with academic advising, instructional support or financial aid; and 250 undergraduates with resources to prepare for and succeed in graduate or professional programs. The Office for Faculty Advancement and the Diversity Research Institute (OMA&D) partner with UW schools and colleges to recruit and retain faculty of color who are leaders in their fields. As a result, the number of tenured and tenure-track faculty of color at all three UW campuses has more than doubled since 1997. At WWU survey of second year students will provide information on barriers to success as well as first year programs, student engagement and progress toward majors. An exit survey will provide assessment and accreditation data relevant to a student's entire Western experience, including measures relating to GEPA Section 427.

The NRC, in particular, ensures equal access to all Canadian Studies hosted activities via the following policies:

1. No student, educator, or member of the general public shall be turned away from participating in a program due to being economically disadvantaged or for any other reason related to the six barriers that can impede equitable access to programming;
2. All programming must include a certain percentage of time devoted to issues of gender, race, national origins, color, disability or age in order to meet the needs of all audience members;
3. All registration procedures for events and outreach programs include notification of accommodation for special needs. Any attendees with special needs are accommodated through physical, visual and auditory access to the program as required. When designing Canadian Studies activities, disabled access is always a planning priority as well as targeting underrepresented groups when promoting events.

The 2014-18 grant proposal includes a number of activities specifically aimed to serve race, in particular, via creating non-language courses with enhanced content on indigenous peoples in Canada and in the Canadian Arctic, a focus on innovative indigenous educational policies

in Canada, by providing a postsecondary courses and mentorship for the underrepresented students in the UW Ida B. Wells High School for Social Justice, and via building collaborative relationships with Title III institutions in Alaska to build educational programs to meet the needs of indigenous students.

**APPLICATION WORLD REGION OR THEMATIC FOCUS
FY 2014-2017**

- Africa
- Canada
- East Asia
- International
- Latin America & Caribbean
- Middle East
- Pacific Islands
- Russia / Eastern Europe / Eurasia
- South Asia
- Southeast Asia
- Western Europe / Europe
- Other (specify) _____

APPLICATION TYPE

- Comprehensive NRC and FLAS
- Undergraduate NRC and FLAS
- Comprehensive NRC only
- Undergraduate NRC only
- FLAS only

FLAS-ELIGIBLE LANGUAGES
Performance-Based Instruction
FY 2014 – 2017

- A FLAS-Eligible language marked "Y" means that the language is currently available and students can apply for fellowships. Languages marked "Y" should be substantiated by the course list and the faculty biographical information.
- You may request FLAS eligibility for additional languages at any time during the 4-year grant cycle by submitting the justification, course description, and the instructor's CV.

Language	Eligible Now? Y/N
French	Yes

Information to Meet HEA Supplemental Statutory Requirements

Sec. 602 (e) of the Title VI of the Higher Education Act of 1965, as amended states that applicant institutions desiring a grant under this section shall include the information below in their applications for funding. You may use this page or your own format to present this information. The supplemental information page(s) do not count against the project narrative page limitations. If the application is being submitted on behalf of a consortium, include responses for the lead institution and for the consortium partner(s).

1.) An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs:

The activities proposed by the NRC will reflect diverse perspectives and views, and generate debate about international issues in several ways. First, new and revised courses focus on critical issues such as climate change impacts in the Arctic, resource development and indigenous peoples, Canada-U.S. energy politics and border securitization, all of which highlight controversial perspectives central to public policy debate in North America and globally. Second, partnerships with Title III institutions ensure that the voices of indigenous people and other underrepresented minorities will be fully incorporated in the planning and implementation of activities. Third, The K-12 outreach training programs incorporate controversial issues in curricula utilizing topical speakers and debate formats.

2.) A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors:

The NRC recognizes the importance of encouraging government service in areas of national need such as increased foreign language specialists (including in the language of Canada's Inuit), cyber security professionals, climate scientists and internationally trained educators. The NRC encourages and prepares its graduates to enter these professions. The principal mode of encouragement is to offer field experiences that provide experiential components to students' education including at partner institutions in Canada including in Arctic Canada, in the border regions, and via internships with business, government and NGOs. Considerable assistance is provided by the JSIS career services office and in Western's Center for International Studies. Finally, encouragement comes from an exceptional NRC faculty with strong ties to government agencies, think tanks, scientific institutes and non-profits.

Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center: University of Washington, Canadian Studies Center

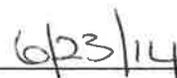
Name/Title of Authorized Representative (Printed): Lynette F Arias, Director, Office of

Sponsored Programs

Signature: _____



Date: _____



Telephone: 206 543-4043

Laurie Salehi
Grant and Contract Administrator
Authorized Signing Official
Office of Sponsored Programs

Email: ariasl@uw.edu

June 10, 2014

The Henry M. Jackson School of International Studies
University of Washington
238 Thomson, P.O. Box 353650
Seattle, WA 98195-3650

To Whom It May Concern:

This letter certifies our approval for the accompanying 4-year Title VI grant proposal and request of \$466,021.00 on behalf of the Pacific Northwest National Resource Center on Canada, a University of Washington and Western Washington University consortium.

Sincerely,



Kathleen L. Kitto
Vice Provost for Research

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

University of Washington
Seattle, WA 98195

6. * Federal Department/Agency: <input type="text" value="US Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="National Resource Centers & Foreign Language & Area Studies Fellowship Program"/> CFDA Number, if applicable: <input type="text" value="84.015A & B"/>
---	--

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: 

* Name: Prefix * First Name Middle Name
 * Last Name Suffix

Title: Telephone No.: Date:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

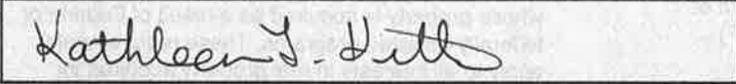
PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Vice Provost for Research
APPLICANT ORGANIZATION Western Washington University	DATE SUBMITTED 6/10/2014

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be

lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

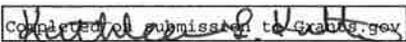
(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
Western Washington University	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Kathleen"/> Middle Name: <input type="text" value="L"/>
* Last Name: <input type="text" value="Kitto"/> Suffix: <input type="text"/>	* Title: <input type="text" value="Vice Provost for Research"/>
* SIGNATURE: 	* DATE: <input type="text" value="Completed on submission to Grants.gov"/>

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2014-17 PROPOSAL

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ABSTRACT
PACIFIC NORTHWEST NATIONAL RESOURCE CENTER ON CANADA

The Pacific Northwest National Resource Center on Canada (NRC) is a consortium that includes the Canadian Studies Center housed in the Henry M. Jackson School of International Studies (Jackson School) at the University of Washington (Seattle) and the Center for Canadian-American Studies at Western Washington University (Bellingham). In the FY 2014-17 proposal, the NRC will enhance impact in areas of critical national need. Issues vital to U.S. stability in the 21st century include Canada's role in Arctic affairs, the growing political influence of Canada's indigenous peoples, challenges to cross-border environmental sustainability, energy and economic interdependence in North America, and Canada-U.S. border policies. The NRC is the first program in the nation to offer a minor in Arctic Studies, to award Foreign Language and Areas Studies fellowships in First Nations languages and Inuktitut (the Inuit language), and to house a nationally recognized institute on border issues—the Border Policy Research Institute.

The NRC proposes to build on this foundation to increase its impact in 2014-17. It will build its research capacity, increase course offerings in the above prioritized areas, collaborate with Title III institutions and community colleges, work with colleges of education to train students in teacher certification programs, and join with other Title VI centers improve effectiveness (the eight Title VI centers in the Jackson School and the Global Business Center).

Specifically, the NRC will enrich the new Arctic Minor with courses including a leadership program for youth designed and offered in collaboration with Title III institutions in Alaska, implement a graduate certificate in Arctic studies focused on climate change and human rights, and revise targeted courses to respond to current Canadian trade and resource issues that influence the national policy agendas in North America. Access to introductory Canadian studies courses will be significantly enhanced for community college students. The NRC will partner with faculties of education to develop two new courses. The first course will address indigenous educational policies in Canada; the second will focus on cross-border environmental issues in the Salish Sea (Puget Sound/Georgia Basin) region including a field component to Canada.

Proficiency in Inuktitut, the Inuit language in Canada, is becoming increasingly critical in global geopolitics concerning the Arctic. By the end of the grant project the NRC will become the first Center in the nation to offer modules on Inuktitut language structure and access to Inuktitut courses via video-conferencing with Nunavut Arctic College. In addition, NRC will partner with its French departments to develop and institutionalize two new field courses to Québec, and other French-Canadian regions, to build proficiency in French-Canadian language and greater understanding of the vital Québec-U.S. trade relationship.

The NRC will continue to offer the *STUDY CANADA Summer Institute for K-12 Educators*, develop a new series of cultural resources on cross-border tribal groups, and expand advocacy with state departments of education and national education associations. The NRC will build impact to business, media and the general public via events held in partnership with local and national stakeholders. For example, the NRC will partner with other Title VI centers, the Woodrow Wilson Center and the Pacific Northwest Economic Region Foundation to offer the nation's first professional development training on North American leadership on the Arctic Council, and will offer a series of Cross-Border Economic Forums to bring together businesses and indigenous organizations from Canada and the US providing updates on salient issues.

The above activities will contribute to American expertise in complex areas of global change and enhance understanding and cooperation with Canada and internationally.

ACRONYMS

ACSUS	Association for Canadian Studies in the United States
AP	Absolute Priority
BC	British Columbia
BPRI	Border Policy Research Institute
C/AM	Canadian-American Studies (WWU)
CBE	College of Business and Economics (WWU)
CLIC	Children's Literature Interdisciplinary Collection (WWU)
CP	Competitive Priority
FLAS	Foreign Language and Area Studies
FTE	Full Time Equivalent
FY	Fiscal Year (same as academic year)
GRPA	Government Performance and Results Act
IP&E	Office of International Programs and Exchanges
JSIS	Henry M. Jackson School of International Studies (UW)
LLC	Language Learning Center (UW)
MOU	Memorandum of Agreement
NAFTA	North American Free Trade Agreement
NCSS	National Council for the Social Studies
NRC	Pacific Northwest National Resource Center on Canada
PNW	Pacific Northwest
PNWCSC	Pacific Northwest Canadian Studies Consortium
PNWER	Pacific Northwest Economic Region
RA	Research Assistant
RSC	Redfish School of Change
TA	Teaching Assistant
U	University (of) / Université
UAF	University of Alaska, Fairbanks
UArctic	University of the Arctic
UBC	University of British Columbia
USDOE	United States Department of Education
UW	University of Washington
WCC	Whatcom Community College
WWU	Western Washington University

CRITERION 1: COMMITMENT TO CANADIAN STUDIES

A—The University of Washington (UW) and Western Washington University (WWU) value the Pacific Northwest National Resource Center on Canada (NRC) as a center of excellence in five areas critical to U.S. national need—Canada’s role in Arctic affairs, the growing political influence of Canada’s indigenous peoples, challenges to cross-border environmental sustainability, energy and economic interdependence in North America, and Canada-U.S. border policies. As a result, the NRC receives significant support from the two universities. This includes funding for faculty salaries, research, distinguished chair positions, administrative staff, academic and support staff as well as funding for librarians, library collections, NRC programming and evaluation. In 2013-14, institutional support for the NRC totaled almost \$4 million dollars (see Table 1.1). Highlights include a Memorandum of Agreement (MOU) signed between UW and Fulbright Canada for \$125,000 over five years to fund the nation’s first *Canada Fulbright Chair in Arctic Studies*, the award of two Andrew W. Mellon sub-grants from the UW for a total of \$80,000 to build program depth in Arctic and indigenous studies, and WWU’s commitment of over \$330,000 annually to support two endowed chairs—the *Ross Distinguished Professor of Canada-United States Business and Economic Relations* and the *Distinguished Visiting Professor of Canadian Culture*.

At UW, the Canadian Studies Center is one of eight Title VI centers housed in the Henry M. Jackson School of International Studies (Jackson School) where all Title VI centers are provided with significant staffing, meeting rooms, offices and equipment. At WWU, the Center for Canadian American Studies is afforded a heritage building on campus, Canada House, with eight offices and meeting rooms. Salary support for NRC directors and staff includes, at UW, a \$10,000 research budget and one course release annually for Canadian Studies chair and director,

Table 1.1: Institutional Support 2013-14			
A. Salaries*	UW	WWU	TOTAL
Area Studies Faculty	\$1,521,480	\$977,914	\$2,499,394
Language Faculty	\$309,240	\$112,671	\$421,911
UW Fulbright Chair	\$25,000	n/a	\$25,000
WWU Endowed Chairs (2)	n/a	\$333,679	\$333,679
Librarians	\$128,658	\$28,852	\$157,510
Center Staff	\$115,785	\$120,776	\$236,561
JSIS Academic Services	\$112,057	n/a	\$112,057
JSIS Business Office	\$73,590	n/a	\$73,590
Subtotal	\$2,285,810	\$1,573,892	\$3,859,702
B. Other Support	UW	WWU	Total
JSIS Mellon Funds	\$40,000	n/a	\$40,000
Director Research	\$10,000	n/a	\$10,000
JSIS Evaluation	\$12,000	n/a	\$12,000
Library Acquisitions	\$60,000	\$5,500	\$65,500
Center Travel	\$12,000	\$9,560	\$21,560
Outreach Programming	\$14,000	\$53,000	\$67,000
Supplies/Equipment	n/a	\$5,300	\$5,300
Subtotal	\$148,000	\$73,360	\$221,360
TOTAL	\$2,433,810	\$1,574,325	\$4,008,135
* adjusted for time dedicated to Canadian Studies			

V. Gallucci; 70% of 1 full-time equivalent (FTE) salary for associate director, N. Fabbi; 100% of a .5 FTE for program coordinator, M. Keo; and 100% of a .25 FTE for secretary, M. Cook. UW also provides 100% of salaries for seven support staff who serve Jackson School Title VI centers and 50% of 1

FTE for a data base manager for assessment projects. WWU provides 100% of the salary, a .5 course release and a .5 summer salary for Canadian Studies director, D. Alper; 100% of 1 FTE for program manager, C. Hart; 100% of several .25 FTEs for student assistants, and additional salary support for the .6 FTE of Education and Curriculum Specialist, T. Storer.

Institutional support for Canadian Studies teaching staff is exceptional. UW and WWU provide salaries and travel stipends to a combined total of 101 faculty members who dedicate 25-100% of their teaching and research to Canadian Studies. WWU supports four full-time tenured positions in Canadian Studies including in economics, environmental studies, French, and

geography—all initially leveraged with Title VI funding. As mentioned above, there is also 100% support at WWU for two distinguished chair positions.

Institutional support for library resources has resulted in the largest combined Canadian Studies collection in the country, currently at over 1.2 million units (see Table 5.1). UW and Western Libraries have dedicated Canadian Studies librarians who oversee collections and develop subject guides on Canada. At UW Libraries, S. Romaine is the Canadian Studies-designated librarian. Three subject librarians in international studies, French and oceanography provide additional resources. Western Libraries at WWU supports a Canadian Studies librarian, R. Lopresti, and a Children’s Literature Interdisciplinary Collection (CLIC) librarian, S. Tag, and map library personnel. Acquisition support at both institutions includes for Canadian media collections, Canadian serials, map sheets, and CLIC.

Each institution has an International Programs and Exchanges (IP&E) office to promote international linkages. IP&E offices offer exchange counseling, financial aid, scholarship service centers, and reference libraries. The UW office oversees two exchange programs—the *Gary & Consuelo Corbett Canada-U.S. Fellowships Program* and the *Canada Killam Fellowships Program*. NRC programs and exchanges include exchange agreements with University of British Columbia, University of Victoria, University of the Fraser Valley and l’Université Laval, and the 16 universities that are part of the Canada Killam Fellowships program via an MOU with Killam.

Institutional support for Canadian Studies outreach activities includes \$5,000 annually from the Jackson School for joint outreach by Title VI centers and supplemental salary support at WWU for outreach led by the Education and Curriculum Specialist. Significant additional funding is leveraged via effective collaboration with other units. For example, the UW provided approximately \$250,000 to sponsor the *Future of Ice* lecture series in Winter Quarter 2014—a

six-part series that included four Canadian speakers. Support for outreach at WWU included leveraged funding to administer the *2014 Salish Sea Ecosystem Conference* and to offer both the *Beyond NAFTA Economic Forum* in 2014 and the *Washington to Washington: Canadian-American Relations Economic Forum* in 2013.

Both institutions provide exceptional support for students. The Jackson School has 10 academic services staff that dedicate about 10% of their time to Canadian Studies students (Fellowships Coordinator, director for the Masters in Applied International Studies, director for the Office of Academic Services, director of Career Services and Alumni Relations, five academic advisors, and a program coordinator). WWU has several counselors dedicated to career planning, a full-time International Studies student advisor, and the center's program manager who advises Canadian Studies students. Study-in-Canada support is offered through study abroad offices at both institutions. Qualified students receive support in the form of teaching and research assistantships, travel funding, internships, and scholarships such as the *40th Anniversary Canadian Studies Scholarship* at WWU.

B—The Foreign Language and Area Studies fellowships program receives significant support from the UW. The salary for FLAS Coordinator, R. Davis, was recently absorbed by the office of the Vice Provost of Global Studies and increased from a .75 FTE to a full FTE Fellowships Coordinator position. This increase recognizes the importance and impact of the FLAS program at UW. The Fellowships Coordinator maintains communication with FLAS Fellows and provides academic advice. She also works closely with FLAS Fellows in First Nations or Inuktitut languages to draft proposals for language study and facilitate collaborations with institutions that offer these least-commonly taught languages. The UW Canadian Studies Center has a FLAS network that provides Fellows with a strong sense of community built on regular communication

related to their areas of study, research and professional opportunities.

CRITERION 2: QUALITY OF CURRICULUM DESIGN

Table 2.1: Non-Language Program 2013-14			
Number of Courses Offered	UW	WWU	Total
Undergraduate Courses	79	36	115
Graduate Courses	35	n/a	35
TOTAL	114	36	150
Enrollments			
Undergraduate Enrollment	6,224	1,188	7,412
Graduate Enrollment	438	n/a	438
TOTAL	6,662	1,188	7,850
Other Indices			
Courses in Arts & Sciences	75	32	107
Courses in the Professional Schools	39	15	54
Cross-listed Courses	27	n/a	27
Enrollments in Arts & Sciences	5,217	1,109	6,326
Enrollments in Professional Schools	1,445	79	1,524
Cross-listed Enrollments	628	n/a	628

A—Instruction in Canadian Studies is well incorporated into baccalaureate degree programs at the University of Washington (UW) and Western Washington University (WWU) where majors, minors, certificates, and concentrations are offered. The quality of the Pacific Northwest National Resource Center on

Canada (NRC) curriculum design is seen in the depth of area study available including courses offered at all four undergraduate levels and the graduate level. Instruction in Canadian Studies is also well integrated into broader interdisciplinary programs via cross-listing with other departments and professional schools (see Table 2.1). At the UW, Canadian Studies majors are required to take 53 credits, 25 in international studies offered by the Henry M. Jackson School of International Studies (Jackson School), 10 in courses focused specifically on Canada, and 18 electives. Majors are required to have French competency at the second-year college level. Students who elect a Canadian Studies minor must take 10 credits in Canadian Studies and 15 elective credits. At WWU, both the 50-credit major and 30-credit minor include a number of specialized courses on Canada that builds on a core curriculum of 100% Canadian content courses in literature, geography, history, economics and political science. These core courses are

supplemented by electives selected from approved Canadian Studies courses in the students' area of concentration and culminate with research-based capstone seminars. Students may elect either an intensive French-language track or a subject-focused track. Most graduates are double majors where Canadian Studies is paired with a traditional disciplinary major. The overall success of the NRC curriculum is evidenced by the number of students impacted—in the past academic year, almost 8,000 students took 25%-100% Canadian-content courses offered by almost every department in Arts and Sciences and most professional schools. In 2014, the NRC launched a new interdisciplinary minor in Arctic Studies to focus on Canada's leadership role in the Arctic, the growing political influence of Canada's Arctic peoples, and the fact that Canadian Arctic is at the nexus of geopolitical relations between Canada, the U.S., Europe, Russia and the East Asian countries. Program design includes an understanding of Canadian indigenous worldviews, national and sub-national policy development, international relations concerning the Arctic, and the integration of natural and biological sciences into the curriculum. The minor is designed to train the next generation of experts to deal with Arctic change as it impacts North American and international geopolitics. The Arctic Studies minor is offered in partnership with other Title VI centers in the Jackson School: Russia, East European and Central Asian Studies; West European Studies; East Asia Studies; and Global Studies.

Requirements for undergraduate training in Canadian Studies and French are, according to a recent external evaluation, a "model of what should be the role of interdisciplinary, international studies in higher education." NRC curriculum depth in the core subject areas of economics, history, politics and culture of Canada is complemented by exceptional language training opportunities in Canadian French offered both on campus and in francophone Canada. Canadian content is now reflected in all required Jackson School courses (JSIS 200, 201, 202

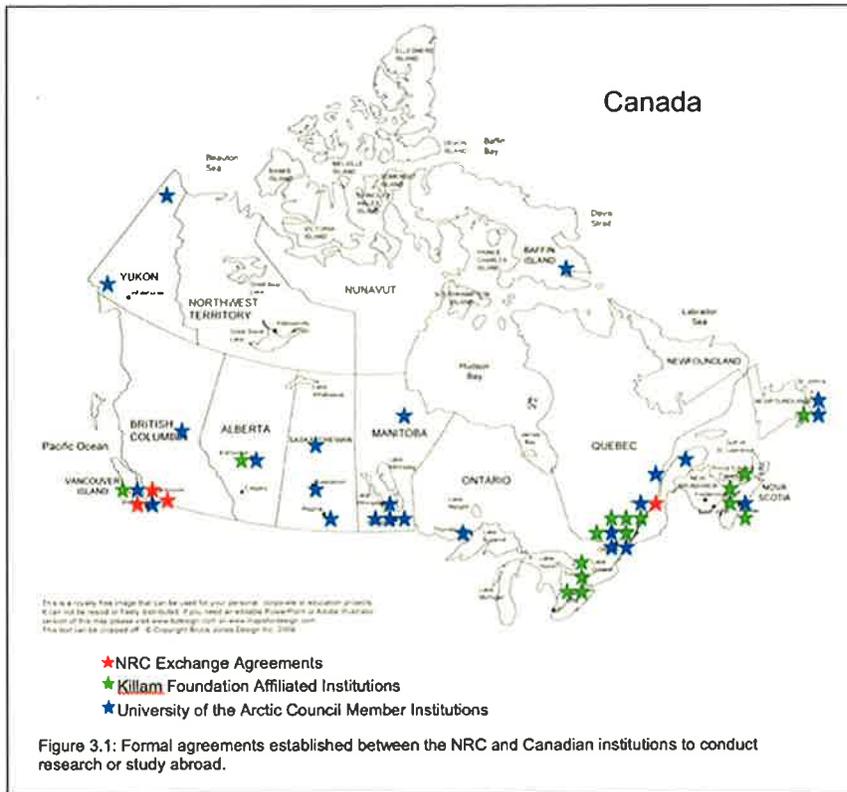
and ECON 200 and 201). At WWU, both the major and minor are anchored by the multidisciplinary foundation course, *C/AM 200: Introduction to Canadian Studies*. The new Arctic Studies minor requires four core course—*ARCTIC 200: Indigenous Diplomacies and International Relations in the Arctic*, *OCEAN 235: Arctic Change*, *ARCTIC 400: Integrating Policy and Science in Arctic Studies*, and *ARCTIC 401* taught by the *Canada Fulbright Chair in Arctic Studies*. These curricular elements ensure the long-term sustainability of high caliber undergraduate instruction.

The NRC curriculum provides training options for graduate students from a variety of disciplines and professional fields including language. At UW, graduate training is available in nine schools and colleges including seven departments in the College of Arts and Sciences, seven professional schools including the College of the Environment, the Foster School of Business, the Law School, the Evans School of Public Affairs, the School of Social Work, the Education Program at UW Bothell, and Social Work at UW Tacoma. FLAS fellows and graduate students receive research training via faculty members who act as respondents at the annual Canadian Studies graduate student symposium and the *Native Organization of Indigenous Scholars Symposium* at UW, via labs such as the *Goods and Movement Collaborative Lab* in the UW Civil and Environmental Engineering department, and via fellowships offered by WWU's Border Policy Research Institute that focus on transportation, security and environmental policy research related to the Canada-U.S. border. Graduate level courses are offered in the Division of French and courses in First Nations language structure are offered in Linguistics (S. Hargus).

B—There are three levels of academic and career advising services available to students—at the university level, via the Jackson School, and at each NRC center. At UW, the Undergraduate Academic Affairs office and the Career Center offer expansive services to all undergraduates.

The Jackson School offers academic and career advising tailored to area studies students from seven full-time staff including a director, a designated Canadian Studies undergraduate advisor, an advisor for the Arctic Studies minor, a graduate student advisor, a director of Career Services and Alumni Relations, an advisor for the Masters in Applied International Studies, and a Fellowships Coordinator (see Appendix 2A: Personnel Profiles). Students also benefit from a weekly e-newsletter, *JSIS Career Services* and the new Jackson School *Mentor Program*. At WWU, the Extended Education program advisors and International Programs and Exchanges (IP&E) offer academic services. Extended Education staff inform students about WWU faculty-led programs abroad while IP&E staff advises students about study opportunities at Canadian universities, internships and work opportunities.

The NRC has direct exchange agreements with four Canadian universities (see pg. 3) and 16 additional universities via its Memorandum of Agreement (MOU) with the Killam Foundation. NRC students can also study at 25 Canadian institutions as part of the NRC's Council Membership with University of the Arctic (see Figure 3.1). About a half dozen students annually benefit from these exchange agreements. The *Killam Fellowships* and the *Corbett Fellowship* (funded by a \$4 million bequest to the NRC in 2013) each fund up to two students annually; and membership in the University of the Arctic will enable two students to study Inuktitut (the Inuit language in Canada) in Igoolik, Nunavut this summer. Additionally, over 20 students per year spend significant time at Canadian institutions as a result of active partnerships. For example, this summer, ten students enrolled in FRENCH 377A and FRENCH 377B (WWU) will spend a month at l'Université du Québec à Montréal and, during the academic year, about a dozen students visit the University of the Fraser Valley in British Columbia as part of a joint course, ENVS 430: *Borderlands*. Finally, between 30-50 students per year participate in faculty-



led courses to Canada. For example, students in the School of Social Work (UW) visit social services sites in Vancouver as part of SOC W 300 and SOC W 522 and, students in the JSIS 495: *Task Force on the Arctic* spend a week in Québec City and Ottawa. Students can apply for study-in-Canada

scholarships from the IP&E offices.

CRITERION 3: QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

A—The quality of the non-language instructional program at University of Washington (UW) and Western Washington University (WWU) is evidenced by the high caliber of scholarship of and excellence in teaching by faculty members. This is measured by the number of tenured (or tenure-track) teaching faculty, the number of recognitions received for research, and the number of awards received for teaching excellence. Of the 101 Canadian Studies affiliated faculty, over 80% are tenured or tenure-track demonstrating the strength of the NRC’s non-language instructional program. Many have received special recognition for research during their careers including, most recently: A. Harmon, American Indian Studies (UW), awarded a *Distinguished Lecturer* position for 2014-17; K. Leonard, History (WWU), recognized with the *Outstanding*

Faculty Leadership Award in 2013; R. Wright, School of Art (UW), recognized with a *Timeless Award* in 2012 from the College of Arts and Sciences for a lifetime of contributions; and C. Banks, Education Program (UW Bothell), awarded a *Diversity Pedagogy Fellow* in 2011. Many Canadian Studies faculty at both institutions have also been honored with excellence in teaching awards. A few highlights since 2010 include: D. Glassman, School of Business (UW), selected as *Core Professor of the Year* in 2013; K. French, Woodring College of Education (WWU), and J. Miles, Environmental Studies (WWU), both selected for *Excellence in Teaching Awards* in 2012; M. Sparke, Geography (UW), selected for the Jackson School *Excellence in Teaching Award* in 2010; and, L. Anderson, Evans School of Public Affairs (UW), selected for the *Daniel J. Evans School Student Teaching Award* in 2010 (see Appendix 2 A & B for faculty profiles).

At both institutions, Canadian Studies courses are distributed widely across departments, schools and colleges. In 2013-14 at UW, 114 courses with significant Canadian content were offered in 15 departments in the College of Arts and Sciences, in interdisciplinary studies at UW Bothell, and in history and geography at UW Tacoma. At WWU, 36 courses were offered in 13 departments across seven university colleges. Twenty-one of those courses were 100% Canadian Studies content courses (see Table 2.1 and Appendix 3 A & B). NRC offerings are further enhanced by courses taught by three dedicated chairs at the NRC as well as specialized courses taught by visiting experts. Recent examples include: former Yukon Premier, T. Penikett, offering a course on indigenous land claims in Canada and Alaska; S. Graben, Ryerson University, offering courses on natural resources and law in Canada; and C. Sands, Senior Fellow at the Hudson Institute and adjunct faculty at Johns Hopkins University's School of Advanced International Studies, offering courses on North American political economy and the role of middle powers in global politics.

Instruction in Canadian Studies is also well anchored in the professional schools at both institutions. In the last academic year, 43 content courses were offered in 12 professional schools at UW and WWU. Significant strength is particularly evident at NRC environmental colleges—College of the Environment at UW and Huxley College of the Environment at WWU. In the last academic year, 50% of the 56 professional school courses were offered in those two colleges. Many of these courses address cross-border environmental sustainability issues, one of the NRC’s prioritized areas. A few examples include ENVS 331 (WWU) examining the relationship between Canadians and their environment, ENVS 430 (WWU) providing an overview of trans-boundary issues, SMEA 514 (UW) examining oil spills in the North American Arctic, and FISH 497 (UW) addressing salmon management off the West Coast. In addition, a new *State of the Salish Sea Ecosystem* course (WWU) explores the science, policy and management of the cross-border ecosystem. The new minor in Arctic Studies is a model for NRC collaboration with professional schools. This minor is offered jointly between the Jackson School and the School of Oceanography. Students are required to take an equal number of courses from both the social and natural sciences. Strengths are also found in the NRC priority area of North American economic competitiveness with several courses in economics offered in the Evans School of Public Affairs (UW) and by the College of Business and Economics (WWU). It should also be noted that the NRC has given fundamental support for courses at the Woodring College of Education (WWU) and its Center for Education, Equity and Diversity by providing a collection of Canadian resources on multicultural theory to help foster a culture of learning that honors diversity and advances social justice.

B—Depth of specialized course coverage is found in each of the five priority areas targeted by the NRC—Canada’s role in Arctic affairs, the growing political influence of Canada’s

indigenous peoples, challenges to cross-border environmental sustainability, energy and economic interdependence in North America, and Canada-U.S. border policies. In 2013, the NRC created or revised four courses for the Arctic Studies minor, all of which address Canada's geopolitical role in Arctic affairs and the role of science in Canada in Arctic change—ARCTIC 200, OCEAN 235, ARCTIC 400, and ARCTIC 401. The growing political influence of Canada's indigenous peoples can be found in American Indian Studies (UW) where 16 courses offered in the past academic year served almost 400 students. Courses on land claims are found in Anthropology (WWU) where Chair, D. Boxberger, serves as a legal advisor for First Nations' treaty negotiations. Significant NRC strength in cross-border environmental sustainability topics was outlined in the preceding paragraph. NRC economics departments and business schools demonstrate expertise in the areas of energy and economic interdependence in North America via courses such as ECON 365: *The Canadian Economy* (WWU) and in courses taught by the *Ross Distinguished Chair in Canada-United States Business and Economic Relations* (WWU). Further leadership is provided by WWU professors, P. Storer and S. Globerman (WWU), both reputed experts on the Canadian economy and international trade. Depth of coverage on Canada-U.S. border policy is found in Civil and Environmental Engineering Department (UW) and at the Border Policy Research Institute (WWU) where research fellowships are provided to undergraduate students. In addition to these targeted areas of excellence, the NRC has considerable strengths in geography, history and political science (see Appendix 3 A & B for a complete list of courses and enrollments).

C—The NRC provides interdisciplinary approaches to Canadian Studies via cross-listed courses, team-taught courses and courses with integrated interdisciplinary content. In 2013-14, the NRC offered approximately 15 cross-listed courses. These included interdisciplinary listings within

the College of Arts and Sciences as well as the interdisciplinary courses offered jointly by Arts and Sciences and College of the Environment. Within the NRC's prioritized areas, cross-listed courses include S. Harmon's courses on American Indian history (UW) that address political mobilization in pre- and post-contact North America. Team-taught courses are particularly effective in providing students with an interdisciplinary approach to cross-border issues. For example, in Fall Quarter 2013, Canadian Studies director, V. Gallucci, co-taught a cross-listed course, JSIS 582/OCEAN 582: *The Arctic as an Emerging Region in Area Studies* with B. Fitzhugh, Anthropology (UW). The 20 students were equally represented from College of the Environment and College of Arts and Sciences. A new *Institute for Energy Studies*—a collaboration between the College of Business and Economics, Huxley College of the Environment and the College of Science and Technology—was established at WWU to provide students with proficiency in energy-related science, policy, technology, economics, and business topics. All topics are integrally linked to Canada and its role in North American energy and economic security. Finally, faculty members from several departments at WWU contribute to the core entry-level interdisciplinary course C/AM 200: *Introduction to Canadian Studies*.

D—The NRC has a large number of non-language faculty—67 at UW and 34 at WWU. At UW, faculty members are represented on all three campuses (Seattle, Bothell and Tacoma), in five colleges, in five schools, and in a total of 21 departments. At WWU, faculty members comprise the largest multidisciplinary academic program at the institution.

All instructional assistants for NRC courses receive pedagogical training. At UW, there is a three-tiered training system for instructional assistants including: a half-day orientation for graduate students offered by all departments; ongoing workshops in course planning, teaching and assessment provided by the Graduate School's Center for Instructional Development and

Research; and mentoring and advising provided by the Jackson School’s Academic Services. At WWU, undergraduate instructional assistants for the large C/AM 200 introductory course are trained by faculty to demonstrate appropriate skills as discussion group leaders. Additional training in media technologies is provided by the Academic Technology Center.

CRITERION 4: QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

Table 4.1: Language Instruction 2013-14			
Number of Courses Offered	UW	WWU	Total
French Language Courses	63	25	88
UW Extension Courses	3	n/a	3
Least-Commonly Taught Languages	6	n/a	6
TOTAL	72	25	97
Language Enrollments	UW	WWU	Total
Undergrad French Courses	1,281	681	1,962
Upper Division French Courses	250	329	579
UW Extension Courses	22	n/a	22
Least-Commonly Taught Languages	9	n/a	9
TOTAL	1,562	1,010	2,572

A—The Pacific Northwest National Resource Center on Canada (NRC) offers instruction in French at all levels at both the University of Washington (UW) and Western Washington University (WWU), distance-learning courses and, access to First Nations languages and

Inuktitut via institutional partnerships. Approximately 97 French language courses are offered annually serving over 2,500 students in 2013-14 (see Table 4.1). These courses are offered in the Division of French and Italian Studies (UW) and in the Department of Modern and Classical Languages (WWU). At both institutions, Québec and Acadian French are incorporated into the language curriculum with several specialized course offerings such as FRENCH 441/JSIS 441A: *Qui sommes-nous? The Quest for Identity in Québécois Literature and Culture* (UW), and FREN 397: *Civilisation et Culture du Québec* (WWU). In 2014, FREN 397 was given permanent course status and transformed into FREN 332A: *French Language in Montréal* and FREN 332B: *French Culture in Montréal* to reflect its new role as a study-in-Québec twin offering.

French language courses are well subscribed with the majority filling to capacity. In the

last two quarters alone, more than 30 new French majors were declared at WWU. Aside from the on-campus courses offered by the French departments, distance learners can take first-year French courses through the UW Extension Program. The opportunity to study least-commonly taught Canadian indigenous languages is made possible via UW's partnership with other institutions. In the current cycle, four indigenous languages—Inuktitut, Anishinaabe, Nuu-chah-nulth, and Tlingit—were offered to UW students by partnerships with Nunavut Arctic College, University of Wisconsin, Eau-Claire, University of Victoria, and University of Southeast Alaska. NRC institutions also provide language training to high school students in Washington State. Through the *UW French in the High School* program, teachers from 21 schools across the state offer 100-level French courses reaching about 370 students annually (see Appendix 3A for a listing of partner schools). Via the *On Parle* program at WWU, high school students are paired with undergraduates as their mentors.

B—The French departments at both institutions provide all levels of language training for undergraduate students and both a masters and doctoral degree (at UW). Language acquisition curricula include oral exposition, writing, listening and reading comprehension, and French culture courses focus on Québec and Acadia. In 2013-14, almost 2,000 students enrolled in lower-division classes and almost 600 enrolled in upper-division French classes.

Both institutions offer courses in French outside language departments—most notably in the business schools and colleges of education. UW's Foster School of Business has a French track in the undergraduate program and language immersion (including French) is a requirement for the Certificate of International Studies in Business. The Foster School also offers a *Global Business Program Certificate* at the master's level to prepare MBA students for working as global managers. WWU's College of Business and Economics partners with the Modern and

Classical Languages' French program to offer language instruction in business and management. In particular, FREN 402: *French for Business* attracts many non-French majors. The UW College of Education offers both primary and secondary teaching endorsements for coursework in French while WWU's Woodring Faculty of Education provides a teaching endorsement to pre-service teachers who successfully complete LANG 410: *Second Language Acquisition Theory* and LANG 420: *Second Language Acquisition Practice*. Several other content courses are taught in French such as phonetics, linguistics, film, history, cultural studies, and literature. C—UW and WWU have sufficient numbers of French faculty, lecturers and teaching assistants (TAs) to teach French language courses. Combined, the institutions have 13 full-time faculty members (including one designated to UW's Extension program), two part-time faculty, and about 18 TAs or lecturers. To meet the needs of FLAS fellows studying least-commonly taught languages, faculty are drawn from Canadian and U.S. partner institutions. For example, a partnership with Nunavut Arctic College allows the NRC to utilize their faculty to provide fellows with Inuktitut language training. To date, four FLAS fellows have taken advantage of this partnership (see Appendix 3A for a listing of these institutional partners).

Language faculty and instructors at both institutions receive language pedagogy training appropriate for performance-based teaching. At UW, this includes a mandatory weeklong training for all faculty members and ongoing pedagogical workshops. All TAs are required to complete the course *Teaching Pedagogy* and are regularly provided pedagogical advice and support by H. Meyer. At WWU, faculty training in instructional best practices is a continuing priority. Faculty training in the latest technology is vital for hybrid and distance learning courses as well as incorporation of innovative learning strategies. Professional standards of excellence are also assessed via student evaluations and annual reviews of teaching dossiers.

D—The quality of NRC language programs can be determined, in part, by the ongoing use and improvement of performance-based instruction. UW and WWU language courses are highly interactive and proficiency-based. Step-by-step assessment of student outcomes are measured to ensure that appropriate competency is achieved before advancing to the next skill levels. The UW Division of French uses the only performance-based textbook on the market in the U.S. for elementary French, *Rond Point* (Prentice Hall, 2006), adapted by UW’s H. Meyer. In addition, the Language Learning Center (UW) offers state-of-the-art resources and facilities for faculty and students including: two electronic classrooms and two study labs for listening to audio resources and for watching video and satellite TV programs (including Sony Virtuoso/Soloist software); a high definition Polycom video conferencing suite; and a professional audio recording studio. The Center ensures successful language learning by making available computer-based language instruction resources, web-based resources, and online demonstrations of various types of language-learning technology. The Center also provides professional development opportunities for French faculty members in conjunction with UW Professional and Continuing Education. These technologies provide free and direct access to Québec learning resources. WWU’s digitally-equipped Language Media Center houses a collection of contemporary French music, over 200 French and French-Canadian films, a large library of software in French, 15 viewing stations, 53 computers, and a set of newly-purchased tablets loaded with language applications. Students have access to interactive computer programs, software and free subscription services to French-language newspapers and magazines. The Language Media Center offers a live satellite feed of *TV5*, the international francophone television station that provides programming from Québec. The collection of software and interactive video for self-instruction provides students with basic level French skills appropriate

for practical cultural and business use. Finally, the quality of NRC French language programs is reflected in students' success in meeting language proficiency requirements. At UW, proficiency is determined by the *Cadre Européen Commun de référence*. At WWU, student proficiency is assessed on the basis of the guidelines of the American Council on the Teaching of Foreign Languages. Following yearly assessments of students, faculty meet as a group to ascertain student progress and to determine instructional changes needed in beginning and intermediate level courses to ensure successful preparation for upper level work.

CRITERION 5: STRENGTH OF LIBRARY

Table 5.1: Strength of Canadian Studies Library Collections			
Library Collections	UW	WWU	Total
Catalogued Volumes	115,000	42,000	157,000
Map Sheets	16,500	16,200	32,700
Video Recordings	450	375	825
PNW Collections	1,000,000	940	1,000,940
Children's Interdisciplinary Literature Collection (CLIC)	n/a	25,000	25,000
Subtotal	1,131,950	84,515	1,215,465
Museums/Other Collections	UW	WWU	Total
Burke Museum, Northwest Collection	10,000	n/a	10,000
Polar Science Center	42	n/a	42
Western Gallery	n/a	26	26
Subtotal	10,042	26	10,068
TOTAL	1,141,992	84,541	1,226,533

A—University of Washington (UW) and Western Washington University (WWU) library holdings in Canadian Studies (print, non-print, English, French and Inuktitut) are significant for all educational levels (see

Table 5.1). UW Libraries is composed of 15 libraries on three campuses. It has a full-time librarian dedicated to Canadian Studies and subject librarians that dedicate a portion of their time to Canada collections. Librarians oversee the collections, support *Canadian Subject Guide* websites, provide a monthly listing of new collections, and design *Class Help Pages* that provide information and resources for Canadian Studies courses. The librarians submit quarterly reports on collections and provide research presentations for faculty and graduate students. Subscription-

free desktop access to hundreds of full-text newspapers and periodicals is available around the clock. *Access World News*, a full-text news database, provides access to *CBC News* and *Canadian Newswire* video transcripts and full-text articles from 255 Canadian news sources. *Library Press Display* provides 60-day back issue access to online facsimiles of over 100 Canadian newspapers, including many French-language newspapers. *Canadian Business and Current Affairs*, a full-text periodical database, provides in-depth access to a wide diversity of Canadian periodicals. In addition, the *Canadian Research Index* indexes thousands of federal, provincial, and municipal documents; scientific and technical report literature; and, Statistics Canada monographs and serials. The Special Collections Division is UW Libraries' main resource for rare and archival materials including the Klondike Gold Rush, ethnic group history, natural history, and indigenous history. The *Arctic and Antarctic Regions* collection provides access to scholarly articles and other materials on all aspects of Polar Regions. Outside the main library system, the Polar Science Center in the Applied Physics Laboratory maintains its own research publications on critical issues such as Arctic sea-ice retreat and narwhal populations in Canadian Arctic waters. The UW Burke Museum of Natural History also has extensive collections including significant Canadian artifacts. Its *Ethnology Collection* has thousands of images of Northwest Coast art, jewelry, historical Northwest Coast photographs, and photographs of Northwest Coast totem poles. UW Libraries also have approximately 217,000 French language monographs, and 5,040 French language serials. UW Libraries is a member of the *Collaborative Initiative for French Language Collections* to promote and facilitate the cooperative exchange of resources between French and North American libraries. Membership has allowed the purchase of permanent online access to a number of Canadian French language periodicals including *CPIQ* and the *Canadian Music Periodical Index* (that WWU Libraries also

subscribes to). WWU was a Canadian federal depository (until recent elimination of the Government of Canada program) with approximately 27,000 federal documents, 3,000 British Columbia documents, and more than 16,000 map sheets. WWU's Libraries' catalog lists more than 2,500 serials and 140 items published in last year alone with "Canada" as the subject heading. In 2013, WWU Libraries transformed its main reading room into the home for the *Northwest Collection*—a collection of over 700 books on British Columbia. The affiliated Center for Pacific Northwest Studies has more than 240 items (maps, archival collections, photographs) related to Canada. In 2012, WWU Libraries leveraged additional support from the Government of Québec to acquire materials that strengthen holdings related to that province.

Both institutions provide financial support for library acquisitions and library staff dedicated to Canadian Studies (see Table 1.1). The total combined annual budget for Canadian collections is approximately \$75,000 per year. This includes support for serial subscriptions, a monograph budget, and funding for acquisitions by subject librarians. In addition to Canadian Studies librarian, S. Romaine, UW Libraries supports a librarian who oversees Canadian history and Pacific Northwest history (T. Murdock), Canadian literature (F. Christenberry), Québec literature and film (D. Raftus), and Canadian government sources (D. Maack). UW Libraries also supports a special assistant to the Dean of International Programs (J. Henchy) who works closely with the Jackson School to foster UW Libraries-Jackson School of International Studies collaborative programs. R. Lopresti is the Canadian Studies librarian at WWU's Western Libraries and librarian S. Tag oversees significant Canadian Studies holdings that are part of the Children's Literature Interdisciplinary Collection (CLIC). Strengthening the children's poetry collection at CLIC into the nation's largest collection is part of an overarching strategy within the Western Libraries. WWU supports continued growth of current collections of Canadian print,

media, recordings, and poetry for children and youth, particularly by First Nations writers.

B—A significant percentage of research materials from other institutions are available to UW and WWU faculty, students and staff via cooperative arrangements with other libraries as well as online access. NRC libraries have a combined total of 17 cooperative agreements with other institutions. Both UW Libraries and WWU Libraries are members of the Center for Research Libraries, a joint collection of 5.5 million volumes including the International Doctoral Dissertation Collection of 800,000 items and 6,100 foreign newspapers. UW Libraries, for example, has a budget of over \$100,000 annually to provide the campus with free inter-library use of books, journals, articles and other items. It ranks ninth among North American research libraries in total number of items borrowed from other libraries. WWU Libraries spent almost \$95,000 to support costs of borrowing from and lending to other libraries. UW and WWU library catalogs are readily accessible through the web and are integrated with *Summit*, an alliance of 37 universities, colleges and community colleges in the Pacific Northwest. The *Orbis Cascade Alliance* also operates the *Northwest Digital Archives* that provides enhanced access to archival and manuscript collections in the region.

Faculty members, students and educators from other institutions are able to access all holdings at both institutions. Typically, about 60,000 items are loaned to other libraries annually. UW Libraries ranks fifth among the Association of Research Libraries in items loaned to other libraries. NRC regional and global impact is achieved through the *Pacific Rim Digital Library Alliance*, *Global Research Libraries 2020*, and *Orbis Cascade Alliance*. The *Ask Us!* reference service allows users to confer with reference librarians around the clock. Finally, community college faculty and K-12 educators in Washington State are eligible for free borrowers' cards enabling them to check out materials from UW and WWU collections.

CRITERION 6: QUALITY OF STAFF RESOURCES

A—University of Washington (UW) and Western Washington University (WWU) faculty and professional staff are well qualified for the current and proposed Pacific Northwest National Resource Center for the Study of Canada (NRC) activities. The NRC enjoys the leadership of two of the nation’s top scholars in their fields. V. Gallucci (UW) is a professor in the School of Aquatic and Fishery Sciences and adjunct professor in the School for Environmental and Marine Affairs. He has spent his career working on cross-border fisheries management issues most recently applying this expertise to resource management in the North American Arctic. Since 2010, Gallucci has received two grants from the Department of Fisheries and Oceans Canada and one from the Canadian Pacific Sardine Association for research on fisheries management in Canada-U.S. trans-boundary regions. Two recent articles, co-authored with a doctoral student, are on the management of the Canadian Pacific sardine fishery. A forthcoming article, co-authored with A. Bailes, concerns marine management in Canada’s Arctic waters (*Stanford Journal of Law*). In Spring Quarter 2014, Gallucci was invited by the director of the Jackson School to present on Canada’s role in area studies at a conference in Washington, DC—*The Future Direction of International Affairs Education and Foreign Language Study in the United States*. D. Alper (WWU) is a scholar of Canadian politics and government as well as border-policy issues. In 2005, Alper secured U.S. Department of Transportation funding to establish the *Border Policy Research Institute* (BPRI). Since then, the BPRI has become the preeminent policy institute focused on Canada-U.S. border issues. WWU is one of three institutional partners in the U.S. on a seven-year grant from the Canadian Social Sciences and Humanities Research Council (SSHRC)—*Borders in Globalization*. Alper sits on the board of the Pacific Northwest Economic Region, the only university official on the board. He is a past recipient of the Donner

Medal from the Association for Canadian Studies in the U.S.—the most prestigious award in Canadian Studies in the nation—and a Certificate of Merit from the International Council of Canadian Studies for contributions to the field. The NRC also has an Associate Director, N. Fabbi (UW), and an Education and Curriculum Specialist, T. Storer (WWU). Fabbi has twice been nominated for a *Distinguished Staff Award* in recognition of her leadership at Canadian Studies. She is currently a doctoral candidate in Educational Leadership and Policy Studies at the University of British Columbia. Her research focuses the role of the Arctic in the area and international studies field. Her two recent publications examine the role of the Inuit in Canada in international affairs—“Inuit Foreign Policy and International Relations in the Arctic (forthcoming, 2014, *Handbook of the Politics of the Arctic*), and "Inuit Political Involvement in the Arctic" (*Arctic Yearbook 2012*). Storer is a past recipient of WWU’s *International Educator of the Year Award* and oversees the *K-12 STUDY CANADA* program. She holds teaching certificates for Ontario, Québec and Washington State and advocates for Canada in the American curriculum at national education associations including the Council of State Social Studies Specialists and the National Council for the Social Studies. Three additional NRC staff members provide administrative support including M. Keo and M. Cook (UW), and C. Hart (WWU). Keo is the program coordinator for the new minor in Arctic Studies and editor of the monthly newsletter; Hart serves as the center’s program manager, coordinator of the student-led Canada Club, and Canadian Studies student advisor. He is a recipient of WWU’s *Western Way Award* for extraordinary service to the NRC. The quality of NRC affiliated faculty members is evidenced by the high percentage (above 95%) of tenured or tenure-track faculty teaching Canadian Studies and Canadian content courses, the number of research grants awarded, and publications. Combined, NRC affiliated faculty members receive millions of dollars annually in

grant funding. A few highlights since 2010 include: A. Goodchild, Civil and Environmental Engineering (UW), awarded a Border Wait Time Study grant from the Federal Highway Administration; S. Hargus, Linguistics (UW) and D. Vajda, Modern and Classical Languages (WWU), awarded a National Science Foundation grant, Arctic Social Sciences Program, for research on the Athabaskan and Dene languages; and, D. Boxberger, Anthropology (WWU), co-recipient of two SSHRC grants to study the impact of the Canada-U.S. border on First Nations in the Great Lakes region and Old Oregon territory. In terms of publications, the NRC is home to the preeminent Canadian Studies journal—*The American Review of Canadian Studies*—under the editorship of D. Rossiter, Environmental Studies, Huxley College of the Environment (WWU). Faculty at UW and WWU are widely published. Most impressive and relevant to the NRC’s prioritized areas: “Resource Management in Borderlands” (forthcoming 2014 in *The Governance of Borders and Borderlands in an Era of Security*), by P. Buckley, Huxley College of Environmental Studies (WWU); “Implications for the Cost of Border Delay,” (forthcoming 2014 in *Transportation Research Record*), by A. Goodchild, Civil and Environmental Engineering (UW); *Therapeutic Nations: Healing in an Age of Indigenous Rights* (2013), by D. Million, American Indian Studies (UW); and *The Impacts of 9/11 on Canada-US Trade* (2006), by P. Storer and S. Globerman, Economics, College of Business and Economics (WWU). Finally, recognitions awarded to NRC affiliated faculty members indicate the enormous contributions to research, teaching and academic service. Three recent examples include: R. Wright, School of Art (UW), who received an *Honor Award for Lifetime Contributions* from the Native American Art Studies Association for her contributions to West Coast First Nations art history; J. Loucky, Anthropology (WWU), who was awarded the *Philip E. Sharp Jr. Community Engagement Award* in recognition of outstanding community service including work with the

cross-border Lummi tribal community; and, W. Landis, director of the Institute of Environmental Toxicology and Chemistry (WWU), a prolific author and renowned expert on ecological risk assessment in both Canada and the U.S., who was recently named to the Science Panel for the Puget Sound Partnership, a state agency focused on restoring Puget Sound. (See Appendix 2A & 2B for complete faculty and staff profiles.)

To enhance professional development, the NRC offers opportunities to faculty and staff beyond institution-granted sabbaticals and professional staff training. Some examples since 2010 include support for faculty to participate in the Pacific Northwest Canadian Studies Consortium Faculty Field Course and for French faculty to visit francophone regions of Canada. The NRC provides its business faculty with opportunities to connect their academic knowledge to international business practices by participating in workshops such as “Doing Business with Canada” and “NAFTA Update.” The Jackson School encourages Title VI center associate directors to request funding for a variety of professional development opportunities; WWU supports the Education and Curriculum Specialist’s annual participation in regional and national education conferences. Both institutions provide librarians with funding support to attend two professional meetings annually and for study abroad staff to participate in the Association of International Educators conference.

Teaching, supervision and advising of students is a key priority at both institutions. In the 2013-14 academic year, the NRC offered over 200 Canadian Studies courses (about 25 had 100% Canadian content) and almost 150 French language courses. Faculty members are very involved with student research supervising dozens of research papers and theses annually. A model of NRC faculty involvement is evident in the 2013-14 *Arctic Research Fellows* program where 10 faculty members worked with graduate student fellows throughout the academic year.

The students presented their work at an end-of-year symposium and are now preparing their papers for submission to peer-reviewed journals.

The Office of Academic Services in the Jackson School provides advisors for students in the Canadian and Arctic Studies major and minor and for graduate students. Career Services and Alumni Relations seek to attract, inform and engage students for careers in all fields with an emphasis on government service. This involves hosting, on an annual basis, 15 large-scale events and over 20 government-related workshops that include Federal agency participation. At WWU, academic advisors at IP&E host similar events on campus that feature study-in-Canada opportunities and offer advising to students planning to study abroad. At both institutions, advising for French and study-in-Québec opportunities are overseen by French faculty members and departmental advisors. Both Centers also provide direct advising for students and the C/AM 200 (WWU) course has its own course coordinator and advisor.

B—An executive committee, ad-hoc committees appointed for special projects, and external advisory boards for both Centers provide assistance with strategic planning and program oversight. In addition, the director of the Jackson School holds monthly meetings for all center directors and associate directors. This builds a strong network of area and international studies specialists and provides oversight. At WWU, a ten-member Advisory Committee that represents six departments and includes the visiting *Ross Distinguished Professor of Canada-United States Business and Economic Relations* and two staff members, guides Canadian Studies activities. D. Alper (WWU) serves on the Provost's Council and reports to the Associate Vice President for Academic Affairs advising on campus-wide initiatives such as a new Institute for Salish Sea Studies. Faculty, including from professional schools, and library staff are actively involved in NRC activities. Just a few examples include: the year-long dedication of eight faculty

members—four from the College of Arts and Sciences and four from College of the Environment (UW)—to design and draft the application for the Canadian Studies Arctic minor (2012-13); the annual participation of faculty members in the *Community College Master Teachers Institute* (UW); and, the participation of at least three faculty members in the annual *STUDY CANADA Summer Institute for K-12 Educators* (WWU). The librarians are active in NRC programming. UW librarian S. Romaine provides three or four presentations annually to classes in Canadian Studies focusing on specific collections in the field. He also contributes to the monthly electronic report providing a review of new collections. At WWU, Canadian Studies librarian R. Lopresti provides a blog on Canadian resources, including recommended reading, and email updates on library usage, technology and resource needs.

Adequate staffing for administration and outreach is evident in the number of Canadian Studies personnel at the NRC: two directors, an associate director, an educational specialist, two program managers, a secretary, and work study students. In addition, the Jackson School provides staffing mentioned above—nine academic staff and ten support staff to oversee the running of the Title VI centers. The NRC draws on its nation-wide network of Teacher Associates to provide outreach in their home states.

C—Both institutions actively encourage applications for employment from persons who are members of traditionally underrepresented groups. Both UW and WWU have an Equal Opportunity Office to enforce guidelines, approve search committee selections, oversee position announcements, specify rating tools and monitor all searches. In addition, a quantitative Affirmative Action Plan ensures consistency and equal consideration of all candidates applying for positions. The process is rigorous, including mandatory training sessions for all search committee members. Each search must have an outreach plan that specifies underrepresented

targets. The demographics of the faculty at UW and WWU points to an effective equal opportunity plan. Combined, over 40% of Canadian Studies affiliated faculty members are women, and about 15% are indigenous, Asian-American or African-American. Jackson School staff reflect a similar demographic. In 2013, a search for a Canadian Studies conference administrator (WWU) involved targeting 55 equal opportunity organizations, including 28 tribal offices and 15 advocacy groups for disabled and underrepresented groups.

CRITERION 7: OUTREACH ACTIVITIES

The Pacific Northwest National Resource Center on Canada (NRC) has a long-standing reputation for effective outreach. According to a recent external reviewer, “the success here is colossal.” More than 30,000 K-12 educators, community college faculty, business leaders, and members of the general public are served annually via professional development training programs, conferences, symposia, lectures and newsletters (see Table 7.1) that coordinate and collaborate with other units to avoid duplication and achieve maximum impact. In addition, an impressive 3.1 million people are reached annually via media interviews, op-ed pieces, and Internet access to NRC audio and video-streamed lectures and conferences (see Table 7.2).

