

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 #      P015A140092      P015B140092

Univ of Michigan/Regents

UNIVERSITY OF MICHIGAN  
CENTER FOR RUSSIAN,  
EAST EUROPEAN, AND  
EURASIAN STUDIES

A MEMBER OF THE INTERNATIONAL INSTITUTE

A proposal for designation and funding as a Title VI Comprehensive  
National Resource Center and for Foreign Language and Area Studies Fellowships

*for the period August 15, 2014 to August 14, 2018*

Submitted to the  
Office of Postsecondary Education  
International and Foreign Language Education  
U.S. Department of Education  
Title VI | Sec.602, Higher Education Act of 1965 (as amended)

CFDA No. 84.015 A & B

**Date of Application: June 30, 2014**

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**Application for Federal Assistance SF-424**

\* 1. Type of Submission:

- Preapplication  
 Application  
 Changed/Corrected Application

\* 2. Type of Application:

- New  
 Continuation  
 Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

**State Use Only:**

6. Date Received by State:

7. State Application Identifier:

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

The Regents of the University of Michigan

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

38-6006309

\* c. Organizational DUNS:

0731335710000

**d. Address:**

\* Street1:

Office of Research and Sponsored Projects

Street2:

3003 S. State St.

\* City:

Ann Arbor

County/Parish:

\* State:

MI: Michigan

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

48109-1274

**e. Organizational Unit:**

Department Name:

CREES

Division Name:

International Institute

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix:

Prof.

\* First Name:

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Middle Name:

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Title:

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Organizational Affiliation:

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**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:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.015A & B

CFDA Title:

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

**\* 12. Funding Opportunity Number:**

ED-GRANTS-053014-001 & 053014-002

\* Title:

Office of Postsecondary Education (OPE): National Resource Centers Program  
Office of Postsecondary Education (OPE): Foreign Language and Area Studies Fellowships Program

**13. Competition Identification Number:**

84.015A & 84.015B

Title:

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

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

Add Attachment

Delete Attachment

View Attachment

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

Center for Russian, East European, and Eurasian Studies: Comprehensive National Resource Center and Foreign Language and Area Studies Fellowships for Russia, East Europe, and Eurasia FY2014-17

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.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="591,141.00"/>
* 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="591,141.00"/>

**\* 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

Add Attachment

Delete Attachment

View Attachment

**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:

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

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

**1. Project Director:**

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Phone Number (give area code)	Fax Number (give area code)
734-764-0351	734-763-4765

Email Address:

maiorova@umich.edu; crees@umich.edu
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**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.

	Add Attachment	Delete Attachment	View Attachment
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**ABSTRACT**

**The University of Michigan Center for Russian, East European, and Eurasian Studies (UM CREES)**, founded in 1961, is one of the nation's foremost institutes for interdisciplinary research and training on Russia, East Europe, and Eurasia (REEE). CREES's outstanding faculty of 54 core tenured/tenure-track area specialists and 13 language lecturers come from 15 liberal arts departments and 5 professional schools. In addition to long-standing breadth and depth in the core area studies disciplines of History, Political Science, Slavic Languages and Literatures, as well as Anthropology, CREES has a high concentration of faculty in Film Studies, Islamic Studies, Judaic Studies, and Sociology. Regional strengths include Russian, Polish, Southeast European, and Central Eurasian studies. Almost 300 courses each year are taught on the cultures, economies, histories, languages, literatures, politics, social organization, business, law, and public policy of the region. Language offerings, including 10 modern area languages, are supplemented by distance Central Asian language courses. The University's library contains over one million items on the region.

Around 150 students are currently enrolled in UM's REEE-focused degree programs. CREES offers undergraduate minors in Russian, East European, and Central Eurasian Studies and B.A., M.A., and graduate certificate programs in Russian, East European, and Eurasian Studies. The Slavic Department offers B.A. degrees in Russian and Polish; undergraduate minors in Bosnian/Croatian/Serbian, Czech, Polish, Russian, and Ukrainian language, literature, and culture and in Cultures and Literatures of Eastern Europe; and M.A. and Ph.D. degrees in Slavic Languages and Literatures. CREES also has graduate-level dual degree programs with UM's Stephen M. Ross Business School, Law School, and Gerald R. Ford School of Public Policy.

CREES provides instructional and informational services to K-12 schools, 2- and 4-year colleges and universities, media and business in Michigan and the Midwest. To increase understanding and appreciation of the region's histories, cultures, and current challenges, CREES organizes 40-50 public events each year, including lectures, conferences, films, and mini-courses, as well as major collaborative projects with other UM units.

U.S. Department of Education Title VI NRC and FLAS grants for FY2014-17 will have several long-term effects on UM training programs. We expect to: 1) strengthen UM's Slavic language program and outcomes, including development of new advanced courses in Polish and Russian; 2) increase UM, regional, and national capacities in Central Eurasian studies through collaboration with other universities to receive distance Uzbek and to support summer language consortia, library acquisitions, annual lecture series, and hosting of the 2016 Central Eurasian Studies Society Annual Conference; 3) broaden teacher training through collaborative projects with Minority-Serving Institutions (University of Puerto Rico and Eastern Michigan University) and community colleges (Midwest Institute for International/Intercultural Education consortium); 4) expand partnerships with UM teacher preparation programs (Department of Music Education for a world music course; School of Education for the World History and Literature Initiative); 5) enhance the diversity of REEE experts through wider recruitment efforts and FLAS Fellowships for graduate and undergraduate students who demonstrate financial need; and 6) extend capacities to evaluate Center and UM REEE activities.

## ACRONYMS AND ABBREVIATIONS

ACTFL OPI	American Council on the Teaching of Foreign Languages Oral Proficiency Interview
AS	Area studies
ASP	Armenian Studies Program
AY	Academic year
BALSSI	Baltic Studies Summer Institute (rotates among consortium members)
BBSC	Balkan and Black Sea Consortium, University of Pittsburgh
BCS	Bosnian/Croatian/Serbian
CA	Central Asia/Asian
CALC	Central Asian Language Consortium, Indiana University
CE	Central Eurasia/Eurasian
CESS	Central Eurasian Studies Society
CESSI	Central Eurasian Studies Summer Institute, University of Wisconsin
CIC	Committee on Institutional Cooperation (a consortium of 15 major research and teaching universities headquartered in the Midwest)
CREES	Center for Russian, East European, and Eurasian Studies
EAO	Education Abroad Office
EE	East Europe/European
FA	Fall Term
FTE	Full Time Equivalent
GSI	Graduate Student Instructor (Teaching Assistant)
HBCU	Historically Black Colleges and Universities
IAS	International and area studies
II	International Institute
Inc.	Increase
IS	International Studies
ISP	Islamic Studies Program
LxC	Language across the Curriculum
LCTL	Less Commonly Taught Language
LSA	College of Literature, Science, and the Arts
MIIE	Midwest Institute for International/Intercultural Education
MSI	Minority-Serving Institution
PG	Project Goal
PM/PMF	Performance Measure/ Performance Measure Form
REEE	Russia, Eastern Europe, and Eurasia
REEES	Russian, Eastern European, and Eurasian studies
REES	Russian, East European, and Eurasian studies
SLL	Department of Slavic Languages and Literatures
SP	Spring Half-term
STEM	Science, technology, engineering, and mathematics
SU	Summer Half-term
U.	University
UM	University of Michigan
WCEE	Weiser Center for Europe and Eurasia
WCED	Weiser Center for Emerging Democracies
WHaLI	World History and Literature Initiative
WHI	World History Initiative
WN	Winter Term
Yr./Yrs.	Year/Years

The University of Michigan Center for Russian, East European, and Eurasian Studies (UM CREES), a constituent unit of the UM International Institute (II) and affiliate of the Weiser Center for Europe and Eurasia (WCEE), submits this proposal to the U.S. Department of Education (US/ED) for funding as a comprehensive NRC for Russia/East Europe/Eurasia (REEE) and to offer FLAS Fellowships for the 4-year funding cycle beginning on 8/15/14. This grant will strengthen UM's capacities to train teachers and prepare experts with in-depth area knowledge and advanced language proficiency in US/ED-designated priority less commonly taught languages (LCTLs). It will enable us to augment UM's Slavic language offerings as well as capacities in Central Eurasian (CE) studies and languages, a focus prioritized in our 2009 internal and external reviews and strategic plan and affirmed by the UM Regents' approval of the addition of "Eurasian" to the Center's name.<sup>1</sup> US/ED funds will also allow us to extend collaborations with area studies centers at other universities to offer cost-effective summer language programs in priority LCTLs and with other UM area studies centers to strengthen cross-regional teacher training programs at UM and Minority-Serving Institutions (MSIs), community colleges, and K-12 schools, and to evaluate the impact of our activities.

## **I. UNIVERSITY COMMITMENT TO SUBJECT AREA**

**1A.1 Financial and Other Support for REEE Area Studies and CREES Operation.** UM and its College of Literature, Science, and the Arts (LSA) have targeted resources for REEE study since 1910, when instruction in Russian was first introduced. This commitment has been reinforced over the years through establishment of a Department of Russian in 1939, Department of Slavic Languages and Literatures (SLL) in 1952, and Center for Russian Studies in 1961 (re-designated as the Center for Russian and East European Studies—CREES—in 1967 to recognize

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<sup>1</sup> Formally renamed on 1/1/10, the Center retained the acronym it has used since 1967 to acknowledge its rich legacy as "CREES" and a practical awareness of its excellent name recognition at UM, among alumni(ae), and beyond.

UM's increasing research and training on Eastern Europe). UM's dedication to international and area studies was further bolstered in 1993 with the founding of the II. Dedicated to the enhancement of teaching and research on world areas and on issues that cross regions and disciplines, the II fosters cooperation among UM's area and international studies (IAS) centers and with other departments, schools, and colleges, and performs cost-effective administrative services (e.g., HR and account reconciliation). The II supports area studies (AS) by allocating funds to help seed faculty positions [e.g., Central Asia positions in history for Northrop (App. 2: 37) leveraged with Title VI funds in FY2003-05 and in political science for Luong (App. 2: 29) partially leveraged with Title VI funds in FY2010-13 (p. 3)].<sup>2</sup> The II provides funding for faculty-led education abroad for student groups; student research, internship, and conference grants; AY FLAS Fellowship tuition shortfall awards (along with Rackham Graduate School and other schools and colleges); and for a fellowship office whose staff has had great success in recruiting for State Department Student Fulbright awards (p. 12). The II also helped secure in-state tuition for Foreign Area Officers and covers expenses for staff members to attend annual recruiting fairs at the Defense Language Institute in Monterey.

By selecting "internationalization" as the special emphasis for its 2010 reaccreditation review, UM reaffirmed its support for IAS, thereby making global engagement a top priority for the next decade. The resulting self-study acknowledges the significant roles played by the II and its centers. Its recommendations to strengthen international dimensions of curricula and increase opportunities for language learning, education abroad, international partnerships, and internationally-themed outreach programs—admittedly an ambitious agenda in times of restricted budgets—offer a strong endorsement of these units' core missions and activities.

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<sup>2</sup> Unless otherwise noted, page numbers refer to the proposal narrative.

UM, LSA, and II commitment to IAS is also exemplified by efforts to secure 2 grants from the Andrew W. Mellon Foundation. In June 2012, the II received a 3-year Mellon grant totaling \$750,000 to help support LCTL instruction and other initiatives put at risk given NRC grant cuts. Thanks to this grant, we have been able to continue to offer courses in 3 REEE LCTLs (Bosnian/Croatian/Serbian, Czech, and Persian) and successfully leverage Luong's Central Asian position in political science. In December 2013, UM was awarded a \$3 million Mellon grant to establish the Islamic Studies Virtual Curriculum (ISVC) among the 15 member universities of the Committee on Institutional Cooperation (CIC). Leveraging CIC's existing distance learning infrastructure (p. 19) and longstanding IAS capacities, ISVC will aggregate courses and expertise currently scattered across member schools, making it possible to offer a broader curriculum in Global Islamic Studies than any campus can offer. This 5-year program will be administered by UM's II and Islamic Studies Program (ISP) and plans to offer over a dozen undergraduate lecture courses and seminars in a range of disciplines. With faculty strengths in Islamic Studies, including REEE-focused (p. 18), UM will be a key course provider to other CIC institutions.

UM and LSA commitment to REEE, in particular, is evident in recent successes with private donors, too. In 2007 and 2012, LSA played a key role in finalizing expendable gifts totaling \$2.2 million from the Manoogian Simone Foundation for the Armenian Studies Program (ASP).<sup>3</sup> Initially negotiated by UM's faculty specialists in Armenian studies (Bardakjian, App. 2: 9; Suny App. 2: 44), the gift funds graduate and postdoctoral fellowships, conferences, and public lectures on Armenia, the Caucasus, and region's connections with the Islamic world, and builds on past Manoogian family support including named professorships in Armenian history (open, with a search planned for 2014-15) and Armenian languages and literatures (Bardakjian).

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<sup>3</sup> ASP has at times been based at CREES (1981-98; 2005-07). From 1998-2005 and since Fall (FA) 2007, ASP has had the status of an independent II unit.

Thanks to the Dean's direct engagement and matching funds from UM President Mary Sue Coleman, a multi-year effort by then-CREES Director Michael Kennedy to secure a major endowment gift from Ambassador Ronald Weiser, U.S. Ambassador to Slovakia from 2001-04, and Eileen Weiser was concluded in 2008. The Weisers contributed \$10 million (supplemented by \$1.5 million in matching presidential funds), which led to the establishment of: 1) WCEE, a new II unit including CREES, the Center for European Studies (CES), and a new Weiser Center for Emerging Democracies (WCED); 2) the Weiser Professorship in European and Eurasian Studies (currently held by WCEE/WCED Director Grzymala-Busse, App. 2: 19); and 3) Weiser Fellowships (graduate Emerging Democracy Fellowships and grants for research and internships in Europe and Eurasia). A recently-signed new pledge of \$25 million from the Weisers will extend WCED's initial focus on Europe and Eurasia to include all world regions.

Within this new organizational arrangement that was formally launched in Fall (FA) 2008 and housed in an II office suite renovated with LSA funds, CREES, CES, and WCED remain distinct units, with separate governing bodies, whose directors are appointed by and report to the II Director. Simultaneously, WCEE fosters collaboration among these affiliated units and operates under a shared staffing model strongly favored by LSA. The WCEE Directors' Council, composed of directors of all Weiser units, meets regularly to coordinate scheduling of center-specific and cross-center outreach events; ensures appropriate allocation of staff effort to each center's activities; and confirms expenditure of WCEE and WCED endowment income earmarked for faculty and student research, teaching, collaboration, and public engagement in studying the institutions, cultures, and histories of Europe and Eurasia and on issues related to emerging democracies in these regions, past and present.

The Weiser and ASP gifts add to UM's substantial financial support for REEE area studies

beyond the \$239,072 for CREES staff and operations in 2012-13 (Table 1). As a sign of further institutional support for CREES, it is noteworthy that UM assumed the full cost for staff processing US/ED grant-related financial and HR transactions in 2013-14 as part of a university-wide consolidation of administrative services to maximize efficiency and cost-effectiveness.

**Table 1: UM Commitment to REEE Area Studies, 2012-13<sup>4</sup>**

<b>CREES</b>		<b>WCEE/WCED</b>	
Administrative salaries & FBs	\$100,651	Weiser Prof., staff salaries, & FBs	205,534
Outreach salaries & FBs	89,584	Prof'l Development Awards (N=9)	27,295
Outreach programs	30,285	Outreach programs	45,959
Faculty & staff travel grants (N=7)	4,148	UM faculty grants (N=6)	12,047
Operating costs, supplies, other	14,404	Operating costs, supplies, other	26,110
<b>CREES Subtotal</b>	<b>\$239,072</b>	<b>WCEE/WCED Subtotal</b>	<b>\$316,945</b>
<b>Area Studies &amp; Language Teaching Staff</b>		<b>ASP</b>	
Area studies faculty salaries & FBs	4,028,462	Salaries & FBs	35,175
Language faculty salaries & FBs	379,502	Pre- & post-docs, visiting scholars	105,002
<b>Teaching Faculty Subtotal</b>	<b>\$4,407,964</b>	Outreach programs & workshops	28,258
<b>Library: Slavic, East European &amp; Eurasian Studies</b>		Operating costs, supplies, other	12,208
Salaries & FBs	321,309	<b>ASP Subtotal</b>	<b>\$180,643</b>
Acquisitions & exchanges	254,472	<b>Slavic Department</b>	
<b>Library Subtotal</b>	<b>\$575,781</b>	<b>Staff Salaries &amp; FBs Subtotal</b>	<b>\$83,355</b>
<b>REEE Student Support</b>			
Tuition & fees "top-off" for AY graduate FLAS Fellowships (N=7)		140,075	
Graduate Student Instructorships (GSIs) (N=71 one-term awards)		1,469,622	
Rackham Merit Fellowship (to support graduate student diversity) (N=8)		110,398	
Major Rackham & departmental graduate fellowships (>\$30,000/year) (N=18)		702,276	
Other graduate fellowships & grants (Rackham, departmental, & II) (N=242)		1,349,957	
CREES graduate research & internship awards; conference travel; & other support (N=20)		58,726	
Weiser Graduate Emerging Democracy fellowships & research & internships grants (N=8)		58,076	
Undergraduate fellowships & grants (N=59)		642,675	
<b>Student Support Subtotal</b>		<b>\$4,531,805</b>	
<b>TOTAL UM INSTITUTIONAL SUPPORT FOR REEE AREA STUDIES</b>		<b>\$10,355,565</b>	

**1A.2 Support for Teaching Staff.** In 2012-13 UM provided over \$4.4 million towards REEE

teaching staff (Table 1). Since 2010, 4 tenured and 4 tenure-track faculty have been hired.

Aristarkhova (App. 2: 8), a specialist in feminist theory and aesthetics, joined the UM faculty as

<sup>4</sup> Faculty and staff salaries are prorated to reflect time devoted to REEE (App. 2); fringe benefits (FBs) are estimated at 31% for salaried employees and 8% for hourly staff. Data in Table 1 underestimate UM's financial commitment since they exclude items for which dollar amounts are unavailable [e.g., total REEE faculty curriculum development; research and conference travel support; facilities and computing costs for area faculty and CREES, WCEE/WCED, Slavic Department, and area library staff; and the REEE share of staff and operating costs at the Language Resource Center (p. 24) and for education abroad advising and administration (pp. 12-14)].

Associate Professor with joint appointments in Art and Design, History of Art, and Women's Studies. Ballinger, the Fred Cuny Professor of the History of Human Rights (App. 2: 9), specializes on human rights, refugees and displacement, and memory in Croatia/ex-Yugoslavia and Italy. Luong (App. 2: 29) was hired as Professor of Political Science with initial Title VI support (pp. 2-3); her specialties include state formation, the resource curse, and Islam in Central Asia and Russia. Assistant Professors of Natural Resources and Environment Newell (App. 2: 36) and Robyn Meeks (App. 2: 33) specialize on Russia and Central Asia, respectively. Veidlinger, the Joseph Brodsky Professor of History and Judaic Studies (App. 2: 47), is a noted historian of East European and Russian Jewry. Two others with deep REEE expertise will begin positions in FA 2014. Elizabeth King, a specialist on sex workers and HIV testing and treatment with significant REEE language and area studies training and research experience in Russia, Ukraine, and Serbia, was appointed Assistant Professor at UM's School of Public Health. Yuri Zhukov, a new Assistant Professor of Political Science who specializes in international security, civil war, insurgency and counterinsurgency, civil-military relations, and Russian and Eurasian politics, has written extensively on Soviet and Russian security issues.

**1A.3 Support for Library Resources.** In 2012-13, UM provided over \$575,000 for staff and acquisitions for the Library's Slavic, East European, and Eurasian collection (Table 1).

**1A4. Support for Linkages Abroad.** Units from across the campus maintain formal linkages with institutions in REEE ranging from the Medical School's collaboration with medical faculties in Bratislava, Skopje, and Zagreb to the Department of Anthropology's partnership in paleoanthropology with the Georgian National History Museum in Tbilisi to the Institute for Social Research's MOU on survey research with the National Research University Higher School of Economics in Moscow. Over the past 25 years, CREES has developed linkages with

numerous overseas institutions (particularly in Armenia, Bosnia, Czech Republic, Estonia, Hungary, Poland, Russia, Slovakia, Ukraine, and Uzbekistan) for various projects including student and faculty exchanges, research, distance courses, and K-12 teacher training. Thanks to Weiser Professional Development Awards supporting short-term faculty visits to Ann Arbor to seed research collaborations in units across the university (\$25,000 to \$40,000 per year since 2009), UM has develop new linkages with institutions in several other REEE countries (Georgia, Kazakhstan, Kosovo, Lithuania, Macedonia, Moldova, and Serbia).

**1A.5 Support for Outreach Activities.** CREES's outreach activities benefit greatly from LSA and II salary support for staff implementing community and K-16 outreach activities (almost \$90,000 in 2012-13), as well as partnerships with, and support from, WCEE affiliates, other area centers, the II, and other university units. In addition to organizing its own REEE public and teacher outreach activities (pp. 31-35), whenever possible, CREES co-sponsors programs with relevant units on topics of common interest. This has included WCED co-sponsorship of lectures by prominent scholars and public figures (e.g., U.S. Ambassador Christopher Hill; Russian publisher, political activist, and cultural historian Irina Prokhorova; former Ukrainian President Viktor Yushchenko) addressing issues of emerging democracies in Central and Eastern Europe and Eurasia—events that would have been difficult to mount without WCED funding.

**1A.6 Support for Qualified Students.** Support for REEE students from various UM units significantly enhances CREES's modest capacities to ensure continued recruitment and retention of highly qualified students (Table 1). Student support in 2012-13 includes \$140,075 in funding from Rackham Graduate School, the II, and LSA for tuition and fees to “top off” graduate FLAS Fellowship institutional payments, as well as over \$116,000 from CREES and WCED.

Overall, UM's total calculable commitment to REEE in 2012-13 was \$10,335,565—over

18 times CREES's combined NRC and FLAS awards for this same period.

## **2. QUALITY OF CURRICULUM DESIGN**

**2A.1 & 2A.2 Undergraduate Training in REEE.** UM offers a range of REEE-related academic programs for undergraduates and graduate and professional school students. REEE-focused courses from introductory to advanced levels are taught by faculty in a broad array of disciplines and fields, including architecture, art and design, business, education, humanities, law, music, natural resources and environment, public policy, and social sciences (App. 2 and 3).

CREES offers an interdisciplinary major in Russian, East European, and Eurasian Studies (REES) and three minors. Following up on the Center's 2009 external review and after extensive consultation with faculty and students, CREES secured approval from the LSA Curriculum Committee in 2010 for a revised REES major incorporating new geographic distribution requirements and increased language requirements for Polish, and for a new minor in Central Eurasian Studies (see below). The REES major requires a minimum of 30 AS hours, including: one "gateway" survey course on Russia/Soviet Union, Eastern Europe (EE), or Central Eurasia (CE); a minimum of 20 hours of 300-400 courses satisfying a geographic distribution (at least one 3-credit course each on Russia/Soviet Union, EE, and CE) and a disciplinary distribution (at least one 3-credit AS course each in arts/culture, history, and social science); a "capstone" senior seminar; and completion of 3rd-Year Polish or Russian or the 2nd year of another area language. CREES minors in Russian Studies, EE Studies, and CE Studies allow students to focus on one geographic area; they require at least 15 hours (3 300-400 courses, the relevant survey course, and the same disciplinary distribution as for the REES major).

Slavic Languages and Literatures (SLL) offers a Russian major with 3 options (29-31 credits) and a Polish major (27 credits). The Russian Language and Literature major requires 2

years of Russian language for admission, courses in Russian literature and language (generally through 4th year), and at least one cognate course (an advanced course in another Slavic or other language or Russia-focused AS course). The Culture track includes the same language and cognate requirements plus a selection of SLL Russian culture courses. The Heritage Speakers track includes the same cognate requirement, plus completion of a 300-level Russian Heritage Speakers course or 2nd term of 3rd-Year Russian, 2 additional years of Russian, and Russian literature electives. The Polish major requires 2 years of Polish language for admission; 1-2 additional years of Polish language; courses in Polish literature, culture, and history; and electives from SLL and REEES courses with substantial Polish content.

SLL also offers minors in Bosnian/Croatian/Serbian (BCS), Czech, Polish, Russian, and Ukrainian Language, Literature, and Culture (each with a prerequisite of 3 terms of language study and requiring 16 hours including literature and culture courses and a 4th term of language study), as well as a minor in Cultures and Literatures of Eastern Europe for students interested in Slavic studies but unable to dedicate time to language study (at least 15 SLL credits in Russian studies; Polish, BCS, Czech, or EE Jewish studies; and cross-cultural Slavic studies).

Enrollments in REES/SLL degree programs have held steady in the current Title VI funding cycle (averaging 54 students per year in both the previous and current cycles).

Undergraduates pursue informal REEE specializations by focusing on one or more REEE countries or regions in departmental majors (e.g., anthropology, history, and political science) and through minors. The latter include the 18-credit International Studies (IS) minor (requiring at least 9 credits on the region/country of specialization) and the interdisciplinary and cross-regional minor in Islamic Studies (requiring a minimum of 16 credits including “Introduction to Islam” and 4 other courses on Islamic beliefs, practices, and societies in at least 2 world

cultures). The relatively new IS major (requiring at least 33 credits and 3 years of language study) also represents a potential growth area for REEE specialization. The number of IS majors has risen exponentially from 19 in 2009 to over 500 in Winter (WN) 2014. From 2010-13, 10 students specializing in REEE completed B.A. degrees in IS; in WN 2014, there were 7 IS majors focusing on REEE. Given the rapid increase in IS majors, CREES will introduce new REEE-focused Advanced IS Seminars in FY2014-17 to reach this broader constituency (p. 37).

**2A.3 & 2A.4 Graduate Training in REEE.** CREES offers a 2-year REES M.A. degree, the requirements for which were revised in 2010 to incorporate recommendations from the 2009 external review. Students complete a minimum of 30 hours, including a one-credit introductory proseminar in the first term and one-credit core seminars each term; at least one 3-credit course in each geographic area (Russia/Soviet Union, EE, CE); at least one 3-credit course in each field (arts/culture, history, social science); research seminar; and thesis. Students are expected to take a language course for credit each term and attain a level of proficiency in one REEE-area language one year beyond that required for the REES B.A. (i.e., 4th-Year Russian or Polish; 3rd year for other languages) or achieve the level required for a B.A. plus an additional year in a second REEE language. In addition, students in 3 UM professional schools may opt to pursue dual graduate-level degree programs: Business (75 credits), Law (88 credits), and Public Policy (54 credits). CREES also offers a REES Graduate Certificate requiring 15 hours, including an introductory proseminar; 2 core seminars; coursework to satisfy the geographic and disciplinary distributions; research seminar; and 3rd-year proficiency in Russian or Polish or 2nd-year proficiency in another area language. Since 2010, all REES M.A. students are given official ACTFL OPI entry and exit proficiency assessments administered by ACTFL-certified testers.

SLL offers a Ph.D. requiring an M.A. in SLL awarded by the Department after completion

of 36 hours or the equivalent; 2 years of a second Slavic or other REEE-relevant language; one seminar course in the second Slavic language literature; 2 400-level or higher cognate courses in other departments; and reading knowledge of French, German, Italian, Greek, or Latin.

Advanced proficiency in Russian and significant coursework in Russian literature are prerequisites for most students pursuing the Ph.D. Reflecting SLL's shift from a philological emphasis towards cultural studies and interdisciplinarity, students may opt to make an East or Central European literature and culture a major focus (e.g., BCS, Czech, Polish, Ukrainian), with a second language and literature (usually Russian) as a supporting cross-cultural focus.

REES/SLL graduate enrollments have held steady in the current funding cycle (averaging 34 students per year since 2010-11 vs. 33 in the previous cycle).

Supplementing the CREES and SLL graduate degree options, graduate and professional school students also pursue informal REEE specializations in other M.A., Ph.D., and graduate certificate programs (83 students in 2013-14). The development of a new interdisciplinary and cross-regional Graduate Certificate in Islamic Studies by 2017-18 will provide yet another way for UM graduate students to pursue REEE training.

**2B.1 Academic and Career Advising.** Each incoming undergraduate meets 3 times during summer orientation with an LSA Academic Advisor, who serves as primary advisor until the student declares a major. Over half of the 23 LSA advisors have advanced graduate training. Faculty concentration advisors then assume primary responsibility, although undergraduates often consult their LSA advisors through graduation. Graduate and professional students specializing in REEE receive academic and career guidance specific to their fields from mentoring and thesis committees in their respective units. The CREES Director (Maiorova, App. 2: 6) advises REES graduate students; the CREES Associate Director (Khagi, App. 2: 24)

advises REES undergraduates. Each hold office hours for 2 hours/week and by appointment, and are readily available via email at other times. They meet with each student when they enter the program, at least once each term (3 times with first-term M.A. students), and before graduation.

Given their area experience (pp. 30-31 and App. 2: 54-56), CREES staff members also advise students about area study, internships, and careers, and post 15-25 job and fellowship ads and conference calls for papers per week to the Center's blog. Each year CREES participates in 4 LSA and campus-wide resource fairs to promote REEE on- and off-campus academic options. II staff (2 FTE) advise students about Fulbright, Fulbright-Hays, and NSEP awards. UM's Education Abroad Office (EAO) has one of the nation's most complete work and study abroad websites and houses a Peace Corps recruiting office. EAO collaborates with UM's Career Center, area centers, the II, and education abroad offices in 11 professional schools to offer a dozen international career workshops each year. Since 2003 these units have joined forces on International Career Pathways, a 2-month panel discussion series culminating in an International Opportunities Fair with over 50 organizations (e.g., State Department, USAID). Since 1999, UM has hosted U.S. Department of State (DOS) Diplomats in Residence (DIR) who advise students about DOS internships and careers in government service.

As sample outcome measures of these advising capacities, UM placed first in the number of State Department Student Fulbright awards in 6 of the past 9 years (including 19 REEE awards since 2010), and in the top 5 in 8 of the past 10 years for Peace Corps recruits. According to data provided by UM's DIR, UM ranked 6th in the number of applications in 2012-13 for State Department internships; in summer, 4 of UM's 16 successful applicants for placements in Kyiv, Tbilisi, Vilnius, and Washington were in REES degree programs. Over 75% of REEE-focused doctoral recipients from 2008-13 were placed in university or college teaching positions.

**2B.2 UM's Study, Research, and Internship Abroad Opportunities.** Through UM's study abroad office, undergraduates have 4 REEE semester or AY options for which they receive UM credit: 2 programs in Russia (CIEE Program in St. Petersburg; Middlebury Program in Moscow, Irkutsk, Yaroslavl, and Voronezh); and 2 programs in Central Europe (Charles U./CERGE Program in Prague, CIEE Program in Warsaw). Over the past 5 years, 102 undergraduates participated in these programs (29 in Russia, 69 in the Czech Republic, and 4 in Poland).

As part of a broader university-wide initiative to integrate study abroad into the curriculum and responding to student interest in short-term study abroad, UM units have developed new options. To illustrate, SSL Professor M. Makin (App. 2: 30) and Russian Lecturer A. Makin (App. 2: 29) organized 10-day service-learning alternative spring break trips to Russia in WN 2010-13. A total of 41 students have participated in this innovative program that includes 2 days in St. Petersburg and the remaining time in Vytegra, a provincial town where students volunteer in museums and secondary schools. Associate Professor of Performing Arts Cheek (App. 2: 13) arranged for 8-10 students in his "Czech Vocal Literature" courses in 2012 and 2014 to participate in 10-day master classes for Czech opera and vocal chamber music held in Náměšť nad Oslavou, Czech Republic. UM faculty not affiliated with CREES also support student engagement in the region. Since 2010, Ross Business School Professor George Seidel has recruited 83 UM undergraduate and graduate students to attend the 10-day Fulbright International Summer Institute (FISI) in Bulgaria, a program created by the Bulgarian-American Fulbright Commission. FISI offers intensive courses, such as Seidel's "Negotiation and Dispute Resolution" (where U.S. students practice skills with EE students) and REEE AS offerings (e.g., "Civil Society Development in Eastern and Central Europe").

Through its annual CREES Research, Internship, and Fellowship (CRIF) Program

competition, CREES provides grants (\$750-\$2,000) from its endowments to support summer research and internships in the region; WCEE, ASP, and II funds supplement these awards. To develop projects, students draw on Center and faculty linkages with over 40 institutions across the region, and the web. Over the past 5 years, 84 graduate and 28 undergraduates have received grants from CREES, WCEE, ASP, and II for projects in 20 REEE countries. Since 2004, CREES supported 90% of CRIF applicants in REES degree programs, reflecting both the quality of applications and our commitment to enhancing REEE education abroad opportunities. We will increase this commitment in FY2014-17 as part of our evaluation plan (pp. 45-46 and App. 4).

**2B.3 Access to Other Institutions' Study Abroad and Summer Language Programs.** UM promotes access to other institutions' programs through support of EAO advisors (2 FTE professionals, 1.5 FTE peer advisors) who provide information about non-UM education abroad opportunities (p. 12), and LSA's advisors who advise on transfer credit (p. 11). UM does not require formal permission to study abroad on non-UM programs and has streamlined arrangements to use federal financial aid and transfer credits from approved programs. Of 48 Summer FLAS Fellowships awarded by CREES from 2011-14, 43 were awarded for study at other institutions' Summer Language Programs (11 in the U.S. and 32 in the region).

### **3. QUALITY OF THE NON-LANGUAGE INSTRUCTIONAL PROGRAM**

**3A.1 Quality and Extent of REEE Non-Language Course Offerings.** During 2012-13 and 2013-14, UM offered around 100 courses with 100% REEE content and over 120 additional courses with at least 25% area content in 28 LSA departments and 6-7 professional schools (Table 2 and App. 3: 7-41). Courses on the region's cultures, histories, literatures, and politics are particularly well represented. Courses are offered at all levels, from undergraduate introductory courses with no prerequisites to advanced courses for doctoral students. On average

across 2012-14, 15% of these courses were at the lower-division undergraduate level, 45% at the upper-division undergraduate level, and 40% at the graduate-level.

**3A.2 REEE Courses in**

**Professional Schools** (App. 3: 36-41). CREES actively pursues professional school linkages and currently has tenured faculty affiliates in 8 schools (App. 2). For the past several years, Architecture; Business; Education; Law; Music, Theatre, and Dance; Natural Resources and Environment; and Public Policy have offered REEE-focused courses. In 2014-15, we anticipate new REEE offerings in Art and Design by Aristarkhova and in Public Health by King (pp. 5-6).

**3B. Depth of Specialized Courses in the Disciplines.** UM’s REEE AS

instruction is distinguished by the depth, breadth, and regional

coverage of courses taught by regular and occasional visiting faculty in the social sciences (including history) and humanities (App. 3). SLL and History provide examples of depth of

**Table 2: Area Studies Courses by Discipline/% REEE Content and Total Enrollment, 2012-13 & 2013-14<sup>a</sup>**

Disciplines/ Professional Schools	2012-13		2013-14	
	100%	<100%	100%	<100%
<b>LSA</b>				
Anthropology	4	4	4	5
Communications		1		1
Comparative Literature	1	2	3	1
Economics		6		5
English		2		
Environment		2		1
German		2		2
History	20	25	13	27
History of Art	1	3		4
International Studies		5		5
Judaic Studies	1	6	1	9
Near Eastern Studies	6	3	6	6
Philosophy		1		
Political Science	5	12	10	7
Residential College	1	7	1	7
REEES	12		10	
Screen Arts & Cultures	1	1	1	1
Slavic	40	2	46	
Sociology	2	9	3	11
Women’s Studies				1
<b>Professional Schools</b>				
Architecture		3	1	4
Business	1	5		6
Education				1
Law	1	9	1	5
Music, Theatre, & Dance		9	2	8
Natural Resources & Env.		1		1
Public Policy		8		6
<b>Total AS Courses</b>	<b>96</b>	<b>128</b>	<b>102</b>	<b>124</b>
<b>Total Enrollments</b>	<b>878 (G) / 4,119 (UG)</b>		<b>864 (G) / 4,065 (UG)</b>	

<sup>a</sup> Includes courses but not enrollments for SP and SU 2014.

specialized course coverage. In 2012-13, SLL faculty taught 10 introductory REEE literature and culture courses, 6 graduate seminars on Russian and other Slavic literatures, along with 26 other undergraduate and graduate courses covering a range of Slavic literatures and cultures. Last year History faculty offered 45 REEE courses covering particular times, places, and topics, including undergraduate and graduate offerings in Armenian, Balkan, Central and EE, CE, and Russian history. As another measure of depth of specialized coverage, UM offers a core set of REEE-focused courses each year (114 of the 224 REEE offerings in 2012-13 were taught in 2013-14). These offerings are complemented by courses taught every other year and new courses. This mix provides a solid foundation for quality AS training while ensuring revitalization of course offerings that reflect the dynamism of the region as well as scholarship on it.

**3C. Extent of Interdisciplinary Courses.** UM is renowned for providing an exceptionally interdisciplinary environment, as illustrated by its support for institutes explicitly dedicated to interdisciplinary study and research (e.g., the II and Institute for the Humanities) as well as for joint faculty appointments across departments and schools (e.g., 1/3 of CREES tenured and tenure-track faculty hold joint appointments). Interdisciplinarity is particularly noteworthy in SLL, which includes language specialists and scholars in architecture, film, history, linguistics, literature, religion, translation studies, and visual culture. Rackham Graduate School supports a vibrant series of interdisciplinary graduate workshops, including several with strong contingents of students specializing in REEE (e.g., Avant-Garde Interest Group, Eurasia Collective).

UM's emphasis on interdisciplinarity also finds expression in courses. Each year CREES offers interdisciplinary undergraduate surveys on the Russian Empire, USSR, and Successor States and on Eastern Europe; these courses include content in history, social sciences, literature, and film. Since his appointment with Title VI leveraging (p. 2), Northrop has taught an

interdisciplinary undergraduate survey on Central Asia (CA) every other year. The course provides an overview of modern CA history, giving particular attention to the economic, environmental, political, artistic, and cultural legacies of the region's encounter with major imperial systems (Russian, British, Chinese) since 1750. Other interdisciplinary courses include SLL arts and culture undergraduate survey on Central Europe (incorporating literature, film, art, music, and history); Maiorova's "Russian Culture and Ideology" (an intersection of intellectual history, literature, and nationalism studies); and Gitelman's "The Politics of Modern East European Jewry" (covering political science, history, and religion). Interdisciplinarity involving LSA and professional fields is illustrated in Herscher's "Technologies of Memory" (focusing on architecture, art, history, and cultural studies in the Yugoslav successor states).

**3D.1 Non-Language Faculty.** CREES currently has 54 tenured and tenure-track core REEE faculty, drawn from 15 disciplines and 5 professional schools, whose teaching and research mainly focus on REEE (49 tenured, 5 tenure-track). Along with 2 professors (Cheek, Levitsky) and 6 lecturers (Branch, A. Makin, Mendeloff, Pasek, Rogovyk, Westwalewicz) with multi-year contracts, they taught 58% of AS courses in 2012-13 and 57% of these courses in 2013-14 (App. 2 and 3; see also 6A.1). Reflecting UM's commitment to quality instruction and status as one of the nation's top public research universities, visiting professors with strong credentials are hired to replace permanent faculty on leave or fill in disciplinary gaps (e.g., Saparov and Mishina in 2012-13 and 2013-14). Graduate Student Instructors (GSIs) rarely have primary responsibility for AS courses (only 2 courses each in 2012-13 and 2013-14).

CREES has successfully weathered retirements, deaths, occasional departures, and strained university budgets to retain its long-standing faculty breadth and depth in the core AS disciplines of History, Political Science, and SLL, as well as in area-focused Anthropology (App. 2).

CREES also has a large number of tenured and tenure-track faculty in REEE-focused Film Studies (Aleksić, Eagle, Fehérváry); Islamic Studies (Fine, Göçek, Hagen, Knysh, Luong, Northrop); Judaic Studies (Gitelman, Krutikov, Norich, Paloff, Spector, Toman, Veidlinger, Zaborowska, Zubrzycki); and Sociology (Anderson, Göçek, Zubrzycki). Prominent regional strengths include Russian, Polish, Southeast European, and Central Eurasian (CE) studies.

**3D.2 Pedagogy Training for Instructional Assistants.** First-time GSIs for CREES survey courses must participate in a 2-day orientation program organized by UM's Center for Research on Learning and Teaching (CRLT). All other departments have mandatory GSI training for teaching in their areas. GSIs work under the close supervision of professors and lecturers, who provide pedagogical advice and evaluate their work in the classroom. CRLT supplements departmental training by offering programs throughout the academic year that enhance teaching skills and by providing confidential consultations and feedback through review of videotaped classes. (For SLL and other language departments, see pp. 22-23.)

#### **4. QUALITY OF THE LANGUAGE INSTRUCTIONAL PROGRAM**

**4A.1 Instruction in REEE Languages.** UM offers a broad range of area languages during the academic year and in its Summer Language Institute (Table 3 and App. 3: 1-6) and also facilitates off-campus language study (p. 14). In 2012-13 and 2013-14, 75 and 74 courses, respectively, were taught in 12 modern REEE languages: Western Armenian, BCS, Czech, Modern Greek, Pashto, Persian, Polish, Russian, Turkish, Ukrainian, Uzbek, and Yiddish. Old Church Slavic is offered every 3 years; on demand, students may take Classical Armenian and Ottoman Turkish. Introductory to advanced German courses are also regularly taught.

As noted in Table 3, these courses include distance offerings in Czech (2nd-Year in 2012-13), Pashto (1st-Year in 2013-14), and Uzbek (2nd- and 3rd-Year in 2012-13 and 1st-Year in

2013-14) made available through the Committee on Institutional Cooperation (CIC) CourseShare Program.<sup>5</sup> Under the auspices of the CourseShare Program, CREES coordinated UM's initial year-long distance language course in 1st-Year Kazak taught in 2004-05 via videoconferencing from Indiana U. (IU). Given the Center's commitment to strengthening CE studies, and with outstanding technical and logistical support from UM's Language Resource Center, since 2008-09 CREES has continued to play a key role in arrangements for over 20 distance Central Asian language courses from IU and U. of Wisconsin to match student demand. From 2011-13, UM's Slavic Department piloted shared distance offerings in Czech with the U. of Illinois, with each school sending one level to the partner institution per year. Going forward, CREES plans to collaborate with Ohio State U. to offer distance 1st- and 2nd-Year Uzbek each year, with distance 3rd-Year Uzbek courses from Indiana U. as needed.

**Table 3: REEE Language Offerings & Enrollments in 2012-13 & 2013-14**

Languages	Enrollments		Levels & Terms Offered (Academic Yr.=AY; Spring=SP; Summer=SU)
	2012-13	2013-14	
Armenian (Western)	12	9	1st & 2nd yr., alternate AY; directed reading/3rd & 4th yr., AY
Bosnian/Croatian/Serbian	25	27	1st & 2nd yr., alternate AY; directed reading/3rd & 4th yr., AY
Czech	17 <sup>a</sup>	6	1st & 2nd yr., alternate AY; directed reading/3rd & 4th yr., AY
Modern Greek	89	76	1st to 3rd yr.; 3 levels conversational
Old Church Slavic			On demand (will be offered in FA 2014)
Pashto		3	1st yr., AY (on demand distance course <sup>b</sup> )
Persian	48	55	1st to 3rd yr., AY
Polish	57	56	1st to 4th yr., AY
Russian	213	171 <sup>c</sup>	1st to 5th yr., AY; Heritage I & II, AY 1st to 3rd yr. intensive, AY 1st & 3rd yr. intensive, SP; 2nd yr., intensive, SU
Turkish	34	48	1st to 3rd yr., AY
Ukrainian	12	9	1 level, AY; directed reading for 3 other levels, AY
Uzbek	5	4	1-2 levels, (on demand distance courses), AY
Yiddish	21	15	1st to 3rd yr., AY

<sup>a</sup> Includes 5 enrollments from the University of Illinois which offered UM's 1st-Year Czech via videoconferencing, and 2 UM enrollments in UI's distance 2nd-Year Czech. <sup>b</sup> One level of distance Pashto was offered from Indiana U. in 2010-11, 2011-12, and 2013-14; given funding cuts, AY Pashto courses will no longer be available. <sup>c</sup> Does not include enrollments for SP and SU 2014.

<sup>5</sup> The CIC CourseShare Program facilitates sharing of specialized graduate and low-enrollment language courses among the 15 member universities. Students at receiving universities pay their home tuition, with no tuition dollars transferred to sending institutions.

CREES also facilitates access to intensive summer language options through participation in IU's Central Asian Language Consortium (CALC). Over the FY2014-17 cycle, CREES will expand its support to include 3 other cost-effective summer consortia (p. 36).

**4A.2 Language Enrollments.** In 2012-13, total on-campus REEE language enrollments were 533 (106 graduate students, 427 undergraduates); in 2013-14, they were 479 (105 graduate students, 374 undergraduates) (Table 3). Enrollments have held steady or increased for both graduate and undergraduate students in BCS, Persian, Polish, and Turkish. On average 12-15 undergraduates take intensive SP and SU Russian courses; thus, the decline for Russian is less than that shown in Table 3 and consistent with trends noted at other institutions. While endowment funding for Armenian and Yiddish assures these languages despite low and fluctuating enrollments, Title VI support remains critical to our capacity to strengthen priority REEE LCTL offerings (p. 21) given UM's plans to cut an additional \$120 million in recurring costs over the next 5 years on top of the \$265 million in base budget cuts since 2004.

From 2010-14, at least 134 students pursued off-campus language study in the U.S. or abroad, with support from FLAS Fellowships, UM grants and financial aid, and external awards (e.g., Boren Fellowships, Critical Language Scholarships, Kosciuszko Foundation Fellowships) for these languages: Czech (57), Russian (45), Polish (16), BCS (4), Turkish (3), 2 each for Persian and Ukrainian, and one each for Georgian, Hungarian, Kazakh, Kyrgyz, and Romanian.