The NRC’s annual *STUDY CANADA Summer Institute for K-12 Educators* leads K-12 outreach activities and is renowned as the premier interdisciplinary program for training American teachers about Canada. In the past 36 years, the program has served educators from all 50 states and continues to provide education and resources on the NRC’s five strategic themes. The NRC also conducts one or two-day workshops for educators in the region to build expertise. For example, last June, the workshop *From Coal Trains to Classrooms: Trade, Energy and Environmental Issues in the Pacific Northwest* was offered to regional teachers at North Seattle Community College. The NRC also partnered with the seven other Title VI centers in the

Table 7.1: Outreach Activities 2013-14				
	Events	Regional	National	Attendance
K-12	22	3	19	16,016
Postsecondary	23	23	0	1,693
Business, Media, General Public	34	31	3	13,644
TOTAL	81	79	22	287,194
Figures from the outreach database of the US Department of Education IRIS reporting system. Attendance includes educational conferences and newsletters to Canada Listserv and National Council for History Education members.				
Table 7.2: Mass Media Outreach (Internet/newspaper/radio/television) 2013-14				
	Events	Regional	National	Audience
K-12 Mass Media (includes unique visits to www.k12studycanada.org)	5	0	5	280,016
NRC Mass Media (includes NYC News Service article on Keystone Pipeline)	49	45	4	2,880,000
TOTAL	54	45	9	3,160,016
Figures match the outreach database of the US Department of Education IRIS reporting system and reflect approximate circulations of individual media outlets when possible. Audience Key: Blog=1,500; Web=5,000; Newspaper=25,000-250,000; Radio=10,000; TV= n/a in this period.				

Jackson School
as co-sponsors
of the annual
Washington
State Council
for the Social
Studies
Leadership
Retreat that
reaches out to
educators each

spring from rural and under-served areas of the state. Resource materials developed by the NRC are an important aspect of outreach. These include: a gateway website serving teachers and students that receives over 20,000 unique visits per month; *K-12 STUDY CANADA Resource Newsletters* reaching over 1,500 teachers in the U.S.; *K-12 STUDY CANADA Teacher Loan-Kits* and *Burke Museum of Natural History Boxes*; teacher resource guides for key classroom topics; *O Canada! The True North Strong and Free! a Newspapers in Education* publication by T. Storer; as well as a popular middle-school text, *Canada: Northern Neighbor* co-authored by D. Alper. To achieve national impact, the NRC has developed long-term collaborative partnerships with K-16 institutions and national education organizations. National outreach highlights from 2013-14 include: participation in the *National Council for Geographic Education* webinar program; submission of articles for the “Connecting to Canada in History Classrooms” column included in the National Council for History Education’s *History Matters!* newsletter;

involvement as co-sponsor of the iBook publication *1812: Who Won the War?* (Apple, 2014) with the National Council for the Social Studies (NCSS) as well as several Canadian educational organizations; and delivery of *Archives on the Arctic: Connecting to Global Issues with Primary Sources*, a three-day professional development program by the NRC held at Metropolitan State University of Denver with external funding from a Library of Congress Teaching with Primary Sources (Western Division) outreach grant. Annual presentations and resource exhibits are showcased nationally at NCSS and other education conferences, often in collaboration with the Northeast NRC on Canada. The two NRCs also provided *Canada Clinic* training programs in partnership with Government of Canada consular offices as part of NCSS' pre-conference schedule (Denver 2011, Seattle 2012, and accepted for Boston 2014). T. Storer, Education and Curriculum Specialist, served as a co-chair for the NCSS conference in Seattle in 2012 which helped ensure the strongest profile and impact for Canadian Studies at the conference to date. UW and WWU faculty members provide expertise at the conference that year as they do for many of the training programs listed above. The agenda for the *K-12 STUDY CANADA Summer Institute for K-12 Educators*, for example, involves at least three faculty members annually.

Postsecondary outreach is notably collaborative. The NRC partners, for example, with the seven Title VI centers in the Jackson School, NRC libraries, and the Northwest International Education Association to offer the annual *Community College Master Teacher Institute*. Since its inception in 2003, over 300 community college faculty members from the region have participated in the program. This past academic year, two UW faculty members from American Indian Studies co-chaired *The Living Breath of Wəłəbʔaltx* [Lushootseed for "intellectual house"] *Indigenous Ways of Knowing* conference for postsecondary institutions in British Columbia (BC) and Washington focused on tribal food sovereignty issues and security

initiatives. This two-day program was a joint offering with Northwest Indian College. Similarly, faculty members in Huxley College of the Environment (WWU) partnered with Northwest Indian College, Peninsula College, Everett Community College and Olympic College to offer several workshops and seminars focused on international ecosystem management. These training programs (as well as a past K-16 workshop on North American trade and immigration offered at Bates Technical College) serve well as models for postsecondary outreach as the NRC expands Title III and community college networks in the next grant cycle. Finally, the NRC is secretariat of the *Pacific Northwest Canadian Studies Consortium* (PNWCSC), a network of over 30 institutions in five states and three provinces whose representatives meet annually to share research and best practices.

The NRC is very engaged with the business community, media, and the general public. It collaborates with a number of campus and community partners to provide enhanced impact. An example is the NRC co-sponsorship of the 2014 *Future of Ice* lecture series that reached an estimated 4,000+ individuals. Four of the six lecturers were Canadian and all discussed issues related to climate change in Canada including NRC faculty affiliates from the School of Oceanography. Various business forums (*Beyond NAFTA*, see below) bring together business, government and other stakeholders. The NRC hosts a number of ongoing programs such as the annual economic outlook conference for the BC-Washington international region co-sponsored by U.S. Bank and the College of Business and Economics (WWU). Cross-Border Economic Forums feature NRC faculty expertise while examining key regional and national issues with business and government stakeholders. Full-day conference programs offer enhanced depth and focus on timely issues such as: *Beyond NAFTA: Thinning the Border to Strengthen North American Competitiveness* (2014); *Beyond the Border Roundtable* (2013); *Canadian-American*

Cross-Border Business Opportunities in partnership with Wells Fargo Bank (2012); and *The Perimeter Security Seminar* (2011). The *Border Policy Research Institute* (WWU) publishes quarterly *Border Policy Briefs* that address critical issues related to transportation, trade, and tourism. Regional and national business and government leaders subscribe to the *Briefs*. The BPRI has an MOU with the Pacific Northwest Economic Region, a five-state, five-province/territory coalition of public legislators and private business officials who work collaboratively on matters of mutual interest that affect cross-border business competitiveness. Canadian Studies faculty members also serve on the board of the Pacific Northwest Regional Economic Conference established to promote research on the economy of the Northwest states and western Canada and provide an educational forum for those from academia, business, and government to meet and interact professionally. Their expertise is regularly called upon for interviews, op-ed pieces, and articles for publications such as the *Puget Sound Business Journal*, *Bellingham Business Journal*, *Journal of Commerce* and other regional and national news outlets. The media frequently seeks out NRC faculty members for their expertise on a range of issues of interest to the U.S. The Office of News and Information (UW), and Office of University Communications (WWU), connects media with faculty experts on key current issues. For example, when the I-5 Bridge collapsed in Burlington, WA last year, the NRC was contacted daily by national and international press to provide impact analyses on trade and commerce in this critical Canada-U.S. transportation corridor. In addition, both Centers have a part-time communications specialist who ensures NRC expertise is available via the Internet and social media networks. Outreach to the general public is typically broadcast, published, or produced by American media outlets such as National Public Radio (NPR), *USA Today*, *The Washington Post*, *The Seattle Times* and regional television stations as well as Canadian media outlets such as

CBC Radio, *The Globe and Mail* and CBC or CTV television, when applicable (see Table 7.2).

CRITERION 8: PROGRAM PLANNING & BUDGET

A— In keeping with the purpose of NRC programs to promote the “security, stability, and economic vitality of the United States in a complex global era,” the Pacific Northwest National Resource Center (NRC) on Canada proposes to enhance existing program strengths in critical areas of national need. The NRC will reformulate courses and introduce innovative field research courses that cross departments and disciplines to address issues vital to U.S. stability in the 21st century including: Canada’s role in Arctic affairs; the growing political influence of Canada’s indigenous peoples; challenges to cross-border environmental sustainability; energy and economic interdependence in North America; and Canada-U.S. border policies (both the southern and northern border with Alaska). The NRC will continue to develop K-12 STUDY CANADA outreach activities (absolute priority) and establish sustainable partnerships with Title III minority-serving institutions and community colleges (Competitive Priority 1) as well as schools of education (Competitive Priority 2) to integrate NRC activities and foster international, intercultural, and global perspectives in K-16 education.

1. Program Planning for Non-Language Instruction Program

The NRC proposes to develop seven new courses and to revise five currently offered courses to bolster instructional impact and strengthen our respective centers of excellence. Grant support will be utilized for curriculum development as well as site visits to launch collaborations and instruction with other institutions. By the end of the grant cycle, NRC institutions will absorb all new and revised courses (see Table 8.2).

In response to Competitive Priority 1, the NRC will create two new courses: one in collaboration with Title III minority-serving institutions and the other in collaboration with

community colleges. A new 10-credit intensive leadership program, ARCTIC 400-level: *Circumpolar World Leadership Program* (UW), will be designed in partnership with the College of Rural and Community Development (with five Title III-eligible branch campuses under administration of the University of Alaska, Fairbanks). The summer course will provide NRC and Title III-eligible institutions with academic and professional development training in Arctic geopolitics, policy writing, and analyses of topics ranging from the environment to economics. Particular emphasis will be on Arctic indigenous political involvement in Canada and internationally. A new C/AM 200: *Introduction to Canadian Studies* (WWU) distance-learning course will provide a new gateway for community college students across Washington State to learn about Canada. The visiting *Ross Distinguished Professor of Canada-United States Business and Economics* will use the popular campus-based course as a starting point for curriculum design but will expand its scope by collaborating with Whatcom Community College regarding curriculum as well as with a variety of Canadian specialists from the Washington, DC area where he resides. One half of enrollment space will be dedicated to students from community colleges that are part of the Northwest Higher Education Coalition including six community colleges.

In response to Competitive Priority 2, the NRC will develop two new courses in partnership with colleges of education. BEDUC 400-level: *International & Indigenous Educational Policies* (UW) will examine comparative educational policies, including pedagogical innovations by the Inuit and First Nations of Canada, for undergraduate and graduate students enrolled in UW Bothell's Education Program. UW Bothell faculty will design the course curriculum in partnership with the NRC on Canada and other Title VI centers in the Jackson School. C/AM 497: *Salish Sea Cross-Border Summer Field Course* (WWU) will provide undergraduate students and pre-service teachers with opportunities to explore the unique

biodiversity of the marine environment and cultural diversity of this shared cross-border region. The 3-6 week joint WWU and University of Victoria (U Vic) summer program will base its curriculum on a successful ecosystem field study program in the Kootenay region of mainland British Columbia (BC) offered by the Redfish School of Change (RSC). The NRC will facilitate collaborative course design by the RSC director with Huxley College of the Environment (WWU), Woodring College of Education (WWU), the School of Environmental Studies (U Vic) and the Faculty of Education (U Vic). A key component of the course is for students to develop community action projects that respond to environmental sustainability and social equity issues; and, for pre-service teachers, to ensure projects can be applied for use in K-12 classrooms.

To build the new interdisciplinary minor in Arctic Studies (UW), three new courses will be developed and one course will be revised. The core course for the Arctic Minor, ARCTIC 200: *Indigenous Diplomacies & International Relations in the Arctic*, will be developed this summer and offered for the first time in Fall Quarter 2014 (UW). The curriculum will focus on Canada's role in founding the Arctic Council, Canadian government policy on the Arctic, and policies of the Inuit in Canada. (This course supplements the recently developed ARCTIC 400: *Integrating Policy & Science in Arctic Studies*. ARCTIC 400 develops the concept that the Canadian Arctic coastline is at the cutting edge of global climate change and is the nexus of North American, European, Russian and Asian interactions.) The ARCTIC 400-level: *Inuit Nunangat (Inuit in Canada)* course will offer in-depth focus on the history, culture, and growing political influence of the Inuit in Canada. It is scheduled for development in YR 3 and will be offered for the first time during the final year of the grant cycle. The third new course, ARCTIC/HONORS 220B: *Climate Change—An International Perspective: Science & Human Rights*, will be designed collaboratively by Canadian Studies, other Jackson School Title VI

centers, the UW Honors Program, and the Ida B. Wells High School for Social Justice (a high school located on the UW campus that primarily serves minority at-risk students from low-income homes). The course will address how Arctic change is impacting indigenous peoples in Canada, Russia, West Europe, and Greenland. A unique element of the program is that Jackson School and Honors Program students at UW will be paired as mentors and learning partners with Ida B. Wells' students so that they, too, can successfully earn university credit while taking the course. The class will serve as an institutional bridge that encourages Ida B. Wells' students, often the first in their families to consider postsecondary education, to apply to the Jackson School. Finally, JSIS 495: *Task Force on the Arctic* will be jointly listed with ARCTIC 400-level: *Canada & US Chairmanship of the Arctic Council* and revised for the Arctic Minor. The course, based on the UW campus, includes an 8-day field trip to Québec City and Ottawa where students will meet with Inuit organizations, government agencies, and Arctic nation embassies.

Additionally four courses will be revised to focus on prioritized areas of study including cross-border environmental sustainability, energy and economic interdependence in North America, and Canada-U.S. border policies. ECON 365: *The Canadian Economy* (WWU) will be expanded to focus on vital North American trade linkages involving energy, automotive, and business services trade with Asia and Mexico. This course revision, along with existing courses ECON 366: *Canadian Business*, MBA 516: *Global Environment (Integrated Module)* and MBA 595: *Global Environment (Seminar)*, will result in an exceptional level of instruction available on critical North American economic issues. A curricular revision of two courses, ENVS 428: *Biogeography* (WWU) and ENVS 441: *Society, Space and Natural Resources* (WWU), will result in a shared field study component so that students in both courses can travel to BC to study Canadian forest landscapes and trans-boundary land use remediation and restoration efforts.

Lastly, the on-campus C/AM 200: *Introduction to Canadian Studies* (WWU) course will be revised to incorporate energy policy issues using WWU's new *Online Multimedia Resource Collection* that will feature video-streamed talks by BC, Alberta and Saskatchewan legislators.

The NRC will also create a new *Law, Rights and Governance in the Arctic* graduate certificate in Arctic Studies—the first of its kind to be offered in the contiguous states. The focus of the certificate aligns with one of the four themes of the Jackson School's new doctoral program and will address law of the sea disputes, resource rights, and nation-state/indigenous governance issues. It also will contribute to course work for the new Jackson School Master of Arts in Applied International Relations.

2. Program Planning for the Language Teaching Program

The NRC proposes to develop three new Canadian French language courses in partnership with UW and WWU's French departments and proposes to provide enhanced access to Inuktitut language training in partnership with Nunatta Campus, Nunavut Arctic College, Iqaluit, Nunavut. Grant support will allow site visits to launch partnerships with Canadian institutions and to collaborate on their course design as study-in-Canada programs. All new language programs will become regular course offerings at UW and WWU by the end of the grant cycle.

A new intensive summer course, FRENCH 299: *L'histoire du Québec, culture, langue et questions contemporaines*, designed by the Division of French and Italian Studies (UW) in partnership with l'Université Laval, will be held on the UW campus in Seattle and include a 10-day field component in Québec City. Additional benefits of the course include increased interest in study-in-Québec opportunities and further development of the Jackson School–l'Université Laval exchange. A pair of Canadian French immersion courses FREN 337A: *French Language in Montréal* and FREN 337B: *French Culture in Montréal* (both WWU), will be offered for the

first time in Summer Quarter 2014 by the Modern and Classical Language Department's French program in partnership with l'Université du Québec à Montréal. The twinned courses examine the linguistic differences between Standard French and Québécois French and study Montréal's unique francophone society while immersed in its culturally rich environment. Grant funding will support on-site program expenses in future years so that registration costs can be affordable for regional community college students as well as pre- and in-service teachers via new partnerships with Woodring College of Education and Whatcom Community College. Least-commonly taught languages instruction in Inuktitut will be achieved via the development of curriculum materials designed specifically for non-Inuit language learners and, by a new partnership between the NRC and Nunavut Arctic College. Working with the UW Language Learning Center and current FLAS instructor in Inuktitut, M. Mallon, distance-learning modules on the grammar and unique structure of the Inuit language will be developed. UW students will be required to successfully complete the module study before enrolling in first-year Inuktitut. To provide students with access to first- and second-year Inuktitut, a collaborative partnership will be established with Nunatta Campus in Iqaluit, part of Nunavut Arctic College, to offer distance-learning language courses via video-conferencing. UW and WWU students will be able to take ARCTIC 101-103 or ARCTIC 201-203: *Inuktitut: Canadian Inuit Language* and interact with Inuit faculty and students in Nunavut, Canada.

3. Program Planning for Outreach—K-12, Postsecondary, Business/Media/General Public

The NRC will redesign its curriculum for the annual *STUDY CANADA Summer Institute for K-12 Educators* to align its theme with the prioritized areas—particularly challenges to cross-border environmental sustainability and the growing influence of Canada's indigenous peoples. Beginning in 2015, the unique two-nation program will be held in Seattle and Victoria, BC and

subtitled, “Across the Salish Sea: Canada-U.S. Connections in the Pacific Northwest.” The 3-credit/40-clock hour agenda, approved as a social studies elective for Woodring College of Education (WWU) students, will highlight Canada and the U.S. as cultural cousins, political neighbors, environmental stewards of the continent, and as trade partners with strong ties to Pacific Rim Nations. Both Centers supplement registration fees with grant funding to cover program costs. Past evaluations of the summer institute attest to its significant impact such as gaining global perspectives of civic issues, receiving numerous resources for classroom use, and developing curricula that meet state standards, College, Career, and Civic Life (C3) Frameworks for the social studies, and Common Core standards. A new series of cultural resources on cross-border tribal groups (referenced in the budget as Tribal K-12 Education Project) will be collaboratively designed in partnership with the Center for Education, Equity and Diversity at WWU’s Woodring College of Education, with the *Indian Education for All* program at Montana State University’s Department of Education, and with several tribal groups in the Northwest. Each fall, grant funding will permit travel to the annual National Council for the Social Studies (NCSS) conference where the NRC typically provides teacher-training presentations and shares a conference exhibit with the Northeast NRC on Canada to showcase K-12 STUDY CANADA resources and build the Canada Listserv. In 2014, both NRCs will partner with the Consulate General of Canada and the Québec Government Office, both in Boston, to offer two half-day pre-conference clinics: *The US-Canada Partnership* and *Québec’s Clean Energy and Electrical Transportation Initiatives*. The NRC also proposes to continue its co-sponsorship of the *Washington State Council for Social Studies Leadership Retreat*.

At the postsecondary level, the NRC proposes seven new or continuing programs with funds going toward guest travel to the NRC, professional fees, materials and publicity. UW will

continue to collaborate on the annual *Community College Master Teacher Institute* that involves presentations from Jackson School experts, including the NRC on Canada, who provide international perspectives of global issues. Canadian Studies at UW is a partnering unit of the university's *Future of Ice* program and works with the steering committee to plan a major event annually that serves the campus community, other postsecondary constituents and involves partnerships with faculty members from across the College of Arts and Sciences, the College of the Environment, and the Applied Physics Laboratory. NRC faculty will continue to organize and co-chair *The Living Breath of Wəłəbʔaltx* [Lushootseed for "intellectual house"]: *Indigenous Ways of Knowing* annual symposium. The NRC will also work with indigenous students to offer the annual *UW Native Organization of Indigenous Scholars Annual Graduate Research Symposium*. In collaboration with College of the Environment and the Office of Global Affairs, UW will oversee the annual *Canada Fulbright Visiting Chair in Arctic Studies Lecture*. Finally, the UW will collaborate with the Law School to provide a Canadian perspective for the weekly lecture series, *Law & Policy in an Increasingly Interconnected World*. Grant funding for the proposed *C/AM 497: Cross-Border Salish Sea Summer Field Course* will support field research costs.

Proposed NRC outreach activities for business, media and the general public includes establishment of a new institute for professionals and five additional new/continuing activities with funds going toward guest travel to the NRC, professional fees, materials and publicity. The *Arctic Geopolitics Summer Institute for Practitioners & Scholars* is a new collaboration between six other Title VI centers in the Jackson School and the Foster School of Business (UW), the Woodrow Wilson Center for International Scholars in Washington, DC, and the Pacific Northwest Economic Region Foundation (PNWER) based in Seattle. Together the NRC and

partners will design the institute (YR 1), offer it at UW (YR 2), and at Woodrow Wilson (YR 3) when the U.S. chairs the Arctic Council. Other outreach to business, media and the general public at the UW includes working with the *Seattle International Film Festival* annually to support the screening of a newly released Canadian documentary film. At WWU, proposed outreach to business, media and the general public will include four new/continued activities. Grant funding will support development of a new Online Multimedia Resource Collection by funding use of on-campus studio facilities and equipment so that NRC faculty and other regional/visiting experts can be recorded while speaking about prioritized topics. Grant funding will also support guest speaker travel costs, professional fees, program materials and publicity for a proposed *Western to Whatcom Initiative* that integrates and extends Canadian Studies activities to Whatcom Community College (Whatcom) faculty and students. The initiative includes: coordination of a Canada Week on the Whatcom campus with particular attention to introducing students to careers in international public policy and business sectors; establishing a Canadian Studies speaker's series at Whatcom focused on key topics of interest to this cross-border region; opening registration access to the new FREN 337A and B summer courses in Montréal for community college (and Woodring College of Education) students; opening registration access to the new C/AM 200: *Introduction to Canadian Studies* distance-learning course for community college students; and occasionally hosting *Cross-Border Economic Forums* on the WCC campus to strengthen institutional ties to the variety of stakeholders interested in Canada-U.S. relations.

4. Program Planning for Research

The NRC will oversee peer-reviewed publications from two conferences. The first conference, scheduled for Fall Quarter 2014, will focus on Arctic policies in Québec and Nunavik. The

proceedings will lead to an edited book. The second conference, scheduled for Spring Quarter 2015, will focus on Canadian indigenous worldviews as they relate to educational policy. The proceedings will lead to a peer-reviewed paper co-authored by the participants. The Government of Québec and the UW College of Arts and Sciences are sponsoring the conferences. Funds are requested to bring Canadian scholars to the UW and for transcriptions of the meetings in preparation for the above publications.

B—The NRC has organized the planning and implementation of all major proposed activities so they are staggered over the grant period. Many activities will begin in YR 1 while others will require strategic planning to allow formation of solid partnerships, particularly with Title III institutions, community colleges, and faculties of education. The timeline (Table 8.2) illustrates the expected status for courses as they move from planning stages to being absorbed by the institution (or be self-sustaining). All proposed activities advance NRC program strengths. For example, UW will be the only university in the contiguous states with an Arctic Studies minor and graduate certificate producing a new generation of professionals equipped to manage emerging ecological, geopolitical and indigenous issues in the Arctic confronting the U.S. and Canada. Through a rich program of teaching, research and outreach on cross-border economic, security, and environmental issues, WWU will prepare needed Canadian Studies specialists with skills that not only reflect in-depth knowledge of cross-border and global issues but also display appreciation for socio-cultural differences and indigenous perspectives. Development of the NRC's non-language and language courses and outreach activities will result in a robust academic program better connected within K-16 pipelines.

The NRC is effectively leveraging Title VI resources to achieve proposed objectives. At UW, every proposed activity has the support of other units. As outlined earlier, a number of

TABLE 8.2: TIMELINE - ACTIVITIES TO BE ABSORBED BY THE END OF THE GRANT CYCLE				
NON-LANGUAGE INSTRUCTION PROGRAM	2014	2015	2016	2017
BEDUC 400-level: <i>International & Indigenous Educational Policies</i>				
ARCTIC/HONORS 220B: <i>Climate Change: Science & Human Rights</i>				
ARCTIC/JSIS 495: <i>Canada-U.S. Chairmanship of the Arctic Council</i>				
ARCTIC 400-level: <i>Inuit Nunangat in Canada</i>				
ARCTIC 400-level: <i>Circumpolar World Leadership Program</i>				2018
ARCTIC 200: <i>Indigenous Diplomacies & International Relations</i>				
C/AM 200: <i>Intro. to Canadian Studies Distance-Learning Course</i>				
C/AM 200: <i>Introduction to Canadian Studies</i>				
C/AM 497: <i>Salish Sea Cross-Border Summer Field Course</i>				2018
ECON 365: <i>The Canadian Economy</i>				
ENVS 428: <i>Biogeography</i> & ENVS 411: <i>Society, Space & Natural Resources</i>				
Graduate Certificate: <i>Law, Rights & Governance in the Arctic</i>				2018
LANGUAGE INSTRUCTIONAL PROGRAM				
FRENCH 299: <i>L'histoire du Québec, culture, langue et questions contemporaines</i>				2018
FREN 337A: <i>French Language in Montréal</i> & FREN 337B: <i>French Culture in Montréal</i>				2018
Inuktitut Language Structure/Grammar Module				
ARCTIC 201-203: <i>Inuktitut: Canadian Inuit Language</i>				2018
OUTREACH				
<i>Arctic Institute for Practitioners & Scholars</i>				2018
 = Plan	 = Offer	 = Absorbed	 2018	 = Absorbed in 2018

training and outreach activities are co-hosted with other Jackson School NRCs, campus departments and schools, or other institutional partners and organizations. These well-established partnerships enable UW to leverage Title VI funding very effectively. At WWU, the Center and the Border Policy Research Institute (BPRI) are recognized as signature programs of the university. Canadian Studies activities are strongly supported campus-wide. The College of Business and Economics regularly co-sponsors events to better connect with cross-border business stakeholders. Huxley College of the Environment and the Institute of Toxicology recently supported the center's role as administrator of the 2014 Salish Sea Ecosystem conference whose success led, in turn, to institutional support for the creation of a new Institute

for Salish Sea Studies. The NRC has put considerable effort into building these close relations with faculty, with other units on campus, and with our off-campus colleagues. These partnerships have already proven to be sustainable and, in fact, will enable us to effectively achieve the proposed objectives. (For a full list of project activity partners, see Appendix 2: A & B, Co-Leads and Appendix 4, Letters of Support.)

C—The cost of NRC proposed activities are reasonable in relation to the objectives. For course development and teaching, the NRC requests \$10,000 to \$17,000 annually for salaries. This modest level of funding is possible as a result of significant institutional support for the NRC teaching programs. For travel, the NRC requests \$20,000 to \$40,000 annually. Travel funds will be utilized for establishing new faculty-led courses to Canada (site visits); building strong partnerships with community colleges and Title III campuses; expanding NRC educational outreach; and enabling NRC faculty to participate in conferences that build NRC capacity and national impact. This is a reasonable request for a considerable programmatic outcome. For outreach activities to K-12 educators, postsecondary institutions and business/media/general public, the NRC requests approximately \$43,000 to \$50,000 annually. This reasonable amount is due to effective collaboration with other partners and units (see Appendix A: Budget).

D—Significant long-term impacts will result from undergraduate, graduate and professional training activities because, as indicated at the outset, the NRC will build capacity in areas of critical national need regarding issues vital to U.S. stability in the 21st century. Based on the NRC's strong academic record and evaluation process, funding of this proposal will further establish its role as a national leader and regional hub for Canadian Studies expertise. UW will achieve its goal to be a magnet program for Arctic studies nationwide through development of the Center's new interdisciplinary undergraduate minor in Arctic Studies. It will also offer the

nation’s first graduate-level *Certificate in Law, Rights and Governance in the Arctic*, Inuktitut language courses, and an institute that trains professionals about Canada’s role in Arctic geopolitics. At WWU, long term impacts will result from further developed Canadian Studies curriculum and outreach program. Funding will sustain and improve Canadian Studies and the BPRI, referred to as “crown jewels” at WWU. In early June 2014, Bruce Heyman, U.S. Ambassador to Canada, remarked that “the past proves—and the future will continue to show—that the more the U.S. and Canada act together, the more effective we are ... both bilaterally and globally.” The collaboration the Ambassador points to is the heart of the NRC.

CRITERION 9: IMPACT & EVALUATION

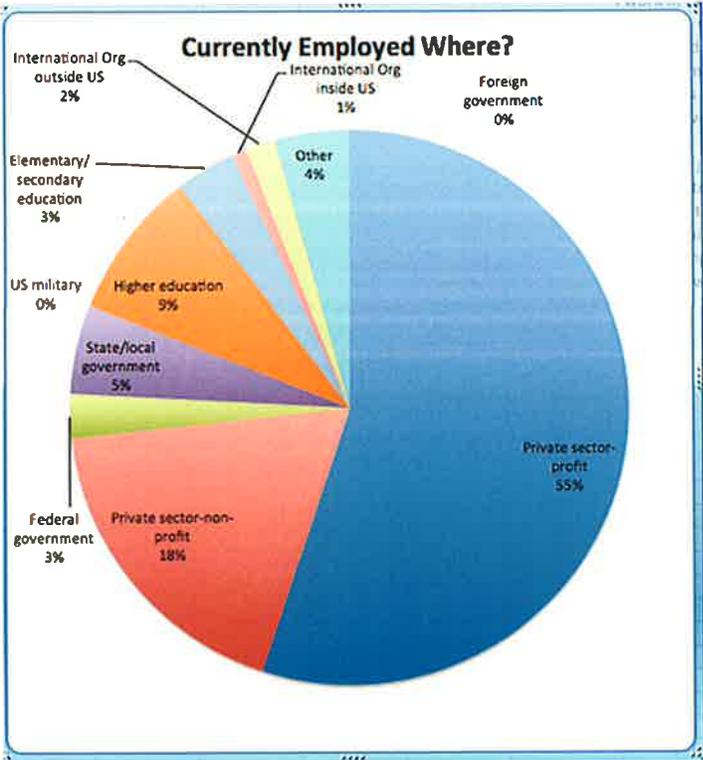


Figure 9.1: Placement of Canadian Studies students at NRC (majors, minors, concentrators, grads).

A—The Pacific National Resource Center on Canada (NRC) trains thousands of students, K-12 teachers, community college faculty, business and the general public annually via its academic programs and outreach activities. When mass media outreach is included, more than 3.1 million people were reached in the last eleven months alone (see Tables 7.1 and 7.2).

Concerning placement, in 2013-14 the College of Arts and Sciences provided

\$30,000 to the Title VI centers in the Henry M. Jackson School of International Studies (Jackson School) to create baseline data for the placement of all students including majors, minors,

concentrators and graduate students. This project was entitled, *UW Area and International Studies Impact Project*. The findings on placement are provided in Figure 9.1 illustrating NRC effectiveness. A few highlights include: L. Connell, Division of French and Italian (UW 2010), who joined the faculty in the Department of Foreign Languages and Literatures as a tenure-track Assistant Professor of French at the University of West Georgia; J. Grossman, Jackson School (UW 2012), and alumna of the 2011, JSIS 485: *Task Force on Arctic Governance*, who is now a Program Coordinator at the Pacific Northwest Economic Region; and, J. Larsen (WWU 2011), who currently serves as an international manager for the APEC Climate Change Program based in Busan, Korea. NRC educational resources receive wide use by students, K-12 educators and the general public (see Table 9.1).

Table 9.1 Use of NRC Resources 2013-14			
	UW	WWU	TOTAL
Academic/Conference/Symposia Reports	381	120	501
Occasional Paper Series, <i>From Igloos to the Internet</i>	500		500
Canadian Studies E-Report* (350 individuals, 9 x yr.)	3,150		3,150
<i>Border Policy Briefs*</i>		800	800
<i>Canada: Northern Neighbor 2nd Edition</i>		66	66
<i>Teachers' Resource Tour of the Arctic*</i>		48	48
<i>Teachers' Resource Tour of the Salish Sea*</i>		85	85
"The Arctic: Who Owns It?" Teacher's Resource Guide	192		192
Outreach Country Briefs*	342	228	570
"Teaching Canadian Studies through the Media," Teacher's Guide	52		52
K-12 STUDY CANADA e-Resource Newsletter* (1600 individuals, 6 x yr.)		9,600	9,600
K-12 STUDY CANADA Loan-Kits		5	5
<i>Connecting History Classrooms to Canada*</i> Articles for National Council for History Education newsletter (2,000 individuals, 2 articles published)		4,000	4,000
TOTAL	4,617	14,952	19,569
* 6 WWU activities were also posted online and reached an additional average audience of 5,000—or an additional 30,000 <i>not</i> included in totals above. Also not included are the average 22,000 unique visits per month to the www.k12studycanada.org website—or an additional 264,000.			

B—To encourage recruitment and retention of traditionally-underrepresented students and participants in courses, programs, and activities, the NRC works closely with a number of offices at both institutions including: the Office of Minority Affairs and Diversity (UW), Disabilities Services Office (UW); Graduate Diversity Recruiter and Graduate Opportunities and Minority Achievement programs (UW); Center for Education, Equity and Diversity at Woodring College of Education (WWU); the Woodring College Promise Scholars program; and the Multicultural Achievement program (WWU). A long-time student-led effort to pass a diversity course requirement for all UW undergraduates came to fruition on May 24, 2013. The three-credit requirement is aimed to help students understand increasingly diverse cultures and complex societies. In addition to NRC efforts, the Jackson School works in cooperation with the Graduate Diversity Program Specialist, Graduate Opportunities, Minority Achievement Program (GO-MAP), to increase enrollments from underrepresented groups. In the last grant cycle, Jackson School graduate students received \$34,428 in diversity support funding from GO-MAP. At WWU, the Canadian Studies program manager represents the center at regional and national admissions fairs to recruit underrepresented students. For faculty receiving NRC support, the expectation is that world views and methodology will reflect the diversity that is inherent to the Canadian Studies subject matter. This has become especially effective in the new Arctic Minor where Western and indigenous worldviews are both considered in order to understand regional geopolitics. To encourage Canadian dissertation research among Aboriginal students, the NRC supports the *Native American Students in Advanced Academia* program. The NRC has a strong diversity component including many events focused on indigenous peoples in Canada and human rights. Concerning elderly access, both institutions allow seniors to take courses at nominal course fees. In addition, the NRC reaches the elderly in the region via a partnership

Table 9.2: Underrepresented Student Data 2012-13				
	15+ credits	30+ credits	Grads	Average
Female	68%	72%	62%	67%
Underrepresented	79%	58%	69%	69%
Veterans	2%	0%	0%	1%
Ethnic Minorities	26%	35%	31%	31%
PELL Eligible	30%	32%	28%	30%

between Jackson School and Shoreline Community College—each year the NRC provides one-four lectures for senior programs at Shoreline. There has been a

significant increase in underrepresented students in courses and increased collaboration with diverse communities in NRC activities (see Table 9.2).

C—The NRC's evaluation plan is comprehensive and objective in terms of quantifiable, outcome measure-oriented data. In 2013-14, the Jackson School provided the NRC (and all Title VI centers) with support to work with the Office of Educational Assessment (OEA) to draft an evaluation plan. The Jackson School has pledged another \$40,000 over the new grant cycle to continue to work with OEA to develop strategic goals, access progress toward those goals, and design an evaluation plan for the NRC. OEA research staff will work with the Title VI centers to create instruments shared by the centers—student exit surveys, alumni surveys, and FLAS survey and tracking/monitoring forms—to assist the centers in gathering and analyzing information, and to serve as consultants for an evaluation process that follows the classic evaluation stages illustrated in Figure 9.2. This funding will enable to the NRC to evaluate those activities implemented in collaboration with the other Title VI centers. In addition, the NRC requests funding in this proposal to pay partial salary for an independent evaluator, J. Brobst, Post-Doctoral Evaluator, Office of Science, Mathematics, and Technology Education (WWU) who will collaborate with OEA but develop a separate NRC evaluation plan for YRs 1-4 of the grant in collaboration with NRC faculty and staff at both institutions. He will also develop assessment tools specific to NRC program needs, particularly for tracking measurements,

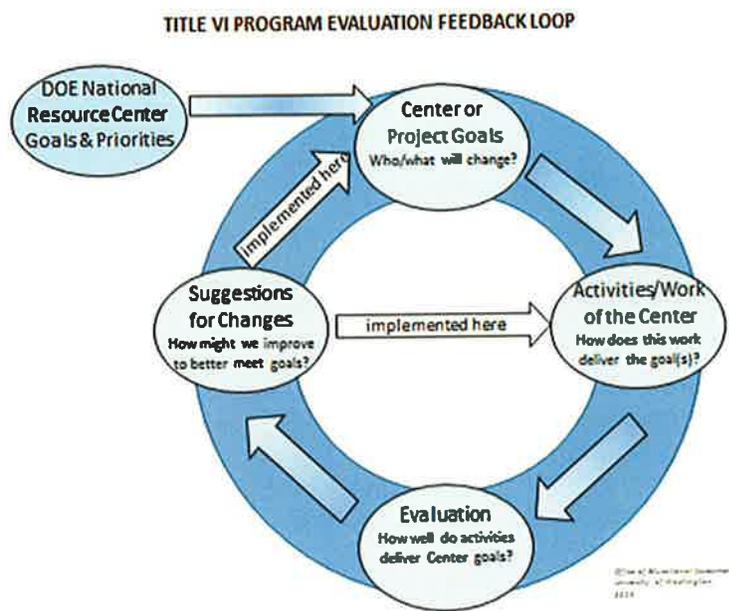


Figure 9.2: Evaluation Feedback Loop (UW Office of Educational Assessment, 2014)

analyzing data, and reporting recommendations regarding the identified NRC project goal statements. Program goals focus on areas for improvement and performance measures will assess changes to show quality of language instruction, non-language instruction, and K-16 education program impacts as per the Title VI Program

Evaluation Loop (Figure 9.2). Measurable outcomes and associated activities for each of three goals are detailed on the Performance Measure Forms in the Appendices of this application. It is anticipated that a combination of existing and newly developed quantitative and qualitative measurement tools will be employed to evaluate NRC progress toward reaching each goal. These tools will likely include surveys, interviews and focus groups, student end-of-course evaluations, outreach activity attendance data and evaluation forms, and institutional records. The evaluation plan will enable the NRC to assess the impact of undergraduate and graduate programs as well as outreach activities. It will incorporate other campus assessment tools that address quality of curriculum, language and non-language programs; strength of libraries; and quality of academic and student support services. Collaboration with the other programs and continued evaluation support will result in a well-functioning process at reasonable cost. UW and WWU will provide several ongoing surveys to evaluators to assist with reports, including an annual Graduate Exit Survey, an annual Career Placement Survey and, an Alumni Update Survey to support and

connect graduates of the NRC. In order to ensure that implementation of evaluation methods occurs on a regular basis and that instrument development, analysis, and reporting are all feasible within the grant cycle, the evaluation plan occurs on a four-year cycle with ongoing activities combined with a different focus for each year. Time is provided after evaluation for analysis, reporting and implementation of suggestions for improvement. The NRC is committed to improving accountability for expenditures of public funds and to providing objective information on the effectiveness of the NRCs' programs. Table 9.3 illustrates how the NRC's evaluation plan is aligned with the Government Performance and Results Act (GPRA).

Program evaluations and other assessment tools provide important feedback to the NRC by pointing to areas for growth, improvement, and revision. For example, in the past, undergraduate students indicated a need for more instructional assistance and increased opportunities for professional development. In response, the NRC strengthened academic mentorship, increased research involvement and study-in-Canada opportunities, and established the Associated Students program at UW and Club Canada at WWU. This resulted in a dramatic increase in student achievement as measured by the increase in student awards. In addition, HIST 390: *Canada-U.S. Relations* (UW) was created to bridge introductory and upper-division courses. Finally, the Office of Educational Assessment (UW) and College of Education (UW) conducted studies indicating that Jackson School outreach programs are highly effective in sharing critical perspectives on international issues and recommended: 1) increased concentration of pedagogical strategies; 2) easily translatable content; and 3) closer communication between NRCs and outside presenters. The NRC responded by working with Jackson School teams to implement effective instructional methods and measurement tools and to dialogue with colloquia workshop presenters to ensure clear understanding of participant

TABLE 9.3 – Description of Evaluation Methods & Timeline				
Evaluation Area	Goal	Sample Metrics & Purposes	Time	GPRA
Non-Language Program	Increase enrollments	- Impact of program on skills, knowledge career - Increase # students underrepresented	Annual	GPRA 1
Language Program	Increase proficiency	- Increase # students French language courses - Increase # students Inuktitut	Annual	GPRA 1; GPRA 5 (Inuktitut)
FLAS	Increase placement	- Post-graduation surveys by evaluator	Annual	GPRA
Outreach to K-12 - AP	Increase Canadian content in curriculum	- Post-training surveys by evaluator	Annual	GPRA 2
Title III & Community College Collaborative Activities - CP1	Build institutional partnerships w/ long-term impact	- Self-rated assessment of strength of partnerships - # of collaboratively-offered activities	Annual	GPRA 1; GPRA 4
Colleges of Education Collaborative Courses - CP2	Design/implement courses for teacher education programs	- Self-rated assessment of course development - Evaluator assessment of course on development of pipeline for understanding of Canada	YR 2, 3, 4	GPRA 2
Professional Institutes	Increase expertise of professional	- Post-training surveys by evaluator	YR 2, 3, 4	GPRA 1; GPRA 6

expectations. As mentioned above, the *UW Area and International Studies Impact Project*, funded by the College of Arts and Sciences (UW) provided the NRC with funding in 2013-14 to collect baseline data on student enrollments, demographics and placement that can now be used to build upon in the upcoming years. The *Impact Project* was designed to draw a picture of student demographics and placement.

D—NRC activities and training programs have contributed to an improved supply of specialists in Canadian Studies as indicated by enrollment and placement indices. (For course offerings and enrollments, see Table 2.1 and 4.1; for placement indices, see Figure 9.1). The NRC provides training and mentorship to graduate students, many of whom go on to secure professional positions that further expertise in Canadian Studies in the US. The Office of Student Services in the Jackson School plays a particularly active role in encouraging government service. It hosts

15 annual events featuring federal agencies as well as business, education and non-profit sectors. The office also offers 35-45 government-related workshops and information sessions.

E—The NRC's efforts to address national needs are reflected in an impressive variety of programming and information dissemination. Issues vital to U.S. stability in the 21st century include the five prioritized areas of NRC focus: Canada's role in Arctic affairs, the growing political influence of Canada's indigenous peoples, challenges to cross-border environmental sustainability, energy and economic interdependence in North America, and Canada-U.S. border policies. The area of security has been a vital focus of 12 *Border Policy Briefs* published by the Border Policy Research Institute, the primary topic for discussion at four Cross-Border Economic Forums, and as part of a number of high profile lectures on topics ranging from climate change, terrorism and nuclear proliferation to water security. NRC faculty is routinely invited to give briefings and lectures to think-tanks and federal agencies on border security, transportation and economic competitiveness in North America, including Homeland Security. The NRC is a hub of expertise on geopolitical and cultural issues in the Arctic and has offered an array of programs on this topic, also discussed above. UW's national leadership in circumpolar research has resulted in faculty serving on key Arctic Council research committees and being invited as experts at Arctic-focused conferences. The NRC is the regional nucleus for bilateral business and scholarly activity related to trade with Canada and the Pacific Rim. As a result, an intense network of government-business-NRC relationships has led to ongoing forums addressing regional and national issues such as clean technologies, transportation infrastructure, exchange rates, foreign currency risk solutions, and the economic impact of border security. Many of these programs included follow-up print or web-based reports for broad dissemination.

Of the students graduating with specialization in Canadian Studies (including majors, minors, certificate students and graduate students), 32% indicated they are pursuing a degree in elementary, secondary or higher education. In the current grant cycle, 18 Jackson School majors, all with training in Canadian Studies, were placed in government positions including Seattle Chamber of Commerce, Departments of Defense, Energy, Health and Human Services, and Homeland Security, the Government Accountability Office, Peace Corps, International Development, and U.S. Senate. Positions include program managers, analysts, economic officers, advisors, and correspondents. At WWU, placements are diverse and include the U.S. Training Center (trains border police in Afghanistan), the FBI, the Congressional Hunger Center, Canadian Consulate General, Microsoft, U.S. House of Representatives (legislative staff), Washington State House of Representatives (legislative staff), and Department of Homeland Security. In FY 2014-17, the NRC will initiate quarterly meetings with Career Services offices at both institutions to further highlight student opportunities on websites. The NRC will also hold *ad hoc* meetings with Career Services directors during visits from government, private and non-profit organizations to increase staff knowledge of Canada-based internship and professional opportunities. Internships at consular offices, regional business and federal agencies will be expanded. In particular, the NRC, through its MOU with the Pacific Northwest Economic Region, will work directly with companies to secure additional internships. Utilizing our relationships with the private sector, the Canada-America Society, and regional business development councils, the NRC will begin an Annual Opportunities Luncheon. In addition, new social networking tools will be made available to inform students about positions related to Canadian Studies, funding opportunities, and internships.

F—The majority of FLAS fellowships are awarded to applicants whose research addresses national need as indicated in Table 9.4. FLAS fellow research parallels the areas of expertise of the NRC. As a result of NRC support and mentorship of its FLAS fellows, many go on to find positions related to their research areas effectively building a pool of specialists in these critical areas. An outstanding example is T. Pasch, Communication (2008) who utilized his FLAS Fellowship to become fluent in Inuktitut. He has since been appointed to a tenure-track position at University of North Dakota. His research concerns community-building through communication technology. This includes technology in the classroom, online portals for native and marginalized communities, immersive distance learning environments, virtual worlds, and security and privacy in social networks. T. Pasch is also founding a Canadian Studies Center at the University of North Dakota and has chaired several programs on the Canada-U.S. relationship concerning the Arctic. His most recent publication is an edited book with K. Conway, *Beyond the Border: Tensions across the Forty-ninth Parallel* (2013).

Table 9.4: FLAS Fellow Research Projects & National Need 2010-14

Name	Discipline	Language	Research Area
M. Beckwith	Law	French	Canada-U.S. immigration law
C. Lizotte	Geography	French	Educational reform in Canada and the U.S.
H. Ramsey	Law	French	Canada-U.S. trans-boundary environmental issues
M. Hank	Public Affairs	French	Tensions between governmental and Inuit Arctic policies
L. Davis	Global Health	French	Immigration policies in North America
M. Tillotson	Marine Affairs	Tlingit	Fisheries management in indigenous communities
B. Sojka,	Marine Affairs	French	Growing voice of Inuit in UN and other international org.
W. Kovarik	Law	French	International law and the Northwest Passage dispute
C. Evans	Law	Inuktitut	Canada-U.S. Arctic law and policy
M. Daigle	Geography	Anishinaabe	Food security issues in indigenous communities
E. Allen	Law	French	Legal issues concerning multicultural educational
J. Young	Geography	Inuktitut	Role of the internet in Inuit political influence
W. O'Toole	English	Inuktitut	Inuit hunting practices and international law

To increase placement success, the NRC will continue to develop a close mentorship relationship with FLAS fellows including: an annual awards reception; an annual academic symposium where FLAS Fellows share their research; a FLAS website featuring student progress in language acquisition and research reports; a section dedicated to FLAS fellows in the Canadian Studies quarterly report; and ongoing notices from the Center regarding professional opportunities and support. To increase FLAS placement over the course of the grant period, the NRC will maintain even greater communication and support for its fellows.

CRITERION 10: FLAS AWARDEE SELECTION PROCEDURES

A—In 2014, the UW Office of Global Affairs absorbed salary for the Jackson School's Fellowships Coordinator and increased the position from a .75 FTE to 1 FTE. This has significantly bolstered the quality of the FLAS program. R. Davis has made a marked contribution to the FLAS program since her appointment in 2011, including moving FLAS applications online, increasing presentations to professional schools and at campus fellowship events, and working directly with Canadian Studies to significantly increase least-commonly taught FLAS fellowships. The results have equated to a 50% increase in FLAS applications between 2010 and 2014. FLAS fellowships are advertised by the UW Office of Merit Scholarships, Fellowships and Awards, the Henry M. Jackson School of International Studies (Jackson School), the Office of Academic Services, the Fellowships Coordinator and the Center. Award information is sent to all department chairs and school directors, graduate student advisors, language faculty, and Canadian Studies students. In Fall Quarter annually, R. Davis holds information sessions that rotate to different schools and departments on campus. Applications are open at that time and close mid-January. R. Davis provides the selection committee with access to the online applications and provides each member with extensive

instructions for ranking the applicants. Committee members have the month of February to review the applications. In March, the chair and associate director of the Center, and Fellowships Coordinator, meet with the committee to remind them of U.S. Department of Education priorities and facilitate the final ranking. The FLAS Fellowships coordinator sends out a letter, signed by the Center Chair and associate director, to all applicants by mid-April. The process responds to the announced priorities by aggressively targeting professional schools, by working directly with the Office of Minority Affairs and Diversity and Disability Studies in recruitment efforts, and by encouraging applications from indigenous units on campus such as the American Indian Studies Center, the Native American Law Center, and the Native Organization of Indigenous Scholars. As a result, between 2010 and 2014, professional school applications increased from 42% to 90%, the number of departments or schools represented in the applicant pool doubled, and the number of least-commonly taught indigenous languages accounted for 17% of all fellowships awarded. These languages—including Tlingit, Anishinaabemowin, Nuu-chal-nulth, and Inuktitut—while not yet recognized on the U.S. Department of Education’s list of least-commonly taught languages, most certainly meet the criteria for such designation. Inuktitut is not only a least-commonly taught language but also a critical language for U.S. peacekeeping around the world and international diplomacy purposes.

B—Students applying for a FLAS Fellowship at UW can do so on the Jackson School website. Applicants must provide a one-page personal statement indicating the course of study, commitment to Canadian Studies, academic and professional goals, and language proficiency. Each application must include two letters of recommendation from a non-language faculty member and one from a language faculty member. Transcripts and GRE scores are also requested. Beginning in the 2015-16 cycle, each applicant will also submit a federal Student Aid

Report or UW financial aid offer letter, both of which list the applicant's expected family contribution. The above criteria enable the committee to readily determine the quality of the applicant. Most students interested in applying for a FLAS fellowship will visit the Fellowships Coordinator and the director or associate director of the Center.

C—V. Gallucci, chair/director of Canadian Studies, appoints a three-member selection committee co-chaired by the director and associate director of the Center. A new committee is selected annually with representation from one of the professional schools, the College of Arts and Sciences, and the Division of French or Department of Linguistics. For example, in 2014, the committee included a faculty from the Polar Science Center, the School of Law, and the Department of Linguistics. The director of the Jackson School approves the committee prior to the extension of invitations. The finalized list of committee members is then sent to R. Davis who provides a welcome, offers extensive information on the FLAS selection process, outlines the specific priorities for Canadian Studies, and shares a ranking form with each of them. R. Davis also attends the meeting of the committee members to remind them of the U.S. Department of Education criteria and priorities prior to the final ranking. UW has a well-structured selection criteria with points awarded in five areas including commitment to Canada-based study and research, relevance of French or indigenous language study to research interests, solid academic achievement (determined by transcripts and GRE scores), level of support by key faculty (determined by letters of reference), and the relevance of the application to the announced priorities. Special consideration is given to students from underrepresented groups and the professional schools as well as to those who demonstrate financial need. Financial need is demonstrated by the expected family contribution as determined under part F of Title VI of the Higher Education Act. Between 2010-2014, the Center awarded a FLAS fellowship (French) to

US Iraq veteran, M. Hank, Evans School of Public Affairs; and, a total of four fellowships (French, Tlingit, Anishinaabe, and Nu-chal-nulth) to indigenous students representing the College of Education, Information School, Marine and Environmental Affairs, and Geography.

CRITERION 11: COMPETITIVE PRIORITIES

NRC Competitive Preference Priority 1: The NRC proposes three activities designed in collaboration with minority-serving institutions and community colleges. The NRC has begun to work with the College of Rural and Community Development, administered by University of Alaska, Fairbanks (UAF), on a one-week intensive, 10-credit, leadership course for undergraduates at UW and the UAF branch campuses. The five branch campuses of the College are all Title III-eligible and have status as Alaska native-serving institutions. The course, ARCTIC 400-level: *Circumpolar World Leadership Program*, will enhance northern perspectives in Arctic leadership (GPRA 1 & 4), train students on the structure and role of the Arctic Council, and geopolitics concerning the Arctic. The students will receive training in policy writing and analysis, public speaking, as well as an introduction to the Inuit language. A new CIAM 200: *Introduction to Canadian Studies* (WWU) distance-learning course will provide a unique opportunity for community college students across Washington State to learn about Canada. Using the syllabus of the popular campus-based course as a starting point for curriculum design, the distance-learning version of the course will expand the program's scope by collaborating with Whatcom Community College faculty regarding curriculum needs as well as with a variety of political specialists on Canada from the Washington, DC area who will serve as guest speakers. One half of enrollment space will be dedicated to students from community colleges that are part of the Northwest Higher Education Coalition including Whatcom Community College, Bellingham Technical College, Everett Community College, Edmonds

Community College, Olympic College and Peninsula College. Finally, the NRC will continue to work with Jackson School Title VI centers to offer the annual *Community College Master Teacher Institute*, serving a number of Title III and Title V community colleges.

NRC Competitive Preference Priority 2: The NRC is building new collaborations with faculties of education to ensure Canadian content is integrated in the curriculum of new teachers. The NRC will work with renowned scholar in multicultural education, C. Banks, UW Bothell Education Program, to design and implement a new course on comparative educational policies—BEDUC 400-level: *International & Indigenous Educational Policies* (GPRA 2 & 4). Other Jackson School Title VI centers will partner to offer international perspectives while the NRC will ensure content on educational policies from the Amaujaq National Centre for Inuit Education and best practices from the recently-signed landmark agreement on First Nations K-12 education in Canada. The C/AM 497: *Salish Sea Cross-Border Summer Field Course* (WWU) will provide undergraduate students and pre-service teachers with opportunities to explore the unique biodiversity of the marine environment and cultural diversity of this shared cross-border region. The 3-6 week joint WWU and University of Victoria (U Vic) summer program will base its curriculum on a successful ecosystem field study program focused on the Kootenay region of mainland British Columbia (BC) offered by the Redfish School of Change (RSC).

FLAS Competitive Preference Priority 1: The NRC currently encourages underrepresented students to apply for FLAS funding. For example, in 2010-14, 25% of the FLAS fellows were indigenous and one served as a marine in the Gulf War and was later deployed to Iraq. In the 2015-16 FLAS competition, the NRC will continue to encourage applications from students with financial need. The Center will accomplish this by working with the Jackson School's Fellowships Coordinator to revise the FLAS application to indicate financial need. In addition,

there will be improved communication with Office of Minority Affairs and Diversity, the Native Organization of Indigenous Scholars, the Health Sciences Center Minority Students Program, and Graduate Opportunities and Minority Achievement Program (Graduate School). New avenues for publicity will also be utilized as the *Diversity at the UW Portal*.

FLAS Competitive Preference Priority 2: Inuktitut is not yet on the U.S. Department of Education (USDOE) list of least-commonly taught languages. Yet, in addition to being a least-commonly taught language, Inuktitut has significant strategic importance to the U.S. and is critical to national security. The Inuit in Canada (and globally) have significant political influence concerning land claims, rights to natural resources, and who has legal rights over the Northwest Passage. In order that international affairs in the Arctic are effective and peaceful in the future, it will be necessary to understand Inuit legal rights and interests and to be able to communicate effectively with communities, Inuit organizations and leaders. The NRC has strived to respond to this area of growing national need via awarding the first FLAS fellowship in Inuktitut in the nation in 2005. Since that time, the NRC has awarded a total of five FLAS fellowships in the Inuit language. The NRC will work with the US DOE in the upcoming grant cycle to have Inuktitut added to the list of 78 strategic languages and is committed to identifying a fellow for Inuktitut annually. *All activities outlined above that respond to the competitive priorities have the support of partner units. Please see Appendix 5: Letters of Support.*

APPENDIX 1A: PACIFIC NORTHWEST NATIONAL RESOURCE CENTER ON CANADA BUDGET

	YEAR 1: 2014-15		YEAR 2: 2015-16		YEAR 3: 2016-17		YEAR 4: 2017-18	
	UW	WWU TOTAL						
1. SALARIES								
1a. Salary - Administrative								
Associate Director (N. Fabbri)	21,902	21,902	22,778	22,778	23,689	23,689	24,637	24,637
30% salary, 1 FTE, 12 months								
Benefits 27.70%		27,327		28,420		29,557		30,739
Education & Curriculum Specialist (T. Storer)		27,327		28,420		29,557		30,739
50% salary, .5 FTE, 12 months								
Benefits 32%		49,229		51,198		53,246		55,376
Subtotal	21,902	27,327	22,778	28,420	23,689	29,557	24,637	30,739
		49,229		51,198		53,246		55,376
1b. Salary - Teaching								
CP2 BEDUC 400-level: <i>International & Indigenous Educational Policies</i>	3,000	3,000	2,000	2,000	2,000	2,000	2,000	2,000
Benefits 22.7%								
ARCTIC 200-level/HONORS 220B: <i>Climate Change: Science & Human Rights</i>	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000
Benefits 22.7%								
ARCTIC 200: <i>Indigenous Diplomacies & International Relations in the Arctic</i>	6,000	6,000						
Benefits 22.7%								
ARCTIC 400-level: <i>Inuit Nunangat (Inuit Homelands) in Canada</i>							8,000	8,000
Benefits 22.7%								
C/AM 200: <i>Introduction to Canadian Studies Distance Learning Course</i>	2,000	2,000	1,500	1,500	1,500	1,500	1,500	1,500
Benefits 28%								
C/AM 200: <i>Introduction to Canadian Studies (revision)</i>					2,500	2,500		
Benefits 28%								
C/AM 200: <i>Introduction to Canadian Studies (course assistants)</i>	1,700	1,700	1,751	1,751	1,804	1,804	1,858	1,858
Benefits 3%								
ECON 365: <i>The Canadian Economy (revision)</i>	2,500	2,500						
Benefits 28%								
ENVS 411: <i>Society, Space & Natural Resources & ENVS 428: Biogeography (revision)</i>				2,500	2,500			
Benefits 28%								
Subtotal	11,000	6,200	4,000	5,751	4,000	5,804	8,000	3,358
		17,200		9,751		9,804		11,358
1c. Salary - Other								
Independent Evaluation Specialist (J. Brobst)								
20% salary, 1 FTE, 12 months		10,800		11,232		11,681		12,149
Benefits 32%								
Database Manager (D. Craig)		3,626		3,771		3,922		4,079
6% salary, 1 FTE 12 months								
Benefits 27.7%								
Work Study Student		3,600		3,744		3,894		4,050
AY, 40% salary, .25 FTE, 9 months (2 work study)								
Benefits 17%								
Summer, 40% salary, 1 FTE, 3 months	2,400	2,400	2,496	2,496	2,596	2,596	2,700	2,700
Benefits 17%								
Graduate RA, <i>American Review of Canadian Studies</i>								
.125 FTE, 9 months		3,240		3,370		3,504		3,645
		3,240		3,370		3,504		3,645

APPENDIX 1A: PACIFIC NORTHWEST NATIONAL RESOURCE CENTER ON CANADA BUDGET

	YEAR 1: 2014-15		YEAR 2: 2015-16		YEAR 3: 2016-17		YEAR 4: 2017-18	
	UW	WWU TOTAL						
Benefits 12%								
Data Management/Website Manager								
.125 FTE, 12 months								
Benefits 12%								
Subtotal	9,626	19,440	10,011	20,218	10,411	21,026	10,828	21,867
SUBTOTAL SALARIES	42,528	52,967	36,789	54,389	38,101	56,387	43,465	55,964
2. FRINGE BENEFITS								
Faculty UW	2,497	2,497	908	908	908	908	1,816	1,816
Faculty WWU		1,260	1,120	1,120	1,120	1,120	420	420
Classified Staff UW								
Classified Staff WWU								
Professional Staff UW	7,071	7,071	7,355	7,355	7,648	7,648	7,954	7,954
Professional Staff WWU		12,201	12,688	12,688	13,196	13,196	13,725	13,725
Grad Students UW								
Grad Students WWU		1,037	1,078	1,078	1,122	1,122	1,166	1,166
Hourly UW	1,020	1,020	1,060	1,060	1,103	1,103	1,147	1,147
Hourly WWU		51	53	53	54	54	56	56
SUBTOTAL FRINGE BENEFITS	10,588	14,549	9,323	14,939	9,659	15,492	10,917	15,366
3. TRAVEL								
3a. Travel - Foreign								
ARCTIC 400-level: Canada-U.S. Chairmanship of the Arctic Council (2 faculty, Ottawa & Québec)	6,000	6,000						
CP1 ARCTIC 400-level: Circumpolar World Leadership Program (Kuujuaq site visit, 1 faculty)	4,000	4,000						
FRENCH 299: L'histoire du Québec, culture, langue et questions (Québec City site visit, 2 faculty)	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000
ARCTIC 101-103 & ARCTIC 201-203: Inuktitut: Canadian Inuit Language (Nunatta site visit, 1 faculty)			6,000	6,000				
AP STUDY CANADA Summer Institute for K-12 Educators (University of the Arctic Annual Council Meetings (1 faculty) Association for Canadian Studies in Canada (3 faculty))	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	
3b. Travel - Domestic								
Title VI Directors Meeting (2 faculty, 2 staff)	5,000	6,000	4,000	4,000				
CP1 ARCTIC 400-level: Circumpolar World Leadership Program (Title III campuses, Alaska)								
CP1 Arctic Geopolitics Summer Institute for Practitioners & Scholars (Washington, DC, 2 faculty)					5,000	5,000		
AP K-12 Outreach Travel (national ed. meetings) (1 staff) Association for Canadian Studies in the U.S. (3 faculty) Pacific Economic Region Border Working Group (1 faculty) Canadian Studies Faculty Conference Support	1,500	1,800	1,500	1,800	1,500	1,800	1,500	1,800
250	250	250	250	250	250	250	250	250
NRC Strategic Planning Meetings	27,750	15,550	22,750	12,050	17,750	9,550	7,750	11,800
SUBTOTAL TRAVEL	27,750	15,550	43,300	34,800	22,750	12,050	17,750	11,800
4. SUPPLIES								
Library Acquisitions	5,000	2,500	5,000	2,500	5,000	1,500	5,000	1,500
Office Supplies/Services	1,000	500	1,000	500	1,000	500	1,000	500
SUBTOTAL SUPPLIES	6,000	3,000	6,000	3,000	6,000	2,000	6,000	2,000

APPENDIX 1A: PACIFIC NORTHWEST NATIONAL RESOURCE CENTER ON CANADA BUDGET

	YEAR 1: 2014-15		YEAR 2: 2015-16		YEAR 3: 2016-17		YEAR 4: 2017-18		
	UW	WWU TOTAL							
5. OTHER (travel, pro-fees, materials, publicity)									
5a. Non-Language Instruction									
CP1 ARCTIC 400-level: <i>Circumpolar World Leadership Program</i>					3,000	3,000	4,000	4,000	
CP1 Graduate Certificate: <i>Law, Rights & Governance in the Arctic</i>					4,000	4,000	4,000	4,000	
5b. Language Instruction									
FRENCH 299: <i>L'histoire du Québec, culture, langue et questions contemporaines</i>	5,000	5,000	5,000	5,000					
FREN 337A: <i>French Language in Montréal & FREN 337B: French Culture in Montréal</i>		2,500	2,500	2,500		2,500		2,500	
Inuktitut Language Structure/Grammar Module	3,000	3,000	3,000	3,000					
ARCTIC 101-103 & 201-203: <i>Inuktitut: Canadian Inuit Language</i>			3,000	3,000					
5c. Outreach - K-12									
AP STUDY CANADA Summer Institute for K-12 Educators	7,500	15,000	7,500	15,000	7,500	15,000	7,500	15,000	
AP K-12 STUDY CANADA Resources & Exhibits	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	
<i>Washington State Council for the Social Studies Leadership Retreat</i>	800	800	800	800		800		800	
Tribal K-12 Education Project			1,000	1,000		1,000		1,000	
5d. Outreach - Postsecondary									
CP1 Community College Master Teacher Institute	500	500	500	500		500		500	
<i>Future of Ice Initiative</i> , annual program	1,000	1,000	1,000	1,000		1,000		1,000	
CP1 <i>The Living Breath of Web2.0: Indigenous Ways of Knowing</i> Conference	500	500	500	1,000		1,000		500	
<i>Native Organization of Indigenous Scholars Annual Graduate Research Symposium</i>	500	500	500	500		500		500	
Canada Fulbright Visiting Chair in Arctic Studies Annual Lecture	500	500	500	500		500		500	
<i>Law & Policy in an Increasingly Interconnected World</i> Lecture Series, co-sponsorship									
C/AM 400-level: <i>Cross-Border Salish Sea Summer Field Course</i>	4,000	4,000	4,000	4,000		4,000		4,000	
5e. Outreach - Business, Media, General Public									
CP1 Arctic Geopolitics Summer Institute for Practitioners & Scholars	1,000	1,000	3,000	3,000		3,000		3,000	
Canadian Studies Online Multimedia Resource Collection		500	500	1,000		1,000		1,000	
<i>Seattle International Film Festival</i> Canadian documentary film sponsorship	500	500		500		500		500	
<i>Western to Whatcom Initiative</i>		3,000		4,000		4,000		3,500	
Cross-Border Economic Forums at Whatcom Community College		1,500		1,500		1,500		1,500	
Canada Week Speaker Series at Whatcom Community College		1,500		1,500		1,500		1,500	
5f. Research									
CP1 <i>Indigenous Worldviews in Education Conference</i> , paper Québec & Nunavik Arctic Policy Conference, edited book	1,000	1,000						3,000	
SUBTOTAL OTHER	21,300	22,500	26,300	24,500	50,800	29,300	24,000	29,300	50,800
6. TOTAL DIRECT COSTS	108,166	108,566	101,162	108,877	210,039	100,810	107,429	97,432	106,630
7. INDIRECT COSTS (8% WWU subcontract on first \$25,000)	8,653	8,685	8,093	8,710	16,803	8,065	8,594	7,795	8,530
	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000
GRAND TOTAL	118,819	117,251	111,255	117,587	228,842	110,875	116,023	107,227	115,160
									222,387

APPENDIX 1B: FOREIGN LANGUAGE AREA STUDIES FELLOWSHIP BUDGET - UNIVERSITY OF WASHINGTON

	NO. AWARDS	AMOUNT PER AWARD	YR 1: 2014-15	YR 2: 2015-16	YR 3: 2016-17	YR 4: 2017-18	TOTALS
ACADEMIC YEAR AWARDS							
Graduate FLAS Subsistence Allowances	5	15,000	75,000	75,000	75,000	75,000	300,000
Graduate FLAS Institutional Payments	5	18,000	90,000	90,000	90,000	90,000	360,000
Sub-Total Academic Year	5		165,000	165,000	165,000	165,000	660,000
SUMMER AWARDS							
Graduate FLAS Subsistence Allowances	3	2,500	7,500	7,500	7,500	7,500	30,000
Graduate FLAS Institutional Payments	3	5,000	15,000	15,000	15,000	15,000	60,000
Sub-Total Summer	3		22,500	22,500	22,500	22,500	90,000
Sub-Total YR1 - 2014-15			187,500				
Sub-Total YR2 - 2015-16				187,500			
Sub-Total YR3 - 2016-17					187,500		
Sub-Total YR4 - 2017-18						187,500	
TOTAL REQUEST 2014-2018							750,000

**APPENDIX 2A – PROFILES FOR PROJECT PERSONNEL
UNIVERSITY OF WASHINGTON**

Legend: T = Tenure; TT = Tenure Track; NTT = Non-Tenure Track.

APPLIED PHYSICS LABORATORY

Polar Science Center

Stern, Harry L., Mathematician (NTT).....	32
Woodgate, Rebecca, Senior Principal Oceanographer (NTT).....	35

COLLEGE OF ARTS AND SCIENCES

American Ethnic Studies, Department of

Kashima, Tetsuden, Professor (T)	22
Nomura, Gail, Associate Professor (T).....	27

Department of American Indian Studies

Coté, Charlotte, Associate Professor (T)	7
Harmon, Alexandra, Professor (T)	17
Hart, Daniel, Professor (T)	17
Million, Dian, Associate Professor (T).....	26
Wright, Mary C., Senior Lecturer (NTT)	36

Department of Anthropology

Fitzhugh, Benjamin, Associate Professor (T).....	12
Willson, Margaret, Affiliate Assistant Professor (TT)	35

School of Art

Ozubko, Christopher, Professor (T).....	27
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Division of Art History

Bunn-Marcuse, Kathryn, Visiting Lecturer (NTT).....	5
Wright, Robin K., Professor (T)	36

Department of Communication

Fearn-Banks, Kathleen, Associate Professor (T).....	11
Howard, Philip N., Professor (T).....	20

Department of Economics

Bruce, Neil, Professor (T).....	5
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Division of French and Italian Studies

Collins, H��l��ne V., Senior Lecturer (NTT)	6
Delcourt, Denyse, Associate Professor (T).....	7
Meyer, Hedwige, Senior Lecturer (NTT)	25
Watts, Richard, Associate Professor (TT)	34

Department of Gender, Women, and Sexuality Studies

Yee, Shirley, Associate Professor (T).....	37
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Department of Geography

Beyers, William, Professor Emeritus (T).....	4
England, Kim, Professor (T).....	10
Jarosz, Lucy, Professor (T).....	20
Sparke, Matthew, Professor (T).....	31

Department of History

Findlay, John, Professor (T) 12
Johnson, Richard, Professor (T) 21
Nash, Linda, Associate Professor (T) 26

The Henry M. Jackson School of International Studies

Fabbi, Nadine, Associate Director, Canadian Studies (NTT) 11
Hellmann, Donald C., Professor (T) 18
Lorenz, Frederick M., Senior Lecturer (NTT) 24

Department of Linguistics

Hargus, Sharon, Professor (T) 16
Herschensohn, Julia, Professor (T) 19

COLLEGE OF BUILT ENVIRONMENTS

Department of Urban Design and Planning

Abramson, Daniel, Associate Professor (T) 1
Born, Branden, Associate Professor (T) 4
Chalana, Manish, Assistant Professor (TT) 6
Ryan, Dennis M., Associate Professor Emeritus (T) 31
Vernez Moudon, Anne, Professor (T) 33
Wagner, Fritz, Research Professor (T) 33

MICHAEL G. FOSTER SCHOOL OF BUSINESS

Glassman, Debra, Senior Lecturer (NTT) 15

COLLEGE OF EDUCATION

Area of Educational Psychology

Jegatheesan, Brinda, Associate Professor (T) 21

COLLEGE OF ENGINEERING

Department of Chemical Engineering

Allan, G. Graham, Professor (T) 1

Department of Civil and Environmental Engineering

Goodchild, Anne, Associate Professor (T) 15
Hallenbeck, Mark E., Director, Washington State Transportation Center (NTT) 16

COLLEGE OF THE ENVIRONMENT

School of Aquatic and Fishery Sciences

Gallucci, Vincent F., Chair, Canadian Studies (T) 14
Hilborn, Ray, Professor (T) 19

School of Environmental and Forest Sciences

Eastin, Ivan, Professor (T) 9
Paun, Dorothy, Associate Professor (T) 28

School of Marine and Environmental Affairs

Fluharty, David, Associate Professor (T) 13
Kaczynski, Vladimir, Associate Professor (T) 22
Pavia, Robert, Affiliate Associate Professor (T) 28

School of Oceanography

Deming, Jody, Professor (T) 8
Rhines, Peter, Professor (T) 29

SCHOOL OF LAW

Wildermuth, Todd A., Director of Environmental Law Initiatives (NTT)	34
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DANIEL J. EVANS SCHOOL OF PUBLIC AFFAIRS

Anderson, C. Leigh, Professor (T).....	2
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SCHOOL OF PUBLIC HEALTH

Katz, Aaron, Principal Lecturer (NTT)	23
Thompson, Jack, Principal Lecturer (NTT).....	32

SCHOOL OF SOCIAL WORK

De Mello, Stan, Lecturer/ Practicum Coordinator (NTT).....	8
McEachern, Morna, Lecturer (NTT)	25

UW BOTHELL

Education

Banks, Cherry A. McGee, Professor (T)	3
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Interdisciplinary Arts & Sciences

Leissle, Kristy A., Lecturer (NTT).....	24
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UW TACOMA

Geography

Harrington, James W., Professor (T)	18
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Interdisciplinary Arts & Sciences

Allen, Michael, Professor (T)	2
Baird, Katie, Associate Professor (TT).....	3

Social Work

Emler, Charles, Professor (T)	10
Laakso, Janice H., Associate Professor (TT).....	23

UW LIBRARIES

Di Biase, Linda, Collection Development Librarian (NTT)	9
Raftus, Deborah, Romance Languages & Literature Librarian (NTT).....	29
Richards, Louise, Assistant Director, Odegaard Undergraduate Library and Oceanography Librarian (NTT)	30
Romaine, Siôn, Canadian Studies Development Librarian (NTT)	30

CENTER & HENRY M. JACKSON SCHOOL OF INTERNATIONAL STUDIES (JSIS) STAFF

Canadian Studies Center Staff	38
Canadian Studies Center Co-Leads, Advisers & Partners for Grant Activities	39
JSIS Leadership	41
JSIS Academic Services	42
JSIS Communications, Development, Technology & Office Staff	44

CANADIAN STUDIES CENTER AFFILIATED FACULTY, RESEARCHERS & LIBRARIANS

ABRAMSON, DANIEL, Associate Chair/Associate Professor, Department of Urban Design and Planning (joined Center 2001)

Education: PhD, Tsinghua University, 1998; MA, Massachusetts Institute of Technology, 1992; BA, Harvard University, 1985

Research Specialization: Canada-US comparative studies in urban identity; conservation and design; housing and community development; urban studies in emerging/resurgent market economies and transnational communities

Canada Experience: British Columbia, Yukon

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-2, Chinese-3

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: URBDP 470 Introduction to Urban Design; URBDP 474 Site Planning: Issues and Techniques; URBDP 498 Special Topics: Methods of Community Engagement; URBDP 508 Specialized Planning Lab

Academic Activities:

Annually engaged in urban design exchange programs alternating between University of British Columbia School of Architecture and city planners in Chinatown, Vancouver.

Lecture Presentation, "The Politics of Peri-Urbanization, Planning, and Governance in Asian Societies: China," Asian Peri-Urbanization Workshop, Lie Centre for Global Issues, University of British Columbia, June 2013.

Field Course Grant, "Methods of Community Engagement," held in conjunction with University of British Columbia, Canadian Studies Center, UW, \$1,200, 2009-10.

Paper, "Chinatown: The Role of Global Networks in the Preservation of Historic Diaspora Communities," Chinatown and Beyond Conference, Simon Fraser University, Vancouver, 2009.

Cross-Border Course Grant, "Department of Urban Design and Planning and the University of British Columbia School of Architecture Joint Program," Canadian Studies Center, UW, \$1,500, 2008-09.

Cross-Border Course Grant, "Department of Urban Design and Planning and University of British Columbia School of Architecture Joint Program," Canadian Studies Center, UW, \$1,500, 2007-08.

Recent Publications:

Book Reviews, "Tales of Two Cities in the Pacific Northwest." *Journal of Architectural and Planning Research*, Vol. 23, No. 2 (Summer 2006): 176-180.

Abramson, D. "The 'Studio Abroad' as a Mode of Transcultural Engagement in Urban Planning Education: A Reflection on Ten Years of Sino-Canadian Collaboration." *Journal of Planning Education and Research* 25.1 (2005): 89-102.

Theses/Dissertations Supervised in Last 5 Years: 4

ALLAN, G. GRAHAM, Professor, Department of Chemical Engineering; Professor, School of Environmental and Forest Sciences (joined Center 1989)

Education: PhD, University of Glasgow, 1955; DSc, University of Strathclyde, 1970; BSc, University of Strathclyde, 1952; BSc, University of Glasgow, 1952

Research Specialization: Creativity and innovation; fiber and polymer science; forest management in the Pacific Northwest, including Canada

Canada Experience: British Columbia, Nova Scotia

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-3, Spanish-3, German-1

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: CHEM E 309/PSE 309 Creativity and Innovation; CHEM E 570 Chemistry of High Polymers; PSE 211 Creativity and Society

Academic Activities:

Technical Expert, Canadian Government, Mousse isolante d'urée-formaldéhyde (MIUF) problem, 2000.

Recent Publications:

Allan, G. "2000 Annual Review and Forecast of the Nonwovens Industry," *Nonwovens Industry* 31.12 (2000): 24.

Allan, G., et al. "A New Approach to Cellulose Protection during Bleaching." *Proceedings of the 2000 International Pulp Bleaching Conference*. Halifax: Pulp and Paper Technical Association of Canada, 2000.

Theses/Dissertations Supervised in the Last 5 Years: 3

Distinctions:

Nominee, International Academy of Wood Scientists, 2000.

ALLEN, MICHAEL, Professor, History and American Studies, UW Tacoma (joined Center 2008)
Education: PhD, UW, 1985; MA, University of Montana, 1977; BA, Central Washington State College, 1974
Research Specialization: Pacific Northwest history; history of the British Empire in North America; frontier history; colonial history; frontier myth and folk heroes

Canada Experience: British Columbia, Yukon

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): Spanish-1

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: THIST 456 North American Regions

Academic Activities:

Book Review Editor, *Pacific Northwest Quarterly*, 1993-present.

Visiting Scholar, Northern Research Institute, Yukon College, Spring 2010.

Curtiss Hill Memorial Lecturer, Washington State Historical Society, 2006.

Recent Publications:

Allen, M. and M. Hanneman. *Frontiers of Western History: Origins, Evolution, and Future of Western History*, 2nd ed. Needham: Simon and Schuster Custom Publishers, 2007.

Allen, M. "Ikua Purdy, Yakima Canutt, and Pete Knight: Frontier Traditions among Pacific Basin Rodeo Cowboys, 1908-1937." *Journal of the West* 45 (2006): 43-50.

Allen, M. "John Ford Clymer: Life and Art of a Pacific Northwest Painter." *Columbia* (2006): 20-25.

Allen, M. "I Just Want to be a Cosmic Cowboy: Hippies, Cowboy Code, and the Culture of a Counter-Culture." *The Western Historical Quarterly* 36.3 (2005): 275-299.

Allen, M. "Rodeo Tales." *Persimmon Hill* 27.4 (2000): 25-29.

Theses/Dissertations Supervised in the Last 5 Years: 7

Distinctions:

Awardee, Distinguished Research Award, UW, Tacoma, 2013.

Distinguished Teaching Award, UW Tacoma 2005.

ANDERSON, C. LEIGH, Professor, Daniel J. Evans School of Public Affairs (joined Center 2002)

Education: PhD, UW, 1989; MA, UW, 1986; BA, University of Calgary, 1984

Research Specialization: international development; cultural, trade and environmental policy in Canada and the US

Canada Experience: British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, Québec

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-1, Italian-1

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: PB AF 530/SIS 534/POL S 534 International Affairs

Academic Activities:

Representative, Daniel J. Evans School, Office of Global Affairs Advisory Committee, 2008-present.

P-I, "Enhancing Women's Participation Along the Agriculture Value Chain in Tanzania," USAID Innovations in Gender Equality to Promote Household Food Security Programs, \$833,333, 2013-2016.

P-I, "Evans School Policy Analysis and Research," Bill and Melinda Gates Foundation, \$651,209, 2012-13.

Member, Social Sciences & Humanities Research Council of Canada, Vanier Doctoral Fellowships panel, 2010-11.

Recent Publications:

Anderson, C.L., K. Stahley, and A. Cullen. "Individual and Intra-household Positionality in Vietnam." *Journal of Behavioral and Experimental Economics* (forthcoming).

Klawitter, M., C.L. Anderson and M.K. Gugerty. "Savings and Personal Discount Rates in a Matched Savings Program for Low Income Families." *Contemporary Economic Policy* 31.3, July 2013, 468-465.

Anderson, C.L. and R. O. Zerbe. "The Meaning of Native American Land Ownership" *The Evolution of Properties Rights Related to Land and Natural Resources*. Cambridge: Lincoln Institute of Land Policy, 2012.

Anderson, C.L. and K. Stamoulis. "The Implications of Behavioral Economics for International Development Policy," *Advancing Development: Core Themes in Global Economics*. New York: Palgrave-MacMillan, 2007.

Anderson, C.L., R. Brym, and N. Nevitte. "Ten Years After: Canadian Attitudes Toward Continentalism," *NAFTA in the New Millennium*. La Jolla: University of California, San Diego, 2002.

Anderson, C.L., R. Brym, and N. Nevitte. "Thrift and Savings Behavior in Canada." 2002.

Theses/Dissertations Supervised in the Last 5 Years: n/a

Distinctions:

Marc Lindenberg Professor of Humanitarian Relief, International Development, Global Citizenship, 2013-present.

Honoree, Daniel J. Evans School Student Teaching Award, 2010.

BAIRD, KATIE, Associate Professor, Interdisciplinary Arts and Sciences, Politics, Philosophy, and Economics Program; Chair of Faculty Assembly, UW Tacoma (joined Center 2007)

Education: PhD, University of Massachusetts Amherst, 2000; MS, Michigan State University, 1989; BA, University of California, Berkeley, 1982

Research Specialization: Public finance; comparative public policy (including a comparison between US and Canada); cross national comparative research on OECD educational systems (including Canada)

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-2, Pulaar-2, Spanish-2

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: TCSIG 425/TSOCWF 425 Comparative Social Policy

Academic Activities:

Chair, Curriculum Committee, UW Tacoma, 2011-present.

Member, Salary Policy Faculty Advisory Committee, UW Tacoma, 2012-present.

Member, Board of Directors, Acacia Foundation, 2011-present.

Member, Board of Advisors, National Education Finance Conference, 2010-present.

Member, Budget and Strategic Planning Committee, UW, Tacoma, 2008-present.

Chair, Faculty Assembly, UW Tacoma, 2012-13.

Member, Senate Executive Committee, UW, 2012-13.

Columnist, *The New Tribune*, Tacoma, 2010-present.

Conference presentation, "Higher Education, Shared Governance, and the Collective Action Problem," *Northeast Conference on Public Administration*, Boston, Massachusetts, November 2012.

Recent Publications:

Baird, K. "As Inequality in the US Grows, the Rest of the World Progresses." *The News Tribune*, 27 March 2013.

Baird, K. "Federal Direct Expenditures and School Funding Disparities." *Journal of Education Finance*. 2008.

Theses/Dissertations Supervised in the Last 5 Years: n/a

BANKS, CHERRY A. MCGEE, Professor, Education Program, UW Bothell (joined Center 2002)

Education: EdD, Public Administration, Seattle University, 1991; MA, Counseling, Seattle University, 1997; BS, Social Science, Michigan State University, 1968

Research Specialization: Citizenship education in Canada and US; national responses to diversity and maintenance of national cohesion; multicultural education; curriculum studies and instruction

Canada Experience: British Columbia, Alberta, Ontario, Québec

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): none

Percentage Teaching/Research Dedicated to Canada: 35%

Canadian Content Courses Taught: B EDUC 408 Knowing, Teaching, and Assessing in Multicultural Education and Social Studies; B EDUC 475 Global Perspectives on Diversity and Citizenship Education; B EDUC 521 Multicultural Literature; B EDUC 502 Teacher's Self-Understanding

Academic Activities:

Co-chair, Discovery Days, Washington Women's Foundation, 2011-present.

Chair, "Links to Success," Western Area Links, Inc., 2011-present.

Panelist, "The Practice of Leadership," Seattle University, 30 July 2012.

Chair, The Citizenship Education Dilemma: Implications for Civic Education Reform in Multicultural Societies, American Educational Research Association, Vancouver, Canada, April 2012.

Committee Member, FLAS Fellowship, Canadian Studies Center, UW, November 2011.

Research Grant, Canadian Studies Grant, \$2,000, 2009.

Presentation, "A Comparative Perspective of Diversity in the United States and Canada: Implications for Theory, Research, and Practice," American Educational Research Association, San Diego, 2009.

Inaugural Faculty Diversity Lecture, "Democracy, Diversity, & Citizenship Education," UW Libraries, 2008.

Recent Publications:

Banks, C. A. M. "A Comparative View of Diversity in the United States and Canada," *Social Education* 2008.

Banks, C. A. M. and J. Banks. *Democracy and Diversity: Principles and Concepts for Educating Citizens in a Global Age*. Seattle: UW Press, 2005.

Theses/Dissertations Supervised in the Last 5 Years: n/a

Distinctions:

Diversity Pedagogy Fellow, UW, 2011.

Worthington Distinguished Professor, Washington State Association for Multicultural Education, 2007.

BEYERS, WILLIAM B., Professor Emeritus, Department of Geography (joined Center 1990)

Education: PhD, UW, 1967; BA, UW, 1962

Research Specialization: Growth and development of service industries in the Pacific Northwest; modeling of the interaction between human and environmental systems in the US and Canada

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): none

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: GEOG 302 The Pacific Northwest; GEOG 440 Regional Analysis

Academic Activities:

Grant, "Cluster Strategies Research," Department of Trade, Community, and Economic Development, State of Washington, \$21,000, 2005-06.

Grant, "Fiscal Impacts of the Growth Management Act," State of Washington, \$52,000, 2004-05.

Economic Development Administration, "Project Impact, Estimating Business Impacts of Transportation System Disruption," \$75,000, 2000.

Recent Publications:

Committee Member, Environmental Management Certificate Program, Program on the Environment, 2000-present.
Steering Committee Member, PhD Program in Urban Design and Planning, 2000-present.

Beyers, W. "Approaching Research Methods in Economic Geography." *Economic Geography: Past, Present and Future*. Eds. S. Bagchi-Sen and H. L. Smith. London: Routledge, 2006. 186-196.

Review Committee Member, Grad and Undergrad Program, Department of Political Science, 2005.

Beyers, W. "Implications of IT advances and E-commerce on Transportation in Producer Services." *Growth and Change* 34.4 (2003): 433-455.

Beyers, W. "Manufacturing and Services." *Atlas of the Pacific Northwest 9th edition*. Eds. J. Kimmerling and P. Jackson. Corvallis, Oregon: Oregon State University Press, 2003. 127-138.

Beyers, W. and S.J. Hyde. Review of *Range of Glaciers: The Exploration and Survey of the Northern Cascade Rang*. Ed. F. Beckey, *Oregon Historical Quarterly* 104 (2003): 600-601.

Theses/Dissertations Supervised in the Last 5 Years: 6

BORN, BRANDEN, Associate Professor, Department of Urban Design and Planning (joined Center 2004)

Education: PhD, Urban and Regional Planning, U. of Wisconsin-Madison, 2003; MSc, Urban and Regional Planning, U. of Wisconsin-Madison; 1998; BSc, Geology, U. of Wisconsin-Madison, 1993

Research Specialization: Planning process and social justice in societal decision-making; land use planning and regionalism; urban food systems in North America; food sovereignty efforts of Native American communities in Washington and First Nations peoples in Canada in relation to NAFTA

Canada Experience: British Columbia

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): Spanish-1

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: N/A

Academic Activities:

Paper, "Budding Rhizomes: Planning, Deleuze & Guattari and the Food Movement," AESOP-ACSP, July 2013.

Panelist, "Building Bridges Across Sectors and Constituencies—a Facilitated Discussion," National conference of the American Planning Association, Chicago, April 2013.

Paper, "Planning, Food Democracy, and Food Sovereignty," Assoc. of Collegiate Schools of Planning, Nov 2012.

Invited Lecturer, "Food Security in Canada and the United States," *Annual International Summer Institute for Educators*, Henry M. Jackson School of International Studies, UW, June 2010.

Lecture, "The Global Food Conflict: Multinational Corporations versus Local Control in the US and Canada," Hot Spots in Your World, UW Extension and Henry M. Jackson School of International Studies, 2005.

Recent Publications:

Born, B. "A Research Agenda for Food System Transformation Through Autonomous Community-based Food Projects." *Journal of Agriculture, Food Systems, and Community Development* 3.4 (2013): 213-217.

Born, B. et al. "Toward a More Expansive Understanding of Food Hubs." *Journal of Agriculture, Food Systems, and Community Development* 2.1 (2011): 209-225.

Born et al. "Built Environments Laboratory: Interdisciplinary Learning and Collaboration in a Studio Environment." *Journal of Education in the Built Environment* 7.2 (2012): 8-25.

Theses/Dissertations Supervised in the Last 5 Years: 1

BRUCE, NEIL, Professor, Department of Economics (joined Center 1995)

Education: PhD, University of Chicago, 1975; MA, Queen's University, 1969; BA, University of Victoria, 1968

Research Specialization: Social insurance programs; efficient and fair tax systems in US and Canada

Canada Experience: British Columbia, Ontario

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): none

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: ECON 450 Public Finance: Expenditure Policy;

Academic Activities:

Member, Governor's Council of Economic Advisors, 2011-present.

Presenter at conferences sponsored by; Canadian Economic Association, Econometric Society, Canadian Tax Foundation, Department of Finance, Economic Council of Canada, Institute for Research in Public Policy, Ontario Economic Council, National Tax Association.

Research, "Social Insurance and Intergenerational Transfers," "Social Insurance and Balanced Growth," "The Economic Behavior of Charitable Organizations," "Excess Burden of Taxation."

Reviewer and Referee, *Journal of Public Economics*, *Journal of Public Economic Theory*, *Economic Growth*, *Review of Economic Studies*.

Recent Publications:

Bruce, N. and S. Turnovsky. "Social Security, Growth and Welfare in an Overlapping Generation Economy," *Journal of Public Economics*, 2013.

Bruce, N. and S. Turnovsky. "Demography and Growth," *Macroeconomic Dynamics*, 2013.

Theses/Dissertations Supervised in the Last 5 Years: 3

BUNN-MARCUSE, KATHRYN, Assistant Director, Bill Holm Center for the study of Northwest Coast Art, Burke Museum, UW; Visiting Lecturer, Division of Art History; Visiting Lecturer, American Indian Studies Department (joined Center 2009)

Education: PhD, UW, 2007; MA, UW, 1998; BA, Middlebury College, 1993

Research Specialization: Indigenous art history, focusing on the art of British Columbia and Alaska; body adornment in Canada, the United States and Polynesia

Canada Experience: British Columbia, Saskatchewan, Ontario, Québec

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-1

Percentage Teaching/Research Dedicated to Canada: 65%

Canadian Content Courses Taught: ART H 233 Survey of Native Art of the Pacific Northwest Coast; AIS 170 Native Art of the United States and Canada

Academic Activities:

Cultural Associate for Indigenous Art, Ethnology Department, Burke Museum, 2010-present.

Research in progress, collaborative with members of Fort Rupert community: *Visual Fieldnotes from Fort Rupert: Studies of Kwakiutl Dance and Movement by Franz Boas*. Seattle: UW Press, In Prep.

Series editor for *Native Art of the Northwest Coast: A Bill Holm Center Series*, published by UW Press.

Curator for upcoming exhibit *Connections to Culture: A Bill Holm Center 10th Anniversary Exhibit* at the Burke Museum, Nov. 2014- July 2015. Exhibit will feature a number of Canadian First Nations artists.

National Endowment for the Arts grants: Art Works Award, "Connections to Culture exhibit," \$20,000; Arts Funding Emerging Artist Award, \$2,500, 2013. "Burke Museum Resources for Native Art and Artists," Margaret A. Cargill Foundation, \$575,000, 2012; Summer Stipend, National Endowment for the Humanities, \$6,000, 2012; Native American Language Grant, "Native Languages of the Americas," \$3,000, 2010.

P-I, Faculty Research Grant, "Fort Rupert – Kwakiutl First Nations," Government of Canada, \$4700, 2010.

Recent Publications:

Bunn-Marcuse, K. "Tourists and Collectors: The New Market for Tlingit and Haida Jewelry at the Turn of the Century," *The Tlingit and Their Coastal Neighbors*. University of Nebraska Press, forthcoming 2014.

Bunn-Marcuse, K. "Eagles and Elephants: Cross-cultural Influences in the Time of Charles Edenshaw," *Charles Edenshaw*. Vancouver Art Gallery, 2013.

Bunn-Marcuse, K. "Form First, Function Follows: The Use of Formal Analysis in Northwest Coast Art History," *The Construction of Northwest Coast Native Art: An Anthology*. Vancouver: UBC Press, 2013.

Bunn-Marcuse, K., and Robin K. Wright, eds. *In the Spirit of the Ancestors: Reflections on Contemporary Northwest Coast Art at the Burke Museum*. Seattle: Bill Holm Center and UW Press, 2013.

Theses/Dissertations Supervised in the Last 5 Years: n/a

CHALANA, MANISH, Assistant Professor, Department of Urban Design and Planning (joined Center 2005)
Education: PhD, University of Colorado, 2005; MArch, Pennsylvania State University, 1999; MArch, School of Planning and Architecture, India, 1996; BArch, Mangalore University, 1993

Research Specialization: planning history; historic preservation planning and policy; international planning and development; multicultural planning for diverse neighborhoods; experiences of immigrant communities (especially South Asians in the Pacific Northwest in the US and Canada)

Canada Experience: British Columbia, Ontario

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): Bengali-1, Hindi-3, Punjabi-2

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: URBDP 585: Introduction to Historic Preservation Planning; URBDP 587: Preservation and the Vernacular Environment; URBDP 573 Digital Design

Academic Activities:

Current Research, "Early 20th Century South Asian Immigration to the Pacific Northwest."

Co-P-I, "Back to the Future," Built Environments Lab Grant for Interdisciplinary Collaborative Research and Teaching, \$18,000, 2012.

Field Course Grant, "Methods of Community Engagement," Canadian Studies Center, UW, University of British Columbia, \$1,200, 2009-10.

Program Enhancement Grant Project Award, for Department of Urban Design and Planning and University of British Columbia School of Architecture Joint Program, Foreign Affairs Canada, \$1,500, 2008-09.

Co-P-I, "Reinterpreting the Alaska Yukon Pacific Exposition on the UW Campus," 4Culture – The Cultural Services Agency of King County, \$5,000, 2008.

Recent Publications:

Chalana, M. "The Deliberate Designer: Integrating Research and Design into an Interdisciplinary Design Studio. Conference Proceedings." *THEORY by DESIGN: Architectural Research Made Explicit in the Design Teaching Studio*. Faculty of Design Sciences/University of Antwerp, 2012.

Theses/Dissertations Supervised in the Last 5 Years: none

Distinctions:

Lionel Pries Distinguished Professor Award, College of Built Environments, UW, 2009.

COLLINS, HÉLÈNE V., Senior Lecturer, French and Italian Studies, 200 and 300 level French Language Coordinator (joined Center 2014)

Education: PhD, UW, 1996; MA, UW, 1986; Maîtrise, Université de Paris X (Nanterre), 1983; Licence, Université de Paris X (Nanterre), 1983

Research Specialization: coordinates French 200 and 300 level classes with integrated Canadian history and cultures; teaches French cinema; and teaches French for Business as part of advanced grammar and composition series at 300 level

Canada Experience: British Columbia

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-3

Language Pedagogy Training:

Seminar, "Cinema in the Language Class," UW, 2014.

Language Pedagogy Webinar Series, L'Education Nationale, 2013-14.

Trained with Chamber of Commerce of Paris and French Cultural Services to teach French for Business.

Responsible for training Teaching Assistants since 1996, organizing pedagogical workshops in teaching of French for Business, Global Simulation methodology, phonetics, as well as teaching culture through authentic documents often in partnership with the French cultural services in San Francisco. Workshops are open to all Teaching Assistants as well as to K-12 teachers of French.

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: FRENCH 200 and FRENCH 300 with integrated aspects of Canadian history

Academic Activities:

Nantes Program Director, French and Italian Studies, present.

Paris Program Director, French and Italian Studies/ Comparative Literature, present.

Faculty Liaison, UW French Club, present.

Developed French for UW Business course, 2012.

Recent Publications: none

Theses/Dissertations Supervised in the Last 5 Years: none

COTÉ, CHARLOTTE, Associate Professor, Dept. of American Indian Studies, 2001-present (joined Center 2001)
Education: PhD, U. of California, Berkley, 2001; MA, U. of California, Berkley, 1996; BA, Simon Fraser University, 1992

Research Specialization: Native American law, politics, governance and sovereignty issues; Makah and Nuu-chah-nulth whaling traditions; Canada and US Indian education policy; First Nations; Inuit and Métis filmmakers in Canada; Native North American women and gender issues

Canada Experience: British Columbia

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): none

Percentage Teaching/Research Dedicated to Canada: 75%

Canadian Content Courses Taught: AIS 270/SISCA 490A Native Peoples of the Pacific Northwest; AIS 431/SISCA 431/WOMEN 442 History of Native American Indian Education; AIS 461 First Nations Government and Politics in Canada; AIS 465/SISCA 490B First Nations Filmmaking in Canada

Academic Activities:

Coordinator, The Living Breath of Wəłəbʔaltxʷ: Indigenous Ways of Knowing Cultural Food Practices and Ecological Knowledge Symposium, UW, June 2013.

Committee Member, FLAS Fellowship, Canadian Studies Center, UW, 2012-13.

Co-produced, *Voices of the First Peoples*, Documentary film series on UWTV, October 2012.

Book presentation, *Spirits of Our Whaling Ancestors*, The Pipeline Project, UW, 30 November 2012.

Paper, "Food Sovereignty and the Revitalization of Nuu-chah-nulth and Makah Whaling Practices," 7th Annual Vince Deloria Jr. Indigenous Studies Symposium, Northwest Indian College, 12-14 July 2012.

Paper, "Writing from the Inside Out," Native American/Indigenous Studies Association conference, May 2011.

Interview, "Interview with Charlotte Coté on her book, *Spirits of Our Whaling Ancestors*," Sustainability Segment of Mind Over Matters, KEXP 90.3 FM, Seattle, Washington, 13 November 2010.

Lecture, "Aboriginal Sovereignty Issues in Canada and the US," FISH 439/ENVIR 439/PBAF 595 Attaining a Sustainable Society, UW, 28 April 2009.

Paper, "The Revitalization of Makah (US) and Nuu-chah-nulth (Canada) Whaling," 7th International Conference on Arts and Humanities in Honolulu, January 2009.

Recent Publications:

Coté, C. "Food Sovereignty, Food Hegemony, and the Revitalization of Indigenous Whaling Practices," *The World of the Indigenous Americas*. New York: Routledge, 2012.

Coté, C. *Spirits of Our Whaling Ancestors: Revitalizing Makah and Nuu-chah-nulth Traditions*. UW Press, 2010.

Theses/Dissertations Supervised in the Last 5 Years: 2

DELCOURT, DENYSE, Associate Professor, Division of French and Italian Studies (joined Center 1992)

Education: PhD, University of Montreal, 1987; MA, University of Montreal, 1980; BA, McGill University, 1979

Research Specialization: French Middle Ages; Québécois literature; French women; French Fairy Tales

Canada Experience: British Columbia, Québec

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-3

Language Pedagogy Training: Over 20 years' experience teaching French; provides training and pedagogical support to Teaching Assistants

Percentage Teaching/Research Dedicated to Canada: 50%

Canadian Content Courses Taught: FRENCH 301A Advanced French; FRENCH 441/SISCA 441 Dreamers, Rebels and Visionaries: Children and Teenagers in 20th Century Québécois Literature; FRENCH 441 Québécois Literature and Culture

Academic Activities:

Paper, "Women and/as Trees: From Signa Propria to Signa Translata," Arizona Center of Medieval and Renaissance Studies Conference, Arizona, February 2013.

Committee Member, FLAS Fellowship, Canadian Studies Center, UW 2008-09.

Reading, *Gabrielle and the Long Sleep into Mourning*, Chapman University, Orange, California, April 2008.

Reading, *Gabrielle and the Long Sleep into Mourning*, Elliott Bay Book Company, Seattle, January 2008.

Presentation, "Québec Culture into the Classroom," Québec Educator Workshop, UW, 2002.

Recent Publications:

Delcourt, D. *French Fairy Tales: Essays on a Major Literary Tradition*. Cognella Academic Publishing, 2011.

Delcourt, D. *Gabrielle and the Long Sleep into Mourning (Gabrielle au bois dormant)*. Green Integer, 2007.

Delcourt, D. "'Parler mal' au Québec." *MondesFrancophones.com*, April 2006.

Theses/Dissertations Supervised in the Last 5 Years: 2

DE MELLO, STAN, Lecturer and Practicum Coordinator, School of Social Work, Associate Director, Office of Field Education (joined Center 1998)

Education: MSW, Dalhousie University, 1983; MPA, Dalhousie University, 1982; BEd, U. of Toronto, 1977

Research Specialization: cross-cultural practices; Canada's First Nations and Métis communities and development; cross-cultural organizational development; international community development

Canada Experience: British Columbia, Alberta, Ontario, Québec

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): Spanish-1

Percentage Teaching/Research Dedicated to Canada: 65%

Canadian Content Courses Taught: SOC WF 315 Community Service Learning; SOC WF 405 Fieldwork Seminar; SOC WF 415 Beginning Field Instruction; SW 522 Advanced Standing MSW Practicum; SW 523 Foundation MSW Practicum Seminar; Study-in-Canada Course, SOC WF 312/405 Social Work Policy

Academic Activities:

Faculty-led cross-border course, Comparing Social Safety Nets in Canada and US, trip to Vancouver, BC, 2014.

Consultant, Blood Tribe Social Development, Alberta, ongoing.

Collaborating with Dr. Morna McEachern, Field Visit with Students, Seattle University, May 2014.

Co-P-I, Course Development Grant, Canadian Studies Center, *Social Work across the 49th Parallel*, \$900, 2010-11.

Committee Member, FLAS Fellowship, Canadian Studies Center, UW, 2009-10 and 2010-11.

Paper, with M. McEachern and Q. Red Eagle Smith, "Social Work and the 49th Parallel," 20th Biennial Conference, Association of Canadian Studies in the US, San Diego, 18-22 November 2009.

Field Course Grant, "Social Work across the 49th Parallel," Canadian Studies Center, UW, \$1,200, 2009-10.

Program Enhancement Grant Project Award, for SOC WF 405/415 (Social Work Across the 49th Parallel: Exploring the Ties that Bind Us), Foreign Affairs Canada, \$1,500, 2008-09.

Recent Publications:

De Mello, S. and K. Mackay. "Social Work, Domestic Violence and Health Care." *Social Work in Health and Mental Health*. Eds. T. Heinonen and A. Metteri. Ontario: Canadian Scholar's Press, 2005.

Theses/Dissertations Supervised in the Last 5 Years: none

DEMING, JODY, Walters Endowed Professor, Oceanography and Astrobiology; Adjunct Professor, Centre for Earth Observation Science, University of Manitoba, Winnipeg, Canada (joined Center 2014)

Education: PhD, University of Maryland, 1981; BA, Smith College, 1974

Research Specialization: the influence of cold-adapted marine microorganisms on biogeochemical cycles in polar and deep-sea ecosystems, their specific adaptations to living in a porous matrix like sea ice or sediments, and the limits of life in ice formations on Earth and possibly elsewhere

Canada Experience: British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, Québec, New Brunswick, Nova Scotia, Newfoundland and Labrador, Prince Edward Island, Northwest Territories, Nunavut

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-1, Spanish-2

Percentage Teaching/Research Dedicated to Canada: 30% teaching/ 60% field research

Canadian Content Courses Taught: OCEAN 506B/497B The Changing Arctic Ocean; UW ATM 586/ ESS 586/ OCEAN 586/JSIS 582 Re-Imagining Area/International Studies in the 21st Century GEN ST 197E Freshman Seminar on the Changing Arctic; OCEAN 583 Arctic Insecurities

Academic Activities:

Co-Chair, Minor in Arctic Studies, Canadian Studies Center, 2012-present.

Steering Committee, Arctic Research Fellows, Canadian Studies Center, UW, 2012-present.

Adjunct Professor, Centre for Earth Observation Science, University of Manitoba, Winnipeg, Canada, 2010-present.

Reviewer, *Canadian Journal of Microbiology*, and for Canadian funding agencies and Canadian faculty promotions.

Expedition leader for an ASP (Arctic Science Partnership between Canada, Greenland and Denmark) project on sea-ice microbiology in Kobbefjord, Greenland, March 2014.

Speaker, "Microbial Life in the Canadian and Greenlandic Arctic," *Future of Ice Lecture Series*, UW, 2014.

Recent Publications:

Deming, J. et al. "Bacterial and extracellular polysaccharide content of brine-wetted snow over Arctic winter first-year sea ice." *Journal of Geophysical Research*, 118 (2013): 1-10.

Deming, J. "Sea Ice Microorganisms: Environmental Constraints and Extracellular Responses." *Biology 2.2* (2013).

Theses/Dissertations Supervised in the Last 5 Years: 20

Distinctions:

Honorary Doctorate, l'Université Laval, Québec City, June 2006.

DI BIASE, LINDA, Collection Development Librarian and Canadian Studies Selector, UW Libraries Collection Management Services (joined Center 1995)

Education: MA, California State University Los Angeles, 1984; MLS, University of Southern California, 1975; BA, University of Southern California, 1974

Research Specialization: Library collection development including Canadian resources, classics and religious studies information resources

Canada Experience: British Columbia, Alberta, Ontario, Québec, New Brunswick

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-3, Spanish-3

Percentage Teaching/Research Dedicated to Canada: N/A

Canadian Content Courses Taught: SISCA 424 Library Instruction for Canadian Media

Academic Activities:

Gift from Chapman Charitable Trust in Di Biase's honor for UW Libraries Canadian Studies Collection, 2014, \$500.

Library Support Grant, Canadian Consulate, 2005, \$2,000.

Allen Endowment for Collections, 2003, \$4,150.

Conference, "Due North: A Cross-Border Dialogue," Canadian Library Association Annual Meeting, Toronto, 2003.

Allen Endowment for Collections, 2002, \$2,650.

Library Support Grant, Canadian Consulate, 2002, \$2,000.

Executive Director, Pacific Northwest Canadian Studies Consortium, 1997-2001.

Acting Pacific Northwest Librarian, 2000.

Recent Publications:

Di Biase, L. "1919: A Year of Strikes in the Canadian West: Information at the UW Libraries and Beyond," UW Libraries, 1999.

Di Biase, L. "Japanese Canadian Internment," UW Libraries, 1997-2005.

Theses/Dissertations Supervised in the Last 5 Years: n/a

EASTIN, IVAN, Professor, School of Environmental and Forest Sciences; Director, Center for International Trade in Forest Products (joined Center 1994)

Education: PhD, UW, 1992; MS, UW, 1989; MS, Michigan Technological University, 1985; BS, Michigan Technological University, 1983

Research Specialization: forest products marketing in US and Canada, international trade

Canada Experience: Ontario, Québec, British Columbia, Alberta

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-2

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: N/A

Academic Activities:

Chair, International Year of the Forest Symposium, UW/University of British Columbia, 2010-present.

Researcher, extensive work on tree farms in Québec, collaborative project with Forintek Canada and University of British Columbia on joint market research in Japan, 2004.

Research Grant, "An Assessment of Public Forest Management Regulations in the Pacific Northwest and British Columbia," Japan Wood Products Information Center, \$15,000, 2003.

Recent Publications:

Eastin, I.L., et al. "Future Forest Leaders: Introduction to the UW-University of British Columbia Graduate Student Symposium," *Forestry Chronicle* 88 (2012): 511-12.

Eastin, I.L. et al. "Seeing the Trees: Farmer Perceptions of Indigenous Forest Trees Within the Cultivated Cocoa Landscape," *Forestry Chronicle* 88 (2012): 535-41.

Eastin, I.L. et al. "Forest Certification in Asia: The Changing Marketplace for Value-Added Wood Product Manufacturers in China and Vietnam," *Forestry Chronicle* 88 (2012): 578-84.

Eastin, I.L. et al. "Construction Professionals' Environmental Perceptions of Lumber, Concrete and Steel in Japan and China," *Forestry Chronicle* 88 (2012): 593-99.

Eastin, I.L., I. Ganguly, and D. MacLachlan. "An Analysis of the US Decking Materials Market: Perceptual Mapping Approach," *Canadian Journal of Forest Research* 41 (2011): 669-681.

Theses/Dissertations Supervised in the Last 5 Years: 11

Distinctions:

Awardee, Dean's College of Forest Resource's Faculty Award for Exemplary Service, UW, 2006.

EMLET, CHARLES, Professor, Social Work Program, UW Tacoma (joined Center 2009)

Education: PhD, Case Western Reserve University, 1998; MSW, California State University, Fresno, 1979; BA, California State University, Fresno, 1975

Research Specialization: social work practice with older adults in US and Canada, psychosocial aspects of aging with HIV/AIDS and service delivery systems

Canada Experience: British Columbia, Alberta, Ontario, Québec, New Brunswick, Nova Scotia, Prince Edward Island, Newfoundland and Labrador

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): none

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: TSCOWF 355 HIV/AIDS: Global and National Issues

Academic Activities:

Associate Researcher, Gilbriat Center for Studies in Aging, McMaster University, Ontario, 2013-present.

Poster, *Understanding the Lived Experiences of Older Adults Living with HIV in Ontario: Strengths and Resilience in a Vulnerable Population*, 23rd Annual Canadian Conference on HIV/AIDS, May 2014.

Paper, *The Dynamic Tension Between Stigma and Disclosure in Older Adults Living with HIV*, 23rd Annual Canadian Conference on HIV/AIDS Research, May 2014.

Fulbright lecture, "The Impact of HIV Stigma on Older and Younger Adults Living with HIV: Does Age Matter?" 22nd Annual Canadian Conference on HIV/AIDS Research, Vancouver, BC, Canada, 11-14 April 2013.

Committee Member, FLAS Fellowship, Canadian Studies Center, UW, 2012-13.

P-I, "Understanding the Lived Experiences of Older Adults Living with HIV in Ontario, Canada," J. William Fulbright Foreign Scholarship Board, \$25,000, May 2012.

P-I, "A Profile of Older Adults with HIV/AIDS in Toronto, Ontario," International Clinical Cytometry Society, \$6,580, 2012.

Recent Publications:

Emler, C., et al. "Impact of HIV Stigma on Older and Younger Adults," *Psychology and AIDS Exchange*, Jan. 2014.

Emler, C. et al. "Protective and risk factors associated with stigma in a population of older adults living with HIV in Ontario Canada." *AIDS Care* 25, 1330-1339 (2013).

Emler, C., et al. "A Sociodemographic Profile of Older Adults Living with HIV Disease in Ontario," *Canadian Journal on Aging*, 2013.

Emler, C., A., Brennan, D.J., & A. Eady. "HIV, Sexual Health, and Psychosocial Issues among Older Adults Living with HIV in North America," *Ageing International*. 2011.

Theses/Dissertations Supervised in the Last 5 Years: none

Distinctions:

Fulbright Visiting Research Chair at McMaster University in Hamilton, Ontario. February-May, 2013.

ENGLAND, KIM, Professor, Geography; Adjunct Professor, Gender, Women, and Sexuality Studies (joined Center 1999)

Education: PhD, Ohio State University, 1988; MA, Ohio State University, 1984; BA, U. of Leicester, 1981

Research Specialization: Urban social geographies in the US and Canada; feminist geographies; labor markets

Canada Experience: British Columbia, Alberta, Manitoba, Ontario, Québec

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-1, Spanish-1

Percentage Teaching/Research Dedicated to Canada: 75%

Canadian Content Courses Taught: GEOG 277 Geography of Cities; GEOG 342B Geographies of Inequalities; GEOG 476/WOMEN 476 Women and the City; GEO 541 Research Seminar: Feminist Geographies

Academic Activities:

UW Simpson Center Funding, to attend Digital Humanities Summer Institute at the University of Victoria, 2013-14.

Program Grant, Canadian Studies, *Health Workforce Migrations across the Canada-US Border*, \$1,800, 2010-11.

Committee Member, FLAS Fellowship, Canadian Studies Center, UW, 2006-07.

Recent Publications:

England, K. and I. Dyck. "Global Care at Home: Transnational Care Workers Caring for Older People in Toronto," *Re-thinking Home. Transnational Migration and Older Age*. Routledge, 2014.

England, K. "Women, Intersectionality and Workplace Equity," *Employment Equity in Canada: The Legacy of the Abella Report*, Toronto: University of Toronto Press, 2014.

England, K. "Women, Intersectionality and Workplace Equity," *Employment Equity in Canada 25 Years After the Abella Report*. Eds. Carol Angocs, Michael Lynk, and John Craig. Toronto: Univ. Press, 2013.

Theses/Dissertations Supervised in the Last 5 Years: 4

FABBI, NADINE, Associate Director, Canadian Studies Center (joined Center 1999)

Education: DEd, Univ. of British Columbia, currently enrolled; MA, Carleton Univ., 1992; BA, Seattle Univ., 1987

Research Specialization: Canadian society; Canada and the north; Inuit history and culture

Canada Experience: British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, Québec, New Brunswick, Nova Scotia, Newfoundland and Labrador, Prince Edward Island, Yukon

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-1, Italian-1

Percentage Teaching/Research Dedicated to Canada: 100%

Canadian Content Courses Taught: ARCTIC 200 Indigenous Diplomacies and International Relations in the Arctic; SIS 495C Task Force: Arctic Sovereignty; ARCTIC 498/ C ENV 490 The Future of Ice: Lessons about the Changing Arctic through Art, Science, Politics, and Activism; JSIS 582A The Arctic as an Emerging Global Region

Academic Activities:

Co-PI with V. Gallucci, L. Thompson & C. Bitz, Mellon Foundation Grant, *New Conceptualizations of Global Regions: Building a UW Arctic Academic Program*, \$40,000, 2013-14.

Gary and Consuelo Corbett Gift, *Canada-U.S. Fellowships Program*, \$75,000, 2013.

Gary and Consuelo Corbett Bequest, *Canada-U.S. Fellowships Program*, \$4.2 million, 2013.

Lead Chair, Arctic Studies Minor Steering Committee, University of Washington, 2012-present.

Invited Lecture, "Inuit Political Engagement in the Arctic," *SMEA 514 Oil in a Changing Arctic, School of Marine and Environmental Affairs*, University of Washington, 10 April 2014.

"Inuit Political Leadership in Canada & the World Today," *92nd National Council for the Social Studies Annual Conference*, Seattle, Washington, 16 November 2012.

Chair of panel, "Inuit Governance, Land Claims and Sovereignty," 18th Inuit Studies Conference, Learning from the Top of the World, November 2012.

Panel Discussant, "Canada and the American Curriculum: Formulating a National Approach to Canadian Studies," *21st Biennial Conference, Association of Canadian Studies in the United States*, Ottawa Ontario, 16-20 November 2011.

Recent Publications:

Fabbi, N. "Inuit Foreign Policy and International Relations in the Arctic." *Handbook of the Politics of the Arctic*. Lysaker, Norway: Fridtjof Nansen Institute, Edward Elgar Publishing. Forthcoming 2014.

Fabbi, N., V. Gallucci, and D. Hellmann, "Geopolitics, Arctic Council, and Arctic Resources," *Fishing People of the North: Cultures, Economies, and Management Responding to Change*. U. of Alaska: 2013.