**4B.1 Levels of Training.** Five levels of Russian, 4 levels of Polish, and 3 levels of Modern Greek, Persian, Turkish, and Yiddish are offered each year (Table 3). Three levels of intensive Russian are also available at UM's Residential College in the AY and through UM's Summer Language Institute. Two levels of Armenian, Persian, and Russian for Heritage Speakers and one level of Czech, BCS, and Ukrainian are taught each year, with advanced levels available as

directed reading courses. Two levels of distance Uzbek were offered in 2012-13; one level each of distance Pashto and Uzbek were taught in 2013-14. During FY2014-17, we plan to enhance our current on-campus offerings in BCS (adding a second level each year) and new Polish and Russian courses (p. 36) and offer at least 2 levels of distance Uzbek (p. 19).

**4B.2 Courses Taught in REEE Languages.** SLL and CREES have been strong advocates for language study in courses other than language, linguistics, and literature. Language across the Curriculum (LxC)-inspired SLL courses include RUSSIAN 499, offered each year on various themes (e.g., “Culture and the Provinces”; “Russia between East and West”). Since WN 2009, Lecturer A. Makin has offered “RUSLAN: Russian Service Learning in Action,” a 3-credit course in which students provide language and other assistance to the local Russophone community through language exchange partnerships, computer tutorials, translation/interpreting, citizenship preparation, etc. Other CREES faculty, particularly in History, regularly assign vernacular materials in graduate-level courses (e.g., Northrop’s “Graduate Colloquium in Central Eurasian History”) and offer independent study courses to students seeking additional experience with vernacular materials. Over the next 4 years, CREES plans to support an annual one-credit LxC topical content course aimed at increasing oral proficiency in Russian (p. 36).

**4C.1 Language Faculty.** Slavic languages are primarily taught by 8 lecturers (5.25 FTE), supplemented by 5 GSIs (4 for 1st- and 2nd-Year Russian, one for 1st-Year Polish). In addition, SLL faculty Khagi, M. Makin, and Maiorova teach RUSSIAN 499, which is offered annually. Six of the 8 lecturers are “career lecturers”; i.e., they have 5-year renewable contracts providing greater professionalization of language teaching. All 8 are native speakers with substantial language pedagogy training; 7 have taught at UM at least 8 years; 2 have doctorates.

Armenian is taught by a tenured professor (Bardakjian). Modern Greek instructors include

a tenured associate professor (Leontis) and a full-time lecturer (Margomenou). Persian and Turkish are taught by full-time lecturers (Aghaei, who has a 5-year renewable contract, and Sevinc, respectively); a tenured associate professor (Hagen) teaches Ottoman Turkish on demand. Hoffman, a full-time lecturer who has taught at UM since 2009-10, teaches Yiddish.

External reviews of SLL (2005) and CREES (2009) affirmed the value of regular instruction in a range of Slavic languages besides Russian. CREES and SLL have repeatedly pressed for greater UM support for Slavic LCTLs; thus far, this has resulted in full UM support for 4 levels of Polish and Russian. The II's Mellon grant (p. 3) has provided partial bridging support for BCS and Czech that otherwise were at risk following NRC grant cuts that began in 2011-12. Since then, we have worked with the LSA Development Office to seek donors for endowed Slavic LCTL lectureships; regrettably, this has not yet borne fruit. During FY2014-17 years, we will continue these development efforts and also modestly increase UM support for Slavic lecturers while relying on NRC funds to strengthen offerings (p. 36; App. 1: 2-3). Given our successful partnerships with other CIC universities for distance Central Asian language courses, we are focusing our efforts on regularizing Uzbek instruction.

**4C.2 Pedagogy Training for Performance-Based Teaching.** SLL actively supports performance-based language teaching. With US/ED and UM support, 6 SLL lecturers have attended 4-day ACTFL OPI Assessment Workshops (Fort, A. Makin, Pasek, Rogovyk, Rosic, Shkolnik). Slavic Language Coordinator Rogovyk is a certified OPI tester for Russian. In April 2014, CREES and SLL organized an on-campus OPI Assessment Workshop attended by 5 lecturers and 6 GSIs. Since then, Pasek has applied to become a certified tester for Polish, Rogovyk for Ukrainian, and Shkolnik for Russian.

Pedagogy training for SSL GSIs and lecturers has been strengthened since Rogovyk's (App. 2: 40) appointment as Slavic Language Coordinator in 2004. GSIs are expected to perform at the advanced level of proficiency; to continue to improve their proficiency, they are encouraged to take 5th-Year Russian more than once (for credit, since course content varies depending on the disciplinary mix of enrollees). All GSIs are required to take a 3-credit course, "Teaching of Slavic Languages" (SLAVIC 500). In addition to practical skills for classroom instruction, the course covers ACTFL proficiency guidelines and assessments.

At the start of each academic year, Rogovyk holds pedagogy workshops for 1st-Year GSIs (2-day) and 2nd-Year GSIs (one-day). Throughout the year, she meets one hour per week with 1st-Year GSIs and one hour every other week with 2nd-Year GSIs. Each term she observes one class taught by experienced GSIs and observes new GSIs at least once a month, followed by immediate feedback to discuss improvements. Rogovyk also introduced mid-term written student evaluations of GSIs, an innovation that has helped to identify problems that are addressed immediately (e.g., a conflict between GSI teaching and student learning styles).

Recognizing the importance of regular professional development for all SSL language instructors, Rogovyk organizes annual pedagogy workshops with noted specialists in language pedagogy (e.g., U. of Maryland's Martin, Temple U.'s Rifkin). Until 2011-12, these workshops were supported by NRC grant and UM funds; since then, they are fully funded by UM.

The tenured Armenian and Modern Greek instructors (Bardakjian, Leontis) both have ACTFL OPI training. The Yiddish lecturer is likewise well versed in the principles of performance-based teaching. The Persian and Turkish lecturers each received training in performance-based teaching during their graduate studies and from more senior language instructors in Near Eastern Studies.

**4D.1 Performance-Based Language Instruction.** All REEE language instructors are familiar with the underlying principles of performance-based teaching, and performance-oriented materials and authentic cultural content are used at all levels of instruction. All emphasize active learning and attainment of functional capacities in all 4 language skills; proficiency expectations are included in course descriptions and syllabi. In SLL, instructors use task-based oral assessments to monitor student performance and progress; with on-line portfolios, students are able to self-assess their reading skills and monitor their own progress in language acquisition.

**4D.2 Resources for Language Teaching and Practice.** UM resources for language teaching and practice include the Language Resource Center. With a staff of 9 and annual budget of \$587,000, the LRC organizes pedagogy workshops and small group training sessions and supports development and deployment of new and original language teaching materials. It has 27-station computer classrooms; multimedia development stations; AV carrels; a video viewing room; AV production studios; a digital language lab (for recording proficiency exams and in-class exercises); and a media library with over 850 REEE-area language-learning and teaching resources. The LRC supports desktop and classroom videoconferencing and has been an invaluable partner for distance language courses, providing on-site technical staff, coordinating the exchange of homework assignments, and proctoring exams (pp. 18-19).

**4D.3 Language Proficiency Requirements.** UM requires all LSA undergraduates to have 2nd-year proficiency in a language other than English. (For proficiency requirements for REES and SLL academic programs, see pp. 8-11.) Since FA 2010, CREES has required that all REES M.A. students take certified ACTFL OPI entrance and exit tests. Our goal is to have REES M.A. students enhance their language competency during their studies and to be able to use vernacular materials effectively for their theses and in their subsequent careers. Over half of the 19 students

tested thus far have improved their ACTFL OPI scores by at least one-third level.

Among other graduate programs, the main departments for REEE-focused Ph.D.'s require advanced language proficiency. Advanced proficiency in Russian is required before Ph.D. qualifying exams in SLL. SLL Ph.D. students have additional language requirements (p. 11). History (non-U.S.) and Comparative Literature Ph.D. programs require advanced proficiency in 2 foreign languages; Anthropology requires proficiency in a field research language that has significant anthropological literature or, if not, then also in another language that has such materials. Political Science and Sociology do not require another language, but virtually all Ph.D. recipients with REEE-focused theses have been proficient in at least one area language.

## 5. STRENGTH OF LIBRARY

**5A.1 REEE Library Holdings.** UM's REEE collection ranks among the top 10 in the U.S. in size, scope, and depth. Subject strengths are in history; social sciences; literatures, languages, and linguistics; art history; and bibliography. The largest portion covers Russian-speaking regions, followed by materials in Polish, BCS, and Czech/Slovak (Table 4). Bosnian publications and ephemera dating from the 1992-95 Bosnian war; Polish Solidarność ephemera; and archives of Ardis Publishers, the renowned U.S. publishing house of Russian/Soviet literature, are unique holdings. From FY2014-17, we will target NRC grant funds at diminishing levels to support further development of our Central Eurasian collection (p. 40; App. 1: 5).

**5A.2 Support for Library Acquisitions and Staffing.** In 2012-13, UM provided \$254,472 for REEE acquisitions. The staff budget (\$321,309 including fringes) supports 5 FTE: 2.5 professional librarians, 2 Slavic catalogers, and 3 hourly assistants. Staff in other units (e.g., Cataloging, Interlibrary Loan, Digital Library Service, Preservation, other area units) and subject libraries (e.g., Art and Architecture, Business, Law, Music) bring total REEE effort to  $\approx$  10 FTE.

**Table 4: Russian, East European, & Eurasian Holdings (June 30, 2013)<sup>a</sup>**

Language	Monographs in Vernacular	Current Standing Orders <sup>b</sup>	Titles in Other Languages <sup>c</sup>	Non-Print Materials <sup>d</sup>
Russian	237,968	71,457	60,180	142,380
Polish	61,706	19,064	18,014	34,713
Bosnian/Serbian/Croatian	57,112	13,803	17,581	15,911
Czech & Slovak	22,782	6,347	9,659	12,250
Armenian	12,976	3,763	6,490	5,217
Ukrainian	11,349	3,404	11,083	6,225
Bulgarian	10,617	3,454	4,138	6,496
Modern Greek	13,639	254	25,575	8,039
Uzbek	10,534	3,195	1,766	450
Kazakh	7,110	2,195	2,009	300
Romanian	6,730	2,028	7,804	4,395
Hungarian	6,642	2,030	6,929	4,049
Other Central Asian	6,366	1,920	2,519	1,252
Azerbaijani	5,994	1,825	1,379	250
Yiddish/Hebrew	4,700	1,200	665	0
Belarusian	3,351	934	2,073	565
Other area languages	3,295	855	10,143	5,191
Baltic	2,910	737	4,468	850
<b>Total</b>	<b>485,781</b>	<b>138,465</b>	<b>192,475</b>	<b>248,533</b>

<sup>a</sup> Does not include ≈ 4,500 REEE volumes in the Law and Business Libraries. <sup>b</sup> Serials and monographs in series.

<sup>c</sup> Vernacular works about an area or works in a West European language (primarily English, German, French, and Italian). <sup>d</sup> Microforms, electronic formats, etc.

### 5B.1 & 5B.2 Access to Materials at Other Institutions and to UM Holdings by Other

**Institutions.** The UM Library has an expanding network of arrangements for sharing access to research materials. Reciprocal borrowing privileges are available for undergraduate and graduate students, faculty, and staff at UM and the other 14 CIC institutions (p. 3), and for graduate students from the Michigan Research Triangle institutions (the 3 UM campuses, Wayne State, and Michigan State). Graduate students, faculty, and staff at Eastern Michigan U. (a Minority-Serving Institution), and faculty at all other Michigan 2- and 4-year colleges and universities are eligible for free guest borrowing privileges. By placing its bibliographic records on the OCLC international utility, UM shares its cataloguing and, through Interlibrary Loan, its collection with libraries and patrons throughout the U.S. Through the HathiTrust Digital Library, launched by UM and other CIC universities and the U. of California system in 2008, over 11 million volumes have been digitized and are now accessible for searching or fully shared as allowed by law by

over 90 partner libraries; over 3.5 million works in the public domain are open to all. Thanks to a donation from a UM alumnus, UM's Library is providing early wartime issues of the Bosnian newspaper *Oslobođenje* to complete its earlier contribution to the Center for Research Libraries (CRL)-sponsored Slavic and East European Microfilming Project. The films are available at UM, the Library of Congress, and at CRL, where they can be borrowed for free by any of CRL's 279 member libraries or for the cost of shipping through interlibrary loan at other libraries. As in the past, we will continue to provide access to the library's holdings and its online databases and other electronic resources to participants in our teacher training activities (pp. 31-34, 37-39).

## 6. QUALITY OF STAFF RESOURCES

**6A.1 Faculty/Professional Staff Qualifications for Current/Proposed Programs.** CREES's primary teaching faculty include 54 tenured or tenure-track faculty from 15 LSA departments and 5 professional schools—35 full, 14 associate, and 5 assistant professors (App. 2). Thirty-one (63%) are area specialists with in-depth REEE area training, knowledge of at least one area language, and primary teaching, research, and publications on the area. Twenty-three other tenured/tenure-track affiliates have significant REEE area commitments in their research and/or teaching and make valuable contributions, e.g., by advising students or serving on CREES committees (pp. 11-12, 29-30). Supplementing these are 13 language lecturers, 4 AS faculty and lecturers with multi-year contracts, and 2 visiting AS faculty.

The current CREES Director is Olga Maiorova, Associate Professor of SLL and History (App. 2: 6). A specialist in 19th-century Russian literature and the intersection of literature, intellectual history, and representations of nationality in 19th-century Russia, she is the author of *From the Shadow of Empire: Defining the Russian Nation through Cultural Mythology in the Great Reform Era, 1855-1870s* (2010). CREES Associate Director Sofya Khagi, assistant

professor of SLL, is author of *Silence and the Rest: Verbal Skepticism in Russian Poetry* (2013). In July, Maiorova will be succeeded by Associate Professor of Sociology Geneviève Zubrzycki (App. 2: 50), a specialist on religion, nationalism, and collective memory in post-socialist Poland and author of *The Crosses of Auschwitz: Nationalism and Religion in Post-Communist Poland* (2006). Khagi will be succeeded by Associate Professor of Anthropology Krisztina Fehérvári (App. 2: 15), author of *Politics in Color and Concrete: Socialist Materialities and the Middle-class in Hungary, 1950-2000* (2013). (For qualifications of professional library staff, see App. 2: 51-53; for other CREES staff, see pp. 30-31 and App. 2: 54-56.)

Among faculty accomplishments, we note that 5 faculty have been elected to major honorific organizations: Brown (American Academy for the Advancement of Science); Jackson and O'Shea (American Academy of Arts and Sciences); Markel (National Academies' Institute of Medicine); Mirel (National Academy of Education). Three currently hold leadership positions in AS professional associations (Aleksić, Ballinger, Porter-Szűcs). Ten have won prominent professional association book prizes. Sixteen hold named professorships; 18 have received UM teaching awards. As a group, CREES faculty affiliates have had dozens of prominent research grants, including 8 Guggenheim Fellowships.

CREES also has 30 Research Associates—area specialists with Ph.D.'s in non-teaching positions at UM or teaching at regional universities who contribute to CREES as guest lecturers, visiting instructors, and student advisors. Twenty are at schools with less well-developed REEE programs, thus making affiliation a valuable element in postsecondary outreach (p. 33).

**6A.2 Professional Development Opportunities.** CREES supports faculty professional development and overseas opportunities through its support of Faculty Conference Travel Grants (24 awards since 2010-11, including 4 for travel to the REEE region). Since 2010-11, 18 Weiser

Grants have been awarded to support CREES faculty teaching and research (6 for projects in the region). CREES faculty also regularly receive other UM awards in support of their research and teaching, e.g., Institute for Humanities Faculty Fellowships, AY paid leave (5 recent awards to CREES faculty); Michigan Humanities Awards, paid term leave; Eisenberg Institute for Historical Studies Faculty Fellowships, one course relief and a \$5,000 research grant for active faculty/\$5,000 research grant for emeritus faculty and lecturers (2 awards); Research Seed Grants, \$15,000 (1 award); publication subventions, up to \$5,000 (1 award); Internationalizing the Curriculum Grants, up to \$10,000; and Lecturer Professional Development Grants, up to \$2,000. In general, CREES faculty make regular research and sabbatical trips to the region. UM faculty are eligible for sabbatical leave every 7th year and university policy is generous in allowing leave and “topping off” external fellowships; tenure-track junior faculty are eligible for one-term leaves. Staff regularly attend REEE lectures and other events, as well as workshops to update their computing and administrative skills; they may also take LSA courses at reduced tuition rates. Since 2010, CREES, WCEE, and the II have provided \$5,000 to staff for conferences or overseas trips to refresh professional collaborations and area expertise.

**6A.3 Commitment to Teaching, Supervision, and Advising.** Teaching and advising students are key faculty responsibilities. Regular faculty teach 4 courses per year; Center Directors typically teach 3 courses in their departments and 3 one-credit courses for REES M.A. students, along with administrative and advising responsibilities (pp. 11-12). Departments and professional schools have robust advising systems, with faculty assigned as undergraduate and graduate advisors. Faculty hold regular office hours to mentor students and supervise theses; advising via email is increasingly common. The FLAS Coordinator (.75 FTE CREES) dedicates 25% effort to direct student advising.

**6B.1 Faculty Involvement and Oversight.** The CREES Executive Committee oversees annual budget allocations, reviews major faculty funding requests, and monitors REES academic programs. Meeting 2-4 times per year, it has 8 members: the CREES Director and Associate Director, SLL Chair, 3 faculty elected for 2-year terms, one faculty member appointed by the Director for a one-year term to ensure disciplinary diversity (typically from a professional school), and one graduate student elected by CREES Graduate Student Associates (REES and other graduate students pursuing REEE-focused degrees in departments and professional schools). Slavic Librarian Crayne periodically reports on collection development priorities. Every 2 years, the Center Director convenes a CREES Faculty Retreat for greater input on the Center's future; 25 faculty attended each retreat held in 2011 and 2013.

CREES has a separate steering committee for Polish studies initiatives supported by the Center's Copernicus Endowment. Composed of the Endowment's Program Director (Zubrzycki), Executive Director (Ostafin), and 4-5 faculty, the committee meets twice a year and regularly consults via email to set priorities for programming, student and faculty support, and fundraising. In recognition of endowment's 40th anniversary celebrated in 2013, in January 2014 LSA and II formally recognized this Endowment as the Copernicus Program in Polish Studies.

**6B.2 Administration and Outreach Staffing.** CREES's staff includes 2.85 FTE employees with a range of REEE expertise and administrative experience (App. 2: 54-56), as well as 2 part-time student office assistants (.5 FTE). Parmelee, a specialist on former Yugoslavia with a Ph.D. in sociology who has worked at CREES for almost 25 years, dedicates 1 FTE to the Center's public outreach, academic program, and grant administration and reporting. Ostafin (.25 FTE CREES), who is proficient in Polish and Russian and has worked for CREES for 30 years, is WCEE Program Manager. She oversees CREES's Polish studies programming as well as fund-

raising, finances, and HR for WCEE units (p. 4). Howeson (B.A., Russian, UM) devotes .25 FTE to Polish studies programming. Burnett, FLAS Coordinator since 2009, has 10 years of student services experience (.75 FTE CREES). Brichta (B.A., REES, UM; M.A. REES, Illinois) contributes .4 FTE to CREES marketing and communications (including the CREES website and social media). Killough, WCEE front-desk manager since 2012, provides administrative assistance for CREES academic and outreach programs (.2 FTE).

**6C. Nondiscriminatory Employment Practices.** An EEO/AA employer, UM is a national leader in commitment to diversity among students, faculty, and staff. All advertisements and appointments are reviewed by HR and Affirmative Action to ensure that efforts are made to encourage applications from underrepresented groups. When departments submit position requests, they must describe the availability of minority and women applicants and explain advertising strategies. Thanks to recruitment and retention efforts designed to overcome barriers, CREES has made much progress. Women have been well represented at all levels of the CREES staff, including Director (10 of the past 16 years). Tenured/tenure-track female CREES faculty increased from 5 in 1989-90 to 19 in 2013-14. Tenured faculty affiliates include one female and one male Hispanic. To support professional development of *all* Center faculty, CREES provides conference travel grants for all ranks and ages. (See also 9B, pp. 43-44.)

## **7. OUTREACH ACTIVITIES**

**7A. Elementary and Secondary Schools.** The Center organizes a range of K-12 programs, some as REEE-only projects, some in collaboration with other II area centers and partners.

REEE-only projects since 2010-11 include professional development workshops (e.g., “Afghanistan Past and Present: Connections, Communities, Conflicts” for 15 middle and high school teachers in WN 2011, including an extensive bibliography of on-line resources);

curriculum development (e.g., curriculum units prepared by the 12 K-12 teachers participating in the Center's Summer 2010 Fulbright-Hays Group Projects Abroad Program in Russia; a lesson plan prepared for the Afghanistan workshop); and classroom visits (2-3 presentations per year). Workshop presentations and curriculum materials are disseminated on the CREES website.

CREES has increasingly focused efforts on cross-regional K-12 projects. UM's signature project is the World History Initiative (WHI), a consortium of the II's area studies centers and active partners in the School of Education (SOE), History Department, and Eisenberg Institute for Historical Studies. Launched in 2009-10, WHI was a strategic response to a critical need created when the state legislature added a year of World History and Geography to high school graduation requirements. The new mandate on global, trans-regional, and comparative study within and across 8 historical eras immediately produced a state-wide demand for professional and curricular development in world history.

To meet this need, CREES and other UM units joined forces to mount a series of 3-day workshops in global history designed to deepen teachers' content and pedagogical knowledge, while expanding access to teachable resources. Drawing on the expertise of scholars working in UM's area centers (notably, CREES's Northrop) and at SOE, WHI has incorporated 4 innovative approaches missing from other professional development activities. First, WHI has tackled what historian Thomas Holt has called the "levels problem," the challenge of connecting the local to the regional to the global. Thus, each workshop explicitly nested regional content within a larger global context, using each to illuminate the other.<sup>6</sup> Second, since our workshops involved scholars from different area studies centers, participants were able to engage in comparative analysis across different world regions. Third, we videotaped presentations and deposited them

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<sup>6</sup> See Thomas C. Holt, "Marking: Race, Race-Making and the Writing of History." *American Historical Review* 100(1): 1-20, 1995; Robert B. Bain, "Challenges of Teaching and Learning World History," pp. 111-27 in D. Northrop, ed., *A Companion to World History*. Cambridge: John Wiley & Sons, Ltd., 2012.

in an electronic repository along with presenters' materials so that teachers and their students could use them long after each workshop ended. Finally, while we did not initially target pre-service/prospective teachers, we made WHI materials available to UM teacher education faculty and students who used these materials when learning how to design lessons in global history.

Judging by attendance (159 teachers at the 7 WHI workshops since 2009) and exit and follow-up surveys, we have achieved our goals in helping teachers improve their approach to teaching world history. On average 75% of participants report that WHI workshops are highly successful; 90% still use materials in their teaching; 80% have shared resources with their colleagues. Given WHI's success, we plan to expand this collaborative project during FY2014-17 as WHaLI, the World History and Literature Initiative (p. 39).

**7B. Postsecondary Institutions.** CREES postsecondary outreach takes several forms, including recruitment of faculty at other institutions to participate in or attend CREES public programs or to become CREES Research Associates (p. 28), as well as hosting of such fora as the *20th Annual Symposium of SOYUZ: The Research Network for Postsocialist Cultural Studies* in 2012 (attended by 75, including 33 faculty and doctoral student presenters and discussants). Through our US/ED-supported Postsecondary Curriculum Development Program (PCDP), CREES has awarded 127 grants since 1983 to faculty at 2- and 4-year colleges and universities from a variety of fields to support short visits to UM to consult with faculty and use the library to develop REEE curricula for their classes (e.g., syllabi, course modules) that are also posted on the CREES website. Initially designed for faculty at regional schools, we extended the program in 1998 to HBCU faculty, who have received 15% of the subsequent 77 awards. In recent years, CREES has collaborated with the Midwest Institute for International/Intercultural Education (MIIE), a Kalamazoo-based consortium of 84 2-year colleges in 21 states, to support 1-2 MIIE

curriculum development workshops per year. During FY2014-17, our postsecondary teacher training/outreach includes 3 research conferences and cross-center collaborations with 2 MSIs (U. of Puerto Rico and Eastern Michigan U.) and MIIIE (pp. 37-40).

**7C. Business, Media, and the General Public.** CREES business outreach, including on-campus lectures on such topics as REEE transitional economies and the economic impact of EU enlargement, is typically done jointly with other UM units. For example, CREES provided 2 presenters (Branch, Mishina) for the April 2014 conference on “Inside Russia: Understanding Russia’s Current and Future Automotive Industry,” mounted by UM’s Transportation Research Institute and the U.S.-Russia Business Council, a Washington-based trade association.

CREES’s media outreach activities are both proactive and reactive. We send press releases about major programs to regional and local media outlets and film most events for posting on the Center’s YouTube Channel and website (73 since 2010-11). CREES also organizes programs featuring journalists (e.g., Russian journalist Victor Shenderovich). CREES faculty respond to requests for interviews from national, regional, and local journalists (e.g., interviews by Suny after the 2013 Boston Marathon bombings and Levitsky on recent developments in Ukraine).

CREES’s public outreach includes 40-50 events each year—12-14 noon lectures, 1-2 Annual Copernicus Lectures, other lectures, career talks by CREES alumni/ae, conferences, films, exhibits, and performances (see Table 6, p. 44). Whenever possible, programs are linked to courses and co-sponsored with other units to leverage cost-sharing. Regular partners include WCEE and II centers; LSA departments (especially Frankel Center for Judaic Studies, History, SLL); professional schools (notably Art and Design; Music, Theatre, and Dance; Public Policy); and University Musical Society (a UM-affiliated performing arts presenter). Major events are live streamed to the web to reach broader audiences.

Among prominent programs in recent years are: *Agnieszka Holland Film Retrospective* (a FA 2012 series with 8 film screenings; an Annual Copernicus Lecture and presentations in a film history class and Holland-focused mini-course by the filmmaker; attendance > 1,600); and *Ann Arbor in Russian Literature: Revisiting the Carl R. Proffer and Ardis Legacies* [a FA 2013 workshop and tribute with 20 panelists and discussants reflecting on roles played by Proffer (1938-84) and Ardis Publishers (1971-2001) in promoting Russian literature; and a library exhibit from UM's Ardis archive (p. 25); > 200 in Ann Arbor plus 84 via the web].

To inform the local, regional, and national community about our programs, we distribute: 1) announcements on the CREES website ([www.ii.umich.edu/crees](http://www.ii.umich.edu/crees), averaging over 5,000 pageviews per month) and social media (Facebook, Twitter), other UM websites; 2) weekly event postings to email groups (over 1,400 members) and relevant listservs; and 3) a biannual events calendar to our mailing list (over 5,000 people in all 50 states and overseas).

## **8. PROGRAM PLANNING AND BUDGET**

**8A. Quality of Activities/Relevance to NRC Purpose.** Our proposed activities are fully aligned with the NRC purpose and US/ED international strategy to strengthen and operate centers that serve as national resources for language and area studies research and training and that contribute to meeting the nation's need for both experts with deep REEE knowledge and a globally-competent citizenry. Requests will support current capacities and initiate new projects that address the announced: (1) Absolute Priority for teacher training (*AP*); (2) Competitive Preference Priority 1 for significant and sustained collaborative activities aimed at IAS capacity-building at MSIs and community colleges (*CPP 1*); and (3) *CPP 2* for collaboration aimed at integrating IAS into teacher-training programs. Proposed activities also address GPRA measures emphasizing instruction in priority LCTLs (*NRC GPRA 1-3 & 5*) and development of new

degree options (*NRC GPRA 4*).

**Language Instruction. *Instructors*** (App. 1: 2-3, 7; addresses *NRC GPRA 1-3 & 5*). To maintain the high quality and breadth of Slavic offerings, we seek funds for lectureships in Czech, BCS, and Ukrainian (one level each per year) and in 5th-Year Russian (with declining amounts for Russian and Ukrainian over FY2014-17). Given enrollment trends (App. 3: 1) and our goal to increase the numbers of students completing intermediate and advanced courses (App. 4: 1-3), we plan to offer 2 levels of BCS each year starting in Year 2 (one level fully covered by UM) and introduce new advanced-level LxC Russian content courses in Years 1-4 and Business Polish in Years 2 and 4; for the latter, we also request funds for course development. The one-credit LxC courses will focus on strengthening oral proficiency; the instructor, Mishina (App. 2: 35) in Year 1, will receive pedagogy training from Slavic Language Coordinator Rogovyk. We expect the courses will be especially valuable for students in CREES's dual degree graduate programs (p. 10) who enter with substantial Russian language proficiency acquired as undergraduates or through work in the region but whose professional school requirements do not allow them to take language courses each semester. Based on past experience that direct contact between distance instructors and UM students enhances learning, funds are requested for annual visits by the OSU Uzbek lecturer to UM in Years 3-4; UM's South Asia and Middle East centers will cover Year 1-2 visits. ***Summer Language Institutes*** (App. 1: 7). Given our commitment to strengthening capacities to provide U.S.-based intensive instruction in REEE LCTLs, especially US/ED-designated priority LCTLs, we seek funds for 2 CE consortia (Indiana U.'s Central Asian Language Consortium and U. of Wisconsin's Central Eurasian Studies Summer Institute offering up to 8 CE languages); U. of Pittsburgh's new Balkan and Black Sea Consortium (offering BCS, Bulgarian, Turkish, and Ukrainian); and the Baltic Studies Summer Institute (offering Estonian,

Latvian, and Lithuanian at U. of Pittsburgh in 2015; other years TBA). When informing the CE consortia that we would include requests for both in our NRC budget, we asked that they coordinate their efforts to maximize the range of languages offered; they have agreed to do so.

**Area Studies Instruction. *Undergraduate*** (App. 1: 3). To expand AS instruction to the broader student constituency of International Studies (IS) majors (p. 10), CREES requests funds for one topical REEE-focused IS Advanced Seminar each year. The initial offering, to be taught by Mishina (App. 2: 35), will focus on human rights in the USSR and post-Soviet Russia. ***Graduate***. In addition to co-sponsoring development of graduate-level world music courses (pp. 38-39), CREES will collaborate with other AS centers and the Islamic Studies Program using UM resources to launch a new Graduate Certificate in Islamic Studies by 2017-18 (*NRC GPRA 4*).

**Teacher Training/MSIs and Community Colleges (*AP & CPP 1*).** ***U. of Puerto Rico, Rio Piedras-UM (UPR-UM) Partnership*** (App. 1: 4-6). As our primary project to develop significant and sustained links with institutions serving underrepresented populations, CREES and 6 other UM AS centers will launch a multi-faceted collaboration with the U. of Puerto Rico (UPR), which is a US/ED Title V grantee. This partnership builds on past collaboration between UM's Latin America/Caribbean center and UPR Colleges of Education, Humanities, and Social Science (e.g., joint symposia and UPR visiting professorships at UM). Over the next 4 years, we plan to expand access to UM AS resources for UPR faculty and students, including pre-service teacher education students and in-service K-12 teachers and their students in the region around UPR. Funding is requested each year for: (1) an annual 2-day K-16 Professional and Curriculum Development Workshop at UPR, including sessions for UPR faculty and for in-service K-12 teachers from the surrounding San Juan metropolitan area (support to send 2 UM REEE presenters); (2) annual 1-week Curriculum Development Residencies at UM (support for travel

and room and board for 2 UPR faculty to visit UM to consult with faculty and use library resources); (3) REEE library acquisitions for the José M. Lázaro library, UPR's main research library, and Centro de Investigaciones Históricas in the College of the Humanities; (4) support for 1 UPR Secondary School teacher or pre-service teacher education student at UPR to attend a World History and Literature Initiative (WHaLI) Workshop at UM (p. 39); and (5) an hourly coordinator who will assist with onsite logistics at UPR. *Eastern Michigan University (EMU)*

**Collaboration.** Over the next 4 years, CREES and other UM AS centers will work with colleagues at EMU, an Ypsilanti-based MSI, to co-organize events to enhance EMU's undergraduate degree program in international affairs. CREES will provide at least 1 lecturer per year, either a UM faculty member or presenter in our annual Themed Lecture Series (p. 40). We are also working with UM's EAO to share annual International Opportunities Fair (p. 12) recruiters with EMU. Through this collaboration, CREES and EMU seek to attract a more diverse pool of students and faculty to REEE area studies and careers in government service.

**MIIE Collaboration** (App. 1: 7). To further internationalization of community college curricula, we seek funds for annual week-long MIIE Curriculum Development Workshops (e.g., *Global Migrations and Transnational Networks* in 2015). Funds are also requested for a 3-day UM residency for 1-2 MIIE workshop participants each year to consult with faculty and use library resources to incorporate REEE content into their required curriculum projects.

**Teacher Training/Teacher Preparation Programs (AP & CPP 2). *Music Education***

**Collaboration** (App. 1: 3). CREES will join other UM AS centers to launch a 2-course world music sequence ("Introduction to Music Cultures of the World 1 and 2") covering 3-4 regions per course as part of the 3-year summer-only M.A. program offered by UM's Department of Music Education. We request funds to cover 25% of the salary and fringe benefits of an

ethnomusicologist who will teach courses in Years 2 and 4 including REEE content, with the goal of institutionalizing the sequence as a requirement for all M.A. in Music Education summer students. Since participants are active K-12 music teachers, they will be able to immediately develop age-appropriate lessons to include in their teaching. ***World History and Literature Initiative (WHaLI)*** (App. 1: 4-6). Building on our successful WHI collaboration with other UM AS centers, UM's SOE, and other campus units (p. 32), we plan to extend the scope and reach of our past K-12 teacher training activities in 4 ways. First, we will add literature and thus have re-named WHI as WHaLI. By so doing, we will help secondary teachers engage in disciplinary or domain-specific literacy to meet the new demands created by the Common Core Literacy and College Readiness standards and encourage them to use literature to help their students learn about the global past. Second, we will formally include pre-service teachers of history and English language arts in at least half of our anticipated 8 WHaLI Workshops over the next 4 years. Third, we will invite faculty and pre-service teacher education students from MSIs (including UPR and EMU) and community colleges to participate in WHaLI Workshops. Fourth, to make our programs widely accessible, we will webcast WHaLI Workshops to schools and teachers across Michigan. Funds are requested in Years 1-4 for filming, web development, and online streaming; 2 REEE presenters; SOE staff assistance; and 1 UPR participant (p. 38).

**Research Conferences.** To extend UM's contributions to REEE research, student training, and postsecondary outreach, we request funds for 3 conferences (App. 1: 5, 8). In Year 1, *Art and the State* will explore recent government challenges to activist artists in several REEE countries; requested funds will support 4 presenters and room rental. In keeping with our status as a national resource, in Year 3 CREES and other UM AS centers will co-sponsor the *Annual Conference of the Central Eurasian Studies Society (CESS)*, an association of over 1,500

specialists on the peoples and societies spanning the broad region from the Black Sea to Mongolia and Tibet. We seek funds for the conference program, keynote presenter, and room rental and AV services. In Year 4, CREES and other UM AS centers will co-sponsor *States of Emergency: Disasters and the Politics of Hazard*, a conference that will explore the political and cultural role of, and historical transformations produced by, catastrophes (“natural” disasters). Funds are requested for 2 REEE presenters.

**Other Outreach. Themed Lecture Series** (App. 1: 8-9). We seek funds for presenters for 5 series. Two will extend over the 4-year grant period: *Central Eurasia Past and Present* and *REEE Career Forum*. The former will be co-sponsored with UM’s Middle East center and is aimed at further strengthening our CE capacities; the latter will contribute to our goal to increase student placements in areas of national need (pp. 45-48; App. 4: 5). The other 3 series will disseminate recent AS scholarship on *Material Culture and Social Change in REEE* (Year 1), *Twenty Years after Dayton: Whither Bosnia?* (Year 2); and *1917: Centenary Perspectives on Russia’s Revolutionary Year* (Year 3-4). **K-12 Outreach** (App. 1: 7). We request modest funding for REEE-focused K-12 outreach (e.g., on-demand school presentations). **Outreach Advertising** (App. 1: 5). Funds are requested to help underwrite outreach publicity design, printing, and mailing costs. **NRC Web Portal** (App. 1: 6). CREES joins other NRC grant applicants to request support for maintaining and operating the NRC Web Portal hosted by Duke University.

**Library** (App. 1: 5). We request funds for acquisitions to extend UM CE holdings, with declining amounts over FY2014-17.

**Travel** (App. 1: 5). To support faculty and staff professional development, we seek modest domestic travel funds for conference participation and NRC Directors’ meeting. Overseas travel funds will strengthen linkages with REEE institutions and facilitate library acquisitions.

**Project Staff** (App. 1: 1, 3). Funding is requested for salaries and benefits for CREES FLAS Coordinator Burnett (35%), Academic Program Manager Parmelee (25%), and an outreach/evaluation coordinator (25%) who will be hired to assist with grant-supported cross-center activities (teacher training, research conferences, and evaluation data collection).

**Student Support (FLAS)**. See p. 48 below and App. 1: 11.

**Evaluation** (App. 1: 4-9). We seek funds for professional evaluation services to implement our evaluation plan (see pp. 45-46 and App. 4).

**8B.1 & 8B.2 Timeline & Program Development**. We provide a summary timeline for project activities in Table 5. Based on past experience, we are confident that the timeline is realistic and that our evaluation plan will ensure achievement of project goals (App. 4) and frequent assessment of the effectiveness of our planned activities. These activities would not be possible without Title VI funds, support that enhances our leveraging capacities within UM.

**8C. Cost-effectiveness**. We provide budget figures that reflect our best estimates of the costs for carrying out the proposed projects as efficiently as possible. As we have successfully done in the past, we will collaborate with other Title VI centers and UM units to maximize the cost-effective use of US/ED funds, leveraging additional UM and other support to increase the local, regional, and national impact of these activities.

**8D. Long-term Impact**. Proposed funding requests will allow us to initiate new activities and strengthen existing ones. At the grant's end, we will have: 1) strengthened UM's language programs and outcomes through support for Slavic LCTLs, including development of new advanced courses (Business Polish, Russian LxC) and extending BCS offerings to 2 levels per year (one fully covered by UM); 2) enhanced UM, regional, and national capacities in CE studies through collaboration with other universities to receive distance AY Uzbek and support for

**Table 5: Timeline for Proposed Activities, FY2014-17**

Activities	Year 1: FY 2014	Year 2: FY2015	Year 3: FY 2016	Year 4: FY 2017
<b>Language Instruction</b> (App. 1: 2-3, 7)	AY: BCS (1st yr.); Czech (1st yr.); Russian (5th yr., LxC course); Ukrainian (1st yr.); distance Uzbek (1st & 2nd yr., South Asia center-organized OSU lecturer visit to UM); Business Polish course development	AY: BCS (1st <sup>a</sup> & 2nd yr.); Czech (2nd yr.); Business Polish; Russian (5th yr. <sup>b</sup> , LxC course); Ukrainian (1 level TBA) <sup>b</sup> ; distance Uzbek (1st & 2nd yr., Middle East center-organized OSU lecturer visit to UM)	AY: BCS (1st <sup>a</sup> & 2nd yr.); Czech (1st yr.); Russian (5th yr. <sup>b</sup> , LxC course); Ukrainian (1 level TBA) <sup>b</sup> ; distance Uzbek (1st & 2nd yr., CREES-organized OSU lecturer visit to UM)	AY: BCS (1st <sup>a</sup> & 2nd yr.); Czech (2nd yr.); Business Polish <sup>b</sup> ; Russian (5th yr. <sup>b</sup> , LxC course); Ukrainian (1 level TBA) <sup>b</sup> ; distance Uzbek (1st & 2nd yr., CREES-organized OSU lecturer visit to UM)
Summer Language Institutes (Yrs. 1-4): CALC, CESSI, BBSC, BALSSI				
<b>Area Instruction</b> (App. 1: 3)	Undergraduate: 1 REEE-focused International Studies Advanced Seminar (Yrs. 1-4)			
	Graduate: World Music course (see Teacher Training/Teacher Preparation Programs)			
	Graduate Certificate in Islamic Studies <sup>a</sup> : Planning/consultations (Yr. 1-FA Yr. 2); Submission of proposal for Rackham Graduate School review & approval (WN Yr. 2-Yr. 3); Launch of new Graduate Certificate and student recruitment (Yr. 4)			
<b>Teacher Training/MSIs &amp; Community Colleges</b> (App. 1: 4-7)	UPR-UM Partnership (Yrs. 1-4): 2-day Curriculum Development Workshop at UPR (Feb/Mar); 1-week Curriculum Development Residencies at UM for 2 UPR Faculty (WN term); REEE library acquisitions for UPR (Jan-Jul); WHaLI Workshop participation by 1 UPR teacher (Jun)			
	EMU Collaboration: Sharing of at least 1 REEE presenter per year [UM faculty or Themed Lecture Series presenter (see below)]			
	MIIE Collaboration: week-long Summer MIIE Curriculum Development Workshops (support for 1 of 2 annual workshops per year); 3-day residency at UM for 1-2 MIIE Workshop participants per year (timing TBA)			
<b>Teacher Training/Teacher Preparation Programs</b> (App. 1: 4-6)	Music Education Collaboration: 2-course World Music course for summer M.A. in Music Education program (3-4 world areas covered each year; REEE content in Yrs. 2 & 4)			
	WHaLI: 2 3-day Professional Development Workshops per year (Jun & Aug)			
<b>Research Conferences</b> (App. 1: 5, 8)	<i>Art and the State</i> Conference (WN)		<i>CESS Annual Conference</i> (Oct)	<i>States of Emergency Conference</i> (TBA)
<b>Other Outreach</b> (App. 1: 5-9)	Themed Lecture Series: <i>CE Past &amp; Present &amp; REEE Career Forum</i> (Yrs. 1-4); <i>Material Culture &amp; Social Change</i> (Yr. 1); <i>Twenty Years after Dayton</i> (Yr. 2); <i>1917/Russia's Revolutionary Year</i> (Yrs. 3-4)			
	REEE K-12 Outreach; Outreach Advertising; NRC Web Portal (Yrs. 1-4)			
<b>Library</b> (App. 1: 5)	CE acquisitions for UM Library (Yrs. 1-4) <sup>b</sup>			
<b>Travel</b> (App. 1: 5)	International to develop linkages, acquire library acquisitions (2 per year); Domestic to NRC Directors' Meeting (Yr. 1) and Professional Conferences (8-10 per year)			
<b>Staff</b> (App. 1: 1, 4)	Burnett (35%), Parmelee (25%), outreach/evaluation coordinator TBA (25%) (Yrs. 1-4)			
<b>Student Support (FLAS)</b> (App. 1: 11)	Narr.: 48 (Yrs. 1-4)			
<b>Evaluation</b> (App. 1: 4, 9)	Professional evaluation services (Yrs. 1-4)			

<sup>a</sup> Fully covered by UM. <sup>b</sup> Increased UM funding.

2 CE language consortia, targeted CE library acquisitions, annual CE lecture series, and hosting of the 2016 CESS Annual Conference; 3) broadened teacher training, particularly through new collaborative projects with MSIs (UPR and EMU), MIIIE, and UM's Department of Music Education teacher preparation program and through transformation of our WHI partnership with UM's SOE into WHaLI; 4) enhanced the diversity of REEE experts through our continued efforts to recruit qualified undergraduate, heritage speaker, STEM, and professional school applicants and new efforts to identify qualified applicants with demonstrable financial need (p. 50 and App. 4: 4); and 5) expanded capacities to evaluate Center and UM REEE activities.

## **9. IMPACT AND EVALUATION**

**9A. Impact of Activities and Training Programs.** CREES and its affiliated faculty advance local, regional, and national expertise on REEE through training specialists and teachers, producing new scholarship, and disseminating regional knowledge through broad outreach efforts. Table 6 provides a snapshot of indices of our effectiveness in achieving these aims.

**9B. Equal Access and Treatment.** UM has guidelines in place to carry out a nondiscrimination policy "of equal opportunity for all persons and does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status in employment, educational programs and activities, and admissions." UM lecture rooms are equipped with assistive listening systems. UM's Adaptive Technology Computing Site accommodates IT needs of physically, visually, learning, and ergonomically impaired students, faculty, and staff.

For its part, CREES strives to increase diversity among students and other program participants. From 2010-14, 48% of REES M.A. matriculants, 58% of REES M.A. graduates, and 64% of FLAS recipients were women. Two Hispanic females in the REES M.A. program

received FLAS's in SU 2013 and 2013-14; one graduated in May and the other will finish in August. From 2009-13, REES and Russian B.A.'s went to 2 Hispanics and REES and SLL minors to 1 African American, 2 Asians, and one Hispanic. (See also 6C, p. 31.)