Fabbi, N. "Inuit political involvement in the Arctic." *Arctic Yearbook 2012*. Ed. L. Heininen. Akureyri, Iceland: Northern Research Forum, 2012.

Theses/Dissertations Supervised in the Last 5 Years: 2

Distinctions:

Leadership Award, Education Leadership and Policy Studies, University of British Columbia, commitment to educational practice, \$2,000, 2011-12.

Executive Council, Secretary-Treasurer; Association for Canadian Studies in the United States, 2010-12.

Certificate of Merit, International Council for Canadian Studies, 2008-2009, for exceptional to the advancement of Canadian studies, awarded in Québec City, Québec, 22 May 2009.

FEARN-BANKS, KATHLEEN, Associate Professor, Department of Communication (joined Center 1992)

Education: EdD, University of Southern California, 1981; MS, University of California, Los Angeles, 1965; BA, Wayne State University, 1964

Research Specialization: crisis communications; public relations; Canadian media

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): none

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: COM 444 Public Relations and Society; COM 452 Crisis Communications

Academic Activities:

Research, study of press secretaries of US Presidents, drawing on over 25 years of experience in network television.

Recent Publications:

Fearn-Banks, K. *Crisis Communications: A Casebook Approach, 4th Edition*. Routledge, Taylor and Francis, 2011. (Includes new case study, "Maple Leaf Foods and the Battle Against Listeria.")

Theses/Dissertations Supervised in the Last 5 Years: 4

Distinctions:

Founder of Chapter and Adviser, Public Relations Student Society of America, 1993-present.

FINDLAY, JOHN, Professor, Department of History (joined Center 1989)

Education: PhD, University of California, Berkeley, 1982; MA, University of California, Berkeley, 1978; BA, University of Puget Sound, 1976

Research Specialization: history of western North America; Canadian-American relations

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): Spanish-2

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: HSTAA 432 History of Washington State and the Pacific Northwest; HSTAA 512 Readings in the History of the North American West

Research/Awards/Activities:

Lecture presentation, History of the American West, Whitman College, April 2013.

Managing Editor, *Pacific Northwest Quarterly*, 1993-present.

Recent Publications:

Findlay, J. "The Mobilized West, 1940-2000," *The History of the American West*. U of Nebraska Press, forthcoming.

Member, Society of Scholars, Walter Chapin Simpson Center for the Humanities, UW, 2011-12.

Findlay, J. "The Wishful West," *City Dreams and Country Schemes*. Reno: University of Nevada Press, 2011.

Findlay, J. and K. Coates, K. *Canadian-American Relations West of the Rockies*. Seattle: UW Press, 2002.

Theses/Dissertations Supervised in the Last 5 Years: 10

Distinctions:

Awardee, John Calhoun Smith memorial Endowed Professorship, UW, 2013-15.

Finalist, *Atomic Frontier Days*, Washington State Book Award, 2012.

Awardee, Pacific Northwest History Award, Pacific Northwest Historians Guild, 2012.

Awardee, Charles Gates Memorial Award, Washington State Historical Society, 2010.

FITZHUGH, BENJAMIN, Associate Professor, Department of Anthropology; Adjunct Curator, Burke Museum; Director, Quaternary Research Center (joined Center 2000)

Education: PhD, Univ. of Michigan, 1996; MA, Univ. of Michigan, 1996; BA, Univ. of North Carolina, 1989

Research Specialization: Arctic and North Pacific archaeology; complex hunter-gatherers; archaeological method and theory; human ecology and social evolution; human ecodynamics and sustainability; social networks

Canada Experience: Alberta, British Columbia, Manitoba, Newfoundland and Labrador, Nunatsiavut, Ontario, Québec, Saskatchewan

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-1, Spanish-1, Ukrainian-1

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: ARCHY 377 Arctic Archaeology; JSIS 582/ESS 586/ ATM S 586 The Arctic as an Emerging Global Region/Arctic Science and Policy; OCEAN 582 Arctic Insecurities,

Academic Activities:

Committee member, Future of Ice Steering Committee, College of Environment, 2012-present.

Committee member, Arctic Studies Minor, Canadian Studies Center, 2012-13.

Advisory committee member, Baikai-Hokkaido Archaeological Project, sponsored by Science and Humanities Research Council of Canada and Japanese Society for the Promotion of Science, 2013.

Faculty led, Arctic Archeology course, offered Spring Quarter 2013, March 2013.

Co-P-I, "RCN – SEES Global Long-term Human Ecodynamics Research Coordination Network: Assessing Sustainability on the Millennial Scare," 2012-present.

Lecture presentation, Evolutionary Anthropology, Simon Fraser University, 20 September 2012.

Paper presentation, "On Delayed Social-Political Responses to Subsistence intensification: Comparisons from the North Pacific and Mid-Atlantic," *Society for American Archaeology*, Sacramento, 30 March 2011.

Recent Publications:

Fitzhugh, B. "Origins and Development of Arctic Maritime Adaptations in the Western Subarctic," *Oxford Handbook on Arctic Archaeology*. Eds. Friesen and Mason. Oxford: Oxford University Press, (in press).

MacInnes, B., B. Fitzhugh, and D.H. Holman. "Controlling for landform age when determining the settlement history of the Kuril Islands." *Geoarchaeology* 29(3):1–17. 2014.

Fitzhugh, B. and D.J. Kennett. "Seafaring Intensity and Island-Mainland Exchange along the Pacific Coast of North America," *Global Origins and Development of Seafaring*. Cambridge: McDonald Institute, 2010.

Theses/Dissertations Supervised in the Last 5 Years: 3

FLUHARTY, DAVID, Associate Professor, School of Marine and Environmental Affairs (joined Center 1989)

Education: PhD, University of Michigan, 1976; MA, UW, 1972; BA, UW, 1968

Research Specialization: marine protected area management and science; ecosystem approaches to ocean management in Canada and the US

Canada Experience: British Columbia, Alberta, Ontario, Québec

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-2, Spanish-1, Swedish-3, Vietnamese-1

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: SMA 525 Marine Protected Area Management and Science, 1997-present; SMA 519 Marine Policy Analysis, 1991, 2001, 2008-13.

Academic Activities:

Co-Chair, Ecosystem Sciences and Management Working group, National Oceanic and Atmospheric Administration Science Advisory Board, 2009-present.

Chair, External Ecosystems Research Team to Analyst National Oceanic and Atmospheric Administration-wide Ecosystem, National Oceanic and Atmospheric Administration Science Advisory Board, 2005-present.

Committee Member, FLAS Fellowship, Canadian Studies Center, UW, 2013-14.

Chair, National Oceanic and Atmospheric Administration Science Advisory Board, 2006-10.

Member, National Oceanic and Atmospheric Administration Science Advisory Board, 2005-10.

Researcher, maritime reserve networks formation processes with focus on Canada and US, funded by Korea Maritime Institute, 2009.

Recent Publications:

Fluharty, D. "Arctic Marine Living Resources," *The Arctic in World Affairs: A North Pacific Dialogue on Arctic Marine Issues*. Honolulu: Korean Maritime Institute and East-West Center, 2012.

Theses/Dissertations Supervised in the Last 5 Years: 11

Distinctions:

Wakefield Professor of Ocean and Fisheries Sciences, 2005-10.

GALLUCCI, VINCENT F., Chair/Director, Canadian Studies Center, Henry M. Jackson School of International Studies; Director, Center for Quantitative Sciences; Professor, School of Aquatic and Fishery Sciences; Adjunct Professor, School of Marine and Environmental Affairs; Adjunct Professor, Jackson School of International Studies (joined Center 2000)

Education: PhD, North Carolina State University, University of North Carolina (Statistics), 1971; MS, State University of New York at Buffalo (Biophysics), 1966; BS, State University of New York at Stony Brook (Physics), 1963

Research Specialization: international conservation science and policy with a focus on the marine environments; Arctic Council and on the development of Canadian and East Asian Arctic policies; fisheries management in the Pacific Northwest with a focus on mathematical modeling, resultant policy implications, and conservation of shark populations, especially on temperate and polar, cold water species; marine management in the Pacific Northwest Region and the North American Arctic

Canada Experience: British Columbia, Ontario, Québec, Alberta

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): Italian-3, Russian-3, Spanish-2

Percentage Teaching/Research Dedicated to Canada: 80%

Canadian Content Courses Taught: FISH 513 Current Topics in Management, Conservation, and Restoration: Arctic Biodiversity; JSIS 495 Task Force on Arctic Geopolitics (field component to Ottawa); ARCTIC 400 Integrated Science and Policy in the Arctic

Academic Activities:

Paper Presentation, "A game theoretic bargaining framework for cooperative management of the Canadian Pacific sardine," International Institute for Fisheries, Economics and Trade, Melbourne, Australia, July 2014.

Invited Lecturer, lectures in several courses/meetings on the relationship between Canada and China in the Arctic, Chinese Foreign Affairs University, March 2014.

Invited Presenter, "Arctic and Canadian Arctic as a New Region in Area Studies," Forum on the Future Direction of International Affairs Education and Foreign Language Study in the US, Washington DC, May 2014.

Co-Chair, Steering Committee, interdisciplinary Arctic Studies Minor, Canadian Studies Center, Henry M. Jackson School of International Studies and School of Oceanography, 2012-13.

Paper, "Climate induced changes in Arctic marine ecosystem diversity with consequences for indigenous communities," (North American Arctic), Wakefield Symposium, Anchorage, Alaska, 25-29 May 2013.

Paper, "How melting Arctic ice will change Russia, Canada and the rest of us," 19th Annual Ellison Center for Russian, East European and Central Asian Studies Conference, UW, April 2013.

Paper, "Fisheries resources under climate change and Arctic governance: A risk perspective," The Trans-Arctic Agenda: Challenge of Development Security Cooperation, University of Iceland, 19 March 2013.

Research Team Participant, Arctic Biodiversity Assessment team hosted by the Arctic Council, to list the status of organisms as a foundation for future surveys to quantify potential changes, Denmark, February 2010.

Contributing Author, "Marine Ecosystems" in *The Arctic Biodiversity Assessment*, Conservation of Arctic Flora and Fauna, Arctic Council, 2009-10.

Recent Publications:

Gallucci, V. and A. Bailes. "Policy and Biological Analyses of Fisheries Collapses in Arctic and Subarctic Seas," (North American Arctic), *Stanford Journal of Law, Science and Policy*, forthcoming 2014.

Christensen, J., B. Bluhm, V. Gallucci, et al. (2013). "Marine fishes of Arctic environments," *Biodiversity* 14(2).

Michel, C., B. Bluhm, V. Gallucci, et al. (2013). Biodiversity of Arctic marine ecosystems and responses to climate change. *Biodiversity*, 14(2).

Lyhammer, A., J. Christiansen, V. Gallucci, et al. (2013). *Biodiversity*, 14(2). 57-66.

Gallucci, V., N. Fabbi, and D. Hellmann, "Geopolitics, Arctic Council, and Arctic Resources," *Fishing People of the North*, February 2013.

O'Brien, S., V. Gallucci, L. Hauser Condriichthyan fishes in the Arctic Ocean and adjacent seas.. (2013). "Effects of species biology on the historical demography of sharks and their implications for the consequences of climate change in the North Pacific," *Conservation Genetics*.

Williams, R., T.A. Okey, S. S. Wallace, V. Gallucci. "Shark aggregation in coastal waters of British Columbia." *Marine Ecology Progress Series*, September 2010.

Theses/Dissertations Supervised in the Last 5 Years: 8

Distinctions:

Invited Convocation Speaker, State University of New York at Stony Brook, Department of Physics Graduation Ceremony, 2014.

Lowell A. and Frankie L. Wakefield Professorship in Ocean and Fishery Sciences, 2004-2010.

GLASSMAN, DEBRA, Senior Lecturer, Michael G. Foster School of Business; Faculty Director, Global Business Center; Faculty Director, Certificate of International Studies in Business (joined Center 1998)

Education: PhD, U. of Wisconsin, 1980; MA, U. of Wisconsin, 1979; BA, U. of Michigan, 1975

Research Specialization: macroeconomics, international finance, and business including US and Canada

Canada Experience: British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, Québec

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-2, Italian-1

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: N/A

Academic Activities:

Faculty Director, UW Center for International Business Education and Research, 2006-present.

Faculty Director, Certificate for International Studies in Business, French track, UW Business School, 2004-present.

Faculty Track Advisor, Certificate for International Studies in Business, French track, UW Business School, present.

Speaker, "Discussion of Canada-US Exchange Rates," Canada-America Society, UW Canadian Studies Center, and HSBC, Seattle, August 2008.

Recent Publications:

Glassman, D. "Market Timing by Global Fund Managers." *Journal of International Money and Finance*, 2006.

Theses/Dissertations Supervised in the Last 5 Years: none

Distinctions:

Awardee, Core Professor of the Year, Evening MBA Class of 2013.

Faculty of the Quarter, Technology Management MBA Class of 2011.

Global Executive MBA Award for Teaching Excellence, 2001-05.

GOODCHILD, ANNE, Associate Professor, Department of Civil and Environmental Engineering; Adjunct Associate Professor, Industrial and Systems Engineering (joined Center 2007)

Education: PhD, U. of California Berkeley, 2005; MS, UC Berkeley, 2002; BS, UC Davis, 1995

Research Specialization: freight transportation and logistics; user behavior and freight transportation system performance; freight transportation and air quality; border operations between Canada and US

Canada Experience: originally from Ontario. Visited BC, Alberta, Québec, Newfoundland and Labrador, Yukon

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): none

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: GTTL 501/CEE 587/OPMGT 535 Global Trade, Transportation, and Logistics Management

Academic Activities:

Participant, Tour of land border and marine port facilities in British Columbia, 25-27 September 2012.

P-I, Student Mobility Grant, Canadian Consulate, \$5,000, 2010-11.

P-I, Border Wait Time Study Grant, Federal Highway Administration, \$10,000, 2010.

Paper with Matt Klein, graduate student, "Pacific Highway Commercial Vehicle Operations" Supply Chain and Logistics Association of Canada, TRANSLOG, McMaster University, 15-16 June 2010.

Invited Panelist, "Near Border Operations and Logistical Efficiency: Implications for Policy Maker," Woodrow Wilson International Center, Washington, DC, 2010.

Student Mobility Grant, "Transportation and U.S.-Canada Border Operations Study Tour in Ontario and British Columbia," Department of Foreign Affairs and International Trade Canada, \$5,000, 2010-11.

Presenter, "Intra-Industry Trade Analysis of US State – Canadian Province Pairs: Implications for the Cost of Border Delay," Annual Meeting of the Transportation Research Board, Washington DC, Jan 2010.

P-I, Research Grant, "Understanding Border Operations," Canadian Studies Center, UW, \$1,200, 2009-10.

P-I, Travel Grant, Canadian Studies Center, \$1,200, 2009-10.

P-I, Understanding Pacific Highway Commercial Vehicle Operations, TransNow, \$37,882, 2009-10.

Recent Publications:

Goodchild, A., M. Bomba, and K. Kristjansson. "Intra-Industry Trade Analysis of US State – Canadian Province Pairs: Implications for the Cost of Border Delay," *Transportation Research Record*, in press.

Goodchild, A., K. Pitera, and L. Boyle. "Process Comparison of Hours of Service Recording for Commercial Vehicle Operations: Electronic vs. Paper," *Journal of Transportation*, 2013.

Theses/Dissertations Supervised in the Last 5 Years: 31

Distinctions:

Allan and Inger Osberg Endowed Chair of Civil and Environmental Engineering, October 2012-present

College of Engineering Community of Innovators Award, Junior Faculty Research, 2012.

HALLENBECK, MARK E., Director, Washington State Transportation Center, Department of Civil and Environmental Engineering (joined Center 2007)

Education: MSCE, UW, 1980; BSCE, UW, 1979

Research Specialization: efficient and secure movement of people and freight across the Canada-US border; design and operation of transportation systems within major urban environments; collection, storage, and reporting of transportation system performance information

Canada Experience: British Columbia

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): none

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: CEE 416 Urban Transportation Planning and Design; CEE 580 Urban Transportation Planning; CEE 582/URBDP 598 Special Topics: Urban Transportation Planning

Academic Activities:

Keynote Speech, "Dialogue on Regional Tolling," City of Surrey, Burnaby, 17 October 2012.

Keynote Speech, "Travel Time Reliability and Public Decision Making" Value of Travel Time Reliability and Cost-Benefit Analysis International Meeting, Vancouver, 15 October 2009.

Strategic Highway Research Program, Analytic Procedures for Determining the Impacts of Reliability Mitigation Strategies, 2007.

Recent Publications:

Cheeverunothai, P., M. Hallenbeck, and Y. Wang. *Quantifying Incident-Induced Travel Delays on Freeways Using Traffic Sensor Data*. Olympia: Washington State Department of Transportation, 2008.

Davis, K. and M. Hallenbeck. *An Evaluation of Engineering Treatments and Pedestrian and Motorist Behavior on Major Arterials in Washington State*. Olympia: Washington State Department of Transportation, 2008.

Theses/Dissertations Supervised in the Last 5 Years: n/a

HARGUS, SHARON L., Professor, Department of Linguistics (joined Center 1990)

Education: PhD, Linguistics, University of California, Los Angeles, 1985; MA, Linguistics, University of California, Los Angeles, 1981; BA, Linguistics, University of California, Berkeley, 1979

Research Specialization: phonology; Indigenous languages including Witsuwit'en and Tsek'ene (both spoken in British Columbia)

Canada Experience: British Columbia

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): Spanish-3

Percentage Teaching/Research Dedicated to Canada: 50%

Canadian Content Courses Taught: LING 551 Phonology I; LING 580 Problems in Linguistics: Historical Phonology; LING 600 Independent Study: Dane-zaa; LING 600 Aboriginal Language Archiving

Academic Activities:

Committee Member, FLAS Fellowship, Canadian Studies Center, UW, 2014-15.

Co-P-I, National Science Foundation (Arctic Social Sciences Program), "Athabaskan/Dene Languages Conference," awarded to Western Washington University, \$21,481, 15-17 August 2012.

P-I, "Continuation of Sahaptin Textual Transcription and Translation," Jacobs Research Funds, \$5,000, 2013-14.

P-I, National Science Foundation Grant, Documenting Endangered Languages Program, "Athabaskan Personal Histories of Climate Change in Alaska and Canada," \$250,000, 2007-10. [Linguistic Fieldwork in Fort Ware, British Columbia (Fort Ware or Kwadacha dialect of Tsek'ene (Sekani) and Moricetown B.C.), National Science Foundation Grant, 2009.]

Recent Publications:

Hargus, S. "Deg Xinag disjunct verbal prefixes and positions." *The proceedings of the Dene Languages Conference 2012* Fairbanks: Alaska Native Language Center. 2013.

Hargus, S. "Dene." *The proceedings of the Dene Languages Conference 2012*. (ANLC Working Papers in Athabaskan Languages, 11.) Fairbanks: Alaska Native Language Center. [map and article]. 2013.

Hargus, S. 'Design Issues in Athabaskan Languages.' *Northwest Journal of Linguistics* 6.2-1-15. 2012.

Hargus, S. "Deg Xinag Rounding Assimilation: A case study in phonologization." *Journal of Laboratory Phonology* 3:163-193. 2012.

Hargus, S. "Athabaskan Languages," *Oxford Bibliographies Online*. 2011.

Hargus, S. "Athabaskan Phonetics and Phonology," *Language and Linguistics Compass*. 2010.

Theses/Dissertations Supervised in the Last 5 Years: 4

HARMON, ALEXANDRA J., Professor, Dept. of American Indian Studies, 2011-present (joined Center 1997)
Education: PhD, UW, 1995; JD, Yale Law School, 1972; MA, UW, 1991; BA, Stanford University, 1966
Research Specialization: history, law, and questions of ethnic identity and economic culture affecting Indigenous North Americans and their descendants in Canada and the US

Canada Experience: British Columbia, Yukon, Québec, Ontario, Nova Scotia, New Brunswick, Alberta, Saskatchewan

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-2, Spanish-1

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: AIS 201 Introduction to American Indian History; AIS 331/HSTAA 331 American Indian History to 1840; AIS 332/HSTAA 332 American Indian History: 1840 to Present; AIS 446/HSTAA 446 American Indian Economic History; HSTAA 517 American Indian History Field Course; AIS 370/HSTAA 315 Researching Indians' History

Academic Activities:

Advisory Committee, Center for the Study of the Pacific Northwest, UW, 2010-present.

Organization of American Historians Distinguished Lecturer, 2014-2017.

P-I, Research Grant, Center for the Study of the Pacific Northwest, UW, 2012.

Organizer/Host, "American Indians and the Culture of Capitalism Symposium," Chicago, September 2006.

Organizer/Host, Pacific Northwest Indian Treaties in National and International Historical Perspective Conference, UW, 2005.

Recent Publications:

Harmon, A. *Rich Indians: Native People and the Problem of Wealth in American History*. UNC Press, 2010.

Harmon, A. et al. "Interwoven Economic Histories: American Indians in a Capitalist America." *Journal of American History* 98 (2011): 698-722

Harmon, A. "American Indians and Land Monopolies in the Gilded Age," *Journal of American History* 90 (2003).

Harmon, A. *The Power of Promises: Rethinking Indian Treaties in the Pacific Northwest*. Seattle: UW Press, 2008.

Harmon, A. "Coast Salish History." *Be of Good Mind: Essays on the Coast Salish*. Ed. Bruce Granville Miller. Vancouver: University of British Columbia Press, 2007.

Harmon, A. "Wanted: More Histories of Indian Identity." *A Companion to American Indian History*. Eds. P.J. Deliria and N. Salisbury. Malden: Blackwell Publishers, 2007.

Harmon, A. "Indian Treaty History: A Subject for Agile Minds." *Oregon Historical Quarterly* 106.3: 2005.

Theses/Dissertations Supervised in the Last 5 Years: none

HART, DANIEL, Professor, Department of American Indian Studies; Co-Director, Native Voices Graduate Program (joined Center 2000)

Education: MFA, Temple University, 1984; BA, Humboldt University, 1975

Research Specialization: Native American/First Nations film production

Canada Experience: British Columbia, Québec

Foreign Language Competence (1-3 scale): Spanish-2

Percentage Teaching/Research Dedicated to Canada: 100%

Canadian Content Courses Taught: AIS 443/COM 443 Indigenous Films, Sovereign Visions; AIS 466 Producing the Documentary Short; AIS 475 Special Topics in Indian Studies: Advanced Native Voices

Academic Activities:

Director, Canadian Studies Center, 2005-2013.

Film Screening Presentation and Symposium Lecture, screening of *A Century of Genocide in the Americas: The Residential School Experience*, Big Sky Documentary Film Festival, Montana, 2010.

Co-Chair, FLAS Fellowship Committee, Canadian Studies Center, University of Washington, 2005-present.

Program Enhancement Grant, for field course SIS 495 Arctic Foreign Policy in North America – Canada, Greenland and the United States, Foreign Affairs and International Trade Canada, Canadian Studies Center program development, \$9,000, 2009-10.

Film Screening, *A Century of Genocide in the Americas: The Residential School Experience* directed by R. Gibbons (about the residential school experience in Canada), and *Fry Bread Babes* (about First Nations women and body image), Salish Kootenai College, Pablo, Montana, 15 October 2009.

Recent Publications:

Hart, D., prod. *Ainu Cultural Exchange with First Nations Communities*. Seattle: Burke Museum, 2009.

Hart, D., prod. *This Place Called Home*. Seattle: Burke Museum, 2008

Theses/Dissertations Supervised in the Last 5 Years: 6

HARRINGTON, JAMES W., Vice Chancellor for Academic Affairs, UW Tacoma; Professor, Interdisciplinary Arts and Sciences Program, Urban Studies, Geography, UW Tacoma (joined Center 1999)

Education: PhD, UW, 1982; MA, UW, 1980; BA, Harvard University, 1977

Research Specialization: regional incidence and effects of Canadian investment in US border regions; motivations of trade policy; international economic interaction

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-3

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: GEOG 349 Geography of International Trade

Academic Activities:

Member, Advisory Search Committee on the UW Tacoma Chancellor, 2014.

Chancellor, Search Advisory Committee, UW, Bothell, 2012-13.

Provost, Search Advisory Committee, UW, Seattle, 2011-12.

Member, Advisory Search Committee on the Presidency of the UW, 2010-11
Member, Advisory Committee for the Social, Behavioral and Economic Sciences Directorate, National Science Foundation, 2013-16.

Recent Publications:

Daniels, P.W. and J.W. Harrington, eds. *Services and Economic Development in the Asia Pacific*. Ashgate, 2007.

Harrington, J.W. and P.W. Daniels, eds. *Knowledge-Based Services, Internationalisation, and Regional Development*. Ashgate, 2006.

Theses/Dissertations Supervised in the Last 5 Years: 7

Distinctions:

Ronald F. Abler Distinguished Service Honors, Association of American Geographers, 2014.

HELLMANN, DONALD C., Professor Emeritus, Henry M. Jackson School of International Studies (joined Center 2013)

Education: PhD, University of California, Berkeley, 1964; MA, University of California, Berkeley, 1960; BA, Princeton University, 1955

Research Specialization: How the internationalization of the Arctic Ocean affects Arctic governance; Japanese political economy and international relations; Pacific Rim relations; U.S. foreign policy

Canada Experience: Ontario, British Columbia, Alberta, Saskatchewan,

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): Japanese-3, French-3, Spanish-3

Percentage Teaching/Research Dedicated to Canada: 30%

Canadian Content Courses Taught: ARCTIC 400: Integrating Policy and Science in Arctic Studies

Academic Activities:

Respondent, *Arctic Research Fellows Symposium*, May 2014.

Committee member, *Future of Ice*, UW, 2012-13.

Individual and institutional grants from the Fulbright Commission and many foundations (e.g., Ford, MacArthur, Rockefeller, Olin and Bradley) and foreign grant-giving institutions (e.g., the APEC Education Foundation, the European Union, the Korean Foreign Ministry, and Cambridge University).

Frequent consultant to government agencies (e.g., National Security Council, U.S. Dept. of State) and public policy organizations (e.g., the Committee for Economic Development and the Brookings Institution).

Recent Publications:

Gallucci, V., N. Fabbri, and D. Hellmann, "Geopolitics, Arctic Council, and Arctic Resources," *Fishing People of the North: Culture, Economics, and Management Responding to Change*. Alaska Sea Grant, University of Alaska Fairbanks, February 2013.

Hellmann, D. "A Decade after the Asian Financial Crisis: Regionalism and International Architecture in a Globalized World" *Asian Survey* 47.6 (2007).

Hellmann, D. "The Asian Financial Crisis: A Preface to the Post Cold War Global Political Economy," *Cambridge Review of International Affairs* 16.1 (2003).

Theses/Dissertations Supervised in the Last 5 Years: 8

Distinctions:

Recipient, Visionary Award, *Northwest Asian Weekly*, 2013.

HERSCHENSOHN, JULIA R., Chair and Professor, Department of Linguistics (joined Center 1988)

Education: PhD, UW, 1976; MA, U. of California, Santa Barbara, 1970; BA, U. of California, Santa Barbara, 1966

Research Specialization: syntactic theory; French syntax; Romance linguistics

Canada Experience: British Columbia

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-3

Percentage Teaching/Research Dedicated to Canada: 35%

Canadian Content Courses Taught: n/a

Academic Activities:

Coordinating Editor, *Journal of French Language Studies*, includes articles about Canadian French, 2013-18.

Promotion reviewer, University of Ottawa, 2013.

Chair, 11th Annual Generative Approaches to Second Language Acquisition Conference, UW, Seattle, 2011.

Committee Member, FLAS Fellowship, Canadian Studies Center, UW, 2010-11.

Organizing Committee, The 40th Linguistic Symposium on Romance Languages, UW, March 2010.

Grant reviewer, Social Science Research Council of Canada, University of Kansas and Baylor University, 2010.

Committee Member, FLAS Fellowship, Canadian Studies Center, UW, 2009-10.

Promotion reviewer, University of Toronto, 2009.

Lecture, "Adult and Child Language Learning," Carleton University, Ottawa, 2008.

Committee Member, FLAS Fellowship, Canadian Studies Center, UW, 2008-09.

Recent Publications:

Herschensohn, "Tense and Verb Raising in Advanced L2 French." *Journal of French Language Studies*, 2009.

Herschensohn, "Fundamental Differences in Language Development." *Second Language Acquisition*, 2009.

Theses/Dissertations Supervised in the Last 5 Years: 11

HILBORN, RAY, Professor, School of Aquatic and Fishery Sciences (joined Center 1989)

Education: PhD, University of British Columbia, 1974; MA, Grinnell College, 1969; BA, Grinnell College, 1969

Canada Experience: British Columbia

Research Specialization: fisheries population dynamics and management and natural resource conservation; fishery resources of the west coast of the US, Canada, New Zealand, and Australia

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-1, German-1

Percentage Teaching/Research that includes Canadian Content: 50%

Canadian Content Courses Taught: FISH 323 Conservation and Management of Aquatic Resources; FISH 458 Fisheries Stock Assessment; FISH 497 Special Topics in Aquatic and Fishery Science

Academic Activities:

Chair, NOAA and DFO Independent Scientific Review of Chinook salmon fisheries impacts on killer whales.

Member, Blue Ribbon Panel, World Bank Global Partnership for Oceans, 2013-present.

Co-P-I, fisheries management systems, Pollock Conservation Cooperative Research Center, \$300,000, 2013-15.

P-I, Arctic-Yukon-Kuskokwim Salmon Sustainability Fund, \$273,000, 2013-15.

P-I, research fund, evaluating the status of fisheries, Food and Agriculture Organization, \$80,000, 2013-14.

P-I, impacts of bottom trawling, Walton Family Foundation, \$150,000, 2012-14.

P-I, study of impacts of bottom trawling, Pachard Foundation, \$150,000, 2012-13.

P-I, analysis of Chinook salmon in Sacramento River, Felta Science Council, \$695,000, 2011-15.

Recent Publications:

Hilborn, et al. "Frequency and Intensity of Productivity Regime Shifts in Marine Stocks." *Proceedings of the National Academy of Sciences of the United States of America*, 2013.

Hilborn, R. *Overfishing: What Everyone Needs to Know*. Oxford University Press, 2012.

Hilborn, R., et al. "Modeling Co-occurring Species," *Canadian Journal of Fisheries and Aquatic Sciences* 70 (2013).

Hilborn, R., et al. "Quantitative Risk Measures Applied to Alaskan Commercial Fisheries," *Canadian Journal of Fisheries and Aquatic Sciences* 69 (2012): 487-498.

Theses/Dissertations Supervised in the Last 5 Years: 12

Distinctions:

Recipient, Sustainability Science Award, Ecological Society of America, 2011.

Fellow, American Academy of Arts and Sciences, 2010-present.

Fellow, Royal Society of Canada, 2005-present.

Fellow, Washington Academy of Sciences, 2005-present.

Recipient, Award of Excellence for scientific achievement, American Fisheries Society, 2005.

HOWARD, PHILIP N., Professor, Department of Communication; Adjunct Professor, Henry M. Jackson School of International Studies; Adjunct Professor, Information School (joined Center 2003)

Education: PhD, Northwestern Univ., 2002; MA, London School of Economics, 1994; BA, U. of Toronto, 1993

Research Specialization: political communication and the role of new media in social movements and deliberative democracy, including comparisons of US and Canada; work in new economy and e-commerce firms; application of new media technologies in addressing social inequalities in the developing world

Canada Experience: Ontario, British Columbia, Québec

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-2

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: COM 300 Basic Concepts of New Media

Academic Activities:

Conference Grant, *Privacy, Policy and Borders: Data Mining and Regulation in Canada and the United States*, UW Canadian Studies Center, \$1,200, 2010-11.

Research Grant, regarding the privacy practices of political parties in Australia, Canada, the United Kingdom, and the US, Canadian Privacy Commissioner, 2009.

Faculty Research Grant, "Information Access and Telecommunications Policy in Canada and the US," Foreign Affairs Canada, \$7,500, 2006-07.

Recent Publications:

Howard, P.N. "Virtual Embassies." OpEd. *The Globe and Mail*, 24 Sept. 2012.

Howard, P.N. and D. Kreiss. "Political Parties & Voter Privacy: Australia, Canada, the United States, and the United Kingdom in Comparative Perspective," *First Monday* 15.12 (2010).

Busch, L., P. N. Howard, and P. Sheets. "Comparative Digital Divides: Internet Access and Social Inequality in Canada and the United States," *Canadian Journal of Communication* 35.1 (2010): 109-28.

Busch, L., P. N. Howard, and P. Sheets. "Measuring Technology Distribution in Canada and the United States, 1990-2008." *Canadian Journal of Communication* 35.1 (2009).

Theses/Dissertations Supervised in the Last 5 Years: 1

JAROSZ, LUCY A., Chair and Professor, Department of Geography (joined Center 2012)

Education: PhD, UC Berkeley, 1990; MA, U. of Wisconsin, Madison, 1979; BA, U. of Montana, 1975

Research Specialization: Foodways in Québec's history and culture

Canada Experience: Vancouver, British Columbia

Foreign Language Competency (1=basic, 2=intermediate, 3=fluent): French-3

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: GEOG 271 Geography of Food & Eating; GEOG 470 Food Cultural Politics

Academic Activities:

Committee Member, FLAS Fellowship, Canadian Studies Center, UW, 2013-14.

Presenter, "Urban Gardens and Food Justice." Canadian Association for Food Studies, Victoria BC, June, 2013.

Presenter, "Critical Discourse Analysis in Understanding Food Policy." American Society for Nutrition, 2013.

Presenter, "Comparative Crises: How do middle classes engage poverty?" Comparative Research on Poverty Network, UNESCO and the National Science Foundation, Argentina, 2010 (US/ Canada research).

Canadian Embassy Faculty Research Grant, "How Local Food Systems Address Hunger." \$5,170, 2009.

Presenter, "Reframing Poverty." US-Canada comparison on urban gardening and food security, Comparative Research on Poverty Network, UNESCO and the National Science Foundation, Bergen, Norway, 2009.

Recent Publications:

Jarosz, L. "Growing inequality: agricultural revolutions and the political ecology of rural development." *International Journal of Agricultural Sustainability* 10:2 (2012): 192-199.

Jarosz, L. "Defining World Hunger: Scale and Neoliberal Ideology in International Food Security Policy Discourse." *Food, Culture and Society*, 14.1 (2011):117-139.

Jarosz, L. "Nourishing Women: Toward a Feminist Political Ecology of Community Supported Agriculture." *Gender, Place and Culture* 18.3 (2011): 307-326.

Thesis/Dissertations Supervised in the Last 5 Years: 4

JEGATHEESAN, BRINDA, Associate Professor, Area of Educational Psychology (joined Center 2008)

Education: PhD, University of Illinois, Urbana-Champaign, 2005; MEd, University of Hawaii, Manoa, 2000; BA, Bangalore University, 1985

Research Specialization: immigrant and Indigenous children and their families in Canada and the US; socio-cultural and psychological contexts of development and learning; sociolinguistics and exceptional children; bilingual special education; bioethics and early intervention; ethnography and case study research methods

Canada Experience: British Columbia

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): Tamil-3, Hindi-3, Japanese-3, Malay-2, French-2

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: EDPSY 536 Immigrant and Indigenous Children: Social Context of Learning; EDPSY 582 Seminar in Development and Socialization (Multilingual, Socialization and Development Research Education Group)

Academic Activities:

Current Research, Punjabi families of children with developmental disabilities in British Columbia.

Research Grant, First Nation language preservation on Vancouver Island, program grant, 2011.

Research Grant, Field Work, Language preservation and use among First Nations children of the Cowichan tribe in British Columbia, UW Canadian Studies Center, \$800, June 2010.

Course Development Grant, EDPSY 536: Immigrant and Indigenous Children: Social Contexts of Learning for immigrant and Indigenous children in British Columbia, Canadian Studies Center, UW, \$1,000, 2007-08.

Guest Lecturer, "Critical Issues in Childrearing Practices and Adaptation in Immigrant and Refugee Families in Canada," Summer College Lecture Series, Shoreline Community College, Seattle, August 2008.

P-I, "Diagnosis and Post-Diagnosis Period: Needs and Supports Reported by Asian Immigrant Families of Young Children with Developmental Disabilities," ARC of Washington, 2007.

P-I, "When Having Autism Means Loss of Family Languages: Children with Autism in Multilingual Immigrant Families in the Pacific Northwest," UW Institute for Ethnic Studies in the US, 2007.

Recent Publications:

Jegatheesan, B. "Muslim Children With Autism Learn to Pray," *The Child: An Encyclopedic Companion*. Edited by Thomas Bidell and Richard Schweder, et al. Chicago: University of Chicago Press, 2009.

Theses/Dissertations Supervised in the Last 5 Years: 1

JOHNSON, RICHARD R., Professor, Department of History, 1990-present; Chair of History Department, 1992-1997; Director of Graduate Studies, 1989-1992 (joined Center 1988)

Education: PhD, U. of California, Berkeley, 1972; MA, U. of California, Berkeley, 1965; BA Oxford Univ., 1964

Canada Experience: British Columbia

Research Specialization: early North American history and comparative colonial history that encompass Canadian history; history of the American Revolution

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-2, Latin-1

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: HSTAA 301 Colonial North America; HSTAA 401 The American Revolution; HST 388 Comparative Empires in Early Modern North America

Academic Activities:

UW Alumni Lecturer, January-February 2003 and 2006.

Research Paper, "Political Economy of the First British Empire," University of Western Ontario, 2002.

Recent Publications:

Johnson, R. "Changing Spaces: Reconstructing the Political Economy of Empire," *English Atlantics Revisited: Essay Honoring Professor K. Steele*. Montreal, 2007.

Johnson, R. "Empire," *A Companion to Colonial America*. Ed. Daniel Vickers. Oxford: Blackwell, 2003.

Theses/Dissertations Supervised in the Last 5 Years: 2

Distinctions:

Distinguished Teaching Award, UW, June 2003.

KACZYNSKI, VLADIMIR, Associate Professor, School of Marine and Environmental Affairs, 1990-present;
Adjunct Associate Professor, Henry M. Jackson School of International Studies (joined Center 2005)

Education: PhD, U. of Gdansk, 1973; MA, Higher School of Economics, Sopot, 1965; BA, Merchant Navy Academy, Gdynia, 1957

Research Specialization: human dimensions of the marine environmental change; developing/ transition economies, Russian and East European ocean affairs; international strategic planning of marine resources; polar affairs

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-2, Spanish-3, Russian-3

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: SISRE 555/SMA 555 Comparative Marine Business in the North Pacific: Russia, Canada, Japan and the US

Academic Activities:

Presentation, Russia Arctic Shipping and Icebreaking, Graduate School of Logistics, Univ. of Incheon, 2013.

Presentation, "Russian Icebreaker Fleets," Korea, 2011.

Panel, "Arctic Affairs in Russia, the United States, and Canada," First Workshop on Joint Research Activities for Integrated Marine Policy, Korean Maritime Institute, Seoul, Korea, October 2009.

Researcher, policy assessment of fisheries, offshore oil and gas, minerals, and transportation for infrastructure and service needs in Canada, Greenland/Denmark, Norway, Russia, and US; Korea Maritime Institute, 2009.

Paper, "Present and Future of Arctic Energy Resources Use," includes Canada-Korea relations in the Arctic, International Symposium: Blue Economy Initiative for Green Growth, Seoul, 7 May 2009.

Paper, "The Arctic Era," includes Canada-Korea relations in the Arctic, International Symposium: Blue Economy Initiative for Green Growth, Seoul, 7 May 2009.

Recent Publications:

Kaczynski, V. "Russian Arctic Resource Development and Related Policy Considerations," *Georgetown Journal of International Affairs*. Georgetown University: Washington D.C., Spring/Summer 2013.

Kaczynski, V. *Russian Arctic Development*. Seoul: School of Marine Affairs, Korean Maritime Institute, 2009.

Theses/Dissertations Supervised in the Last 5 Years: 8

KASHIMA, TETSUDEN, Professor, Department of American Ethnic Studies; Adjunct Professor, Sociology (joined Center 1989)

Education: PhD, University of California, San Diego, 1975; MA, San Francisco State University, 1968; BA, University of California, Berkeley, 1963

Research Specialization: Asian American and Canadian history; incarceration and internment of Japanese North Americans; Japanese North American attitudes and beliefs

Canada Experience: Ontario

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): Japanese-2

Percentage Teaching/Research Dedicated to Canada: 35%

Canadian Content Courses Taught: AAS 370 Japanese-American History and Culture; AAS 372 Internment Camps In North America: Canada and the US

Academic Activities:

Presentation, Canadian Jewish Refugee Conference, Ottawa, 2014.

Committee member, United States National Park Service General Management Plan for the Tule Lake CA Valor of the Pacific Site, WW II War Relocation Authority Segregation Center, April 2014.

Seattle Co-chair, Japanese American National Museum National Conference, "Speaking Up! Democracy, Justice, Dignity", Separate presenter, panel on "Standing on Principle." Seattle, July 2013.

Keynote Speaker, "WWII American Internment and Incarceration Experience: Japanese American Ancestry Persons in the US, Canada, and Latin America," Annual Eugene Day of Remembrance, Eugene, 2008.

Recent Publications:

Kashima, T. "Custodial Detention/A-B-C List," and "Homicide in the Japanese Internment Centers and Concentration Camps during WW II." *Densho (Seattle) Encyclopedia*. Online Resource. 2012.

Kashima, T. *Judgment without Trial: Japanese American Imprisonment during World War II*. Seattle: UW Press, 2003. Publication includes section on the Canadian Japanese incarceration experience.

Theses/Dissertations Supervised in the Last 5 Years: none

Distinctions:

James D. Clowes Award for the Advancement of Learning Communities, UW, 2009.

National Japanese American Citizens League, Japanese American of the Biennium Award, July 2008.

KATZ, AARON, Principal Lecturer, Department of Health Services; Adjunct Principal Lecturer, Department of Global Health, UW (joined Center 1995)

Education: CPH, University of Toronto, 1975; BA, University of Wisconsin-Madison, 1974

Research Specialization: health policy in US and Canada; international health; market change; rural health

Canada Experience: British Columbia, Ontario

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): Spanish-1

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: HSERV 552 Health Policy Development

Academic Activities:

Diversity Committee member, UW School of Public Health, 2012-present.

Director, Global Health MPH Program Leadership, Policy, and Management Track, UW, 2010-present.

Lead, Health Systems and Policy Concentration, Master of Public Health program, Department of Health Services, UW, 2011-present.

Conference Paper, "Affordable Care Act Overview," Aging and Disability Services Advisory Council, WA, 2013.

Participant, *The HealthCare Movie* (Canadian health care system), directed by L. Simons and T. Sterrenberg, 2012.

Referee, *American Journal of Public Health*, 2012.

Referee, *Northwest Public Health*, 2011.

P-I, International Budget Partnership, Center on Budget and Policy Priorities, 2009.

Recent Publications:

Bazzolo, G., A. Katz, and P. Cunningham. "Caught in the Competitive Crossfire: Safety Net Providers Balance Margin and Mission in a Profit-Driven Health Care Market," *Health Affairs*. Web Exclusive. 20 Aug 2008.

Theses/Dissertations Supervised in the Last 5 Years: 20

Distinctions:

Trans-Pacific Senior Academic Fellowship, 2014.

Health Reform Leadership Award, *State of Reform Washington Health Policy Conference*, Seattle, 2011.

LAAKSO, JANICE H., Associate Professor, Social Work Program, UW Tacoma (joined Center 2004)

Education: PhD, Univ. of Texas, Austin, 1999; MSW, Univ. of Texas, Austin, 1973; BA, Univ. of Houston, 1970

Research Specialization: social policy in the US and Canada focused on families and historical approaches to social welfare; cultural diversity and social justice

Canada Experience: British Columbia

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): German-1

Percentage Teaching/Research Dedicated To Canada: 35%

Canadian Content Courses Taught: TSOCW 531 Child and Family Policy and Services; TSOCW 599 Readings in Social Work; TSOCWF 320 Social Welfare: Contemporary Approaches; TCSIG 425/TSOCWF 425 Comparative Social Policy

Academic Activities:

Committee Member, FLAS Fellowship, Canadian Studies Center, UW, 2008-09.

Program Enhancement Grant, for academic programming, Canada-US social policy differences, Foreign Affairs Canada, \$1,000, 2008-09.

International Fellow, International Canadian Summer Institute, Canadian Consulate, 2005.

Recent Publications:

Drevadahl, D. and J.H. Laakso. "Women, Abuse and the Welfare Bureaucracy." *AFFLIA* 21. 1 (2005): 84-96.

Adams S. and J.H. Laakso. "Non-Custodial Fathers' Involvement with Their Children: a Right or a Privilege?" *Families in Society* 87.1 (2005): 85-93.

Theses/Dissertations Supervised in the Last 5 Years: none

Distinctions:

Teacher of the Year Award, UW Tacoma, 2008-09.

LEISSLE, KRISTY A., Senior Lecturer, Interdisciplinary Arts and Sciences, UW Bothell (joined Center 2014)
Education: PhD, UW, 2008; MPA, UW, 2004; MSt, Oxford University, 1997; BA, Boston College, 1996
Research Specialization: dynamics of human engagement with the polar regions and the increasing resource extraction and tourism opportunities in both the Arctic and Antarctic; globalization; feminist international political economy; global trade; sub-Saharan Africa; film and media studies
Canada Experience: British Columbia
Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-3, Spanish-1
Percentage Teaching/Research Dedicated to Canada: 25%
Canadian Content Courses Taught: BIS 490 Economies of Ice: Globalization and the Polar Regions; BIS 300 What is the Arctic

Academic Activities:

Member, Future of Ice cross campus polar regions initiative, UW, 2012-present.
Deputy Post Master, British Antarctic Territory & Base Assistant, Port Lockroy, Antarctica, Nov. 2013-Feb. 2014.
Research Grant, Jackson School of International Studies, 2012.

Recent Publications:

Leissle, K. "Introduction: Research, Risk, and Activism: Feminists' Stories of Social Justice," *Taking Risks: Feminist Activism and Research in the Americas*. SUNY Press, 2014.
Leissle, K. "Conclusion: Interdisciplinarity and Privilege," *Taking Risks: Feminist Activism and Research in the Americas*. SUNY Press, 2014.
"Invisible West Africa: The Politics of Single Origin Chocolate," *Gastronomica* 13.3 (2013): 22-31.
"Cosmopolitan Cocoa Farmers: Refashioning Africa in Divine Chocolate Advertisements," *Journal of African Cultural Studies* 24.2 (2012): 121-139.

Theses/Dissertations Supervised in the Last 5 Years: 1

LORENZ, FREDERICK M., Senior Lecturer, Jackson School of International Studies (joined Center 2008)
Education: LLM, George Washington Univ., 1982; JD, Marquette Univ., 1971; AB, Marquette Univ., 1968
Research Specialization: international law; international security; US foreign policy look on Canada website
Canada Experience: Ontario, British Columbia
Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): Russian-1
Percentage Teaching/Research Dedicated to Canada: 25%
Canadian Content Courses Taught: JSIS A 465/LAW H 542 International Humanitarian Law (includes Canada's role in the International Criminal Court and the Ottawa Landmine Convention as well as Canadian approaches to humanitarian law)

Academic Activities:

Lecturer, Canadian Peacekeeping Centre, present.
Instructor, Annual Exploration Seminar, "Challenges of International Justice" in Ireland & Hague, 2007-present.
Public lecture, Water Center, UW, 200 people, 2009.
Course Development Grant, African Center, UW, 2009, \$2,000.
Service, Canadian military and civilian peacekeepers, 2000-03.
Regular participant, Canada oriented programs, University of British Columbia.

Recent Publications:

Lorenz, F.M. *International Humanitarian Law and the Law of War: Text and Materials*. Forthcoming.
Lorenz, F.M., *Strategic Water: Iraq and Security Planning in the Euphrates Tigris Basin*. Marine Corps Press, 2014.

Theses/Dissertations Supervised in the Last 5 Years: 10

Distinctions:

Dean of Social Science recognition for Teaching Excellent, 2008.

McEACHERN, MORNA, Lecturer, Social Work; Program Manager, Pacific Northwest Canadian Studies Consortium, Canadian Studies Center, Jackson School of International Studies, UW (joined Center 2010)
Education: PhD, UW, 2010; MSW, UW, 2006; BFA, California College of Arts and Crafts, 1975
Research Specialization: Canadian social policies and social work: history and social justice
Canada Experience: British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, Québec, New Brunswick, Nova Scotia, Prince Edward Island, Yukon
Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): Latin-2
Percentage Canadian Content: 35%
Canadian Content Courses Taught: SOCW 304 Community Service Learning; SOC 314 Social Work and Social Policy; SW500: Intellectual and Historical Foundations of Professional Social Work; Pacific Northwest Canadian Studies Consortium/Seattle University SOCW 393: Global Social Safety Nets

Academic Activities:

Secretary, Board of Directors, Association of Canadian Studies in the United States, 2012-present.
Research Affiliate, University of Victoria, British Columbia, 2009-present.
Field trip with 12 SOCW 393 students to Vancouver, BC, met with Immigrant Settlement Services of British Columbia, Chinese Historical Society, Vancouver Coastal Health Authority (Lily Community Clinic), 4 social work practitioners, May 16, 2014.
Editor, Association of Canadian Studies in the United States publications, 2010-2013.
Faculty head, Field Course to Northern British Columbia, Prince George, B.C., 2013.
McEachern, M. and N. Fabbi, Western Subarctic Research Field Course, Churchill, Manitoba, Summer 2013.
Recipient, Fund for the Arts Grant, Association of Canadian Studies in the US, Inuk photography exhibition, *Foodland Security*, \$500, 2012-13.
Paper, "A Comparative History of Sexual Health Education Policies in Canada and the United States," 21st Biennial Association of Canadian Studies in the United States Conference, Ottawa, November 2011.
Paper, "Social Work with Indigenous and Immigrant Groups Around the Salish Sea," Canadian Studies Fifth Annual Graduate Student Symposium, UW, 2010.
Faculty led, Study-in-Canada Course, SOC WF 312/405 Social Work Policy Practice/Fieldwork Seminar, 2009.
Theses/Dissertations Supervised in the Last 5 Years: 2

Distinctions:

Recipient, Doctoral Dissertation Award, Qualitative Research, UW School of Social World, 2010.

MEYER, HEDWIGE, Senior Lecturer, French and Italian Studies (joined Center 2014)
Education: MA, UW, 1992; Licence d'anglais, University of Nantes, 1988; DEUG Trilingue, 1987

Language Pedagogy Training:

Provides pedagogical advice and support to team of Teaching Assistants.
Attended presentation on task-based teaching, at American Association of Teachers of French, 2014.
Webinar Series on phonetics, teaching culture, and using images, French Consulate, March-May, 2014.
Language Pedagogy Webinar Series, L'Education Nationale, 2013-14.
Québec workshop by Thierry Giasson, UW, October 2009.

Canada Experience: British Columbia

Research Specialization: task-based learning, communicative language teaching, language pedagogy, integration of technology in the language classroom

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-3

Percentage Teaching/ Research Dedicated to Canada: 25%

Canadian Content Courses Taught: FRENCH 100 series; FRECH 200 series, FRENCH 300 series. Textbook used includes material about Québec. Courses include exposure to the accent Québécois and cultural material. Planning study abroad program with Nadine Fabbi for FRENCH 102 students in Québec City.

Academic Activities:

Member, UW Language Council, 2013-present.
Committee Member, FLAS Fellowship, Canadian Studies Center, UW, 2013-14.

Recent Publications:

Meyer, Hedwige. *Rond Point: Une perspective actionnelle*. Prentice Hall: 2007. (2nd ed. Forthcoming).

Theses/Dissertations Supervised in the Last 5 Years: none

Distinctions:

Nominee, UW Distinguished Teaching Award, 2013.

MILLION, DIAN, Associate Professor, Department of American Indian Studies (joined Center 2001)
Education: PhD, University of California, Berkeley, 2004; MA, University of California, Berkeley, 1998;
 BA, Western Washington University, 1995
Research Specialization: Native family and social issues in US and Canada; Native education in US and Canada;
 American Indian and Canadian Indigenous literatures; interdisciplinary research, teaching, and narrative
 theories; politics of knowledge and intellectual production issues for Native and Indigenous peoples
Canada Experience: Ontario, British Columbia, Yukon
Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-1
Percentage Teaching/Research Dedicated to Canada: 50%
Canadian Content Courses Taught: AIS 270/JSIS 270/SISCA 490 Native Peoples of the Pacific Northwest; AIS
 340 Indian Children and Families; AIS 378/ENGL 457 Northwest Contemporary American Indian
 Literature; AIS 451 Critical American Indian Studies Issues; HUM 498 Native Modernities: Histories,
 Politics, and Arts of Indigeneity
Academic Activities:
 Keynote Speaker, "Research Directions in Testimony and Testimonial Discourse." Western Ontario Univ., 2014.
 Co-Chair, "The Living Breath of Wəłəbʔaltx": Indigenous Ways of Knowing Symposium," UW, June 2013.
 Member, Simpson Center, Borderlands Working Group, 2012-13.
 Center for Teaching & Learning Grant, Technology Teaching Fellow, Univ. of Washington, \$7,000, 2013.
 Participant, "Living Together Differently: Indigene-Settler-Migrant Relations in Canada and Aotearoa, New
 Zealand," International Research Linkage Workshop, Bellingham, WA, 21-24 February 2011.
 Paper, "Neoliberalism and First Nations Sovereignty: Canadian Paradigms for Governance," Indigene-Settler-
 Migrant Relations in Canada and Aotearoa, Workshop, 2011.
 Government of Canada Research Grant, "Reconciling Canada: Truth Commissions and Aboriginal Reparations,"
 UW Canadian Studies Center, \$2,000, 2010-11.
Recent Publications:
 Million, D. "There Is A River in Me: Theory From Life," *Theorizing Native Studies*. Duke Univ. Press, 2014.
 Million, D. *Therapeutic Nations: Healing in an Age of Indigenous Human Rights*. Univ. of Arizona Press, 2013.
 Million, D. "Speaking Psychotherapeutic Narratives in an Era of Indigenous Human Rights." *Reconciling Canada:
 Historical Injustices and the Contemporary Culture of Redress*. Toronto: Univ. of Toronto Press, 2013.
Theses/Dissertations Supervised in the Last 5 Years: n/a

NASH, LINDA, Associate Professor, Department of History (joined Center 2000)
Education: PhD, UW, 2000; MA, University of California, 1989; BA, Stanford University, 1984
Research Specialization: history of the North American west, environmental history of Canada and US, 20th
 century US culture
Canada Experience: British Columbia
Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): none
Percentage Teaching/Research Dedicated to Canada: 25%
Canadian Content Courses Taught: N/A
Academic Activities:
 Presentation, "Reversing the Flow: Big Dams, Power, People in Global Perspective," conference on historical and
 cultural contexts of world dams, Center for Columbia River History, Vancouver, Washington, 2009.
 Presentation, "Approaches to Environmental History," Rethinking Nature and Identity Conference, UW Institute for
 Transnational Studies, 2001.
 Grant, environmental history of San Juan Island National Park, includes Canadian content, US National Park, 2000.
Recent Publications:
 Nash, L. "Environments of Disease," *Oxford Handbook of Environmental History*. Ed. A. Isenberg, New York:
 Oxford University Press, 2010.
Theses/Dissertations Supervised in the Last 5 Years: 2
Distinctions:
 Western Association of Women Historians Sierra-Keller Book Prize, 2007.

NOMURA, GAIL, Associate Professor, Department of American Ethnic Studies (joined Center 2005)
Education: PhD, U. of Hawaii, Manoa, 1978; MA, U. of California, Berkeley, 1971; BA, U. of Hawaii, Manoa, 1970
Research Specialization: comparative Asian American and Asian Canadian history; Asian American and Pacific Islander American history; ethnic studies; women's history; race and ethnicity

Canada Experience: Ontario, British Columbia

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): Japanese-2, French-1

Percentage Teaching/Research that includes Canadian Content: 25%

Canadian Content Courses Taught: AAS 392/WOMEN 392 Asian-American Women; AAS 498 Special Topics: Japanese-Americans in the Pacific Northwest, AAS 310: Asian Americans in the Pacific Northwest; AAS 310: Asian Americans in the Pacific Northwest (includes material on Asian Canadians in British Columbia)

Academic Activities:

Member, Diversity Studies Advisory Board, 2006-present.

Program Chair, "Impact of World War II on Japanese Americans and Japanese Canadians: Comparative and Contemporary Perspectives," Day of Remembrance Program, American Ethnic Studies, UW, 2010.

Member, Special Committee on Minority Faculty Affairs, UW, 2005.

Keynote Speaker, Civil Rights and Civil Wrongs: Aleut and Japanese American Incarceration during World War II: A Day of Remembrance symposium, 2004.

Chair and Discussant, "Boundaries of Asian American and Pacific Islander Women's History," Association for Asian American Studies, Toronto, March 2001.

Invited Panelist, "Claiming Pacific Northwest History for Women of all Races and Culture," Washington State University, 6 March 2000.

Recent Publications:

Nomura, G. and L. Fiset, eds. *Nikkei in the Pacific Northwest: Japanese Americans and Japanese Canadians in the Twentieth Century*. Seattle: UW Press, 2005.

Nomura, G. "Becoming 'Local' Japanese: Issei Adaptive Strategies on the Yakama Indian Reservation, 1906-1923," *Nikkei in the Pacific Northwest, Japanese Americans and Japanese Canadians in the Twentieth Century*. Seattle: UW Press, 2005.