**Table 6: Indices of CREES Local, Regional, and National Impact**

<b>Area Instruction</b>			
# Courses / Enrollments	2012-13: 224 / 4,997		2013-14: 226 / 4,929 (FA & WN terms only)
<b>Language Instruction</b>			
# Courses / Enrollments	2012-13: 68 / 533		2013-14: 68 / 479 (FA & WN terms only)
<b>FLAS Fellowships, 2010-14</b>			
50 Academic Year	36 Graduate, 14 Undergraduate; 47 for US/ED-designated Priority LCTLs		
47 Summer	25 Graduate, 22 Undergraduate; 45 for US/ED-designated Priority LCTLs		
<b>Events, 2010-14</b>			
Total No. of Events / Attendance	168 events / 9,112 attendees		
CREES Noon Lectures	53 events / 1,967 attendees		
Other Events (Lectures, Films, Exhibits, Performances)	104 events / 6,746 attendees		
Research Conferences	5 events / 251 attendees		
K-12 Teachers Workshops	1 REEE & 5 World History Initiative / 126 teachers		
<b>Scholarship</b>			
CREES Faculty Books, 2010-14	35		
<b>CREES Website</b>			
Usage (analytics added 9/1/11)	50,302 sessions / 20,096 users / 136,835 pageviews / 2,682 media downloads		
New K-16 Teaching Resources, 2010-14	K-12: 15 lessons plans & supplemental resources Postsecondary: 14 syllabi & annotated bibliographies		
<b>YouTube</b>			
Usage (since launched in 10/11)	68 videos / 21,963 views		
<b>Social Media Followers</b>			
Facebook / Twitter / LinkedIn	Facebook: 437 / Twitter: 293 / LinkeIn: 60		
<b>Graduates with REEE-focused Degrees, 2009-13</b>			
Undergraduate Majors/Minors	REES & SLL Majors: 57; REES & SLL Minors: 63		
REES & other M.A./Grad. Cert.	M.A.: 46; Graduate Certificate: 3		
Ph.D.	38		
<b>Undergraduate-level Placement, 2009-13 (N = 120, including 11 FLAS alumni)</b>			
Federal Gov't/Military	9%	Private Sector (for profit)	24%
Graduate Study	23%	Other	7%
Private Sector (non-profit)	10%	Unemployed/Unknown	27%
<b>Graduate-level Placement, 2009-13 (Total N = 87, including 31 FLAS alumni) / REES &amp; Other M.A. (49, 19 FLAS alumni); Graduate Certificate (1); &amp; Ph.D. (37, 12 FLAS alumni)</b>			
Federal Government	9%	Private Sector (for profit)	11%
Graduate Study	26%	Other	7%
Higher Education	41%	Unemployed/Unknown	5%
<b>Graduate-level Placement Examples, 2009-13</b>			
REES M.A./Dual Degrees: U.S. Department of Agriculture; Foreign Service; U.S. Court of Appeals for the 6th Circuit (Cleveland); other government (2 waiting for security clearances); Debovoise & Plimpton LLP; Institute for Democracy & Cooperation (NYC); Ph.D. programs (3); Minneapolis Public Schools			
Ph.D.: Binghamton, UC-Davis, UC-Santa Barbara, Columbia, Drury (MO), Emory, Grinnell, Indiana, Kalamazoo, Kenyon, UM, Oberlin, Pittsburgh, Susquehanna, Temple, Wayne State, George Washington, Westminster (MO), William & Mary, Brigham Young; Defense Intelligence Agency; USAID, National Gallery of Art			

**9C.1 Evaluation Plan.** CREES and other UM AS centers collaborated with external consultants from Formative Evaluation Research Associates (FERA)<sup>7</sup> (Tice, McNulty; App. 2: 57) to develop a comprehensive evaluation plan, including Performance Measure Forms (PMFs), identifying key evaluation questions and data collection methods to meet annual US/ED, II, and UM reporting requirements and assess our efforts to achieve 3 Project Goals (PGs) (Table 7 and App. 4). Our PGs and related Performance Measures (PMs) draw on key activities in our overall project: enhancing proficiency in priority REEE languages (PG 1; pp. 13-14, 21, 36); increasing the supply and diversity of REEE experts to meet national needs (PG 2; pp. 40, 45-50); and increasing AS capacities of a range of K-16 institutions and educators (PG 3; pp. 37-39).

**9C.2 Use of Recent Evaluations to Improve Programs.** Following up on recommendations from our 2009 internal and external reviews, CREES has changed its name (p. 1); implemented new REES undergraduate and graduate degree requirements (pp. 8, 10); and strengthened UM's capacities in CE studies, including seeding Luong's tenured position (pp. 2-3).

**9D-E-F. Indices Addressing Enrollments, Placement, and National Need.** Data on undergraduate and graduate enrollments and placements are presented in Table 6. As ongoing developments in Ukraine illustrate, our instructional and outreach programs address a region of continued strategic importance to the U.S. given state and non-state actors capable of posing significant economic, political, and security risks to the region and beyond. We address national needs by offering 10 priority LCTLs<sup>8</sup> (9 on-campus, 1 via videoconferencing), including 4 identified as particularly vital by federal agencies responding to the Secretary of Education's FY2014 consultation (Armenian, Russian, Turkish, Uzbek). From 2010-14, CREES awarded 94% of AY and 95% of Summer FLAS Fellowships for priority REEE LCTLs. REEE

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<sup>7</sup> FERA has provided program evaluation services for K-16 educational institutions and non-profits for 40 years.

<sup>8</sup> Includes Bosnian, Croatian, and Serbian as 3 languages as noted in US/ED's priority LCTL list.

**Table 7: CREES Comprehensive Evaluation Plan, FY2014-17**

<p><b>NRC Evaluation Plan</b></p>
<p><b>Overarching Evaluation Questions:</b></p> <ul style="list-style-type: none"> <li>• To what extent do CREES activities have an impact on the university, community, region, &amp; nation?</li> <li>• To what degree do CREES activities address national needs &amp; generate information that is disseminated to the public &amp; other outreach constituencies (K-12 schools, postsecondary institutions, business, &amp; media)?</li> <li>• To what extent does CREES/UM offer REEE language &amp; AS courses &amp; academic program options?</li> <li>• To what extent do students, particularly students that are traditionally underrepresented, have need, &amp;/or are pursuing professional or STEM studies, enroll in REEE language &amp; AS courses, &amp; pursue REEE-focused degrees?</li> <li>• To what extent are students placed into post-graduate employment &amp; training in areas of national need &amp; use REEE language &amp; AS skills? How effective are efforts to increase the numbers of students being placed?</li> <li>• To what extent does CREES increase access to AS knowledge &amp; resources of K-16 institutions, especially those serving underrepresented students (UPR, MIIIE-affiliated community colleges, &amp; Michigan K-12 schools)?</li> <li>• To what extent does CREES achieve project-specific goals identified in its PMFs (App. 4)?</li> </ul>
<p><b>Methods:</b> Quantitative &amp; qualitative methods will be used to evaluate this work, including: 1) annual review of student &amp; other UM records; 2) annual surveys of entering &amp; graduating REES students; 3) survey of graduate-level REEE alumni(ae) (Yr. 3); 4) annual documentation of resource dissemination; 5) annual audience surveys; 6) exit &amp; follow-up surveys of teacher training project participants (Yrs. 2-4); 7) focus groups; 8) interviews.</p>
<p><b>FLAS Evaluation Plan</b></p>
<p><b>Overarching Evaluation Questions:</b></p> <ul style="list-style-type: none"> <li>• To what extent have UM's activities &amp; training contributed to improved supply &amp; diversity of REEE specialists?</li> <li>• To what extent have students, particularly students that are traditionally underrepresented, have need, &amp;/or are pursuing professional or STEM studies furthered language acquisition in intermediate &amp; advanced priority REEE language classes? How can these efforts be improved?</li> <li>• To what extent are students placed into post-graduate employment &amp; training in areas of national need &amp; use REEE language &amp; AS skills? How effective are efforts to increase the numbers of students being placed?</li> </ul>
<p><b>Methods:</b> Quantitative &amp; qualitative methods will be used to evaluate this work, including: 1) annual review of student &amp; other UM records; 2) review of student language proficiency test scores reported in US/ED's IRIS system (<i>FLAS GPRA 3</i>) &amp; REES M.A. entry/exit ACTFL OPI's; 3) online survey of CREES's past FLAS recipients (Yr. 3) to complement US/ED's biennial survey of FLAS recipients (<i>FLAS GPRA 1</i>); 4) interviews.</p>
<p><b>Project Goals (PG) &amp; Performance Measures (PM) (for Activities, see App. 4)</b></p>
<p><i>PG 1: Inc. the number of students graduating from UM with proficiency in priority REEE LCTLs during the grant period as compared to the prior 4-year period. (NRC GPRA 1-3, 5, FLAS GPRA 2)</i></p> <p>PM 1: Inc. priority REEE LCTLs at the intermediate &amp; advanced levels by 1-3 courses/yr.</p> <p>PM 2: Inc. by 5%/yr. the number of students completing intermediate &amp; advanced level courses in REEE LCTLs.</p> <p>PM 3: Inc. by 5%/yr. the number of UM students participating in education abroad activities in REEE countries compared to baseline in UM's 2014 Open Doors Report.</p>
<p><i>PG 2: Increase the diversity &amp; supply of UM &amp; FLAS Fellowship alumni(ae) with REEE language &amp; AS expertise to meet national needs.</i></p> <p>PM 1 &amp; 2: Inc. by 10% the number of qualified applicants to REES graduate programs (PM 1) &amp; for FLAS Fellowships (PM 2) from students who are non-traditional, underrepresented &amp;/or have high socioeconomic need compared to Yr. 1 baseline.</p> <p>PM 3 &amp; 4: Inc. by 5% the number of REEE/FLAS alumni(ae) working in government, business, education, &amp; non-profit sectors in 2017 (PM 3) and reporting that they use REEE language &amp; AS skills in current positions (PM 4) compared to the 2013 REEE/FLAS alum survey baseline.</p>
<p><i>PG 3: Enhance REEE AS capacities at UPR &amp; San Juan K-12 schools, MIIIE-affiliated community colleges, &amp; Michigan K-12 schools by disseminating REEE AS resources &amp; providing professional &amp; curriculum development opportunities for educators at these institutions.</i></p> <p>PM 1: Inc. by 25% the number of courses taught by UPR-UM Partnership participants incorporating REEE AS content by the end of the grant compared to Yr. 1 baseline.</p> <p>PM 2: Inc. the number of courses taught by community college faculty participants in MIIIE workshops &amp; UM residencies incorporating REEE AS content by at least 4 by the end of the grant.</p> <p>PM 3: Inc. by 10%, compared to immediately preceding surveys, the number of K-12 WHaLI workshop &amp; world music course participants reporting they have incorporated workshop/course content in their teaching one year later.</p>

knowledge is widely disseminated via publications, conference, and other presentations by CREES faculty and through Center-organized lectures and other public events (available on YouTube and the CREES website), and teacher training programs.

Data on placements for 2009-13 reported in Table 6 show that around 25% of UM undergraduate and graduate REEE degree recipients pursued further education; another 9% were employed in the federal government or military. UM's longer-term contribution to the supply of specialists is evidenced by placement information assembled on 233 graduate-level REEE graduates and FLAS recipients from 2000-10 that we surveyed in 2013 (hereafter, "2013 REEE/FLAS alum survey"). Given our close tracking of graduates and using Google searches and survey responses (33% response rate), we determined employment for 95% of the population surveyed (Table 8). These data reinforce UM's significant record of placing students and FLAS alumni(ae) into postgraduate employment and training in areas of national need. Employment in higher education is noteworthy, and includes tenured/tenure-track faculty teaching about REEE across the nation (e.g., UC-San Diego, Case Western, Chicago, Harvard, UNC-Chapel Hill, Montana, St. Olaf, Yale). The 16 in federal government include 2 in the U.S. Forest Service's Russia, Europe, and Near East Program; 2 Foreign Service Officers; 1 each in the Departments of Homeland Security and Justice; and 1 at the National Endowment for the Humanities. The 18 at non-profits include staff at IREX, the Kennan Institute, and Open Society Foundations.

Responses to questions in our 2013 survey about use of language and AS skills are also notable. Overall, 58% and 78% of respondents reported using their language and AS skills in current jobs at least once a month, respectively; the parallel figures for use of these skills in any post-graduation job are 74% and 93%. CREES will continue to encourage students to pursue careers in areas of national need and in positions in which they use their REEE skills through our

academic programs, career events, and award of FLAS Fellowships. We will also continue to track our impact through our broader quadrennial REEE/FLAS alum survey and administer US/ED’s biennial FLAS survey of more recent cohorts (p. 46 and App. 4: 5; *FLAS GPRA I*).

**Table 8: Placements of UM Graduate-level REEE and FLAS Alumni(ae), 2000-10**

Current Placements	FLAS Alumni(ae) N = 145	Graduates w/o FLAS N = 88	Total N = 233
Federal/State Government	8%	6%	7%
U.S. Military	1%	1%	1%
Graduate Study	14%	10%	12%
Higher Education	37%	73%	51%
Primary/Secondary Education	2%		1%
Private Sector (for profit)	23%	5%	15%
Private Sector (non-profit)	10%		8%
Unknown	5%	5%	5%

**10. FLAS AWARDEE SELECTION PROCEDURES**

FLAS funds are requested for 8 graduate and 2 undergraduate AY awards in Armenian, BCS, Czech, Polish, Russian, Ukrainian, Uzbek, and Yiddish; and 7 summer awards (4 graduate, 3 undergraduate) for approved REEE LCTL programs. Since tuition waivers are not allowed, the II has reaffirmed arrangements to cover tuition shortfalls for AY FLAS awards for students in Rackham Graduate School-administered programs (the majority of applicants); CREES and II make every effort to secure top-off funds for students in non-Rackham professional programs.<sup>9</sup>

**10A.1 Advertising.** The FLAS call for applications is advertised via: websites (CREES, Facebook, II, funding listings of LSA departments and professional schools); email [CREES student and faculty email groups; fellowship coordinators across campus; EAO’s listservs (>6,000 students and advisors)]; informational presentations (for prospective applicants and department and professional school student services staff); and fliers (distributed at presentations, via campus mail, and in mailings to departments at HBCUs). To increase the

<sup>9</sup> Rackham programs include all LSA graduate degrees, all professional school Ph.D.’s, and some professional school master’s (e.g., Public Policy, Urban and Regional Planning). Non-Rackham programs include J.D., M.B.A., M.P.H., M.D., M.S.I., and M.S.W. degrees.

number of applicants for intermediate and advanced courses (App. 4: 2) and from non-traditional and underrepresented students (App. 4: 4), we are expanding postings to a broader set of MSIs and on-campus outreach to a range of student constituencies (e.g., study abroad returnees, heritage students, Women in Science and Engineering). Paper copies of FLAS application materials are available upon request for those without Internet access.

**10A.2 Selection Schedule.** The competition is announced in September (October in 2014) and advertised up to the January 20 deadline. In early fall, CREES selects a faculty committee which meets in mid-January to review rules, priorities, and selection criteria. After reading and individually ranking all applications, members convene in early-February to arrive at a combined ranking of awardees and alternates. This list is then submitted to the II, which coordinates confirmation of top-off contributions for graduate AY fellowships for all UM centers. Awardees and alternates are informed of their status in early March, and have until April 15 to express their intentions; this deadline is extended if annual FLAS grant allocations have not been confirmed.

**10A.3 Selection Process and Announced Priorities.** Committee members are briefed on FLAS rules, priorities, and selection criteria before their review and when they meet to determine combined rankings. The committee ranks a sufficient number of alternates (typically twice the number of awards) to assure that the final FLAS list corresponds to announced priorities.

**10B. Application Procedures.** Application forms and FAQs are available online. Applicants submit a statement of purpose outlining their need for language and AS training as it relates to their academic and career goals; application form; 3 letters of recommendation (including one from a language instructor); language self-assessment; college-level transcript(s); and, for graduate-level applicants, standardized test scores (GRE, GMAT, and/or LSAT). Applicants for graduate and undergraduate FLAS awards will be strongly encouraged to fill out a FAFSA and

include an expected family contribution (EFC) in their application if they wish to be considered for a preference based on financial need. FLAS applications are submitted electronically unless the applicant requests and receives advance approval to submit a paper application.

**10C.1 Selection Committee.** The CREES Admissions and Fellowships Committee, appointed by the Director, includes one faculty member each from SLL, social sciences (including history), and professional schools, as well as the CREES Director *ex officio*.

**10C.2 Selection Criteria.** Selection criteria are: 1) academic merit and professional promise; 2) relevance of proposed language and AS training to academic and career goals; 3) commitment to pursue a career using language and AS skills in areas of need in government, education, business, and non-profit sectors (App. 4: 5); and 4) disciplinary and language diversity.

Beginning with AY 2015-16 awards, for applicants for undergraduate and graduate FLAS Fellowships with similar credentials based on these selection criteria, preference will be given to those who demonstrate financial need as determined by EFC (*FLAS CPP 1*). At least 75% of AY awards will be made for US/ED-designated priority LCTLs (*FLAS CPP 2*; *FLAS GPRA 2*). All undergraduate awards (as required by US/ED) and at least 60% of all awards (App. 4: 2) will be made for intermediate or advanced study. Lowest priority is given to applicants who already possess language fluency equivalent to educated native speakers and who are applying for dissertation research or writing.

## 11. COMPETITIVE PRIORITIES

**Table 9: Competitive Preference Priorities Addressed**

<b>NRC</b>
<i>CPP 1</i> : UPR-UM Partnership, EMU Collaboration, MIIIE Collaboration (pp. 37-38).
<i>CPP 2</i> : Music Education Collaboration, WHaLI (pp. 38-39).
<b>FLAS</b>
<i>CPP 1</i> : CREES will give preference to awarding FLAS Fellowships to graduate and undergraduate students who demonstrate financial need (pp. 49-50).
<i>CPP 2</i> : CREES will award at least 75% of AY awards for priority LCTLs (Armenian, BCS, Polish, Russian, Ukrainian, and Uzbek) (see above).



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

OMB Control Number: 1894-0008  
Expiration Date: 06/19/2014

Name of Institution/Organization: University of Michigan / Center for Russian, East European, and Eurasian Studies

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	110,058	126,854	117,696	122,337		476,945
2. Fringe Benefits	33,311	38,507	35,653	37,078		144,549
3. Travel	9,000	8,000	8,000	8,000		33,000
4. Equipment						
5. Supplies	25,750	15,250	14,750	11,750		67,500
6. Contractual						
7. Construction						
8. Other	48,400	37,900	49,400	42,150		177,850
9. Total Direct Costs (lines 1-8)	226,519	226,511	225,499	221,315		899,844
10. Indirect Costs*	18,122	18,121	18,040	17,705		71,988
11. Training Stipends	346,500	346,500	346,500	346,500		1,386,000
12. Total Costs (lines 9-11)	\$591,141	\$591,132	\$590,039	\$585,520		\$2,357,832

**\*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: 07/01/2014 To: 06/30/2016 (mm/dd/yyyy)

Approving Federal agency: \_\_\_ ED  Other (please specify): DHHS The Indirect Cost Rate is 55.5%

- (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 8% NRC & 0% FLAS

Name of Institution/Organization: University of Michigan / Center for Russian, East European, and Eurasian Studies

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 B - BUDGET SUMMARY  
NON-FEDERAL 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						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (Lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (Lines 9-11)						

**SECTION C – BUDGET NARRATIVE (see instructions)**

**SECTION C - BUDGET NARRATIVE**  
**UNIVERSITY OF MICHIGAN CENTER FOR RUSSIAN, EAST EUROPEAN, AND EURASIAN STUDIES**  
**NATIONAL RESOURCE CENTER PROPOSED BUDGET, FY2014-17<sup>a</sup>**

Year 1 FY2014	Year 2 FY2015	Year 3 FY2016	Year 4 FY2017	Priorities
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**A. SALARIES**

**1. Administrative**

**Academic Services/FLAS Coordinator, Julie Burnett**

**(Narr.: 29, 31; App. 2: 54)**

35% of sal., 75% REEE, 2% annual inc.

*FBs @ 31%*

[Coordinates REES M.A. and FLAS applicant recruitment and review; administers FLAS awards; advises B.A., M.A., and Ph.D. students about courses, overseas research and internships, and careers; coordinates US/ED student and course reporting]

16,137	16,460	16,789	17,125	
5,002	5,103	5,205	5,309	

**Academic Program Manager, Donna Parmelee**

**(Narr.: 30; App. 2: 56)**

25% of sal., 100% REEE, 2% annual inc.

*FBs @ 31%*

[Oversees US/ED budget development and implementation; oversees implementation of evaluation plan; coordinates US/ED outreach reporting data collection; prepares US/ED reports; coordinates public programming/outreach]

21,072	21,493	21,923	22,361	
6,532	6,663	6,796	6,932	

<b>Subtotal, Administrative (Salary Only)</b>	<b>\$37,209</b>	<b>\$37,953</b>	<b>\$38,712</b>	<b>\$39,486</b>
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<sup>a</sup> All figures are rounded to the nearest dollar.

<sup>b</sup> Lecturer salary increases are set by a 2013-18 collective bargaining agreement: 2% plus \$200 increase in Yrs. 2 and 3; 2.75% increase in Yr. 4.

Year 1 FY2014	Year 2 FY2015	Year 3 FY2016	Year 4 FY2017	Priorities
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**2. Language Instruction**<sup>b</sup>

**Bosnian/Croatian/Serbian Language Lecturer, Marija Rosic (Narr.: 21-22; App. 2: 41)**

Yr. 1: 50% of sal. (25% REEE); Yrs. 2-4: 50% of sal. (50% REEE)  
*FBs @ 31%*

7,143	14,622	14,964	15,376
2,214	4,533	4,639	4,767

Yr. 1: 1st-Yr. BCS; Yrs. 2-4: 1st- and 2nd-Yr. BCS (other levels as directed reading)

**Czech Language Lecturer, Ewa Pasek (Narr.: 21-22; App. 2: 39)**

Yr. 1: 10% of sal.; Yrs. 2-4: 25% of sal. (100% REEE)  
*FBs @ 31%*

4,482	11,479	11,758	12,081
1,389	3,558	3,645	3,745

Yrs. 1 and 3: 1st-Yr. Czech; Yrs. 2 and 4: 2nd-Yr. Czech (other levels as directed reading)

**Polish Language Lecturer, Piotr Westwalewicz (Narr.: 21; App. 2: 48)**

Yr. 2: 17% of sal.; Yr. 4: 10% of sal. (100% REEE)  
*FBs @ 31%*

	9,355		5,788
	2,900		1,794

Business Polish (1 advanced course in Yrs. 2 and 4)

**Russian Lecturer, Svitlana Rogovyk (Narr.: 21-23; App. 2: 40)**

Yr. 1: 35% of sal.; Yr. 2-3: 20% of sal.; Yr. 4: 10% of sal. (100% REEE)  
*FBs @ 31%*

18,862	11,034	11,295	5,803
5,847	3,421	3,501	1,799

5th-Yr. Russian (annually)

**Ukrainian Lecturer, Svitlana Rogovyk (Narr.: 21-23; App. 2: 40)**

Yr. 1: 35% of sal.; Yrs. 2-4: 30% of sal. (100% REEE)  
*FBs @ 31%*

18,862	16,551	16,942	17,408
5,847	5,131	5,252	5,396

Yrs. 1-4: One level each year for level with the highest enrollments; other levels as directed reading)

Year 1 FY2014	Year 2 FY2015	Year 3 FY2016	Year 4 FY2017	Priorities
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**Language across the Curriculum (LxC) One-Credit Course (Russian)**

Yr. 1 | *Russian Law, Business, and Politics*, Ekaterina Mishina (Narr.: 36; App. 2:

35); Yrs. 2-4 | TBA

100% of sal.

FBs @ 31%

2,500	2,500	2,500	2,500
775	775	775	775

**Subtotal, Language Instruction (Salary only) \$51,849 \$65,541 \$57,459 \$58,956**

**3. Area and Other Instruction**

**Topical REEE-focused International Studies Advanced Seminar, (Narr.: 37)**

Yr. 1 | *From the Gulag to Pussy Riot: Human Rights in the Soviet Union and Post-*

*Soviet Russia*, Ekaterina Mishina (Narr.: 37; App. 2: 35); Yrs. 2-4 | TBA

100% of sal.

FBs @ 31%

7,500	7,500	7,500	7,500
2,325	2,325	2,325	2,325

**Introduction to Music Cultures of the World 1 and 2, Instructor TBA (Narr.: 38-**

**39)**

25% of sal.

FBs @ 31%

[In collaboration with UM area studies centers (Africa, East Asia, Latin America

and the Caribbean, Middle East and North Africa, South Asia, Southeast Asia);

REEE component in Yrs. 2 and 4]

2,100	2,100	2,100	2,100
651	651	651	651

**Subtotal, Area and Other Instruction (Salary only) \$7,500 \$9,600 \$7,500 \$9,600**

**NRC CPP 2**

Year 1 FY2014	Year 2 FY2015	Year 3 FY2016	Year 4 FY2017	Priorities
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**4. Outreach Personnel**

**Outreach/Evaluation Coordinator, TBA (Narr.: 41)**

25% of sal., 2% annual inc.

*FBs @ 31%*

[Assists with grant-supported cross-center activities (teacher training, research conferences, and evaluation data collection)]

10,000	10,200	10,404	10,612	
3,100	3,162	3,225	3,290	

**University of Puerto Rico-UM Partnership Coordinator, Juan Hernández**

(Narr.: 37-38)

25 hrs. @ \$20

*FBs @ 8%*

[Assists with logistics in Puerto Rico for the UPR-UM Partnership]

				<i>NRC CPP 1</i>
500	500	500	500	500
40	40	40	40	40

**World History and Literature Initiative (WHaLI) Coordinator, School of**

Education, TBA (Narr.: 39)

150 hrs. @ \$20, 2% annual inc.

*FBs @ 8%*

[Coordinates WHaLI activities involving pre-service teacher education students of history and English language arts]

				<i>NRC CPP 2</i>
3,000	3,060	3,121	3,183	3,183
240	245	250	255	255

<b>Subtotal, Outreach Personnel (Salary only)</b>	<b>\$13,500</b>	<b>\$13,760</b>	<b>\$14,025</b>	<b>\$14,295</b>
<b>SALARIES SUBTOTAL</b>	<b>\$110,058</b>	<b>\$126,854</b>	<b>\$117,696</b>	<b>\$122,337</b>

**B. FRINGE BENEFITS**

**FRINGE BENEFITS SUBTOTAL**

<b>\$33,311</b>	<b>\$38,507</b>	<b>\$35,653</b>	<b>\$37,078</b>
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**PERSONNEL SUBTOTAL**

<b>\$143,369</b>	<b>\$165,361</b>	<b>\$153,349</b>	<b>\$159,415</b>
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	Year 1	Year 2	Year 3	Year 4	
	FY2014	FY2015	FY2016	FY2017	Priorities

**C. TRAVEL**

**1. Foreign Travel**

**Estimated faculty/staff (Narr.: 41)**

Contribution to travel, lodging, meals, and incidentals for 3 UM faculty/staff @ \$1,000

3,000	3,000	3,000	3,000
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To arrange linkages, acquire library material, develop curricula

**2. Domestic Travel**

**NRC Directors' Meeting and Professional Conferences (Narr.: 41)**

Contribution to travel, lodging, meals, and incidentals for 10-12 UM faculty/staff @ \$500

6,000	5,000	5,000	5,000
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**TRAVEL SUBTOTAL**

<b>\$9,000</b>	<b>\$8,000</b>	<b>\$8,000</b>	<b>\$8,000</b>
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**D. SUPPLIES**

Central Eurasian Library Acquisitions (UM) (books, serials, preservation formats, E-resource, etc.) (Narr.: 40)

15,000	7,500	5,000	5,000
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University of Puerto Rico-UM Partnership: REEE Acquisitions for UPR Libraries (Narr.: 37-38)

5,000	2,000	1,000	1,000	<i>NRC CPP 1</i>
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WHLI Workshop: Filming, editing, web development, online streaming (Narr.: 39)

500	500	500	500	<i>NRC CPP 2</i>
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Office Supplies, Mailing, Copying, Communications for NRC Grant-supported Projects (Narr.: 40)

5,000	5,000	8,000	5,000
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Outreach publicity design, printing, mailing costs; Yr. 3 includes CESS Annual Conference program

Year 1 FY2014	Year 2 FY2015	Year 3 FY2016	Year 4 FY2017	Priorities
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250	250	250	250	
<b>\$25,750</b>	<b>\$15,250</b>	<b>\$14,750</b>	<b>\$11,750</b>	

**NRC Web Portal (Narr.: 40)**  
 Contribution to costs of maintaining the NRC Web Portal at Duke University

**SUPPLIES SUBTOTAL**

**E. OTHER**

**1. K-16 Teacher Training/Outreach (Narr.: 37-39)**

a. *MSI Cross-Center Collaboration in Area Studies: University of Puerto Rico-UM Partnership*

Professional and Curriculum Development Workshops (1 2-day workshop at UPR for UPR instructors/pre-service teacher education students and K-12 teachers from San Juan-area public and private schools)

Domestic travel, lodging, meals, and incidentals for 2 presenters @ \$2,000

Curriculum Development Residencies at UM for UPR Faculty

Domestic travel, lodging, meals, and incidentals for 2 @ \$1,500

[In collaboration with UM area studies centers (Africa, East Asia, Latin America and the Caribbean, Middle East and North Africa, South Asia, and Southeast Asia)]

**NRC CPP 1**

b. *World History and Literature Initiative*

Professional Development Workshops (2 3-day workshops per year at UM for 25-30 educators)

Professional service fees for 2 presenters @ \$300

Domestic travel, lodging, meals, and incidentals for 1 teacher from the UPR

Secondary School or pre-service teacher education student from the UPR College of Education @ \$1,500

[In collaboration with UM area studies centers (Africa, East Asia, Latin America and the Caribbean, Middle East and North Africa, South Asia, and Southeast Asia); School of Education; Department of History; and Eisenberg Institute for Historical Studies]

**NRC CPP 1  
& 2**

600	600	600	600
1,500	1,500	1,500	1,500

	Year 1 FY2014	Year 2 FY2015	Year 3 FY2016	Year 4 FY2017	Priorities
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					<i>NRC CPP 1</i>
<i>c. Community College Collaboration: MIIE Curriculum Development Workshops</i>					
Contribution to workshop costs @ \$2,500	2,500	2,500	2,500	2,500	2,500
Travel, lodging, meals, and incidentals for 1-2 participant(s) for 3-day residencies at UM @ \$750	1,500	1,500	1,500	1,500	750

*d. REEE K-12 Outreach*  
 Professional service fees for 4 presenters @ \$200

**2. Language Projects (Narr.: 36-37)**

*a. Course Development Grant: Business Polish*  
 Professional service fee @ \$2,000

*b. Distance Uzbek*  
 Travel by OSU Uzbek Lecturer Khulkar Matchanova to UM  
 Ground transportation, lodging, meals, and incidentals for 1 visit @ \$500  
 [In collaboration with UM area studies centers (Middle East and North Africa, and South Asia)]

*c. Central Eurasian Language Consortium (CALC) (Indiana U.)*

*d. Central Eurasian Studies Summer Institute (CESSI) Consortium (U. of Wisconsin)*

*e. Balkan and Black Sea (BBS) Language Consortium (U. of Pittsburgh)*

*f. Baltic Studies Summer Institute (BALSSI) (U. of Pittsburgh, 2015; Yrs. 2-4 TBA)*

Year 1 FY2014	Year 2 FY2015	Year 3 FY2016	Year 4 FY2017	Priorities
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**3. Research Conferences (Narr.: 39-40)**

**Yr. 1 | *Art and the State* (WN '15)**

Professional service fees for 4 presenters @ \$500  
 Domestic/international travel, lodging, meals, and incidentals for 4 presenters @ \$1,500  
 Room rental for 1 day @ \$500

**Yr. 3 | *Central Eurasian Studies Society Annual Conference***

Professional service fee for 1 keynote presenter @ \$500  
 Domestic/international travel, lodging, meals, and incidentals for 1 presenter @ \$1,500  
 Room rentals and AV equipment for 3 days @ \$3,000  
 [In collaboration with UM area studies centers (East Asia, Middle East and North Africa, and South Asia)]

**Yr. 4 | *States of Emergency: Disasters and the Politics of Hazard***

Professional service fees for 2 presenters @ \$500  
 Domestic/international travel, lodging, meals, and incidentals for 2 presenters @ \$1,500  
 Room rental for 1 day @ \$500  
 [In collaboration with UM area studies centers (Latin America and the Caribbean, Middle East and North Africa, South Asia, and Southeast Asia)]

**4. Themed Lecture Series (Narr.: 40)**

**Yrs. 1-4 | *Central Eurasia Past and Present***

Professional service fees for 2 presenters @ \$500  
 Domestic/international travel, lodging, meals, and incidentals for 2 presenters @ \$1,500  
 [In collaboration with UM's Middle East and North Africa center]

	Year 1 FY2014	Year 2 FY2015	Year 3 FY2016	Year 4 FY2017	Priorities
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Yr. 1-4 | *REEE Career Forum: Alumni(ae) in Areas of National Need*

Professional service fees for 1 presenter @ \$500	500	500	500	500	
Domestic/international travel, lodging, meals, and incidentals for 1 presenter @ \$1,500	1,500	1,500	1,500	1,500	

Yr. 1 | *Material Culture and Social Change in REEE*

Professional service fees for 2 presenters @ \$500	1,000				
Domestic/international travel, lodging, meals, and incidentals for 2 presenters @ \$1,500	3,000				

Yr. 2 | *Twenty Years after Dayton: Whither Bosnia?*

Professional service fees for 2 presenters @ \$500		1,000			
Domestic/international travel, lodging, meals, and incidentals for 2 presenters @ \$1,500		3,000			

Yrs. 3-4 | *1917: Centenary Perspectives on Russia's Revolutionary Year*

Professional service fees for 2 presenters per year @ \$500			1,000	1,000	
Domestic/international travel, lodging, meals, and incidentals for 2 presenters per year @ \$1,500			3,000	3,000	

**5. Evaluation (Narr.: 41, 45-46; App. 4)**

FERA evaluation services @ \$8,000 per year

[In collaboration with UM area studies centers (Africa, East Asia, Latin America and the Caribbean, Middle East and North Africa, South Asia, and Southeast Asia)]

8,000	8,000	8,000	8,000	
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**OTHER SUBTOTAL**

<b>\$48,400</b>	<b>\$37,900</b>	<b>\$49,400</b>	<b>\$42,150</b>	
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	Year 1	Year 2	Year 3	Year 4	Priorities
	FY2014	FY2015	FY2016	FY2017	
<b>TOTAL DIRECT COSTS</b>	\$226,519	\$226,511	\$225,499	\$221,315	
<b>INDIRECT COSTS @ 8%</b>	\$18,122	\$18,121	\$18,040	\$17,705	
<b>TOTAL CENTER FUNDING REQUESTED</b>	\$244,641	\$244,632	\$243,539	\$239,020	

**SECTION C - BUDGET NARRATIVE**  
**UNIVERSITY OF MICHIGAN CENTER FOR RUSSIAN, EAST EUROPEAN, AND EURASIAN STUDIES**  
**FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS PROPOSED BUDGET, FY2014-17**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Priorities</b>
	<b>FY2014</b>	<b>FY2015</b>	<b>FY2016</b>	<b>FY2017</b>	
<b>Graduate Academic Year Fellowships</b>					
8 AY Institutional Payments @ \$18,000	144,000	144,000	144,000	144,000	<b>FLAS CPP</b>
8 AY Subsistence Allowances @ \$15,000	120,000	120,000	120,000	120,000	<b>I &amp; 2</b>
<b>Subtotal, Graduate Academic Year Fellowships</b>	<b>\$264,000</b>	<b>\$264,000</b>	<b>\$264,000</b>	<b>\$264,000</b>	
<b>Undergraduate Academic Year Fellowships</b>					
2 AY Institutional Payments @ \$10,000	20,000	20,000	20,000	20,000	<b>FLAS CPP</b>
2 AY Subsistence Allowances @ \$5,000	10,000	10,000	10,000	10,000	<b>I &amp; 2</b>
<b>Subtotal, Undergraduate Academic Year Fellowships</b>	<b>\$30,000</b>	<b>\$30,000</b>	<b>\$30,000</b>	<b>\$30,000</b>	
<b>Summer Fellowships (4 Graduate and 3 Undergraduate)</b>					
7 Institutional Payments @ \$5,000	35,000	35,000	35,000	35,000	<b>FLAS CPP</b>
7 Subsistence Allowances @ \$2,500	17,500	17,500	17,500	17,500	<b>I &amp; 2</b>
<b>Subtotal, Summer Fellowships</b>	<b>\$52,500</b>	<b>\$52,500</b>	<b>\$52,500</b>	<b>\$52,500</b>	
<b>TOTAL FLAS FELLOWSHIP FUNDING REQUESTED</b>	<b>\$346,500</b>	<b>\$346,500</b>	<b>\$346,500</b>	<b>\$346,500</b>	<b>\$346,500</b>

## APPENDIX 2

### UNIVERSITY OF MICHIGAN CENTER FOR RUSSIAN, EAST EUROPEAN, AND EURASIAN STUDIES FACULTY AND STAFF PROFILES, 2013-14

This appendix includes a list of faculty by disciplines, indicating current rank, tenure status, and percent of time devoted to Russian, East European, and Eurasian studies. *Unless otherwise noted, all positions are 1 FTE.* Percentages indicate effort devoted to REEE.

Primary languages are identified for language faculty only; full information on language competency is provided in the short bios.

We have asterisked “core” REEE faculty—tenured or tenure-track REEE area specialists at UM Ann Arbor who have substantial area training; knowledge of at least one area language; and primary teaching, research, and publications on the area. Please note that faculty in Germanic Languages and Literatures also work on East Central Europe.

University Library staff members assigned to the Slavic, East European, and Eurasian studies are listed next; followed by Center for Russian, East European, and Eurasian Studies staff and evaluation consultants. Staff titles and percent of time committed to working on REEE area projects are listed for each staff person.

	<b>Page</b>
<b>American Culture</b>	
Zaborowska, Magdalena Professor, Tenured, 15%	49
<b>Anthropology</b>	
Chivens, Thomas Lecturer III, Non-tenure-track (5-year contract), 25%	13
*Fehérváry, Krisztina Associate Professor, Tenured, 75%	15
*Lemon, Alaina Associate Professor, Tenured, 75%	27
<b>Anthropology/Museum of Anthropology</b>	
O’Shea, John Professor, Tenured, 35%	37
*Whallon, Robert Professor, Tenured, 35%	48
<b>Architecture and Urban Planning</b>	
Trandafirescu, Anca Assistant Professor, Tenure-track, 15%	46
<b>Architecture and Urban Planning/Slavic Languages and Literatures/History of Art</b>	
*Herscher, Andrew Associate Professor, Tenured, 75%	21
<b>Art and Design</b>	
Poskovic, Endi Professor, Tenured, 15%	40
<b>Art and Design/History of Art/Women’s Studies</b>	
Aristarkhova, Irina Associate Professor, Tenured, 25%	8

**Business**

Branch, John	Lecturer IV, Non-tenure-track, (5-year contract), 25%	11
Kandogan, Yener	Professor (UM Flint), Tenured, 25%	23

**Classical Studies**

Leontis, Artemis	Associate Professor, Modern Greek, Tenured, 25%	28
Margomenou, Despina	Lecturer III, Modern Greek (5-year contract), 100%	30

**Classical Studies/Comparative Literature**

Lambropoulos, Vassilios	Professor, Tenured, 15%	26
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**Education**

Lawrence, Janet	Professor, Tenured, 15%	27
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**Education/History**

Mirel, Jeffrey	Professor, Tenured, 20%	34
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**English/Judaic Studies**

*Norich, Anita	Professor, Tenured, 50%	36
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**Germanic Languages and Literatures**

Hell, Julia	Professor, Tenured, 30%	20
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**Germanic Languages and Literatures/History/Judaic Studies**

*Spector, Scott	Professor, Tenured, 50%	44
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**Germanic Languages and Literatures/Political Science/Sociology**

*Markovits, Andrei	Professor, Tenured, 50%	31
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**History**

*Ballinger, Pamela	Associate Professor, Tenured, 50%	9
Eley, Geoff	Professor, Tenured, 25%	15
*Fine, John V.A.	Professor, Tenured, 100%	16
*Kivelson, Valerie A.	Professor, Tenured, 75%	24
Muller, Anna	Assistant Professor, UM Dearborn, Tenure-track, 50%	35
*Porter-Szűcs, Brian	Professor, Tenured, 75%	39
Rosenberg, William G.	Professor Emeritus	41
Saparov, Arsene	Lecturer I, Non-tenure track, 100%	42
*Suny, Ronald G.	Professor, Tenured, 100%	44

**History/Judaic Studies**

*Veidlinger, Jeffrey	Professor, Tenured, 80%	47
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**History/Near Eastern Studies**

*Northrop, Douglas	Associate Professor, Tenured, 75%	37
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**History/Women's Studies**

Canning, Kathleen	Professor, Tenured, 25%	12
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**International and Comparative Studies**

Uehling, Greta	Lecturer I, Non-tenure-track, 50%	47
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**Judaic Studies**

Hoffman, Alexandra      Lecturer I, Yiddish, Non-tenure track, 100%      21

**Law/Political Science**

Mishina, Ekaterina A.      Visiting Professor, Non-tenure-track, 100%      35

**Medicine/History**

Markel, Howard      Professor, Tenured, 5%      31

**Music, Theatre, and Dance**

Cheek, Timothy      Associate Professor, Non-tenure-track, 25%      13

\*Greene, Arthur      Professor, Tenured, 50%      19

Matjias Mecca, Christian      Associate Professor, Tenured, 15%      32

**Music, Theatre, and Dance/Residential College**

Genné, Beth      Professor, Tenured, 40%      17

**Natural Resources and Environment**

Brown, Daniel G.      Professor, Tenured, 15%      11

Meeks, Robyn      Assistant Professor, Tenure-track, 15%      33

Newell, Joshua      Assistant Professor, Tenure-track, 25%      36

**Near Eastern Studies**

Aghaei, Behrad      Lecturer II, Persian, Non-tenure-track (3-year contract), 100%      7

\*Hagen, Gottfried      Associate Professor, Turkish, Tenured, 50%      20

\*Knysh, Alexander      Professor, Tenured, 50%      25

Michalowski, Piotr      Professor, Tenured, 5%      34

Sevinc, Nilay      Lecturer I, Turkish, Non-tenure-track, 100%      43

**Near Eastern Studies/Slavic Languages and Literatures**

\*Bardakjian, Kevork      Professor, Armenian, Tenured, 100%      9

**Philosophy**

Swanson, Eric      Associate Professor, Tenure-track, 25%      45

**Political Science**

Brader, Ted      Professor, Tenured, 15%      10

\*Grzymala-Busse, Anna      Professor, Tenured, 75%      19

Jackson, John E.      Professor, Tenured, 35%      23

\*Luong, Pauline Jones      Professor, Tenured, 75%      29

Zimmerman, William      Professor Emeritus, 100%      49

**Political Science/Judaic Studies**

\*Gitelman, Zvi      Professor, Tenured, 75%      18

**Public Health**

Kodjebacheva, Gergana      Assistant Professor, UM Flint, 15%      25

**Public Policy**

Levitsky, Melvyn      Professor, Non-tenure-track, 50%      28

**Residential College**

Mendeloff, Katherine Lecturer IV, Drama, Non-tenure-track (5-year contract), 25% 33

**Slavic Languages and Literatures**

Carpenter, Bogdana Professor Emerita 12  
 Duda, Paulina Graduate Student Instructor, Polish, .33 FTE, 100% 14  
 Fort, Elena Lecturer I, Russian, .33 FTE, 100% 16  
 Getty, Amanda Graduate Student Instructor, Russian, .33 FTE, 100% 17  
 Hoffmann, Krzysztof Lecturer I in Slavic Languages and Literatures, Non-tenure-track, 100%  
 (Winter 2014) 22  
 Humesky, Assya Professor Emerita, 25% 22  
 \*Khagi, Sofya Assistant Professor, Tenure-track, 100% 24  
 \*Makin, Michael Professor, Tenured, 100% 30  
 McCauley, Natalie Graduate Student Instructor, Russian, .33 FTE, 100% 32  
 Parsons, Jamie Graduate Student Instructor, Russian, .33 FTE, 100% 38  
 Pasek, Ewa M. Lecturer II, Polish and Czech, Non-tenure-track (5-year contract), 100% 39  
 Rogovyk, Svitlana Lecturer IV and Slavic Language Coordinator, Russian and Ukrainian,  
 Non-tenure-track (5-year contract), 100% 40  
 Rosic, Marija Lecturer II, Bosnian/Croatian/Serbian, Non-tenure-track (5-year contract),  
 .25 FTE, 100% 41  
 Scherer, Renee Graduate Student Instructor, Russian, .33 FTE, 100% 42  
 Shkolnik, Nina Lecturer II, Russian, (5-year contract), 100% 43  
 Sutter, Sarah Graduate Student Instructor, Russian, .33 FTE, 100% 45  
 \*Toman, Jindrich Professor, Czech, Tenured, 100% 46  
 Westwalewicz, Piotr Lecturer IV, Polish, Non-tenure-track (5-year contract), 100% 48

**Slavic Languages and Literatures/Comparative Literature**

\*Aleksić, Tatjana Associate Professor, Tenured, 100% 7  
 \*Paloff, Benjamin Assistant Professor, Tenure-track, 100% 38

**Slavic Languages and Literatures/History**

\*Maiorova, Olga Associate Professor, Tenured, 100% 6

**Slavic Languages and Literatures/Judaic Studies**

\*Krutikov, Mikhail Associate Professor, Tenured, 100% 26

**Slavic Languages and Literatures/Residential College**

Besprozvany, Vadim Lecturer I, Russian, Non-tenure-track, .33 FTE, 67% 10  
 \*Eagle, Herbert Associate Professor, Tenured, 100% 14  
 Makin, Alina Udalchenko Lecturer IV, Russian, Non-tenure-track (5-year contract), 100% 29

**Sociology**

\*Anderson, Barbara A. Professor, Tenured, 50% 8  
 \*Zubrzycki, Geneviève Associate Professor, Tenured, 85% 50

**Sociology/Women's Studies**

Göçek, Fatma Müge Professor, Tenured, 25% 18

**Slavic, East European, and Eurasian Studies, University Library**

Billings, Leigh A.	Slavic Cataloger, .5 FTE, 100%	51
Crayne, Janet	Librarian, 100%	51
Muchnik, Irina	Slavic Cataloger, 100%	52
Slater, Walter F.	Associate Librarian, 100%	52
Snyder, Beth	Associate Librarian/Technical Services Coordinator, 100%	53

**Center Staff**

Brichta, Rachel	Communications Specialist/Team Lead, 40%	54
Burnett, Julie	FLAS Coordinator/Academic Services Coordinator, 75%	54
Howeson, Nicole	Academic Program Manager, 25%	55
Khagi, Sofya	Associate Director, Slavic Languages and Literatures, 100%	24
Killough, Birgitta	Administrative Assistant Intermediate, 20%	55
Maiorova, Olga	Director, Slavic Languages and Literatures/History, 100%	6
Ostafin, Marysia	Program Manager, 25%	56
Parmelee, Donna E.	Academic Program Manager, 100%	56

**Evaluation Consultants**

McNulty, Amy Fox	Senior Associate, Formative Evaluation Research Associates, Inc. (FERA), 5%	57
Tice, Karin E.	President and Senior Partner, Formative Evaluation Research Associates, Inc. (FERA), 5%	57

## REEE FACULTY

### MAIOROVA, OLGA

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**Department and tenure status:** Associate Professor of Slavic Languages and Literatures and of History; and Director, Center for Russian, East European, and Eurasian Studies, Tenured

**Education:** M.A., Russian Language and Literature, Moscow State University, 1980; Ph.D., Russian Language and Literature, Moscow State University, 1983

**Academic experience:** Instructor, Moscow State University, 1983-85; Instructor, Shchukin's College of Theater Arts, 1986-87; Research Fellow to Senior Research Fellow, Institute of World Literature, Russian Academy of Sciences, 1987-2001; Assistant to Associate Professor, UM, 2001-present

**Overseas experience:** Russia

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):  
Russian (native)

**Time devoted to Russian, East European, and Eurasian Studies:** 100%

**Area courses taught:** Russian Culture and National Ideology; Russian Society and Culture; Survey of Russian Literature 1870-1900; Survey of Russian Literature 1820-1860; Central Asia through Russian Eyes: Appropriation of an Exotic Land; Russia between East and West (advanced seminar taught in Russian); Nineteenth-century Russian Literature (graduate research seminar); Introduction to Graduate Study in REEES; Graduate Core Colloquium; Survey of Russia: The Russian Empire, the Soviet Union, and the Successor States; Russian Drama in Context: From Enlightenment to Post-Modernism; Tolstoy: The Man and His Art

**Research and teaching specialization:** 19th-century Russian literature; the intersection of literature, intellectual history, and representations of nationality in 19th-century Russia

**Recent publications:**

Forum "Ann Arbor v russkoi literature" [Ann Arbor in Russian Literature]. *Novoe literaturnoe obozrenie* 125: 130-204, 2014 (contributor and guest editor).