Nomura, G. "Peace Empowers: The Testimony of Aki Kurose, a Woman of Color in the Pacific Northwest." *Frontiers: A Journal of Women Studies* 12. 3 (2001): 75-92.

Theses/Dissertations Supervised in the Last 5 Years: none

OZUBKO, CHRISTOPHER, Director, School of Art; Professor, Visual Communication Design (joined Center 1981)

Education: MFA, Cranbrook Academy of Art, 1981; BFA, University of Alberta, 1977

Research Specialization: typography and design history; international design education

Canada Experience: Alberta, British Columbia

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): Italian-1

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: n/a

Academic Activities:

Faculty Head, joint Ceramics Program with Emily Carr School of Art, present.

Faculty led, Study-in-Canada Course, Emily Carr University of Art + Design on Granville Island, 7 May 2010.

Field Course Grant, "Cross-Border Design Exposure—Facilitating Academic and Professional Interchange with the Emily Carr University, Vancouver," Canadian Studies Center, UW, \$1,200, 2009-10.

Presentation, "Icon and Transformation," Simpson Center for the Humanities, 2003-04.

Recent Publications: Work published in major design magazines and exhibited in Canada, Czech Republic, Finland, France, Germany, Japan, Poland, and the US.

Theses/Dissertations Supervised in the Last 5 Years: 6

Distinctions:

Wyckoff Milliman Endowed Chair in Art, 1996-present.

Faculty Director, UW Graduate School Medal Design, 2005.

Elected Fellow, American Institute of Graphic Arts, 2002.

PAUN, DOROTHY, Associate Professor, School of Environmental and Forest Sciences (joined Center 2001)

Education: PhD, Univ. of Oregon, 1993; MBA, Univ. of Leuven, 1984; BS, Univ. of Wisconsin, 1982

Research Specialization: financial statement analysis and performance review of the Canadian and US paper industry; finance, accounting, marketing, and management from a forest products perspective

Canada Experience: British Columbia, Alberta

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): none

Percentage Teaching/Research Dedicated to Canada: 75%

Canadian Content Courses Taught: CFR 519 Conducting and Publishing an Industry Performance Review; ESRM 320 Marketing and Management from a Sustainability Perspective; ESRM 321 Finance and Accounting from a Sustainability Perspective

Academic Activities:

Presentation, "US-Canada Fulbright Distinguished Chair Award and Visiting Professorship at the University of British Columbia," Western Hemisphere Fulbright Executive Directors Annual Meeting, Vancouver, 2009.

Research Poster, with grad students, "A 12 Country Analysis of the Forest Products, Chemicals, and Energy Industries," includes Canadian corporations, Washington Pulp and Paper Foundation, Seattle, May 2009.

Faculty led research seminar, College of Forest Resources 519: Conducting an Industry Performance Review, 2008.

Presentation, with graduate students, "An International Business Assessment of the Canadian and US Paper Industry: Foreign Sales and Production," Washington Pulp and Paper Foundation Annual Meeting, 2006.

Recent Publications:

Paun, D. "A Two Country Longitudinal Study of the Effect of Business Values on Firm Performance Convergence and Divergence in the Canadian and US Forest Product Industries." *Convergence and Divergence in North America Canada and the United States*. Eds. N. Fabbi, K. Froschauer, and S. Pell. Burnaby: Simon Fraser University, 2006.

Paun, D., et al. "Paper Industry Performance in the US and Canada." *Tappi Journal* 87.1 (2004): 56-60.

Theses/Dissertations Supervised in the Last 5 Years: 8

PAVIA, ROBERT, Affiliate Associate Professor, School of Marine and Environmental Affairs; Lecturer, Program on the Environment (joined Center 2014)

Education: PhD, UW, 1989; MS, Oregon State University, 1979, BS, University of Rhode Island, 1976

Research Specialization: risk communication during emergencies; application of science to decision making; risks to marine systems of spills involving unconventional oils; responding to human-caused and natural disasters; ecosystem-based management; application of observing system data to management

Canada Experience: British Columbia, Ontario, Québec

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): none

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: SMEA 514 Marine Pollution Management: Oil in the Arctic - Decision Making Under Conflict and Uncertainty: Exploring the Environmental and Human Dimensions of Risk from Oil in a Changing Arctic.

Academic Activities:

Faculty advisor to University of Washington Keystone projects, including: *Emerging Risks from Changes in Oil and Gas Production and Transportation in the U.S.*, 2012-13; *Using Social Media to Communicate Science: Exploring the Role of Information During Environmental Disasters*, 2011-12; and *The Role of Local Government in Oil Spill Preparedness and Response*, 2010-11.

Recent Publications:

Bostrom, J., R. Pavia, et al. "White Paper: Methods for communicating the complexity and uncertainty of oil spill response actions and the tradeoffs associated with various response options." Coastal Response Research Center. Univ. of New Hampshire. 2014.

Walker, Pavia, et al. "White Paper: Engaging the Stakeholder Community in Oil Spill Preparedness and Response." Coastal Response Research Center. Univ. of New Hampshire. 2014.

Crosby, S., et. al. "Transporting Alberta Oil Sands Products: Defining the Issues and Assessing the Risks." U.S. Dept. of Commerce, National Oceanic and Atmos. Admin. Technical Memorandum NOS OR&R 43. Seattle, WA: Emergency Response Division, National Oceanic and Atmospheric Administration. 2013.

Theses/Dissertations Supervised in Last 5 Years: 4

Distinctions:

Deputy Chair and member, Federal Interagency Joint Analysis Group for the Deepwater Horizon oil spill, review and analysis of deep subsurface dispersed oil transport and fate, 2010-present.

RAFTUS, DEBORAH, Romance Languages & Literatures Librarian, Latin American & Caribbean Studies Librarian at the UW Libraries (joined Center 2014)

Education: MLIS, UW, 2005; MA, French, Middlebury College, 2003; BA, University of Vermont, 1996

Research Specialization: Research skills and information literacy in Romance Languages and Literatures and Québécois studies

Canada Experience: British Columbia, Québec, Nova Scotia

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-3, Spanish-2, Italian-1

Percentage Teaching/ Research Dedicated to Canada: 25%

Canadian Content Courses Taught: Research skills workshop on Québécois literature and culture

Academic Activities:

Chair, Collection Development Working Group, Collaborative Initiative of French Language Collections (CINFAL), Center for Research Libraries, 2013-2016.

Recent Publications:

Raftus, Deb and Kathleen Collins. "Does the Reference Desk Still Matter? From Assessment to Innovation at the UW Libraries." *Rethinking Library Reference for Academic Libraries*. Eds. Carrie Forbes and Jennifer Bowers. Boulder, CO, 2014.

Theses/Dissertations Supervised in the Last 5 Years: n/a

Distinctions:

American Library Association Emerging Leader, 2007.

RHINES, PETER B., Professor of Oceanography and Atmospheric Sciences, School of Oceanography, 1984-present; Adjunct Professor, Aerospace Engineering Department, 2008-present (joined Center 2004)

Education: PhD, Cambridge University, 1967; MS, BS, Massachusetts Institute of Technology, 1964

Research Specialization: climate change and physics of deep convection in the Labrador Sea and Davis Strait; theory of the general circulation of the ocean and its waves and eddies; atmospheric and climate dynamics (particularly in the sub-polar oceans); sea-going projects in high-latitude climate change; lab experiments and numerical models in oceanography and geophysical fluid dynamics; computer data atlases

Canada Experience: British Columbia, Ontario

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): none

Percentage Teaching/Research that includes Canadian Content: 25%

Canadian Content Courses Taught: HONORS 222D Science for Honors Students III: Introduction to Energy and Environment—Life Under the Pale Sun

Academic Activities:

Member, Curriculum Committee, College of the Environment, 2011-present.

Scientific Advisory Board, Bipolar Atlantic Circulation, International Polar Year, U. of Bergen, 2007-present.

Presentation, "Subpolar Climate Dynamics," Haurwitz Memorial Lecture, American Meteorological Society, 2005.

Recent Publications:

Beaird, N.L., P.B.Rhines, and C.Eriksen. "Overflow waters at the Iceland-Faroe Ridge observed in multi-year Seaglider surveys." *J.Phys.Oceanogr*, 2013.

Häkkinen, S., P.B.Rhines and D. Worthen. "Northern North Atlantic sea-surface height and heat content variability." *J.Geophys.Res.*, 2013.

Häkkinen, S., P.B. Rhines et al. "Atmospheric blocking and Atlantic multi-decadal ocean variability." *Science*, 2011.

Rhines, P., R. Dickson, and J. Meincke. *Arctic-Subarctic Ocean Fluxes: Defining the Role of the Northern Seas in Climate*. Dordrecht: Springer, 2008.

Rhines, P., C. Eriksen, and H. Hatun. "Buoyant Eddies Entering the Labrador Sea Observed with Gliders and Altimetry." *Journal of Physical Oceanography* 37.12 (2007): 2838-54.

Theses/Dissertations Supervised in the Last 5 Years: 4

Distinctions:

Nobel Lecturer, University of Toronto, Department of Physics, 2014.

RICHARDS, LOUISE, Assistant Director, Odegaard Undergraduate Library; Fisheries and Oceanography Librarian (joined Center 2014)

Education: MLIS, UW, 1989; AM, University of Chicago, 1978; BA, UW, 1972

Research Specialization: Library research skills, Polar Regions collection development, introduction to research

Canada Experience: British Columbia, Alberta, Saskatchewan, Ontario, and Québec

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-2

Percentage Teaching/ Research Dedicated to Canada: 25%

Canadian Content Courses Taught: Research skills session for JSIS Task Force 2012 and 2013; Research skills session for Arctic as an Emerging World Region

Academic Activities:

Co-facilitator, Active Learning Classrooms Learning Community, UW Center for Teaching and Learning, 2014.

Paper, "How Active Learning Classrooms and Informal Learning Spaces Contribute to Student Engagement, Effective Teaching, and Coordinated Assessment," Library Assessment Conference, 2014.

Grant, Friends of the Libraries, to digitize translations archive of non-English language articles and early issues of Pacific Fisherman, \$4,652.20, 2009.

Recent Publications:

Richards, LM. 2012. CERF-Lit. Reference Reviews. 26(1): 33.

Richards, LM. 2012 National Wetlands Inventory. Reference Reviews. 26(4): 42-43.

Richards, LM. 2011. OzCoasts: Australian Online Coastal Information. Reference Reviews. 25(2): 48-49.

Richards, LM. 2011. Encyclopedia of Earth and Space Science. Reference Reviews. 25(4): 39-40.

Theses/Dissertations Supervised in the Last 5 Years: n/a

ROMAINE, SION, Acquisitions and Canadian Studies Librarian, Acquisitions and Rapid Cataloging Services (joined Center 2006)

Education: MAS, University of British Columbia, 2002; MLIS, University of British Columbia, 2001; BA, University of British Columbia, 1999

Research Specialization: Canadian Studies, Canada's aboriginal peoples (First Nations, Inuit, Métis), Arctic and Northern Studies

Canada Experience: British Columbia, Alberta, Yukon, Québec, Ontario

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-2

Percentage Teaching/Research Dedicated to Canada: 100%

Canadian Content Courses Taught: N/A

Academic Activities:

Chair, Alma Operations Group, UW, 2013-present.

Member, Collections Disaster Team, 2012-present.

Interim Vice-President, Association of Librarians of the UW, 2012.

Library Support Grant, Government of Canada, \$2,500, 2011-12.

Library Support Grant, Government of Canada, \$2,500, 2010-11.

Canadian Studies Library Support Program, Foreign Affairs and International Trade Canada, \$2,500, 2009-10.

Matching Library Grant, Government of Québec, \$500, 2009.

Board Member, Pacific Northwest Canadian Studies Consortium Annual General Meeting, Portland State University, 31 January 2009.

Library Support Program Grant, Foreign Affairs Canada, \$2,400, 2008-09.

Center Representative, Biennial Association for Canadian Studies in the United States-in-Canada Colloquium: Québec and Canada—400 Years of Challenges, Québec City, 13-16 November 2008.

Library Support Program Grant, Foreign Affairs Canada, \$2,000, 2007-08.

Theses/Dissertations Supervised in the Last 5 Years: n/a

RYAN, DENNIS M., Associate Professor Emeritus, Department of Urban Design and Planning; Director, Community and Environmental Planning Program (joined Center 1999)

Education: PhD, U. of Pennsylvania, 1976; MCP, U. of Pennsylvania, 1968; BA, Clemson University, 1966

Research Specialization: metropolitan regions and global economy; region between Seattle and Vancouver

Canada Experience: British Columbia, Ontario, Québec

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): Italian-1

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: URBDP 370 Reading the City

Academic Activities:

Editor, *Planning Cascadia*, American Planning Association, 2013.

P-I, The Creative Vitality Index Project, Washington State Arts Commission, Cascadia Region, 2012-13.

P-I, Puget Sound Regional Council's Vision 2040, Regional Design Team, Spring 2008.

P-I, The Urban Forum, 2006-08.

Editorial Board, *ARCADE: Journal for Architecture and Design in the Northwest*, 1994-2008.

Steering Committee Member, *Green Heart Initiative*, teaching/research on Seattle-Vancouver "Cascadia Pacific" metropolis, with Western Washington University and University of British Columbia, 2003-07.

Recent Publications:

Ryan, D. *Community, Environment and Planning Plumb Manual*. UW Dept. of Urban Design and Planning, 2004.

Theses/Dissertations Supervised in the Last 5 Years: 1

SPARKE, MATTHEW, Professor of Geography and International Studies; Adjunct Professor of Global Health; Director, Integrated Social Sciences (online undergraduate degree completion program to start in autumn 2014)

Education: PhD, U. of British Columbia, 1996; MA, U. of Oxford, Hertford College, 1994; MA, U. of British Columbia, 1991; BA, U. of Oxford, Hertford College, 1989 (joined Center 2014)

Research Specialization: globalization, geography, global health

Canada Experience: British Columbia

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: GEOG 575 Advanced Political Geography; GEOG 123 Intro to Globalization

Academic Activities:

Presenter, "Philanthrocapitalism, Global Health and the New Washington Consensus," presented at the School of Population and Public Health, University of British Columbia, 2013.

Co-P-I, Mellon Grant to organize "Climate Change, Global Health, Vulnerability and Resilience: Towards an Area Studies of Risk," \$40,000, 2013.

Presenter, "Love and other cross-border drugs: What do Canada-US ties tell us about citizenship and the Occupy movement?" part of Fluid Culture Project, SUNY Buffalo, 2011.

Presenter, "Contemplating Cascadia and Questions 'Beyond the Border'," Border Policy Research Group at the Canada America Studies Center, Western Washington University, Bellingham, 2011.

Presenter, "Imaginative Geographies of Global Health," Department of Geography, University of Victoria, 2010.

Presenter, "U B Critical: 1984, Hope and the Challenge of Making Geography Critical," part of fifty years celebrations of UBC Geography in Vancouver, 2009.

Presenter, "Putting the 'bio' back into biopolitics: Reflections on the changing geography of health citizenship amidst globalization," presented at the University of Victoria, Canada, 2009.

Recent Publications:

Sparke, M. and Katharyne Mitchell. *The New Washington Consensus: Global Health, Education, and the Rise of Philanthrocapitalism*. Oxford: Oxford University Press. Forthcoming.

Sparke, M. and D. Anguelov, "H1N1, Globalization and the Epidemiology of Inequality," *Health & Place* 18, 2012.

Sparke, M. *Introduction to Globalization*. Oxford: Blackwell, 2012.

Sparke, M. "Mapped Bodies and Disembodied Maps: (Dis)placing Cartographic Struggle in Colonial Canada," *Places Through the Body*. Eds. Heidi J. Nast and Steve Pile. New York: Routledge, (1998): 305 - 336.

Theses/Dissertations Supervised in the Last 5 Years: 15

Distinctions:

Awardee, Teaching Excellence, Pan-Hellenic Association, UW, 2012.

Awardee, Excellence in Teaching, Henry M. Jackson School of International Studies, UW, 2010.

STERN, HARRY L., Mathematician, Polar Science Center, Applied Physics Laboratory (joined Center 2013)

Education: Post-masters study, UW 1982-1986; MS, UW, 1982; BS, Stanford University, 1980

Research Specialization: Arctic sea ice using satellite data; habitat of polar bears and narwhals in Baffin Bay

Canada Experience: British Columbia, Nunavut, Newfoundland

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-2

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: N/A

Academic Activities:

Member, RADARSAT Geophysical Processor System (RGPS) User Working Group.

Committee Member, FLAS Fellowship, Canadian Studies Center, UW, 2014-15.

Associate Editor, *Journal of Geophysical Research – Oceans*, 2007-2010.

Member, American Geophysical Union.

Recent Publications:

Stern, Harry. "Sea Ice in the Western Portal of the Northwest Passage from 1778 to the 21st Century." *Arctic Ambitions: Captain Cook and the Northwest Passage*, UW Press, forthcoming 2014.

Yu, Y., H. Stern, et al. "Interannual Variability of Arctic Landfast Ice between 1976 and 2007." *J. Climate*, 2014.

Geilhufe, M., H.L. Stern, et al. "Two-dimensional wavelet variance estimation with application to sea ice SAR images." *Computers & Geosciences*, 2013.

Laidre, K., H. Stern, et al. "Females roam while males patrol: Divergence in breeding season movements of pack-ice polar bears." *Proceedings of the Royal Society*, 2012.

Theses/Dissertations Supervised in the Last 5 Years: N/A

Distinctions:

Editor's Citation for Excellence in Refereeing, *J. Geophys. Res.*, 2007.

THOMPSON, JACK, Principal Lecturer and Faculty, Health Services, School of Public Health; Director,

Northwest Center for Public Health Practice, 2000-08 (joined Center 2005)

Education: MSW, UW, 1976; BA, Wabash College, 1969

Research Specialization: public health practice; policy, organizational development and management; comparative health care delivery in Canada and the US

Canada Experience: British Columbia

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): German-1

Percentage Teaching/Research Dedicated to Canada: 35%

Canadian Content Courses Taught: HSERV 493 Senior Study; HSERV 501 Public Health Practice at the Local Level; HSERV 511A Introduction to Health Services and Public Health; HSERV 480 Introduction to Public Health

Academic Activities:

Attended, West Coast Canadian Association of Community Health Centres Summit, Vancouver, BC, April 2014.

Presentation, "Collaborative Opportunities with the Northwest Center," UW, 2009.

Respondent, "Re-Imagining Health – What We Can Learn from Canada," 4th Annual Canadian Studies Graduate Student Symposium, UW, 17 April 2009.

Presentation, The Fourth Annual Public Health Symposium: US/Canada Academic Collaboration in the Pacific Northwest, 9-10 January 2009.

Public Health Leader of the Year Award, Washington State Public Health Association, 2008.

Chair, Third Annual Population Health and Cross-Border Collaboration Symposium, January 2008.

Committee Member, FLAS Fellowship, Canadian Studies Center, UW, 2007-08.

Planning Committee, 4th Annual Cross Border Public Health Collaboration, 2007.

Symposium Chair, "Operationalizing Population Health: How can the UW School of Public Health and the University of British Columbia Work Together to Create a Common Research Agenda?" November 2005.

Recent Publications:

Thompson, J., et al. "Assessing Regional Public Health Preparedness: A New Tool for Considering Cross-Border Issues," *Journal of Public Health Management and Practice* 14.5 (2008): 15-22.

Theses/Dissertations Supervised in the Last 5 Years: none

VERNEZ MOUDON, ANNE, Professor, Department of Urban Design and Planning; Professor, Architecture; Professor, Landscape Architecture; Adjunct Professor, Civil and Environmental Engineering; Adjunct Professor, Epidemiology; Director, Urban Form Lab, Urban Design and Planning (joined Center 1982)

Education: Dr es Sc, École Polytechnique Fédérale de Lausanne, 1987; BArch, U. of California, Berkeley, 1969

Research Specialization: comparative urban forms in Canada and the US; urban form/environment and transportation; urban form/environment and health (nutrition and physical activity)

Canada Experience: Québec, British Columbia

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-3; German-1; Spanish-3

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: URBDP 479 Urban Form; URBDP 576 Pedestrian Travel & Land Use

Academic Activities:

Member, Search Committee for the Dean of the College of Built Environments, UW, 2013-14. Program, *Québec en Forme, International Children Active Transportation Workshop*, Montreal, 2009.

Lecture presentation, "Safe Route to School Program", Québec en Forme, 2009.

Lecture, "The US Federal Safe Routes to School," International Active Transportation Workshop, Montreal, 2009.

Recent Publications:

Vernez Moudon, A., et al. "Characterizing the food environment: Pitfalls and future directions." *Public Health Nutr.* 16.7 (2013):1238-1243.

Berke, E. and A. Vernez-Moudon. "Built Environment Change: health-enhancing behavior through environmental policy and health research." *Journal of Epidemiology and Community Health.* Jan 2014.

Vernez Moudon, A. "Neighborhood Design and Physical Activity." *Building Research and Information* 36.5 (2012).

Vernez Moudon, A., P. Hurvitz, and L. Lin. *Managing Pedestrian Safety II: A Case-Controlled Study of Collision Locations on State Routes in King County and Seattle, Washington.* Seattle: Transportation Northwest, 2008.

Theses/Dissertations Supervised in the Last 5 Years: 9

Distinctions:

National Advisor, Robert Wood Johnson Foundation, Active Living Research Program, 2001-12.

WAGNER, FRITZ, Research Professor, Department of Urban Design and Planning (joined Center 2007)

Education: PhD, UW, 1974; MSc, UW, 1970; BSc, Michigan State, 1964

Research Specialization: land use/legal aspects of urban planning to health policy across urban and rural communities; comparative urban planning in Canada, US, and Mexico

Canada Experience: British Columbia, Alberta, Saskatchewan, Ontario, Québec, Manitoba

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): none

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: L ARCH 495 Landscape Architectural Studies Abroad: Comparative Urban Planning and Design: Québec, Canada and the US

Academic Activities:

Adjudication Committee, Killam Fellowships Programs, Fulbright Canada, 2012-15.

Invited Speaker, rebuilding cities after a disaster, Université Laval, Québec City, Jan 2014.

Co-P-I, Québec & Nunavik Arctic Policy Symposium, Government of Québec, \$25,000, 2012-14.

Co-P-I, Task Force on Arctic Security Professor, Government of Québec, \$20,000, 2013-14.

Faculty led, Study-in-Canada Course, URBDP 498 Summer Course to French Canada, June 2011.

Lecture, "The Cultural Context of Urban Planning and Design," Université Laval, Québec City, 2009.

Recent Publications:

Wagner, F. *Distressed Global Cities: Policies and Programs for Improvement.* Ashgate, forthcoming.

Wagner, F. and R. Caves. *Creating Livable Communities: Tools for Transformation.* Routledge Press: 2012.

Wagner, F., M. Carrier and R. Cabana. *Revitalisation des Quartiers Centraux et Historiques en Amérique du Nord.* Québec City, QC: Université Laval, 2012.

Theses/Dissertations Supervised in the Last 5 Years: 6

Distinctions:

Adjudicator, Killam Foundation, Ottawa, 2012-13.

WATTS, RICHARD, Chair and Associate Professor, French and Italian Studies (joined Center 2014)

Education: PhD, Yale University, 1998; BA, University of California at Santa Barbara, 1989

Language Pedagogy Training:

PhD in French with extensive pedagogical training; 20 years experience in teaching French.
Seminar, "Cinema in the Language Class," UW, 2014.

Language Pedagogy Webinar Series, L'Education Nationale, 2013-14.

Research Specialization: Colonial and Postcolonial Francophone literatures and cultures

Canada Experience: Québec, New Brunswick

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-3, Spanish-2

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: FRENCH 307 Francophone Literatures and Cultures

Academic Activities:

Committee Member, FLAS Fellowship, Canadian Studies Center, UW, 2012-13.

National Endowment for the Humanities, Summer Stipend, 2011.

Research Fellow, University of Washington Simpson Center for the Humanities, 2009-10.

Rockefeller Bellagio Center Fellowship, 2010.

Recent Publications:

Watts, Richard. *Water Narratives: Imagining Global Environmental Change in the Francophone Post/Colonial World*. Forthcoming 2014.

Watts, Richard. "Poisoned Animal, Polluted Form: Chamoiseau's Birds at the Limits of Allegory." *Pacific Coast Philology* (2012): 177-193.

Watts, Richard. "Francophone Postcolonial Studies With(out) Ecocriticism." *Bulletin of Francophone Postcolonial Studies* 1.2 (2010): 1-2.

Theses/Dissertations Supervised in the Last 5 Years: 5

WILDERMUTH, TODD A., Director of Environmental Law Initiatives and Scholar in Residence, School of Law;
Part-time lecturer, Program on the Environment, (joined Center 2012)

Education: PhD, University of Illinois, Urbana-Champaign, 2008; MS University of Illinois, Urbana-Champaign, 1999; BS, Northwestern University, 1997

Research Specialization: environmental planning and permitting; climate change communications; environmental justice; comparative legal studies of Canada and US

Canada Experience: British Columbia, Alberta, Ontario

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-1, Danish-1

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: ENVIR 495C, Environmental Planning and Permitting; ENVIR 497B,
(Un)Making a Green Argument

Academic Activities:

Engaged in sponsoring a Canadian visiting lecturer to the UW School of Law Global Speaker Series, \$1000
(annual), 2012-present.

Committee Member, FLAS Fellowship, Canadian Studies Center, UW, 2014-15.

Participant, Northern Studies Field Tour, sponsored by the Pacific Northwest Canadian Studies Consortium and the
Canadian Studies Center, Henry M. Jackson School of International Studies, July 21-28, 2013.

Delegate, Energy and Environment Study Tour to Alberta, sponsored by Canadian Consulate and the Government of
Alberta, August 28-30, 2012.

Recent Publications:

Wildermuth, T. "David R. Boyd – Environmental Law in Canada." *Canadian Studies Center Newsletter*. Seattle:
Canadian Studies Center, May 2013.

Wildermuth, T. "Tar Sands? Oil Sands? Two of U.W. Delegate Travel to Northern Alberta," *Canadian Studies
Center Newsletter*. UW. October 2012.

Theses/Dissertations Supervised in Last 5 Years: 2

WILLSON, MARGARET, Affiliate Assistant Professor, Anthropology (joined center 2013)

Education: PhD, London School of Economics, 1989; M. Phil, London School of Economics, 1985; MA, Western Washington University, 1982; BA, Western Washington University, 1980

Research Specialization: subsistence in coastal communities; fisheries politics and practices; gender and sexuality; constructions of inequality; international development; ethnographic film; the Arctic and Polar regions including Iceland, Canada, and Australia

Canada Experience: British Columbia, Alberta, Newfoundland

Foreign Language Competence: Portuguese-3; Icelandic-2; French-1; Spanish-1; Tok Pisin (Papua New Guinea)-1; Mandarin-1; Scots Gaelic-1; Mongolian-1

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught:

Biennial study-in-Arctic course to Iceland

Academic Activities:

Faculty, Field Course to Northern British Columbia, Prince George, B.C., 2013.

Writing Grant, for book on Icelandic fisherwomen, American Association for University Women, 2013.

Grant, for fieldwork on commercial fisherwomen in Iceland, National Geographic Society, 2012-13.

Grant, for fieldwork in Iceland, Wenner-Gren Foundation for Anthropological Research, 2010.

Recent Publications:

Tryggvadóttir H. and M. Willson. "Recognized Seaworthy: Resistance and Transformation among Icelandic Fisher Women." *At Home on the Waves*. Eds. Tanya King et al. New York: Berghahn Books. Forthcoming.

Gunnlaugsdóttir. B. and M. Willson. "Resilience in Rural Iceland." *Canary in the Global Coalmine: How Neoliberals Cause the Icelandic Meltdown*. Boulder: University of Colorado Press. Forthcoming 2014.

Willson, M. "Icelandic Fisher Women's Experience: Implications, Social Change, and Fisheries Policy." *Ethnos: Journal of Anthropology*. Web. 2013.

Thesis/Dissertations Supervised in Last 5 Years: n/a

WOODGATE, REBECCA, Senior Principal Oceanographer, Polar Science Center, Applied Physics Laboratory; Associate Professor, Oceanography (joined the Center 2014)

Education: PhD, University of Oxford, 1994; BA, University of Cambridge, Christ's College, 1990

Research Specialization: physical oceanography, specializing in polar research, circulation of Arctic Ocean, interactions between sea-ice and the ocean, and role of polar oceans in climate

Canada Experience: British Columbia, Alberta, Saskatchewan, Ontario, Québec, Nova Scotia, Nunavut

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): German-3, French-2, Inupiat-1

Percentage Teaching/Research Dedicated to Canada: 100%

Canadian Content Courses Taught: OCEAN 482/508 The Changing Arctic Ocean, OCEAN 235 Arctic Change

Academic Activities:

Member, UW Future of Ice Task Force and UW Arctic Minor Committee, 2012-present.

Co-Chair, Minor in Arctic Studies, Canadian Studies Center, 2012-present.

Steering Committee, Arctic Research Fellows, Canadian Studies Center, 2012-present.

Co-chair, session at Montreal International Polar Year Conference, 2012.

Member, National Academies Committee on the Future of Arctic Sea-ice Research & Forecasting, 2011-12.

Member, Arctic Subarctic Ocean Fluxes Science Steering Committee, 2009-present.

Panelist, panel convened by Executive Office of the President for Development of a conceptual model of the Arctic Marine Ecosystem, 2013.

Invited keynote speaker, Gordon Conference on Coastal Oceanography, June 2013.

Invited speaker, Women's International Shipping and Trade Association meeting, 2013.

Invited keynote speaker, Gordon Conference on Polar Science, Spring 2011.

Recent Publications:

Woodgate, R.A. "Arctic Ocean Circulation—Going Around at the Top of the World," invited paper for Nature Education Knowledge Project, 2013.

Woodgate, R. A., et al. "Observed increases in Bering Strait oceanic fluxes from the Pacific to the Arctic from 2001 to 2011 and their impacts on the Arctic Ocean water column," *Geophys. Res. Lett.*, 2012.

Theses/Dissertations Supervised in the Last 5 Years: 4

WRIGHT, MARY C., Senior Lecturer, Department of American Indian Studies; Senior Lecturer, Department of History (joined Center 2002)

Education: PhD, Rutgers University, 1996; MA, Portland State University, 1973; BSc, Portland State Univ., 1971

Research Specialization: Native American and First Nations; Métis women; history of Aboriginals in the Pacific Northwest; gender issues; colonization; Plateau and Columbia River peoples

Canada Experience: British Columbia, Ontario

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): none

Percentage Teaching/Research Dedicated to Canada: 35%

Canadian Content Courses Taught: AIS 202 Contemporary Indians, Gaming and Casinos; AIS 240 Native North American Women; AIS 435 Spiritual Encounters

Academic Activities:

Presentation, "Spirit Rocks: Histories Spoken and Stolen" conference, includes Plateau peoples and First Nations in Canada, Plateau Center for American Indian Studies, Washington State University, 11-13 May 2009.

Research Paper, "Building a Place for the People: Indigenous Women as Builders on the Pacific Northwest Plateau University," Western Association of Women Historians, Portland, 2001.

Recent Publications:

Wright, M. "The Woman's Lodge: Constructing Gender on the Nineteenth-Century Pacific Northwest Plateau," *In the Days of Our Grandmothers: A Reader in Aboriginal Women's History in Canada*. Eds. M. Kelm and L. Townsend. Toronto: University of Toronto Press, 2006. 251-69.

Wright, M. "The Women's Lodge: Constructing Gender on the Nineteenth-Century Pacific Northwest Plateau." *Frontiers: A Journal of Women's Studies* 24.1 (2003):1-18.

Theses/Dissertations Supervised in the Last 5 Years: none

Distinctions:

Fellow, International Canadian Studies Institute, Pacific Northwest Canadian Studies Consortium, 2007.

WRIGHT, ROBIN K., Professor, School of Art, Division of Art History; Curator of Native American Art, Burke Museum; Director, Bill Holm Center for the Study of Northwest Coast Art (joined Center 1987)

Education: PhD, UW, 1985; MA, UW, 1977; BA, UW, 1971

Research Specialization: Native American; First Nations; Haida art and history

Canada Experience: British Columbia, Ontario, Alberta, Manitoba, Québec

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-1

Percentage Teaching/Research Dedicated to Canada: 50%

Canadian Content Courses Taught: ANTH 331/ART H 331 Native Art of the Pacific Northwest Coast; ART H 434 Art and Ceremony in Northwest Coast Native Art; ART H 520A Topics in Tribal Art; ART H 533 Seminar in North American Native Art

Academic Activities:

Grant, National Endowment for the Art, to enhance Coast Salish educational resources, \$30,000, 2012-13.

Principal Investigator, *Simpson Center for the Humanities Grant*, for Current Research on Indigenous Representation at the Alaska-Yukon-Pacific Exposition symposium, \$5,000, 2009.

Grant, for Boas Film Project, Quest for Truth Foundation, \$10,000, 2009.

Principal Investigator, "Skidegate Haida House and Pole Models for the World's Columbian Exposition," National Endowment for Humanities (NEH) Exhibit Planning Grant, \$39,999, 2006-08.

Senior Fellowship, Canadian Embassy, "Haida House Models from Skidegate, British Columbia," \$12,600, 2004.

Recent Publications:

Wright, R. *Charles Edenshaw*. London and Vancouver: Blackdog Publishers and Vancouver Art Gallery, 2013.

Wright, R., K. Bunn-Marcuse, eds. *In the Spirit of the Ancestors: Contemporary Northwest Coast at the Burke Museum*. Seattle: Bill Holm Center and UW Press, 2013.

Wright, R. "Zacherias and the Chicago Settee," *American Indian Art Magazine* 35.1 (2009): 68-75.

Theses/Dissertations Supervised in the Last 5 Years: 8

Distinctions:

Award for Achievement in Research, Canadian Museums Association, for exhibition "Charles Edenshaw," 2014. Finalist, BC Book Prize, for *Charles Edenshaw*, 2014.

Honor Award for Lifetime Contributions to the Study of Native American Art, Native American Art Studies Association, 2011.

Timeless Award, UW College of Arts and Sciences, for a lifetime of contributions and accomplishments, 2011-12.

YEE, SHIRLEY J., Professor, Department of Gender, Women, & Sexuality Studies; Professor, Department of History; Professor, Department of American Ethnic Studies (joined Center 1990)

Education: PhD, Ohio State University, 1987; MA, Ohio State University, 1983; BA, University of Scranton, 1981

Research Specialization: North American women's history; African-American and Canadian history; race, gender, and class in North America; social history

Canada Experience: British Columbia; Ontario

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): none

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: HSTAA 373/GWSS 383 Social History of American Women to 1890; HSTAA 374/GWSS 384 Social History of American Women in the 20th Century; WOMEN 490 The Politics of Genealogy: Writing the History of Family in North America

Academic Activities:

Co-Chair, "Testing Boundaries, Reaching for Change, Pacific Northwest Women and the Law," *Pacific Northwest History Conference*, Spokane, Washington, 5 November 2010.

Recent Publications:

Yee, S. *Interethnic and Interracial Encounters in New York before 1930*. Philadelphia: Temple U. Press, 2011.

Yee, S. "Gender Ideology and Black Women as Community-Builders in Ontario, 1850-70," *American Dreaming, Global Realities: Rethinking US Immigration History*. U. Illinois Press, 2006.

Yee, S. *Rethinking Canada: The Promise of Women's History*. Toronto: Oxford Univ. Press, 2002.

Theses/Dissertations Supervised in the Last 5 Years: 3

Distinctions:

Finalist, Distinguished Teaching Award, UW, 2008.

Senior Faculty Fellow, UW Teaching Academy, 2003.

Humanities Alumni Award of Distinction, 19th century black emigration from US to Canada, Ohio State U., 2000.

CANADIAN STUDIES CENTER STAFF

BANEL, ANDREA, Student Assistant

Education: Master of Public Affairs, Candidate, UW, 2016; BA, International Studies, UW, 2013

Experience: 2 years as a Resident Adviser, 1 year in non-profit support

Canada Experience: British Columbia

Contributions to Strength of Program: office support for Canadian Studies Center, write articles for Center newsletter; Annie has loved Canada ever since traveling to the Peace Arch in Blaine with her Girl Scout Troop to exchange swaps with Girl Guides

COOK, MARION, Program Manager (0.5 FTE), appointed 1994

Education: AD, Edmonds Community College

Experience: 10 years with the UW School of Nursing; 5 years with the Russian, East European, and Central Asian Program; 14 years with Middle East Studies Center; 14 years with Canadian Studies Center

Canada Experience:

Contributions to Strength of Program: maintains faculty, student and community listservs; facilitates direct communication with faculty/students; handles outreach program registrations; maintains mailing lists; provides all data for annual grant reporting; some supervision of work study students; oversees basic office management

FABBI, NADINE, Associate Director

(See faculty bio)

KEO, MONICK, Webmaster, Arctic Minor Program Coordinator

Education: BA, Japan Studies, Minor, Japanese language, UW, 2013

Experience: 4 years with the Canadian Studies Center

Canada Experience: British Columbia

Contributions to Strength of Program: Maintain events, faculty, students, course lists/ logs; manage website; administrative tasks; organize events; conference scheduling; newsletter editor

TABADERO, CHRISTINE, Student Assistant

Education: BA, Political Science, UW, expected 2013

Experience: 3 months with the Canadian Studies Center

Canada Experience: British Columbia

Contributions to Strengths of Program: course lists; general office support; other duties as assigned

YU, EMILY, Student Curator

Education: BA, UW, expected June 2016

Experience: 1.5 years as intern with Canadian Studies Center

Canada Experience: British Columbia

Contributions to Strength of Program: organizes art and cultural exhibitions for display in UW Libraries; organized display of "Foodland Security" photography exhibit by Barry Pottle, Canadian Inuk, May1-June 3, 2013

CANADIAN STUDIES CENTER CO-LEADS, ADVISERS & PARTNERS FOR GRANT ACTIVITIES

Quality of Staff Resources – The UW has adequate staffing for our activities thanks to the dedication and involvement of faculty from a variety of departments, professional schools, and the library who provide leadership and advising for many proposed grant activities. Off-campus partners enable the UW to build successful collaborative relations with experts and Title III institutions.

Non-Language Instruction Program

JSIS 400-level/BEDUC 400-level: *International & Indigenous Educational Policies*

Cherry Banks, Professor, Education Program, UW Bothell

Bradley S. Portin, Professor, Education Program

Tamara Leonard, Associate Director, Center for Global Studies, JSIS, UW

JSIS 200-level/ARCTIC 200-level/HONORS 220B/Ida B. Wells curriculum: *Climate Change: Science & Human Rights*

Julie Villegas, Associate Director, UW Honors Program

Robert Pavia, Affiliate Associate Professor, School of Marine and Environmental Affairs; Lecturer Program on the Environment

Philip Shekleton, Associate Director, Center for West European Studies

Paulette Thompson, Faculty, UW Ida B. Wells School for Social Justice @ UW

Rogelio Rigor, Faculty UW Ida B. Wells School for Social Justice @ UW

JSIS 495/ARCTIC 400-level: *North American Chairmanship of the Arctic Council*

Donat Savoie, Special Advisor, Office of the President, Makivik Corporation, Nunavik, Québec

Joël Plouffe, Doctoral Candidate, l'Université de l'administration publique, Montréal, Québec

JSIS 400-level/ARCTIC 400-level/UArctic BCS 400-level: *Arctic Leadership Program*

Donat Savoie, Special Advisor, Office of the President, Makivik Corporation, Nunavik, Québec

Outi Snellman, Director of International Relations, University of the Arctic, University of Lapland, Finland

John C. Eichelberger, Dean of the Graduate School and Interdisciplinary Programs, University of Alaska, Fairbanks; Vice President Academic, University of the Arctic

Pete Pinney, Associate Vice Chancellor for Rural, Community and Native Education, University of Alaska, Fairbanks

Graduate Certificate: *Law, Rights & Governance in the Arctic*

Saadia Pekkanen, Associate Director, JSIS; Director, JSIS Ph.D. Program

Jennifer Butte-Dahl, Director, JSIS Master's Degree in Applied International Studies

The Living Breath of Wəłəbʔaltxʷ: Indigenous Ways of Knowing

Charlotte Coté, Co-Chair Symposium; Associate Professor, American Indian Studies, UW

Dian Million, Co-Chair Symposium; Associate Professor, American Indian Studies, UW

Native Organization of Indigenous Scholars Annual Graduate Research Symposium

Augustine McCaffery, Senior Academic Program Specialist, Native American Initiatives, Graduate School, UW

Language Instruction Program

FRENCH 299: *L'histoire du Québec, culture, langue et questions contemporaines*

Hedwige Meyer, Senior Lecturer; Coordinator, Teaching Assistant Program, Department of French and Italian Studies

Hélène Collins, Professor; Coordinator, French 200-300 courses, Department of French and Italian Studies

Deborah Raftus, Romance Languages & Literature Librarian

Marie-Claude Tremblay, Coordinator, Student Exchanges and Agreements, International Office, l'Université Laval, Québec City

ARCTIC 101-103/Nunavut Arctic College 101-103: *Inuktitut: Canadian Inuit Language*

ARCTIC 201-203/Nunavut Arctic College 201-203: *Inuktitut: Canadian Inuit Language*

Paul Aoki, Director, UW Language Learning Center

Russ Hugo, Ph.D. Candidate, Linguistics, Staff Associate, UW Language Learning Center
Mick Mallon, Inuktitut Instructor
Alexina Kublu, former Languages Commissioner for Nunavut, Canada
Eric Corneau, Dean, Nunatta Campus, Nunavut Arctic College, Iqaluit, Nunavut, Canada
Siôn Romaine, UW Canadian Studies Librarian

Outreach – K-12

Washington State Council for the Social Studies Annual Leadership Retreat

Mary Bernson, Director, East Asia Resource Center, JSIS, UW
Judith Henchey, Special Assistant to the Dean of University Libraries for International Programs
Siôn Romaine, UW Canadian Studies Librarian

Outreach – Postsecondary

Community College Master Teacher Institute

Tamara Leonard, Chair, Community College Master Teacher Institute; Associate Director, Center for Global Studies, JSIS, UW
Judith Henchey, Special Assistant to the Dean of University Libraries for International Programs

Outreach – Business, Media, General Public

Future of Ice annual program

Eric Steig, Director, *Future of Ice*; Professor, Earth and Space Sciences, UW
Future of Ice Task Force (C. Bitz, Atmospheric Sciences; J. Deming, Oceanography; B. Fitzhugh, Anthropology; A. Schweiger, Polar Science Center; L. Thompson, Program on Climate Change; R. Woodgate, Applied Physics Laboratory)

Canada Fulbright Visiting Chair in Arctic Studies Annual Lecture

Future of Ice Task Force (see above)

Law & Policy in an Increasingly Interconnected World lecture series

Todd A. Wildermuth, Ph.D., Director of Environmental Law Initiatives; Policy Director, Regulatory Environmental Law and Policy Clinic, University of Washington School of Law
Dana Raigrodski, Executive Director, Global Affairs Law Lecturer & Director, General LL.M. Program, University of Washington School of Law

Seattle International Film Festival: Canadian Documentary Film sponsorship

Tikka Sears, Outreach Coordinator, Southeast Asia Center, JSIS, UW
Judith Henchey, Special Assistant to the Dean of University Libraries for International Programs

Arctic Geopolitics Summer Institute for Practitioners & Scholars

Kristi Roundtree, East Asia Center, JSIS, UW
Kristin Aoyama, Director, Center for International Business Education and Research, Foster School of Business
David Biette, Director, Canada Institute, Woodrow Wilson International Center for Scholars
Matt Morrison, Director, Pacific Northwest Economic Region

Research

Indigenous Worldviews in Education Conference, peer-reviewed paper

María Elena García, Associate Professor/Director, Comparative History of Ideas, UW
José Antonio Lucero, Associate Professor, Henry M. Jackson School of International Studies Chair, Latin American and Caribbean Studies, UW
Dian Million, Co-Chair Symposium; Associate Professor, American Indian Studies, UW
Cash Anhenakew, Assistant Professor, Educational Leadership and Policy Studies, University of British Columbia

Québec & Nunavik Arctic Policy Dialogue Conference, edited book

Joel Heath, Canada Fulbright Visiting Chair in Arctic Studies, 2014-15
Donat Savoie, Special Advisor, Office of the President, Makivik Corporation, Nunavik, Québec
Joël Plouffe, Doctoral Candidate, l'Université de l'administration publique, Montréal, Québec

JSIS LEADERSHIP

KASABA, REŞAT, Director, Jackson School of International Studies

Education: PhD, State University of New York at Binghamton; MA, State University of New York at Binghamton; BS, Middle East Technical University, Ankara, Turkey, 1976

Research Specialization: economic history, state-society relations, migration, ethnicity and nationalism, and urban history of the Ottoman Empire and Turkey with a focus on Izmir; transformation of the Ottoman Empire and modern Turkey in the nineteenth and twentieth centuries; modern Turkey and state-society relations in the Middle East from a historical perspective

Canada Experience: British Columbia, Québec

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): Turkish-3, French-3, Ottoman Turkish-3

Percentage Teaching/Research Dedicated to Canada: 0%

Canadian Content Courses Taught: none

Academic Activities:

Member, Review Committee for UW Law School, Winter 2013

Chair, Selection Committee for the Fuad Köprülü Award of the Turkish Studies Association for the Best Book in Turkish Studies, 2010-12

Chair, External Review Committee for the Department of Near Eastern Studies, Princeton University, Spring 2012

Member, Provost's Search Advisory Committee for Vice Provost of Global Affairs, Fall 2012

Member, President's Provost, Fall 2011

Recent Publications:

Kasaba, Reşat. "The Friend of the Fallen," Barbara Earl Thomas and Kathryn Hubbard, eds. *Bearing Witness to Another Place: James Baldwin in Turkey*. Seattle: University of Washington Press, 2012, pp. 25-29.

Kasaba, Reşat. "Nomads and Tribes in the Ottoman Empire." Christine Woodhead, ed. *The Ottoman World*. London and New York: Routledge, 2012, pp. 11-24.

Kasaba, Reşat. *A Moveable Empire: Ottoman nomads, Migrants, and Refugees*. Seattle: UW Press, 2009.

Kasaba, Reşat, ed. *Cambridge History of Turkey, Vol. IV*. Cambridge: Cambridge University Press, 2008.

Theses/Dissertations Supervised in the Last 5 Years: 18 Ph.D.; 5 MA

Distinctions:

M. Fuat Köprülü Book Prize, Turkish Studies Association, 2010.

President, Turkish Studies Association, 2008-2010.

PEKKANEN, SAADIA, Associate Director and Job & Gertrud Tamaki Professor, Jackson School

Education: MSL, Yale Law School, 2004; PhD, Harvard University, 1996; Diploma in Quantitative Methods of Social Research, University of Michigan, 1995; Diploma in Japanese, Inter-University Center for Japanese Language, 1993; MIA, Columbia University, 1988; BA, Richmond University, 1986

Research Specialization: Asian countries' activities in the Arctic and implications for governance issues; International Relations and Foreign Policy; International Law; Space Security and Policy; and the International Relations of Japan/Asia

Canada Experience: British Columbia

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): Japanese-3, French-3

Percentage Teaching/Research Dedicated to Canada: 10%

Canadian Content Courses Taught: none

Academic Activities:

Presenter, ARCTIC 498 on Asian Powers and the Arctic as an Emerging Region, Fall 2013

Recent Publications:

Pekkanen, S, ed. "Agents of Design: How and Why Asian States Construct the External Institutions They Do." *Asian Designs: Risen Powers and the Struggle for International Governance*. (in manuscript).

Pekkanen et al. "The International Relations of Asia." *The Oxford Handbook of the International Relations of Asia*, eds. Pekkanen, Ravenhill, Foot. Oxford University Press, 2014.

Pekkanen, S. "Japan in Asia's Space Race: Directions and Implications." SITC-NWC Policy Brief 2013-7, Study of Innovation and Technology in China (SITC), University of California Institute on Global Conflict and Cooperation (IGCC) and United States Naval War College (SITC-NWC, April 2013).

Theses/Dissertations Supervised in the Last 5 Years: none

Distinctions:

Job and Gertrud Tamaki Professor, Jackson School of International Studies

Member, Japan-US Friendship Commission (JUSFC)

JSIS OFFICE OF ACADEMIC SERVICES

BUTTE-DAHL, JENNIFER, Director, Master of Arts in Applied International Studies (1 FTE), appointed 2013

Education: MS, Georgetown University, 2004; BS, Purdue University, 1997

Foreign Language Competence: Arabic-3, Portuguese-2, Spanish-2

Experience: 6 years experience at the U.S. Department of State; 3 years experience as an independent consultant; 1.5 years experience as Head of Alliances at Nokero International

Canada Experience: British Columbia, Québec, Ontario, Manitoba

Contributions to Strength of Program: designing new accelerated MAAIS degree that combines the Jackson School's area studies expertise with the strategic location and pioneering leadership of the city of Seattle; The MAAIS program is a new program designed for students with at least 5 years professional career experience

CHARLTON, JOHN, Director of Career Services & Alumni Relations, (1 FTE), appointed 2013

Education: MA, UW, 2011; BA, University of Durham, 2003

Experience: 1 year experience as Educational Programs Coordinator at Consulate General of Japan, San Francisco; 1 year experience as Manager of Community Programs at Foundation for International Understanding Through Students; 3 years experience of Manager of Education Programs at Hyogo Business and Cultural Center

Canada Experience: Nova Scotia, New Brunswick, Ontario, British Columbia

Contributions to Strength of Program: manage all operations of the JSIS Career Services Office, serving over 600 undergraduate and graduate students; career advising; programming on internationally-focused career exploration and professional development; assist with administration fro JSIS PhD program. John has traveled extensively in Canada; His favorite trips were to Halifax and New Brunswick; He plans to visit Ottawa with friends soon

DAVIS, ROBYN, Fellowships Coordinator (1 FTE), appointed 2011

Education: MA, Georgetown University, 2006; BA, UW, 2001

Experience: 3 years experience as fellowship coordinator, 1.5 years experience managing cultural program of The Jerusalem Fund, 1.5 years experience as Resident Director of Arabic Flagship Program Alexandria

Canada Experience: British Columbia

Contributions to Strength of Program: promote and manage fellowship applications for undergraduate and graduate students, including FLAS; works directly with Canadian Studies to facilitate increased least-commonly taught language study in Canadian First Nations and Inuktitut language studies

EPHREM, HIDAAT, Program Coordinator (1 FTE), appointed 2004

Education: BA, University of Minnesota, 1980

Experience: worked with FLAS since 2004

Canada Experience: British Columbia, Alberta, Ontario

Contributions to Strength of Program: coordinator for processing and generating all FLAS application files; associate data in the process of awards given by the committee; maintenance and disposition of both electronic and hardcopy records; assists Canadian Studies in getting all courses into the UW time schedule, identifying rooms, etc.

ILTIS, LINDA, Assistant Director and Lead Adviser, (1 FTE), appointed 1987

Education: PhD, University of Wisconsin-Madison, 1985; MA, University of Wisconsin-Madison, 1979

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): Nepali, 3; Newari, 3; Sanskrit, 3; French, 2; German, 2; Spanish, 2; Dagare, 1; Tibetan, 1; Twi, 1

International Experience: research and teaching in Ghana for three semesters and two summers, 2001-2007; one-month research in Central America, 2000

Canada Experience: British Columbia

Professional Experience: 21 years academic advising; 23 years teaching experience; 23 years service on graduate admissions and scholarship committees; 10 years of foreign study program development and implementation; 6 years service learning project leadership

Contributions to Strength of Program: provides lead academic advising for JSIS Student Services Office, for all JSIS undergraduate programs, with primary responsibility for majors including Canadian Studies and International Studies; extensive in-person and online advising; Extensive Pre-Graduate School, internship,

and foreign study advising; coordinate curriculum development and advising with program faculty; oversee competitive undergraduate admissions process, and serve on scholarship committees; maintain internal database for tracking undergraduate majors; works directly with Canadian Studies advising majors and minors; Dr. Iltis' favorite memories of Canada are whale watching and visiting First Nations communities in Alert Bay and vacationing in the Queen Charlotte Islands.

LATSCH, WOLFRAM, Director, Office of Student Services (1 FTE), appointed 2013

Education: DPhil, University of Oxford, 2000; ASC, Institute of World Economics, 1992; MSc, University of Oxford, 1991; BA Hons, University of Sussex at Brighton, 1990

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): German-3; French-2

International Experience: research in Tanzania and Zimbabwe, teaching in Japan

Canada Experience: British Columbia

Professional Experience: Lecturer in International Studies, UW 2003-present; Visiting Assistant Professor of Economics, Northwestern University, 2001-2003; Senior Course Developer (Economics), Cognitive Arts Corp./ Columbia University, Evanston, IL, 2000-2001; Lecturer in Economics, Trinity College, University of Oxford, 1997-2000; Isaiah Berlin Junior Research Fellow, Wolfson College, University of Oxford, 1997-2001

Contributions to Strength of Program: direct functions at the Student Services Office, including advising, admissions, outreach, curriculum, and career services; national recruitment for nine graduate programs; works directly with Canadian Studies to implement the new interdisciplinary minor in Arctic Studies and for logistics concerning the Task Force on the Arctic; Dr. Latsch relishes his yearly visit to Harrison Hot Springs in British Columbia

MARTS, JOAN, Undergraduate Student Advisor (.5 FTE), appointed 2009

Education: BA, UW, 2008

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): Spanish, 2

International Experience: travels in Spain, Denmark, Germany, Austria, Italy, Morocco, Mexico, and Canada

Canada Experience: British Columbia

Professional Experience: over 15 years at UW with 10 years in student advising; 15+ years in event coordination

Contributions to Strength of Program: academic advising; extensive work with student database systems to present up-to-date information for students; information liaison between students, faculty, campus-wide departments, and the public-at-large; assist with in planned campus events; attend information sessions and meetings with Advisors, Social Sciences Learning Link, and the Association of Professional Advisers and Counselors; academic advisor for the new interdisciplinary minor in Arctic Studies

MILLIGAN, PAULA, Graduate Program Adviser (1 FTE), appointed 2001

Education: BA, UW, 1993

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): Classical Greek, 1; Latin 1

Canada Experience: British Columbia

Experience: 10 years experience in academic counseling

Contributions to Strength of Program: advise JSIS students; graduate recruitment; assist faculty petition for GO-MAP (Graduate Opportunities and Minority Achievement Program) funding; assists the Center with its student exchange agreement with l'Université Laval

SADLIER-HOLMAN, ANDREA, Adviser, Master of Arts in Applied International Studies (.5 FTE), appointed 2014

Education: MS, Kansas State University, 2010; BA, UW, 2003

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): none

Canada Experience: British Columbia

Professional Experience: 11 years experience working with college students at UW and Seattle University

Contributions to Strength of Program: navigate and strengthen partnerships within the Jackson School and across the UW campus; work closely with JSIS Student Services team, UW Graduate School, UW Educational Outreach, and beyond; Andrea's favorite memory of Canada was her husband's marriage proposal in beautiful Victoria, BC; assisting with the implementation of a Canada module for the new JSIS *Master's in Applied International Studies* under the umbrella of "Global Economic Trends and Challenges"

JSIS COMMUNICATIONS, DEVELOPMENT, TECHNOLOGY & OFFICE STAFF

BOWMAN, KRISTINA COURTNAGE, Communications Specialist, (.5 FTE)

Education: MA, UW, 2009; BA, Pacific Lutheran University, 2003

Professional Experience: Over 4 years experience as a copy editor at daily newspapers; more than 4 years of experience in communications in higher education at the UW

Canada Experience: British Columbia, Alberta

Contributions to Strength of Program: create and manage comprehensive communications plan for the Jackson School, write and edit articles to reflect exceptional research and activities, social media outreach, coordinate e-newsletter, write press releases; Kristina visited Alberta often as a child growing up in Montana; she has fond memories touring with her orchestra and choir in Calgary and Edmonton; she now enjoys visiting Vancouver and exploring Vancouver Island with her family and friends; covers key activities sponsored by Canadian Studies and features these on the JSIS home page

CRAIG, DONALD, Database Manager, appointed 2013, (1 FTE)

Education: DMA (Doctor of Musical Arts), UW, 2006

Professional Experience: 3 years with the Jackson School, 1 year with Radiology, UW Medicine, 5 years experience with software development in audio and video software, assisted in the installation of a New Media art show in the Doosan Gallery, Seoul, South Korea

Canada Experience: British Columbia

Contributions to Strength of Program: manage data for the yearly federal reporting; build and maintain the online FLAS application; develop and build surveys; develop and manage database schema to manage faculty, courses, events, alumni, students, jobs, and media information; manage content and support processes for databases; provide consultative support to the associate directors of the National Resource Centers and Student Services on information system best practices and identify redundancies; provides Canadian Studies Center with all course lists, enrollments, placements

GOEHRING, ALLYSE, Assistant Director of Development, JSIS, appointed 2011, (1 FTE)

Education: BA, UW, 2006

Professional Experience: over 3 years experience at UW; over 3 years experience at Pacific Northwest Ballet; 1 year as Assistant Project Manager at The British Museum, London, England; 6 years experience in corporate communications

Canada Experience: British Columbia

Contributions to Strength of Program: Development administrator with strong background in individual and corporate giving and community involvement; Experience with face-to-face solicitations, grant proposal writing, event management, and stewardship; works directly with Canadian Studies on individual gifts; secured \$4.2 million bequest for Canadian Studies, 2012; secured \$75,000 gift for Center 2013 for student exchange with UBC

GONZALEZ, FILEMON, Fiscal Specialist 2, Payables and Travel, appointed 2011, (1 FTE)

Education: MA, Nova Southeastern University, 2011; BA, UW, 2003; AA, Wenatchee Valley College, 2001

Professional Experience: Over 5 years experience as operations compliance auditor, performing financial activities for non-profit institutions

Canada Experience: British Columbia

Contributions to Strength of Program: review requests for completeness, accuracy, and compliance with regulations; process e-reimbursements, non PO invoices, e-travel requests, purchase orders, check requests, cash transmittals, gift transmittals, expense transfers, journal vouchers; track and calculate balances on budgets, reconcile budgets; liaise with central departments to ensure proper processing

HASLAM, MARK, Director of Computing Services, appointed 2007, (1 FTE)

Education: BA, UW, 1997

Professional Experience: 19 years experience supporting academic computing

Contributions to Strength of Program: provides a full range of computing services and expertise, including file servers, web servers and web development, application support, desktop support, and technology consulting; assists Canadian Studies with web design and development including the development of a new Canadian Studies website, *Arctic & International Relations*

OPPENHEIMER, DVORAH, Financial Administrator, appointed 1999
Education: BA, UW, 1983; Accounting Degree, Alameda College, 1985
Professional Experience: 34 years experience in fiscal administrative management
Contributions to Strength of Program: help manage financial aspect of grant and all budgets within JSIS; communication with Office of Sponsored Programs; supervise business office

READ, TONI, Assistant to the Director, appointed 2001, (1 FTE)
Education: BA, English, UW, 1999
Professional Experience: 34 years experience in office management, executive support, and human resources administration

Canada Experience: British Columbia, Alberta

Contributions to Strength of Program: conduct all aspects of faculty and staff searches and hiring; ensure proper staffing needs are met in all programs and at sponsored events; represent JSIS by assisting with University-sponsored events; determine space allocation for all programs and office assignments for faculty and staff; process visa applications for international Visiting Scholars to JSIS programs; assist Director and programs with broadening visibility of JSIS across campus and the wider community; works directly with Canadian Studies to provide advising on Center publicity and program visibility

SCILLO, DIANE, Fiscal Specialist, Travel, appointed 2008, (.25 FTE)

Education: Junior College

Professional Experience: 29 years experience with UW Travel Office

Canada Experience: British Columbia

Contributions to Strength of Program: handle all travel-related businesses within JSIS; knowledge of travel policies; assist with reimbursement

SCOTT, SANDRA, Payroll Coordinator, appointed 2009, (1 FTE)

Education: Financial Accounting, Del Mar College, Seattle Central Community College

Professional Experience: 14 years experience with UW payroll, formerly a payroll coordinator for Civil and Environmental Engineering

Canada Experience: British Columbia, Ontario

Contributions to Strength of Program: ensure that grants are current to fund research, etc.; communication with faculty, staff, and students regarding payroll; liaison between JSIS and UW Payroll Office

SWANTEK, KEVIN, Business Office Coordinator, appointed 2013, (1 FTE)

Education: BA, Drama, UW, 2003

Professional Experience: Over 5 years experience as program assistant at UW, 2 years as program coordinator at Harborview Medical Center

Canada Experience: British Columbia

Contributions to Strength of Program: reception; liaison for faculty, students; donors; advise JSIS of UW policy procedures; support for appointments; direct visitors; coordinate faculty search interviews; manage departmental rosters and inventory; update JSIS online calendar; mail distribution

**APPENDIX 2B – PROFILES FOR PROJECT PERSONNEL
WESTERN WASHINGTON UNIVERSITY**

Legend: T = Tenure; TT = Tenure Track; NTT = Non-Tenure Track.

COLLEGE OF BUSINESS & ECONOMICS

Department of Economics

Globerman, Steven, Professor (T)	9
Hodges, Hart, Associate Professor (T)	11
Storer, Paul, Professor (T)	20

Department of Finance and Marketing

Roehl, Thomas, Professor (T)	17
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Center for International Business

Sands, Christopher, Ross Distinguished Professorship of Canada/US Business and Economic Relations (T)	18
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COLLEGE OF FINE & PERFORMING ARTS

Department of Art (includes Art History/Western Gallery)

Clark-Langager, Sarah, Adjunct Professor/Director, Western Gallery (NTT)	7
Sapin, Julia, Associate Professor (T)	19

COLLEGE OF HUMANITIES & SOCIAL SCIENCES

Department of Anthropology

Boxberger, Daniel, Professor (T)	5
Campbell, Sarah, Professor (T)	6
Koetje, Todd, Associate Professor (T)	13
Loucky, James, Professor (T)	15

Department of English

Gulyas, Lee, Senior Instructor (NTT)	9
Pagh, Nancy, Senior Instructor (NTT)	17

Department of History

Danyusk, Cecilia, Associate Professor (T)	7
Friday, Chris, Professor (T)	8
Jimerson, Randall C., Professor (T)	12
Leonard, Kevin, Professor (T)	14

Department of Modern and Classical Languages

Hamblin, Vicki, Professor (T)	10
Hanania, Cecile, Professor (T)	10
Keppie, Christina, Associate Professor (TT)	13
Ousselin, Edward, Associate Professor (T)	16

Department of Political Science

Abedi, Amir, Associate Professor (T)	3
Alper, Donald, Professor (T)	4
Biswas, Bidisha, Associate Professor (T)	4
Kamena, Theodore, Lecturer (NTT)	12
Singleton, Sara, Associate Professor (T)	19

HUXLEY COLLEGE OF THE ENVIRONMENT

Department of Environmental Sciences

Landis, Wayne, Professor (T)	14
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McLaughlin, John, Associate Professor (T) 16

Department of Environmental Studies

Abel, Troy D., Associate Professor (T) 3
Helfield, James, Associate Professor (T)..... 11
Wang, Grace, Associate Professor (T)..... 21
Buckley, Patrick, Associate Professor (T)..... 6
Rossiter, David, Associate Professor (T)..... 18

LIBRARIES

Lopresti, Robert, Professor (T)..... 15
Tag, Sylvia, Librarian/Associate Professor (T). 20

WOODRING COLLEGE OF EDUCATION

Center for Education, Equity and Diversity

French, Kristen, Associate Professor (T)..... 8

CENTER FOR CANADIAN AMERICAN STUDIES STAFF

Brobst, Joseph A., Postdoctoral Research & Evaluation Associate 22
Hanley, Daniel M., Project Director, Internal Evaluator, External Evaluator 22
Hart, Chuck, Program Manager 22
Smith, Elliott, Conference Administrator 23
Storer, Tina, Education and Curriculum Specialist 23
Canadian-American Studies Co-Leads, Advisors & Partners for Grant Activities 24

ABEDI, AMIR, Associate Professor, Department of Political Science (joined Center 2003)

Education: PhD, University of British Columbia (Canada), 2002; MA, Political Science, University of British Columbia (Canada), 1995; Magister Artium, University of Hanover (Germany), 1992

Research Specialization: comparative parties; party systems; European politics

Canada Experience: British Columbia

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): Farsi-2, French-2, German-3

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: PLSC 291 Comparative Politics

Academic Activities:

Research Project, Single-Party Dominance and Federalism in Australia, Canada, Austria, and Germany (with Steffen Schneider), ongoing.

Chair, International Studies Curriculum Committee, Western Washington University, 2013-present.

Faculty Advisor, International Affairs Association/Model United Nations Club, Western Washington University (a departmentally recognized program that has won numerous awards), 2007-present.

Member, Canadian Political Science Association, 1997-present.

Member, European Consortium for Political Research, Standing Group on Extremism and Democracy, 2002-present.

Paper, with S. Schneider, "The Liberal Party: Still Canada's Natural Party of Government?" Conference on Dominant Party Systems, University of Michigan, Ann Arbor, MI, May 2014.

Recent Publications:

Book Reviews, "Government Formation in Multi-Level Settings." *Canadian Journal of Political Science*. New York: Palgrave Macmillan, 2013.

Abedi, A. "Plus ça change, plus c'est la même chose: The 2014 European Parliament Elections." *Etudes Européennes*, 2 May 2014.

Theses/Dissertations Supervised in Last 5 Years: 1

Distinctions:

Incoming chair, Political Science Department, Fall 2014

ABEL, TROY D., Associate Professor, Environmental Studies, Huxley College of the Environment (joined Center 2006)

Education: PhD, George Mason University, 1998; MPA, George Mason University, 1994; BS, Indiana University, 1990.

Research Specialization: Environmental studies; environment policy and resolutions

Canada Experience: British Columbia

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): Spanish-2

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: C/AM 489 Managing International Ecosystems.

Academic Activities:

Paper, "Multilevel climate risk governance and polycentrism," 2014 meetings of the Western Political Science Association. Seattle, WA, April 2014.

Invited Speaker, "Ecotopia's prisms: political biogeographies in Cascadia and Costa Rica," University for Peace, 4 April 2013.

Recent Publications:

Abel, T.D. editor. *Five seasons in Ecotopia: rainforest immersion and conservation action in Costa Rica*. Bellingham, WA: Village Books Press, 2012.

Kraft, M., M. Stephan, and T.D. Abel. *Coming clean: information disclosure and environmental performance*. Cambridge, MA: MIT Press, 2011.

Theses/Dissertations Supervised in Last 5 Years: 3

Distinctions:

Border Research Award, Border Policy Research Institute, from Western Washington University, for the project on "Climate Risk Governance in Cascadia's Watersheds," \$6,033, 2014-2015.

Grant-in-Aid Award, Research and Sponsored Programs from Western Washington University, for the project on "Unjust sustainability: gentrification, inequitable development, and Seattle's Riskscape," \$2,400, 2014.

Lynton Caldwell Prize, American Political Science Association, Best book on environmental politics "Coming Clean: information disclosure and environmental performance," 2012.

ALPER, DONALD K., Professor, Department of Political Science; Director, Center for Canadian-American Studies; Director, Border Policy Research Institute; Director, STUDY CANADA Summer Institute for K-12 Educators, 1978-2009.

Education: PhD, University of British Columbia (Canada), 1976; MA, California State University, Long Beach, 1970; BA, California State University, Long Beach, 1967

Research Specialization: Canadian politics; American politics

Canada Experience: Alberta, British Columbia, Manitoba, Ontario, Québec, Saskatchewan

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): Spanish-1

Percentage Teaching/Research Dedicated to Canada: 100%

Canadian Content Courses Taught: PLSC 434 Senior Seminar – International Politics; C/AM 444 Canadian Studies Internship; PLSC 517 Borders and Borderlands

Academic Activities:

Presentation, “Factors Inducing Regional Innovation in Border Management,” Association for Borderland Studies First World Conference, Joensuu, Finland and St. Petersburg, Russia, 10 June 2014.

Presentation, “Is ‘Beyond the Border’ Making the Border Thicker, Thinner or Something Else?” Pacific Northwest Canadian Studies Consortium Annual General Meeting, Seattle, WA, 31 January 2014

Presentation, “Next Steps in Transborder Environmental Cooperation Around the Salish Sea,” Association for Canadian Studies in the United States biennial conference, Tampa, FL, 20 November 2013.

Presentation, “Recent Canada-US Border Frameworks and their Impact on Border Governance,” Association for Canadian Studies in the United States biennial conference, Tampa, FL, 20 November 2013.

Presentation, “Reconstituting the Border: The Canada-US ‘Beyond the Border’ Paradigm,” Pacific Northwest Political Science Association annual meeting, Vancouver, BC, 19 October 2013.

Grant, \$20,000 from the Library of Congress to fund Summer Institute focused on using Library of Congress materials to teach the Arctic, to be held 14-16 June 2013.

Presentation, “Is Beyond the Border Reframing North American Border Policy?” Plenary Session, Public Policy and the Border: The Beyond the Border Accord Between Canada and the US in the Context of Globalization and Transnationalism, Association of Borderlands Scholars annual meeting, Denver, CO, 12 April 2013

Paper, “Needed: Infrastructure Resilience Strategies for Major Land Crossings,” Trilateral Border Symposium, North American Center for Transborder Studies, Arizona State University, 18-19 March 2013.

Briefing, “Beyond the Border and Washington Trade and Economic Data,” Washington State House of Representatives Technology and Economic Development Committee, Olympia, WA, 16 January 2013.

Grant, \$12,000 from Government of Québec (Ministry of International Relations) to fund Visiting Québec Scholar, 2013.

Presentation, “Comparative Democracies: Political Systems in Canada and the United States,” 92nd Annual Conference of the National Council for the Social Studies, Seattle, WA, 17 November 2012.

Presentation, “Context of Cross Border Relations in the Cascadia Cross Border Region,” Border and Perimeter Study Tour, Centre on Public Management and Policy at the University of Ottawa, Bellingham, WA, 16 November 2012.

Chair, Moderator and Discussant, “Border and Regulatory Cooperation: Year Two,” Featured Session at the Pacific Northwest Economic Region 2012 Economic Leadership Forum, Coeur d’ Alene, ID, 15 November 2012.

Grant, \$5,000 from Pacific Corridor Enterprise Council to produce forum proceedings and border metrics paper for the Vancouver Board of Trade Forum on the Beyond the Border Action Plan, held on 24 October 2012.

Presentation, “Measuring Performance at the Border: How can we Measure Success of the Action Plans?” Annual Summit of the Pacific Northwest Economic Region, Saskatoon, SK, 16 July 2012.

Grant, \$10,000 from Government of Canada, Department of Foreign Affairs, to fund the STUDY CANADA Summer Institute for K-12 Educators at Western Washington University, Summer 2012.

Recent Publications:

Alper, D.K. and B. Hammond. “Bordered Perspectives: Local Stakeholders’ Views of Border Management in the Cascade Corridor Region.” *Journal of Borderlands Studies* 26.1 (2011): 101-114.

Salazar, D. and D.K. Alper. “Justice and Environmentalisms in the British Columbia and US Pacific Northwest Environmental Movements.” *Society and Natural Resources* 24.8 (2011): 767-784.

Theses/Dissertations Supervised in Last 5 Years: 2

Distinctions:

Donner Medal from the Association for Canadian Studies in the US, November 2007.

Certificate of Merit from the International Council for Canadian Studies, November 2007.

BISWAS, BIDISHA, Associate Professor, Department of Political Science (joined Center 2006)

Education: PhD, University of Maryland, College Park, 2006; Postgraduate Diploma in International Business, Indian Institute of Foreign Trade, New Delhi (India), 1996; BA, Hindu College, University of Delhi (India), 1994

Research Specialization: international relations; ethnic and civil conflicts; terrorism; diaspora politics

Canada Experience: British Columbia

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): Bengali-3, French-1, Hindi-3

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: PLSC 271 Comparative Politics

Academic Activities:

Paper, "Teaching Theory, Teaching Policy," Annual Political Science Association (APSA) Teaching and Learning Conference, Philadelphia, PA, February 2014.

Invited Lecture, "Political Islam and Militancy in India," Defense Intelligence Agency, Washington, DC, November 2013.

Invited Lecture, "Democracy Unbound? Human Rights in the Year of Elections in South Asia," Department of State, Washington, DC, July 2013.

Recent Publications:

Biswas, B. *Managing Conflicts in India: Policies of Coercion and Accommodation*. Lexington Books. 2014.

Book Reviews, "New Directions in India's Foreign Policy." *India Review* 11.2 (2012): 132-138. [Review article]

Biswas, B, C. McCauley, C. Leuprecht, T. Hataley, and C. Winn. "Tracking the War of Ideas: A Poll of Ottawa Muslims." *Terrorism and Political Violence* 23.5 (2011): 804-819.

Theses/Dissertations Supervised in Last 5 Years: 1

Distinctions:

Best Paper Award, United States Institute of Peace and Georgia State University, "Conflict Resolution in Sri Lanka," 2012.

Research Award, Embassy of Canada, Washington, DC, 2011-2012.

Curriculum Development Award, National Consortium for the Study of Terrorism and Responses to Terrorism, University of Maryland, 2009-2010

BOXBERGER, DANIEL, Professor, Department of Anthropology (joined Center 1983)

Education: PhD, University of British Columbia (Canada), 1986; MA, Western Washington University, 1977; BA, Evergreen State College, 1973

Research Specialization: native peoples of North America; ethnohistory

Canada Experience: Alberta, British Columbia

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): German-2

Percentage Teaching/Research Dedicated to Canada: 35%

Canadian Content Courses Taught: ANTH 361 Native Peoples of North America; ANTH 462 Native Peoples of the Northwest

Academic Activities:

Paper, "Litigating Tradition," Native American and Indigenous Studies Association, Austin, TX, May 2014.

Paper, "Whose History Is It Anyway? Roadside Historical Markers and Competing Claims to Primacy in the Pacific Northwest," Canadian Anthropological Society, Victoria, BC, May 2013.

Recent Publications:

Boxberger, D. "North Fork Mono Traditional Land Use." Research and Report prepared for Snell and Wilmer, LLP. Costa Mesa, CA, 2013.

Boxberger, D. "Skokomish Treaty Hunting Rights." Research and Report prepared for the Skokomish Indian Nation. 2013. In progress.

Boxberger, D. "The 1839 Hudson's Bay Company Fort Vancouver Census." *Journal of Northwest Anthropology* 46.1 (2012).

Theses/Dissertations Supervised in Last 5 Years: 3

Distinctions:

Chair, Department of Anthropology, Western Washington University, 2002-present

Resident Scholar, School of Anthropology, University of Arizona, 2011.

BUCKLEY, PATRICK, Associate Professor, Department of Environmental Studies: Policy, Planning, Education and Geography (joined Center 1987)

Education: PhD, Boston University, 1988; MA, University of Washington, 1981; BS, University of Notre Dame, 1971

Research Specialization: borderlands; human geography; Pacific Rim

Canada Experience: Alberta, British Columbia

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): Hindi-2, Japanese-2, Nepali-2

Percentage Teaching/Research Dedicated to Canada: 50%

Canadian Content Courses Taught: EGEO 421 Borderlands; EGEO 423 Pacific Rim; ENVS 431 Pacific Rim

Academic Activities:

Paper, with J. Belec and A. Anderson, "Evaluation of Cross-border resource management utilizing a cumulative logit GLMM," Assoc. for Borderlands Studies General Meeting at the 56th Annual Conference of the Western Social Science Assoc., Albuquerque, NM, 2014.

Paper, "The Pig War and the demise of Manifest Destiny," 56th Western Division of the Canadian Assoc. of Geographers Annual Meeting, University of Victoria, Victoria, BC, 2014.

Paper, with J. Belec, International Mobility and Trade Corridor (IMTC) project, Presented at the Annual Meeting of the Association of American Geographers, Los Angeles, CA, 2013.

Recent Publications:

Buckley, P. "San Juan Islands/Pig War Dispute." *Encyclopedia of Border Disputes*, Eds. Victor Konrad and Emmanuel Brunet-Jailly, Forthcoming, 2014.

Buckley, P., J. Belec, and J. Levy. "Resource Management in Borderlands." *The Governance of Borders and Borderlands in an Era of Security*. University of Ottawa Press. Forthcoming.

Belec, J. and Buckley, P. "Democracy and the Space of Energy Flows: The Practice of Bordered Transnationalism in the Pacific Northwest." *Journal of Borderlands Studies*. Forthcoming. Accepted December 2013.

Buckley, P. and J. Belec. "Cascadia Reconsidered: Questioning Micro-Scale Cross-Border Integration in the Fraser Lowland." *University of the Fraser Valley Research Review* 3.3 (Winter 2011).

Theses/Dissertations Supervised in Last 5 Years: 4

CAMPBELL, SARAH, Professor, Department of Anthropology (joined Center 1988)

Education: PhD, University of Washington, 1989; MA, University of Washington, 1974; BA, Indiana University, 1972

Research Specialization: archaeology; prehistory of the Pacific Northwest

Canada Experience: British Columbia

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): Spanish-1, French-2

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: ANTH 411 Archaeology of North America

Academic Activities:

Conference Chair, organized 67th Northwest Anthropological Conference, Bellingham, Washington, 2014.

Grant, National Endowment for the Humanities: Preservation Assistance for Smaller Institutions, "Collections Needs Assessment of Humanities Collections in the Anthropology Department," February 2014 – July 2015, \$5,750, 2014.

Paper, with V. Butler, C. Bovie, M. Etnier, and S. Sterling, "A Drop in the Bucket," In symposium: Current Issues in Zooarchaeological Sampling and Methodology, sponsored by SAA Zooarchaeology Special Interest Group, Society for American Antiquity Meeting, Austin, Texas, 2014.

Paper, "Modeling Dynamic Social Organization and Resource use for the Tse-whit-zen Village Site," In symposium: Advancing theory and interpretation in Northwest Archaeology, organized by Anna Prentiss & Nathan Goodale. Society for American Antiquity Meeting, Austin, Texas. By Sarah K. Campbell, and Virginia Butler, 2014.

Recent Publications:

Tait E., D. Gilmour, V. Butler, S.K. Campbell, and A. Steingraber. "On the role of coastal landscape evolution in detecting fish weirs." *Journal of Island and Coastal Archaeology* 9.1 (2014): 45-71.

Campbell, S.K. and V. Butler. "Archaeological Evidence for Resilience of Pacific Northwest Salmon Populations and the Socioecological System over the last ~7500 Years." *Pathways to Resilience: sustaining salmon ecosystems in a changing world*, Eds. D.L. Bottom, K.K. Jones, C.L. Simenstead, C.L. Smith, and R. Cooper, Oregon State University, (2011): 39-76.

Theses/Dissertations Supervised in Last 5 Years: 11

CLARK-LANGAGER, SARAH A., Director, Western Gallery; Adjunct Faculty, Department of Art, 1988-present (joined Center 1988)

Education: PhD, City University of New York, 1988; MA, University of Washington, 1970; MA, University of Maryland, 1968; BA, Randolph-Macon Women's College, 1965

Research Specialization: art history

Canada Experience: British Columbia

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-1

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: none

Academic Activities:

Co-curator, *Resonances: Contemporary Echoes Modern*, Museum of Northwest Art, La Conner. 2010.

Curator, *Critical Messages: Contemporary Northwest Artists on the Environment*. Organized with Hallie Ford Museum of Art, Willamette University, Salem, Oregon. 2010.

Curator, WWU Outdoor Sculpture Collection

Canadian Studies Collection Curator

Preservation Grant, WWU Outdoor Sculpture Collection, National Endowment for the Humanities, \$4680, 2010.

Program Grant, "Artists Speak: Environmental Issues," National Endowment for the Arts, \$15,000, 2009.

Juror, The 22nd Rosen Sculpture Competition Appalachian State University, Boone, NC, 2008.

Recent Publications:

Clark-Langager, S.A. "Messengers in the Northwest" *Critical Messages: Contemporary Northwest Artists on the Environment*. Bellingham: Western Washington University, 2010.

Theses/Dissertations Supervised in Last 5 Years: N/A

DANYSK, CECILIA, Associate Professor, Department of History (joined Center 1996)

Education: PhD, McGill University (Canada), 1991; MA, McGill University, 1981; BA, Concordia University (Canada), 1978

Research Specialization: Canadian history; Canadian prairie history

Canada Experience: Alberta, British Columbia, Manitoba, New Brunswick, Newfoundland and Labrador, Nova Scotia, Ontario, Prince Edward Island, Québec, and Saskatchewan.

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-2

Percentage Teaching/Research Dedicated to Canada: 100%

Canadian Content Courses Taught: HIST 277 Canada: A Historical Survey; HIST 278 Multiculturalism in Canada; HIST 376 French Colonial Canada: 1534-1763; HIST 378 Canada: Nation of Immigrants; HIST 379 Canadian American Relations; HIST 390 Canadian-American Relations; HIST 417P French Canadian Nationalism; HIST 477 World War I & Canadian Society; HIST 478 Nationalism in French Canada; HIST 499 Canadian Social History

Academic Activities:

Member, International Advisory Committee, International Conference on the Study of Canada, Trent University, Peterborough, Ontario, 2013-2015

Professional Development Committee member, College of Humanities and Social Sciences, Western Washington University, 2007-2009.

Annual Lecture, "The Canadian Historical Experience," *STUDY CANADA Summer Institute for K-12 Educators*, annually 1999-2009.

Summer Faculty Development Grants, Western Washington University, \$5,000, 2003, 2005.

Recent Publications:

Dansk, C., A. Eurich and L. Hochstetler. "Revisiting an old classic: *Black Robe Three Ways*," *Fiction and Film for French Historians: A Cultural Bulletin*, H-France, 2013.

Theses/Dissertations Supervised in Last 5 Years: 2

FRENCH, KRISTEN, Associate Professor, Director of Center for Education, Equity and Diversity (joined Center 2014)

Education: Ed.D, University of Massachusetts-Amherst, 2008; M.Ed., University of Massachusetts-Amherst, 2002; BA, Western Washington University, 1994; AA, Pierce College, 1991.

Research Specialization: Multicultural Teacher Education, Decolonizing Theory, Critical Performance Pedagogy, American Indian Education.

Canada Experience: Alberta, British Columbia

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): none

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: none

Academic Activities:

Panel, "Aha Wahine Kuhinapapa – The River of Culture and American Indian Women," World Indigenous Peoples Conference on Education (WiPC:E), Honolulu, Hawaii, May 2014

Panel, "Cultivating Critical Consciousness in the Classroom: Navigating Solidarity in La Lucha for Mexican American Studies," National Association of Multicultural Education (NAME), Oakland, California, November 2013

Recent Publications:

French, K. & Harper, L. "The future of Indian education: Research and multicultural perspectives." *Narrowing the achievement gap for Native American students: Paying the educational.* Eds. V. Berninger & P. McCardle. New York, New York: Routledge, August 2014.

Theses/Dissertations Supervised in Last 5 Years: N/A

Distinctions:

Excellence in Teaching Award, *Western Washington University*, May 2012

Women of Color Empowerment Award, *Western Washington University*, May 2012

FRIDAY, CHRIS, Professor, Department of History; Director, Center for Pacific Northwest Studies; (joined Center 1992)

Education: PhD, University of California, Los Angeles, 1991; MA, University of California, Los Angeles, 1985; BA, Lewis and Clark College, 1982

Research Specialization: Pacific Northwest history

Canada Experience: British Columbia

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): Cantonese-2, French-1, Mandarin-1

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: HIST 391 History of Pacific Northwest; HIST 499 Canadian Social History

Academic Activities:

Expert Advisor and Co-author NEH Grant-writing Team, and Member Exhibit Planning Team for 2015 exhibit, "50 Years of the Studio Art Class Movement," *Friday*, Museum of Glass, Tacoma, Washington, 2010-2012.

Expert Historian, Samish Indian Nation, Anacortes, Washington, 2012-Present.

Gubernatorial Appointment, Advisory Board Member, State of Washington Women's History Consortium, 2005-present.

Organizer, Host and Judge, National History Day, Northwest Washington Regional Competition, 2004-present.

Guest Lecturer, National Endowment for the Humanities, Teacher Workshop, *Asian Pacific American Immigrants in the Pacific Northwest: Transforming the Nation*, sponsored by the Wing Luke Museum of the Asian Pacific American Experience, Seattle, WA, July and August 2014.

Advisory Board Member, Social Studies Review Committee, Woodring College of Education, Department of History, 2010.

Recent Publications:

Friday, C. "From 'Superabundance' to Dependency" in *Indigenous Women at Work*, Ed. Carol Williams. University of Illinois Press, 2012. (Invited and peer reviewed.)

Friday, C. "Performing Treaties" in *The Power of Promises*, Ed. Alexandra J. Harmon. University of Washington Press, 2009. (Invited and peer reviewed)

Theses/Dissertations Supervised in Last 5 Years: 2

Distinctions:

Karl and Elaine Yoneda Memorial Award for Work in Civil Rights, Social Justice, and Interracial Relations, Southwest Labor Studies Association, 2001.

GLOBERMAN, STEVEN, Professor, Economics Department; Kaiser Professor of International Business (joined Center 1994)

Education: PhD, New York University, 1980; MA, UCLA, 1977; BA, Brooklyn College, 1975

Research Specialization: International business and economics; economics of health care

Canada Experience: Alberta, British Columbia, Manitoba, New Brunswick, Newfoundland and Labrador, Nova Scotia, Ontario, Prince Edward Island, Québec, and Saskatchewan.

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-2, Spanish-1

Percentage Teaching/Research Dedicated to Canada: 50%

Canadian Content Courses Taught: ECON 462 International Trade

Academic Activities:

Editorial Advisory Board, *The Multinational Business Review*, present.

Director, Center for International Business, Western Washington University, 1998 to present.

Advisor to Auditor General of Canada, 2009-2010.

Recent Publications:

Globerman, S. "Regulation and the International Competitiveness of U.S.-Based Companies," *Competitiveness Review*, Forthcoming, 2014.

Globerman, S. *The Entertainment Industries, Government Policies and Canada's National Identity*, Vancouver: Fraser Institute, 2014.

Globerman, S. "The Nature of Aggregate and Regional Canada – U.S. Trade (1990-2011)," prepared for the Border Policy Research Institute, February 2013.

Globerman, S. "Coal Exports from the Pacific Northwest and the Economic Growth of the Northwest Economy," Washington State Farm Bureau, 2013.

Globerman, S. *Reducing Wait Times for Health Care: What Canada Can Learn from Theory and International Experience*, Vancouver: Fraser Institute, 2013.

Theses/Dissertations Supervised in Last 5 Years: 3

Distinctions:

Ross Distinguished Professor of Canada-US Business and Economic Relations, 1994-2003

Adjunct Professor, Simon Fraser University, present.

Adjunct Scholar at the Fraser Institute, present.

GULYAS, LEE, Senior Instructor, Department of English

Education: MFA, Creative Writing, University of British Columbia, 2004; BA, English, Magna cum Laude, Western Washington University, 2001; AA, Whatcom Community College, 1999

Research Specialization: Literary Nonfiction; Poetry and Poetics; Canadian Literature; Art and Social Justice

Canada Experience: British Columbia

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-1

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: ENG 334 Texts from North America and Europe

Academic Activities:

Reading, Jeopardy, Faculty Reading, Western Washington University, 2013.

Reading, You Can't Make This Stuff Up, Western Washington University, 2013.

Presentation, "Truth in Nonfiction: Bringing Students Into The Conversation," AWP Conference, Boston, 2013.

NTT Representative to WWU English Department, 2011-present.

Book Reviewer, Contrary Magazine, 2011-present.

WWU Senior Project Advisor, Arielle Yarwood, Honors Program, 2011-2012.

Recent Publications:

Gulyas, L. "Spices, Butter, and Earth," *The Common*, 2013.

Gulyas, L. "Mirage," *Quarter After Eight*, 2013.

Gulyas, L. "Remains," *Prime Number*, 2013.

Gulyas, L. "Lesson In Overnighting Outdoors," *Cirque*, 2012.

Gulyas, L. "Praying Again," (poem) in "The Pen and the Bell," Eds. Holly Hughes and Brenda Miller, 2012.

Theses/Dissertations Supervised in Last 5 Years: N/A

Distinctions:

Scholar, The Whiteley Center, The University of Washington, March 2007, September, 2008, September, 2009, September 2013.

HAMBLIN, VICKI L., Professor, Department of Modern and Classical Languages (joined Center 1989)
Education: PhD, University of Arizona, 1984; MA, French, Arizona State University, 1976; BS, Southwest Missouri State University, 1974.

Research Specialization: French; medieval and Renaissance theater

Canada Experience: Alberta, British Columbia, Manitoba, New Brunswick, Ontario, Québec.

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-3

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: FREN 302 Written Exposition; FREN 340 Introduction to French Literature I; FREN 341 Introduction to French Literature II; FREN 385 Culture and Conversation; FREN 420 Histoire de la langue française

Academic Activities:

Advisory Board, European Medieval Drama, 2013-present.

Participant, Internationalization Laboratory seminar, American Council on Education (ACE), Washington D.C., 19 March 2014.

Vice President, Medieval and Renaissance Drama Society, 2013-2015.

Presentation, “‘Ho ho ri ha he’,” Speaking in Tongues (Medieval and Renaissance Drama Society session IV), Forty-Eighth International Congress of Medieval Studies, Kalamazoo, Michigan, May 2013.

Presentation, “Putting People in their Place in French Hagiographic Mystery Plays,” Triennial conference of the SITM Poznan, Poland, 22-27 July 2013.

Invited Presentation, “Jehanne, personnage iconique dans le Mystère du siège d’Orléans, Colloque Jeanne d’Arc: histoire et mythes (600th anniversary of Joan of Arc),” City of Orléans and University of Orléans (Centre d’Etudes supérieures sur la fin du moyen âge), May 2012.

Recent Publications:

Hamblin, V.L. and V. Corrigan. “Music and Performance in Three French Hagiographic Mystery Plays.” *English Medieval Theatre*, 2013.

Theses/Dissertations Supervised in Last 5 Years: N/A

Distinctions:

National Representative, Société Internationale pour l’Etude du Théâtre Médiéval, 2007-2011.

National Contact, Société pour l’étude du théâtre médiéval, 2013-present.

HANANIA, CÉCILE, Professor, Department of Modern and Classical Languages (joined Center 2002)

Education: PhD, University of Maryland, 2001; Doctorate, Université de Paris (France), 1997; Maîtrise, Université de Provence (France), 1990

Research Specialization: 20th- and 21st-century French literature; literary theory; Francophone cultures and literatures

Canada Experience: British Columbia, Québec

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-3

Percentage Teaching/Research Dedicated to Canada: 30%

Canadian Content Courses Taught: FREN 201 Intermediate French; FREN 202 Intermediate French; FREN 203 Intermediate French; FREN 301 Grammar Review; FREN 302 Written Exposition; FREN 332 Civilization and Culture of Québec; FREN 341 Introduction to French Literature II; FREN 342 Introduction to French Literature III; FREN 401 Elements De Stylistique; FREN 410 Ecriture Feminine Francophone

Academic Activities:

Paper, “Des, Rencontres de Cerisy-la-Salle: ‘Passages, croisements, rencontres dans l’œuvre de Marguerite Duras,’” Cerisy-La-Salle, France, 19-26 August 2014.

Paper, Mondial du Conseil International d’Études Francophones, San Francisco, July 2014.

Paper, “De la ‘singeresse’ au Saint Juif: Portrait de Jacques Derrida selon Hélène Cixous,” Rocky Mountain Modern Language Association Annual Conference, Vancouver, WA; October 2013.

Recent Publications:

Book Reviews, “Un garçon flou.” *The French Review* 88.1 (Forthcoming, 2015).

Book Reviews, “Plonger.” *The French Review* 88.2 (Forthcoming, December 2014): 448.

Hanania, C. *Le rire dans tous ses éclats: Rire, comique, humour chez Marguerite Duras*. Ed. Hanania, Cécile. Amsterdam: Rodopi, Forthcoming, 2014.

Theses/Dissertations Supervised in Last 5 Years: 1

Distinctions:

Recognition by graduating senior, Western Washington University Foundation, 2011

HELFIELD, JAMES, Associate Professor, Department of Environmental Sciences (joined Center in 2008)

Education: Ph.D. (Forest Ecology), University of Washington, Seattle, WA, 2001; M.Sc. (Physical Geography), University of Toronto, Toronto, Ont., 1995; M.E.S. (Environmental Studies), York University, North York, Ont., 1994; B.A. cum laude (English Literature), Duke University, Durham, NC, 1991

Research Specialization: ecology of rivers and riparian forests; habitat and ecology of salmonid fishes; Linkages between terrestrial and aquatic ecosystems; effects of land use practices on streams and fish habitat; watershed management and restoration ecology

Canada Experience: Alberta, British Columbia, Manitoba, New Brunswick, Newfoundland and Labrador, Nova Scotia, Ontario, Prince Edward Island, Québec

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): Mentions French-2; Swedish-2

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: ESCI 429 Stream Ecology

Academic Activities:

P-I, U.S. Forest Service grant, "Salish Sucker Distribution Data Gaps and Habitat Characterization," \$19,028, 2013-16.

Lundgren, N. and J. Helfield. 2011. "Effects of land use and Summer hypoxia on Salish Sucker (*Catostomus* sp.) in British Columbia and Washington." AFS 141st Annual Meeting, Seattle, WA, 4-8 September 2011.

P-I, "Environmental factors affecting transboundary conservation strategies for endangered Salish sucker in B.C. and Washington," Border Policy Research Institute (BPRI) grant, \$22,037, 2010.

Recent Publications:

Gill, I., and J. Helfield. "Alternative foraging strategies among bears fishing for salmon: a test of the dominance hypothesis." *Canadian Journal of Zoology* 90 (2012): 766-775.

Helfield, J., J. Engström, J. Michel, C. Nilsson, and R. Jansson. "Effects of river restoration on riparian biodiversity in secondary channels of the Pite River, Sweden." *Environmental Management* 49 (2012): 130-141.

Theses/Dissertations Supervised in Last 5 Years: 4

HODGES, HART, Associate Professor, Department of Economics; Director, Center for Economic and Business Research, (joined Center 2000)

Education: PhD, University of Washington, 1994; MA, Duke University, 1987; BA, Williams College, 1985

Research Specialization: economics

Canada Experience: British Columbia, Nova Scotia, Newfoundland, NW Territories

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-1

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: ECON 140 Ecology and Economy of Salmon Recovery

Academic Activities:

Associate Editor and Publisher, *Northwest Journal of Business and Economics*

Board member, Pacific Northwest Regional Economic Conference, 2004-present.

President, Association of University Business and Economic Research, 2010-2011.

Participant, Association of University Business and Economic Research conference, 2002-2010.

National Association of Business Economics, Spring policy conference, 2011 -2013.

Association President, Association of University Business and Economic Research, 2010-2011 and board member

Recent Publications:

Hodges, H. "Going Local and Economic Development: Gaps in the Discussion." *Applied Research in Economic Development* 6.1 (2010): 27-37.

Hodges, H. and S. Knabb. "How Robust is the Relationship between Financial Intermediation and Economic Growth." *Applied Econometrics and International Development* 10.1 (January-June 2010).

Theses/Dissertations Supervised in Last 5 Years: N/A

JIMERSON, RANDALL C., Professor, Department of History; Director, Graduate Program in Archives and Records Management (joined Center 2010)

Education: Ph.D. (United States History), University of Michigan, 1977; M.A. (United States History), University of Michigan, 1972; B.A. (Literature-History), Earlham College, Richmond, IN, 1971

Research Specialization: archival management; American history;

Canada Experience: British Columbia, Manitoba, Ontario

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): none

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: HIST 391 History of the Pacific Northwest

Academic Activities:

Chair and commentator for sessions at Organization of American Historians, Southern Historical Association, SAA, NEA, NWA, ARMA, Indiana Association of Historians, Phi Alpha Theta Northwest Regional Conference, and other professional meetings, since 1982.

Paper, "The Provenance of an Archivist," Society of American Archivists, New Orleans, August 2013.

Paper, "From the Pacific Northwest to the Global Information Society," University of British Columbia, School of Library, Archives, and Information Studies Seminar, Vancouver, BC, February 2012.

Invited Presentation, "'To Transcend Myself': Narcissism and the Digital Attic," International Archives Symposium, University of British Columbia, School of Library, Archives, and Information Studies, Vancouver, BC, February 2012.

Keynote Address, Invited Presentation, "Archival Ethics and the Call of Justice," Mid-Atlantic Regional Archives Conference, Alexandria, VA, May 2011.

Invited Presentation, "Responding to the Call of Justice," University of British Columbia, School of Library, Archives, and Information Studies, January 2010.

Recent Publications:

Jimerson, R.C. *Shattered Glass in Birmingham: My Family's Fight for Civil Rights, 1961-1964*. Baton Rouge: Louisiana State University Press, March 2014.

Jimerson, R.C. "Values and Ethics," *Journal of Information Ethics*, Fall 2013.

Jimerson, R.C. "Archives and Society: David B. Gracy II and the Value of Archives." *Information and Culture* 48.4 (Fall 2013).

Theses/Dissertations Supervised in Last 5 Years: 22

KAMENA, THEODORE H., Lecturer, Department of Political Science (joined Center 1996)

Education: PhD, University of Calgary (Canada), 2001; MA, Western Washington University, 1993; BA, Western Washington University, 1989

Research Specialization: comparative politics; Canada; federalism

Canada Experience: Alberta, British Columbia, Manitoba, Nova Scotia, Ontario, Québec, and Saskatchewan.

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-1

Percentage Teaching/Research Dedicated to Canada: 50%

Canadian Content Courses Taught: C/AM 200 Introduction to Canadian Studies; C/AM 401 Research: Problem Identification and Development; C/AM 402 Research: Analysis and Writing; PLSC 301 British Parliamentary System; PLSC 406 Canadian Government and Politics

Academic Activities:

Paper, "The Road Not Taken: Reform and the War of Attrition," Western Mindscapes Colloquium, Calgary, AB, 16 September 2000.

University of Calgary Fellowship, 1997-1998.

Recent Publications: None

Theses/Dissertations Supervised in Last 5 Years: N/A

Distinctions:

Assistant Athletic Director for Compliance and Academics, Dept. of Athletics, Western Washington University, Present.

NCAA Compliance Coordinator/Academic Advisor, Dept. of Athletics, Western Washington University, 2001-2014

KEPPIE, CHRISTINA, Associate Professor, Department of Modern and Classical Languages (joined Center 2008)
Education: PhD, University of Alberta (Canada), 2008; MA, Carleton University (Canada), 2002; BA, University of New Brunswick (Canada), 2000

Research Specialization: French language instruction; linguistics

Canada Experience: Alberta, British Columbia, New Brunswick, Newfoundland, Nova Scotia, Ontario, Québec, and Saskatchewan.

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-3

Percentage Teaching/Research Dedicated to Canada: 75%

Canadian Content Courses Taught: FREN 201 Intermediate French; FREN 202 Intermediate French; FREN 301 Grammar Review; FREN 302 Written Exposition; FREN 314 Phonetics; FREN 385 Culture and Conversation; FREN 397 Canadian French; FREN 401 Elements De Stylistique; FREN 440 Etude sociolinguistique

Academic Activities:

French section coordinator, Western Washington University, 2012-2014

Committee Member, CLST search committee, Western Washington University, Winter 2013

Invited Presentation, "A Linguistic Anthropological Approach to Acadian Studies," Biannual Conference of the Association of Canadian Studies in the United States, Tampa FL, November 2013.

Invited Presentation, "*Le Choeur* of New Brunswick Acadia," Linguistic Association of Canada and the United States, Brooklyn NY, July 2013.

Co-editor, *Interlingua*, Departmental newsletter 2009-2011, 2012-2013

Summer Research Grant, Western Washington University, 2013, 2009.

Recent Publications:

Keppie, C. "Meaning Systems of Two Identity Concepts: Acadie versus Acadien." *American Review of Canadian Studies* 43:3 (2013).

Keppie, C. "L'Acadie communautaire: Today's New Brunswick Speech Community." *International Journal of Community Diversity* 12:3 (2013).

Keppie C. "Tradition or Empowerment? The Battle of the Acadian Capital(s)" Eds. Lopičić and Mišić Ilić, *Challenging Change: Literary and Linguistic Responses*. Newcastle: Cambridge Scholars Publishing, 2012. (Invited)

Keppie C. "Understanding the meaning of Acadie." *Journal of Canadian Studies* 45:1 (2011): 200-227.

Theses/Dissertations Supervised in Last 5 Years: N/A

Distinctions:

Teaching-Learning Academy Award, Western Washington University, 2012, 2013.

KOETJE, TODD A, Associate Professor, Department of Anthropology (joined Center 1997)

Education: PhD, University of Tennessee, 1989; MA, State University of New York at Binghamton, 1985; BA, University of Washington, 1983

Research Specialization: quantitative analysis; spatial analysis; North American/Canadian archaeology

Canada Experience: Alberta, British Columbia

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): Spanish-1

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: ANTH 314 Archaeology of North America

Academic Activities:

Western Washington University Summer Field School, Chuckanut Bay, 2005-present.

Paper, "Leukoma *Staminea* seasonality and growth stages at 45WH55," 2014 Northwest Anthropological Association meetings, Bellingham, WA. 27 March 2014

Poster, with N. Cleghorn, N. Hidjrati, L.R. Kimball, and M. Kanukova, "The Other Last Neanderthal," 76th annual meeting of the Society for American Archaeology, Sacramento, CA. 1 April 2011.

Recent Publications:

Koetje, T.A. "Spatial Patterning from the Early to Late Mid. Paleolithic." Eds. N. Hidjrati, L. Kimball, and T. Koetje, *The Mid. Paleolithic of the N. Central Caucasus Vol. I*. NOSU Press, Vladikavkaz, Russia. Forthcoming.

Koetje, T.A. "Spatial Patterns from Myshtulagty Lagat (Weasel Cave), North Ossetia, Russia." *Institute of History and Archaeology Research Series*, 12.1. NOSU, Vladikavkaz. In progress.

Theses/Dissertations Supervised in Last 5 Years: 2

LANDIS, WAYNE, Professor, Department of Environmental Sciences; Director, Institute of Environmental Toxicology (joined Center 1989)

Education: PhD, Indiana University, 1979; MS, Indiana University, 1978; BS, Wake Forest University, 1974

Research Specialization: environmental toxicology

Canadian Experience: Alberta, British Columbia Ontario

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): none

Percentage Teaching/Research Dedicated to Canada: 25%

Canada Content Courses Taught: ESCI 456 Environmental Toxicology; ESCI 490 Environmental Risk Management

Academic Activities:

Founder and Editorial Board Member, *Integrated Environmental Assessment and Management*, 2003-present.

Editorial Board Member, *Human and Ecological Risk Assessments*, 2001-present.

USEPA Science Advisory Board Ecological Processes and Effects Committee, November 2005-2011.

Recent Publications:

Hines E. and W. Landis. "Regional Risk Assessment of the Puyallup River Watershed and the Evaluation of Low Impact Development in Meeting Management Goals." *Integrated Environmental Assessment Management* 10 (2014):269-278.

Book Reviews, "Turing's Cathedral." *Integrated Environmental Assessment Management* 9 (2013):680-681.

Book Reviews, "Modeling and simulation in ecotoxicology with applications in Matlab and Simulink." *Integrated Environmental Assessment Management* 9 (2013):542-543.

Theses/Dissertations Supervised in Last 5 Years: 5

Distinctions:

Lifetime Achievement Award, Annual International Conference on Soils, Sediments, Water, and Energy, 2012

Elected Member, Puget Sound Partnership Science Panel. 2010.

LEONARD, KEVIN, Professor, Department of History (joined Center 1997)

Education: PhD, University of California, Davis, 1992; MA, University of California, Davis, 1988; BA, Pomona College, 1986

Research Specialization: race and identity in the American West

Canada Experience: British Columbia

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): Spanish-1

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: HIST 391 History of the Pacific Northwest

Academic Activities:

Jensen Miller Award Committee, 2009-2012.

Paper, "I Do Not Believe God Would Punish Parents for Following the Laws," 2014 Pacific Northwest History Conference, Vancouver, Washington, 3-5 April 2014.

Paper, "The Trial of Rommie Loudd: Race, Gender, and Sexuality in Cold War Los Angeles," 2013 Annual Meeting, Western History Association, Tucson, Arizona, 9-12 October 2013.

Invited Presentation, "Mad Dogs and Angry People: Race and Rabies in Cold War Los Angeles," UCSD History Guild Speaker Series, University of California, San Diego, 14 May 2010.

Recent Publications:

Leonard, K. "From the 'Next Best Thing to One of Us' to 'One of Us'." *Beyond Civil Rights: African American-Latino Relations*, Ed. Brian D. Behnken. Under contract with the University of Georgia Press.

Leonard, K. "I Defy Any Doctor in the World to Prove that I Am Not a Woman': Lucy Hicks Anderson, Race, and Gender in the Mid-twentieth Century West," Under revision for resubmission to *Pacific Historical Review*.

Book Reviews, "Queer Compulsions: Race, Nation, and Sexuality in the Affairs of Yone Noguchi," *Pacific Historical Review* 82.3 (August 2013): 454-455.

Theses/Dissertations Supervised in Last 5 Years: 6

Distinctions:

Outstanding Faculty Leadership Award, Western Washington University, 2013.

LOPRESTI, ROBERT, Professor, Western Libraries (Librarian for Canadian-American Studies), Huxley College of the Environment, Government Information (Canada-US) and the WWU Map Library (joined Center 2001)

Education: MLS, Rutgers State University, 1977; BA, Juniata College, 1976

Research Specialization: Canadian-American government documents and maps

Canada Experience: British Columbia, Ontario, Québec

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): Spanish-2

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: none

Academic Activities:

Presentation, "Becoming an (Almost) All-Electronic Depository," Northwest Government Information Network Spring meeting, Cheney, Washington, May 2014.

Committee Member, Scholarly Communication Librarian Search Committee, WWU, 2014.

Teaching and Learning Integrative Work Group, Western Washington University, 2013-2014.

Committee Member, Library Sustainability Committee, Western Washington University, 2012. Member, Whatcom County Historical Research Group, 2006-2010.

President, Northwest Government Information Network, 2013-2014.

Program chair, Northwest Government Information Network, 2012-2013.

Recent Publications:

Lopresti, R. "Introducing Fifth-graders to Government Publications." *FDLP Connection* 2.1 (January 2012). Submitted at editor's request.

Lopresti, R. "Lessons From A Theft." *FDLP Connection* 1.1 (August 2011). Submitted at editor's request.

Lopresti, R. and A. Imholtz. "Reckless and Unwarranted Inferences': The US House Library Scandal of 1861." *Library and Information History* (a peer-reviewed journal) 27.1 (2011): 3-16.

Theses/Dissertations Supervised in Last 5 Years: N/A

Distinctions:

Derringer Award, Best Short Mystery Story, 2014

Black Orchid Novella Award, Wolfe Pack, 2013

LOUCKY, JAMES, Professor, Department of Anthropology (joined Center 1997)

Education: PhD, University of California, Los Angeles, 1988; MA, University of California, Los Angeles, 1975; BA, Haverford College, 1973

Research Specialization: international migration; Western North American border regions; North American studies

Canada Experience: Alberta, British Columbia, Ontario

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): Spanish-3

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: ANTH 475 Global Migration; ANTH 476 Borderlands

Academic Activities:

Invited Presentation, "Help Wanted, Keep Out: Criminalizing Migration," Tangled Web: Mass Incarceration and Alternative Futures, Conference at WWU, 2013.

Invited Presentation, "Effective Expertise amid Shifting Dimensions of Persecution and Politics of Asylum," Society for Applied Anthropology, Denver, 2013

Keynote Address, "Mesoamerican Uprootings, Mayamerican Rerooting: Tracing the Destinies of Youth," Graduate School of Education and Information Sciences, UCLA, 8 February 2013.

Consultant on immigration, diversity and human rights issues, for attorneys, immigration and juvenile courts, media, school districts, 1985-2013.

Recent Publications:

Ho, C.G.T. and J. Loucky. *Humane Migration: Establishing Legitimacy and Rights for Displaced People*. Kumarian Press, 2012.

Loucky, J. "Mesoamerican/American Partnerships for Community Wellbeing." Eds. Alan LeBaron and James Loucky. *Practicing Anthropology* 34.1 (2012).

Loucky, J. "Contours of Mesoamerican Migration over Thirty Years." *Practicing Anthropology*. 34.1 (2012):4-8.

Theses/Dissertations Supervised in Last 5 Years: 6

Distinctions:

Community Engagement Award, Western Washington University, 2012

11 research awards, Research and Sponsored Programs, Western Washington University, 1990-2011

McLAUGHLIN, JOHN, Associate Professor, Department of Environmental Sciences, Huxley College of the Environment (joined Center 1996)

Education: PhD, Stanford University, 1990; MS, Stanford University, 1987; BA, Northwestern University, 1984

Research Specialization: population ecology; conservation biology

Canada Experience: British Columbia, Ontario, Québec

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): Spanish-1

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: ESCI 330 Natural History of the Pacific Northwest

Academic Activities:

Board of Directors, Whatcom Land Trust, 2006 to present.

Natural Environmental Research Council (US), 2003-present.

Paper, "Forecasting Avian Responses to Elwha Dam Removals," The Wildlife Society Washington Annual Conference, Tulalip, WA, 15-19 February 2010.

Wildlife Research Advisory Committee, Seattle City Light, 2005-2009.

Research Grant, "Avian inventory of the Elwha riparian zone, Olympic National Park, WA," NASA Space Grant Consortium, \$4,500, 2006.

Recent Publications:

McLaughlin J. "Engaging birds in vegetation restoration after Elwha dam removal." *Ecological Restoration* 31(2013): 46-56.

Gelarden C. and J. McLaughlin. "Forecasting Avian Responses to Elwha River Restoration." *Ecological Restoration* 31 (2013): 31-45.

Theses/Dissertations Supervised in Last 5 Years: 1

OUSSELIN, EDWARD H., Associate Professor, Department of Modern and Classical Language (joined Center 2001)

Education: PhD, Ohio State University, 1999; MBA, University of Kentucky, 1991; Maîtrise, Université de Tours (France), 1988; Maîtrise, Université de Tours (France), 1987

Research Specialization: French cultural studies; film studies; business French

Canada Experience: British Columbia, Québec

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-3

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: FREN 201 Intermediate French; FREN 203 Intermediate French; FREN 301 Grammar Review; FREN 302 Written Exposition; FREN 331 Civilization and Culture of France; FREN 341, Introduction to French Literature II; FREN 342 Introduction to French Literature III; FREN 385 Culture and Conversation; FREN 401 Elements de Stylistique; FREN 425 Teach-Learn Elementary French; FREN 460 French Cinema

Academic Activities:

Editor in Chief, The French Review, 2010-present.

Review Editor, Creative Works, 2005-10.

Editorial Assistance Grants - The French Review, Office of Research and Sponsored Programs, Western Washington University, 2010-12; 2005-07.

Recent Publications:

Book Reviews, "Black Soundscapes, White Stages: The Meaning of Francophone Sound in the Black Atlantic." *French Studies*, Forthcoming.

Book Reviews, "The Poetics of Ethnography in Martinican Narratives: Exploring the Self and the Environment." *French Studies*, Forthcoming.

Ousselin, E.H. *Liaisons: An Introduction to French* (contributing author). Boston: Cengage Heinle, 2012.

Theses/Dissertations Supervised in Last 5 Years: N/A

Distinctions:

Palmes académiques awarded by the French Ministry of Education, 2010.

PAGH, NANCY, Senior Instructor, English Department (joined Center 1997)

Education: PhD, University of British Columbia (Canada), 1996; MA, University of New Hampshire, 1991; MA, University of New Hampshire, 1989; BA, Pacific Lutheran University, 1985

Research Specialization: Canadian literatures; women and environment

Canada Experience: Alberta, British Columbia

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-1

Percentage Teaching/Research Dedicated to Canada: 50%

Canadian Content Courses Taught: ENG 350 Introduction to Creative Writing; ENG 353 Introduction to Creative Nonfiction Writing; ENG 354 Introduction to Poetry Writing.

Academic Activities:

Reading, *Crab Creek Review* 30th Anniversary Reading, AWP conference, Seattle, WA, 28 February 2014.

Reading, Floating Bridge Press 20th Anniversary Reading, AWP conference, Seattle, WA, 27 February 2014.

Reading, "Riffing, Emulation, and Po-Jacking: A Reading with Suggestions for Student Prompts." Canadian Creative Writers and Writing Programs (CCWWP) conference, Humber College-Lakeshore, Toronto, Canada. 10-13 May 2012. Panel with D. Johnson, S. Reynolds, and C. Steward.

Workshop, "Eating Poetry." Workshop scheduled for Field's End Writers' Conference, Kiana Lodge, Bainbridge Island. 17 April 2010.

Recent Publications:

Pagh, N. "Tents" and "Eels." *RHINO* 2014.

Pagh, N. "Tides" and "Cuttings." *Canadian Literature* 218 (2013).

Pagh, N. "Cuts" and "Rivers." *Crab Creek Review* 30th Anniversary Issue 26/2 (2013).

Pagh, N. "Oars." *Valparaiso Poetry Review*, Spring 2013.

Pagh, N. "Quilts" and "Ceilings." *Conversations across Borders*, May 2013.

Theses/Dissertations Supervised in Last 5 Years: N/A

Distinctions:

Nomination, Pushcart literary prize, Pushcart editorial selection, 2013.

ROEHL, THOMAS W., Associate Professor of Business Administration, MBA Program, Department of Management (joined Center 1999)

Education: PhD, University of Washington, 1983; MA, University of Oregon, 1969, BA, Valparaiso University, 1967

Research Specialization: international business; Asian business

Canada Experience: Alberta, British Columbia, Ontario

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): Japanese-3

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: IBUS 473 International Trade Operations

Academic Activities:

Editorial Board Member, *Journal of International Business Studies*, 2006-2007, 2009-present.

Editorial Board Member, *Journal of International Business and Economics*, 1999-present.

Editorial Board Member, *Journal of Asian Business Studies*, University of Michigan, 1993-present.

Symposium, "Japanese Values and Institutions: Do They Still have the Value They Once Had for Firms in a Globalized Economy," Korea Japan Competitiveness Symposium, July 2011.

Paper, "Relationships as an Innovative Network," Stanford Conference on Japanese Innovation and Entrepreneurship, April 2011.

Presentation, "A Comment on the Nature of Entrepreneurship in Japan," Stanford Japan Entrepreneurship Conference, February 2010.

Recent Publications:

Roehl, T.W. "Japanese Business Institutions: An Illustration of the Douglas North Institutional Economics." *The Hikone Ronso* 15 (Fall 2010).

Roehl, T.W. "Learning from Japan: A Commentary." *Academy of Management Perspectives* 5 (Fall 2010).