"Ann Arbor v russkoi literature: Ot sostavitelia" [Ann Arbor in Russian Literature: Introduction]. *Novoe literaturnoe obozrenie* 125: 130-37, 2014.

"Opyt re-interpretatsii *Ocharovannogo strannika* Leskova." In *Istoriko-filologicheskii sbornik k shestidesiatiletiu V.A.Mil'chinoi*. Moscow: Novoe izdatel'stvo, 2013.

"Le départ et la mort de Tolstoï dans la presse de langue russe du Turkestan," pp. 159-76 in C. Depretto, ed., *Un autre Tolstoï*. Paris: IES/CES, 2012.

"Voina i mif: pamiat' o pobede nad Napoleonom v gody Pol'skogo vosstaniia (1863-1864)." *Novoe literaturnoe obozrenie* 118: 178-205, 2012: 178-205 [Russian translation of a chapter *From the Shadow of Empire*].

*From the Shadow of Empire: Defining the Russian Nation through Cultural Mythology in the Great Reform Era, 1855-1870s*. Madison: University of Wisconsin Press, 2010. Included in the series *Studies of the Harriman Institute*, Columbia University.

"Searching for a New Language of Collective Self: The Symbolism of Russian National Belonging during and after the Crimean War." *Ab Imperio: Studies of New Imperial History and Nationalism in the Post-Soviet Space*. 4: 187-224, 2006.

"War as Peace: The Trope of War in Russian Nationalist Discourse during the Polish Uprising of 1863." *Kritika: Explorations in Russian and Eurasian History* 6:3 (Summer) 501-34, 2005.

"'A horrid dream did burden us...' (1863): Connecting Tiutchev's Imagery with the Political Rhetoric of His Era." *Russian Literature* LVII-I/II: 103-24, 2005.

**Number of dissertations/theses supervised in the past 5 years:** 11

**Recent distinctions:** Class of 1923 Memorial Teaching Award (for outstanding teaching of undergraduates), UM, 2009; Michigan Humanities Award, LSA/Office of the Vice President for Research, UM, 2010.

## AGHAEI, BEHRAD

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**Department and tenure status:** Lecturer II in Near Eastern Studies (Persian), Non-tenure-track (3-year contract)

**Education:** A.A. and English Teaching Certificate, Teachers' Training College, Zanjan, Iran, 1982; B.A., Allame Tabatabaei University Tehran, Iran, 1989; M.A., Allame Tabatabaei University Tehran, Iran 1993; Ph.D., Persian Studies, University of Texas at Austin, 2005

**Academic experience:** Teaching Assistant to Assistant Instructor, University of Texas, 2002-05; Lecturer I to Lecturer II, UM, 2005-present

**Overseas experience:** N/A

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Persian (native), Tajik (3), Dari (3), Arabic (2), Kurdish (2), Turkish (2)

**Language pedagogy training:** Training as teaching assistant for Mohammad Ghanoonparvar at the University of Texas at Austin (who developed ACTFL guidelines for Persian w/ M. Marashi, University of Utah, and G. Windfuhr, UM)

**Time devoted to Russian, East European, and Eurasian Studies:** 100%

**Area courses taught:** Elementary and Intermediate Persian, Modern Persian Fiction

**Research and teaching specialization:** Syntax and morphology, Iranian linguistics

**Recent presentations and curriculum development:**

*Iranian Languages and Cultures, Essays in Honor of Gernot Ludwig Windfuhr*, w/ M. Ghanoonparvar, eds. Costa Mesa, CA: Mazda Publishers, 2012.

*Persian Listening: A Self-study and Classroom Guide*, w/ M. Hillmann, R. Sarraf and A. Pejman-Aryan. Hyattsville, MD: Dunwoody Press, 2009.

## ALEKSIĆ, TATJANA

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**Department and tenure status:** Associate Professor of Slavic Languages and Literatures and Comparative Literature, Tenured

**Education:** B.A., English Language and Literature, University of Niš, Serbia, 1993; M.A., English Language and Theory, University of Niš, Serbia, 2002; Ph.D., Comparative Literature, Rutgers University, 2007

**Academic experience:** Teaching Assistant, Rutgers University, 2004-07; Assistant to Associate Professor, UM, 2007-present

**Overseas experience:** Yugoslavia/Serbia (education through M.A. and research visits); Scotland (Scottish Universities' International Summer School, University of Edinburgh, August 2004)

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Serbo-Croatian (native), Bulgarian (4), Italian (4), Macedonian (4), French (3), Modern Greek (3), Czech (2), Polish (2), Russian (2)

**Time devoted to Russian, East European, and Eurasian Studies:** 100%

**Area courses taught:** Myth and History in Contemporary Balkan Literature; Vampire Nation; Nowhere People: Exiles from the State of Ideology; Postmodern Murder Mysteries and Spy Stories; The Legacy of the Holocaust in Yugoslavia and the Balkans; Yugoslav and post-Yugoslav Short Fiction

**Research and teaching specialization:** Literary and cultural theory, nationalism, the Balkans and Modern Greece, film, gender and sexuality and the body, violence against marginal social groups, strategies of civil disobedience

**Recent publications:**

*Sacrificed Body: Balkan Community Building and the Limits of Freedom*. Pittsburgh: University of Pittsburgh Press, 2013.

"National Definition through Postmodern Fragmentation: Milorad Pavić's *Dictionary of the Khazars*." *Slavic and East European Journal* 53(1): 86-104, 2009.

"Grief Can only Be Written in One's Mother Tongue," in A. Guppy, ed., *Literature of Exile*. New York, Berlin: Peter Lang Publishing, 2009.

*Mythistory and Narratives of the Nation in the Balkans*, ed. Newcastle, Eng.: Cambridge Scholars Publishing, 2007.

**Number of dissertations/theses supervised in the past 5 years:** 4.

**Recent distinctions:** Vice-president, North American Society for Serbian Studies.

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**ANDERSON, BARBARA A.**

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**Department and tenure status:** Ronald Freedman Collegiate Professor of Sociology and Population Studies and Professor of Sociology, Tenured

**Education:** B.A., Mathematics, University of Chicago, 1970; Ph.D., Sociology, Princeton University, 1974

**Academic experience:** Assistant Professor, Yale University, 1975-76; Associate Professor, Brown University, 1976-84; Professor, UM, 1984-present

**Overseas experience:** USSR/Russia, Ukraine, Latvia, Lithuania, Estonia, Western Europe, Ghana, China, Turkey, Algeria, Tunisia, South Africa

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):  
Russian (3)

**Time devoted to Russian, East European, and Eurasian Studies:** 50%

**Area courses taught:** Societies and Institutions of Eastern Europe and the Former Soviet Union; Ethnic Issues in the U.S. and Russia; Identity Formation and Social Problems in the Former Soviet Union; Population and Health in Societies in Transition; Survey of Russia: The Russian Empire, the Soviet Union, and the Successor States

**Research and teaching specialization:** Comparative social and demographic change, Soviet and post-Soviet society, historical demography, demographic techniques

**Recent publications:**

“Projecting Low Fertility: Some Thoughts about the Plausibility and Implications of Assumptions.” *Population and Society* (Moscow, in Russian), 2014 (forthcoming).

*World Population Dynamics: An Introduction to Demography*. Upper Saddle River, NJ: Pearson, 2014.

“Adult External Cause Mortality in South Africa and Russia: 1997-2002,” w/ H. Phillips. *University of Michigan Population Studies Center Research Report* No. 06-593, 2006.

“Changing Social Priorities and the Increased Salience of the Economy in Estonia,” w/ J. H. Romani. *Nationalities Papers* 33(3): 303-14, 2005.

“Russia Faces Depopulation? Dynamics of Population Decline.” *Population and Environment* 23(5): 437-64, 2002.

**Number of dissertations/theses supervised in the past 5 years:** 3

**Recent distinctions:** Regents Award for Distinguished Public Service, UM, 2008; appointed Ronald Freedman Collegiate Professor of Sociology and Population Studies, 2009-14; Honorary Research Fellow, Human Sciences Research Council, South Africa, 2011-14.

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**ARISTARKHOVA, IRINA**

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**Department and tenure status:** Associate Professor, School of Art and Design, History of Art, and Women’s Studies, Tenured

**Education:** B.A., Philosophy, Sociology, Moscow State University, 1992; M.A., Sociology, Social Theory, University of Warwick, UK, 1995; Ph.D., Social Theory, Institute of Sociology, Russian Academy of Sciences, Moscow, 1999

**Academic experience:** Director of Cyberarts Research Initiative, 2001-05, National University of Singapore; Assistant Professor, Pennsylvania State University; Associate Professor Art and Design, History of Art, and Women’s Studies. UM, 2012-present

**Overseas experience:** Russia, Singapore, UK

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):  
Russian (native)

**Time devoted to Russian, East European, and Eurasian Studies:** 25%

**Research and teaching specialization:** Comparative feminist theory, comparative aesthetics

**Recent publications:**

*Hospitality of the Matrix: Philosophy, Biomedicine, and Culture*. New York: Columbia University Press, 2012.

“Thou Shall Not Harm All Living Beings: Feminism, Jainism, and Animals.” *Hypatia: A Journal of Feminist Philosophy* 27(3): 636-50, 2012.

“My Personal Is Not Political? A Dialogue on Art, Feminism and Pedagogy,” w/ F. Wilding. *Liminalities: A Journal of Performance Studies* 5(2): 2009.

“Beyond Representation and Affiliation: Collective Action in Post-Soviet Russia,” pp. 253-70 in B. Stimson and G. Sholette, eds., *Collectivism after Modernism: The Art of Social Imagination after 1945*. Minneapolis: University of Minnesota Press, 2006.

**Number of dissertations or theses supervised in the past 5 years:** N/A.

## BALLINGER, PAMELA

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**Department and tenure status:** Fred Cuny Professor of the History of Human Rights and Associate Professor of History, Tenured

**Education:** B.A., Anthropology, Stanford University, 1990; M. Phil, Social Anthropology, Trinity College, Cambridge University, 1991; M.A., Anthropology, The Johns Hopkins University, 1994; Ph.D. in Anthropology and History, The Johns Hopkins University, 1999

**Academic experience:** Assistant Professor of Anthropology, Bowdoin College, 1998-2004; Associate Professor of Anthropology, Bowdoin College, 2004-11; Fred Cuny Professor of the History of Human Rights and Associate Professor, UM, 2011-present

**Overseas experience:** England, Italy, Croatia, Slovenia

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):  
Italian (5), Croatian (2), French (2)

**Time devoted to Russian, East European, and Eurasian Studies:** 50%

**Area courses taught:** Human Rights, Anticolonialism and the Global Cold War; Tracking Human Rights

**Research and teaching specialization:** Human rights, refugees and displacement, memory, fascism, seascapes and coastal issues, Croatia/ex-Yugoslavia, Italy

**Recent publications:**

“Multiculturalism against the State: Lessons from Istria,” pp. 101-21 in G. Cohen, ed., *Understanding Multiculturalism: Central Europe and the Habsburg Experience*. New York: Berghahn Press, 2014.

“Impossible Returns, Enduring Legacies: Recent Historiography of Displacement and the Reconstruction of Europe after World War II” (review essay). *Contemporary European History* 22(1): 127-38, 2013.

“Liquid Borderlands, Inelastic Sea? Mapping the Eastern Adriatic,” pp. 423-37 in O. Bartov and E. Weitz, eds., *Shatterzone of Empires: Coexistence and Violence in the German, Habsburg, Russian and Ottoman Borderlands*. Indiana University Press, 2013.

“Entangled Histories or ‘Extruded’ Histories? Displacement, Refugees, and Repatriation after World War II.” *Journal of Refugee Studies* 25(3): 366-86, 2012.

**Number of dissertations/theses supervised in the past 5 years:** 13

**Recent distinctions:** Residential Fellowship, Center for Advanced Study in the Behavioral Sciences, Stanford University, 2009-10; NEH Fellowship, 2010-11; President-elect, Society for the Anthropology of Europe, 2012-14.

## BARDAKJIAN, KEVORK

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**Department and tenure status:** Marie Manoogian Professor of Armenian Languages and Literatures, Tenured

**Education:** A.B., English Language and Literature, Damascus University, 1964; M.A., Armenian Language and Literature, Yerevan State University, 1969; Ph.D., Armenian Studies, Oxford University, 1979

**Academic experience:** Instructor, Preceptor, Lecturer, Senior Lecturer, Armenian Bibliographer, Harvard University, 1974-87; Marie Manoogian Professor of Armenian Languages and Literatures (Associate to Full Professor), UM, 1987-present

**Overseas experience:** USSR, Armenia (Yerevan State University, 1964-70; annual teaching and/or research visits, 1987-92, 1997-present)

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Classical & Modern Arabic (5), Classical & Medieval Armenian (5), Modern East/West Armenian (5), Russian (5), Azerbaijani (4), French (4), Ottoman Turkish (4), Persian (3), N.T. Greek (2)

**Language pedagogy training:** ACTFL Oral Proficiency Workshop, Monterey, 1989

**Time devoted to Russian, East European, and Eurasian Studies:** 100%

**Area courses taught:** First-Third Year Western Armenian; First-Second Year Intensive Western and Eastern Armenian; An Introduction to Modern Armenian Literature; Armenia: Culture and Ethnicity

**Research and teaching specialization:** Armenian language, literature, and culture

**Recent publications:**

Вірмено-українські історичні зв'язки: Матеріали міжнародної наукової конференції (Львів, 29-31 травня 2008), w/ F. Sysyn and A. Yasinovskiy, eds. Lviv: Ukrainian Catholic University; Edmonton: Canadian Institute of Ukrainian Studies, University of Alberta, 2011.

**Number of dissertations/theses supervised in the past 5 years:** 1

**Recent distinctions:** The Ellis Island Medal of Honor (given by the National Ethnic Coalition of Organizations to immigrants who have made outstanding contributions to America and their ethnic community), 2011; Honorary doctorate from the Abovyan Pedagogical University of Armenia, Yerevan, 2011.

## BESPROZVANY, VADIM

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**Department and tenure status:** Lecturer I in the Residential College and Slavic Languages and Literatures (Russian), Non-tenure-track

**Education:** B.A., Russian Language and Literature, Tartu University, 1990; Ph.D., Slavic Languages and Literatures, UM, 2006

**Academic experience:** Instructor (Russian as a Second Language), Summer Language School, Tartu University, 1990-93; Associate, Instructor (Russian and Ukrainian), CP Language Institute and Russian & Slavic Language Services, Inc. (New York City), 1997-2000; Graduate Student Instructor to Lecturer I (Russian), UM, 2003-present

**Overseas experience:** Estonia, Ukraine, Russia

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Russian (native), Ukrainian (5), Polish (3), German (2), Italian (2)

**Language pedagogy training:** Pedagogical workshop and Graduate Student Instructor orientation meetings, UM, 2003-04

**Time devoted to Russian, East European, and Eurasian Studies:** 67%

**Area courses taught:** First-Year Russian; Second-Year Russian; Fifth-Year Russian; Scientific Russian; Russian Readings (assistant); First-Year Intensive Russian (assistant)

**Research and teaching specialization:** 18th-20th-century Russian literature, Slavic languages, Russian and East European cinema, Russian contemporary art

**Selected publications:**

“Vladimir Narbut: The Poetics of Linguistic and Cultural Bilingualism.” Book manuscript.

“Nikolai Vasil’evich Gogol,” in *Mandelstam Encyclopedia*. Moscow: ROSPAN, 2005.

“Eduard Bagritskii,” in *Mandelstam Encyclopedia*. Moscow: ROSPAN, 2005.

“Vladimir Narbut in the Eyes of His Contemporaries” [Vladimir Narbut v vospriatii sovremennikov]. In *Novoe Literaturnoe Obozrenie*. Moscow; *Russkiy Zhurnal* (Moscow), 2005.

“Anna Akhmatova - Vladimir Narbut: Toward the Problem of the Literary Dialogue” [Akhmatova i Narbut - k probleme literaturnogo dialoga], in *V. Briusov and Russian Modernism*. Moscow: IMLI RAN, 2004; Ruthenia, 2005.

## BRADER, TED

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**Department and tenure status:** Professor of Political Science, Tenured

**Education:** B.A., Government, Dartmouth College, 1993; Ph.D., Political Science, Harvard University, 1999

**Academic experience:** Assistant to Full Professor, UM, 2000-present

**Time devoted to Russian, East European, and Eurasian Studies:** 15%

**Area courses taught:** Comparative Political Behavior

**Research and teaching specialization:** Public opinion, media effects, political psychology, campaigns and elections, political parties

**Recent publications:**

“Which Parties Can Lead Opinion? Experimental Evidence on Partisan Cue-Taking in Multiparty Democracies,” w/ J. Tucker and D. Duell. *Comparative Political Studies* 46(11): 1486-1518, 2013.

“Following the Party’s Lead: Party Cues, Policy Opinion, and the Power of Partisanship in Three Multiparty Systems,” w/ J. Tucker. *Comparative Politics* 44(4): 403-20, 2012.

“Survey Experiments: Partisan Cues in Multiparty Systems,” w/ J. Tucker, pp. 112-39 in B. Kittel, W. Luhan, and R. Morton, eds., *Experimental Political Science: Principles and Practices*. New York: Palgrave Macmillan, 2012.

“What’s Left Behind When the Party’s Over: Survey Experiments on the Effects of Partisan Cues in Putin’s Russia,” w/ J. Tucker. *Politics and Policy* 37(4): 843-68, 2009.

“Pathways to Partisanship: Evidence from Russia,” w/ J. Tucker. *Post-Soviet Affairs* 24(3): 263-300, 2008.

“The Emergence of Mass Partisanship in Russia, 1993-1996,” w/ J. Tucker. *American Journal of Political Science* 45(1): 69-83, 2001.

**Number of dissertations/theses supervised in the past 5 years:** 17

**Recent distinctions:** American Political Science Association (APSA)/Pi Sigma Alpha Award for Outstanding Undergraduate Teaching, 2003-04; APSA Political Psychology Section Best Paper Award, 2007; APSA Elections, Public Opinion, and Voting Behavior Section Emerging Scholar Award (in recognition of being a top scholar in the field within 10 years of completing the Ph.D.), 2009.

## BRANCH, JOHN

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**Department and tenure status:** Lecturer IV in Marketing and Strategy, Non-tenure-track (5-year contract)

**Education:** B.E.Sc., University of Western Ontario, 1990; M.B.A., University of New Brunswick, 1993; M.A.Ed., Washington University, 2003; Ph.D., University of Cambridge, 2004

**Academic experience:** Lecturer to Assistant Professor, École Supérieure de Commerce de Rennes, 1993-96; European Community T.A.C.I.S. Program, Tashkent, 1996; Senior Lecturer in International Business, Washington University, 2001-06; Lecturer I to IV, UM, 2006-present

**Overseas experience:** Bosnia, Bulgaria, Croatia, Estonia, Georgia, Hungary, Kazakhstan, Kyrgyzstan, Lithuania, Latvia, Poland, Russia, Serbia, Slovenia, Ukraine, Uzbekistan (short-term teaching and consulting positions)

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

French (5), Russian (1), Spanish (1)

**Time devoted to Russian, East European, and Eurasian Studies:** 25%

**Area courses taught:** Marketing in Russia

**Research and teaching specialization:** Consumer behavior, marketing research, international marketing, marketing management, marketing strategy, higher education

**Recent publications:**

*Learning in Higher Education—Contemporary Standpoints*, w/ C. Nygaard and C. Holtham, eds. Faringdon, England: Libri Publishing, 2013.

“*Lexicon Rhetoricae: The Narrative Theory of Kenneth Burke and Its Application to Marketing*,” w/ L. Hershey. *Qualitative Market Research: An International Journal* 14(2): 174-87, 2011.

“Brand Management in Emerging Markets: Private Label Branding in Croatia and the Case of Dona Trgovina D.O.O.,” w/ M. Martinovic, pp. 161-79 in S. Singh, ed., *Handbook of Business Practices and Growth in Emerging Markets*, Singapore: World Scientific Publisher, 2009.

**Number of dissertations/theses supervised in the past 5 years:** N/A

**Recent distinctions:** Reid Teaching Award, Washington University in St. Louis, 2006; Society for Marketing Advances Sherwin-Williams Distinguished Teaching Award, 2011.

## BROWN, DANIEL G.

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**Department and tenure status:** Professor of Natural Resources and Environment, Tenured

**Education:** B.A., Geoenvironmental Studies, Shippensburg University, 1987; M.A., Geography, University of North Carolina at Chapel Hill, 1989; Ph.D., Geography, University of North Carolina at Chapel Hill, 1992

**Academic experience:** Assistant to Associate Professor, Geography, Michigan State University, 1992-99; Associate to Full Professor, Natural Resources and Environment, UM, 1999-present

**Overseas experience:** Russia (research visits, 2001-05); Mongolia (research visits, 2009-present); Central Africa (research visits, 2007-present); China (research visits, 2005-09)

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

N/A

**Time devoted to Russian, East European, and Eurasian Studies (research and advising):** 15%

**Area courses taught:** N/A

**Research and teaching specialization:** Relationship between landscape patterns and ecological and social processes; land-use and land-cover dynamics using multiple methods, including GIS, remote sensing, digital terrain analysis, ecological mapping, social surveys and statistics, and computer simulation

**Recent publications:**

“Drivers of the Dynamics in Net Primary Productivity across Agro-ecological Zone on the Mongolian Plateau,” w/ J. Wang and J. Chen. *Landscape Ecology* 28(4):725-39, 2013.

“Sustainable Governance of the Mongolian Grasslands: Comparing Ecological and Social-institutional Changes in the Context of Climate Change in Mongolia and Inner Mongolia,” w/ J. Wang and A. Agrawal, pp. 423-44 in J. Chen et al., eds., *Dryland East Asia (DEA): Land Dynamics Amid Social and Climate Change*. Berlin: HEP-DeGruyter, 2013.

“Forested Land-cover Patterns and Trends over Changing Forest Management Eras in the Siberian Baikal Region,” w/ L. Peterson et al. *Forest Ecology and Management* 257: 911-22, 2009.

**Number of dissertations/theses supervised in the past 5 years:** 2

**Recent distinctions:** NASA Grant (for research on grassland ecosystems and human adaptation to climate change on the Mongolian Plateau), 2009-12; Elected Fellow, American Association for the Advancement of Science, 2009.

## CANNING, KATHLEEN

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**Department and tenure status:** Professor of History and Women's Studies, Sonya Rose Collegiate Professor of History, Arthur F. Thurnau Professor, and Chair (History), Tenured

**Education:** B.A., History, University of Oregon, 1977; M.A., History, Universität Heidelberg, 1983; M.A., History, Johns Hopkins University, 1985; Ph.D., History, Johns Hopkins University, 1988

**Academic experience:** Assistant to Full Professor, UM, 1988 to present

**Overseas experience:** Germany (numerous research visits, 1985-present; study abroad directorship, 1999-2000, 2002-03)

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):  
German (5)

**Time devoted to Russian, East European, and Eurasian Studies:** 25%

**Area courses taught:** Modern Europe: 1700 to Present; Germany in the Age of Total War; The Lens of History: Holocaust Memory through the Films of Agnieszka Holland

**Research and teaching specialization:** Modern Germany, modern European women and gender, labor and social movements, welfare state, history of the body

**Recent publications:**

*Weimar Publics/Weimar Subjects: Rethinking the Political Culture of Germany in the 1920s*, w/ K. Barndt and K. McGuire, eds. New York and London: Berghahn Publishers, 2010.

"The Politics of Symbols, Semantics, and Sentiments in the Weimar Republic." *Central European History* 43: 567-80, 2010.

"Das Geschlecht der Revolution: Stimmrecht und Staatsbürgertum 1918/19," pp. 84-116 in A. Gallus, ed., *Die vergessene Revolution von 1918/19*. Göttingen: Vandenhoeck & Ruprecht, 2010.

*Gender as Theory and Practice: Bodies, Class, Citizenship*. Ithaca: Cornell University Press, 2006.

**Number of dissertations/theses supervised in the past 5 years:** 2

**Recent distinctions:** Identified as one of the nation's great professors by *Newsweek* (August 12, 2009 issue); Senior Fellow, Freiburg Institute for Advanced Studies, School of History, Albert-Ludwigs-Universität Freiburg, 2009-10; Helmut F. Stern Professor (Faculty Fellowship), Institute for the Humanities, UM, 2012-13; appointed Sonya Rose Collegiate Professor of History, 2012-17.

## CARPENTER, BOGDANA

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**Department and tenure status:** Professor Emerita of Slavic Languages and Literatures

**Education:** M.A., Romance Philology, University of Warsaw, 1963; Ph.D., Comparative Literature, University of California, Berkeley, 1974

**Academic experience:** Lecturer, University of California, Berkeley, 1973-74; Assistant Professor, University of Washington, Seattle, 1974-83; Assistant to Full Professor, UM, 1983-2008; Professor Emerita, 2008-present

**Overseas experience:** Poland (education through M.A.; research visits, Fulbright-Hays grant, 1976-77, IREX grants, 1976-77, 1986; numerous research visits, 1990-present, France, Germany, Italy)

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):  
Polish (native), French (5), Russian (5), Italian (3), Latin (3)

**Language pedagogy training:** Workshop on Teaching and Testing for Proficiency in East European Languages, University of Pittsburgh, 1989

**Time devoted to Russian, East European, and Eurasian Studies (research):** 50%

**Area courses taught:** Polish Literature to 1900; Twentieth-Century Polish Literature; Arts and Culture of Central Europe; Seminar in Polish Literature; Polish Translation Workshop; City in Literature

**Research and teaching specialization:** Polish language, literature and culture; comparative literature

**Recent publications:**

"Nine Flashbacks," pp. 80-97 in C. Haven, ed., *An Invisible Rope Portraits of Czesław Miłosz*. Athens, OH: Ohio University Press, 2011.

*In Praise of the Unfinished* by Julia Hartwig (trans. from Polish to English, w/ J. Carpenter). New York: Alfred A. Knopf, 2008.

**Number of dissertations/theses supervised in the past 5 years:** 1

**Recent distinctions:** Poland's Golden Cross of Merit, 1999; Member of the Polish Academy of Science's International Committee for Polish Studies Abroad, 2001-05.

## CHEEK, TIMOTHY

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**Department and tenure status:** Associate Professor of Performing Arts, Non-tenure-track

**Education:** B.M., Piano Performance, Oberlin Conservatory of Music, 1980; M.M., Piano Performance, University of Texas at Austin, 1983; M.M., Piano Accompanying and Chamber Music, University of Michigan, 1985; D.M.A., Piano Accompanying and Chamber Music, University of Michigan, 1996

**Academic experience:** Adjunct Instructor, Albion College, 1988-93; Assistant to Associate Professor, UM, 1994-present

**Overseas experience:** Austria, Canada, Czech Republic, France, Germany, Hong Kong, Hungary, Israel, Italy, The Netherlands and Slovakia (piano performances); Czech Republic (research, IREX grants, 1999, 2003, 2004; UM study abroad program, 2012); South Africa (coaching Czech opera performance, 2009)

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Italian (5), Czech (4), German (4), French (2)

**Time devoted to Russian, East European, and Eurasian Studies:** 25%

**Area courses taught:** Slavic Song Literature; Czech Vocal Music; Czech Poetry in Song

**Research and teaching specialization:** Czech vocal music and lyric diction

**Recent publications/recordings:**

*Song of a Czech: Dvořák and Janáček for Men's Voices*, CD w/ professional men's chorus Cantus. Cantus Recordings, 2013.

*Rusalka: A Performance Guide with Translations and Pronunciation*. Lanham, MD: Scarecrow Press, 2012.

*The Bartered Bride - Prodaná nevěsta: Performance Guide with Translations and Pronunciation*. Lanham, MD: Scarecrow Press, 2009.

"Inflection and Word Setting in Czech Vocal Music." *Journal of Singing* 62, 2006.

*Kát'a Kabanová: Translations and Pronunciation: Janáček Opera Libretti*, Vol. 2. Lanham, MD: Scarecrow Press, 2004.

*Príhody lisky Bystrousky, The Cunning Little Vixen: Translations and Pronunciation, Janáček Opera Libretti*. Vol. 1. Lanham, MD: Scarecrow Press, 2003.

**Number of dissertations/theses supervised in the past 5 years:** N/A.

## CHIVENS, THOMAS

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**Department and tenure status:** Lecturer III in Anthropology, Non-tenure-track (5-year contract)

**Education:** B.A., Anthropology and Psychology, University of California at Santa Cruz, 1994; Certificate in Cultural Studies, 2004, University of North Carolina, Chapel Hill, 2004; Ph.D., Anthropology, University of North Carolina, Chapel Hill, 2004

**Academic experience:** Lecturer I to III, UM, 2006-present

**Overseas experience:**

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Polish (4)

**Time devoted to Russian, East European, and Eurasian Studies:** 25%

**Area courses taught:** The Politics and Poetics of Security: Integration, Post-Socialist States and the Limits of Europe. Russian and East European Studies; Malinowski's Other Worlds: Journeys In and Out of Polish Cultural Production

**Research and teaching specialization:** Anthropology of policing; Method, Theory and Anthropological Writing; Violence, Gender, and Security; Postsocialism and Europeanization; North America and Poland

**Recent publications:**

"The Politics of Awareness: Making Domestic Violence Visible in Poland," pp. 171-94 in K. Fabian, ed., *Violence against Women in Post-Communist Europe and Eurasia: Global Forces, Local Activism, and Domestic Policy*. Bloomington: Indiana University Press, 2010.

"Płeć a Interwencja" [Intervening Gender], pp. 171-92 in A. Koscińska and R. Hryciuk, eds., *Gender: Perspektywa antropologiczna*. Warsaw: University of Warsaw Press, 2007. (Trans. Karolina Szmagałska-Follis)

"After Post-socialism? Transition's Obscured Inevitability." *The Anthropology of East Europe Review* 23 (2): 26-30, 2005.

**Number of dissertations or theses supervised in the past 5 years:** N/A

**Recent distinctions:** Andrew W. Mellon Postdoctoral Fellow, Center for the Study of Cultures, Rice University, 2004-06.

## DUDA, PAULINA

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**Department and tenure status:** Graduate Student Instructor in Polish and Ph.D. Student in Slavic Languages and Literatures, Non-tenure-track

**Education:** B.A., Polish Philology, Jagiellonian University, 2008; M.A., Russian and East European Literature and Culture, University College London, 2010; Ph.D. Student, Slavic Languages and Literatures, UM, 2011-present

**Academic experience:** Graduate Student Instructor in Central European and Czech Film, UM, 2011-12; Graduate Student Instructor in Polish, UM, 2012-present

**Overseas experience:** Poland, England, Ireland, Lithuania, Ukraine

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):  
Polish (native), Russian (4), Spanish (2)

**Language Pedagogy Training:** Slavic 410: Methods of Teaching Slavic Languages, Winter 2012; Searching for a Perfect Blend: Students, Teachers and Technology, UM workshop given by E. Dengub, 2014

**Time devoted to Russian, East European, and Eurasian Studies:** 100%

**Area courses taught:** First-Year Polish

**Research and teaching specialization:** Polish and East European literature and cinema

**Recent presentations:**

“Polish Commercial Cinema.” Conference on Exploring Culture: Consumption, Organization and Communication, Vilnius University, 2012.

**Number of dissertations or theses supervised in the past 5 years:** N/A

**Recent distinctions:** Rackham Conference Travel Grant, UM, 2012; CREES Research, Internship, and Fellowship Program Grant, UM, 2012.

## EAGLE, HERBERT

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**Department and tenure status:** Associate Professor and Chair, Department of Slavic Languages and Literatures, and Associate Professor in the Residential College, Tenured

**Education:** B.S., Humanities and Sciences and Mathematics, Massachusetts Institute of Technology, 1963; M.A., Slavic Languages and Literatures, University of Michigan, 1969; Area Studies Certificate, Soviet Studies, University of Michigan, 1969; Ph.D., Slavic Languages and Literatures, University of Michigan, 1973

**Academic experience:** Assistant to Associate Professor and Chair for Slavic, Purdue University, 1973-78; Associate Professor, UM, 1979-present; Chair, Department of Slavic Languages and Literatures, UM, 2007-present

**Overseas experience:** Czechoslovakia, India, USSR, Yugoslavia

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):  
Czech (5), French (5), Russian (5), German (3), Hindi (2)

**Time devoted to Russian, East European, and Eurasian Studies:** 100%

**Area courses taught:** History of World Film; Arts and Culture of Central Europe; Central European Cinema; Russian Cinema; Race, Ethnicity, and Gender in Central European Film; Modern Czech Literature; Polish Film; Czech Film; Yugoslav Film; St. Petersburg in Film; Survey of Eastern Europe; Russian and Ukrainian Cinema

**Research and teaching specialization:** Russian and East European literature and film; literary and film theory

**Recent publications:**

“How Poetic Structure Counters Socialist Realist Narrative in Illienko’s *White Bird with a Black Spot*.” *Kinokultura: Special Issue 9: Ukrainian Cinema* ([www.kinokultura.com/specials/9/ukrainian.shtml](http://www.kinokultura.com/specials/9/ukrainian.shtml)), December 2009.

“Power and the Visual Semantics of Polanski’s Films,” pp. 38-50 in E. Ostrowska and J. Orr, eds., *The Cinema of Roman Polanski*. London: Wallflower Press, 2007.

“Bipolar Asymmetry, Indeterminacy, and Creativity in Cinema,” pp. 229-47 in A. Schönle, ed., *Lotman and Cultural Studies: Encounters and Extensions*. Madison: University of Wisconsin Press, 2006.

*Words in Revolution: Russian Futurist Manifestoes 1912-1928*, w/ A. Lawton, eds. and trans. Washington: New Academia Publishing, 2005. (Reissue of 1988 Cornell University Press edition)

**Number of dissertations/theses supervised in the past 5 years:** 3.

## ELEY, GEOFF

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**Department and tenure status:** Karl Pohrt Distinguished University Professor of Contemporary History and Professor of History, Department of History, Tenured

**Education:** B.A., History, Balliol College, Oxford University, 1970; Ph.D., History, Sussex University, 1974

**Academic experience:** Fellow and Director of Studies in History, Emmanuel College, University of Cambridge, 1975-79; Assistant to Full Professor, UM, 1979-present; Sylvia L. Thrupp Collegiate Professor of Comparative History, 2000-06; Karl Pohrt Distinguished University Professor of Contemporary History, 2006-present

**Overseas experience:** Germany, Great Britain

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):  
German (5)

**Time devoted to Russian, East European, and Eurasian Studies:** 25%

**Area courses taught:** Europe since 1700; Europe 1890-1945; Europe since 1945; Nations and Nationalism

**Research and teaching specialization:** European Left, 1848-present; German liberalism 1848-1933; cinema and the construction of the national past; conceptions of class in history and politics; nationalism; fascism; state formation; modern Europe; historiography; cultural studies

**Recent publications:**

*Nazism as Fascism: Violence, Ideology, and the Ground of Consent in Germany, 1930-1945.* London: Routledge, 2013.

"The Past under Erasure? History, Memory, and the Contemporary." *Journal of Contemporary History* 46(3): 555-73, 2011.

"A Disorder of Peoples: The Uncertain Ground of Reconstruction in 1945," pp. 291-314 in J. Reinisch and E. White, eds., *The Disentanglement of Populations: Migration, Expulsion and Displacement in Post-War Europe, 1944-1949.* Houndmills: Palgrave Macmillan, 2011.

*After the Nazi Racial State: Difference and Democracy in Germany and Europe,* w/ R. Chin et al., eds. Ann Arbor: University of Michigan Press, 2009.

**Number of dissertations/theses supervised in the past 5 years:** 2

**Recent distinctions:** Fellow, Institute for the Humanities, Birkbeck College, University of London, 2010.

## FEHÉRVÁRY, KRISZTINA

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**Department and tenure status:** Associate Professor of Anthropology, Tenured

**Education:** B.A., Cross-cultural Communications: Focus on East Central Europe and Media Studies, Brown University, 1984; M.A., Classics, Graduate Institute, St. John's College, Santa Fe, 1989; Ph.D., Cultural Anthropology, University of Chicago, 2005

**Academic experience:** Adjunct Assistant Professor, University of North Carolina, 2005-06; Visiting Assistant Professor, Duke University, 2006-07; Assistant to Associate Professor, UM, 2007-present

**Overseas experience:** Hungary (including research visits in 1996-98, 2000, 2004)

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):  
Hungarian (5), German (4), Spanish (4)

**Time devoted to Russian, East European, and Eurasian Studies:** 75%

**Area courses taught:** Anthropology and Film: East Central Europe; Built Environment and Consumer Cultures in Eastern Europe; Eastern Europe in Transformation; Senior Seminar in REEES; Globalizing Consumer Cultures

**Research and teaching specialization:** Socialist/post-socialist material culture, anthropology of the body

**Selected publications:**

*Politics in Color and Concrete: Socialist Materialities and the Middle-class in Hungary, 1950-2000.* Bloomington: Indiana University Press, 2013.

"From Socialist Modern to Super-natural Organicism: Cosmological Transformations through Home Décor." *Cultural Anthropology* 27(4): 615-40, 2012.

"The Materiality of the New Family House in Hungary: Postsocialist Fad or Middle-class Ideal?" *City & Society* 23(1): 18-41, 2011.

"Polgári Lakáskultúra (Bourgeois Furnishings) and a Postsocialist Middle Class." *Journal of Hungarian Studies* 25(2): 267-86, 2011.

"Goods and States: The Political Logic of State Socialist Material Culture." *Comparative Studies in Society and History* 51(2): 426-59, 2009.

**Number of dissertations/theses supervised in the past 5 years:** 4

**Recent distinctions:** Research Grant, UM, 2008.

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**FINE, JOHN V.A.**

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**Department and tenure status:** Professor of History, Tenured

**Education:** B.A., History, Harvard College, 1961; M.A., History, Harvard University, 1965; Ph.D., History, Harvard University, 1969

**Academic experience:** Instructor, Harvard University, 1968-69; Assistant to Full Professor, UM, 1969-present

**Overseas experience:** Yugoslavia/Bosnia (undergraduate study, IIE grant, 1961-62; dissertation research, Yugoslav government grant, 1966-67; postdoctoral research, IREX grant, 1972; Guggenheim Fellowship, 1982-83; several visits, 1985-present); Bulgaria; Czech Republic; USSR/Russia

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Serbo-Croatian (5), Russian (5), Bulgarian (4), French (4), Macedonian (4), Classical Greek (3), Latin (3), Old Church Slavic (3)

**Time devoted to Russian, East European, and Eurasian Studies:** 100%

**Area courses taught:** Politics of World War II in Europe; Yugoslavia: From Its Formation to Its Destruction; The Balkans: 6th Century-1878; History of the Balkans since 1878; Studies in Balkan History; Byzantine History; Balkans: Problems in Ethnicity/Nationalism

**Research and teaching specialization:** Medieval and modern Balkans, Byzantium, Eastern Church history

**Recent publications:**

“Strongman Can Be Beneficial: The Exceptional Case of Josip Broz Tito,” pp. 269-318 in B. Fischer, ed., *Balkan Strongmen*. London: Hurst, 2008.

*When Ethnicity Did Not Matter in the Balkans: A Study of Identity in Pre-Nationalist Croatia, Dalmatia, and Slavonia in the Medieval and Early-Modern Periods*. Ann Arbor: University of Michigan Press, 2006.

“Heretical Thoughts about the Postcommunist Transition in the Once and Future Yugoslavia,” pp. 179-92, 255-63 in N. Naimark and H. Case, eds., *Yugoslavia and its Historians*. Stanford: Stanford University Press, 2003.

**Number of dissertations/theses supervised in the past 5 years:** 4

**Recent distinctions:** University of Michigan Press Book Award, 2007 (for *When Ethnicity Did Not Matter in the Balkans*).

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**FORT, ELENA**

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**Department and tenure status:** Lecturer I in Slavic Languages and Literatures (Russian), Non-tenure-track

**Education:** B.A., Teacher of Literature, Russian and English Languages, Volgograd State Pedagogical University, 2001; M.A., Philological Education, Volgograd State Pedagogical University, 2002; Ph.D., Russian Language Studies, Volgograd State Pedagogical University, 2006; M.A., Educational Technologies, Michigan State University, 2011

**Academic experience:** Instructor of Russian, Volgograd State Technical University, 2001-06; Instructor, Volgograd State Architectural and Civil Engineering University, 2007-08; Instructor, Private school LANGUAGE LINK, 2008-09; Assistant Professor of Russian, Volgograd State Technical University, 2006-10; Lecturer I (Russian), UM, 2012-present

**Overseas experience:** Russia

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Russian (native)

**Language Pedagogy Training:** Searching for a Perfect Blend: Students, Teachers and Technology, UM workshop given by E. Dengub, 2014; ACTFL Full OPI Assessment Workshop (Russian/Slavic Languages), UM, 2014

**Time devoted to Russian, East European, and Eurasian Studies:** 100%

**Area courses taught:** Russian as a Second Language (Beginner, Elementary, Pre-Intermediate, Intermediate); Russian for Engineers; Second-Year Russian; Fifth-Year Russian

**Research and teaching specialization:** Russian language

**Recent publications:**

*Etimologija sovremennykh russkikh familij* [Etymology of Contemporary Russian Surnames]. Volgograd: Volgograd State Technical University, 2009.

*Russkii iazyk dlia inzhenerov: Sbornik uprazhnenij* [Russian for Engineers: A Workbook], w/ O. Shiriaeva. Volgograd: Volgograd State University of Architecture and Civil Engineering, 2009.

“Principles of Etymological Analysis for Russian Surnames with Obscure Roots.” *Izvestiia VGPU. Ser. “Filologicheskie nauki” / VGPU* 7(31): 49-52, 2008.

**Number of dissertations or theses supervised in the past 5 years:** N/A.

## **GENNÉ, BETH**

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**Department and tenure status:** Professor of Dance and History of Art, Tenured

**Education:** B.A., Music Literature, University of Michigan, 1966; M.A., History of Art, University of Michigan, 1968; Ph.D., History of Art, University of Michigan, 1984

**Academic experience:** Lecturer to Full Professor, University of Michigan, 1988-present

**Overseas experience:** England (research, Roehampton Institute, University of Surrey, 1998-99); France (French Government Fulbright, 1973-74); Russia (conference, 2004)

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

French (3)

**Time devoted to Russian, East European, and Eurasian Studies:** 40%

**Area courses taught:** Art and Dance in the Age of Diaghilev; Age of Diaghilev 1909-1929; George Balanchine and the Transformation of American Dance

**Research and teaching specialization:** Dance history, twentieth-century ballet, George Balanchine

**Recent publications:**

“‘They Have Done Everything’: Balanchine and Folk Dance,” w/ L. Arkin and M. Smith. *Proceedings of the Society of Dance History Scholars*, 2008.

“Swine Lake: American Satire on Russian Ballet and What It Tells Us.” *Proceedings of Grounding Moves Conference*, Society of Dance History Scholars, 2006.

“Glorifying the American Woman: George Balanchine and Josephine Baker.” *Discourses in Dance* 3:1, 2005.

“Balanchine and the Black Dancing Body.” *Discourses in Dance* 3:1, 2005.

“A Century of Swan Lake: Then and Now,” pp. 53-59 in *Speaking of Dance*. Ann Arbor: University Musical Society, 2002.

**Number of dissertations/theses supervised in the past 5 years:** N/A

**Recent distinctions:** Senior Research Fellow, Department of Dance Studies, Roehampton Institute (a division of the University of Surrey), London, England, 1998-99; Robert Trotter Fellow, University of Oregon, 2003.

## **GETTY, AMANDA**

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**Department and tenure status:** Graduate Student Instructor in Russian and Ph.D. Student in Slavic Languages and Literatures, Non-tenure-track

**Education:** B.A., Modern Literary Studies, University of California, Santa Cruz, 2005; M.A., Russian, East European, and Eurasian Studies, UM, 2012; Ph.D. Student, Slavic Languages and Literatures, UM, 2011-present

**Academic experience:** Graduate Student Instructor in the Survey of Russia and in 20th Century Russia, UM, 2012; Graduate Instructor in Polish Literature and Central European Cinema, UM, 2011-12; Graduate Student Instructor in Russian, UM, 2012-present

**Overseas experience:** Russia (European University Education Abroad Program, Moscow, 2003; *Russia Today* Television Writer and Researcher, Moscow, 2006-07; International University of Moscow Russian Language and Area Studies Program, 2010, 2012; research visit, 2013)

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Russian (4), Polish (2), French (1)

**Language Pedagogy Training:** Slavic 410: Methods of Teaching Slavic Languages, Winter 2012; Searching for a Perfect Blend: Students, Teachers and Technology, UM workshop given by E. Dengub, 2014

**Time devoted to Russian, East European, and Eurasian Studies:** 100%

**Area courses taught:** First-Year Russian

**Research and teaching specialization:** Historical (re)imagination and the construction and elaboration of Russianness in post-Soviet film and literature

**Recent presentations:**

“*Nasmashka nad dokumentom*: The Films of Alexei Fedorchenko and the Destabilization of Identity.” ASEEEES Annual Conference, Boston, 2013.

**Number of dissertations/theses supervised in the past 5 years:** N/A

**Recent distinctions:** Foreign Language and Area Studies (FLAS) Fellowship for the study of Russian, Academic Year 2009-10, Summer 2010, UM; Title VIII Grant (U.S. Department of State), 2010 and 2012; FLAS Fellowship for the study of Polish, Academic Year 2011-12, UM; Department of Slavic Languages and Literatures Summer Funding Award, UM, 2012; Rackham Graduate Student Research Grant, UM, 2012.

## GITELMAN, ZVI

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**Department and tenure status:** Professor of Political Science and Preston R. Tisch Professor of Judaic Studies, Tenured

**Education:** B.A., Columbia University, 1962; B.Heb. Lit., Jewish Theological Seminary, 1962; A.M., Political Science, Columbia University, 1965; Ph.D., Political Science, Columbia University, 1968

**Academic experience:** Assistant to Full Professor, UM, 1968-present

**Overseas experience:** USSR, Lithuania, Ukraine, Poland, Czechoslovakia, Hungary, Bulgaria, Yugoslavia, Romania, Israel, Egypt, Western Europe, China, Philippines

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Hebrew (5), Yiddish (5), Russian (4), French (3), Czech (2), Polish (2)

**Time devoted to Russian, East European, and Eurasian Studies:** 75%

**Area courses taught:** Eastern Europe: Revolution, Reaction, and Reform; The Politics and Culture of Modern East European Jewry; Soviet and Post-Soviet Politics; Government and Politics of Eastern Europe; Ethnicity and Politics; Jewish Political Thought and Experiences: Eastern Europe, America and Israel; Theory and Practice of Communism

**Research and teaching specialization:** FSU, East European politics, ethnicity and politics, Russian and East European Jewry, Jewish Identity

**Recent publications:**

“Soviet Jews in World War Two: Experience, Perception and Interpretation,” in H. Murav and G. Estraikh, eds., *Soviet Jews and World War Two: Fighting, Witnessing, Remembering*. Brighton, MA: Academic Studies Press, 2014.

“Comparative and Competitive Victimization in the Post-Communist Sphere,” pp. 215-35 in A. Rosenfeld, ed., *Resurgent Antisemitism*. Bloomington: Indiana University Press, 2013.

*Jewish Identities in Post-Communist Russia and Ukraine: An Uncertain Ethnicity*. Cambridge: Cambridge University Press, 2012.

*Religion or Ethnicity? The Evolution of Jewish Identities*, ed. New Brunswick: Rutgers University Press, 2009.

**Number of dissertations/theses supervised in the past 5 years:** 4

**Recent distinctions:** Member, School for Historical Studies, Institute for Advanced Study, Princeton, Spring 2009; Senior Fellow, Davis Center for Russian Studies and Ukrainian Research Institute, Harvard University, 2010.

## GÖÇEK, FATMA MÜGE

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**Department and tenure status:** Professor of Sociology and Women’s Studies; and Associate Director, Center for Middle Eastern and North African Studies, Tenured

**Education:** B.A., Bosphorus University, 1979; M.A., Bosphorus University, 1981; M.A., Sociology, Princeton University, 1984; Ph.D., Sociology, Princeton University, 1988

**Academic experience:** Assistant to Full Professor, UM, 1988-present

**Overseas experience:** Turkey (education through M.A.; numerous research visits, 1981-present); France (language study, 1981)

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Turkish (native), Arabic (5), French (5), Ottoman Turkish (4), Persian (3), Russian (3)

**Time devoted to Russian, East European, and Eurasian Studies:** 25%

**Area courses taught:** Social Change and Development; Women and Islam; Culture, History, and Memory: Consideration of the Former Soviet Union, China, and South Africa; Turkish-Armenian Relations in the 20th Century

**Research and teaching specialization:** Historical sociology, social change, gender, sociological theory, sociology of the Middle East and Central Asia

**Recent publications:**

*Deciphering Denial: Ottoman Past, Turkish Present and Collective Violence against the Armenians, 1789-2009*. Oxford University Press, 2014 (forthcoming).

*A Question of Genocide: Armenians and Turks at the End of the Ottoman Empire*, w/ R. Suny and N. Naimark, eds. New York: Oxford University Press, 2011.

“In Search of the ‘Righteous People’: The Case of the Armenian Massacres of 1915,” pp. 33-50 in J. Semelin, C. Andrieu, and S. Gensburger, eds., *Resisting Genocide: The Multiple Forms of Rescue*. London: Hurst, 2011.

**Number of dissertations/theses supervised in the past 5 years:** 2

**Recent distinctions:** Harold R. Johnson Diversity Service Award, UM, 2004; 2005-06 Middle East Studies Association Academic Freedom Award (w/ Ron Suny), 2005-06.

## GREENE, ARTHUR

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**Department and tenure status:** Professor of Piano and Chair, Department of Piano, Tenured

**Education:** B.A., Yale University, 1976; M.M., The Juilliard School, 1978; D.M.A., State University of New York at Stony Brook, 1987

**Academic experience:** Guest Professor, Indiana University, 1983; Assistant Professor, University of Iowa, 1990-95; Assistant to Full Professor, UM, 1995-present

**Overseas experience:** Czech Republic, Poland, Ukraine, Yugoslavia, Italy, France, Germany, Portugal, Japan, China, Hong Kong, Korea, Brazil and Chile (piano performances and master classes)

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Ukrainian (3), French (1), German (1)

**Time devoted to Russian, East European, and Eurasian Studies:** 50%

**Area courses taught:** National Style, Cultural Institutions, and Globalization: A View from Russia

**Research and teaching specialization:** Piano performance, composers Fryderyk Chopin and Alexander Scriabin

**Selected recordings:**

*Roslavets Violin Sonatas Nos. 1, 4 and 6 / 3 Dances*, w/ S. Soroka. Naxos, 2006.

*Bolcom Violin Sonatas Nos. 1-4*, w/ S. Soroka. Naxos, 2006.

*Scriabin Piano Concerto*, w/ Czech National Symphony. Toronto: Carlton Classics, 1998.

**Number of dissertations/theses supervised in the past 5 years:** N/A.

## GRZYMALA-BUSSE, ANNA

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**Department and tenure status:** Professor of Political Science; Ronald and Eileen Weiser Professor of European and Eurasian Studies; and Director, Weiser Center for Emerging Democracies and Weiser Center for Europe and Eurasia, tenured

**Education:** B.A., Public and International Affairs, Princeton University, 1992; M.Phil., Social and Political Studies, Cambridge University, 1993; Ph.D., Harvard University, 1999

**Academic experience:** Assistant to Associate Professor, Yale University, 2000-04; Associate to Full Professor, UM, 2005-present; Ronald and Eileen Weiser Professor of European and Eurasian Studies, UM, 2010-present

**Overseas experience:** Poland, Czech Republic, Slovakia (numerous research visits, Mellon, Krupp Foundation, ACLS, IREX, NCEEER and other grants, 1992-present)

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Czech (5), Polish (5), Slovak (5)

**Time devoted to Russian, East European, and Eurasian Studies:** 75%

**Area courses taught:** Comparative Politics and Post-Communism; East European Politics in Transition; States and Regimes in Comparative Perspective; Eastern Europe: Revolution, Reaction, and Reform; Authoritarian Politics; Eastern Europe between the Soviet Union and the European Union

**Research and teaching specialization:** Political parties, state development and transformation, informal political institutions, religion and politics, and post-communist politics

**Recent publications:**

“Historical Roots of Religious Influence on Post-Communist Democratic Politics,” in M. Beissinger and S. Kotkin, eds., *Historical Legacies of Communism in Russia and East Europe*. New York: Cambridge University Press (forthcoming).

“Why are There are (Almost) No Post-Communist Christian Democratic Parties?” *Party Politics*, 19(2), 2013.

“Why Comparative Politics Should Take Religion (More) Seriously.” *Annual Review of Political Science* 15: 421-42, 2012.

“Time Will Tell? Temporality and the Analysis of Causal Mechanisms and Processes.” *Comparative Political Studies* 44(9):1267-97, 2011.

“The Best Laid Plans: The Impact of Informal Rules on Formal Institutions in Transitional Regimes.” *Studies in Comparative International Development* 45(3): 311–33, 2010.

*Rebuilding Leviathan: Party Competition and State Exploitation in Post-Communist Democracies*. New York: Cambridge University Press, 2007.

**Number of dissertations/theses supervised in the past 5 years:** 15

**Recent distinctions:** AAASS’s Ed A. Hewett Book Prize, 2008 (for *Rebuilding Leviathan*); appointed Ronald and Eileen Weiser Professor of European and Eurasian Studies, 2010-15; APSA’s Alexander George Award for Best Article in Qualitative Methods, 2012 (for “Time Will Tell”); Faculty Recognition Award, UM, 2013; Fernand Braudel Senior Fellowship, European University Institute, Florence, 2014.

## HAGEN, GOTTFRIED

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**Department and tenure status:** Associate Professor for Turkish Language and Culture, Tenured

**Education:** M.A., Islamic Studies, Semitic Languages, Medieval and Modern History, Ruprecht-Karls-Universität Heidelberg, 1989; Ph.D., Turkish Studies, Freie Universität Berlin, 1996

**Academic experience:** Research Assistant, Institut für Sprachen und Kulturen des Vorderen Orients, Friedrich-Schiller-Universität Jena, 1996-2000; Assistant to Associate Professor, UM, 2000-present

**Overseas experience:** Germany (education through Ph.D. and initial employment, 1981-2000); Greece; Turkey (high school, 1977-81); Egypt (language study, DAAD grant, 1986); Ukraine (research visit, 1991-92)

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

German (native), Modern Turkish (5), Ottoman (4), Russian (3), Arabic (2), French (2), Italian (2), Persian (2), Modern Greek (1)

**Time devoted to Russian, East European, and Eurasian Studies:** 50%

**Area courses taught:** Intermediate Turkish; Introduction to Turkish Civilization; Readings in Ottoman Turkish; Introduction to South Eastern European Studies; An Islamic City in the Balkans; The Literature of the Turks; Ottoman Turkish Culture

**Research and teaching specialization:** Turkish language and culture, Ottoman geographical and historiographical writing, social and religious life in Ottoman Southeastern Europe

**Recent publications:**

*Other Places: Ottomans Traveling, Seeing, Writing, Drawing the World: Essays in Honor of Thomas D. Goodrich*, w/ B. Tezcan, eds. *The Journal of Ottoman Studies* 39, 2012.

"Dreaming Osmans: Of History and Meaning," pp. 99-121 in Ö. Felek and A. Knysh, eds., *Dreams and Visions in Islamic Societies*. Albany, NY: SUNY Press, 2012.

"The Order of Knowledge, the Knowledge of Order: Intellectual Life," pp. 407-56 in S. Faroqhi and K. Fleet, eds., *The Cambridge History of Turkey, Vol. 2: The Ottoman Empire as a World Power, 1453-1603*. Cambridge: Cambridge University Press, 2012.

"The Imagined and the Historical Muhammad: A Review of Recent Publications." *Journal of the American Oriental Society* 129(1): 97-111, 2009.

**Number of dissertations/theses supervised in the past 5 years:** 1.

## HELL, JULIA

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**Department and tenure status:** Professor, Department of Germanic Languages and Literatures, Tenured

**Education:** B.A., French and Psychology, University of Wisconsin, Madison, 1981; M.A., German, University of Wisconsin, Madison, 1983; Ph.D., German Literature, University of Wisconsin, Madison, 1989

**Academic experience:** Assistant Professor, Duke University, 1989-97; Associate to Full Professor, UM, 1997-present

**Overseas experience:** Germany (postgraduate study/research, 1983-85; occasional research visits, 1989-present); France (undergraduate study abroad, 1977-79)

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

French (5), German (5), Latin (3)

**Time devoted to Russian, East European, and Eurasian Studies:** 30%

**Area courses taught:** German Literature after 1945: Narratives of Division; The Third Reich and Its Legacies; Precarious Life: Art, Aesthetics, and Politics

**Research and teaching specialization:** 19th- and 20th-century German studies (including East German literature), history and theory of realism/modernism, empires and their ruins

**Recent publications:**

*Ruins of Modernity*, w/ A. Schönle, eds. Durham: Duke University Press, 2010.

"Modernity and the Holocaust or Listening to Eurydice." *Theory Culture & Society* 27(6): 125-54, 2010.

"The Twin Towers of Anselm Kiefer and the Trope of Imperial Decline." *The Germanic Review* 84(1): 84-93, 2009.

"Remnants of Totalitarianism: Hannah Arendt, Heiner Müller, Slavoj Žižek, and the Re-invention of Politics." *Telos* 136(Fall): 76-104, 2006.

**Number of dissertations/theses supervised in the past 5 years:** 2

**Recent distinctions:** Helmut F. Stern Professor, Institute for Humanities, UM, 2010-11.

## HERSCHER, ANDREW

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**Department and tenure status:** Associate Professor of Architecture, Slavic Languages and Literatures, and History of Art, Tenured

**Education:** B.A., Architecture, Yale College, 1983; M.Arch., Harvard Design School, 1989; Diploma, Program on Art and Architectural History of Central Europe, Central European University, 1992; Ph.D., Architectural History and Theory, Harvard University, 2002

**Academic experience:** Visiting Lecturer, Dartmouth College, 2003; Visiting Assistant Professor, University of Illinois, Urbana-Champaign, 2003-05; Assistant to Associate Professor, UM, 2005-present; Adjunct Associate Professor, Graduate School of Architecture, Planning and Preservation, Columbia University, 2012

**Overseas experience:** Bosnia and Herzegovina (research, Aga Khan Foundation grant, 1988; Mostar cultural heritage reconstruction project, 1995-96); Slovenia (Fulbright, 1993; visiting lecturer, 1994-95); Czech Republic (exhibition and catalogue preparation, 1993-95; visiting lecturer, 1995; research, IREX grant, 1998); Kosovo (cultural heritage projects, 1999-present; visiting lecturer, 2001); Hungary (study abroad program director, 2003)

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Czech (3), Bosnian/Croatian/Serbian (2), Slovenian (2)

**Time devoted to Russian, East European, and Eurasian Studies:** 75%

**Area courses taught:** Urbicide: Violence against the City; Reconstruction: Architecture after Disaster; Technologies of Memory: Heritage, Monuments, Museums; Violence and Evidence: Human Rights Reporting and Problems of Representation; 20th-Century Architecture; Non-governmentality: Designs, Cultures, Politics

**Research and teaching specialization:** Memory, trauma and cultural heritage; architecture and human rights; modern and postmodern architectural history and theory; area specializations in the Balkans and Eastern Europe

**Recent publications:**

“Political Activism in Post-Yugoslavia: Heritage, Identity and Agency,” pp. 471-90 in M. McLagan and Y. McKee, eds., *Sensible Politics: The Visual Culture of Nongovernmental Activism*. NY: Zone Books, 2012.

“Points of No Return: Cultural Heritage and Counter-Memory in Post-Yugoslavia,” pp. 147-60 in E. Lehrer, C. Milton, and M. Patterson, eds., *Curating Difficult Knowledge: Violent Pasts in Public Places*. NY: Palgrave Macmillan, 2011.

*Violence Taking Place: The Architecture of the Kosovo Conflict*. Stanford: Stanford University Press, 2010.

**Number of dissertations/theses supervised in the past 5 years:** 8

**Recent distinctions:** Quadrant Program Visiting Scholar, Institute for Advanced Study, University of Minnesota, 2012.

## HOFFMAN, ALEXANRDA

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**Department and tenure status:** Lecturer I in Judaic Studies (Yiddish), Non-tenure-track

**Education:** B.A., English and History, and B.Ed., York University, 2005; Ph.D., Comparative Literature, UM, 2012

**Academic experience:** Graduate Student Instructor (English Composition, Jews of the Modern World, Epistemology and Mystery, The New Americans), UM, 2006-08; Graduate Student Instructor (Yiddish), UM, 2009-12; Lecturer I (Yiddish), 2012-present

**Overseas experience:** Ukraine (research fieldwork, July 2007 and 2008)

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Hebrew (native), Russian (native), Yiddish (5), Ukrainian (2), French (1), Italian (1)

**Language pedagogy training:** Uriel Weinreich Program, NYU and YIVO in Yiddish Language, Literature, and Culture, Summer 2006; Goldreich Institute for Yiddish Language, Literature, and Culture at Tel Aviv University, Summer 2008

**Time devoted to Russian, East European, and Eurasian Studies:** 100%

**Area courses taught:** Introductory, Intermediate, and Advanced Yiddish

**Research and teaching specialization:** African American literature, Jewish languages and literatures, minority humor, diaspora studies, performativity of race and sexuality

**Recent Publications:**

“Laughing Matters: Irony and Translation in ‘Der gliklekhster in Kodne’,” in G. Estraiikh et al., eds., *Translating Sholem Aleichem: History, Politics, and Art*. Oxford: Legenda, 2012.

**Number of dissertations/theses supervised in the past 5 years:** N/A

**Recent distinctions:** Jean and Samuel Frankel Center Fellowship and International Institute Individual Fellowship, UM (for field research in Mohilev-Podolskii, Ukraine), Summer 2007; CREES Summer Fellowship, UM (for field research in Ukraine), Summer 2008.

## HOFFMANN, KRZYSZTOF

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**Department and tenure status:** Lecturer I in Slavic Languages and Literatures, Non-tenure-track

**Education:** M.A., Polish Philology, Adam Mickiewicz University, 2007; Ph.D., Polish and Classical Philology, Adam Mickiewicz University, 2011

**Academic experience:** Lecturer, Assistant Adjunct Professor, Department of Poetics and Literary Criticism, Adam Mickiewicz University, 2011-present; Lecturer I, UM, Winter 2014

**Overseas experience:** France, Poland, Sweden, Turkey

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Polish (native), English (5), French (4), Swedish (2), Russian (2), Latin (2), Ancient Greek (2)

**Time devoted to Russian, East European, and Eurasian Studies:** 100%

**Area courses taught:** History of Polish Literature after 1989; Polish Poetic Masterpieces of the 20th and 21st Century; Polish Cinema; Polish Literature: 1890 to Present

**Research and teaching specialization:** Polish literature and culture

**Recent publications:**

*Miejsce, w: Stanisław Brzozowski – (ko)reperytycje 2*, pod red. T. Mizerkiewicza, A. Skrendy i K. Uniłowskiego. Uniwersytet Śląski, Katowice 2013, s. 99-109.

*Zaangażowanie Szczepana Kopyta*. "Czas Kultury." 2012, nr 5, s. 52-59.

*Rekorekcje, w: Pokarmy. Szkice o twórczości Eugeniusza Tkaczyszyna-Dyckiego*, pod red. P. Śliwińskiego. WBPiCAK, Poznań 2012, s. 143-56.

*Dubitatio. O poezji Eugeniusza Tkaczyszyna-Dyckiego*. Wydawnictwo FORMA. Fundacja Literatury imienia Henryka Berezny, Szczecin, Bezzecze 2012.

*Dylematy i problemy młodej krytyki*. "FA-art." 2011, nr 1-2, s. 55-60.

**Number of dissertations/theses supervised in the past 5 years:** N/A

**Recent distinctions:** Ministry of Science and Higher Education Award, Poland, 2005-06 and 2006-07; Adam Mickiewicz University Foundation Scholarship, 2009; Fulbright Lectureship in Slavic Studies Award, 2014.

## HUMESKY, ASSYA

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**Department and tenure status:** Professor Emerita of Slavic Languages and Literatures

**Education:** B.A., French, Albertus Magnus College, 1950; A.M., Slavic Languages and Literatures, Radcliffe College, 1951; Ph.D., Slavic Languages and Literatures, Radcliffe-Harvard University, 1955

**Academic experience:** Assistant to Full Professor, UM, 1953-98; Professor Emerita, UM, 1998-present

**Overseas experience:** USSR, Russia, Ukraine, Israel, Austria, Italy, England

**Language pedagogy training:** NEH Grant, Individualized Instruction in Ukrainian, Ohio State University, 1983-85; NEH Grant, Ukrainian Proficiency Testing, University of Kansas, 1993-95

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Russian (5), Ukrainian (5), French (3), German (3), Polish (2), Serbian (2)

**Time devoted to Russian, East European, and Eurasian Studies (research):** 25%

**Area courses taught:** Introduction to Russian Literature; Russian Stylistics; Semantics in Russian Literature; Ukrainian Literature; Russian Drama Since 1917; Russian Poetry; Russian Short Novel; Russian Historical Novel

**Research and teaching specialization:** Russian poetry, drama and stylistics; Ukrainian language and literature

**Recent publications:**

*Jacob P. Hursky, Selected Works*, ed. New York-Kyiv-Lviv: The Ukrainian Academy of Arts and Sciences in the US, Inc., 2008.

*Mirtala Pylypenko: Sculptor and Poet*, ed. New York-Kyiv-Lviv: The Ukrainian Academy of Arts and Sciences in the US, Inc., 2007

*The Ever-Present Past: The Memoirs of Tatiana Kardinalowska* (from Ukrainian to English w/ V. Kaczmarek). Edmonton: Canadian Institute of Ukrainian Studies Press, 2003.

*Nation-building in the Independent Ukraine*, w/ S. Kulchytskyi and N. Vysotskaia. New York: Ukrainian American Association of University Professors, 2003.

*Modern Ukrainian*, 3rd ed. Edmonton: Canadian Institute of Ukrainian Studies, 2001.

**Number of dissertations/theses supervised in the past 5 years:** N/A.

## JACKSON, JOHN E.

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**Department and tenure status:** M. Kent Jennings Collegiate Professor of Political Science, Tenured  
**Education:** B.S., Industrial Management, Carnegie-Mellon University, 1965; M.S., Carnegie-Mellon University, 1964; M.P.A., Harvard University, 1966; Ph.D., Political Economy and Government, Harvard University, 1969  
**Academic experience:** Assistant to Associate Professor, Harvard University, 1970-77; Associate Professor, University of Pennsylvania, 1977-80; Professor, UM, 1980-present  
**Overseas experience:** Poland (research visits, Fulbright grants, 1993-94 and 2003-04; other research visits, 2004-present); Ukraine; Russia

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):  
Polish (1)

**Time devoted to Russian, East European, and Eurasian Studies:** 35%

**Area courses taught:** Political Economy of Transition

**Research and teaching specialization:** American government and politics; political economy; political and economic transition in Poland, including accession to the EU; the role of new enterprises and self-employment in changing economics and politics

**Recent publications:**

“Buying Support and Regime Change: The Evolution of Polish Attitudes Towards the EU and Voting Between Accession and 2008,” w/ B. Mach and J. Miller-Gonzalez. *European Union Politics* 12(2) 147-67, 2011.

“Party Strategy and Electoral Competition in Post-Communist Countries: Evidence from Poland,” w/ B. Mach and R. Markowski. *Journal of Electoral Studies* 29(2): 199-209, 2010.

“Job Creation, Job Destruction, Labour Mobility and Wages in Poland, 1988 to 1998,” w/ B. Mach. *Economics of Transition* 17(3): 503-30, 2009.

**Number of dissertations/theses supervised in the past 5 years:** N/A

**Recent distinctions:** Minister’s Award from the Polish Ministry of Science and Higher Education, 2006; elected to American Academy of Arts and Sciences, 2008; Career Achievement Award from the American Political Science Association’s Society for Political Methodology, 2008; Tronstein Prize for Innovative Teaching, Department of Political Science, UM, 2009; Distinguished Faculty Achievement Award, UM, 2009.

## KANDOGAN, YENER

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**Department and tenure status:** Professor of International Business and Associate Dean, School of Management, UM Flint, Tenured

**Education:** B.S., Electrical and Electronics Education, Bilkent University, 1993; Postgraduate Dipl., Economics, London School of Economics, 1994; M.S., Economics, Bilkent University, 1996; Ph.D., Economics, UM, 2001

**Academic experience:** Visiting Assistant Professor, University of Notre Dame, 2001-02; Assistant to Associate Professor of Business Economics, UM Flint, 2002-2008; Associate Professor of International Business to Full Professor, UM Flint, 2008-present

**Overseas experience:** Turkey (education through M.S.); England (postgraduate training)

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):  
Turkish (native), French (3)

**Time devoted to Russian, East European, and Eurasian Studies:** 25%

**Area courses taught:** Global Dimensions of Management, International Business

**Research and teaching specialization:** International business, international economics, international trade theory, European economy, transition countries, comparative economics

**Recent publications:**

“The Effect of Trade and Investment Liberalization on Spatial Concentration of Economic Activity.” *International Business Review* 23: 648-59, 2014.

“Examining the Global Reach of the 2008 US Economic Downturn.” *Thunderbird International Business Review* 53(2): 129-43, 2011.

“Falling Walls and Lifting Curtains: Analysis of Border Effects in Transition Countries.” *Journal of International Trade and Economic Development* 17: 85-104, 2008.

**Number of dissertations/theses supervised in the past 5 years:** N/A

**Recent distinctions:** Golden Apple Teaching Awards, UM Flint, 2004-08; Win Cooper II Faculty Excellence Award, 2014.

## **KHAGI, SOFYA**

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**Department and tenure status:** Assistant Professor of Slavic Languages and Literatures and Associate Director, CREES, Tenure-track

**Education:** B.A., English Language and Literature, University of Rochester, 1996; M.A., Comparative Literature, Dartmouth College, 1999; Ph.D., Slavic Languages and Literatures, Brown University, 2006

**Academic experience:** Visiting Instructor, University of Rochester, Spring 2004; Visiting Instructor, Bates College, Fall 2005; Lecturer I to Assistant Professor, UM, 2006-present

**Overseas experience:** Czech Republic (language study, 2000); Russia (research visits, 2003, 2008, 2010, 2011, 2012)

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Russian (native), Latvian (4), Czech (3), French (3), German (2)

**Time devoted to Russian, East European, and Eurasian Studies:** 100%

**Area courses taught:** Survey of Russian Literature from 1820-70; Russian Literature of the 18th Century; Russian Culture and Society; Advanced Seminar in Russian: What is Art?; World Utopia and Dystopia in Fiction and Film; Slavic Proseminar: Research Methods; Russian Fantasy and Science Fiction; Gogol

**Research and teaching specialization:** 19th- and 20th-century Russian poetry, Romanticism, contemporary Russian literature and culture, Baltic literatures and cultures

**Selected publications:**

“One Billion Years after the End of the World: Historical Deadlock, Contemporary Dystopia, and the Continuing Legacy of the Strugatskii Brothers.” *Slavic Review* 72(2): 267-86, 2013.

*Silence and the Rest: Verbal Skepticism in Russian Poetry.* Evanston: Northwestern University Press, 2013.

“The Monstrous Aggregate of the Social: Toward Biopolitics in Victor Pelevin’s Work.” *Slavic and East European Review* 55(3): 452-54, 2011.

“Garros-Evdokimov and Commodification of the Baltics.” *Journal of Baltic Studies* 14(1): 119-37, 2010.

**Number of dissertations/theses supervised in the past 5 years:** 4

**Recent distinctions:** Dr. Pranas A. Sveikauskas Award for Outstanding Dissertation in Slavic Studies, 2006.

## **KIVELSON, VALERIE A.**

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**Department and tenure status:** Thomas N. Tentler Collegiate Professor of History, Professor of History, and Arthur F. Thurnau Professor, Tenured

**Education:** B.A., History, Harvard University, 1980; M.A., Russian Language and Literature, San Francisco State University, 1982; M.A., Russian History, Stanford University, 1983; Ph.D., Russian History, Stanford University, 1988

**Academic experience:** Assistant to Full Professor, Department of History, UM, 1989-present

**Overseas experience:** USSR/Russia (dissertation research, Fulbright-Hays and IREX grants, 1985-86, SSRC grant, 1986-87; numerous postdoctoral research visits, SSRC, UM, IREX, and ACLS/SSRC/NEH grants, 1989-present)

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Russian (4), French (4), Spanish (3), German (1)

**Time devoted to Russian, East European, and Eurasian Studies:** 75%

**Area courses taught:** Medieval and Early Modern Russia: From the Vikings to Peter the Great; Imperial Russia; 18th-Century Russia; Russia under the Tsars; Russian Orthodoxy; Witchcraft: Russia and Europe 1450-1750; Autocracy and Dictatorship in Russia and the Soviet Union

**Research and teaching specialization:** Early modern Russia, political culture, witchcraft, cartography, empire, serfdom

**Recent publications:**

“Lethal Convictions: The Power of a Satanic Paradigm in Russian and European Witch Trials.” *Magic, Ritual, and Witchcraft* 6(1): 34-61, 2011.

“Prosaic Witchcraft and Semiotic Totalitarianism: Muscovite Magic Reconsidered,” w/ J. Shaheen. *Slavic Review* 70(1): 23-44, 2011.

*The New Muscovite Cultural History: A Collection in Honor of Daniel B. Rowland*, w/ K. Petrone et al., eds. Bloomington: Slavica, 2009.

**Number of dissertations/theses supervised in the past 5 years:** 5

**Recent distinctions:** Steelcase Research Professorship (Faculty Fellowship), Institute for the Humanities, UM, 2009-10; appointed Thomas N. Tentler Collegiate Professor of History, UM, 2013-18.

## KNYSH, ALEXANDER

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**Department and tenure status:** Professor of Islamic Studies, Tenured

**Education:** B.A., M.A., Arabic Philology and Literature, State University of Leningrad, 1979; Ph.D., Islamic Studies, Institute for Oriental Studies, Academy of Sciences of the USSR, Leningrad, 1986

**Academic experience:** Visiting Lecturer of Middle Eastern History and Islamic Studies, State University of Leningrad/St. Petersburg, 1988-91; Visiting Assistant Professor/Rockefeller Fellow, Washington University, 1992-93; Assistant Professor, University of Northern Colorado, 1993-94; Assistant Professor to Full Professor, UM, 1994-present; The Sharjah Chair of Islamic Studies, University of Exeter, 1997-98

**Overseas experience:** USSR/Russia (education through Ph.D. and initial employment; research visits, 1991-present); Yemen (field research, 1986-89; 1999); Persian Gulf; England

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):  
Russian (native), Arabic (5), French (3), German (3), Spanish (3), Persian (2)

**Time devoted to Russian, East European, and Eurasian Studies:** 50%

**Area courses taught:** Islamic Intellectual History; Introduction to Islam; Islamic Theology and Law; Islam and Europe: Myth and Reality; Modern Islamic Movements in Comparative Perspective; Senior Seminar in REEES

**Research and teaching specialization:** Islamic studies, Islam in the Russian Empire and former Soviet Union, Islamic movements in the Northern Caucasus

**Recent publications:**

“Islam and Arabic as the Rhetoric of Insurgency: The Case of the Caucasus Emirate.” *Studies in Conflict and Terrorism*. 35(4): 315-37, 2012.

*Dreams and Visions in Islamic Societies*, w/ Ö. Felek, eds. Albany, NY: SUNY Press, 2012.

**Number of dissertations/theses supervised in the past 5 years:** 12

**Recent distinctions:** Open Society Foundations Higher Education Support Program Grant for the project “Islam: Religious and Social Practices. Universality and Locality,” 2011-13; EURIAS Senior Fellow, The Helsinki Collegium for Advanced Studies, Helsinki, 2014-15.

## KODJEBACHEVA, GERGANA

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**Department and tenure status:** Assistant Professor of Health Science and Administration, UM Flint, Tenure-track

**Education:** B.S., Economics, UCLA, 2003; M.A., Urban Planning: Environmental Analysis and Policy, UCLA, 2005; Ph.D., Public Health, UCLA, 2009

**Academic experience:** Visiting Assistant Professor to Assistant Professor of Health Science and Administration, School of Health Professions and Studies, UM Flint, 2012-present

**Overseas experience:** Bulgaria

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):  
Bulgarian (native)

**Time devoted to Russian, East European, and Eurasian Studies:** 15%

**Area courses taught:** N/A

**Research and teaching specialization:** Health economics, health program evaluation, health and health behaviors of Roma people and people of different ethnic groups in Eastern Europe

**Recent presentations:**

“Romani Children’s Health in Bulgaria: Results of Structured Interviews with Romani Mothers,” w/ S. Bozukova and S. Mutafova. American Public Health Association Annual Meeting, Washington, 2011.

“Health of Romani Children in Eastern Europe: A Conceptual Framework,” w/ S. Bozukova. American Public Health Association Annual Meeting, Denver, 2010.

**Number of dissertations/theses supervised in the past 5 years:** 1

**Recent distinctions:** Postdoctoral Fellow, UCLA Jules Stein Eye Institute, 2009-12; Golden Apple Teaching Award, UM-Flint, 2012, 2013, 2014; Outstanding Professor/Mentor Award, Phi Sigma Sigma, Theta Phi Alpha, and Sigma Sigma Sigma Societies, UM-Flint, 2013.

## KRUTIKOV, MIKHAIL

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**Department and tenure status:** Associate Professor of Judaic Studies and Slavic Languages and Literatures, Tenured

**Education:** Diploma, Mathematics, Moscow State University, 1979; Certificate, Yiddish Language and Literature, A.M. Gorky Institute of Literature, Moscow, 1991; Ph.D., Jewish Literature, Jewish Theological Seminary of America, New York, 1998

**Academic experience:** Lecturer in Yiddish Literature, School of Oriental and African Studies, University of London, 1999-2002; Visiting Assistant Professor, UM, 2002-03; Assistant to Associate Professor, UM, 2003-present

**Overseas experience:** Russia, Israel, United Kingdom

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):  
Russian (native), Hebrew (5), Yiddish (5)

**Time devoted to Russian, East European, and Eurasian Studies:** 100%

**Area courses taught:** Zionism and Communism; Yiddish Literature in Translation; Cultural History of Jews in Europe, 1750-1881; History of Yiddish Studies; Introduction to the Culture of Russian Jews; Young Rebel as Hero in Yiddish, Hebrew, and Russian Literature; Cultural Studies: Jews and Modernism; Jewish Writing in 20th-Century Central and Eastern Europe; Yiddish Love Stories; Shtetl: Image and Reality

**Research and teaching specialization:** Yiddish literature and culture, Jews in Eastern and Central Europe, contemporary Jewish literature

**Recent publications:**

*Uncovering the Hidden: The Works and Life of Der Nister*, w/ G. Estraikh and K. Hoge, eds. Oxford: Legenda, 2014.

*Joseph Opatoshu: A Yiddish Writer between Europe and America*, w/ S. Koller and G. Estraikh, eds. Oxford: Legenda, 2013.

*From Kabbalah to Class Struggle: Expressionism, Marxism, and Yiddish Literature in the Life and Work of Meir Wiener*. Stanford: Stanford University Press, 2010.

**Number of dissertations/theses supervised in the past 5 years:** 2

**Recent distinctions:** Deutsche Forschungsgesellschaft Research Grant, 2008; Fenia and Yaakov Leviant Memorial Prize in Yiddish Studies, Modern Language Association (*From Kabbalah to Class Struggle*), 2012.

## LAMBROPOULOS, VASSILIOS

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**Department and tenure status:** C. P. Cavafy Professor of Modern Greek, Professor of Modern Greek Studies, and Professor of Comparative Literature, Tenured

**Education:** B.A., Byzantine and Modern Greek Studies, University of Athens, Greece, 1975; Ph.D., Byzantine and Modern Greek Studies, University of Thessaloniki, Greece, 1980

**Academic experience:** Assistant to Full Professor, Department of Near Eastern, Judaic, and Hellenic Languages and Literatures, Ohio State University, 1981-96; Professor, Department of Greek and Latin, Modern Greek Program, Ohio State University, 1992-99; C. P. Cavafy Professor of Modern Greek, Professor of Modern Greek Studies, Department of Classical Studies, and Professor of Comparative Literature, UM, 1999-present

**Overseas experience:** Greece; England (Postdoctoral Fellow, School of Hellenic and Roman Studies and Department of English, University of Birmingham, 1979-81)

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):  
Modern Greek (native), Ancient Greek (5), Latin (3)

**Time devoted to Russian, East European, and Eurasian Studies:** 15%

**Area courses taught:** Intermediate and Advanced Modern Greek; Literature and Other Arts

**Research and teaching specialization:** Modern Greek and Southeastern European culture, classical reception, civic ethics and democratic politics, tragedy and the tragic

**Recent publications:**

"Farewell to the Revolution!," pp. 115-30 in V. Calotychos, ed., *Manolis Anagnostakis: Poetry and Politics, Silence and Agency in Post-War Greece*. Madison: Fairleigh Dickinson University Press, 2012.

"Greek Chorus in 09." *Journal of Modern Greek Studies* 28(2): 277-83, 2010.

"Governance, Hubris, and Justice in Modern Tragedy." *Thesis Eleven* 93(1): 22-35, 2008.

**Number of dissertations/theses supervised in the past 5 years:** N/A

**Recent distinctions:** 1st Nikos Kazantzakis Award, Pancretan Association of America, 2006.

## LAWRENCE, JANET H.

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**Department and tenure status:** Professor of Education, Tenured

**Education:** B.S., Tufts University, 1966; M.S., Smith College, 1969; Ph.D., University of Michigan, 1972

**Academic experience:** Lecturer, School of Education, UM, 1972-73; Lecturer, University of California, San Diego, 1973-74; Assistant Research Scientist, Center for Research on Learning and Teaching, UM, 1975-85; Assistant to Full Professor, School of Education, UM, 1975-present

**Overseas experience:** China, Kyrgyzstan, Russia, Ireland

**Time devoted to Russian, East European, and Eurasian Studies:** 15%

**Area courses taught:** International and Comparative Higher and Postsecondary Education

**Research/teaching specialization:** International and comparative higher education, teaching and learning in postsecondary education, academic innovation

**Recent publications and presentations:**

“The Intercultural Travel of Democratic Ideas and Practices,” w/ T. Suspitsyna. Annual Meeting of the American Educational Research Association, Montreal, 2005.

“Conceptions of Democratic Universities in Newly Independent States: Global, National and Local Influences,” w/ T. Suspitsyna. Annual Meeting of the European Association for Institutional Research, Limerick, Ireland, 2003.

*Democratization of Higher Education Administration in Kyrgyzstan.* Final Report to USIS-NISCUPP Project 1A-ASLJG9190345, 2003.

**Number of dissertations/theses supervised in the past 5 years:** N/A

**Recent distinctions:** U.S. Department of State grant for project on Democratization of Higher Education Administration in Kyrgyzstan, 1999-2002; Special Advisor to the Dean on International Activities, School of Education, UM, 2006-present; Faculty Grant (w/ M. Bastedo), Toward a European Higher Education Area: Bologna Process and Beyond, European Union Center of Excellence, UM, 2008-11.

## LEMON, ALAINA

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**Department and tenure status:** Associate Professor of Anthropology, Tenured

**Education:** B.A., Anthropology, University of Wisconsin, Madison, 1987; M.A., Anthropology, University of Chicago, 1988; Ph.D., Anthropology, University of Chicago, 1996

**Academic experience:** Visiting Assistant Professor and Fellow, Michigan Society of Fellows, UM, 1996-99; Assistant to Associate Professor, UM, 1999-present

**Overseas experience:** Czech Republic (press analyst on Romani issues in Eastern Europe and Russia, Open Media Research Institute, 1995-96); Russia (dissertation research, IREX/Fulbright-Hays grants, 1992-93; occasional research visits, 1994-present; study tour directorship, 2004, 2006); Hungary

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Russian (5), Romani (4), French (2), Serbian (2), Hungarian (1)

**Time devoted to Russian, East European, and Eurasian Studies:** 75%

**Area courses taught:** Roma in Russia; Romani Diasporas; Ethnographic Genres: Social and Cultural Identities in Russia; Ideologies of Language and Performance in Russia and East Europe; Gender and Sexuality in Russia; East European and Post-Soviet Ethnography; St. Petersburg and Moscow Study Tours; Senior Seminar in REEES

**Research and teaching specialization:** Russian culture, public culture, and literature; gender (American, Romani, and Russian constructions); performance

**Recent publications:**

“Touching the Gap: Social Qualia and Cold War Contact.” *Anthropological Theory* 13(1/2): 67-88, 2013.

“Sympathy for the Weary State: Chronotopes, Empathies, and Moscow Others.” *Comparative Studies in Society and History* 51(4): 832-64, 2009.

“The Emotional Lives of Moscow Things.” *Russian History* 36: 1-18, 2009.

“Hermeneutic Algebra: Solving for Love, Time/Space, and Value in Putin-Era Personal Ads.” *Journal of Linguistic Anthropology* 18(2): 236-67, 2008.

“‘Dealing Emotional Blows’: Realism and Verbal ‘Terror’ at the Russian State Theatrical Academy.” *Language and Communication* 24(4): 313-37, 2004.

**Number of dissertations/theses supervised in the past 5 years:** 11

**Recent distinctions:** Michigan Humanities Award, LSA/Office of the Vice President for Research, UM, 2006; Hunting Family Faculty Fellow, Institute for Humanities, UM, 2010-11.

## LEONTIS, ARTEMIS

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**Department and tenure status:** Associate Professor of Modern Greek and Coordinator, Modern Greek Program, Tenured

**Education:** B.A., Religious Studies and Art, Oberlin College, 1979; M.A., Greek, Ohio State University, 1984; Ph.D., Comparative Literature, Ohio State University, 1991

**Academic experience:** Adjunct Professor of Modern Greek, Ohio State University, 1993-98; Adjunct Associate Professor to Associate Professor of Modern Greek and Coordinator of the Modern Greek Program, UM, 1998-present

**Overseas experience:** Greece, Balkans

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):  
Modern Greek (5), Ancient Greek (4), Latin (4)

**Language pedagogy training:** ACTFL Oral Proficiency Interview Testing Workshop, University of North Carolina, 1994

**Time devoted to Russian, East European, and Eurasian Studies:** 25%

**Area courses taught:** The Literature of Travel; Introduction to Modern Greek Culture; Athens Present and Past; The Culture of Contemporary Greece; Between Antiquity and Modernity; Elementary Modern Greek Conversation; Intermediate Modern Greek Conversation

**Research and teaching specialization:** Modern Greek studies: twentieth-century modernism in literature and art, city of Athens architecture, urban planning, and its representation in the arts, modern Greek language

**Recent publications:**

“Griechische Tragödie und moderner Tanz: eine alternative Archäologie?,” in E. Kocziszky, hrsg., *Ruinen in der Moderne: Archäologie und die Künste*. Bonn: Reimer Verlag, 2011.

*Culture and Customs of Greece*. Westport, CT: Greenwood Press, 2009.

**Number of dissertations/theses supervised in the past 5 years:** N/A

**Recent distinctions:** Hunting Family Faculty Fellow, Institute for Humanities, UM, 2011-12.

## LEVITSKY, MELVYN, AMBASSADOR (RET.)

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**Department and tenure status:** Professor of International Policy and Practice and Senior Fellow, International Policy Center, Non-tenure-track

**Education:** B.A., Political Science, UM, 1960; M.A., Soviet Studies, University of Iowa, 1963

**Academic experience:** Professor of Practice, Maxwell School of Citizenship and Public Affairs, Syracuse University, 1998-2006; Lecturer and Professor of International Policy and Practice and Senior Fellow of the International Policy Center, Gerald R. Ford School of Public Policy, UM, 2006-present

**Overseas experience:** Russia (Political Officer, U.S. Embassy, Moscow, 1972-75); Bulgaria (U.S. Ambassador, 1984-87); Brazil (U.S. Ambassador, 1994-98)

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):  
Portuguese (4), Russian (3), German (2), Bulgarian (1) and Spanish (1)

**Time devoted to Russian, East European, and Eurasian Studies:** 50%

**Area courses taught:** Post-Cold War Issues in Diplomacy and Statecraft; Issues in U.S. National Security; Global Issues: Drugs, Crime, and Terrorism (Drugs & Thugs); Terrorism Policy

**Research and teaching specialization:** International relations, global issues in public policy (e.g., drugs, crime, terrorism, human rights)

**Recent publications:**

“Reminiscences of a Former Ambassador to Bulgaria.” *Bulgarian Diplomatic Review*, Summer 2003.

“Transnational Criminal Networks and International Security.” *Syracuse Journal of International Law and Commerce*, Summer 2003. Re-published in Russian and English in the *Journal of the Moscow State University School of Public Administration*.

**Number of dissertations/theses supervised in the past 5 years:** 7

**Recent distinctions:** Elected member, International Narcotics Control Board, UN Economic and Social Council, 2003-12; Named Lifetime Distinguished Fellow of the Moynihan Institute of Global Affairs, Maxwell School of Citizenship and Public Affairs, Syracuse University. 2006.

## LUONG, PAULINE JONES

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**Department and tenure status:** Professor of Political Science and Director, Islamic Studies Program, Tenured  
**Education:** B.A., Political Science and History, University of California at Berkeley, 1990; M.S., Political Science, Harvard University, 1992; Ph.D., Political Science, Harvard University, 1998  
**Academic experience:** Assistant Professor, Yale University, 1998-2004; Associate Professor, Brown University, 2004-12; Professor, UM, 2012-present  
**Overseas experience:** Azerbaijan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan, Russia  
**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):  
Russian (4), Uzbek (3), Turkish (2), Tajik (2)  
**Time devoted to Russian, East European, and Eurasian Studies:** 75%  
**Area courses taught:** Russian Politics; Roots of Radical Political Islam; Islam, Society, and Politics in Central Asia  
**Research and teaching specialization:** Institutional origin and change; identity and conflict; political economy of market reform; politics of extremism and the resource curse in the former Soviet Union, especially Central Asia  
**Recent publications:**  
*Oil is Not a Curse: Ownership Structure and Institutions in Petroleum-Rich Soviet Successor States*, w/ E. Weinthal. Cambridge and NY: Cambridge University Press, 2010.  
“Rethinking the Resource Curse: Ownership Structure, Institutional Capacity, and Domestic Constraints,” w/ E. Weinthal. *Annual Review of Political Science* 9: 241-63, 2006.  
“Combating the Resource Curse: An Alternative Solution to Managing Mineral Wealth,” w/ E. Weinthal. *Perspectives on Politics* 4(1): 35-53, 2006.  
“Contra Coercion: Russian Tax Reform, Exogenous Shocks and Negotiated Institutional Change,” w/ E. Weinthal, *American Political Science Review* 98(1): 139-52, 2004.  
*Institutional Change and Political Continuity in Post-Soviet Central Asia: Power, Perceptions, and Pacts*. Cambridge and NY: Cambridge University Press, 2002.  
**Number of dissertations/theses supervised in the past 5 years:** 17  
**Recent distinctions:** Carnegie Corporation of New York Research Grant (for project “Islam in Eurasia”), 2011-14; Mellon Foundation Grant (for the project “Islamic Studies Virtual Curriculum Initiative”), 2014-19.