Theses/Dissertations Supervised in Last 5 Years: 3

Distinctions:

Lifetime Achievement Award for Service to Association of Japanese Business Studies, 2012

ROSSITER, DAVID, Associate Professor, Department of Environmental Studies (joined Center 2005)
Education: PhD, York University (Canada), 2005; MA, York University (Canada), 2001; BA, University of British Columbia (Canada), 1998

Research Specialization: Canadian geography

Canada Experience: Alberta, British Columbia, Manitoba, New Brunswick, Ontario, Québec, Saskatchewan

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-1

Percentage Teaching/Research Dedicated to Canada: 100%

Canadian Content Courses Taught: C/AM 400 Directed Independent Study; C/AM 401 Research: Problem Identification & Development; C/AM 402 Research: Analysis and Writing; EGEO 328 Canada: Society and Environment; EGEO 425 Colonial Landscapes Pacific Northwest; EGEO 461 National Resources Management; ENVS 331 Canada: Society and Environment; ENVS 441 Society, Space and Natural Resources

Academic Activities:

Presentation, "The BC Forest Branch and the making of Mt. Seymour Provincial Park," Western Division of the Canadian Association of Geographers annual meeting, Victoria, BC, 8 March 2014.

Presentation, "Unsettling the Nature of Canadian Studies in the early-21st Century," Association for Canadian Studies in the United States biennial conference, Tampa, FL, 21 November 2013.

Invited Presentation, "Canadian Pipeline Politics" at Border Policy Research Institute Colloquium Series, Western Washington University, Bellingham, WA, November 2013.

Recent Publications:

Rossiter, D. "The Nature of a Blockade." in Eds. Y.D. Belanger and P.W. Lakenbauer, *Blockades or Breakthroughs?* Montreal: McGill-Queen's University Press (in press). 2014.

Rossiter, D, and P. Burke Wood. "Unstable Properties: British Columbia, Aboriginal Title and the 'New Relationship.'" *The Canadian Geographer / le Géographe canadien* 55.4 (2011): 407-425.

Rossiter, D. "Leave the Lemons at Home: Towards a Political Ecology of Border Space." *Geopolitics* 16.1 (2011): 107-120.

Theses/Dissertations Supervised in Last 5 Years: 4

Distinctions:

Editor, *American Review of Canadian Studies*, 2011-present

SANDS, CHRISTOPHER, Ross Distinguished Professorship of Canada/US Business and Economic Relations (Joined center in 2012)

Education: Ph.D. International Relations, The Paul H. Nitze School of Advanced International Studies (SAIS), Johns Hopkins University, Washington D.C., 2004; William J. Fulbright Scholar, Carleton University, Ottawa 1999-2000; M.A. Canadian Studies and International Economics, The Paul H. Nitze School of Advanced International Studies (SAIS), Johns Hopkins University, Washington D.C., 1994; B.A. Political Science, Macalester College, St. Paul, Minnesota, 1989; Visiting Student, Carleton University, Ottawa 1987-1988

Research Specialization: International relations, economics, Canadian-American politics

Canada Experience: Alberta, British Columbia, Manitoba, New Brunswick, Nova Scotia, Ontario, Prince Edward Island, Québec and Saskatchewan.

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-3; Spanish-1

Percentage Teaching/Research Dedicated to Canada: 50%

Canadian Content Courses Taught: ECON 491 Issues in Political Economy; PLSC 497F Middle Powers & Global Politics; IBUS 474 International Government Relations

Academic Activities:

Paper, "Building a Better Canada-U.S. Clean Energy Dialogue with Natural Gas," *ENERGY / ÉNERGIE* 1.1 (March 2014).

Member, Stakeholder Consultation Group for U.S.-Canada Beyond the Border and Regulatory Cooperation Council initiatives, 2012-present

Member, American Political Science Association, 2000-present; Treasurer, Canadian Politics Section, 2008-present.

Recent Publications:

Sands, C, and A. Pande. "How India Can Learn from US-Canada Ties." *Huffington Post*. 6 May 2014.

Sands, C. "Building a Better Canada-U.S. Clean Energy Dialogue with Natural Gas" *ENERGY / ÉNERGIE* 1.1 (March 2014).

Theses/Dissertations Supervised in Last 5 Years: N/A

SAPIN, JULIA, Associate Professor, Department of Art (joined Center 2003)

Education: PhD, University of Washington, 2003; MA, University of Washington, 1994; MA, University of Washington, 1991; BA, University of Texas, 1986

Research Specialization: Asian, Pacific, and Native American art history

Canada Experience: Alberta, British Columbia, Ontario

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-1, Japanese-3, Spanish -1

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: A/HI 310 Indigenous Arts of the Pacific Northwest

Academic Activities:

Presentation, "Reasserting the Local," European Association of Japanese Studies, University of Ljubljana, Slovenia, 27-30 August 2014.

Presentation, "Flowering of a Nation-State," Polish Association of Japanese Studies, Japanese Civilization: Tokens and Manifestations Conference, Krakow, Poland, 14-17 November 2013.

Presentation, "Naturalism at the International Expositions," Association of Asian Studies, Annual Conference, Toronto, Ontario, March 2012.

Recent Publications:

Sapin, J. "Nationalizing Naturalism," in Alice Tseng and Morgan Pitelka, eds., *Kyoto Renaissances: Cultural Revival in the Seventeenth and Nineteenth Centuries*. under review at University of Hawai'i Press.

Sapin, J. "Advertising Women," *Kobayashi Tadashi sensei koki kinen ronbunshū* (A collection of essays in honor of Professor Tadashi Kobayashi's seventieth birthday). Tokyo: Geika Shoin, 2012.

Sapin, J. "Department-Store Publicity Magazines in Early Twentieth-Century Japan," *Transactions of the International Conference of Eastern Studies*, no. 56. 2011.

Theses/Dissertations Supervised in Last 5 Years: N/A

SINGLETON, SARA, Associate Professor, Department of Political Science (joined Center 2001)

Education: PhD, University of Washington, 1994; MA, University of Washington, 1989; BA, University of Washington, 1981

Research Specialization: Environmental Politics and Policy; American Politics; Public Policy

Canada Experience: British Columbia

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-1

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: C/AM 489 Managing International Ecosystems; PLSC 420 Environmental Politics.

Academic Activities:

Manuscript Reviewer, *Perspectives on Politics, Journal of Theoretical Politics, Environment and Development, Conservation and Ecology, Duke University Press, Westview Press and Congressional Quarterly Press*.

Committee Member, Sustainability Committee, Western Washington University, 2005-present.

Presentation, "Governing Complex Environmental Commons," Pacific Northwest Political Science Association Meeting in Vancouver, B.C., October 2013.

Recent Publications:

Singleton, S. "Native People and Planning for Marine Protected Areas." *Coastal Management: The international journal of marine environmental resources, law and society*. 37.5 (2009): 421-440.

Theses/Dissertations Supervised in Last 5 Years: 2

STORER, PAUL, Professor, Department of Economics (joined Center 1996)

Education: PhD, University of Western Ontario (Canada), 1992; MA, University of Toronto (Canada), 1984; BA, University of Toronto (Canada), 1983

Research Specialization: Canadian economics and economic policy; macroeconomics; labor economics

Canada Experience: Alberta, British Columbia, New Brunswick, Northwest Territories, Nova Scotia, Ontario, Prince Edward Island, Québec, Yukon

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-3

Percentage Teaching/Research Dedicated to Canada: 75%

Canadian Content Courses Taught: ECON 365 The Canadian Economy

Academic Activities:

Councilor, Executive Council, Association for Canadian Studies in the US, 2009-13.

Board of Directors and member, Pacific Northwest Regional Economic Conference, 2001-present.

Presentation, "Teaching About the World's Largest Trade Relationship," National Council on the Social Studies (NCSS) Annual Conference, Seattle, WA, November 2012.

Presentation, "Canada: Essential Economic Realities of Cross-Border Trade and Movement," National Conference on Geographic Education Annual Conference, Portland OR, August 2011.

Invited Presentation, "Ten Things You Should Know About the Canadian Economy," Foster School of Business, University of Washington, 27 January 2011.

Presentation, "Geographic and Temporal Variations in Freight Costs for U.S. Imports from Canada," Pacific Northwest Regional Economic Conference, Missoula, MT, 21 May 2010.

Recent Publications:

Storer, P. and S. Globerman. "Changes in Canada-U.S. Trade in Intermediate Versus Final Goods: Identification and Assessment." *Canadian-American Public Policy*, 81 (December 2013).

Storer, P. and M. Kasoff. "The Economy." in *Canadian Studies in the New Millennium*, Second Edition, Toronto: University of Toronto Press, 2013.

Storer, P. and S. Globerman "The Nature of Aggregate and Regional Canada-U.S. Trade (1990-2011)," Research Report No. 19, Border Policy Research Institute, February 2013.

Storer, P. and S. Globerman. "Regional and Temporal Variations in Transportation Costs for U.S. Imports from Canada." *Journal of Regional Analysis and Policy*, 41.2 (2011): 120-137.

Storer, P. and S. Globerman. "Geographic and Temporal Variations in Freight Costs for U.S. Imports from Canada: Measurement and Analysis," Research Report No. 9, Border Policy Research Institute, June 2010.

Theses/Dissertations Supervised in Last 5 Years: N/A

Distinctions:

Dean's Research Award, College of Business and Economics, Western Washington University 2011.

TAG, SYLVIA, Librarian/Associate Professor (joined Center 2010)

Education: M.L.I.S., University of Iowa, Iowa City, IA.; B.A., The Colorado College, Colorado Springs, CO.

Research Specialization: children's literature

Canada Experience: British Columbia

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): French-1

Percentage Teaching/Research Dedicated to Canada: N/A

Canadian Content Courses Taught: none

Academic Activities:

Board Member, WWU Children's Literature Conference, Western Washington University, 2006-present.

Liaison for the Western Libraries to the Washington State chapter of ACRL, 2001-2014.

Sabbatical, Book project on early twentieth-century children's literature authors, Spring 2013.

Presentation, "Nonfiction Children's Literature and the Common Core," North Sound Reading Ass., January 2013.

Interim Coordinator, WWU Children's Literature Conference, Western Washington University, 2010-2013.

Poster Session, "Controversy & Vision: Pairing Historical and Contemporary Children's Literature," National Council for the Social Studies, Seattle, WA, November 2012.

Presentation, "Nonfiction Children's Literature," Bellingham Literacy Conference, August 2012.

Recent Publications:

Tag, S. "Theme-based Information Literacy Instruction." *College & Undergraduate Libraries* 18.4 (2011): 319-332.

Tag, S. "A Library Research Course for Graduate and Professional Students in Communication Sciences & Disorders." Ed. G. Siegal. *Libraries and Graduate Students*. New York: Routledge, 2009.

Theses/Dissertations Supervised in Last 5 Years: N/A

WANG, GRACE, Associate Professor, Department of Environmental Studies (joined Center 2002)

Education: PhD, University of Minnesota, 1997; MS, University of Minnesota, 1994; BS, University of California, Berkeley, 1991

Research Specialization: natural resource policy

Canada Experience: British Columbia

Foreign Language Competence (1=basic, 2=intermediate, 3=fluent): none

Percentage Teaching/Research Dedicated to Canada: 25%

Canadian Content Courses Taught: ENVS 304 Environment and Resource Policy

Academic Activities:

Session Moderator, Lessons and Perspectives in Advancing Sustainability Literacy, *Washington Higher Education Sustainability Conference*, Bellingham, WA, 6-7 February 2014.

Session Moderator, Sustainability Initiatives in Higher Education, *International Symposium on Society and Resources Management*, Estes Park, CO, 4-8 June 2013.

Presenter. "The Relationship between Agency Trust and Proximity to National Forests," *International Symposium on Society and Resources Management*. Madison, WI, 4-8 June 2011.

Embassy of Canada Conference Grant, Government of Canada, Department of Foreign Affairs and International Trade, \$10,000, 2009.

Recent Publications:

Wang, G. "Creating a Sustainability Curriculum at a Regional Liberal Arts University," Challenges and Successes. For *Journal of Sustainability Education*. Forthcoming.

Winter, P.L., G. Wang, and G.T. Cvetkovich "In Charge or in the Lead? Reflection on Community Residents' Perspectives on Fire Management as an Example of Citizen Response to Risk." Forthcoming.

Wang, G., P.L. Winter, and G.T. Cvetkovich. "The Relationship between Agency Trust and Proximity to National Forests: Reflections on Wildland Fire Management in the Sequoia National Forest." Forthcoming.

Cocksedge, W., E. Keller, A. Mercer, and G. Wang. "Managed Access to Non-Timber Forest Products on Private Land and Eligible Tenures." The Centre for Non-Timber Resources, Royal Roads University. 21 pp. 2011.

Theses/Dissertations Supervised in Last 5 Years: 2

CENTER STAFF

BROBST, JOSEPH A., Postdoctoral Research & Evaluation Associate, appointed 2014

Education: Ed. D., University of Delaware: Educational Leadership, 2014, Curriculum, Technology, & Higher Education

University of Delaware, Education M.A., 2008, Curriculum & Instruction - Science Education

University of Delaware, Biological Sciences, B.S., 2003

Foreign Language Competence: none

Professional Experience:

Adjunct Faculty, Delaware Technical & Community College, Stanton, DE, June 2008-August 2009

Recent Publications:

Matusov, E., & Brobst, J.A. (2013), Radical Experiment in Dialogic Pedagogy in higher education and its Centauric failure: Chronotopic analysis. Hauppauge, NY: Nova Publishers

Eslinger, E., White, B., Frederiksen, J., & Brobst, J. (2008). Supporting inquiry processes with an interactive learning environment: Inquiry Island. *Journal of Science Education and Technology*, 17(6), 610-617.

HANLEY, DANIEL M., Project Director, Internal Evaluator, External Evaluator; appointed 2014

Education: Ph. D., University of Colorado, Boulder, 2008; M.A. Washington State University, 1998; B.A. University of Main, Orono, 1995.

Foreign Language Competence: none

Professional Experience:

Internal Evaluator, NSF Wider project, "Change at the Core (C-Core)," Western Washington University, September 2013-present.

External Evaluator, WA State OSPI-HEC Board project, "The Whole School Success Partnership (TWSSP)," Western Washington University, September 2012-present.

External Evaluator, WA State STEM Center project with Anacortes and Nooksack School Districts, Western Washington University, September 2012-present.

Academic Activities:

Presentation, The Whole School Success Partnership, NSF MSP Learning Network Conference, Washington, D.C., September 2013.

Presentation, College Readiness in Science Partnership, MSP Conference, San Francisco, 2011.

Presentation, College Readiness in Science Partnership, MSP Conference, San Diego, 2010.

Recent Publications:

Miller, M., Ohana, C., and Hanley, D. "Model of Research-based Education (MORE) for Science Teacher Preparation." *Teacher Education and Practice*. 26.4 (2013).

Miller, M., Ohana, C., & Hanley, D. "Re-envisioning teacher preparation for science in Washington State." *Washington State Kappan*, 6.2 (2013).

Burgess, D. & Hanley, D. "Lessons Learned from College Readiness in Science Partnership." *Washington State Kappan*, 5.1 (Summer 2011).

Landel, C., Nelson, G., and Hanley, D. "Perspectives on Deepening Teachers' Science Content Knowledge: The Case of the North Cascades and Olympic Science Partnership. National Science Foundation MSP-KMD Website, 2011.

HART, CHUCK, Program Manager (1 FTE), appointed 2003

Education: BA, Western Washington University, 1976

Foreign Language Competence: none

Professional Experience: 30 years at WWU working in the area of student services and Admissions

Contributions to Strength of Program: Academic advisor and Associated Students Club advisor to students enrolled in the program; liaison to WWU Admissions to advise, promote and educate high school and community college students about our program, international studies and the university in general; maintain Center's budgets and serve as the information connection between students, faculty, university departments and the public at large and administrate the day-to-day functions of the Center.

Distinctions:

SMITH, ELLIOTT, Conference Administrator, Center for Canadian-American Studies (1.0 FTE) appointed 2013.

Education: BA, Western Washington University, 2007; MA, Western Washington University, 2012.

Foreign Language Competence: French-1

International Experience: Association for Canadian Studies in the United States Thomas O. Enders Graduate Fellow in Canada-US Relations, Simon Fraser University, 2010. Registrar's International Scholar, University of Alberta, 2006.

Professional Experience:

Conference Administrator, 2014 Salish Sea Ecosystem Conference, Western Washington University, 2013-present.
Communications Director, International Market Access, Inc., 2013-present.
Conference Administrator III, Western Washington University, 2011.
Research Assistant V, Western Washington University, 2008-2010.

Grant Activities/Presentations:

The Columbia River Treaty: How Canadian Dams saved American Salmon: Western Washington University Center for International Studies International Lecture Series, 2010.

Recent Publications:

Master's Thesis, "The Place of the Environment in the Columbia River Treaty," Western Washington University

Distinctions:

Outstanding Graduate in Canadian-American Studies, Western Washington University, 2007.

STORER, TINA, Education and Curriculum Specialist, Center for Canadian-American Studies (0.5 FTE Title VI; 0.1 FTE WWU) appointed 2000

Education: BA, University of Toronto (Canada), 1981; BEd., University of Ottawa (Canada), 1983

Foreign Language Competence: Estonian-1, Finnish-2, French-1

International Experience: Taught English and English as a Second Language at high schools in Montreal, QC, and Ottawa, London, and Toronto, ON

Professional Experience: Holds teaching certificates in Québec and Ontario (Canada) and Washington state; now coordinates the annual STUDY CANADA Summer Institute for K-12 Educators and leads NRC "K-12 STUDY CANADA" outreach activities and resource/curriculum development.

Research/Awards/Activities:

International Educator of the Year Award, Western Washington University, 2009.

Embassy of Canada K-12 Outreach Grant with D. Alper, Government of Canada, Department of Foreign Affairs and International Trade, awarded annually \$15,500 (2009-2010).

Outreach Grant, Québec Government Office (Los Angeles), 2008, 2009

Annual Lecture, "Canada in the Curriculum: Best Practices and Best Resources," STUDY CANADA Summer Institute for K-12 Educators, 2000-2009.

Chair, Vital Issues Panel, *Turning the Tables: International Perspectives on Social Studies Education*, National Council for the Social Studies Annual Conference, Atlanta, GA, Nov 2009.

Recent Publications:

Storer, T. *O Canada! The True North Strong and Free!* Newspapers in Education classroom resource, (published by more than fifteen major newspapers such as *The Washington Times*, *The Seattle Times*, *The Detroit Free Press*, etc.), 2007.

CENTER FOR CANADIAN-AMERICAN STUDIES CO-LEADS, ADVISORS & PARTNERS FOR GRANT ACTIVITIES

Quality of Staff Resources – Western Washington University has adequate staffing for planned grant activities due to the faculty's dedicated involvement, leadership and project advice. Off-campus partners further enable WWU to build sustainable collaborations with faculty at postsecondary institutions on both sides of the border, including schools of education, and community colleges and Title III minority-serving institutions in the northwestern US.

Non-Language Program

C/AM 200: Introduction to Canadian Studies Distance-Learning Course

Christopher Sands, Ross Distinguished Professor of Canada-US Business and Economic Relations, College of Business and Economics, WWU

Kathi Hiyane-Brown, President, Whatcom Community College, Bellingham, WA

Northwest Higher Education Coalition – Individual collaborative partners are still to be determined with this consortium of public two- and four-year colleges and universities in the Kitsap, Whatcom, Skagit, Snohomish, and Clallam counties in Washington State. This consortium is comprised of nine institutions, including Western Washington University, Whatcom Community College, Bellingham Technical College, the Northwest Indian College, Skagit Valley College, Everett Community College, Edmonds Community College, Olympic College, and Peninsula College.

NB: Interactive presentations by guest speakers are also still to be determined but are expected to include: Embassy of Canada, Washington, DC; Canada Institute, Wilson Center International Center for Scholars, Washington, DC; Johns Hopkins School of Advanced International Studies, Washington, DC.

C/AM 497: Salish Sea Cross-Border Summer Field Course

Karen Dade, Associate Dean, Woodring College of Education, WWU

Steve Hollenhorst, Dean, Huxley College of the Environment, WWU

Institute for Salish Sea Studies (faculty to be determined), WWU

Ryan Hilperts, School of Environmental Studies, University of Victoria, and the Redfish School of Change, Victoria, BC

Faculty of Education (faculty to be determined), University of Victoria, Victoria, BC

Language Program

French 337A: French Language in Montréal and French 337B: French Culture in Montréal

Frédéric Gagnon, Associate Professor & Director of Undergraduate Studies, Department of Political Science, University of Québec at Montréal (UQAM), Montréal, Québec

NB: Additional collaborative partners are still to be determined at UQAM and on site in Montréal.

Outreach - K-12 Professional Training and Resource Projects

C/AM 410: STUDY CANADA Summer Institute for K-12 Educators

Karen Dade, Associate Dean, Woodring College of Education, WWU

Maggie Barklind, Director, Student & Course Services, Extended Education, WWU

Alisyn Maggiora, Program Manager, Extended Education (Clock Hour Certification), WWU

Donald K. Alper, Director, Center for Canadian-American Studies, WWU

Cecilia Danysk, Department of History, College of Humanities and Social Sciences, WWU

Paul Storer, Department of Economics, College of Business and Economics, WWU

David Rossiter, Department of Environmental Studies, Huxley College of the Environment, WWU

Institute for Salish Sea Studies (faculty to be determined), WWU

Nadine Fabbi, Associate Director, Canadian Studies Center, UW

Charlotte Coté, Department of American Indian Studies, UW

Judy Lam Maxwell, Continuing Studies, Simon Fraser University, Burnaby, BC

Consul/Consul General, Canadian Consulate General, Seattle

Kevin Cook, Political, Economic & Academic Officer, Canadian Consulate General, Seattle,

Leslie McGarry, Culture and Community Liaison, Victoria Native Friendship Centre, Victoria, BC

Karen L. Aitken, Director, Parliamentary Education Office, BC Legislative Assembly, Victoria, BC

Janet MacDonald, Head of Learning/Visitor Engagement & Experience, Royal BC Museum, Victoria, BC

NB: A variety of other contacts will be made regarding participant room and dining accommodations.

Cross-Border Tribal Group Resource Project

Kristen French, Director, Center for Education, Equity and Diversity, Woodring College of Education, WWU
Jioanna Carjuzaa, Associate Professor of Curriculum and Multicultural Education, Director of *Indian Education for All*, Faculty of Education, Montana State University—Bozeman

NB: A variety of collaborative partners from tribal organizations/Title III institutions are still to be determined.

Outreach – Postsecondary

Western to Whatcom Initiative

Kathi Hiyane-Brown, President, Whatcom Community College, Bellingham, WA
Maggie Barklind, Director, Student & Course Services, Extended Education, WWU

NB: Additional collaborative partners on both sides of the border are still to be determined for events including *Canada Week at Whatcom Community College* and a *Western to Whatcom Speaker Series*.

Canadian Studies Online Multimedia Resource Collection

Expected contributors include:

Donald K. Alper, Director, Center for Canadian-American Studies, WWU
Vincent Gallucci, Director, Canadian Studies Center, UW
Nadine Fabbi, Associate Director, Canadian Studies Center, UW
Paul Storer, Department of Economics, College of Business and Economics, WWU
David Rossiter, Department of Environmental Studies, Huxley College of the Environment, WWU
Christina Keppie, Modern & Classical Languages, College of Humanities and Social Sciences, WWU
Butch Kamena, Political Science Department, College of Humanities and Social Sciences, WWU
Christopher Sands, Ross Distinguished Professor of Canada-United States Business and Economic Relations,
College of Business and Economics, WWU

NB: A variety of collaborative partners from among expert NRC faculty and other institutions/organizations are still to be determined.

Outreach - Business, Media, Public

Cross-Border Economic Forums

Christopher Sands, Ross Distinguished Professor of Canada-United States Business and Economic Relations,
College of Business and Economics, WWU

Paul Storer, WWU, Department of Economics, College of Business and Economics, WWU

Laurie Trautman, Associate Director, Border Policy Research Institute, WWU

Jim Pettinger, International Market Access

Greg Boos, Cascadia Cross-border Law

Hugh Conroy, Whatcom Council of Governments

Canadian Consulate General, Seattle, WA

US Consulate General, Vancouver, BC

Pacific Northwest Economic Region (PNWER) Foundation

Pacific Northwest Region Economic Conference (PNREC)

NB: Collaborative partners from the above organizations and from other businesses in the Pacific Northwest are still to be determined.

Border Policy Research Institute Quarterly Border Briefs and Monthly Border Colloquia

Laurie Trautman, Associate Director, Border Policy Research Institute, WWU

Hugh Conroy, Whatcom Council of Governments

NB: Additional collaborative partners/researchers are still to be determined.

APPENDIX 3A: COURSE LIST - UNIVERSITY OF WASHINGTON

UNDERGRADUATE INTERDISCIPLINARY PROGRAMS

Arctic Studies Minor.....	1
Honors Program.....	1

COLLEGE OF ARTS AND SCIENCES

American Ethnic Studies, Asian American Studies	2
Department of American Indian Studies.....	2
Department of Anthropology.....	4
Department of Archaeology.....	4
School of Art, Division of Art History.....	4
Department of Communication.....	5
Department of Comparative Literature	5
Department of Economics.....	6
Department of English	6
Department of Geography.....	6
Department of History, History of the Americas	7
Simpson Center for the Humanities	8
Henry M. Jackson School of International Studies (JSIS).....	8
Department of Linguistics.....	9
Department of Gender, Women and Sexuality Studies.....	10

COLLEGE OF BUILT ENVIRONMENTS

Landscape Architecture	10
Department of Urban Design and Planning	10

MICHAEL G. FOSTER SCHOOL OF BUSINESS

Department of Marketing and International Business.....	11
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COLLEGE OF ENGINEERING

Chemical Engineering.....	11
Civil and Environmental Engineering.....	11
Paper Science and Engineering.....	12

COLLEGE OF THE ENVIRONMENT

School of Aquatic and Fishery Sciences	12
Department of Atmospheric Sciences	12
College of the Environment	12
Department of Earth and Space Sciences	12
Program on the Environment	12
Environmental Science and Resource Management	13
School of Environmental and Forest Resources	13
School of Marine and Environmental Affairs	13
School of Oceanography.....	13

SCHOOL OF LAW

Humanitarian Law	14
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DANIEL J. EVANS SCHOOL OF PUBLIC AFFAIRS

Public Affairs.....	14
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SCHOOL OF PUBLIC HEALTH

Health Services	14
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SCHOOL OF SOCIAL WORK

Social Work	14
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UW BOTHELL

Interdisciplinary Studies	14
Education Program	15

UW TACOMA

Interdisciplinary Arts and Sciences, Environmental Science	15
Interdisciplinary Arts and Sciences, History	15
Social Work	15
Urban Studies, Geography	15

LANGUAGE INSTRUCTION PROGRAM – CANADIAN FRENCH & INDIGENOUS LANGUAGES

Division of French and Italian Studies	16
French Subject Courses	17
UW Extension, French Language Course Sequence	18
UW in the High Schools French Program	18
Canadian Least-Commonly Taught Indigenous Language Courses (institutional partners for FLAS)	18

APPENDIX 3A: COURSE LIST - UNIVERSITY OF WASHINGTON

Prefix	#	Cross-listed	Course Title	% Content	Instructor	CR	Su 12	F 12	W 13	Sp 13	Su 13	F 13	W 14	Sp 14	Su 14	F 14	W 15	Sp 15	
UNDERGRADUATE INTERDISCIPLINARY PROGRAMS																			
Arctic Studies Minor																			
*ARCTIC	200		<i>Indigenous Diplomacies & International Relations in the Arctic.</i> Focuses on Canada's foreign and domestic Arctic policies, the political influence of the Inuit in Canada, and international northern policies.	75%	N. Fabbi	3										x			
*CP2-ARCTIC	200-level	JSIS 200-level/HO NORS 220B	<i>Climate Change: Science & Human Rights.</i> The course will look at the science of climate change and connect Arctic change to human rights and other geopolitical issues in Canada, the U.S., and Russia. (Offered in 2015-2016).	35%	B. Pavia	5													x
ARCTIC	400		<i>Integrating Policy & Science in Arctic Studies.</i> The course addresses how science and policy intersect with a focus on Canada and the other Arctic nation-states.	50%	D. Hellmann/V. Galluci	3							16						x
*ARCTIC	400-level	JSIS 495-level	<i>Task Force on Canada-U.S. Chairmanship of the Arctic Council.</i> Focuses on Canada's priorities and accomplishments during its chairmanship and the priorities of the United States regarding its upcoming chairmanship.	75%	N. Fabbi/V. Gallucci	3											x		
*CP2-ARCTIC	400-level	JSIS 400-level	<i>Circumpolar World Leadership Program.</i> This leadership training for UW and students from Title III institutions will prepare students to meet the growing demand for expertise on Arctic issues. (Offered in 2015-16.)	35%	team taught	10													Su '15
*ARCTIC	400-level	JSIS 400-level	<i>Inuit Nunangat (Inuit Homelands) in Canada.</i> The course looks at the history, culture and political influence of Canada's Inuit. (Offered in 2017-18).	100%	N. Fabbi	3													W '18
ARCTIC	401		<i>Current Issues in the Arctic Region.</i> Canadian scientists, scholars or indigenous leaders will present their current research on or experience in the Arctic.	100%	Fulbright Chair Arctic Studies	3													x
ARCTIC	498B	C ENVIR 490	<i>The Future of Ice: Lessons about the Changing Arctic through Art, Science, Politics, and Activism.</i> Six activists, artists and scientists, including four Canadian speakers, provided insights about a changing Arctic.	75%	N. Fabbi/E. Steig	2							15						
Honors Program																			
*CP2-HONORS	220B	JSIS/ARCTIC 200-level	<i>Climate Change: Science & Human Rights.</i> The course will look at the science of climate change and connect Arctic change to human rights and other geopolitical issues in Canada, the U.S., and Russia. (Offered in 2015-2016).	35%	B. Pavia	5													x
HONORS	222		<i>Disaster Science: An Interdisciplinary Exploration of Marine Oil Spills.</i> An introduction to oil spills that have had a major impact in the United States and Canada.	25%	R. Pavia	5				20				25					x

* = partially funded by Title VI

AP-Absolute Priority; CP1-Competitive Priority 1; CP2-Competitive Priority 2

APPENDIX 3A: COURSE LIST - UNIVERSITY OF WASHINGTON

Prefix	#	Cross-listed	Course Title	% Content	Instructor	CR	Su 12	F 12	W 13	Sp 13	Su 13	F 13	W 14	Sp 14	Su 14	F 14	W 15	Sp 15	
COLLEGE OF ARTS AND SCIENCES																			
American Ethnic Studies - Asian American Studies																			
AAS	101		<i>Introduction to Asian American Cultures.</i> Evolution of Asian-American cultures in Canada and the United States from 1850 to 1950.	25%	G. Nomura	5				42									X
AAS	250		<i>Asian American Oral History.</i> Examines the meanings of the lived experience of Asian communities in Canada and the United States through an oral history perspective.	25%	G. Nomura	5				21				18					X
AAS	310		<i>Asian Americans in the Pacific Northwest.</i> Examines the history and lives of Asian Americans in the Pacific Northwest from the eighteenth century to the present.	25%	G. Nomura	5								18					X
AAS	370		<i>Japanese-American History and Culture.</i> Analyzing the importance of Japanese-Americans to American and Canadian societies.	35%	T. Kashima	5		21				14					X		
AAS	372		<i>Internment Camps In North America.</i> A Comparative study of United States and Canadian internment camps incarcerating Japanese Americans and Japanese Canadians.	35%	T. Kashima	5			24				12						X
AAS	385		<i>Asian Americans: The Law and Immigration.</i> Traces the evolution of Canadian and United States immigration laws and policies from the nineteenth century to modern day.	25%	G. Nomura	5		20				17				X			
AAS	392	GWSS 392	<i>Asian-American Women.</i> Intersection of race, class, gender in the lives of Asian American (Canada/U.S.) and Pacific Islander women.	25%	G. Nomura	5			23				39						X
Department of American Indian Studies																			
AIS	102A		<i>Survey of American Indian Studies.</i> This course covers the "peopling of the Americas," the archeology and anthropology of Canada and the US.	45%	T. Colonnese	5		117						60					
AIS	201		<i>Introduction to American Indian History.</i> Includes native North Americans whose territories and/or descendants were eventually included in or under the jurisdiction of present-day Canada.	10%	A. Harmon	5							38						X
AIS	202		<i>Contemporary Indians, Gaming and Casinos.</i> Economies in Aboriginal communities including Canada.	35%	M. Wright	5		28						25					X
AIS	240		<i>Native North American Women.</i> Explores American Indian and Canadian First Nations women's historic roles and current issues.	35%	M. Wright	5								24					X
AIS	270		<i>Native Peoples of the Pacific Northwest.</i> Examines the social structure of cultural groups on the Pacific Northwest including indigenous peoples of Canada.	75%	D. Million/C. Côté	5		30						20					X
AIS	331	HSTAA 301	<i>American Indian History to 1840.</i> Includes history of indigenous peoples and their descendants in the area that now constitutes the United States and Canada.	10%	A. Harmon	5		17											X

* = partially funded by Title VI

AP-Absolute Priority; CP1-Competitive Priority 1; CP2-Competitive Priority 2

APPENDIX 3A: COURSE LIST - UNIVERSITY OF WASHINGTON

Prefix	#	Cross-listed	Course Title	% Content	Instructor	CR	Su 12	F 12	W 13	Sp 13	Su 13	F 13	W 14	Sp 14	Su 14	F 14	W 15	Sp 15	
AIS	332	HSTAA 332	<i>American Indian History: 1840 to Present.</i> History of American Indians in the United States and Canada from 1840 to the present.	10%	A. Harmon	5			14									x	
AIS	335		<i>American Indians and the Law.</i> History of laws governing Canadian and American Indians: aboriginal law systems, Canada and U. S. laws, and contemporary tribal laws.	75%	C. Coté	5					17								
AIS	340		<i>Indian Children and Families.</i> Challenges and solutions faced in Aboriginal communities in the United States and some comparison of programs and issues in Canada.	50%	D. Million	5	8			38			38						x
AIS	350		<i>Two-Dimensional Art of the Northwest Coast Indians.</i> Studio course emphasizes principles of structure and style of two-dimensional art which can be found on old, traditional Canadian and Northwest Coast pieces	30%	M. Oliver	5		22	25				25	20				x	x
AIS	360	C LIT 397	<i>Indians in Cinema.</i> Studies representations of Aboriginal peoples in films from 1900 to present including portrayal of Canadian indigenous peoples.	25%	D. Hart/L. Rhoades	5	24		101										x
AIS	370	HSTAA 315	<i>Researching Indians' History.</i> Finding and interpreting sources of information about Canadian and American Indians' history.	25%	A. Harmon	5								6					x
AIS	378	ENGL 457	<i>Northwest Contemporary American Indian Literature.</i> Contemporary poets and writers who are from the Arctic, Canadian west coast, and the United States.	50%	D. Million	5			19										x
AIS	431		<i>History of Native American Indian Education.</i> Traditional and European-introduced methods of schooling, the federal role in Indian education, contemporary Indian education issues in Canada and the US.	75%	C. Coté	5		21											
AIS	435		<i>Spiritual Encounters.</i> Explores Canadian and other North American Indigenous interaction with Christianity.	35%	M. Wright	5						13							
AIS	440	GWSS 440	<i>Reading Native American Women's Lives.</i> Seminar based on published words written by and about indigenous women of the U.S. and Canada.	25%	J. Bushnell	5				7				9					x
AIS	443	COM 443	<i>Indigenous Films, Sovereign Visions.</i> Explores fiction, documentary, experimental film, and digital media with a significant focus on Canadian Aboriginal filmmakers.	50%	D. Hart	5				23									x
AIS	451		<i>Critical American Indian Studies Issues.</i> Students explore and develop critical thinking on significant issues in the field of American Indian Studies in Canada and the U.S.	50%	D. Million	5		13					7						x
AIS	461		<i>First Nations Government and Politics in Canada.</i> Focuses on First Nations government and politics in Canada.	75%	C. Coté	5								15					x
AIS	465		<i>First Nations Filmmaking in Canada.</i> Examines First Nations video production in Canada and how film is utilized as a medium for addressing significant issues.	75%	C. Coté	5			26										x

APPENDIX 3A: COURSE LIST - UNIVERSITY OF WASHINGTON

Prefix	#	Cross-listed	Course Title	% Content	Instructor	CR	Su 12	F 12	W 13	Sp 13	Su 13	F 13	W 14	Sp 14	Su 14	F 14	W 15	Sp 15	
AIS	466		<i>Producing the Documentary Short</i> . Explores documentary theory, methods, and aesthetics with a focus on Canadian culture.	50%	D. Hart	5	6	13			15								
AIS	475		<i>Special Topics in Indian Studies</i> . This class examines Indigenous resistance and resurgence movements in the United States, Canada and Mexico.	50%	D. Hart/C. Coté	5		19		30			11			x			
AIS	501		<i>Doctoral Research Methods</i> . The course includes the work of prominent Canadian indigenous researchers including Dr. S. Wilson, J. Archibald and others.	40%	D. Hart	5								4					x
AIS	503		<i>Documentary Theory, Form, and Practice</i> . Explores Canadian documentary theory and practice, utilizing readings and documentary filmmaking exercises.	40%	D. Hart	5								6		x			
Department of Anthropology																			
ANTH	437		<i>Political Anthropology and Social Change</i> . Icelandic study abroad program offered biennially focusing on northern issues in Iceland and Canada.	25%	M. Willson	5						13							F '15
ANTH	495		<i>Advance Problems in Ethnology</i> . Icelandic study abroad program offered biennially focusing on northern issues in Iceland and Canada.	25%	M. Willson	5						13							F '15
ANTH	469		<i>Special Studies in Anthropology</i> . Icelandic study abroad program offered biennially. Icelandic study abroad program offered biennially focusing on northern issues in Iceland and Canada.	25%	M. Willson	5						13							F '15
Department of Archaeology																			
ARCHY	377		<i>Arctic Archaeology</i> . Course focuses on archaeology in Alaska and the Russian Far East, Canada and Scandinavia.	30%	B. Fitzhugh	5				9									x
School of Art, Division of Art History																			
ARTH	233		<i>Survey of Native Art of the Pacific Northwest Coast</i> . Surveys indigenous art of the Pacific Northwest from ancient contemporary times.	65%	K. Bunn-Marcuse/R. Wright	5				62			82						x
ARTH	433		<i>Northern Northwest Coast Native-American Art: Methodologies in Stylistic Analysis</i> . Intensive analysis of formline rules; stylistic variation through time and between Canadian tribal and individual artists' styles.	50%	R. Wright	5			18										
ARTH	435		<i>Coast Salish Art</i> . This course will examine the history and roles of monumental sculptures in the lives peoples in Canada and the Northwest Coast.	50%	R. Wright	5								22					x
ARTH	501		<i>Seminar in the General Field of Art</i> . In-depth study of selected topics and problems of Canadian art.	50%	R. Wright	5							2						x

* = partially funded by Title VI

APPENDIX 3A: COURSE LIST - UNIVERSITY OF WASHINGTON

Prefix	#	Cross-listed	Course Title	% Content	Instructor	CR	Su 12	F 12	W 13	Sp 13	Su 13	F 13	W 14	Sp 14	Su 14	F 14	W 15	Sp 15	
ARTH	533		<i>Seminar in North American Native Art.</i> This graduate seminar is a hands-on experience designed to teach several basic technologies that are used in Canadian and U.S. art traditions.	50%	R. Wright	5				10									
Department of Communication																			
COM	201		<i>Introduction to Communication.</i> This course focuses on the role that mass communications plays in our lives and also a study of media in Québec, Canada.	25%	N. Debray	5		431											x
COM	289		<i>Communication and Difference.</i> Examines how communication practices, particularly media, shape our understanding of ourselves, our relationships to others, society, Canada and the world.	25%	K. Fearn-Banks	5					29								
COM	321		<i>Communication and International Relations.</i> Looks at international relations in relations between Canada and international states and groups.	50%	N. Debray	5		75											
COM	382		<i>Social Scientific Approaches to Communication Research.</i> Comprehensive introduction to research methods employed in basic Canadian and applied communication research.	25%	P. Howard	5						73				x			
COM	420		<i>Comparative Media Systems.</i> Provides students with an understanding of Canadian policies that shape national communication processes and systems.	25%	P. Howard	5					15								
COM	443	AIS 443	<i>Indigenous Films, Sovereign Visions.</i> Explores experimental film and digital media from indigenous artists from around the world with significant focus on Canadian Aboriginal filmmakers.	50%	D. Hart	5				13				12					x
COM	444 A		<i>Public Relations and Society.</i> Overview of issues, strategies, and role of public relations professionals in various areas of Canadian and American society.	25%	K. Fearn-Banks	5	33	57			18	53			40	x			
COM	452		<i>Crisis Communications.</i> Course includes a visiting communications professional from Canada to address Canadian components of course focus.	25%	K. Fearn-Banks	5				42									x
COM	478		<i>Intercultural Communications.</i> This course examines how culture shapes communication using Québec as a case study.	75%	N. Debray	5				95									x
Department of Comparative Literature																			
C LIT	312		<i>History of Film: 1960-1988.</i> Covers the vast changes in Canadian filmmaking since 1960.	40%	T. Cooper	5									18				
C LIT	315		<i>National Cinemas.</i> Examines the cinema of a Canadian ethnic group, with films typically shown in the original language with subtitles.	40%	T. Cooper	3									10				
C LIT	397A	AIS 360	<i>Special Topics in Cinema Studies.</i> Studies representations of Aboriginal peoples in films from 1900 to present including portrayal of Canadian indigenous peoples.	85%	T. Colonnese/L. Rhoades	5		58			3		58						x

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C LIT	397B	AIS 360	<i>Special Topics in Cinema Studies</i> . Analyzing film as part of making social change including contemporary films from the U.S. and Canada.	40%	T. Cooper	5						7						x	
Department of Economics																			
ECON	200		<i>Introduction to Microeconomics</i> . Includes analysis of markets and content on Canada's role in the modern global system.	25%	alternating faculty	5	31	475	481	454	34	483	480	430	26	x		x	
ECON	201		<i>Introduction to Macroeconomics</i> . Includes content on Canada's role in the modern global system and an analysis of the aggregate economy.	25%	alternating faculty	5	38	147	294	428	34	353	337	352	40	x		x	
ECON	450		<i>Public Finance: Expenditure Policy</i> . Includes comparison between major government programs in Canada and the United States.	25%	N. Bruce	5			42	40			35	35				x	
ECON	451		<i>Public Finance: Tax Policy</i> . Types of Canadian and American taxes and how they economic decisions made by households and businesses.	25%	N. Bruce	5			39	40			35	35				x	
Department of English																			
ENGL	205		<i>Method, Imagination, and Inquiry</i> . This course includes the work of Canadian author and poet, Margaret Atwood.	25%	L. Searle	5			24				22					x	
ENGL	457	AIS 378	<i>Pacific Northwest Literature</i> . Concentrates in alternate years on either prose or poetry of the contemporary authors from Canada, Alaska, Washington and Oregon.	50%	D. Million	5			3			5				x			
Department of Geography																			
GEOG	123		<i>Introduction to Globalization</i> . Focuses on the growth and intensification of global ties between Canada and other world nations.	25%	M. Sparke	5		305											
GEOG	180		<i>Introduction to Global Health: Disparities, Determinants, Policies and Outcomes</i> . Provides an introduction to global health within Canada and other world nations.	25%	M. Sparke	5			28				19					x	
GEOG	207		<i>Economic Geography</i> . The changing locations and spatial patterns of Canadian and global economic activity.	25%	W. Beyers	5		91				86				x			
GEOG	271		<i>Geography of Food and Eating</i> . Examines food production, distribution, and consumption issues in Canada, Québec and other world regions.	25%	L. Jarosz	5			85				137					x	
GEOG	277		<i>Geography of Cities</i> . Geographic nature of urbanization, urban systems and the internal spatial patterns and activities within cities in Canada and the U.S.	75%	K. England	5				70									x
GEOG	302		<i>The Pacific Northwest</i> . Settlement pattern in the Pacific Northwest, and Canada, emphasizing economic and historical factors.	50%	W. Beyers	3			92				86					x	
GEOG	342		<i>Geography of Inequality</i> . Geographies of social, political, and economic inequality with a Particular emphasis placed on the United States and Canadian experience.	75%	K. England	5								45					x

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GEOG	380		<i>Environmental Geography and Health</i> . The purpose of this class is to give students an introduction to geographic research into disease and health including Canadian case studies.	25%	J. Mayer	5				105				148					x
GEOG	476	GWSS 476	<i>Women and the City</i> . Explores the reciprocal relations between gender relations, the layout of cities, and the activities of urban residents in Canada and the U.S.	75%	K. England	5	9												
GEOG	497		<i>Tutorial in Geography</i> . Formulations of project outlines and orientation in contemporary geographic cases in Canada and other nations.	25%	L. Jarosz/M. Sparke	3	17	9	9									x	x
GEOG	500		<i>Geographic Thoughts</i> . Explores key theoretical positions and debates that have affected geography in recent decades including examples from Canada.	25%	L. Jarosz	5						9							
GEOG	541		<i>Research Seminar: Feminist Geographies</i> . Focuses on care, work and diversity in women's economy with studies included from Canada.	75%	K. England	5								2					x
GEOG	575		<i>Advanced Political Geography</i> . Provides resources for theorizing how politics shapes and is shaped by geographical relationships.	25%	M. Sparke	5				7									x
Department of History - History of the Americas																			
HSTAA	301		<i>Foundations of American Civilization</i> . Canadian content in discussion of development of New France and its relations with English America.	25%	R. Johnson	5		44				61					x		
HSTAA	315	AIS 370	<i>Researching Indians' History</i> . Finding and interpreting sources of information about Canadian and American indigenous history.	25%	A. Harmon	5								3					
HSTAA	331	AIS 331	<i>American Indian History to 1840</i> . History of indigenous peoples and their descendants in the area that now constitutes the United States and Canada.	25%	A. Harmon	5		15									x		
HSTAA	332	AIS 332	<i>American Indian History</i> . History of American Indians in the United States from 1840 to the present. Emphasis on Canadian and U.S. government policies.	25%	A. Harmon	5			12										x
HSTAA	373	GWSS 383	<i>Social History of American Women to 1890</i> . Including Canadian women's history focused on Canadian women's migration to the U.S. and the temperance movement in Canada.	25%	S. Yee	5		9											
HSTAA	374	GWSS 384	<i>Social History of American Women in the 20th Century</i> . Including Canadian women's history focused on Canadian women's migration to the U.S. and the temperance movement in Canada.	25%	S. Yee	5			11										x
HSTAA	388		<i>Introduction to History</i> . Introduction to comparative empires in early modern Canada and the U.S.	25%	R. Johnson	5								2					x

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HSTAA	401		<i>The American Revolution</i> . Includes some analysis of the Loyalists in the American Revolution and the impact on Canada.	25%	R. Johnson	5			26										x
HSTAA	432		<i>History of Washington State and the Pacific Northwest</i> . This course looks at British Columbia as part of a broader survey of the Pacific Northwest, 1750-2000.	25%	J. Findlay	5	20			30				34					x
HSTAA	512		<i>Readings in the History of the North American West</i> . Several course readings focus on Canadian history in the West and comparative experiences in Canada and the United States.	25%	J. Findlay	5								6					x
HSTAA	517		<i>Field Course in American Indian History</i> . Survey of major problems and literature concerning indigenous peoples of North America including Canada.	25%	A. Harmon	5				3									x
Simpson Center for the Humanities																			
HUM	498A & B		<i>Native Modernities: Histories, Politics, and Arts of Indigeneity</i> . Histories of Canadian native struggles and contemporary (trans)national indigenous social movements.	50%	alternating faculty	12	40								18				
Henry M. Jackson School of International Studies																			
*CP2-JSIS	200-level	ARCTIC 200-level/HO level/NORS	<i>Climate Change: Science & Human Rights</i> . The course will look at the science of climate change and connect Arctic change to human rights and other geopolitical issues in Canada, the U.S. and Russia. (Offered in 2015-2016).	35%	B. Pavia	5													x
JSIS	200		<i>States and Capitalism: The Origins of the Modern Global System</i> . Includes content on Canada's role in the modern global system, origins of the modern world system in the sixteenth century, and its history until World War.	25%	A. Yang/D. Chivot	5		214				224			25	x			
JSIS	201		<i>Introduction to International Political Economy</i> . Provides a historical understanding of the twentieth century and includes content on Canada's role in the modern global system.	25%	J. Migdal/D. Bachman	5			249	120			262	123					
JSIS	202		<i>Cultural Interactions in an Interdependent World</i> . Cultural interaction among societies and civilizations, particularly Western and non-Western. Includes content on Canada's role in the modern global system.	25%	C. Robinson	5				205				137					
*CP2-JSIS	400-level	ARCTIC 400-level	<i>Circumpolar World Leadership Program</i> . This leadership training for UW and students from Title III institutions will prepare students to meet the growing demand for expertise on Arctic issues. (Offered in 2015-16.)	35%		10													Su '16
*JSIS	400-level	ARCTIC 400-level	<i>Inuit Nunangat (Inuit Homelands) in Canada</i> . The course looks at the history, culture and political influence of Canada's Inuit. (Offered in 2017-18).	100%	N. Fabbi	3													W '18
JSIS A	422		<i>First Nations Filmmaking in Canada</i> . Examines First Nations video production in Canada; how film is utilized as a medium for addressing significant issues.	50%	C. Coté	5			2				1						x
JSIS	482A		<i>Special Topics Canada</i> . Indigenous peoples resistance movements in Canada and North America.	50%	C. Coté	5						2							

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JSIS	482A		<i>Business in the Arctic</i> . Providing an overview of the most recent legal and political developments in Canada and other <i>Special Topics Canada</i> . The course will address the foundations of 20th century land claims agreements in Canada and North America.	50%	S. Grablin	3				11									X
JSIS	482B		<i>Arctic Security in the 21st Century: Emerging Issues and Challenges</i> . Course Examines various concepts of security in the Arctic with a focus on Canada and Québec.	50%	T. Penikett	5				16									
JSIS	495G		<i>International Humanitarian Law</i> . The course investigates international humanitarian law and includes Canada's role and perspective on the International Criminal Court.	100%	N. Fabb/J. Plouffe	5		12										X	
JSIS A	465	LAW H 542	<i>Task Force on Canada-U.S. Chairmanship of the Arctic Council</i> . Focuses on Canada's priorities and accomplishments during its chairmanship and the priorities of the United States regarding its upcoming chairmanship.	25%	F. Lorenz	5				23				26					X
*JSIS	495	ARCTIC 400-level	<i>Global Economic Trends & Challenges</i> . Open only to the students in the new JSIS Master's In Applied International Studies. The course includes a three-week module dedicated to Canada's leadership in the new Arctic Economic Council.	75%	N. Fabb/J. Galluci	3												X	
JSIS	500-level		<i>The Arctic as an Emerging Global Region</i> . This course examines how the Arctic is emerging as its own distinctive region in addition to forming a significant part of northern nations specifically Canada.	35%	V. Gallucci													X	
JSIS	582	ATMS 582/ESS 586/OCE AN 582	<i>Arctic Insecurities</i> . This course will address the range of Canadian and Arctic insecurities from the Cold War security paradigm to environmental and human security.	50%	B. Fitzhugh/J. Deming	3						7							
JSIS	582B		<i>Introduction to Linguistic Thought</i> . Background and scope of modern linguistics in Canada; behaviorist versus rationalist theories of language and universal and cognitive aspects of language structure.	50%	Canada Fulbright Arctic Chair	3						8							
Department of Linguistics																			
LING	200		<i>English Phonology</i> . Descriptively oriented approach to of Canadian and English phonology and phonetics; dialect differences.	50%	S. Hargus	5													X
LING	446		<i>Introduction to Phonetics and Phonology</i> . This class is an introduction to the phonetics of Canadian spoken languages, covering articulatory phonetics, acoustics, and basic phonology.	50%	S. Hargus	3		15											
LING	450	LING 550	<i>Phonology I</i> . Speech sounds, mechanism of their production, and structuring of sounds in languages including French in Canada.	50%	S. Hargus	5								27	7				X
LING	451	LING 551	<i>Methods in Comparative Linguistics</i> . Method and theory of historical and comparative linguistics including examples from Canadian French.	50%	S. Hargus	5												31	X
LING	454		<i>Introduction to Linguistic Thought</i> . Background and scope of modern linguistics in Canada; behaviorist versus rationalist theories of language and universal and cognitive aspects of language structure.	50%	S. Hargus	5	3												

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LING	481		<i>Introduction to Morphology</i> . Structure of words and the processes by which they are formed. Morphological processes in a wide variety of languages including Canada.	50%	S. Hargus	5								7							
LING	550	LING 450	<i>Introduction to Linguistic Phonetics</i> . Introduction to articulatory and acoustic correlates of phonological features including in Canadian French language.	50%	S. Hargus	5							10				7				
LING	551	LING 451	<i>Phonology I</i> . Speech sounds, mechanism of their production, and structuring of sounds in languages including in Canadian French language.	50%	S. Hargus	5												3			x
LING	580		<i>Problems in Linguistics: Historical Phonology</i> . Course draws on faculty research in Aboriginal languages in Canada.	50%	S. Hargus	2-4			3					7							x
Department of Gender, Women and Sexuality Studies																					
GWSS	300		<i>Gender, Race, and Class in Social Stratification</i> . The intersection of race, class and gender in the lives of women of color in Canada and the U.S.	30%	J. Bushnell	5		43													
GWSS	383	HSTAA 373	<i>Social History of American Women to 1890</i> . Including Canadian women's history focused on Canadian women's migration to the U.S. and the temperance movement in Canada.	25%	S. Yee	5		16													
GWSS	384	HSTAA 374	<i>Social History of American Women in the 20th Century</i> . Including Canadian women's history focused on Canadian women's migration to the U.S. and the temperance movement in Canada.	25%	S. Yee	5			17												x
GWSS	392	AAS 392	<i>Asian-American Women</i> . Intersection of race, class, gender in the lives of Asian American (Canada/US) and Pacific islander women.	25%	G. Nomura	5			5					4							x
GWSS	440	AIS 440	<i>Reading Native American Women's Lives</i> . Seminar based on social science writings, autobiographies, biographies, and fiction written by, with, or about indigenous women of the U.S. and Canada.	25%	J. Bushnell/L. Ross	5						10							13		x
GWSS	476	GEOG 476	<i>Women and the City</i> . Explores the reciprocal relations between gender relations, the layout of cities, and the activities of urban residents in Canada and the U.S.	75%	K. England	5	5														
COLLEGE OF BUILT ENVIRONMENTS																					
Landscape Architecture																					
LARCH	495	URBDP 598	<i>Landscape Architectural Studies Abroad</i> . Studies conducted under faculty supervision in Canada and various locations outside the U.S.	25%	F. Wagner	5						6									
Department of Urban Design and Planning																					
URBDP	370		<i>Reading the City</i> . Comprehending Canadian cities as a reflection of individual reader and social/cultural context.	25%	D. Ryan	5							15						25		x

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URBDP	474		<i>Site Planning: Issues and Techniques.</i> Introduces students to site planning as a nexus of principles that are central to urban planning including in Canada.	25%	D. Abramson	3			22				10						x
URBDP	479		<i>The Urban Form.</i> The course deals with elements, patterns, and evolution of urban form in the various Canadian cities.	25%	A. Moudon-Vernez	3		53				42				x			
URBDP	498		<i>Special Topics.</i> Sustainable development and green building models from Vancouver, B.C.	25%	D. Abramson	1		7				1							
URBDP	508		<i>Specialized Planning Laboratory.</i> Studio/field project on a specialized planning problem involving Canadian case studies.	25%	D. Abramson	5						11							
URBDP	565		<i>American Urban History.</i> Addresses the social, economic, political, technological, and cultural forces that have shaped the development of Canadian and American cities.	25%	M. Chalana	3				12				17					x
URBDP	573		<i>Digital Design.</i> Includes Canadian case study projects that focus on urban design and planning issues.	25%	M. Chalana	4				12				14					x
URBDP	576		<i>Pedestrian Travel.</i> Graduate seminar concentrating on walking as a mode of transportation in cities internationally including best-practices from Canada.	25%	A. Moudon-Vernez	3				12				14					x
URBDP	585		<i>Introduction to Historic Preservation Planning.</i> Theories, methods, and practices associated with historic preservation planning in Canada and South Asian communities.	25%	M. Chalana	3		4				13				x			
URBDP	598	LARCH 495	<i>Landscape Architectural Studies Abroad.</i> Studies conducted under faculty supervision in Canada and various locations outside the U.S.	25%	F. Wagner	5					6								
MICHAEL G. FOSTER SCHOOL OF BUSINESS																			
Department of Marketing and International Business																			
LAW T	519A		<i>Canada-US Tax issues.</i> Overview to various cross-border issues, including the Canadian income tax, residency for Canadian tax purposes, and operation of Canadian businesses in the U.S.	50%	P. Crick	2			2			9							x
COLLEGE OF ENGINEERING																			
Chemical Engineering																			
CHEM E	309	BSE 309	<i>Creativity and Innovation.</i> Canadian creativity and innovation compared and contrasted with that of U.S. and Mexico.	25%	G. Allan	2				91				100					x
Civil and Environmental Engineering																			
CEE	582		<i>Special Topics: Urban Transportation Planning.</i> Research on new technologies at the Canada-U.S. border crossing to speed the processing of passengers and freight through the international border.	25%	M. Hallenbeck	4		4				7				x			
CEE	586		<i>Pedestrian Travel.</i> Graduate seminar concentrating on walking as a mode of transportation internationally drawing on best-practices from Canada.	25%	A. Moudon-Vernez	3			4				4					5	x

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CEE	587		<i>Global Trade, Transportation, and Logistics Management.</i> Develops an understanding of the physical and information flows in supply chains, and the economic drivers of supply chain choices in Canada.	25%	A. Goodchild	4								10					
Paper Science and Engineering																			
BSE	211		<i>Creativity and Society.</i> Explores the nature of creativity and innovation in US and other societies. Course includes Canadian creativity and innovation.	25%	G. Allan	5		99	98		56	97	99		44	x	x		
BSE	309	CHEM E 309	<i>Creativity and Innovation.</i> Canadian creativity and innovation compared and contrasted with that of U.S. and Mexico.	30%	G. Allan	2				118				95					x
COLLEGE OF THE ENVIRONMENT																			
School of Aquatic and Fishery Sciences																			
FISH	497		<i>Special Topics in Aquatic and Fishery Sciences.</i> This course will provide a comprehensive study of salmon management in Canada and Alaska.	50%	R. Hilborn	5					4								
FISH	507		<i>Topics Fisheries.</i> Explore primary Canadian literature on ecosystem based management, and quantitative tools used in ecosystem models.	50%	R. Hilborn	4				8									x
FISH	513		<i>Current Topics in Management, Conservation, and Restoration.</i> Contemporary problems and issues in Canadian management, conservation and restoration.	50%	V. Gallucci	5		4											
Department of Atmospheric Sciences																			
ATM S	586		<i>The Arctic as an Emerging Global Region.</i> This course examines how the Arctic is emerging as its own distinctive region in addition to forming a significant part of northern nations specifically Canada.	30%	B. Fitzhugh/J. Deming	3						2							
College of the Environment																			
C ENVIR	490	ARCTIC 498	<i>The Future of Ice: Lessons about the Changing Arctic through Art, Science, Politics, and Activism.</i> Six activists, artists and scientists, including four Canadian speakers, provided insights about a changing Arctic.	75%	N. Fabbii/E. Steig	2							15						
Department of Earth and Space Sciences																			
ESS	586	ATMS 586/JSIS 582/OCE AN 582	<i>The Arctic as an Emerging Global Region/Arctic Science and Policy.</i> The Arctic is now a top foreign policy priority for Canada, Russia, the Scandinavian countries and the United States.	30%	B. Fitzhugh	3						4							
Program on the Environment																			
ENVIR	495		<i>Land Use Planning.</i> A case-study approach to understanding some of the most commonly encountered planning and permitting regulations in Canada and the state of Washington.	25%	T. Wildermuth	4		10					14						x

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ENVIR	497		<i>Seminar in Environmental Studies.</i> Intensive and advanced reading and discussion of selected works including in interdisciplinary Canadian environmental studies.	25%	T. Wildermuth	2				17				14					x
Environmental Science and Resource Management																			
ESRM	320		<i>Marketing and Management from a Sustainability Perspective.</i> Introduction to business concepts relating to marketing and management including Canadian case studies.	75%	D. Paun	5	30	50			50	81			60	x			
ESRM	321		<i>Finance and Accounting from a Sustainability Perspective.</i> Introduction to business concepts in the context of environmental resource management including in Canada.	25%	D. Paun	5	28	75			38		98				x		
School of Environmental and Forest Resources																			
SEFS	519		<i>Conducting and Publishing an Industry Performance Review.</i> Conduct in-depth, comparative performance analyses of U.S. and Canadian paper firms and publish the findings as a peer-reviewed manuscript.	75%	D. Paun	3				10									x
School of Marine and Environmental Affairs																			
SMEA	514		<i>Oil in the Arctic.</i> Examining risks from maritime transportation and oil development in Canada and other Arctic nations in the face of environmental change.	25%	T. Leschine/M. Baker/R. Pavia	3		15							11				
School of Oceanography																			
OCEAN	430		<i>Biological Oceanography.</i> Canadian case studies explore extreme environments, coral reefs, and influence of climate change on oceanic ecosystems.	30%	J. Deming	4		38											x
OCEAN	482	OCEAN 508	<i>The Changing Arctic Ocean.</i> An understanding of observed and potential changes and impacts for Canada, the U.S. and the Arctic.	100%	R. Woodgate/J. Deming	3								15					Sp '16
OCEAN	508	OCEAN 482	<i>The Changing Arctic Ocean.</i> An understanding of observed and potential changes and impacts for Canada, the U.S. and the Arctic.	100%	R. Woodgate/J. Deming	3								5					Sp '16
OCEAN	533		<i>Marine Benthic Ecology.</i> Analyzes marine communities associated with the porous boundaries of the ocean, from sedimented seafloor including from oceans surrounding Canada.	30%	J. Deming	3							12						x
OCEAN	582	ATMS 586/ESS 588/JSIS 582	<i>The Arctic as an Emerging Global Region.</i> This course examines how the Arctic is emerging as its own distinctive region in addition to forming a significant part of northern nations specifically Canada.	35%	B. Fitzhugh/J. Deming	3						4							

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Prefix	#	Cross-listed	Course Title	% Content	Instructor	CR	Su 12	F 12	W 13	Sp 13	Su 13	F 13	W 14	Sp 14	Su 14	F 14	W 15	Sp 15	
SCHOOL OF LAW																			
LAW H	542	JSISA 465	<i>International Humanitarian Law</i> . Investigates Humanitarian Law, the field concerned with rules developed by Canada and other civilized nations to protect victims of armed conflict.	25%	F. Lorenz	4				11									x
DANIEL J. EVANS SCHOOL OF PUBLIC AFFAIRS																			
PB AF	516		<i>Economics for Policy Analysis and Management I</i> . Ways in which microeconomic analysis can contribute to the analysis of public sector issues including in Canada.	25%	L. Anderson	4		58				57				x			
PB AF	532		<i>International Development Capstone</i> . Examines different policy environments leaders from around the world, including Canada, must address to achieve policy in comparative and international settings.	25%	L. Anderson	3				34									x
PB AF	533		<i>Economics of International Development</i> . Examines income distribution, poverty, and the environment in Canada.	25%	L. Anderson	4		40				27				x			
PB AF	608		<i>Degree Project Seminar</i> . Institutions and decision making relating to international, rural, or poverty issues globally including in Canada.	25%	L. Anderson	4							8					x	
SCHOOL OF PUBLIC HEALTH																			
Health Services																			
HSERV	480		<i>Introduction to Public Health</i> . Covers history and major agencies and organization of public health in the U.S. and Canada.	35%	J. Thompson	3		67		61		85		111		x			x
HSERV	552		<i>Health Policy Development</i> . Examines the roles of science and stakeholder interests in the structure of and changes to the health systems of the U.S. and Canada.	25%	A. Katz	5		31				30				x			
SCHOOL OF SOCIAL WORK																			
SOC W	304		<i>Community Service Learning</i> . Includes faculty-led field visits to Vancouver, B.C.	35%	M. McEachern	3		26		34									x
SOC W	522		<i>Introduction to Practicum: Advanced Standing</i> . Covers critical Canadian issues related to the advanced standing practicum. Students will travel to Vancouver as part of the course.	65%	S. de Mello	2	48				52			38					
UW BOTHELL																			
Interdisciplinary Studies																			
BIS	300		<i>What is the Arctic?</i> Investigates the political, geographical, economic, social, cultural, historical, and/or environmental aspects of Canada and the Arctic.	25%	K. Leissle	5													x
BIS	490		<i>Economics of Ice: Globalization and the Polar Regions</i> . This senior seminar introduces the importance of Canada, the Arctic, and Antarctic regions to global economic, political and environmental processes.	25%	K. Leissle	5				13									x

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Education Program																			
*CP2-B EDUC	400-level		<i>International & Indigenous Educational Policies.</i> Course ensures teachers in training will have a foundation in educational policies from indigenous groups in Canada. (Offered in 2015-2016).	35%	C. McGee Banks	5													x
B EDUC	408		<i>Knowing, Teaching, and Assessing in Multicultural Education and Social Studies.</i> Explores Canadian theoretical, political, and pedagogical issues in multicultural education.	35%	C. McGee Banks	5					32					x			
B EDUC	502		<i>Teacher's Self-Understanding.</i> Uses Canadian readings and writing autobiography and examining key concepts in multicultural education.	35%	C. McGee Banks	5							23				x		
B EDUC	521		<i>Using Multicultural Literature in the Classroom.</i> Canadian bibliographies of books that can be used with students in the classroom.	35%	C. McGee Banks	3								13					x
UW TACOMA																			
Interdisciplinary Arts and Sciences - Environmental Science																			
TESS	247		<i>Maritime History and Science in the Pacific Northwest.</i> Examines the Pacific Northwest's and Canada's cultural heritage.	25%	C. Greengrove	5					10								
TESS	445		<i>Estuarine Field Studies.</i> Investigates saltwater estuarine systems with a focus on Pacific Northwest and Canada water-related issues.	25%	C. Greengrove	7					10								
Interdisciplinary Arts and Sciences - History																			
T HIST	456		<i>North American Regions.</i> Examines the various Canadian and North American regions in a comparative fashion.	25%	M. Allen	5				13									x
Social Work																			
TSOCWF	320		<i>Social Welfare: Contemporary Approaches.</i> Current policy and program developments in the social welfare field in Canada and the U.S.	35%	J. Laakso	5			48				51						x
TSOCWF	355		<i>HIV/AIDS: Global and National Issues.</i> Focuses on HIV/AIDS among vulnerable populations worldwide including Canada.	25%	C. Emlet	5	20												x
TSOCW	531B		<i>Child and Family Policy and Services.</i> Explores current Canadian policy issues in the areas of child, youth, and family services.	35%	J. Laakso	3		17				22							x
Urban Studies - Geography																			
T GEOG	349		<i>Geography and International Trade.</i> This course will emphasize Canada, China, Mexico and U.S. trade relationships.	25%	J. Harrington	5				6									

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DIVISION OF FRENCH AND ITALIAN STUDIES																			
FRENCH	101A		Elementary French		TA	5	10	16	22		14	20	21		11	x	x	x	
FRENCH	101B		Elementary French		TA	5	16	21		20	17	21	21	18	24	x	x	x	
FRENCH	101C		Elementary French		TA	5		24	19	21		25	21	18		x	x	x	
FRENCH	101D		Elementary French		TA	5		21				23		17				x	
FRENCH	101E		Elementary French		TA	5		21				18				x			
FRENCH	101F		Elementary French		TA	5		20				23				x			
FRENCH	101G		Elementary French		TA	5		19				16				x			
FRENCH	101I		Elementary French		TA	5		22				16				x			
FRENCH	101J		Elementary French		TA	5		19				20				x			
FRENCH	101K		Elementary French		TA	5		19				18				x			
FRENCH	102A		Elementary French		TA	5		9	9	11	11	20	13	19	7	x	x	x	
FRENCH	102B		Elementary French		TA	5	12	23	23	19	19		23	23	11	x	x	x	
FRENCH	102C		Elementary French		TA	5			24				25	14				x	
FRENCH	102D		Elementary French		TA	5			21				15					x	
FRENCH	102E		Elementary French		TA	5			23				19					x	
FRENCH	102G		Elementary French		TA	5			18				18					x	
FRENCH	102H		Elementary French		TA	5			17				19					x	
FRENCH	102 I		Elementary French		TA	5			20				12					x	
FRENCH	102J		Elementary French		TA	5							14					x	
FRENCH	103A		Elementary French		TA	5	6	18	18	13	7	16	17	9	10	x	x	x	
FRENCH	103B		Elementary French		TA	5		17	16	22	10	11	15	22	10	x	x	x	
FRENCH	103C		Elementary French		TA	5		18		24		24		12				x	
FRENCH	103D		Elementary French		TA	5				24				22				x	
FRENCH	103E		Elementary French		TA	5				24				7				x	
FRENCH	103F		Elementary French		TA	5				11				18				x	
FRENCH	103I		Elementary French		TA	5				25				24				x	
FRENCH	103J		Elementary French		H. Meyer	5				25				19				x	
FRENCH	103K		Elementary French		H. Meyer	5				25				15				x	
FRENCH	134A		First Year Inten French		TA	15	7				11							x	
FRENCH	134B		First Year Inten French		TA	15	8				9							x	
FRENCH	134D		First Year Inten French		TA	15	10				10							x	
FRENCH	201A		Intermediate French		TA	5	16	21	15	23	12	19	20	20	24	x	x	x	
FRENCH	201B		Intermediate French		TA	5		21	23			21	19			x	x	x	

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FRENCH	201C		Intermediate French		TA	5		20				22				x			
FRENCH	201D		Intermediate French		TA	5		20				20				x			
FRENCH	202A		Intermediate French		TA	5	14	19	9	21	13	21		19	20	x	x	x	
FRENCH	202B		Intermediate French		TA	5			11	15			22	15		x	x		
FRENCH	202C		Intermediate French		TA	5			21				20			x			
FRENCH	202D		Intermediate French		TA	5		14					19			x			
FRENCH	203A		Intermediate French		TA	5	9		21		5	22		12	x	x	x	x	
FRENCH	203B		Intermediate French		TA	5		19		12		14	20	24		x	x	x	
FRENCH	203C		Intermediate French		TA	5				20				13				x	
FRENCH	203D		Intermediate French		TA	5				22								x	
FRENCH	301A		Advanced French		TA	5		20	9		8	20	18		13	x	x		
FRENCH	301B		Advanced French		TA	5	13	19	14			13	17			x	x		
FRENCH	302A		Advanced French		TA	5			15	12	6		20	16	10				
FRENCH	302B		Advanced French		TA	5	11		18	13			16	14		x		x	
FRENCH	303A		Advanced French		TA	5	10	20		20	10	16		16	7	x	x	x	
FRENCH	303 B		Advanced French		TA	5				20				21				x	
FRENCH	390A		Supervised Study. Listening, comprehension, reading, and speaking.		H. Meyer	5	17	2	2	2	6	1			11	x	x		
FRENCH	390B		Supervised Study .Listening, comprehension, reading, and speaking.		O. Baraboi	5				9						x			
FRENCH	390C		Supervised Study .Listening, comprehension, reading, and speaking.		A. Shaw	5				11						x			
FRENCH	490B		Honors Seminar		G. Turnovsky	5			5	2	1					x			
FRENCH	499A		Special Topics		D. Collins	1-5	1		3	22						x			
FRENCH	499B		Special Topics		L. Mackenzie	5			15			6		9		x		x	
FRENCH	590B		Special Seminar & Conference		D. Delcourt/L.	2		3	1	4	3			2		x		x	
FRENCH SUBJECT COURSES																			
FRENCH	214		French Fairy Tale. This course includes fairy tales from Québec.	25%	D. Delcourt	5			85										
*FRENCH	299		Discovering Québec (and Study in Québec): L'histoire du Québec, culture, langue, et questions contemporaines. (Offered in 2015-2016).	100%	H. Meyer, H. Collins														Su '16
FRENCH	441	JSIS A 441	Québécois Literature. Readings of Canadian novels, plays, and occasionally, poetry. Conducted in French.	100%	D. Delcourt	5				21			11					x	

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UW EXTENSION FRENCH LANGUAGE COURSE SEQUENCE																			
FRENCH	101		Elementary French		L. Beck	5		2	1	4	2	4	3	2		x	x	x	
FRENCH	102		Elementary French		L. Beck	5	1		3		1	2	2			x	x		
FRENCH	103		Elementary French		L. Beck	5	3	1		4		2	3	1		x	x	x	
UW IN THE HIGH SCHOOLS FRENCH PROGRAM																			
FRENCH	103		Eastside Catholic High School					3	3	3		5	5	5		x	x	x	
FRENCH	103		Liberty High School					55	55	55		61	61	61		x	x	x	
FRENCH	103		Auburn Mountainview High School					7	7	7		8	8	8		x	x	x	
FRENCH	103		RA Long High School					9	9	9		10	10	10		x	x	x	
FRENCH	103		Kennedy High School					7	7	7		8	8	8		x	x	x	
FRENCH	103		Lindbergh High School					11	11	11		14	14	14		x	x	x	
FRENCH	103		Archbishop Murphy High School					10	10	10		9	9	9		x	x	x	
FRENCH	103		Woodinville High School					32	32	32		42	42	42		x	x	x	
FRENCH	103		Tahoma High School					22	22	22		22	22	22		x	x	x	
FRENCH	103		Wenatchee High School					10	10	10		12	12	12		x	x	x	
FRENCH	103		Richland High School					13	13	13		14	14	14		x	x	x	
FRENCH	103		Skyview High School					9	9	9		11	11	11		x	x	x	
FRENCH	103		West Seattle High School					6	6	6		7	7	7		x	x	x	
FRENCH	103		Bothell High School					22	22	22		26	26	26		x	x	x	
FRENCH	103		Curtis High School					9	9	9		9	9	9		x	x	x	
FRENCH	103		Federal Way High School					10	10	10		11	11	11		x	x	x	
FRENCH	103		North Kitsap High School					15	15	15		20	20	20		x	x	x	
FRENCH	103		Kentridge High School					9	9	9		10	10	10		x	x	x	
FRENCH	103		Ballard High School					10	10	10		11	11	11		x	x	x	
FRENCH	103		Hanford High School					29	29	29		31	31	31		x	x	x	
FRENCH	103		Issaquah High School					22	22	22		28	28	28		x	x	x	
CANADIAN INDIGENOUS LANGUAGE COURSES (INSTITUTIONAL PARTNERS FOR FLAS)																			
Canadian Aboriginal Language Courses																			
*FLAS CP2- ARCTIC	101		<i>Inuktitut: Canadian Inuit Language.</i> (Annual offering to begin in 2016-17).		Nunavut Arctic College	5													F '16
*FLAS CP2- ARCTIC	102		<i>Inuktitut: Canadian Inuit Language.</i> (Annual offering to begin in 2016-17).		Nunavut Arctic College	5													F '16

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*FLAS CP2- ARCTIC	103		<i>Inuktitut: Canadian Inuit Language.</i> (Annual offering to begin in 2016-17).		Nunavut Arctic College	5													F '16
*FLAS CP2- ARCTIC	201		<i>Inuktitut: Canadian Inuit Language.</i> (Annual offering to begin in 2016-17).		Nunavut Arctic College	5													F '16
*FLAS CP2- ARCTIC	202		<i>Inuktitut: Canadian Inuit Language.</i> (Annual offering to begin in 2016-17).		Nunavut Arctic College	5													F '16
*FLAS CP2- ARCTIC	203		<i>Inuktitut: Canadian Inuit Language.</i> (Annual offering to begin in 2016-17).		Nunavut Arctic College	5													F '16
AIS	111/112		<i>Intermediate Anishinaabe.</i> Emphasis on cultural communication, vocabulary, and grammar. FLAS Fellow enrolled at University of Wisconsin, Eau-Claire.		U of Wisconsin Eau-Claire	3						1	1	1			x	x	x
JSIS	498		<i>Inuktitut.</i> The course provides instruction in the Inuit language, commonly used in Canada. It lays the ground work for communicative work in Inuktitut. FLAS Fellow enrolled at the University of Washington, Seattle.		Nunavut Arctic College	3						2	2	2	2	2	x	x	x
NP	143/263		<i>Anishinaabemowin.</i> Emphasis on cultural communication, vocabulary, and grammar. FLAS Fellow enrolled at Bay Mills Community College.		Bay Mills CC	3	1								x				
LING	181		<i>Introduction to Nuu-chah-nulth.</i> Emphasis on linguistic theory and tools that are useful for the revitalization of the language. FLAS Fellow enrolled at University of Victoria.		U of Victoria	3										x			
AKL	105/106		<i>Tlingit.</i> Emphasis on effective communication, reading, writing, and understanding the fundamental grammatical concepts. FLAS Fellow enrolled at University of Alaska Southeast.		U of SE Alaska	3		1	1	1									

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ECON	365		<i>The Canadian Economy</i> (Examination of 20th-century Canadian economic policy. Topics focus on current economic issues in Canada.)	100%	P. Storer	4			22					25				X	
ECON	366		<i>Canada Business Environment</i> (Course emphasis is on Canada-US comparisons and on features of the Canadian business environment that are of greatest relevance for US businesses that are considering trading with Canadian Partners or investing in Canada.)	100%	P. Storer	4				19									X
ECON	491	PLSC 491	<i>Issues in Political Economy</i> (Discussion and analysis of selected issues of significant economic and political context.)	25%	C. Sands	4		20											
ECON	497L		<i>North American Energy/Environment: Politics and Opportunity</i> (This course will consider challenges of public policy and diplomacy or the governments of the United States, Canada, and Mexico as they attempt to regulate energy and the environment.)	50%	C. Sands	4								12					
International Business																			
IBUS	473		<i>International Trade Operations</i> (Operations of firms using exporting as a means to serve foreign markets will be examined with a focus on export operations, practical aspects of contract negotiations, and alternative methods of export business arrangements.)	25%	T. Roehl	4		10	15			6	18						
IBUS	474		<i>International Government Relations</i> (Varying topics in international business. This could include courses on business in specific areas of the world, specific international business topics (e.g. negotiation), or currently important topics in the international business field.)	75%	C. Sands	4				24									
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES																			
Anthropology																			
ANTH	314		<i>Archaeology of Northwestern North America</i> (Origins of Paleo-Indian of North America, their paleoenvironments and the cultural sequences leading to the historic peoples of the New World north of Panama.)	50%	T. Koeije	5			21				18						X
ANTH	361		<i>Native Peoples of North America</i> (Ethnographic survey of the peoples and cultures of North America with emphasis on the Pacific Northwest region.)	33%	P. James	5	6	42	48	46	11	47	49	48	X				
ANTH	361		<i>Native Peoples of North America</i> (Ethnographic survey of the peoples and cultures of North America with emphasis on the Pacific Northwest region.)	33%	D. Boxberger	5	2									X	X		X
ANTH	411		<i>Archaeology of North America</i> (The prehistoric archaeology of the Northwest coast and plateaus; current explorations and interpretations in a context of paleoenvironmental and ethno-historical evidence.)	50%	S. Campbell	5			18				6						X
ANTH	462		<i>Native Peoples of the Northwest</i> (Tribal distributions, social organization and ecological adaptation and social change with emphasis on the Native peoples of Washington State and western Canada.)	50%	D. Boxberger	5				7									X

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ANTH	475		<i>Global Migration</i> (Economic, political and human factors motivating movements of people and affecting their transitions into new societies; comparative exploration of issues, case studies and global trends.)	25%	J. Loucky	5			15		17	15							
ANTH	476*		<i>Borderlands</i> (Comparative examination of functions of borders, significance of border regions as vital transition zones, and transboundary policy needs associated with accelerated flows of people, goods and ideas; particular focus on US-Mexico and US-Canada borderlands.)	33%	J. Loucky	5							19						
English																			
ENG	235*		<i>Introduction to American Indian Literature</i> (Analysis, interpretation and discussion of written, spoken and visual texts in English and translation by writers and storytellers of Native American descent.)	25%	J. Purdy	5		44				60							
ENG	350		<i>Introduction to Creative Writing</i> (Examines the fundamentals of at least two genres, such as fiction, nonfiction, playwriting, or poetry. The course will include lectures focused on model texts and workshop-style discussions focused on student work.)	25%	L. Gulyas	5		19						18					X
ENG	350		<i>Introduction to Creative Writing</i> (Examines the fundamentals of at least two genres, such as fiction, nonfiction, playwriting, or poetry. The course will include lectures focused on model texts and workshop-style discussions focused on student work.)	25%	N. Pagh	5		20		20		20						X	X
ENG	415		<i>National Literature: Canadian Literature</i> (Studies of Canada's national literatures.)	100%	J. Purdy	5				18									
History																			
HIST	277		<i>Canada: A Historical Survey</i> (Canadian history from aboriginal occupation to the present.)	100%	C. Danysk	4			21					11					X
HIST	278		<i>Multiculturalism in Canada</i> (Historical development and current issues of multiculturalism in Canada through the lenses of immigration, acculturation, policies, critiques, and the lives of hosts and newcomers.)	100%	C. Danysk	4		57				31				X			
HIST	376		<i>French Colonial Canada: 1534-1763</i> (A history of people and events making the social, cultural, political and economic structures of Canada under French colonial rule. Themes include colonialism, relationships with First Nations, religion, authority, social structures, and gender.)	100%	C. Danysk	4			9					7		X			
HIST	391		<i>History of Pacific Northwest</i> (Examines key themes and developments in the history of the Pacific Northwest from the eighteenth century until the present.)	25%	K. Leonard	4	16			34	16		35		X				X
HIST	391		<i>History of Pacific Northwest</i> (Examines key themes and developments in the history of the Pacific Northwest from the eighteenth century until the present.)	25%	T. Cornelius	4			35										
HIST	499		<i>Canadian Social History</i> (Research and writing of a formal paper on a topic developed by the student.)	100%	C. Danysk	4		6			2		3						

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Modern and Classical Languages																			
FREN	101		<i>Elementary French</i> (Fundamentals of speaking, reading, writing and understanding French.)		M. Hostetler	5		53				28							
FREN	101		<i>Elementary French</i> (Fundamentals of speaking, reading, writing and understanding French.)		S. Taylor	5	11				8	28							
FREN	101		<i>Elementary French</i> (Fundamentals of speaking, reading, writing and understanding French.)		C. Keppie	5										X			
FREN	102		<i>Elementary French</i> (Fundamentals of speaking, reading, writing and understanding French.)		M. Hostetler	5			37				40					X	
FREN	103		<i>Elementary French</i> (Fundamentals of speaking, reading, writing and understanding French.)		M. Hostetler	5	7			42	7				10				X
FREN	103		<i>Elementary French</i> (Fundamentals of speaking, reading, writing and understanding French.)		C. Keppie	5	8												X
FREN	103		<i>Elementary French</i> (Fundamentals of speaking, reading, writing and understanding French.)		S. Taylor	5				42				21					
FREN	104		<i>Review of Elementary French</i> (Designed for students with two years of high school French or equivalent to prepare them for the intermediate level through review and development of basic structure and vocabulary.)		M. Hostetler	5				27				26	X				X
FREN	201		<i>Intermediate French</i> (Continuation of skill development begun in Elementary French, with additional work in vocabulary acquisition and grammar.)		S. Taylor	5		50				25				X			
FREN	201		<i>Intermediate French</i> (Continuation of skill development begun in Elementary French, with additional work in vocabulary acquisition and grammar.)		C. Hanania	5						17							
FREN	201		<i>Intermediate French</i> (Continuation of skill development begun in Elementary French, with additional work in vocabulary acquisition and grammar.)		E. Ousselin	5		18				19							
FREN	201		<i>Intermediate French</i> (Continuation of skill development begun in Elementary French, with additional work in vocabulary acquisition and grammar.)		M. Hostetler	5	8				9								
FREN	202		<i>Intermediate French</i> (Continuation of skill development begun in Elementary French, with additional work in vocabulary acquisition and grammar.)		C. Keppie	5	7		25		9								
FREN	202		<i>Intermediate French</i> (Continuation of skill development begun in Elementary French, with additional work in vocabulary acquisition and grammar.)		M. Hostetler	5									X				
FREN	202		<i>Intermediate French</i> (Continuation of skill development begun in Elementary French, with additional work in vocabulary acquisition and grammar.)		S. Taylor	5			47			65						X	
FREN	203		<i>Intermediate French</i> (Continuation of skill development begun in Elementary French, with additional work in vocabulary acquisition and grammar.)		S. Taylor	5								23	X				X
FREN	203		<i>Intermediate French</i> (Continuation of skill development begun in Elementary French, with additional work in vocabulary acquisition and grammar.)		C. Hanania	5	7			38	7		X	37					

* = Partially funded by Title VI

AP - Absolute Priority; CP1 - Competitive Priority 1; CP2 - Competitive Priority 2

APPENDIX 3B: COURSE LIST - WESTERN WASHINGTON UNIVERSITY

Prefix	#	Cross-Listed	Course Title	% Content	Instructor	CR	Su 12	F 12	W 13	S 13	Su 13	F 13	W 14	S 14	Su 14	F 14	W 15	S 15	
FREN	203		<i>Intermediate French</i> (Continuation of skill development begun in Elementary French, with additional work in vocabulary acquisition and grammar.)		C. Keppie	5													X
FREN	301		<i>Grammar Review</i> (Study of language and structure, vocabulary building, use of reference tools and writing styles.)		E. Ousselin	4		43				49				X			
FREN	301		<i>Grammar Review</i> (Study of language and structure, vocabulary building, use of reference tools and writing styles.)		C. Hanania	4		27				24				X			
FREN	302		<i>Written Exposition</i> (Practice in written expression of various kinds: resumé, analyses of text, personal and formal correspondence, and as fiction.)		V. Hamblin	3							25						
FREN	302		<i>Written Exposition</i> (Practice in written expression of various kinds: resumé, analyses of text, personal and formal correspondence, and as fiction.)		C. Keppie	3			35				18						
FREN	302		<i>Written Exposition</i> (Practice in written expression of various kinds: resumé, analyses of text, personal and formal correspondence, and as fiction.)		E. Ousselin	3							23				X		
FREN	302		<i>Written Exposition</i> (Practice in written expression of various kinds: resumé, analyses of text, personal and formal correspondence, and as fiction.)		C. Hanania	3			25	25		27					X		
FREN	314		<i>Phonetics</i> (Emphasizes improvement of pronunciation, contrasts English and French pronunciations and teaches phonetic transcription.)		C. Keppie	4		17				19		21		X			X
FREN	331		<i>Civilisation Culture France</i> (An introduction to the culture and civilization of France from historical and modern perspectives. Readings, discussions, films, oral and written assignments in French.)		E. Ousselin	4						22							X
FREN	332		<i>Civilization and Culture of Québec</i> (An introduction to Québec culture and civilization from historical and modern perspectives. Readings, discussions, films, oral and written assignments in French.)	100%	C. Hanania	3							21						
FREN	337A		<i>French Language in Montréal</i> (Study of Canadian French language and structure, vocabulary building, use of reference tools and writing styles. Course takes place on site at the Université du Québec à Montréal)	100%	C. Keppie	4									X				
FREN	337B		<i>French Culture in Montréal</i> (Study of Canadian French language and structure, vocabulary building, use of reference tools and writing styles. Course takes place on site at the Université du Québec à Montréal)	100%	C. Keppie	4									X				
FREN	340		<i>Introduction to French Literature I</i> (An introduction to literary analysis, text analysis involving poetry, prose and drama from the works of major authors of the Middle Ages and Renaissance.)		V. Hamblin	4		15				10							
FREN	340		<i>Introduction to French Literature I</i> (An introduction to literary analysis, text analysis involving poetry, prose and drama from the works of major authors of the Middle Ages and Renaissance.)		S. Taylor	4													X

APPENDIX 3B: COURSE LIST - WESTERN WASHINGTON UNIVERSITY

Prefix	#	Cross-Listed	Course Title	% Content	Instructor	CR	Su 12	F 12	W 13	S 13	Su 13	F 13	W 14	S 14	Su 14	F 14	W 15	S 15	
FREN	341		<i>Introduction to French Literature II</i> (An introduction to literary analysis, text analysis involving poetry, prose and drama from works of major authors of the 17th and 18th centuries.)		E. Ousselin	4			13										
FREN	341		<i>Introduction to French Literature II</i> (An introduction to literary analysis, text analysis involving poetry, prose and drama from works of major authors of the 17th and 18th centuries.)		C. Hanania	4							18						X
FREN	342		<i>Introduction to French Literature III</i> (Introduction to literary analysis, text analysis involving poetry, prose and drama from works of major authors of the 19th and 20th centuries.)		A. Vergne	4			24										
FREN	342		<i>Introduction to French Literature III</i> (Introduction to literary analysis, text analysis involving poetry, prose and drama from works of major authors of the 19th and 20th centuries.)		C. Hanania	4				15									X
FREN	342		<i>Introduction to French Literature III</i> (Introduction to literary analysis, text analysis involving poetry, prose and drama from works of major authors of the 19th and 20th centuries.)		E. Ousselin	4								16					
FREN	385		<i>Culture and Conversation</i> (French and Francophone cultures as seen in various media. Discussion of aspects of these cultures.)		C. Keppie	4													X
FREN	385		<i>Culture and Conversation</i> (French and Francophone cultures as seen in various media. Discussion of aspects of these cultures.)		C. Hanania	4	18		23							X			
FREN	397		<i>Canadian French</i> (Examination of the uniqueness of Canadian French in relation to standard French. Examines pronunciation, lexical and grammatical nuances through linguistic readings and audio-visual resources)		C. Keppie	4		11											
FREN	397D		<i>Intro French Literary Analysis</i> (Introduction to critical analysis of literary texts in French)		E. Ousselin	3								15					X
FREN	401		<i>Elements de Stylistique</i> (Extensive practice in writing and in analyzing grammatical, stylistic and textual forms)		C. Keppie	3						15							
FREN	401		<i>Elements de Stylistique</i> (Extensive practice in writing and in analyzing grammatical, stylistic and textual forms)		C. Hanania	3		18								X			
FREN	420		<i>Histoire de la Langue Francaise</i> (A cultural and linguistic survey of the development of the French language from its origins to the present.)		V. Hamblin	3			14										
FREN	425		<i>Teach-Learn Elementary French</i> (Practicum in course preparation, classroom and language laboratory procedures, materials, evaluation and counseling.)		C. Hanania	2										X	X	X	
FREN	425		<i>Teach-Learn Elementary French</i> (Practicum in course preparation, classroom and language laboratory procedures, materials, evaluation and counseling.)		C. Keppie	2		2		2		1	2	2					
FREN	440		<i>Étude Sociolinguistique</i> (Discusses current developments of French in relation to community identity in times of globalization and late modernity. Also introduces students to current sociolinguistic research methods.)		C. Keppie	3								3					
FREN	460		<i>French Cinema</i> (Part I: Historical overview of French cinema from 1895 to 1945. Part II: Historical overview of French cinema from 1945 to present.)		E. Ousselin	4				13								X	

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APPENDIX 3B: COURSE LIST - WESTERN WASHINGTON UNIVERSITY

Prefix	#	Cross-Listed	Course Title	% Content	Instructor	CR	Su 12	F 12	W 13	S 13	Su 13	F 13	W 14	S 14	Su 14	F 14	W 15	S 15	
Political Science																			
PLSC	271		<i>Introduction to International Relations</i> (The politics of war, peace, and international economic relations.)	25%	D. Nord	5		42											
PLSC	271		<i>Introduction to International Relations</i> (The politics of war, peace, and international economic relations.)	25%	C. Horne	5							56				X		
PLSC	271		<i>Introduction to International Relations</i> (The politics of war, peace, and international economic relations.)	25%	B. Biswas	5						58		56		X			X
PLSC	291		<i>Introduction to Comparative Politics</i> (Basic structures, functions and sociocultural environments of foreign political systems; methods of comparative study.)	25%	A. Abedi	5		51	51			45	50						X
PLSC	291		<i>Introduction to Comparative Politics</i> (Basic structures, functions and sociocultural environments of foreign political systems; methods of comparative study.)	25%	M. Wade	5		33		51				47					
PLSC	301		<i>British Parliamentary System</i> (The British parliamentary political system: analysis of the Westminster system and its functioning in Great Britain and in the Commonwealth.)	25%	T. Kamena	5		44				40				X			
PLSC	325	C/AM 325	<i>Québec Politics & US Relations</i> (Introduction to Québec contemporary politics and Québec-US relations, this course will identify important challenges Québec has confronted as a francophone nation in North America.)	100%	F. Gagnon	4										X			
PLSC	397M	C/AM 397M	<i>Québec Politics & US Relations</i> (Introduction to Québec contemporary politics and Québec-US relations, this course will identify important challenges Québec has confronted as a francophone nation in North America.)	100%	J. Dufort	4				6									
PLSC	406		<i>Canadian Government & Politics</i> (Canadian political institutions and process, relations with US, current topics including regional tensions, the environment, and First Nations.)	100%	T. Kamena	4				27									X
PLSC	406		<i>Canadian Government & Politics</i> (Canadian political institutions and process, relations with US, current topics including regional tensions, the environment, and First Nations.)	100%	I. Jankovic	4								9					
PLSC	420		<i>Environmental Politics</i> (Examination of contending perspectives on environmental problems, their roles in the development of environmental movements, and the implications for public policy.)	25%	S. Singleton	5		23	24			25				X			
PLSC	434		<i>Senior Seminar - International Politics</i> (Capstone seminar in international relations. Topics vary but emphasis is on the interactions of state and non-state actors across international boundaries.)	25%	D. Alper	4				16									
PLSC	491	ECON 491	<i>Issues in Political Economy</i> (Discussion and analysis of selected issues of significant economic and political context.)	25%	C. Sands	4		20											
PLSC	497F		<i>Middle Powers & Global Politics</i> (This course considers the dilemmas and strategies of Middle Powers in global politics, and how the United States, Great Powers and Small States interact with them.)	25%	C. Sands	4			21										

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APPENDIX 3B: COURSE LIST - WESTERN WASHINGTON UNIVERSITY

Prefix	#	Cross-Listed	Course Title	% Content	Instructor	CR	Su 12	F 12	W 13	S 13	Su 13	F 13	W 14	S 14	Su 14	F 14	W 15	S 15	
HUXLEY COLLEGE OF THE ENVIRONMENT																			
Environmental Sciences																			
ESCI	330*		<i>Natural History of the Pacific Northwest</i> (A field-oriented introduction to the geology, climate and ecosystems of the Pacific Northwest with a focus on the biology and the ecology of important organisms.)	33%	J. McLaughlin	4		21				17				X			X
ESCI	330		<i>Natural History of the Pacific Northwest</i> (A field-oriented introduction to the geology, climate and ecosystems of the Pacific Northwest with a focus on the biology and the ecology of important organisms.)	33%	S. Koenig	4	20						X						
ESCI	456		<i>Environmental Toxicology</i> (Second course in environmental toxicology series. Covers toxicity testing, biomonitoring, data analysis and environmental risk assessment.)	25%	W. Landis	4			12			16	15						X
ESCI	490		<i>Environmental Risk Management</i> (Principles and methods of quantitative environmental risk assessment, data analysis and risk communication.)	25%	W. Landis	4				21			22	10					X
ESCI	497K		<i>State of the Salish Sea Ecosystem</i> (This course will explore some of the most salient issues facing the Salish Sea today and covers a wide range of topics that address the science, policy, and management of the Salish Sea ecosystem.)	50%	S. Arellano	5								9					
Geography																			
ENVS	331		<i>Canada: Society and Environment</i> (Characteristics and distribution of population, economic activities, aspects of the physical environment, sustainability and the resource base are examined.)		D. Rossiter	3			29				39						X
ENVS	430*		<i>Borderlands</i> (Investigation of issues associated with the growing importance of the United State's border regions, especially the northern border; selected trans-border environmental, sustainability, economic and urban topics to be examined.)	50%	P. Buckley	4			15				5						X
ENVS	431		<i>Pacific Rim</i> (Investigation of issues associated with the growing importance of Pacific Rim nations as well as selected environmental, sustainability, economic, urban and cultural topics.)	25%	P. Buckley	4		5								7			
ENVS	441		<i>Society, Space, and Natural Resources</i> (This course explores natural resource valuation and management across a variety of political, economic, and cultural spaces in North America; Emphasis is placed on the interaction of social and natural processes in producing management regimes.)	100%	D. Rossiter	4				29			16						

* = Partially funded by Title VI

AP - Absolute Priority; CP1 - Competitive Priority 1; CP2 - Competitive Priority 2

**APPENDIX 4: PACIFIC NORTHWEST NATIONAL RESOURCE CENTER ON CANADA
PERFORMANCE MEASURE FORMS**

Project Goal Statement #1						
The NRC will improve integration of CS and Canadian dimensions of global issues into K-16 classrooms and teacher education.						
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets	
					BL	T1 T2 T3 T4
<p>A. By the end of YR 1, establish a collaborative partnership with a faculty/college/school of education program so that CS is integrated in teacher education (Competitive Priority 1)</p>	<p>A1. Design a new course w/ UW Bothell Education Program: BEDUC 400-level: <i>International & Indigenous Educational Policies</i> (Competitive Priority 1)</p> <p>A2. Design a new course w/ WWU Woodring College of Ed & U Vic Faculty of Ed: C/AM 497: <i>Salish Sea Summer Field Course</i> (Competitive Priorities 1 & 2)</p> <p>A3. Hold planning meetings with K. French (WWU Education) and J. Carjuzaa (Montana State Faculty of Education) regarding cross-border tribal resource project (Competitive Priorities 1 & 2)</p>					

**APPENDIX 4: PACIFIC NORTHWEST NATIONAL RESOURCE CENTER ON CANADA
PERFORMANCE MEASURE FORMS**

Project Goal Statement #1									
The NRC will improve integration of CS and Canadian dimensions of global issues into K-16 classrooms and teacher education.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
<p>B. By the end of YR 1, establish a collaborative partnership with a Title III minority-serving institution or community college (Competitive Priority 2)</p>	<p>B1. UW faculty site visit to UAF-administered Title III campuses for planning new joint leadership course: ARCTIC 400-level: <i>Circumpolar World Leadership program</i> (Competitive Priority 2) B2. Plan new CIAM 200: <i>Introduction to Canadian Studies</i> distance learning course with Whatcom Community College (course registration in YR 2 open to a network of community colleges across WA State) (Competitive Priority 2)</p>								

**APPENDIX 4: PACIFIC NORTHWEST NATIONAL RESOURCE CENTER ON CANADA
PERFORMANCE MEASURE FORMS**

Project Goal Statement #1						
<i>The NRC will improve integration of CS and Canadian dimensions of global issues into K-16 classrooms and teacher education.</i>						
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets	
					BL	T1 T2 T3 T4
<p>C. Provide NRC resources and training on Canada and Canadian dimensions of global issues to K-16 audiences (Absolute Priority)</p>	<p>C1. WWU/UW conduct the <i>STUDY CANADA Summer Institute for K-12 Educators</i> in Canada (Absolute Priority)</p> <p>C2. WWU organize <i>Canada Week</i> events on the Whatcom Community College campus (Competitive Priority 2)</p> <p>C3. Initiate CS Online Multimedia Resource Collection at WWU by posting videotaped faculty presentations on the Center's and K-12 sites (Absolute Priority)</p>				BL	T1 T2 T3 T4

**APPENDIX 4: PACIFIC NORTHWEST NATIONAL RESOURCE CENTER ON CANADA
PERFORMANCE MEASURE FORMS**

Project Goal Statement #2		The NRC will strengthen non-language instruction and outreach with expertise on strategic areas of study.							
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
<p>A. By the end of year 1, complete course revisions or modules on targeted content in postsecondary course curriculum</p>	<p>A1. Revise JSIS 495 at UW to become ARCTIC 400-level: <i>Canada & the US Chairmanship of the Arctic Council</i> to serve both International Studies students and students in the Arctic minor. Include one week field component to Canada.</p> <p>A2. Plan and revise ECON 365: <i>The Canadian Economy</i> course at WWU— to be offered YR 2</p>								

**APPENDIX 4: PACIFIC NORTHWEST NATIONAL RESOURCE CENTER ON CANADA
PERFORMANCE MEASURE FORMS**

Project Goal Statement #2									
The NRC will strengthen non-language instruction and outreach with expertise on strategic areas of study.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
B. Develop new programs that reflect a focus on targeted content*	<p>B1. Plan Arctic Institute for Practitioners & Scholars at UW with partner institutions (to be offered in YR 2)</p> <p>B2. Design the Graduate Certificate in Law, Rights & Governance in the Arctic at UW*</p> <p>B3. Host Western to Whatcom Speaker Series at Whatcom Community College (WWU)</p>								

* Meets GEPR measure #4

**APPENDIX 4: PACIFIC NORTHWEST NATIONAL RESOURCE CENTER ON CANADA
PERFORMANCE MEASURE FORMS**

Project Goal Statement #2						
<i>The NRC will strengthen non-language instruction and outreach with expertise on strategic areas of study.</i>						
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets	
					BL	T1 T2 T3 T4
C. Offer professional development and research support to faculty and staff to improve expertise on strategic areas of study	<p>C1. Hold research planning meetings at UW w/ Canadian scholars to support an edited book on the Québec/Nunavik relationship</p> <p>C2. Hold research workshop at UW to foster collaboration peer-reviewed paper regarding indigenous ways of knowing</p> <p>C3. WWU faculty attends the Pacific Economic Region Border Working Group meeting</p> <p>C4. UW/WWU faculty travel support for conferences (TBD)</p> <p>C5. Education & Curriculum Specialist participates at education conferences</p>					

**APPENDIX 4: PACIFIC NORTHWEST NATIONAL RESOURCE CENTER ON CANADA
PERFORMANCE MEASURE FORMS**

Project Goal Statement #3									
The NRC will strengthen its Canadian French and/or least-commonly taught indigenous language programs.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A. By the end of YR 2, establish new courses in Canadian French and/or least-commonly taught indigenous languages*	<p>A1. Design new FRENCH 299: <i>L'histoire du Québec, culture, langue et questions contemporaines</i> course to be offered in YR 2*</p> <p>A2. UW French faculty conduct site visit to Québec City to design field component for FRENCH 299</p> <p>A3. Develop Inuktitut language module (pre-requisite language study for ARCTIC 101: <i>Inuktitut</i>) in collaboration w/ the Language Learning Center at UW (FLAS Priority 2)</p> <p>A4. Offer new FREN 337A: <i>French Language in Montréal</i> and FREN 337B: <i>French Culture in Montréal</i> (WWU)*</p>								

* Meets GEPRAs measures #2 & #3

**APPENDIX 4: PACIFIC NORTHWEST NATIONAL RESOURCE CENTER ON CANADA
PERFORMANCE MEASURE FORMS**

Project Goal Statement #3									
<i>The NRC will strengthen its Canadian French and/or least-commonly taught indigenous language programs.</i>									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
B1. Increase student interest in language training courses	<p>B1. Promote interest in Canadian Inuit language study at UW via quarterly visits from language experts M. Mallon & A. Kublu at UW (FLAS Priority 2)</p> <p>B2. Québec Visiting Scholar presentations on Canadian French language and culture at UW and WWU</p> <p>B3. Promote study-in-Québec opportunities at French-Canadian events on WWU campus during Canada Week</p> <p>B4. Promote study-in-Québec opportunities at events during new Canada Week on the campus of Whatcom Community College organized by WWU</p>								

**APPENDIX 4: PACIFIC NORTHWEST NATIONAL RESOURCE CENTER ON CANADA
PERFORMANCE MEASURE FORMS**

<p align="center">Project Goal Statement #3</p> <p align="center"><i>The NRC will strengthen its Canadian French and/or least-commonly taught indigenous language programs.</i></p>									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
<p>B. Provide opportunities for language learning in Canada</p>	<p>C1. UW French faculty site visit to Québec City for FRENCH 299 field component & to meet with U Laval to draft MOU for undergrad student exchange</p> <p>C2. Promote FREN 337A and FREN 337B language programs in Montréal to pre-qualified Whatcom Community College and Woodring College of Education students (WWU) (Competitive Priority 2)</p> <p>C3. Offer FREN 337A: <i>Language in Montreal</i> and FREN 337B: <i>Culture in Montreal</i> (WWU)</p>								



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June 18, 2014

**Reviewers for Title VI Proposals
US Department of Education**

Dear Colleagues:

I write in support of the University of Washington's proposal for the "Arctic Institute for Practitioners and Scholars."

I am director of the Canada Institute, an integral program of the Woodrow Wilson International Center for Scholars in Washington, D.C. The Wilson Center, chartered by Congress as the official memorial to President Woodrow Wilson, is the nation's key non-partisan policy forum for tackling global issues through independent research and open dialogue to inform actionable ideas for Congress, the Administration, and the broader policy community. The Canada Institute is the only nonpartisan policy forum dedicated exclusively to the world's largest bilateral relationship and provides a trusted convening space for academics, policymakers, and business executives to discuss policy and address emerging and important bilateral issues related to energy, security, and trade.

Last month, the Wilson Center inaugurated its Polar Initiative, a cross-program project that will organize research and programmatic activity on Arctic and Antarctic issues at the Center to investigate the geopolitical, human, and environmental challenges of the Polar Regions. In addition to the Canada Institute, support for the Polar initiative will come from other programs at the Center, including the Kennan Institute, the Global Europe Program, the Latin American Program, the Africa Program, the Asia Program, the Environmental Change and Security Program, the China Environment Forum, the Kissinger Institute on China and the United States, the Brazil Institute, and the Science and Technology Innovation Program. I am the coordinator of the Polar Institute at the Center.

The Canada Institute has a long-standing relationship with the Canadian Studies Center and the Henry M. Jackson School of International Studies at the University of Washington. In fact, the Wilson Center modeled its Polar Initiative on the University of Washington's "Arctic and International Affairs" program, that includes the new Arctic minor.

The proposed project, the "Arctic Institute for Practitioners and Scholars," will be a partnership between the Wilson Center and the Jackson School. Leadership will come from the Canada Institute at the Wilson Center, and the Canadian Studies Center in the Jackson School. It will be a partnership with the Center for Global Studies the East Asia Center the Center for West European Studies, Russia, East Europe and Central Asian Studies, and the Global Business Center in the University of Washington's Foster School of Business.

The Wilson Center's Polar Initiative is excited at the prospect of working with our partners in Seattle to plan this institute during 2014 and 2015, to be able to offer the first "Arctic Institute" in June of 2016. Our plan is to move the institute to the Wilson Center in Washington, D.C., in 2017 to coincide with the U.S. chairmanship of the Arctic Council. We at the Wilson Center will organize the Washington-related and federal government-related aspects of the Institute so that Institute participants get a good understanding of the policy foundations of U.S. Arctic policy.

Over the next several years, the Wilson Center's new Polar Initiative seeks to raise funds to be able to add to the contributions of the various partners at the Jackson School. We also hope to soon inaugurate an internship program between the Title VI programs and the Wilson Center (the Polar Initiative in particular).

The geopolitical changes resulting from the end of the Cold War, ongoing climate change, and the potential for greater economic and resource development have greatly increased the strategic importance of the Arctic. Managing the many changes emerging from this shift—including but not limited to environmental, economic, and security issues—demand serious U.S. expertise. In order to ensure our nation's future security, stability, and economic vitality, U.S. experts need to be knowledgeable about the Arctic a critical emerging world region. And these experts must have the tools to conduct appropriate and relevant research in this area. Currently, there is no other training in the United States for such professionals on important Arctic issues.

The proposed week-long Summer Institute is designed to train professionals from international affairs-related sectors, government, business, civic, and not-for-profit organizations in the United States—as well as students from the new Jackson School master's degree in applied international studies, and other graduate students.

The Wilson Center's Polar Initiative is pleased to provide policy guidance as the Summer Institute is developed, as well as home for the program in 2017. We are very pleased to be able to partner with as prestigious institution as the University of Washington and its Arctic and International Affairs program.

I would be pleased to discuss our partnership with you in detail at your request.

Sincerely,



David N. Biette
Director, Canada Institute
Coordinator, Polar Initiative
David.Biette@WilsonCenter.org
direct: 202-691-4133



Pete Pinney
Acting Executive Dean
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Office of the Vice Chancellor/Executive Dean
College of Rural and Community Development
PO Box 756500, Fairbanks, Alaska 99775-6500
www.uaf.edu/rural

June 17, 2014

Nadine Fabbi, Associate Director
Canadian Studies Center
Henry M. Jackson School of International Studies
Box 353650
University of Washington
Seattle, Washington 98195

Dear Ms. Fabbi:

The UAF College of Rural and Community Development (CRCD) is interested in collaboration with your Arctic studies programming. Five of our branch campuses and our statewide Department of Alaska Native Studies and Rural Development (a program that is not associated with any one campus but all our inside CRCD are separated from the Fairbanks campus by geography and have Alaska Native-Serving Institution status, thereby eligible for Title III funding, not only for the DOE but also USDA's NIFA program for Alaska Native/Native Hawaiian funding.

The campus directors already share faculty through a cross-regional scheduling of courses. The biologists and ethnobotanists are primarily located at the Kuskokwim Campus in Bethel, our neurobiologist is at the Chukchi Campus in Kotzebue, and the environmental faculty are at the Bristol Bay Campus in Dillingham. Our Rural Development faculty serve the entire state. All are very keen to promote research, undergraduate and applied, on issues and leadership in the entire arctic region, from the environment to the economy.

I look forward to assisting in activities that could range from student and faculty exchanges to shared course or program opportunities.

Sincerely,

Pete Pinney, Acting Executive Dean



America's Arctic University
UAF is an AA/EEO employer and educational institution.

June 9, 2014

The Henry M. Jackson School of International Studies
University of Washington
238 Thomson, P.O. Box 353650
Seattle, WA 98195-3650

To Whom It May Concern:

Several activities are identified in the accompanying Title VI grant proposal as a *Western to Whatcom* initiative by the Center for Canadian-American Studies at Western Washington University that also extends to other community colleges in Washington State. Please know that our college, in particular, looks forward to establishing this new partnership to develop sustained collaborative activities designed to incorporate Canadian Studies and a Canadian perspective on global issues into the curriculum of our community college and at events held on our campus.

Best wishes for the grant competition and continued success as the Pacific Northwest National Resource Center on Canada. I look forward to improved student access to your activities and appreciate how well your programs, research, and outreach impact not only our region but also the nation.

Sincerely,



Kathi Hiyane-Brown, Ed.D.
President



UNIVERSITY *of* WASHINGTON | BOTHELL
EDUCATION PROGRAM

June 18, 2014

Dear Title VI Grant Review Committee:

On behalf of the Education Program at UW Bothell, we are writing to express our support for the development of a new 400-level course focused on international educational policies.

We anticipate the course will be popular as it will serve students in both the Education and Society and Teaching and Learning minors, in the Masters in Education, and in the new undergraduate degree in Educational Studies. Our student body is the most diverse in the region, so there is no question the new course will serve low-income and underrepresented students.

We are delighted to collaborate with five Title VI centers in the Henry M. Jackson School of International Studies on the development and implementation of the course, including: the Canadian Studies Center, Center for Global Studies, Center for West European Studies, East Asia Center, and, Russian, East European and Central Asian Studies Center. The course will compare and contrast international educational policies from three of the world largest regions – East Asia, West Europe and Russia – as well as First Nations and Inuit educational policies in Canada.

Professor Banks is a leading scholar in diversity, multiculturalism and citizenship education and has been an affiliated faculty in Canadian Studies for many years. She is the associate editor of the nation's first handbook on multicultural education, Handbook of Research on Multicultural Education and co-editor of Multicultural Education: Issues and Perspectives, now in its second edition (2004). Professor Banks will be either the faculty of record for the course or will work with colleagues to design the course.

It is our understanding that the Title VI centers will fund the development of the course in 2014-15 and provide partial support for the course through 2017. UW Bothell's Education Program is committed to making the course a permanent offering within four years, and will absorb the costs for the course at that time.

With the support of Dr. Banks, I enthusiastically endorse this proposal.

Bradley Portin, Professor/Director
Education Program



Woodring College of Education
Office of the Dean

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Woodring@wwu.edu
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June 10, 2014

The Henry M. Jackson School of International Studies
University of Washington
238 Thomson, P.O. Box 353650
Seattle, WA 98195-3650

To Whom It May Concern:

Please accept this letter as our assurance that strengthened educational ties between our College of Education and the Center for Canadian-American Studies at WWU are planned as outlined in the accompanying Title VI grant proposal.

We very much look forward to collaborating as partners on Pacific Northwest National Resource Center on Canada programs designed to incorporate Canadian Studies and Canadian perspectives into our own teacher education programs and future K-12 classrooms.

Sincerely,

A handwritten signature in cursive script that reads "Karen Dade".

Karen Dade
Associate Dean

June 20, 2014

To Whom It May Concern:

As dean of undergraduate academic affairs at the University of Washington, I am writing to give my full support for the course proposal and mentorship program that will connect the students in the Jackson School of International Studies (Arctic Minor) and the Honors Program with the students in our Ida B. Wells School High School.

Ida B. Wells High School serves students in grades 11 and 12 who have been underserved in traditional public high schools. The program is a partnership with the UW College of Education and is housed in the Office of Minority Affairs and Diversity. One of our goals is to encourage a greater number of Ida B. Wells' students to consider higher education.

This initiative will partner undergraduate students enrolled in the Jackson School and Honors Program with Ida B. Wells' student to create a more dynamic learning experience and to help smooth the path from high school to the University.

I am very pleased to be working with the centers in the Jackson School – Canada, West Europe, East Asia, Russia, and Global Studies – to ensure that this initiative is a success. Thanks to the proposed design of this program and bridge funding from the US Department of Education, an increased number of UW students will gain a truly international perspective on the impacts of climate change.

Sincerely,



Ed Taylor
Vice Provost and Dean
Undergraduate Academic Affairs
Professor of Education

cc: Vince Gallucci, Chair/Director, Canadian Studies Center
Nadine Fabbi, Associate Director, Canadian Studies Center
Julie Villegas, Associate Director, UW Honors Program



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Nunavut
Arctic College

June 17, 2014

To whom it may concern:

Nunavut Arctic College is looking forward to developing a relationship with the University of Washington Canadian Studies program to offer students the opportunity to further develop their Inuit Language proficiency and skills.

As the College develops its ability and capacity to deliver online and distance learning this opportunity to offer language courses via video conferencing by creating interactive opportunities for faculty and students of both institutions to interact, learn and share their experiences.

Best regards,

Eric Corneau
Nunatta Dean
Nunavut Arctic College

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