## MAKIN, ALINA UDALCHENKO

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**Department and tenure status:** Lecturer IV, Residential College and Slavic Languages and Literatures (Russian), Non-tenure-track (5-year contract)  
**Education:** Diploma, Modern Languages Pedagogy, Specialization in teaching Russian for English speakers and English for Russian speakers, Moscow Linguistic University, 1989; M.A., Applied Linguistics and TESOL, University of Leicester, 2006  
**Academic experience:** Teacher of Russian and English, “Lega” Humanitarian Centre, Moscow, 1989-90; Methodologist, “BLESS” Educational Centre, Moscow, 1991; Lecturer II to Lecturer IV (Russian), UM, 1992-present; Head of Russian program, UM Residential College, 1996-present  
**Overseas experience:** USSR/Russia, England  
**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):  
Russian (native), Polish (3), Serbian (3), Ukrainian (3)  
**Language pedagogy training:** ACTFL Oral Proficiency Workshop, Salt Lake City, 1993; Strategies- and Style-based Instruction, CARLA Summer Institute, University of Minnesota, 2002; Advanced Certificate in TESOL, Leicester University, 2002; Teaching Students of Varied Preparation and Background: Challenges and Approaches in the Language Classroom, UM workshop given by J. Holdeman, 2003; Structured Input Activities for the FL Classroom, ACTFL Conference, 2004; Foreign Language Students vs. Heritage Students of Russian: A Comparison, UM workshop given by O. Kagan, 2005; Corpus Methods for Linguistics and Language Pedagogy, University of Chicago, 2008; ACTFL ILR Familiarization Workshop, 2010  
**Time devoted to Russian, East European, and Eurasian Studies:** 100%  
**Area courses taught:** Intensive First-Year and Second-Year Russian; Third-Year Russian; Russian Foodways; Moscow and St. Petersburg: Two Capitals, Two Worlds; RUSLAN Service Learning: Russian Language, Culture, and People in the U.S.; Folktales in Russian Culture; Russian Heartland  
**Research and teaching specialization:** Russian language, language pedagogy.

## MAKIN, MICHAEL

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**Department and tenure status:** Professor of Slavic Languages and Literatures, Tenured

**Education:** B.A., Russian and French, University College, Oxford University, 1980; M.A., St. Antony's College, Oxford University, 1982; D.Phil., Modern Languages, New College, Oxford University, 1985

**Academic experience:** Assistant to Full Professor, UM, 1985-present

**Overseas experience:** USSR (undergraduate study, British Council Exchange Scholarship, 1978-79; 2 doctoral and postdoctoral research visits, 1980-91); Russia (8 research visits, 1992-present)

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Russian (5), French (4), Greek (2), Latin (2), German (1)

**Time devoted to Russian, East European, and Eurasian Studies:** 100%

**Area courses taught:** Russia Today; Chekhov; Dostoevsky; Introduction to Slavic Folklore: From Vampires to Urban Tales; New Writing in the New Russian; Russia Today: Cultural Identity in a "Multi-national" State; Advanced Seminar in Russian: Culture and the Provinces; Late 20th-Century Literature: New Writings in the New Russia; Russian Folk Tales in High and Popular Culture; Sport in Russia; Russian Heartland

**Research and teaching specialization:** 19th- and 20th-century Russian literature, the life and works of the poet Nikolai Klyuev, Russia's literary museum culture

**Recent publications:**

*Nikolai Klyuev: Time and Text, Place and Poet.* Evanston: Northwestern University Press, 2010.

"Paradoksy 'Kremlia'," pp. 147-80 in V. Domanskii, ed., *Narymskaya poema N. Klyueva "Kreml'": interpretatsii i kontekst.* Tomsk: Tomskii gosudarstvennyi universitet, 2008.

"Whose Klyuev, Who is Klyuev: Polemics of Identity and Poetry." *Slavonic and East European Review* 85(2): 231-70, 2007.

**Number of dissertations/theses supervised in the past 5 years:** 3.

## MARGOMENOU, DESPINA

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**Department and tenure status:** Lecturer III in Modern Greek Studies (Modern Greek), Non-tenure-track (5-year contract)

**Education:** B.A., Archaeology, University of Thessaloniki, Greece, 1994; M.A., Anthropology, UM, 1996; Ph.D., Anthropology, UM, 2005

**Academic experience:** Graduate Student Instructor (Modern Greek), 1997-99 and 2001-05; Instructor (Archaeology), University of Thessaloniki, Greece, 1999-00; Lecturer I (Modern Greek), UM, 2005-07; Assistant Professor of Archaeology, Georgia State University, 2007-10; Lecturer III (Modern Greek), UM, 2010-present

**Overseas experience:** Greece

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Modern Greek (native), German (4), Quechua (3), French (3), Spanish (2)

**Time devoted to Russian, East European, and Eurasian Studies:** 100%

**Area courses taught:** Elementary, Intermediate, and Advanced Intermediate Modern Greek; Elementary and Intermediate Modern Conversational Greek

**Research and teaching specialization:** Modern Greek language and culture, prehistoric Aegean and Eastern Mediterranean, politics of archaeology in Modern Greece

**Recent publications:**

"Storage Technologies as Embedded Social Practices: Studying Pithos Storage in Prehistoric Northern Greece," w/ M. Roumpou, in A. Brysbaert, ed., *Tracing Social Networks Through Studying Technologies: A Diachronical Perspective from the Aegean.* New York: Routledge, 2011

"Food Storage in Northern Greece: Interrogating Complexity at the Margins of the 'Mycenaean World'." *Journal of Mediterranean Archaeology* 21(2): 191-212, 2008.

"New Evidence from Toumba Thessalonikis: Reconsidering Storage Areas and Storage Practices," w/ S. Andreou and K. Kotsakis. *Archaeological Research in Macedonia and Thrace* 19: 157-71, 2006.

**Number of dissertations or theses supervised in the past 5 years:** 6

**Recent distinctions:** Matthews Underclass Teaching Award, UM, 2007; Teaching with Videoconferencing Grant, 2012.

## MARKEL, HOWARD

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**Department and tenure status:** George E. Wantz Professor in the History of Medicine; Professor of Pediatrics and Communicable Diseases and History; Professor of Health Management and Policy; Professor of Psychiatry; and Director, Center for the History of Medicine, Tenured

**Education:** B.A., English, University of Michigan, 1982; M.D., Medicine, University of Michigan, 1986; Ph.D., History of Science, Medicine and Technology, Johns Hopkins University, 1994

**Academic experience:** Assistant to Full Professor, UM, 1993-present

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Spanish (4), German (3), Yiddish (3), Hebrew (2)

**Time devoted to Russian, East European, and Eurasian Studies (research):** 5%

**Area courses taught:** N/A

**Research and teaching specialization:** Infectious diseases, East European Jewish immigrants

**Recent publications:**

*When Germs Travel: Six Major Epidemics That Invaded America Since 1900 and the Fears They Have Unleashed.* New York: Pantheon Books/Alfred A. Knopf Books, 2004; paperback edition, New York: Vintage Books/Random House, New York, 2005.

“‘The Eyes Have It’: The Role of Trachoma in the American Jewish Immigration Experience, 1887-1924.” *Bulletin of the History of Medicine* 74: 525-60, 2000.

**Recent distinctions:** Elected member, Institute of Medicine of the National Academy of Sciences, 2008; co-principal investigator, “The American Influenza Epidemic of 1918-1919: A Digital Encyclopedia,” NEH “We the People” Grant, 2010-12.

## MARKOVITS, ANDREI

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**Department and tenure status:** Karl W. Deutsch Collegiate Professor of Comparative Politics and German Studies and Arthur F. Thurnau Professor, Tenured

**Education:** B.A., Columbia University, 1969; M.B.A., Business, Columbia University, 1971; M.A., Political Science, Columbia University, 1973; M.Phil., Political Science, Columbia University, 1974; Ph.D., Political Science, Columbia University, 1976

**Academic experience:** Assistant Professor, Wesleyan University, 1977-83; Associate Professor, Boston University, 1983-92; Professor, University of California, Santa Cruz, 1992-95; Fulbright Visiting Professor, University of Innsbruck, 1996; Professor to Karl W. Deutsch Collegiate Professor of Comparative Politics and German Studies, University of Michigan, 1999-present

**Overseas experience:** Romania (birthplace); Germany (numerous research visits, 1982-present); Austria (numerous research visits, 1976-present; Fulbright Visiting Professor, 1996)

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

German (native), Hungarian (native), French (5), Romanian (5), Yiddish (3), Hebrew (1), Italian (1), Russian (1)

**Time devoted to Russian, East European, and Eurasian Studies:** 50%

**Area courses taught:** The New Germany in the New Europe; The Study of Comparative and Right-Wing Movements; The Politics of Nationalism; The Politics of East European Societies

**Research and teaching specialization:** European politics, Germany, nationalism, fascism

**Recent publications:**

*Gaming the World: How Sports are Reshaping Global Politics and Culture*, w/ L. Rensmann. Princeton: Princeton University Press, 2010.

“Antisemitism and Anti-Americanism: Comparative European Perspectives,” pp. 147-81 in L. Rensmann and J. Schoeps, eds., *Politics and Resentment: Antisemitism and Counter-Cosmopolitanism in the European Union*. Leiden and Boston: Brill, 2010.

“From Prague to America—Karl W. Deutsch between Experience and Knowledge,” pp. 101-22 in D. Diner and M. Zimmermann, eds., *Disseminating German Tradition*. Leipzig: Leipziger Universitätsverlag, 2009.

*Querpass: Sport und Politik im transatlantischen Raum*, w/ L. Rensmann. Goettingen: Verlag die Werkstatt, 2007.

**Number of dissertations/theses supervised in the past 5 years:** 1

**Recent distinctions:** Golden Apple Award (as UM’s best teacher), 2006-07; Fellow, Center for Advanced Study in the Behavioral Sciences, Stanford University, 2008-09; Officer’s Cross of the Order of Merit of the Federal Republic of Germany, 2012.

## MATJIAS MECCA, CHRISTIAN

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**Department and tenure status:** Associate Professor of Dance, Tenured

**Education:** B.A., Harpsichord, University of Southern California, 1988; M.M., Harpsichord & Early Music Performance, University of Southern California, 1993

**Academic experience:** Music and Dance Faculty, Interlochen Arts Academy, 1991-98; Visiting Assistant Professor to Associate Professor, UM, 1998-present

**Overseas experience:** England, Ireland, Taiwan

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):  
Italian (1), Spanish (1)

**Time devoted to Russian, East European, and Eurasian Studies:** 15%

**Area courses taught:** The Development of Dance Music, The Stage and the Transformation of Dance

**Research and teaching specialization:** Piano and harpsichord performance, dance reconstruction/ restaging, George Balanchine Critical Editions (ballets of Tchaikovsky and Stravinsky)

**Recent performances, recordings, and presentations:**

*Na Razie, bez Ciebie* (audio recording). Omelette Pan Productions, 2008.

“Quest for Artistic Integrity: Balanchine’s Musical and Choreographic Reconstructions,” w/ T. Curran, *International Council of Kinetography Laban/Labanotation Conference Proceedings*, 2004.

“The George Balanchine Critical Editions Vol. 1, Concerto Barocco Revisited,” *The Society of Dance History Scholars Conference Proceedings*, 2003.

**Number of dissertations/theses supervised in the past 5 years:** N/A

**Recent distinctions:** *Na Razie, bez Ciebie*, commissioned by *Alvin Ailey American Dance Theatre* for new dance score for the dance *Existence without Form*, performed on AAADT’s North American and World Tours, 2006-07.

## MCCAULEY, NATALIE

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**Department and tenure status:** Graduate Student Instructor in Russian and Ph.D. Student in Slavic Languages and Literatures, Non-tenure-track

**Education:** Bard College/Smolny Institute (Russian language and culture study abroad program), 2008. B.A., English and History, Indiana University of Pennsylvania, 2009; M.A., Russian, Middlebury College, 2011; Ph.D. Student, Slavic Languages and Literatures, UM, 2012-present

**Academic experience:** Language Instructor (English), Yaziki Mira, Moscow, 2010-11; Graduate Student Instructor in Russian, UM, 2012-present; Graduate Student Instructor in Central European Cinema, UM, 2014

**Other work experience:** Assistant Editor, TeachRussian.org, Resource Center for Teachers of Russian, 2014-present; Coordinator, STARTALK Program for Teachers of Russian at Middlebury College, 2013-present

**Overseas experience:** Russia

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):  
Russian (5), Ukrainian (2)

**Language pedagogy training:** Slavic 410: Methods of Teaching Slavic Languages, Winter 2012; Searching for a Perfect Blend: Students, Teachers and Technology, UM workshop given by E. Dengub, 2014; ACTFL Full OPI Assessment Workshop (Russian/Slavic Languages), UM, 2014

**Time devoted to Russian, East European, and Eurasian Studies:** 100%

**Area courses taught:** First-Year Russian, Intensive First-Year Russian

**Research and teaching specialization:** Russian women’s literature and contemporary feminist thought in Russia

**Recent presentations and publications:**

Discussant, Ann Arbor in Russian Literature: Revisiting the Carl R. Proffer and Ardis Legacies. CREES Symposium, UM, 2013.

“Ideya kak bolezn’ v romanakh F. M. Dostoevskogo *Besy i Prestupleniye i nakazaniye*” (The Idea as Illness in Dostoevsky’s Novels *Demons* and *Crime and Punishment*). Graduate Symposium, Middlebury College, 2013.

“Zhenshchiny bez muzhchin: Nekaya tendentsiya v sovremennoi Russkoi proze” (Women without Men: A New Tendency in Contemporary Russian Literature). Graduate Symposium, Middlebury College, 2011.

**Number of dissertations or theses supervised in the past 5 years:** N/A

**Recent distinctions:** Benjamin Gilman International Scholarship, 2008; Robert E. Cook Achievement Award, Middlebury College, 2008-11; Rackham Merit Fellowship, UM, 2011-16; Rackham Research Grant, UM, 2013.

## MEEKS, ROBYN

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**Department and tenure status:** Assistant Professor of Natural Resources and Environment (School of Natural Resources and Environment) and Environment (LSA), Tenure-track

**Education:** B.A., Political Science, Brown University, 2000; M.A., Environmental Management, Yale University, 2005; Ph.D., Public Policy, Harvard University, 2012

**Academic experience:** Assistant Professor, UM, 2012-present

**Overseas experience:** Kazakhstan (Peace Corps Volunteer, 2000-02); Kyrgyz Republic (Fulbright Fellow, 2006)

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):  
Russian (3), Kazakh (1), Kyrgyz (1)

**Time devoted to Russian, East European, and Eurasian Studies:** 15%

**Area courses taught:** Environment and Natural Resources Economics

**Research and teaching specialization:** Environmental and natural resource economics and policy; development economics and policy

**Recent publications:**

“Is Water Security Necessary? An Empirical Analysis of the Effects of Climate Hazards on National-Level Economic Growth,” w/ C. Brown et al. *Philosophical Transactions of the Royal Society A. Mathematical, Physical, and Engineering Sciences* 371(2002): 1-19, 2013.

“Willingness to Pay for Cleaner Water in Less Developed Countries: Systematic Review of Experimental Evidence,” w/ J. Hombrados et al. *International Initiative for Impact Evaluation Systematic Review* 006, May 2012.

“Water Works: The Economic Impact of Water Infrastructure.” *Harvard Environmental Economics Program Discussion Paper Series*. Paper 12-35. July 2012.

**Number of dissertations or theses supervised in the past 5 years:** 2

**Recent distinctions:** National Science Foundation Social, Behavioral, and Economics Doctoral Dissertation Research Improvement Grant, 2011-12; Harvard Environmental Economics Program Enel Endowment Prize, Best Doctoral Paper in Environmental Economics, 2012; Weiser Center Faculty Grant, UM, 2012.

## MENDELOFF, KATHERINE

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**Department and tenure status:** Lecturer VI in Drama, Residential College, Non-tenure-track (5-year contract)

**Education:** B.A., English Literature and Theater, Princeton University, 1976; M.F.A., Directing, Yale School of Drama (worked with Chekhov scholar Richard Gilman), 1980

**Academic experience:** Instructor, University of Maryland, Baltimore County, 1981-83; Lecturer, San Francisco State University, 1983-84; Lecturer I to IV in Drama, Residential College, UM, 1990-present

**Overseas experience:** Russia (took Residential College production of an original play merging texts by Chekhov and Tennessee Williams to Moscow as an invited participant in the International Chekhov Festival, 2005; led undergraduate drama study tour to Moscow for meetings with prominent contemporary directors, April 2009)

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):  
Russian (1)

**Time devoted to Russian, East European, and Eurasian Studies:** 25%

**Area courses taught:** Ibsen and Chekhov; Play Production Seminar on Chekhov’s *The Seagull* and Tennessee Williams’ adaptation of Chekhov’s play, entitled *The Notebook of Trigorin*; Through the Looking Glass: Directorial Visions in a Cross-Cultural Context; Ibsen, Strindberg, Chekhov; Contemporary Russian Plays

**Research and teaching specialization:** American Drama, contemporary plays about gender issues, Greek drama and modern adaptation, and Chekhov and Ibsen

**Number of dissertations/theses supervised in the past 5 years:** N/A

**Recent distinctions:** Best Production Award, Ann Arbor News poll (for environmental staging of Chekhov’s *The Seagull*), 2000; Global Intercultural Experience Award (for undergraduate travel to present *The Notebook of Trigorin* at the International Chekhov Festival in Moscow), 2005; Michigan Campus Compact Faculty/Staff Community Service-Learning Award, 2008; International Institute Experiential Learning Fund Grant (for undergraduate drama study tour to Moscow), 2009.

## MICHALOWSKI, PIOTR

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**Department and tenure status:** George G. Cameron Professor of Ancient Near Eastern Languages and Civilizations, Tenured

**Education:** M.A., Mediterranean Archaeology, University of Warsaw, 1968; M.A., Near Eastern Philology, University of Warsaw, 1968; M.Phil., Near Eastern Languages and Literatures, Yale University, 1972; Ph.D., Near Eastern Languages and Literatures, Yale University, 1976

**Academic experience:** Assistant Professor, University of California, Los Angeles, 1975-79; Research Associate, University of Pennsylvania, 1979-81; George G. Cameron Professor of Ancient Near Eastern Languages and Civilizations (Associate to Full Professor), UM, 1981-present

**Overseas experience:** Poland (education through M.A.; occasional visits), Italy, Netherlands

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):  
Polish (native)

**Time devoted to Russian, East European, and Eurasian Studies (advising, programming):** 5%

**Area courses taught:** N/A

**Research and teaching specialization:** Sumerian and Akkadian languages, literatures and history; literary theory; Polish culture

**Recent publications:**

*The Correspondence of the Kings of Ur: An Epistolary History of an Ancient Mesopotamian Kingdom*, ed. Mesopotamian Civilizations 15. Winona Lake: Eisenbrauns, 2011.

"Masters of the Four Corners of the Universe: Views of the Universe in Early Mesopotamian Writings," pp. 147-68 in K. Raaflaub and R. Talbert, eds., *Geography, Ethnography, and Perspectives of the World from Antiquity to the Renaissance*. Oxford: Blackwells, 2010.

"Maybe Epic: The Origins and Reception of Sumerian Heroic Poetry," pp. 7-25 in D. Konstans and K. Raaflaub, eds., *Epic and History*. Oxford: Blackwells, 2010.

"Beniowski i Kwiaty polskie-reguły montażu." *Ruch literacki* 50(6): 463-77, 2009.

**Number of dissertations/theses supervised in the past 5 years:** N/A

**Recent distinctions:** Cross of Service Award from the Polish Government, October 1999; Helmut F. Stern Professor (Faculty Fellowship), Institute for the Humanities, UM, 2002-03; Guggenheim Fellowship, 2007-08.

## MIREL, JEFFREY

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**Department and tenure status:** David L. Angus Collegiate Chair in Education, Professor of Education and History, Tenured

**Education:** B.A., English, Ohio State University, 1970; M.A., Education, Ohio State University, 1971; M.A., History, UM, 1982; Ph.D., Education, UM, 1984

**Academic experience:** Assistant to Full Professor, Northern Illinois University, 1984-97; Professor, Emory University, 1998-2000; Professor, UM, 2001-present; David L. Angus Collegiate Chair in Education, 2006-present

**Overseas experience:** Bulgaria (teaching, Fulbright Senior Specialist Award to support work on civic education at University of Sofia St. Clement of Ohrid, 2002); Ukraine (teaching, Fulbright Senior Specialist Award, Ostroh Academy National University, 2003); Slovakia

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):  
French (1)

**Time devoted to Russian, East European, and Eurasian Studies (research, advising, and service):** 20%

**Area courses taught:** N/A

**Research and teaching specialization:** Civic education of Eastern European immigrants to the US; civic education in Eastern Europe; history of American urban education

**Recent publications:**

*Patriotic Pluralism: Americanization and European Immigrants*. Cambridge, MA: Harvard University Press, 2010.

"Camping at the Great Divide: What History Teachers Need to Know," w/ R. Bain. *Journal of Teacher Education* 57(May/June): 212-19, 2006.

**Number of dissertations/theses supervised in the past 5 years:** 2

**Recent distinctions:** Appointed David L. Angus Collegiate Professor of Education, 2006-16; elected member, National Academy of Education, 2013.

## MISHINA, EKATERINA A.

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**Department and tenure status:** Visiting Professor of Law and Political Science, Non-tenure-track

**Education:** B.A., M.A., Jurisprudence, Faculty of Law, Moscow State University, Moscow, Russia, 1987; Ph.D., Jurisprudence, Russian Academy of Sciences, Moscow, Russia, 1992

**Academic experience:** Visiting Scholar, New York University School of Law (Soros Foundation Fellow), 1990-91; Assistant Professor of Law, National Research University Higher School of Economics, Russia, 2005-present; Visiting Professor, Escola de Direito de Sao Paulo, Brazil, 2005-11; Visiting Scholar, Department of Economics, UM, 2011-12; Visiting Professor, UM, 2012-present

**Overseas experience:** Russia, Kyrgyzstan, Brazil

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Russian (native), Spanish (2)

**Time devoted to Russian, East European, and Eurasian Studies (research, advising, and service):** 100%

**Area courses taught:** Judicial and Legal Reforms in Post-Soviet Countries; Courts and Politics in Transition Countries

**Research and teaching specialization:** Comparative constitutional law, judicial and legal reforms in post-Soviet countries

**Recent publications:**

*Long Shadows of the Soviet Past.* Moscow: "Liberal Mission" Foundation (forthcoming).

"Specific Features of Constitutional Transition of Post-Soviet Estonia," w/ J. Demesheva. In *The Future of Constitutionalism in Russia and Worldwide.* Moscow: National Research University Higher School of Economics, 2012.

"Judicial Discretion and Law Enforcement," in *Law and Law Enforcement in Russia.* Moscow, 2011.

"Transformation of Judiciaries in Certain Transition Countries: Ukraine, Poland, Latvia, Bulgaria, Chile, Kyrgyzstan," in *Transformation of Russian Judiciary.* St. Petersburg, 2010.

**Number of dissertations or theses supervised in the past 5 years:** 1.

## MULLER, ANNA

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**Department and tenure status:** Assistant Professor of History, UM Dearborn, Tenure-track

**Education:** B.A., M.A., Political Science and History, University of Gdańsk, Poland, 1999; Diploma/Certificate, International History and Politics, Graduate Institute of International Studies, Switzerland, 2001; Ph.D., History, Indiana University, 2010

**Academic experience:** Lecturer, Center for European Studies, University of Florida, 2011-13; Assistant Professor, UM Dearborn, 2013-present

**Overseas experience:** Poland, Ukraine

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Polish (native), Ukrainian (3), French (2), Russian (2), Czech (1), German (1)

**Time devoted to Russian, East European, and Eurasian Studies:** 50%

**Area courses taught:** Everyday Life in Prisons and Camps in 20th Century Eastern Europe and the Soviet Union; Issues in post-WWII Memory in Central and Eastern Europe; Gender History of 20th Century East-Central Europe; History of East-Central Europe

**Research and teaching specialization:** Modern Central and East European history; cultural history of Central and Eastern Europe; history and memory; gender in Eastern Europe and in the Soviet Union, Nazi camps and Soviet gulags

**Recent publications:**

"The Second Shore': The Poetry of Male and Female Political Prisoners in Postwar Poland." *Aspasia : International Yearbook of Central, Eastern, and Southeastern European Women's and Gender History* 3(1): 79-105, 2009.

"Women Soldiers and Women Prisoners: Oral Testimonies of Ruta Czaplińska and Elżbieta Zawacka," in M. Kurkowska-Budzan and K. Zamorski, eds., *Oral History: The Challenges of Dialogue.* Amsterdam/Philadelphia: John Benjamins Publishing Company, 2009.

**Number of dissertations or theses supervised in the past 5 years:** N/A

**Recent distinctions:** American Association of University Women Dissertation Fellowship, 2008-09; Stoler Dissertation Fellowship, Department of History, Indiana University, 2009-10.

## NEWELL, JOSHUA

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**Department and tenure status:** Assistant Professor of Natural Resources and Environment, Tenure-track  
**Education:** B.A., History, Brown University, 1961; M.A., Geography, University of Washington, 2003; Ph.D., Geography and Urban Ecology Certificate, University of Washington, 2008  
**Academic experience:** Research Assistant Professor, Center for Sustainable Cities, University of Southern California, 2008-10; Assistant Professor, UM, 2010-present  
**Overseas experience:** Russia (NGO program director, Vladivostok, 1994-2000; field research visits, 2003-05, 2008-09; FLAS Fellowship and Urban Ecology IDRT Disciplinary Award, Far Eastern State University, Russian Academy of Sciences, Vladivostok, 2005-06); China (brief field research visits, 2003-05, 2008-09); Japan (English teacher, 1991-93; NGO program director, Tokyo, 1994-2000; brief field research visits, 2005, 2008-09)  
**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):  
Russian (3), Japanese (3)  
**Time devoted to Russian, East European, and Eurasian Studies:** 25%  
**Area courses taught:** Sustainability Science and Society, Sustainable Cities  
**Research and teaching specialization:** Sustainable cities/urban ecology, urban infrastructure and form, geographies of Russia and Northeast China  
**Recent publications:**  
“Accounting for Forest Carbon Pool Dynamics in Product Carbon Footprints: Challenges and Opportunities,” w/ R. Vos. *Environmental Impact Assessment Review* 37: 23-36, 2012.  
“Norilsk, Russia,” w/ M. Dixon. In P. Robbins, N. Cohen, and G. Golson, eds., *Green Cities*. Thousand Oaks, CA: SAGE Publications, 2010.  
“Timber in the Russian Far East and Potential Transborder Conflict,” pp. 239-59 in A. Wenger, J. Perović, and R. Ortung, eds., *Russian Business Power: The Role of Russian Business in Foreign and Security Relations*. New York: Routledge, 2006.  
*The Russian Far East: A Reference Guide for Conservation and Development*. McKinleyville, CA: Daniel & Daniel, 2004.  
**Number of dissertations/theses supervised in the past 5 years:** 9.

## NORICH, ANITA

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**Department and tenure status:** Tikva Frymer-Kensky Professor of English and Judaic Studies, Professor of English, and Professor Judaic Studies, Tenured  
**Education:** B.A., Barnard College, 1973; M.A., English Literature, Columbia University, 1974; M.Phil., English Literature, Columbia University, 1976; Ph.D., English Literature, Columbia University, 1979  
**Academic experience:** Assistant to Full Professor, UM, 1983-present  
**Overseas experience:** Israel, England, Australia  
**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):  
Yiddish (5), Hebrew (4), German (3), French (2)  
**Time devoted to Russian, East European, and Eurasian Studies:** 50%  
**Area courses taught:** Elementary and Intermediate Yiddish; Literature of the Holocaust; Yiddish Literature in Translation; The Yiddish Classics and Modernity  
**Research and teaching specialization:** Yiddish literature, Jewish literatures, Holocaust literature  
**Recent publications:**  
*Writing in Tongues: Translating Yiddish in the 20th Century*. Seattle: University of Washington Press, 2013.  
“Hebraism and Yiddishism: Paradigms of Modern Jewish Literary History,” pp. 327-42 in S. Jelen, M. Kramer, and L. Lerner, eds., *Modern Jewish Literatures : Intersections and Boundaries*. Philadelphia: University of Pennsylvania Press, 2011.  
*Discovering Exile: Yiddish and Jewish American Culture during the Holocaust*. Stanford: Stanford University Press, 2007.  
**Number of dissertations/theses supervised in the past 5 years:** 2  
**Recent distinctions:** Fellow, Center for Advanced Judaic Studies, University of Pennsylvania, 2004-05; Fellow, Frankel Institute for Advanced Judaic Studies, UM, 2013-14; appointed Tikva Frymer-Kensky Professor of English and Judaic Studies, UM, 2013-18.

## NORTHROP, DOUGLAS

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**Department and tenure status:** Associate Professor of History and Near Eastern Studies and Director, Tenured  
**Education:** B.A., Russian, Political Science, Mathematics, Williams College, 1989; B.A., Modern European History, Emmanuel College, Cambridge University, 1991; M.A., Modern European History, Emmanuel College, Cambridge University, 1995; Ph.D., Modern Russian, Soviet, and East European History, Stanford University, 1999

**Academic experience:** Visiting Instructor to Assistant Professor, Pitzer College, 1997-99; Assistant Professor, University of Georgia, 1999-2004; Associate Professor, UM, 2004-present

**Overseas experience:** Russia, Kazakhstan, Uzbekistan

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Russian (4), Uzbek (4), German (2), Turkish (2), Uyghur (2), French (1)

**Time devoted to Russian, East European, and Eurasian Studies:** 75%

**Area courses taught:** The Making of Russia, ca. 850 to 1861; Modern Russia, the Soviet Union, and After; Modern Central Asia; Power and Resistance under Stalin; Race, Nation, and Empire in the Soviet Union; Revolt and Rebellion in Eastern Europe; Travel Literature in Central Asia; Russia and its 'Easts'; From Genghis Khan to the Taliban; Modern Central Asia; Central Asian History

**Research and teaching specialization:** Modern Central Asia, Russia/Soviet Union, empire/colonialism, gender/women's history, world history

**Recent publications:**

*An Imperial World: Empires and Colonies since 1750*. Upper Saddle River, NJ: Pearson, 2013.

*A Companion to World History*, ed. Hoboken, NJ: Wiley-Blackwell, 2012.

"Envisioning Empire: Veils and Visual Revolution in Soviet Central Asia," pp. 162-68 in V. Kivelson and J. Neuberger, eds., *Picturing Russia: Essays on Visual Evidence*. New Haven: Yale University Press, 2008.

"The Limits of Liberation: Gender, Revolution, and the Veil in Everyday Life in Soviet Uzbekistan," pp. 89-102 in R. Zanca and J. Sahadeo, eds., *Everyday Life in Central Asia*. Bloomington: Indiana University Press, 2007.

*Veiled Empire: Gender and Power in Stalinist Central Asia*. Ithaca: Cornell University Press, 2004.

**Number of dissertations/theses supervised in the past 5 years:** 8

**Recent distinctions:** W. Bruce Lincoln Book Prize from AAASS, 2006 (for *Veiled Empire*); U.S. Department of Education Fulbright-Hays Group Projects Abroad Grant, 2009-11; International Scholar, Central Asia Research and Training Initiative, Open Society Institute, 2009-11; Provost's Teaching Innovation Prize, 2011.

## O'SHEA, JOHN

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**Department and tenure status:** Emerson F. Greenman Collegiate Professor of Anthropological Archaeology, Professor of Anthropology and Curator, Museum of Anthropology, Tenured

**Education:** B.A., University of Nebraska, 1974; Diploma, Oxford University, 1975; Ph.D., Archaeology, Cambridge University, 1978

**Academic experience:** Assistant Professor, University of Iowa, 1980-82; Assistant to Full Professor, UM, 1982-present

**Overseas experience:** Hungary, Romania

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Spanish (3), German (2), Hungarian (1), Romanian (1)

**Time devoted to Russian, East European, and Eurasian Studies (research):** 35%

**Area courses taught:** Archaeology of Hungary; Later Prehistory of Eastern Europe

**Research and teaching specialization:** Prehistoric economics, theory, and method; Old World archaeology; Hungary; Romania

**Recent publications:**

"Integrating Typological and Physico-Chemical Approaches to Examine the Potters' Choices: A Case from Bronze Age Hungary," w/ K. Michelaki and L. Minc, pp. 312-22 in V. Kilikoglou, A. Hein, and Y. Maniatis, eds., *Modern Trends in Scientific Studies on Ancient Ceramics. British Archaeological Report (BAR) International Series* 1011, 2002.

**Number of dissertations/theses supervised in the past 5 years:** 1

**Recent distinctions:** NSF Grants (for research on Bronze Age complexity and metallurgy at excavations at Pecica "Santul Mare", Hungary) 2006-10, 2013-16; elected member, American Academy of Arts and Sciences, 2012; appointed Emerson F. Greenman Collegiate Professor of Anthropological Archaeology, UM, 2013-18.

## **PALOFF, BENJAMIN**

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**Department and tenure status:** Assistant Professor of Slavic Languages and Literatures and Comparative Literature, Tenure-track

**Education:** B.A., Slavic Languages and Literatures, Harvard University, 1999; M.F.A., Creative Writing/Poetry, University of Michigan, 2001; M.A., Slavic Languages and Literatures, Harvard University, 2002; Ph.D., Slavic Languages and Literatures, Harvard University, 2007

**Academic experience:** Teaching Fellow in Slavic Languages and Literatures, Harvard University, Fall 2003; Non-resident Tutor in Slavic Languages and Literatures, Harvard University, 2002-07; Instructor and Member of the Tutorial Board, Department of History and Literature, Harvard University, 2005-07; Fellow, Michigan Society of Fellows, and Assistant Professor, UM, 2007-present

**Overseas experience:** Russia, Poland

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Czech (5), Polish (5), Russian (5), French (2), German (2)

**Time devoted to Russian, East European, and Eurasian Studies:** 100%

**Area courses taught:** Russian Literature in Critical Contexts; Romanticism to Glasnost; Russian History and Literature from 1700; Twentieth-century Russian Literature and Critical Theory; East European Poets in the West; Polish Literature in English, 1890 to Present: No Other End of the World; Polish Literature in English to 1890: Appetite for Destruction; Dissent Film under Communism

**Research and teaching specialization:** Comparative approaches to modern Russian, Polish, and Czech literatures; philosophy in literature; poetics; translation in theory and practice

**Recent publications:**

*And His Orchestra: Poems.* Pittsburgh: Carnegie Mellon University Press, 2014 (forthcoming).

Marek Bienczyk's *Transparency* (trans. from Polish to English). Urbana-Champaign: Dalkey Archive Press, 2012.

Krzysztof Michalski's *The Eternal Flame: Essays on Friedrich Nietzsche* (trans. from Polish to English). Princeton: Princeton University Press, 2012.

Andrzej Sosnowski's *Lodgings: Selected Poems* (trans. from Polish to English). Rochester: Open Letter, 2011.

*The Politics: Poems.* Pittsburgh: Carnegie Mellon University Press, 2011.

**Number of dissertations/theses supervised in the past 5 years:** 8

**Recent distinctions:** Fellow, Michigan Society of Fellows, 2007-10; NEA Literature Fellowship, 2009.

## **PARSONS, JAMIE**

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**Department and tenure status:** Graduate Student Instructor in Russian and Ph.D. Student in Slavic Languages and Literatures, Non-tenure-track

**Education:** B.A., Liberal Arts, Evergreen State College, 2009; Ph.D. Student, Slavic Languages and Literatures, UM, 2010-present

**Academic experience:** Russian Language Tutor, Evergreen State College, 2008-09; Graduate Student Instructor in Russian, UM, 2012-13; Graduate Student Instructor in Central European Cinema, 2014-present

**Overseas experience:** Russia

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Russian (5), Polish (5), German (3)

**Language Pedagogy Training:** Russian 510: Language Teaching Pedagogy Lab, Fall 2010; Slavic 410: Methods of Teaching Slavic Languages, Winter 2012; Searching for a Perfect Blend: Students, Teachers and Technology, UM workshop given by E. Dengub, 2014

**Time devoted to Russian, East European, and Eurasian Studies:** 100%

**Area courses taught:** Second Year Russian

**Research and teaching specialization:** Philosophical and theological influences in late 20th century Russian and Polish poetry and the development of ideas in this poetry throughout earlier literary periods

**Recent presentations:**

"Repetition of the End: Three Poems by Wisława Szymborska." The Louisville Conference on Literature and Culture since 1900, 2014.

**Number of dissertations or theses supervised in the past 5 years:** N/A

**Recent distinctions:** Rackham Merit Fellowship, UM, 2010; FLAS Fellowship for Russian, Academic Year 2010-11 and Summer 2011; FLAS Fellowship for Polish, Summer 2013.

## PASEK, EWA M.

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**Department and tenure status:** Lecturer II in Slavic Languages and Literatures (Polish and Czech), Non-tenure-track (5-year contract)

**Education:** M.A., Polish Philology, University of Warsaw, 1987; M.A., Philosophy, University of Warsaw, 1990

**Academic experience:** Teacher of Polish, XXI H. Kollataj High School, Warsaw, 1991-95; Teacher of Polish, American High School, Warsaw, 1995-96; Research Associate, Polish Academy of Sciences, 1992-2001; Lecturer II (Polish), UM, 1997-98, 2000-present

**Overseas experience:** Poland, Czech Republic

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Polish (native), Czech (4), Russian (2)

**Language pedagogy training:** Summer Czech Language Courses: Masaryk University, Brno, Czech Republic, 2006, 2007, 2009; and Palacký University, Olomouc, Czech Republic, 2008; UM Language Pedagogy Workshops, 2003, 2005-present; Workshop on Best Practices in Proficiency Testing for Slavic and Eurasian Languages, Duke University, 2007; ACTFL ILR Familiarization Workshop, 2010; ACTFL Prochievement Testing in Foreign Languages Workshop, 2011; ACTFL Full OPI Assessment Workshop (Russian/Slavic Languages), UM, 2014

**Time devoted to Russian, East European, and Eurasian Studies:** 100%

**Area courses taught:** First-, Second-, and Third-Year Polish; First- and Second-Year Czech; Gypsy Kings?! The Peripheral Culture: Roma Minority in Central and Eastern Europe

**Research and teaching specialization:** Polish language and culture, Czech language and culture

**Recent publications and curriculum development:**

Zofia Nałkowska's *The Romance of Teresa Hennert* (trans. from Polish to English w/ M. Thomas). Northern Illinois Press (forthcoming).

"Between Visual Arts and Rock Music." *Slavic Scene* 18(1), 2010.

"Classroom Spotlight: No Way Back." *Slavic Scene* 16(1), 2008.

**Recent distinctions:** Lecturers' Employee Organization Professional Development Grant, UM, 2009, 2010, 2013.

## PORTER-SZÚCS, BRIAN

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**Department and tenure status:** Professor of History and Arthur F. Thurnau Professor, Tenured

**Education:** B.A., University of Tulsa, 1986; M.A., History, University of Wisconsin, 1989; Ph.D., East European Intellectual History, University of Wisconsin, 1994

**Academic experience:** Assistant to Full Professor, UM, 1994-present

**Overseas experience:** Poland (dissertation research; postdoctoral research, ACLS fellowship, 1996-97, 2003; USIP grant, 1999-2000; NCEEER grants, 1999-2000, 2003; teaching, 2002, 2005)

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Polish (5), Russian (2), Spanish (2), French (1)

**Time devoted to Russian, East European, and Eurasian Studies:** 75%

**Area courses taught:** Eastern Europe from 1500-1900; Eastern Europe Since 1900; Survey of East Central Europe; Europe in the Era of Total War, 1870-1945; Many Polands: A History of Multiculturalism in Northeastern Europe; The History of the Roman Catholic Church; Poland in the 20th and 21st Centuries

**Research and teaching specialization:** History of Roman Catholicism, 19th to 21st century Poland

**Recent publications:**

*Poland in the Modern World: Beyond Martyrdom*. Hoboken, NJ: Wiley-Blackwell, 2014.

"Why Do Polish Catholics Hate the Jews? Making Sense of a Bad Question," in F. Guesnet and G. Jones, eds., *Antisemitism in an Era of Transition: Genealogies and Impact in Post-Communist Poland and Hungary*. New York: Peter Lang, 2014.

*For God and Fatherland: Poland, Catholicism, and Modernity*. New York: Oxford University Press, 2011.

*Christianity and Modernity in Eastern Europe*, w/ B. Berglund, eds. Budapest: Central European University Press, 2010.

"Beyond the Study of Nationalism," in K. Jaskulowski and T. Kamusella, eds., *Nationalism Today*. Oxford: Peter Lang, 2009.

**Number of dissertations/theses supervised in the past 5 years:** 14

**Recent distinctions:** John Dewey Award for Outstanding Teaching, LSA, 2010; president, Polish Studies Association, 2010-present; ASEEES Kulczycki Book Prize for Polish Studies, 2012 (for *Faith and Fatherland: Catholicism, Modernity, and Poland*, Oxford University Press, 2011).

## POSKOVIC, ENDI

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**Department and tenure status:** Professor of Art and Design, Tenured

**Education:** Fine Arts Diploma, Sarajevo School of Applied Arts, 1986; B.F.A., Printmaking/Design, Academy of Fine Arts, University of Sarajevo, 1990; M.F.A., Printmaking/Drawing, State University of New York at Buffalo, 1993

**Academic experience:** Instructor, SUNY Buffalo, 1993-95; Instructor, Daemen College, 1994-95; Assistant Professor, Ball State University, 1995-97; Associate Professor, Whittier College, 1997-2008; Associate to Full Professor, UM, 2008-present

**Overseas experience:** Bosnia/Yugoslavia (education through B.F.A., exhibitions); various countries in Europe, North Africa, and Asia (lectures, workshops, exhibitions, 1990-present)

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Bosnian/Croatian/Serbian (native), Norwegian (2), German (1-2)

**Time devoted to Russian, East European, and Eurasian Studies:** 15%

**Area courses taught:** Matrix and Sequence: Exploring Contemporary Printmedia; Persuasive Graphics: Communicating Climate Change through Art and Design

**Research and teaching specialization:** Graphic image and print media, 20th-century Eastern and Central European political posters, images of war in art

**Recent exhibitions:**

National Gallery of Art of Bosnia and Herzegovina, Sarajevo, Bosnia and Herzegovina. *We Were All: Endi Poskovic Works 1993-2013*, 2014.

Gallery Bunker Sztuki Krakow, Krakow, Poland. *2012 International Print Triennial Krakow*, 2012.

Gradska Galerija Bihac, Bihac, Bosnia and Herzegovina. *Art and Terrorism: Bosnian and Herzegovian Art in the Post September 11th Era*, 2009.

**Number of dissertations/theses supervised in the past 5 years:** 1

**Recent distinctions:** John D. Rockefeller Foundation Bellagio Creative Arts Fellowship, 2010; Guggenheim Fellowship, 2011-12.

## ROGOVYK, SVITLANA

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**Department and tenure status:** Lecturer IV in Slavic Languages and Literatures (Russian and Ukrainian) and Slavic Language Program Coordinator, Non-tenure-track (5-year contract)

**Education:** B.A. and M.A., Teaching Foreign Languages (English, German, Russian, and Ukrainian), Ivano-Frankivsk Pedagogical Institute (now Prykarpatsky University), Ukraine, 1986

**Academic experience:** Teacher and Language Methodology Department Coordinator in ESL, Department of Education, Ternopil Region, Ukraine, 1986-93; Lecturer II (Ukrainian), UM, 1995-2004; Language Department Chair and Instructor in Ukrainian and ESL, Immaculate Conception Ukrainian Catholic Schools and Academy, Warren, MI, 1996-2000; Adjunct Ukrainian Language Instructor, Wayne State University, 2000-05; Lecturer III to Lecturer IV (Russian and Ukrainian) and Language Program Coordinator, UM, 2004-present

**Overseas experience:** Ukraine, Russia

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Russian (native), Ukrainian (native), Polish (3)

**Language pedagogy training** (selected): ACTFL Full OPI Assessment Workshop, Middlebury, 2003; Seminar on Methods of Teaching Russian as a Foreign Language, St. Petersburg, Russia, 2005; Teaching and Assessing L2 Pragmatics, UM, 2008; Teaching Russian from Russia: Language Proficiency via World Wide Web, 2009; ACTFL ILR Familiarization Workshop, 2010; ACTFL Prochievement Testing in Foreign Languages Workshop, 2011; ACTFL Full OPI Assessment Workshop and Tester Certification (Russian), Middlebury, 2012

**Time devoted to Russian, East European, and Eurasian Studies:** 100%

**Area courses taught:** First- and Second-Year Russian; Russian for Heritage Speakers; Intensive Third-Year Russian; Fifth-year Russian: Contemporary Issues/Russian for Research; First- and Second-Year Ukrainian; Advanced Ukrainian; Directed Reading in Ukrainian; Methods of Teaching Language; Language Teaching Pedagogy Lab; Introduction to Ukrainian Culture; Cultures of Ukraine; Let My People Go: Shevchenko the Artist, Poet and Prophet of Modern Ukraine

**Research and teaching specialization:** Second language pedagogy; Slavic language curriculum development; teaching Slavic languages to heritage speakers; Russian and Ukrainian language, literature, and culture

**Number of dissertations/theses supervised in the past 5 years:** 1.

## ROSENBERG, WILLIAM G.

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**Department and tenure status:** Professor Emeritus of History

**Education:** B.A., History, Amherst College, 1960; M.A., Russian Studies, Harvard University, 1961; Ph.D., History, Harvard University, 1967

**Academic experience:** Assistant to Full Professor, UM, 1967-2010; Professor Emeritus, UM, 2010-present

**Overseas experience:** USSR/Russia

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Russian (5), French (4), German (3)

**Time devoted to Russian, East European, and Eurasian Studies:** 100%

**Area courses taught:** Imperial Russia; Studies in Modern Russian History; Survey of Russia: The Russian Empire, the Soviet Union and its Successor States; Russia under the Tsars

**Research and teaching specialization:** Russia, Soviet Union, comparative revolutionary movements

**Recent publications:**

*Processing the Past: Contesting Authority in History and the Archives*, w/ F. Blouin. New York: Oxford University Press, 2011.

*Archives, Documentation, and Institutions of Social Memory*, w/ F. Blouin. Ann Arbor: University of Michigan Press, 2006.

"The Democratic Experience in Transitional Russia," in M. Siefert, ed., *Extending the Borders of Russian History: Essays in Honor of Alfred J. Rieber*. Budapest: Central European University Press, 2003.

**Number of dissertations/theses supervised in the past 5 years:** 6

**Recent distinctions:** Society of American Archivists' W. G. Leland Award (for *Processing the Past*) 2012.

## ROSIC, MARIJA

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**Department and tenure status:** Lecturer II in Slavic Languages and Literatures (Bosnian/Croatian/Serbian), Non-tenure-track (5-year contract)

**Education:** Diploma, Serbo-Croatian language and Yugoslav literature, University of Belgrade, 1982

**Academic experience:** Teacher of Serbo-Croatian, Desanka Maksimovic School, Belgrade, 1982-84; Teacher of Serbo-Croatian, Slobodan Penezic-Krcun School, Belgrade, 1984-85; Teacher of Serbo-Croatian, Fifth Gymnasium, Belgrade, 1985-86; Teacher of Serbo-Croatian, Ravanica Serbian Orthodox Church, Detroit 1997-99; Lecturer II (Bosnian/Croatian/Serbian), UM, 2000-present

**Overseas experience:** Yugoslavia, Serbia

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Bosnian/Croatian/Serbian (native)

**Language pedagogy training:** CARLA Summer Institute on Developing Classroom Materials for LCTLs at the University of Minnesota, 2001; Summer Institute on Slavic and East European Languages: Acquisition, Techniques and Technologies, Slavic and East European LRC at Duke and University of North Carolina-Chapel Hill, 2002, 2003; Foreign Language Students vs. Heritage Students of Russian: A Comparison, UM workshop given by O. Kagan, 2005; Using Tasks Effectively in Teaching Slavic Languages, UM workshop given by W. Comer, 2007; Teaching and Assessing L2 Pragmatics: What Can We Expect from Learners, UM workshop given by A. Cohen, 2008; ACTFL ILR Familiarization Workshop, 2010; ACTFL Prochievement Testing in Foreign Languages Workshop, 2011; ACTFL Full OPI Assessment Workshop (Russian/Slavic Languages), UM, 2014

**Time devoted to Russian, East European, and Eurasian Studies:** 100%

**Area courses taught:** First- and Second-Year Bosnian/Croatian/Serbian; Directed Reading in Bosnian/Croatian/Serbian

**Research and teaching specialization:** Bosnian/Croatian/Serbian language and South Slavic literature

**Recent presentations:**

"Serbian Language in the Process of Democratization of the State." 4th International Conference Andalusian Symposia on Slavic Studies, Granada, Spain, 2014.

"Teaching Bosnian/Croatian/Serbian in the USA (Methodology and Computer Technology)," Singidunum University, Belgrade, (as part of an academic exchange project supported by the Ministry of Diaspora of the Republic of Serbia), 2008.

## SAPAROV, ARSENE

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**Department and tenure status:** Lecturer I in History, Non-tenure-track (1-year contract)

**Education:** B.A., History and English, Yerevan State University of Foreign Languages, 1995; M.A., History and Southeast European Studies, Central European University, Budapest, 1997; Ph.D., International Relations, London School of Economics, 2007

**Academic experience:** Post-doctoral Research Fellow, Centre d'études des mondes Russe caucasien et Centre-Europeen, CNRS, 2007-09; Manoogian Simone Foundation Post-doctoral Fellow, U-M, 2011-12; Lecturer I, UM, 2012-present

**Overseas experience:**

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Russian (native), Armenian (4), French (4), Turkish (1)

**Time devoted to Russian, East European, and Eurasian Studies:** 100%

**Area courses taught:** Armenian History from Prehistoric Times to the Present; Conflict and Diplomacy in the Caucasus; The Caucasus between Empires, 19th and Early 20th Centuries: Understanding the Origins of Modern Conflicts; Russia in the 20th Century: War, Revolution and Reform

**Research and teaching specialization:** Post soviet developments, conflicts, territorial disputes in the South Caucasus, and problems of secession and autonomy; Armenian and Russian history

**Recent publications:**

"Why Autonomy? The Making of Nagorno-Karabakh Autonomous Region 1918-1925." *Europe Asia Studies* 64(2): 281-323, 2012.

"From Conflict to Autonomy: The Making of the South Ossetian Autonomous Region 1918-1922." *Europe Asia Studies* 62(1): 99-123, 2010.

"The Alteration of Place-Names and the Construction of National Identity in Soviet Armenia." *Cahiers du Monde Russe* 44(1), 2003.

**Number of dissertations or theses supervised in the past 5 years:** N/A.

## SCHERER, RENEE

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**Department and tenure status:** Graduate Student Instructor in Russian and Ph.D. Student in Slavic Languages and Literatures, Non-tenure-track

**Education:** B.A., English Literature, Russian Language and Literature, Illinois Wesleyan University, 2008; Ph.D. Candidate, Slavic Languages and Literatures, UM, 2011-present

**Academic experience:** Graduate Student Instructor in Russian Language, UM, 2010-14; Graduate Student Instructor in Great Books, UM, 2012-13; Graduate Student Teaching Mentor in Slavic and Great Books programs, UM, 2013-present; Graduate Teaching Consultant, Center for Research on Learning and Teaching, UM, 2013

**Overseas experience:** Israel (Participant in Tel Aviv University intensive Yiddish language program, Goldreich Institute for Yiddish Language, Literature, and Culture, 2011)

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):  
Russian (4), Yiddish (4)

**Language Pedagogy Training:** Russian 410: Methods of Teaching Russian, Fall 2009; Searching for a Perfect Blend: Students, Teachers and Technology, UM workshop given by E. Dengub, 2014

**Time devoted to Russian, East European, and Eurasian Studies:** 100%

**Area courses taught:** First-Year Russian, Central European Cinema

**Research and teaching specialization:** Russian-Jewish literature and culture, life writing/memoir, Yiddish prose, women writers, Anglo-Russian speculative fiction

**Recent presentations:**

"Conversations with the Wind": Literature in the Dubnov/Erlich Memoirs." AATSEEL Annual Conference, Chicago, 2014.

**Number of dissertations/theses supervised in the past 5 years:** N/A

**Recent distinctions:** Phi Beta Kappa, National Undergraduate Honor Society, 2006; Phi Beta Delta, Honor Society for International Scholars, 2008; David R. Koehn Award for Outstanding Achievement in the Humanities, 2008; Naomi Foundation Scholarship for Yiddish Study, 2011; Slavic Department Graduate Teaching Mentorship, 2012-13.

## SEVINC, NILAY

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**Department and tenure status:** Lecturer I in Near Eastern Studies (Turkish), Non-tenure-track

**Education:** B.A., English Language Teaching, Anadolu University, Turkey, 1993-98; Graduate Fulbright Scholar in Language Teaching Specialization, University of Oregon, 2005-06; M.A., Language Teaching Specialization, University of Oregon, 2008-09; M.S., Educational Methodology, Policy and Leadership, University of Oregon, 2009-11

**Academic experience:** English Teacher, Polatli High School, 1998-99; Part-Time Instructor, Hacettepe University, Vocational School of Polatli, 1999-00; English Language Teacher, Budem Language School, 1999-00; Part-Time English Language Teacher, Turco-British Association, 2003-07; Teaching Language Teaching Assistant, University of Oregon, 2005-06; English Language Instructor, Hacettepe University, 2006-07; Turkish Instructor, Self Study Language Program Coordinator, University of Oregon, 2008-11; Turkish Instructor, Council of American Overseas Research Centers, 2009; Turkish Instructor, University of Wisconsin, Summer 2010, 2012, and 2013; Turkish Instructor, University of Illinois, Summer 2011; Lecturer I (Turkish), UM, 2011-present

**Overseas experience:** Turkey

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Turkish (native), German (1)

**Time devoted to Russian, East European, and Eurasian Studies:** 100%

**Area courses taught:** Elementary Turkish, Intermediate Turkish, Modern Turkish Readings, Advanced Turkish Readings

**Research and teaching specialization:** Turkish languages

**Recent presentations:**

“Cultural Projects in Language Classrooms,” w/ B. Oh. NCOLCTL Conference, Madison, 2012.

“ANVILL (A National Virtual Language Lab): Turkish Model Course,” w/ J. Magoto and C. Holman. NCOLCTL Conference, Madison, 2011.

**Number of dissertations or theses supervised in the past 5 years:** N/A

**Recent distinctions:** Fulbright Scholarship, Foreign Language Teaching Assistant, University of Oregon, 2005-06; International Cultural Service Program Scholarship, 2006; Community Leadership and Involvement Award, 2009.

## SHKOLNIK, NINA

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**Department and tenure status:** Lecturer II in Slavic Languages and Literatures (Russian), Non-tenure-track (5-year contract)

**Education:** M.S., Library Science and Bibliography, Kishinev State University, 1981

**Academic experience:** Teacher of Russian, Chernovtsy High School, 1984-89; Teacher of Russian, Shawnee Mission NW High School, 1990-91; Adjunct Associate Professor, Johnson County Community College, Kansas, 1995-2005; Lecturer I to Lecturer II (Russian), UM, 2006-present

**Overseas experience:** USSR/Moldova; Ukraine; Russia (led three-week Russian Language Study Abroad program at the St. Petersburg Polytechnic Institute, 1999)

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Russian (native)

**Language pedagogy training:** Using Tasks Effectively in Teaching Slavic Languages, UM workshop given by W. Comer, 2007; Inter-Institutional Russian Pedagogy Workshop, Middlebury College, June 2007; Teaching and Assessing L2 Pragmatics: What Can We Expect from Learners, UM workshop given by A. Cohen, 2008; ACTFL ILR Familiarization Workshop, 2010; ACTFL Prochievement Testing in Foreign Languages Workshop, 2011; ACTFL Full OPI Workshop (Russian), Middlebury, 2010; Searching for a Perfect Blend: Students, Teachers and Technology, UM workshop given by E. Dengub, 2014; ACTFL Full OPI Assessment Workshop (Russian/Slavic Languages), UM, 2014

**Time devoted to Russian, East European, and Eurasian Studies:** 100%

**Area courses taught:** First-Year, Second-Year, Third-Year, and Fourth-Year Russian; Intensive Second- and Third-Year Russian; Honors Russian; Conversational Russian; Russian for Heritage Speakers

**Research and teaching specialization:** Russian language

**Recent presentations:**

“Russian Taboo,” AATSEEL Annual Conference, Chicago, 2007.

## SPECTOR, SCOTT

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**Department and tenure status:** Professor of German, History, and Judaic Studies, Tenured

**Education:** B.A., Modern European Cultural and Intellectual History, Clark University, 1981; M.A., History, Johns Hopkins University, 1989; Ph.D., History, Johns Hopkins University, 1993

**Academic experience:** Assistant to Full Professor, UM, 1994-present

**Overseas experience:** Germany (dissertation research in Berlin, DAAD stipend, 1989-91; several postdoctoral research visits, 1995-present); Austria (several postdoctoral research visits, 1995-present)

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

German (5), Spanish (5), Catalan (3), French (2), Italian (2), Yiddish (2)

**Time devoted to Russian, East European, and Eurasian Studies:** 50%

**Area courses taught:** Culture and Politics in Fin-de-Siècle Central Europe; Fin-de-Siècle Viennese Genders and Sexualities; German-Jewish Identity and Culture; Film and History; Gender and Sexual Identities; Origins of Nazism; Kafka in Context; Art and Politics in the Weimar Republic; The Illusion Ministry: Nazi Film and German Society

**Research and teaching specialization:** Modern Central European cultural history, nationality and culture in Prague, modern German-Jewish culture and history

**Recent publications:**

“Forum: Ideas and the City Introduction.” *Journal of the History of Ideas* 74 (2): 259-66, 2013.

*After the History of Sexuality: German Genealogies with and beyond Foucault*, w/ D. Herzog and H. Puff, eds., New York and Oxford: Berghahn Books, 2012.

“Where Personal Fate Turns to Public Affair: Homosexual Scandal and Social Order in Vienna, 1900-1910.” *Austrian History Yearbook* 38:15-24, 2007.

**Number of dissertations/theses supervised in the past 5 years:** 4

**Recent distinctions:** Fulbright Senior Visiting Fellow, International Research Center for Cultural Studies (IFK), Vienna, Austria, 2013-14.

## SUNY, RONALD G.

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**Department and tenure status:** Charles Tilly Collegiate Professor of Social and Political History, Professor of History, and Professor of Political Science, Tenured

**Education:** B.A., History, Swarthmore College, 1962; M.A., History, Columbia University, 1965; Certificate of the Russian Institute, 1965; Ph.D., History, Columbia University, 1968

**Academic experience:** Assistant to Associate Professor, Oberlin College, 1968-81; Alex Manoogian Professor of Modern Armenian History, UM, 1981-94; Professor of Political Science, University of Chicago, 1994-05; Charles Tilly Collegiate Professor of Social and Political History and Professor, UM, 2005-present

**Overseas experience:** USSR (research visits, IREX grants, 1971-72, 1976-77, 1992; Fulbright grant, 1975-76); Russia (numerous research and teaching visits, 1991-present); Armenia, Georgia (research visits, 1991-present)

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Russian (5), Armenian (4), French (4), German (3), Georgian (2)

**Time devoted to Russian, East European, and Eurasian Studies:** 100%

**Area courses taught:** Imperial Russia; Nations and Nationalism; Empires and Nations: Russia and the Soviet Union; Russia in the 20th Century: War, Revolution, and Reform; Survey of Russia: The Russian Empire, the Soviet Union, and the Successor States

**Research and teaching specialization:** Soviet Union and post-Soviet Russia, South Caucasus, nationalism, empire, ethnic conflict, genocide, Russian/Soviet historiography

**Recent publication:**

“The Young Stalin and the Revolution of 1905 in Georgian,” pp. 287-315 in S. Jones. ed., *The Making of Modern Georgia, 1918-2012: The First Georgian Republic and its Successors*. London: Routledge, 2014.

*The Soviet Experiment: Russia, the USSR, and the Successor States*. 2nd ed. New York: Oxford University Press, 2011.

*A Question of Genocide: Armenians and Turks at the End of the Ottoman Empire*, w/ M. Göçek and N. Naimark, eds. New York: Oxford University Press, 2011.

**Number of dissertations/theses supervised in the past 5 years:** 14

**Recent distinctions:** President, AAASS, 2006; appointed Charles Tilly Collegiate Professor of Social and Political History, 2011-15; ASEEES Distinguished Contributions to Slavic, East European, and Eurasian Studies Award, 2013; Berlin Prize, Anna-Marie Kellen Fellow, American Academy in Berlin, Spring 2014.

## SUTTER, SARAH

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**Department and tenure status:** Graduate Student Instructor in Russian and Ph.D. Candidate in Slavic Languages and Literatures, Non-tenure-track

**Education:** B.A., Russian Studies, Music, Mathematics, Macalester College, 2008; Ph.D. Student, Slavic Languages and Literatures, UM, 2009-present

**Academic experience:** Graduate Student Instructor in Russian, UM, 2010-present; School Outreach Coordinator, CREES, UM, 2011-present; ESL Tutor, Jewish Family Services, Ann Arbor, 2012-13; GSI Mentor, Slavic Department, 2013-present

**Overseas experience:** Russia

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):  
Russian (4), Ukrainian (3)

**Language Pedagogy Training:** Russian 410: Methods of Teaching Russian, Fall 2009; ACTFL ILR Familiarization Workshop, 2010; ACTFL Prochievement Testing in Foreign Languages Workshop, 2011; Searching for a Perfect Blend: Students, Teachers and Technology, UM workshop given by E. Dengub, 2014

**Time devoted to Russian, East European, and Eurasian Studies:** 100%

**Area courses taught:** First-Year Russian, Intensive First-Year Russian, Second-Year Russian, Women's Literature and Cultural Politics in Eastern Europe

**Research and teaching specialization:** Kuban Cossack vocal music, Russian language, literature, and culture

**Number of dissertations or theses supervised in the past 5 years:** N/A

**Recent distinctions:** Virginia Binger Prize for Excellence in the Study of Russian Language and Literature, Macalester College, 2008; FLAS Fellowship for Russian, Indiana University, Summer 2009; FLAS Fellowship for Russian, UM, AY 2009-10; CREES Research, Internship, and Fellowship Grant, UM, 2010; FLAS Fellowship for Ukrainian, UM, Summer 2011; Award for Outstanding Achievement in the Teaching of Russian Language, UM, 2012; Outstanding Graduate Student Instructor Award, UM, 2014.

## SWANSON, ERIC

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**Department and tenure status:** Associate Professor of Philosophy, Tenure-track

**Education:** B.A., Literature, Bard College, 1997; M.A., Slavic Languages and Literatures, Yale University, 1999; M.A., Philosophy, Tufts University, 2001; Ph.D., Philosophy, (minor in Linguistics), Massachusetts Institute of Technology, 2006

**Academic experience:** Assistant to Associate Professor, UM, 2006-present

**Overseas experience:** Russia, Eastern Europe (four months travel with the American Russian Youth Orchestra, 1999)

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):  
French (2), Russian (2)

**Time devoted to Russian, East European, and Eurasian Studies:** 25%

**Area courses taught:** Causation, Responsibility, and the Force of Language in *The Brothers Karamazov*

**Research and teaching specialization:** Philosophy of language, metaphysics, epistemology, philosophy of mind

**Recent publications:**

“Subjunctive Biscuit and Stand-Off Conditionals.” *Philosophical Studies* 163(3): 637-48, 2013.

“Conditional Excluded Middle without the Limit Assumption.” *Philosophy and Phenomenological Research* 85(2): 301-21, 2012.

“Propositional Attitudes,” pp. 1538-61 in C. Maienborn, K. von Heusinger, and P. Portner, eds., *Semantics: An International Handbook of Natural Language Meaning*, Vol. 2. Berlin: Mouton de Gruyter, 2012.

“On the Treatment of Incomparability in Ordering Semantics and Premise Semantics.” *Journal of Philosophical Logic* 40(6): 693-713, 2011.

“Lessons from the Context Sensitivity of Causal Talk.” *Journal of Philosophy* 107(5): 221-42, 2010.

“Structurally Defined Alternatives and Lexicalizations of XOR.” *Linguistics and Philosophy* 33(1): 31-36, 2010.

“On Scope Relations between Quantifiers and Epistemic Modals.” *Journal of Semantics* 27(4): 529-40, 2010.

**Number of dissertations/theses supervised in the past 5 years:** 7

**Recent distinctions:** Marshall M. Weinberg Fund Grant for Graduate Seminars in Cognitive Science, 2009.

## TOMAN, JINDRICH

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**Department and tenure status:** Professor of Slavic Languages and Literatures, Tenured

**Education:** M.A., Germanic and Slavic Philology, University of Freiburg, Germany, 1971; D.Phil., Germanic and Slavic Philology, University of Koln, Germany, 1981

**Academic experience:** Researcher, Universität Regensburg, 1981-87; Assistant to Full Professor, UM, 1987-present

**Overseas experience:** Czechoslovakia (education through undergraduate diploma); Czech Republic (research visits, IREX/NEH grant, 1998-99; frequent visits, 1993-present); Slovak Republic (research visit, 2007); Germany (graduate studies and initial employment; research, 2010-11)

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Czech (native), German (5), Russian (5)

**Language pedagogy training:** ACTFL Oral Proficiency Workshop, Monterey, 1989

**Time devoted to Russian, East European, and Eurasian Studies:** 100%

**Area courses taught:** Modern Czech Literature: Culture and Nation in the 19th Century; Modern Czech Literature: The Twentieth Century; Pre-1750 Czech Literature; Fundamentals of Slavic Linguistics; The Avant-Gardes in Central and Eastern Europe, 1910-1945; Prague: The Magic City; Proseminar on Research Methods in Slavic Literatures; Russia's Visual Culture, 1917-1953

**Research and teaching specialization:** Slavic linguistics, Czech literature, Slavic philology

**Recent publications:**

*Jindrich Heisler: Surrealism under Pressure*, w/ M. Witkovsky. Chicago: Art Institute of Chicago/New Haven: Yale University Press, 2012.

"Shadows of Anti-Semitism: Jan Neruda on Jews." *Iudaica Bohemiae* 46(2): 23-49, 2011.

"Renarrating the Rabbi and His Golem," pp. 314-41 in A. Putík, ed., *Path of Life: Rabbi Judah Loew Ben Bezalel, 1525-1609*. Prague: Academia and The Jewish Museum, Prague, 2009.

*Foto/montáž tiskem - Photo/Montage in Print*. Prague: Kant, 2009.

**Number of dissertations/theses supervised in the past 5 years:** 1

**Recent distinctions:** Humboldt Research Prize, 2010.

## TRANDAFIRESCU, ANCA

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**Department and tenure status:** Assistant Professor of Architecture, Tenure-track

**Education:** B.Arch., Temple University, 1993; M.Arch., Physics, The Bartlett, University College London, 2002

**Academic experience:** Adjunct Assistant Professor, University of Oregon, 2002-04; Lecturer to Assistant Professor, UM, 2005-present

**Overseas experience:** England (graduate study, 2002-05); Romania (occasional visits; HOT AIR project, 2009)

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Romanian (native)

**Time devoted to Russian, East European, and Eurasian Studies:** 15%

**Area courses taught:** N/A

**Research and teaching specialization:** Design and representation, Romanian architectural design

**Recent exhibitions:**

"Project HOT AIR" (temporary installation of an inflatable, inhabitable monument commemorating the 20th anniversary of the Romanian revolution), Ann Arbor and Timisoara, 2009.

Beirut House of Arts and Culture (competition boards), Selected Group Show/Beirut Forum, Beirut, Lebanon, 2009.

AIA St. Louis Folly Competition Design Competition, St. Louis, 2006.

**Number of dissertations/theses supervised in the past 5 years:** N/A

**Recent distinctions:** William Muschenheim Fellow, Taubman College of Architecture and Urban Planning, UM, 2005-06; Design Honor Award, Decatur Modern Design Challenge House Competition, 2007; Honorable Mention, 99K House Competition, Rice Design Alliance/AIA Huston, 2008; Taubman College of Architecture and Urban Planning Alumni Society Board of Governors Award for Excellence in Teaching, UM, 2008; AIA Huron Valley Honor Award for the project "Flying Carpet" (w/ G. Wilcox, 2013).

## UEHLING, GRETA

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**Department and tenure status:** Lecturer I in International and Comparative Studies, Non-tenure-track  
**Education:** B.A., International Studies, University of Oregon, 1990; M.A., Ethnology, UM, 1995; Ph.D., Anthropology, UM, 2000  
**Academic experience:** Instructor, UM, 1997; Lecturer, Eastern Michigan University, 2001-03; Lecturer, Wayne State University, 2002; Lecturer I, UM, 2012-present  
**Other professional experience:** Consultant, United Nations High Commissioner for Refugees, Geneva, 2003-04; Project Coordinator, United States Conference, Washington, DC, 2004-07; Central Asia Analyst and Project Manager, InterMedia Survey Institute, Washington, DC, 2007-09; Senior Research Associate, LTG Associates, Washington, DC, 2009-12  
**Overseas experience:** Belgium, Russia, Switzerland, Uzbekistan (short-term consulting and research positions)  
**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):  
Russian (5)  
**Time devoted to Russian, East European, and Eurasian Studies:** 50%  
**Area courses taught:** Introduction to International Studies; Politics of Memory and History; Hidden Histories: Comparative Perspectives on How Societies Remember and Forget; Human Trafficking and Smuggling in International and Comparative Perspective  
**Research and teaching specialization:** International migration, human smuggling and trafficking, refugee resettlement, Crimean Tatars  
**Recent publications:**  
“The 69th Anniversary of the Deportation of the Crimean Tatars.” May 21, 2013. (Available at [www.iccrimea.org/reports/18may2013.html](http://www.iccrimea.org/reports/18may2013.html))  
“The International Smuggling of Children: Coyotes, Snakeheads, and the Politics of Compassion.” *Anthropological Quarterly*, 81(4): 833-71, 2008.  
**Number of dissertations/theses supervised in the past 5 years:** N/A.

## VEIDLINGER, JEFFREY

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**Department and tenure status:** Joseph Brodsky Professor of History and Judaic Studies, Professor of History, and Professor of Judaic Studies, Tenured  
**Education:** B.A., History, McGill University, 1993; Ph.D., History, Georgetown University, 1998  
**Academic experience:** Assistant to Associate Professor of History and Jewish Studies, Indiana University, 1999-2009; Associate Director to Director, Robert A. and Sandra S. Borns Jewish Studies Program, 2003-13; Alvin H. Rosenfeld Chair in Jewish Studies, Indiana University, 2007-13; Professor of History, Professor of Jewish Studies, and Adjunct Professor of Germanic Studies, Indiana University, 2009-13; Professor, UM, 2013-present  
**Overseas experience:** Russia, Hungary, Moldova, Romania, Slovakia, Ukraine, Israel (research visits)  
**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):  
Yiddish (4), Hebrew (4), Russian (3), French (2), German (2),  
**Time devoted to Russian, East European, and Eurasian Studies:** 80%  
**Area courses taught:** The Holocaust: The Fate of the Jews, 1933-1949; The Jews of Eastern Europe; Soviet Culture and Society; The Holocaust in the Soviet Union; Russia and Its Empire; Russian Intellectual History  
**Research and teaching specialization:** History of East European and Russian Jewry, modern Jewish history, modern Russian history  
**Recent publications:**  
“How the Jews of Eastern Europe Read the Bible: The *Tsene-rene* and Purim Plays,” *Russian History* 41: 55-67, 2014.  
*In the Shadow of the Shtetl: Small Town Jewish Life in Soviet Ukraine, 1919-1953.* Bloomington: Indiana University Press, 2013.  
“Culture and the Public: A Yiddish Perspective.” *Canadian-American Slavic Studies* 47(2): 123-36, 2013.  
“The Pen and the Sword: The Wartime Plays of Peretz Markish,” in J. Sherman and G. Estraiikh, eds., *A Captive of the Dawn: The Life and Works of Peretz Markish (1895-1952)*. Oxford: Legenda, 2011.  
**Number of dissertations or theses supervised in the past 5 years:** 12  
**Recent distinctions:** “Top Young Historian” History News Network, 2006; Canadian Jewish Book Award and J. I. Segal Prize (for *Jewish Public Culture in the Late Russian Empire*), 2010; appointed Joseph Brodsky Collegiate Professor of History and Judaic Studies, UM, 2013-18; Canadian Jewish Book Award (for *In the Shadow of the Shtetl: Small Town Jewish Life in Soviet Ukraine, 1919-1953*) 2014.

## WESTWALEWICZ, PIOTR

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**Department and tenure status:** Lecturer IV in Slavic Languages and Literatures (Polish), Non-tenure-track (5-year contract)

**Education:** B.A., Comparative Literature, University of Michigan, 1991; M.A., Slavic Languages and Literatures, University of Michigan, 1994; Ph.D., Slavic Languages and Literatures, University of Michigan, 1998

**Academic experience:** Program Developer, Project FLAME (Foreign Language Acquisition in a Multimedia Environment), UM, 1993-95; Lecturer II to Lecturer IV (Polish), UM, 1999-present

**Overseas experience:** Poland (education through B.A.; dissertation research, IREX grant, 1996-97; several visits to collect language teaching materials, 1991-2002; research visits to develop Polish rock music mini-course, 2003-04; research visit to develop mini-course on Polish counterculture and the art of Zbigniew Libera, 2005)

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Polish (native), Russian (5), German (3), Serbo-Croatian (3)

**Language pedagogy training:** Graduate training at UM, 1991-98

**Time devoted to Russian, East European, and Eurasian Studies:** 100%

**Area courses taught:** First-, Second-, and Fourth-Year Polish; Dismantling the Totalitarian State in Poland: Rock Kills Communism: Europe; Revolution in the Attic: The Tradition of Polish Counterculture; Heart of Europe: Poland Today; Rock Poetry and Political Protest in Poland; Eastern Europe between the Soviet Union and the European Union; Survey of Central and Eastern Europe and the Enlarged European Union

**Research and teaching specialization:** Polish language, literature, and culture

**Number of dissertations or theses supervised in the past 5 years:** N/A.

## WHALLON, ROBERT

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**Department and tenure status:** Professor of Anthropology and Curator of Mediterranean Prehistory, Museum of Anthropology, Tenured

**Education:** B.A., Anthropology, Harvard College, 1961; M.A., Anthropology, University of Chicago, 1963; Ph.D., Anthropology, University of Chicago, 1966

**Academic experience:** Assistant Professor and Curator to Full Professor and Curator, UM, 1966-present

**Overseas experience:** Yugoslavia (research, 1985-86; NSF grant, 1986-88); Serbia (research, 1994, 1995, 1996, 1997, 1998 and 2001); Montenegro (research, 2001; National Geographic Society grants, 2003-05; NSF grant, 2010-15)

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

French (4), Serbo-Croatian (4), Dutch (3), Turkish (3), German (2)

**Time devoted to Russian, East European, and Eurasian Studies (research):** 35%

**Area courses taught:** European Prehistory

**Research and teaching specialization:** European and Middle Eastern prehistory, the ecology and evolution of hunter-gatherers, quantitative methods and spatial analysis, the prehistory of languages, Bosnia and Herzegovina, Serbia, Montenegro

**Recent publications:**

*Late Paleolithic Environments and Cultural Relations around the Adriatic*, ed., International Union for Prehistoric and Protohistoric Sciences, Proceedings of the XV World Congress (Lisbon, 4-9 September 2006), BAR International Series No. 1716, 2007.

“Spatial Distributions and Activities in Epigravettian Level 6 at the Site of Badanj, Bosnia and Herzegovina.” *Glasnik Srpskog Arheološkog Društva* 23:9-26, 2007.

“Social Networks and Information: Non-‘utilitarian’ Mobility among Hunter-gatherers.” *Journal of Anthropological Archaeology* 25(2): 59-70, 2006.

**Number of dissertations/theses supervised in the past 5 years:** 1.

## ZABOROWSKA, MAGDALENA

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**Department and tenure status:** Professor of American Culture and Afroamerican and African Studies, Tenured

**Education:** B.A., University of Warsaw, 1985; M.A., English and American Studies, University of Warsaw, 1987; Ph.D., English, University of Oregon, 1992

**Academic experience:** Assistant Professor, Furman University, 1992-96; Assistant to Associate Professor, Aarhus University, 1996-2000; Visiting Associate Professor to Professor, UM, 2000-present

**Overseas experience:** Poland (education through M.A.; research visit, Maria Kuncewicz Foundation scholar in residence award, 1994)

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Polish (native), Danish (3), French (2), German (2), Russian (2)

**Time devoted to Russian, East European, and Eurasian Studies:** 15%

**Area courses taught:** N/A

**Research and teaching specialization:** 20th-century immigrant literatures, African-American literature, East European immigrant women writers, pre- and post-1989 East European cultures and the “West”, Polish-Jewish studies, visual culture

**Recent publications:**

“Chained Together in Time and Space’: W.E.B. Du Bois Looks at the Warsaw Ghetto, James Baldwin Regards the Harlem Ghetto.” *Palimpsest: A Journal on Women, Gender, and the Black International* (forthcoming).

“Recasting Global Feminisms: Towards a Comparative Historical Approach to Feminist Scholarship and Women’s Activism,” w/ J. Lal et al. *Feminist Studies* 36(1): 13-39, 2010.

*James Baldwin’s Turkish Decade: Erotics of Exile*. Durham: Duke University Press, 2008.

*Over the Wall/After the Fall: Post-Communist Cultures Through an East-West Gaze*, w/ S. Forrester and E. Gapova, eds., Bloomington: Indiana University Press, 2004.

“The Best View Is from the Top: Autobiographical Snapshots, Communist Monument, and Some Thoughts on (Post)Totalitarian Homelessness,” pp. 179-215 in B. Shallcross, ed., *Framing the Polish Home*, Athens: Ohio University Press, 2002.

**Number of dissertations/theses supervised in the past 5 years:** 1

**Recent distinctions:** Hunting Family Professor (Faculty Fellowship), Institute for the Humanities, UM, 2009-10.

## ZIMMERMAN, WILLIAM

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**Department and tenure status:** Professor Emeritus of Political Science

**Education:** B.A., Swarthmore College, 1958; M.A., George Washington University, 1959; Ph.D., Political Science, Columbia University, 1965

**Academic experience:** Lecturer to Full Professor, UM, 1963-2007; Professor Emeritus, UM, 2007-present

**Overseas experience:** USSR (5 research visits, 1962-91); Russia (numerous research visits, 1991-present; upgrading post-secondary Russian social science curriculum project, Carnegie Corporation grants, 2001-11; teaching, Fulbright award, 2002); Romania (research, IREX grant, 1975); Yugoslavia (research, Fulbright-Hays grant, 1970)

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Russian (4), Serbo-Croatian (2), French (1)

**Time devoted to Russian, East European, and Eurasian Studies:** 100%

**Area courses taught:** Soviet and Post-Soviet Politics; Soviet and Russian Foreign Policy; Comparative Foreign Policy; St. Petersburg and Russian Politics

**Research and teaching specialization:** Comparative foreign policy, conflict resolution, Russia and former Soviet Union, Eastern Europe

**Recent publications:**

*Ruling Russia: Authoritarianism from the Revolution to Putin*. Princeton: Princeton University Press, 2014.

**Number of dissertations/theses supervised in the past 5 years:** 2

**Recent distinctions:** AAASS Award for Distinguished Contributions to Slavic Studies, 2004; UM Distinguished Faculty Achievement Award (for exceptional contributions in scholarship, teaching, mentorship and service), 2004-05.

## ZUBRZYCKI, GENEVIÈVE

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**Department and tenure status:** Associate Professor of Sociology and Director, Copernicus Program in Polish Studies, Tenured

**Education:** B.A., History, McGill University, 1992; M.Sc., Sociology, Université de Montréal, 1995; Ph.D., Sociology, University of Chicago, 2002

**Academic experience:** Assistant to Associate Professor, UM, 2003-present

**Overseas experience:** Poland (language and area study, 1989, 1990-91, 1992; numerous research visits, 1992-present)

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):  
French (native), Polish (5)

**Time devoted to Russian, East European, and Eurasian Studies:** 85%

**Area courses taught:** Religion, Politics and Identity; Nations: Movements, Identities and Conflicts; Culture, History and Politics Graduate Workshop; The Lens of History: Holocaust Memory through the Films of Agnieszka Holland

**Research and teaching specialization:** Historical/comparative sociology, nations and nationalism, political and social change, post-socialism (Poland), sociology of religion, collective memory, Jewish renaissance in contemporary Poland, Polish nationalism, politics of commemoration in Poland

**Recent publications:**

“Narrative Shock and (Re)Making Polish Memory in the Twenty-first Century,” pp. 95-115 in F. Vatan and M. Silberman, eds., *Memory and Postwar Memorials: Confronting the Violence of the Past*. New York: Palgrave.

“Polish Mythology and the Traps of Messianic Martyrology,” pp. 110-32 in G. Bouchard, ed., *National Myths: Constructed Pasts, Contested Presents*. London, New York: Routledge, 2013.

“Religion, Religious Tradition and Nationalism: Jewish Revival in Poland and ‘Cultural Heritage’ in Quebec.” *Journal for the Scientific Study of Religion* 51(3):442-55, 2012.

“History and the National Sensorium: Making Sense of Polish Mythology.” *Qualitative Sociology* 34(1): 21-57, 2011.

*The Crosses of Auschwitz: Nationalism and Religion in Post-Communist Poland*. Chicago: University of Chicago Press, 2006.

**Number of dissertations/theses supervised in the past 5 years:** 11

**Recent distinctions:** American Sociological Association’s Sociology of Religion Section Book Award, 2007; AAASS and Orbis Book Prize, 2007; Polish Studies Association’s Biennial Kulczycki Book Prize, 2008 (for *The Crosses of Auschwitz*); American Sociological Association’s Sociology of Culture Section Clifford Geertz Prize for Best Article, 2011 (for “History and the National Sensorium”); Steelcase Research Professor (Faculty Fellowship), Institute for the Humanities, UM, 2012-13.

## LIBRARY STAFF

### BILLINGS, LEIGH A.

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**Title/Department:** Slavic Cataloger, University Library

**Education:** B.A., Physics and Astronomy and Russian, University of Pittsburgh, 2002; M.L.I.S., University of Pittsburgh, 2005

**Professional experience:** Language Editor/Stylist (for English-languages versions of Russian Academy of Sciences journals), MAIK Nauka/Interperiodica, Moscow, Russia, 2002-03; Assistant Technical Librarian, *Mathematical Reviews*, 2003-04; Administrative Assistant/Data Specialist, Western Psychiatric Institute and Clinic, Pittsburgh, 2004-05; Cataloging Librarian, Baker & Taylor, Inc., Bridgewater (NJ), 2005-08; Bookshelver/Processor (part-time), Ann Arbor District Library, Ann Arbor, 2008-present; Information Resources Cataloguing Specialist (.5 FTE) to Information Resources Specialist Senior (1 FTE), University Library, UM, 2004-present

**Overseas experience:** Russia

**Time devoted to Russian, East European, and Eurasian Studies:** 100%

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Russian (4), Modern Greek (1)

**Research specialization:** Slavic and East European technical services librarianship.

### CRAYNE, JANET

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**Title/Department:** Librarian for Slavic, East European, and Eurasian Studies, University Library

**Education:** B.A., Russian, University of Wisconsin, 1971; M.A., Russian Language and Literature, University of Wisconsin, 1976; Certificate, Russian Area Studies, University of Wisconsin, 1977; Coursework toward Ph.D., Slavic Languages and Literatures, University of Wisconsin, 1977-80; M.L.I.S., University of Rhode Island, 1986

**Professional experience:** Slavic Cataloger, Associate in Reference, Acting Slavic Bibliographer, University of Virginia, 1987-93; Associate Librarian, Senior Associate Librarian, Librarian and Head, Slavic and East European Division, University Library, UM, 1993-13; Librarian for Slavic, East European, and Eurasian Studies, UM, 2013-present

**Overseas experience:** USSR/Russia (language study, 1970; occasional acquisition visits, 1993-present); Poland, Bosnia, Croatia, Serbia, and Slovenia (occasional acquisition visits, 1993-present), Kazakhstan conference and acquisitions

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent): Russian (4), French (3), Serbo-Croatian (3), Slovene (1), Macedonian (2), Bulgarian (1), Czech (1), Hungarian (1), Polish (1), Uzbek (2)

**Time devoted to Russian, East European, and Eurasian Studies:** 100%

**Area courses taught:** On-line with Former Soviet and East European Countries; Use of archival materials in research and teaching

**Research specialization:** Slavic bibliography

**Recent publications/scholarly activities:**

Research on historical background of three photograph albums belonging to Hazel Abbott, who traveled with American engineer John F. Stevens along the Trans-Siberian Railway and its branches in the early 20th century.

*Back in the USSR: Ann Arbor's Ardis Publishers and Russian Literature* [Library Exhibit and Catalog], 2009.

*The Impact of War and its Aftermath on Publishing in Bosnia and Herzegovina* [Library Exhibit and Catalog], 2005.

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**MUCHNIK, IRINA**

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**Title/Department:** Slavic Cataloger, University Library

**Education:** Kharkov State Institute of Culture, Librarianship and Bibliography Program, Kharkov, Ukraine, 1981; OCLC Connexion Workshop, Michigan Library Consortium, 2003

**Professional experience:** Librarian, District Library, Zhdanov, Ukraine, 1981-90; Reference Librarian, District Library, St. Petersburg, Russia, 1990-93; High School Library Manager, St. Petersburg, Russia, 1993-98; Library Assistant, Washtenaw Community College, 1999-2001; Serials Library Assistant to Serials Paraprofessional, Ave Maria School of Law, 2001-04; Information Resources Specialist Senior, University Library, UM, 2004-present

**Overseas experience:** USSR/Ukraine (education and work to 1998)

**Time devoted to Russian, East European, and Eurasian Studies:** 100%

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Russian (native), Ukrainian (native), Modern Greek (1)

**Research specialization:** Slavic and East European technical services librarianship.

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**SLATER, WALTER F.**

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**Title/Department:** Associate Librarian for Slavic, East European, and Eurasian Studies; University Library

**Education:** B.S., Russian Technical Translation, Pennsylvania State University, 1986; M.A., Slavic Languages and Literatures, University of Wisconsin, 1993; Coursework toward Ph.D., Turkic Languages and Linguistics, University of Wisconsin, 1993-present; M.L.I.S., University of Wisconsin, 2001

**Academic experience:** Assistant Professor of English, Al-Farabi Kazakh State University, Almaty, Kazakhstan, 1996-97; Lecturer I (Uzbek), UM, 2007-09; Tutor (Uzbek), 2009-present

**Professional experience:** Retrospective Conversion Cataloger, Memorial Library, University of Wisconsin, 1997-2003; Slavic Cataloger, Memorial Library, University of Wisconsin, 1998-2005; Internet Resources Cataloger, Portal to Asian Internet Resources Project, University of Wisconsin (Department of Education Title VI, TICFIA Cycle II Grantee), 2003-05; Cataloger to Assistant Librarian, UM, 2005-present

**Overseas experience:** Uzbekistan (Uzbek language study, IREX grant, 1995); Kazakhstan (Kazakh language study, ACTR/ACCELS Title VIII fellowship, 1995-96; teaching, 1996-97); Turkey (Turkish language study, ARIT fellowship, 1998)

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Russian (5), Kazakh (4), Turkish (4), Uyghur (4), Uzbek (4), Azerbaijani (2), Bulgarian (2), French (2), Georgian (2), German (2), Hungarian (2), Italian (2), Kyrgyz (2), Polish (2), Romanian (2), Serbo-Croatian (2), Turkmen (2), Albanian (1), American Sign Language (1), Estonian (1), Finnish (1), Latvian (1), Lithuanian (1), Mongolian (1), Spanish (1)

**Language pedagogy training:** Slavic 818: Methods of Teaching Slavic Languages, University of Wisconsin-Madison, 1990; LCTL Material Development, CARLA Summer Institute, University of Minnesota, July 2007; Uzbek Testing Project Workshop, NCOLCTL Annual Conference, Madison, 2009; ACTFL ILR Familiarization Workshop, 2010; ACTFL Full OPI Tester Training Workshop (Russian), Middlebury, 2010

**Time devoted to Russian, East European, and Eurasian Studies:** 100%

**Area courses taught:** Elementary Uzbek, Intermediate Uzbek

**Research specialization:** Cataloging of East European, Central Asian, and Slavic monographic, analytic, and serial materials; tense, aspect, and actionality in the Uzbek language.

**SNYDER, BETH**

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**Title/Department:** Associate Librarian and Technical Services Coordinator for Slavic, East European, and Eurasian Studies and Near Eastern Studies; University Library

**Education:** B.A., Russian Studies, College of Wooster, 1989; M.L.I.S., UM, 1995

**Professional experience:** Russian language tutor, College of Wooster, 1988-89; Library Assistant III, Technical Library Assistant II, Technical Library Assistant III, Assistant Librarian to Associate Librarian, UM, 1989-present

**Overseas experience:** USSR (undergraduate study abroad, Krasnodar, Russia, September-December 1987)

**Time devoted to Russian, East European, and Eurasian Studies:** 100%

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Russian (3), Belorussian (1), Bosnian (1), Bulgarian (1), Croatian (1), Czech (1), Macedonian (1), Polish (1), Serbian (1), Slovak (1), Ukrainian (1)

**Area courses taught:** On-line with Former Soviet and East European Countries (assistant)

**Research specialization:** Slavic and East European technical services librarianship.

## CENTER STAFF

### BRICHTA, RACHEL

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**Title/Department:** Communications Specialist/Team Lead, International Institute Shared Services Events/Communications Team

**Education:** B.A., Russian and East European Studies, University of Michigan, 1999; M.A., Russian and East European Studies, University of Illinois, 2004

**Professional experience:** Future Leaders Exchange Program Recruiter, American Councils for International Education, 1999; Research Assistant, Kennan Institute for Advanced Russian Studies, 2000; Future Leaders Exchange Program Officer, Youth For Understanding International Exchange, 2001-02; Future Leaders Exchange Travel Coordinator, American Councils for International Education, 2002-04; Executive Director, Toledo Sister Cities International, 2005; Student Services Associate, CREES and CES-EUC, UM, 2005-09; Student Services Associate, WCED and WCEE, UM, 2008-09; Public Relations Coordinator, CREES, CES-EUC, WCED, and WCEE, 2009-13; Communications Specialist/Team Lead, International Institute Shared Services Events/Communications Team, 2013-present

**Overseas experience:** Belarus (FLEX Program Recruiter, 1999; language study, 2003); Russia (exchange program, 1994; individual study, 1997)

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):  
Russian (4), German (2), Belarusian (1)

**Time devoted to Russian, East European, and Eurasian Studies:** 40%.

### BURNETT, JULIE

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**Title/Department:** FLAS Coordinator, CREES; Academic Services Coordinator, CREES, Center for European Studies, Weiser Center for Emerging Democracies, Weiser Center for Europe and Eurasia, Armenian Studies Program, and Copernicus Program in Polish Studies

**Education:** B.S., Education, Central Michigan University, 2004; master's degree studies, Higher Education, University of Michigan, 2009-present

**Academic and administrative experience:** Student Clerical, Scholarships and Financial Aid, Central Michigan University, 1999-2003; Head Start Center Director, Fountain Child Development Center, 2004-05; Michigan School Readiness Program and Head Start Teacher, Beaverton Preschool, 2005-06; Science Educator, Detroit Science Center, 2007-2012; Student Services, Undergraduate Advising Office, Engineering, UM, 2007-09; FLAS Coordinator, CREES, UM, 2009-present; Academic Services Associate, CREES/CES/WCED, UM, 2009-present; Academic Services Associate, ASP, 2013-present; Academic Services Associate, CPPS, 2014-present

**Overseas experience:** Australia

**Recent administrative professional development:**

UM Workshops to support advising and academic services work:

Annual May Advising Conference (LSA), 2010-14

LSA Advising Academy, 2010-13

Division of Student Affairs Research Symposium: Deconstructing Theory to Practice, 2011, 2013

Rackham Master's Process, 2011, 2012

M-Compass Travel System Training, 2012

Master's Degree Courses:

International and Comparative Higher and Continuing Education (EDUC 870), 2012

Introduction to Higher Education (EDUC 561), 2011

Higher Education Law (EDUC 874), 2010

Research and Educational Practice (EDUC 695), 2010

**Time devoted to Russian, East European, and Eurasian Studies:** 75%

**Recent distinctions:** National Academic Advising Association Professional Grant, 2008.

## HOWESON, NICOLE

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**Title/Department:** Program and Exchange Coordinator, Weiser Center for Emerging Democracies, Weiser Center for Europe and Eurasia, and Copernicus Program in Polish Studies

**Education:** B.A., Russian, University of Michigan, 2006; Graduate Study, Liberal Arts in Foreign Languages and Cultures, Harvard University Extension School, 2008-10

**Professional experience:** Assistant to Director of Admissions, UM Medical School, 2005-06; Freelance Translator and Consultant, Monitor Group, Cambridge, MA, 2007-08; Outreach Assistant, Davis Center for Russian and Eurasian Studies, Harvard University, 2008-10; Program and Exchange Coordinator, CREES, UM, 2010-13; Program and Exchange Coordinator, WCED and WCEE, UM, 2010-14; Program and Exchange Coordinator, CPPS, 2014; Academic Program Manager, WCED, WCEE, CPPS, 2014-present

**Overseas experience:** Poland, France, Russia, Denmark, Estonia, Sweden, Germany

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Russian (5), Polish (2), French (2), Old Church Slavonic (2)

**Recent publications:**

*Unbroken: 100 Page Summary* (forthcoming).

*The Invention of Wings: 100 Page Summary* (forthcoming).

*War and Peace: 100 Page Summary of Leo Tolstoy's Classic Novel*. Pylon Publishing, 2013.

**Time devoted to Russian, East European, and Eurasian Studies:** 25%.

## KILLOUGH, BIRGITTA

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**Title/Department:** Administrative Assistant Intermediate, Weiser Center for Europe and Eurasia, Weiser Center for Emerging Democracies, Armenian Studies Program, Center for European Studies, CREES, and Copernicus Program in Polish Studies

**Education:** Graduate (B.A. equivalent), ESA (European Schools for Administration and Management), Munich, 1988; Liberal arts study, Washtenaw Community College, 2007

**Academic and administrative experience:** Receptionist to Executive Assistant, Rucker GmbH/EDF GmbH, Munich, 1988-90; Sales Assistant to Public Relations Manager, Estée Lauder, Munich, 1990-1992; Executive Assistant, Bertelsmann Music Group, Inc. (BMG), New York, 1993-94; Public Relations Administrator, Capitol Transportation, Bethesda, 2000-01; Teacher, German School, Washington, DC, 2002-06; Office Manager/Teacher, Rudolf Steiner School, 2007-09; Academic Advisor/Subject Pool Coordinator, Department of Psychology, 2009-11; Administrative Assistant Intermediate, WCEE/WCED/CES/CREES, 2012-present, Administrative Assistant Intermediate, ASP, 2013-present; Administrative Assistant Intermediate, CPPS, 2014-present

**Overseas experience:** Germany, France

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

German (native), French (5)

**Recent administrative professional development:**

UM Workshops to support administrative and academic services work:

Access Database Training, 2014

**Time devoted to Russian, East European, and Eurasian Studies:** 20%

**Recent distinctions:** Nominated for the Candace J. Johnson Staff Award for Excellence, UM, 2010; LSA Staff Spotlight Award, UM, 2013.

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## OSTAFIN, MARYSIA

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**Title/Department:** Program Manager, Weiser Center for Europe and Eurasia (CREES, Center for European Studies, Weiser Center for Emerging Democracies); Executive Director, Copernicus Program in Polish Studies

**Education:** B.A., English, University of Michigan, 1974; master's degree study in Russian and East European Studies, University of Michigan, 1974-76

**Administrative experience:** (all UM) Research Assistant, Student Services Secretary, Student Services Assistant, CREES, 1974-78; Student Services Assistant, Program Associate, Administrative Associate II to Program Manager, CREES, 1986-present; Administrative Associate II to Program Manager, International Institute, 2000-08; Administrative Associate II to Program Manager, CES, 2004-present; Program Manager, WCEE/WCED, 2008-present

**Other area-related professional experience:** Associate Editor, Ardis Publishers of Russian Literature, 1979-85; Research Associate, Office of International Peace and Security Research (UM) and The Soviet Interview Project (UM and University of Illinois), 1985-86

**Overseas experience:** Poland, Russia, Czech Republic, Georgia, Hungary, Slovakia, Ukraine

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):  
Polish (5), Russian (4), Portuguese (3), German (1)

**Time devoted to Russian, East European, and Eurasian Studies:** 25%

**Recent publications:**

"Letters from the Other Europe, 1971-72," *LSA Magazine* 19(2): 27-31, 1996.

**Recent distinctions:** Cross of Service Award from the Polish Government, October 1999; College of Literature, Science and the Arts Staff Award for Excellence, 1999.

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## PARMELEE, DONNA E.

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**Title/Department:** Academic Program Manager, CREES

**Education:** B.A., Sociology, State University of New York College, Fredonia, 1973; M.A., Sociology, University of North Carolina, Chapel Hill, 1976; Ph.D., Sociology, University of North Carolina, Chapel Hill, 1983

**Academic experience:** Assistant Professor, Colgate University, 1981-89; Visiting Assistant Professor, Albion College, 1989-90

**Administrative experience:** (all UM) Program Associate, Administrative Associate II to Program Officer Intermediate, CREES, 1990-present; Administrative Associate II to Manager of Sponsored Projects/Program Officer Intermediate, International Institute, 2000-12; Manager of Sponsored Projects/Program Officer Intermediate, CREES and Weiser Center for Europe and Eurasia, 2008-12; Program Officer Intermediate, CREES, 2012-14; Academic Program Manager, CREES, 2014-present

**Overseas experience:** Yugoslavia (dissertation research, IREX grant, 1977-79; directed Colgate University study tour, Fall 1982, Fall 1986; postdoctoral research, Fulbright-Hays grant, 1984-85); Bosnia, Croatia, Slovenia, Serbia (site visit research consultant, The Health of Children in War Zones Project, McMaster University, 1993; brief visits in 1996, 1999, 2005); Romania (1982); Bulgaria (1985); Russia (1999); Hungary (2005)

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):  
Bosnian/Croatian/Serbian (4), French (1), German (1)

**Time devoted to Russian, East European, and Eurasian Studies:** 100%

**Recent publications:**

*Negotiating Radical Change: Understanding and Extending the Lessons of the Polish Round Table Talks*, w/ M. Kennedy, et al., eds. Ann Arbor: Center for Russian and East European Studies, 2000.

*Communism's Negotiated Collapse: The Polish Round Table, Ten Years Later, A Conference at the University of Michigan, April 7-10, 1999. English Transcripts of the Conference Proceedings*, ed. Ann Arbor: Center for Russian and East European Studies, 2000.

**Recent distinctions:** Special Recognition Award (for compiling Bosniaca bibliographies in 1997, 1998, and 2001), International Convention of Slavic Librarians, Sarajevo, 2013.

## EVALUATION CONSULTANTS

### MCNULTY, AMY FOX

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**Position:** Senior Associate, Formative Evaluation Research Associates (FERA)

**Education:** AFS Exchange Student in Ankara, Turkey, 1988-89; Universidad de Costa Rica, Spring 1992; B.A. Sociology/Anthropology, Middlebury College, 1993; M.A., Applied Anthropology, University of South Florida, 1998

**Professional experience:** Evaluation Research Intern, Institute for Community Research, 1997; Graduate Assistant, Department of Anthropology, University of South Florida, 1996-98; Research Associate, David C. Anchin Center, University of South Florida, 1998-99; Research Assistant, Formative Evaluation Research Associates, Inc. (FERA), 1999-2001; Project Associate, FERA, 2001-12; Senior Associate, FERA, 2012-present

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Spanish (3), Turkish (2)

**Overseas experience:** Turkey, Costa Rica

**Time devoted to Russian, East European, and Eurasian Studies (evaluation):** 5%

**Evaluation specialization:** Qualitative data collection and analysis, formative and outcome evaluations, and group processes, especially data interpretation workshops.

### TICE, KARIN E.

---

**Position:** President and Senior Partner, Formative Evaluation Research Associates, Inc. (FERA)

**Education:** B.A., Latin American Studies, Friends World College, 1978; M.A., Applied Anthropology, Teachers College/Columbia University, 1982; Certificate in Latin American Studies, Institute of Latin American and Iberian Studies, School of International Affairs, Columbia University, 1983; Ph.D., Anthropology, Columbia University/Teachers College, 1989

**Professional experience:** Consultant, Office of Educational Evaluation, New York City Board of Education, April-June 1986; Consultant, New Age Inc. "Intergenerational Initiatives in Support of Families: A Statewide Planning Conference," May 1985; Lecturer in Anthropology, Eastern Michigan University, Fall 1986; President, Formative Evaluation Research Associates, Inc. (FERA), 1986-present

**Language proficiency** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent):

Spanish (5), Portuguese (4), Catalan (2), Kackchiquel (2), Kuna (2)

**Overseas experience:** Panama, Spain, Guatemala, Mexico, Switzerland, Europe, Eastern Europe, Thailand, Central and South America

**Time devoted to Russian, East European, and Eurasian Studies (evaluation):** 5%

**Evaluation specialization:** Strategic leadership, evaluation design and implementation, dissemination of evaluation findings, teaching about evaluation

**Recent publications and evaluation reports:**

*Jewish Community Youth Foundation: Ten Years of Impact.* Princeton, NJ: Jewish Youth and Family Services, 2013.

*The State of Opportunity? The Road Ahead for Michigan: Examining Access and Equity for Michigan's Young People, Cradle to Career.* Grand Haven: MI: Council of Michigan Foundations, 2012.

*Jewish Teens Engaged in Grantmaking and Leadership: Ten Years of Impact (2000-2010).* Denver, CO: Rose Youth Foundation, 2011.

*United Way Strategic Restructuring Efforts: A National Set of Case Studies.* Battle Creek, MI: United Way of Greater Battle Creek, 2008.

*Global Fund for Community Foundations Final Evaluation Report (2006-2008).* Brussels, Belgium: Global Fund for Community Foundations/European Foundation Center, 2008. (Available at [www.wings-globalfund.org](http://www.wings-globalfund.org))

*Youth Grantmakers from Communities of Color: National Case Studies.* Grand Haven, MI: Council of Michigan Foundations, 2007.



APPENDIX 3

UNIVERSITY OF MICHIGAN  
 CENTER FOR RUSSIAN, EAST EUROPEAN, AND EURASIAN STUDIES  
 COURSE LIST, 2012-13, 2013-14, and 2014-15

Index

Language Courses	1
Area Studies Courses: College of Literature, Science, and the Arts	7
Area Studies: Professional Schools	36

Course Number	Course Title	Instructor	%	Term	Hours	Enrollments 2012-13		Enrollments FA 13-WN 14			Offerings 2014-15	
						G	UG	G	UG	SP/ SU 14	15	
<b>LANGUAGE COURSES</b>												
<b>Armenian</b>												
ARM 171/ AAPTIS 171	Introductory Western Armenian I	Bardakjian	100%	F	4			3	2			
ARM 172/ AAPTIS 172	Introductory Western Armenian II	Bardakjian	100%	W	4			3	1			
ARM 271/ AAPTIS 271	Intermediate Western Armenian I	Bardakjian	100%	F	4		6					X
ARM 272/ AAPTIS 272	Intermediate Western Armenian II	Bardakjian	100%	W	4		6					X
<b>Bosnian/Croatian/Serbian</b>												
*BCS 131/ 531	<i>First-Year BCS I</i>	Rosic	100%	F	4	2	7					X
*BCS 132/ 532	<i>First-Year BCS II</i>	Rosic	100%	W	4	2	6					X
BCS 231/ 533	Second-Year BCS I	Rosic	100%	F	4			5	6			X
BCS 232 /534	Second-Year BCS II	Rosic	100%	W	4			4	6			X
BCS 439	Directed Reading of BCS Literature	BCS Faculty	100%	F/W	1-4	4	4					X

\* Supported with Title VI funds in 2014-15

Course Number	Course Title	Instructor	%	Term	Hours	Enrollments 2012-13		Enrollments FA 13-WN 14			Offerings 2014-15	
						G	UG	G	UG	SP/ SU 14	2014-15	
<b>Czech</b>												
*CZECH 141/ 541	<i>First-Year Czech I</i> (Offered as a distance course to U. of Illinois students in 2012-13; includes 4 guest students.)	Pasek	100%	F	4	6	3					X
*CZECH 142/ 542	<i>First-Year Czech II</i> (Offered as a distance course to U. of Illinois students in 2012-13; includes 1 guest student.)	Pasek	100%	W	4	1	3					X
CZECH 241/ 543	Second-Year Czech I (Distance course from U. of Illinois in 2012-13.)	Pasek	100%	F	4	1	1			3		
CZECH 242/ 544	Second-Year Czech II (Distance course from U. of Illinois in 2012-13.)	Pasek	100%	W	4	1	1			3		
CZECH 480	Supervised Czech Reading	Czech Faculty	100%	F	1-4	2	2					X
<b>Modern Greek</b>												
MODGRK 101/ 501	Elementary Modern Greek I	Margomenou	100%	F	4 UG/ 3 G	1	21			8		X
MODGRK 102/ 502	Elementary Modern Greek II	Leontis	100%	W	4 UG/ 3 G	2	17			10		X
MODGRK 105	Elementary Modern Conversational Greek I	Margomenou	100%	W	1				1	8		X
MODGRK 201/ 503	Second-Year Modern Greek I	Margomenou	100%	F	4 UG/ 3 G		12		1	13		X
MODGRK 202/ 504	Second-Year Modern Greek II	Margomenou	100%	W	4 UG/ 3 G		12		1	12		X
MODGRK 205	Intermediate Modern Conversational Greek I	Margomenou	100%	W	1				1	4		X
MODGRK 301/ 505	Intermediate Modern Greek I	Margomenou	100%	F	3		12			5		X
MODGRK 302/ 506	Intermediate Modern Greek II	Margomenou	100%	W	3		8					X
MODGRK 305	Intermediate Modern Conversational Greek II	Margomenou	100%	W	1					9		X

Course Number	Course Title	Instructor	%	Term	Hours	Enrollments 2012-13		Enrollments FA 13-WN 14			Offerings 2014-15	
						G	UG	FA	G	UG	SP/SU 14	I5
MODGRK 499	Supervised Reading	Modern Greek Faculty	100%	F/W /SP/ SU	1-3		4			1	X	X
MODGRK 599	Directed Reading	Modern Greek Faculty	100%	F/W	1-4			2			X	X
<b><u>Pashto</u></b>												
AAPTIS 119/ 519 ASIANLAN 119/ 519	Introductory Pashto I (Distance course from Indiana U.)	Inomkhojayevev	100%	F	4			2				
AAPTIS 120/ 520 ASIANLAN 120/ 520	Introductory Pashto II (Distance course from Indiana U.)	Inomkhojayevev	100%	W	4			1				
<b><u>Persian</u></b>												
AAPTIS 141	Elementary Persian I	Aghaei	100%	F	4	4	8	3	9			X
AAPTIS 142	Elementary Persian II	Aghaei	100%	W	4	2	6	4	9			X
AAPTIS 241	Intermediate Persian I	Aghaei	100%	F	4	2	6	2	5			X
AAPTIS 242	Intermediate Persian II	Aghaei	100%	W	4	1	6	2	7			X
AAPTIS 545	Modern Persian Fiction (Taught in Persian)	Aghaei	100%	W	3	3	4	2	4			X
AAPTIS 544	Modern Persian Nonfiction (Taught in Persian)	Aghaei	100%	F	3	3	3	2	6			X
<b><u>Polish</u></b>												
POL 121/ 561	First-Year Polish I	Pasek, Duda	100%	F	4		13	1	11			X
POL 122/ 562	First-Year Polish II	Pasek	100%	W	4		10		10			X
POL 221/ 563	Second-Year Polish I	Westwalewicz, Pasek	100%	F	4	1	5	1	7			X
POL 222/ 564	Second-Year Polish II	Westwalewicz, Pasek	100%	W	4		6		6			X

Course Number	Course Title	Instructor	%	Term	Hours	Enrollments 2012-13		Enrollments FA 13-WN 14			Offerings SP/ 2014-15	
						G	UG	G	UG	SU 14	15	
POL 321/ 565	Third-Year Polish I	Pasek	100%	F	3	2	3	1	4		X	
POL 322/ 566	Third-Year Polish II	Pasek	100%	W	2	2	3		3		X	
POL 421/ 567	Fourth-Year Polish I	Westwalewicz	100%	F	3	2	5	2	4		X	
POL 422/ 568	Fourth-Year Polish II	Westwalewicz	100%	W	3	2	3	2	4		X	
<b><u>Russian</u></b>												
RUSS 101/ 511	First-Year Russian I	Getty, Sutter, McCauley	100%	F	5	3	30	2	28		X	
RUSS 102/ 512	First-Year Russian II	Getty, Sutter, McCauley, Scherer	100%	W	5	2	24	1	19		X	
RUSS 103/ RCLANG 193	Intensive First-Year Russian	Makin, A.	100%	F	8		10		13		X	
RUSS 123/ 523	Intensive First-Year Russian	Rogovyk, McCauley	100%	SP	8		5			X	X	
RUSS 201/ 513	Second-Year Russian I	Rogovyk, Fort, Parsons, Getty	100%	F	5	3	18	3	19		X	
RUSS 202/ 514	Second-Year Russian II	Rogovyk, Parsons, Fort, Getty, Sutter	100%	W	5	2	14	1	18		X	
RUSS 203/ RCLANG 293	Intensive Second-Year Russian	Makin, A.	100%	W	8	1	5		8		X	
RUSS 223	Intensive Second-Year Russian	Shkolnik	100%	SU	8		5			X	X	
RUSS 225/ 524	Russian for Heritage Speakers I	Shkolnik	100%	F	3	1	9		12		X	
RUSS 301/ 515	Third-Year Russian I	Shkolnik	100%	F	4	4	12		7		X	
RUSS 302/ 516	Third-Year Russian II	Shkolnik	100%	W	4	1	7		5		X	
RUSS 303 / 527	Intensive Third-Year Russian	Rogovyk	100%	SP	8		4			X	X	

Course Number	Course Title	Instructor	%	Term	Hours	Enrollments 2012-13		Enrollments FA 13-WN 14		Offerings 2014-15	
						G	UG	G	UG	SP/	SU 14
RCLANG 323	Russian Readings	Makin, A.	100%	F	2	2					X
RUSS 325	Russian for Heritage Speakers II	Shkolnik	100%	W	3	3					X
RUSS 401/ 517	Fourth-Year Russian I	Shkolnik	100%	F	4	2	15	5			X
RUSS 402/ 518	Fourth-Year Russian II	Shkolnik	100%	W	4	2	9	4			X
*RUSS 519	<i>Fifth-Year Russian I: Contemporary Issues</i>	Rogovyk	100%	F	4	5	3	2			X
*RUSS 520	<i>Fifth Year Russian II: Contemporary Issues</i>	Rogovyk, Fort	100%	W	4	3	1	2			X
RUSS 576	Structure of Russian	Kondrashova	100%	W	3	4	1				X
<b><u>Slavic Linguistics</u></b>											
SLAV 573	Old Church Slavic	Kondrashova	100%	F	2-3						X
<b><u>Turkish</u></b>											
AAPTIS 151	Elementary Turkish I	Sevinc	100%	F	4	5	7	5			X
AAPTIS 152	Elementary Turkish II	Sevinc	100%	W	4	4	5	6			X
AAPTIS 251	Intermediate Turkish I	Sevinc	100%	F	4	1	2	3			X
AAPTIS 252	Intermediate Turkish II	Sevinc	100%	W	4	1	2	4			X
AAPTIS 553	Modern Turkish Readings (Taught in Turkish)	Sevinc	100%	F	3		3				X
AAPTIS 591	Topics in AAPTIS: Advanced Turkish Readings	Sevinc	100%	W	3		4	2			X
<b><u>Ukrainian</u></b>											
*UKR 151/ 551	<i>First-Year Ukrainian I</i>	Rogovyk	100%	F	4	2	1	1			X
*UKR 152/ 552	<i>First-Year Ukrainian II</i>	Rogovyk	100%	W	4	2	1	2			X
UKR 251/ 553	Second-Year Ukrainian I	Rogovyk	100%	F	4						
UKR 252/ 554	Second-Year Ukrainian II	Rogovyk	100%	W	4						
UKR 421	Directed Reading in Ukrainian Literature	Slavic Faculty	100%	F/W/ SP	1-4	2	4	1			X

Course Number	Course Title	Instructor	%	Term	Hours	Enrollments 2012-13		Enrollments FA 13-WN 14		Offerings SP/ 2014-15	
						G	UG	G	UG	SP/ SU 14	2014-15
<b>Uzbek</b>											
AAPTIS 119/ 519 ASIANLAN 119/ 519	Elementary Uzbek I (Distance course from Indiana U., 2012-13 and 2013-14; from Ohio State U., 2014-18)	Hodjaev, Matchanova	100%	F	4			3			X
AAPTIS 120/ 520 ASIANLAN 120/ 520	Elementary Uzbek II (Distance course from Indiana U., 2012-13 and 2013-14; from Ohio State U., 2014-18)	Hodjaev, Matchanova	100%	W	4			1			X
AAPTIS 249/ 549 ASIANLAN 249/ 549	Intermediate Uzbek I (Distance course from Indiana U., 2012-13 and 2013-14; from Ohio State U., 2014-18)	Hodjaev, Matchanova	100%	F	4	1	1				X
AAPTIS 250/ 550 ASIANLAN 250/ 550	Intermediate Uzbek II (Distance course from Indiana U., 2012-13 and 2013-14; from Ohio State U., 2014-18)	Hodjaev, Matchanova	100%	W	4	1	1				X
AAPTIS 359/ 559 ASIANLAN 359/ 559	Advanced Uzbek I (Distance course from Indiana U., FA 2012)	Hodjaev	100%	F	4	1					
<b>Yiddish</b>											
YID 101/ 431 JUD 101/ 431	Elementary Yiddish I	Hoffman	100%	F	4	1	2	2	3		X
YID 102/ 432 JUD 102/ 432	Elementary Yiddish II	Hoffman	100%	W	4	1		2	1		X
YID 201/ 531 JUD 201/ 531	Intermediate Yiddish I	Hoffman	100%	F	4	1	2	1			X
YID 202/ 532 JUD 202/ 532	Intermediate Yiddish II	Hoffman	100%	W	4	1	2	1			X
YID 301/ 631 JUD 301/ 631	Advanced Yiddish I	Hoffman	100%	F	3 UG/ 4 G	2	4	3			X
YID 302/ 632 JUD 302/ 632	Advanced Yiddish II	Hoffman	100%	W	3 UG/ 4 G	2	3	2			X

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						G	UG	FA	UG	SP/	SU 14
<b>AREA STUDIES COURSES: COLLEGE OF LITERATURE, SCIENCE, AND THE ARTS</b>											
<u>Anthropology</u>											
ANTH 328	Globalizing Consumer Cultures (Includes REEE case studies. Taught by REEE specialist.)	Fehérváry	25%	W	3		27		27		X
ANTH 352	Anthropology of the Body (Includes REEE case studies. Taught by REEE specialist.)	Fehérváry	25%	F	3				27		X
ANTH 445/REEES 410	Cultural Anthropology Mini-Course: Malinowski's Other Worlds: Journeys In and Out of Polish Cultural Production	Chivens	50%	F	1		24				
ANTH 458	Topics in Sociocultural and Linguistic Anthropology										
ANTH 458	Historical Ethnographies of Post-Ottoman Societies (Includes Balkan case studies.)	Al-Rustom	25%	W	3	1	5				
ANTH 538	Materiality: Theoretical Approaches to Sociocultural Anthropology (Includes REEE case studies. Taught by REEE specialist.)	Fehérváry	25%	F	3			11			
ANTH 539	Consumption (Includes REEE case studies. Taught by REEE specialist.)	Fehérváry	25%	F	3	10					X
ANTH 558 ANTH 558	Current Issues in Sociocultural Anthropology: Citizenship and Non-Citizens (Includes REEE case studies.)	Partridge	25%	F	3				7		
ANTH 558/REEES 405	Romani Diaspora	Lemon	75%	F	3						X

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						G	UG	G	UG	SP/ SU 14	2014-15
ANTH 679	Sentiment/Affect/Structures of Feeling (Includes REEE case studies. Taught by REEE specialist.)	Lemon	25%	W	3			11			
ANTH 959	Survey of Literature on Selected Topics	CREES Faculty	100%	F/W	1-3	1					X
ANTH 990	Dissertation: Pre-Candidate	CREES Faculty	100%	F/W	1-8	1		1			X
ANTH 995	Dissertation: Candidate	CREES Faculty	100%	F/W	8	7		8			X
<u>Communication Studies</u>											
COMM 440	Global Iconic Events (Includes REEE case studies.)	Sonnevend	25%	F	3						X
COMM 432	Foreign News Coverage (Includes REEE case studies.)	Collings	25%	F/W	3		28		29		X
<u>Comparative Literature</u>											
COMPLIT 240	Literature Across Borders: Matters of Life and Death (Includes REEE case studies. Taught by REEE specialist.)	Paloff	25%	F	3						X
COMPLIT 322	Translating World Literatures: Creative Copying (Includes REEE case studies. Taught by REEE specialist.)	Paloff	25%	F/W	3		39				X
COMPLIT 490/ INTLSTD 401	Translating Human Rights (Includes case studies from Eastern Europe.)	Merrill	25%	W	3		24				X
COMPLIT 600	Key Texts in Theory (Includes REEE case studies. Taught by REEE specialist.)	Aleksic	25%	F	3						X

Course Number	Course Title	Instructor	%	Term	Hours	Enrollments 2012-13		Enrollments FA 13-WN 14		Offerings 2014-15	
						G	UG	G	UG	SP/ SU 14	15
COMPLIT 740	<u>Seminar in Major Authors</u> · East European Poets in the West	Paloff	100%	F	3						X
COMPLIT 770	<u>Seminar: Interdisciplinary Approaches to Literature</u> · Lacan, Žižek, and Cultural Critique (Includes works by Slovene Marxist philosopher, psychoanalyst, and cultural critic Slavoj Žižek.)	Cleĳ	40%	F	3			3			X
COMPLIT 771	<u>Seminar: Interdisciplinary Approaches to Literature</u> · Vampiric Nations: or When Is It Dying Already (Includes works by David Albahari. Taught by REEE specialist.)	Aleksić	40%	W	3						X
COMPLIT 990	Dissertation: Pre-Candidate	CREES Faculty	100%	F/W	1-8			2			X
COMPLIT 995	Dissertation: Candidate	CREES Faculty	100%	F/W	8		1	8			X
<b>Economics</b>											
ECON 340	International Economics (Includes case studies on EU integration and Russia's WTO membership.)	Deardorff	25%	F/W	3		91		115		X
ECON 453	The European Economy (Focuses on post-WWII, with an emphasis on European economic integration and EU enlargement.)	Adams	25%	F	4	2	118		126		X
ECON 496	History of Economic Thought (Includes Marxist economic theory.)	Arunachalam	25%	W	3		23		32		X
ECON 664/ HIST 623	Topics in World Economic History, II: Modern Economic History (Includes REEE case studies.)	Rhode	25%	W	3	3					X

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						G	UG		G	UG	SP/ SU 14	15		
ECON 841/ 842	Research Seminar in International Economics (Research for the course may be on REEE topic.)	Levchenko, Zhang	25%	F/W	3	13			3				X	
ECON 859/ 860	Seminar in Comparative Economic Development (Research for the course may be on REEE topic.)	Thornton	25%	F/W	3	14			4				X	
<b><u>English</u></b>														
ENG 125	Writing and Academic Inquiry: Writing Health and Illness (Includes REEE case studies. Taught by REEE specialist.)	Robbins	25%	F	4		18							
ENG 290	Plays for the Modern Stage (Includes Chekhov.)	Brader	25%	F	3								X	
ENG 313	Memoir and Social Crisis (Includes Holocaust memoirs.)	Williams	25%	F	3								X	
ENG 447/ THREMUS 399	Modern Drama: The Invention of a Modern Drama: Ibsen to Beckett (Includes Chekhov.)	Brater	25%	F	3	1	11							
<b><u>Environment</u></b>														
ENVIRON 207	Sustainability and Society (Includes REEE case studies based on instructor's research in the region.)	Newell	25%	W	3		47			45			X	
ENVIRON 302	Environmental and Natural Resources Economics (Includes REEE case studies based on instructor's research in the region.)	Meeks	25%	W	3		16						X	

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						G	UG	G	UG	SP/ SU 14	2014-15	
<u>Germanic Languages and Literatures</u>												
GER 180	<u>First-Year Seminar</u>											
GER 180	· The Third Reich and Its Legacies (Includes coverage of Germany under Communism.)	Hell	25%	W	3		21					X
GER 180	· Berlin in the 20th Century (Includes extensive coverage of Berlin during the Communist period.)	McIsaac	25%	F	3				16			
GER 180	· Europe 1989: Media, Memory, Mythology (Includes REEE case studies.)	Sprigge	75%	F	3							X
GER 231	Second-Year Course (Taught in German) (Includes films about East Germany and Kafka.)	Rastalsky	25%	F	4							X
GER 325	<u>Intermediate German (Taught in German)</u>											
GER 325	· Other Victims of the Holocaust (Includes coverage of Roma and Slavs.)	Rodena-Krasan	40%	F	3					18		
GER 325	· Peace, Love and Rock 'n Roll: Germany's Student Movement and the Generation that Changed a Nation (Includes coverage of East German Rock.)	Rodena-Krasan	25%	F	3							X
GER 499	Seminar in German Studies: The Third Reich and its Legacies (Taught in German) (Includes coverage of Germany under Communism.)	Hell	25%	W	3		27					X
GER 731	· Precarious Life: Art, Aesthetics, and Politics (Includes East German authors.)	Hell	25%	F	4							X

Course Number	Course Title	Instructor	%	Term	Hours	Enrollments 2012-13		Enrollments FA 13-WN 14			Offerings SP/ 2014-15	
						G	UG	G	UG	SU 14	I5	
<b>History</b>												
HIST 102	History of the Present (Includes REEE case studies. Taught by REEE specialists.)	Kivelson, Spector	25%	F	3							X
HIST 195	The Writing of History: A Global History of Genocide (Includes REEE case studies. Taught by REEE specialist.)	Goff	75%	W	4			18				
HIST 196	First-Year Seminar in Social Sciences: World-Wide Witchcraft: Witch-Belief and Witch-Hunting in Global Perspective (Includes REEE case studies. Taught by REEE specialist.)	Kivelson	50%	F	3		18					X
HIST 197	First-Year Seminar in the Humanities · Holocaust Documentaries	Marwil	50%	W	3		15					X
HIST 197	· Rethinking the History of Communism	Chin	75%	W	3							X
HIST 214	Modern Europe: 1648 to the Present (Includes coverage of the Russian Revolution, Cold War, and emergence of the new Europe after the collapse of the Soviet Union.)	Cole	25%	W	4							X
HIST 224/ PUBPOL 224	Global Nuclear Proliferation (Covers the Cold War, including Soviet and U.S. perspectives on the arms race.)	Hecht	25%	F	4							X
HIST 230 HIST 230	Humanities Topics in History · Tracking Human Rights (Includes REEE case studies. Taught by REEE specialist.)	Ballinger	40%	W	3		31					27
HIST 230/ AMCULT 204	· Spies and Sci-Fi, Coups and Concerts: Cold War Culture	Von Eschen	25%	W	3							138

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Course Number	Course Title	Instructor	%	Term	Hours	Enrollments 2012-13		Enrollments FA 13-WN 14		Offerings SP/ 2014-15	
						G	UG	G	UG	SP/ 2014-15	SU 14 15
HIST 232	Interdisciplinary Topics in History: European Fascism from an International and Comparative Perspective (Includes fascism in WWII Hungary and Romania and the politics of the radical right in the post-WW II Eastern Europe.)	Gaggio	25%	W	3				16		
HIST 238/ AAPTIS 238/ ACABS 238 / EARTH 238	Zoom: A History of Everything (Includes REEE case studies. Taught by REEE specialist.)	Northrop	25%	W	4	56					X
HIST 241	America and Middle Eastern Wars (Includes contentions between the U.S. and USSR for client states during the Cold War.)	Cole	25%	W	4				90		X
HIST 286/ REL 286	Eastern Christianity from the 4th to 18th Century	Fine	50%	W	3	10					X
HIST 287/ ARM 287	Armenian History from Prehistoric Times to the Present	Saparov	100%	F	3	5			5		
HIST 303	Topics in History										
HIST 303/ AAPTIS 291	History of the Turkish Republic (Includes Ottoman history and Turkey's minorities and relations with the EU.)	Cipa	25%	F	3	16			11		X
HIST 303/ AAPTIS 291	Ten Sultans, One Empire: The Ottoman "Classical Age"	Cipa	25%	F	3	20			16		
HIST 303/ AAPTIS 291	The Ottoman Empire in the "Post Classical Age"	Cipa	25%	W	3	28			40		X
HIST 312/ POLSCI 362	History of European Integration (Includes EU enlargement.)	Gaggio	50%	F	4				118		
HIST 318	Europe in the Era of Total War, 1870-1945	Gaggio, Porter-Szűcs	50%	F	4	142			152		X

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						G	UG	G	UG	SP/ SU 14	2014-15
HIST 319	Europe Since 1945: From the Iron Curtain to Fortress Europe (Includes extensive coverage of Eastern Europe.)	Chin	50%	W	4		72		52		X
HIST 322/ GERM 322	The Origins of Nazism (Includes the Holocaust and impact of WWII on Europe, including Eastern Europe.)	Berg	25%	W	4		168				X
HIST 328/ JUD 318	Humanities Topics in History: Antisemitism and Philosemitism (Includes REEE case studies. Taught by REEE specialist.)	Veidlinger	50%	W	3				17		
HIST 329	Making the Modern Mediterranean (Includes REEE case studies. Taught by REEE specialist.)	Ballinger	25%	F	3		7				
HIST 331/ POL 331	Poland in the 20th and 21st Centuries	Porter-Sziucs	100%	W	4				87		
HIST 359	Visions of the Past (Includes the Holocaust.)	Marwil	25%	W	3		21		16		X
HIST 363/ AMCULT 301	U.S. and the World Since 1945: Politics, Culture, and War in the American Century (Includes the Cold War and Soviet/U.S. relations.)	Von Eschen	25%	F	4		79				
HIST 384/ JUD 384	Modern Jewish History 1880-1948	Veidlinger	50%	F	3				13		
HIST 386/ JUD 386/ GER 391	The Holocaust: The Fate of the Jews, 1933-1949	Lupovitch, Veidlinger,	50%	F/W	4		99		94		X
HIST 390/ JUD 317	Jews in the Age of Revolutions, 1789-1990 (Includes REEE case studies. Taught by REEE specialist.)	Lupovitch	80%	W	1		29				

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						G	UG	G	UG	SP/ SU 14	2014- 15
HIST 396	<u>History Colloquium</u>										
HIST 396/ HIST 496	· Nomads and Others: The Nomadic Factor in History (Includes the "reindeer" people of Siberia.)	Poteet	25%	F	3		12				
HIST 408	Byzantine Empire, 284-867	Fine	100%	F	3		6				X
HIST 409	Byzantine Empire, 867-1453	Fine	100%	W	3						X
HIST 416/ GERM 401/ PHIL 463	19th Century German and European Intellectual History (Includes REEE case studies. Taught by REEE specialist.)	Spector	25%	F	3		33				
HIST 431	History of the Balkans Since 1878	Fine	100%	F	3	1	1				
HIST 432	Medieval and Early Modern Russia: From the Vikings to Peter the Great	Kivelson	100%	F	3	2	23				
HIST 433/ 594	Russia under the Tsars	Kivelson, Suny, Saparov	100%	F/W	3	3	20				X
HIST 434/ 594	Russia in the 20th Century: War, Revolution and Reform	Saparov, Suny	100%	W	3	2	28	3	24		X
HIST 445/ HIST 445/ 498/ 594	<u>Topics in History</u> · Debating Capitalism (Includes Karl Marx and other Marxist theorists.)	Gaggio	25%	F	3	2	12	5	14		
HIST 445/594	· The Historiography of Eurasia (Includes Karl Marx and other REEE theorists.)	Lieberman	40%	F	3						X
HIST 449/ HIST 594/ AAPTIS 491	The Caucasus between Empires, 19th and Early 20th Centuries: Understanding the Origins of Modern Conflicts	Saparov	100%	F	3	1	4	4	13		X

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						G	UG	G	UG	SP/ SU 14	2014-15	
HIST 449/ 495/ 594	The World the Mongols Made	Lindner	40%	W	3	7	12	1	6		X	
HIST 449	Three Imperial Capitals: Byzantium, Constantinople, Istanbul	Lindner	40%	W	3			1	9		X	
HIST 480	Conflict and Diplomacy in the Caucasus	Saparov	100%	W	3	4	14	2	15			
HIST 481	Topics in European History											
HIST 481/ JUD 417	Jewish Memories, Memoirs, and History (Includes REEE case studies. Taught by REEE specialist.)	Veidlinger	50%	F	3				6			
HIST 481	The Uses of the Past in 20th-Century Europe: From the Great War to the House of European History (1914-2012) (Includes REEE case studies.)	Cauvin	25%	W	3	1	6					
HIST 490	The Left in Europe: Democracy and its Horizons, 1789-2014: Democracy in Parliaments, Committee Rooms, and Streets (Includes REEE case studies. Taught by REEE specialist.)	Eley	25%	F	3						X	
HIST 496	History Colloquium											
HIST 496	Germany in the Age of Cold War	Chin	25%	F	4				12			
HIST 496	The Aftermath of War and Genocide: Remembering and Forgetting in Twentieth-Century Germany (Includes East Germany and re-unified Germany. Taught by REEE specialist.)	Canning	25%	W	4				17			
HIST 497	Fascism Then and Now (Includes REEE case studies. Taught by REEE specialist.)	Eley	25%	F	4						X	
HIST 625	Studies in Balkan History	Fine	100%	W	3						X	

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HIST 639/ MENAS 591/ REEES 639	Graduate Colloquium in Central Eurasian History	Northrop	100%	F	3	7					
<u>HIST 698</u> HIST 698/ HIST 719/ EURO 600	<u>Topics in History</u> · Teaching European History after the Global Turn (Includes Europe during the Cold War and EU enlargement.)	Cole	25%	W	3	5	1	6			
HIST 698	· Empires in the Modern World (Includes REEE case studies. Taught by REEE specialist.)	Suny	50%	F	3						X
HIST 796	Human Rights, Anticolonialism and the Global Cold War (Includes REEE case studies. Co-taught by REEE specialist, with distance collaboration with partners in Croatia, Korea, and Slovenia.)	Von Eschen, Ballinger	50%	W	3	6					
HIST 802	Reading Course	CREES Faculty	100%	F/W	1-3	2		1			X
HIST 804	Reading for the General Exam	CREES Faculty	100%	F/W	1-3			1			X
HIST 811	Teaching Practicum	CREES Faculty	100%	F/W	1	4					X
HIST 900	Preparing for the Preliminary Exam	CREES Faculty	100%	F/W	1-6	4		9			X
HIST 990	Dissertation: Pre-Candidate	CREES Faculty	100%	F/W	1-8	1					X
HIST 995	Dissertation: Candidate	CREES Faculty	100%	F/W	8	10		11			X
<u>History of Art</u> HISTART 272/ RCHUMS 272	Modern Art: Avant-Garde to Contemporary (Includes REEE case studies.)	Potts	25%	W	4		71		175		X
HISTART 285/ AAPTIS 285	Visual Culture Islam (Includes REEE case studies.)	Gruber	25%	F	4		35		30		X

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						G	UG	G	UG	SP/ SU 14	2014-15
HISTART 394	Special Topics										
HISTART 394	· Art and Politics after 1945 (Includes art in Stalinist Russia.)	Kee	25%	F	3		17				
HISTART 394	· "Towards a Free Revolutionary Art": Art and Visual Culture during the Inter-War Period (1919-1939)	Wieck	100%	SU	3		16				
HISTART 394	· The Art of Byzantium and Medieval Western Europe	Chatterjee	25%	F	3				20		
HISTART 394	· God, Love, and War in Byzantine and Medieval Western Art	Chatterjee	25%	F	3						X
HISTART 394	· An Explosion of Styles: Art Before the First World War (Includes Russian art from 1863-1922.)	Ward	25%	W	3				12		
HISTART 489/ ARCH 603	Theory, Aesthetics, Avant-Garde Art (Includes Eisenstein.)	Herwitz	25%	F/W	3						X
HISTART 689	Iconoclasm and Its Discontents, or, How the Byzantines Learned to Stop Worrying and Love the Icon	Chatterjee	25%	F	3						X
<b><u>International and Comparative Studies</u></b>											
INTLSTD 401	International Studies Advanced Seminar										
INTLSTD 401	· Politics of Energy in the Developing World (Includes REEE case studies.)	Min	25%	F	3		15				
INTLSTD 401	· Nonviolence: A Global Perspective (Includes REEE case studies.)	Ellsworth	25%	F	3		20				
INTLSTD 401	· War, Violence and Human Rights (Includes REEE case studies.)	Tanielian	25%	F	3		28				
INTLSTD 401	· Identity, Ethnic Conflict and Democracy (Includes REEE case studies.)	Templeman	25%	F	3		20				

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INTLSTD 401	· Politics of Memory and History (Includes REEE case studies. Taught by REEE specialist.)	Uehling	50%	F/W	3		49				
INTLSTD 401	· Hidden Histories: Comparative Perspectives on How Societies Remember and Forget (Includes REEE case studies. Taught by REEE specialist.)	Uehling	50%	F	3				25		
INTLSTD 401	· Deep into "The Heart of Darkness": History and Memory of Genocide and Mass Murder in the 20th Century (Includes coverage of the Armenian Genocide and the Holocaust.)	Tanielian	50%	F/W	3				30		X
INTLSTD 401/ POLSCI 497	· Development and the Quality of Governance (Includes coverage of Russia.)	Ang	50%	F/W	3				25		X
INTLSTD 401	· Human Smuggling and Trafficking in International and Comparative Perspective (Includes REEE case studies. Taught by REEE specialist.)	Uehling	50%	F/W	3				40		X
INTLSTD 401/ COMM 447	· Women and Islam: The Politics of Representation (Includes REEE case studies.)	Ifkhar	25%	F	3						X
INTLSTD 401	· Business and Politics in Developing Countries (Includes REEE case studies.)	Pitcher	25%	W	3					13	X
<b>Judaic Studies</b>											
JUD 150	First-Year Seminar in Judaic Studies										
JUD 150/ HIST 197	· Jewish Photographers Picture the Modern World (Includes East European photographers.)	Moore	25%	F	3		14				

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						G	UG	G	UG	SP/ SU 14	2014-15	
JUD 150/ ENG 140 GERM 180	· Yiddish Short Stories	Norich	50%	F	3							X
JUD 218/ HJCS 290	Humanities Topics: Urban Cafes and Modern Jewish Culture (Includes East European case studies.)	Pinsker	50%	F	3							X
JUD 250/ HJCS 250/ SAC 250	Jewish Film: Race, Ethnicity, and Nationality (Includes films on the Holocaust.)	Barzilai	25%	F	4				33			
JUD 271/ SLAV 270	Contact and Conflict: Jewish Experience in Eastern Europe through Art, Film and Literature	Krutikov	100%	W	3		35					X
JUD 281/ ENG 313/ HJCS 281/ SLAV 281	Jews in the Modern World: Texts, Images, Ideas (Includes Jews of Eastern Europe and Russia. Co-taught by REEE specialist.)	Krutikov, Pinkster	40%	W	4		83					X
JUD 296/ HJCS 296/ RELIG 296	Perspectives on the Holocaust	Ginsburg	50%	W	3		36			50		X
JUD 316	Jewish Folk Literature	Judaic Studies Faculty	25%	F	3							X
JUD 317	Topics in Judaic Studies											
JUD 317/ HJCS 491/ JUD 517	· The Life and Thought of Abraham Joshua Heschel	Ginsburg	25%	F	3					3		
JUD 317/ 517/ GER 303/ HISTART 393/ HIST 391/ RCCORE 334	· The Nazis and Art: Promoting, Demeaning, Plundering (Includes REEE case studies.)	Perlove	25%	F	3							X
JUD 318/ ENG 313	· Literature of the Holocaust	Ginsburg	50%	F	4		27					

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						G	UG	G	UG	SP/ SU 14	2014-15
JUD 467/ HJCS 577	Seminar: Topics in the Study of Judaism: Hasidism as Mysticism: The Radical Teachings of Nahman Bratslov (Focuses on teachings of a master of Jewish mysticism and Hasidism who was born and worked in Ukraine.)	Ginsburg	50%	W	3			3	2		X
JUD 517	<u>Topics in Judaic Studies</u>										
JUD 517/ HJCS 591	· Exile and Homecoming in Modern Hebrew and Jewish Literature (Includes literature on the Holocaust.)	Pinsker	25%	F	3	3					
JUD 517/ 417/ SLAV 470/ HIST 481	· Shtetl: Image and Reality	Krutikov, Yalen	100%	F	3	3					X
JUD 517/ JUD 417 / AMCULT 405/ ENG 407	· Yiddish in New York (Includes works by East Europeans who emigrated to the U.S. Taught by REEE specialist.)	Krutikov	25%	F	3			6	9		
JUD 517/ ENG 540	· Yiddish Literature between the World Wars: Three Centers (Focuses on Yiddish literature in Poland, the USSR, and the U.S.)	Krutikov	75%	W	3			4			
JUD 517/ ENG 540/ COMPLIT 750	· Literature of the Holocaust	Norich	50%	F	3						X
<u>Near Eastern Studies-Arabic, Armenian, Persian, Turkish, and Islamic Studies</u>											
AAPTIS 192/HIST 197	First-Year Seminar in AAATIS: Religion and Revolutions: A Comparison of the French, Russian, Turkish and Iranian Cases (Includes REEE case studies.)	Cipa	25%	W	3	18			16		X
AAPTIS 262/ HIST 230/ REL 204	Introduction to Islam	Kaysh	25%	W	4	43			61		X

Course Number	Course Title	Instructor	%	Term	Hours	Enrollments 2012-13		Enrollments FA 13-WN 14		Offerings SP/ 2014-15		
						G	UG	G	UG	SP/ 2014-15	SU 14 15	
AAPTIS 290/ HIST 328	Humanities Topics in AAPTIS: Eastern Perspectives on the Crusades (Includes Armenian sources. Taught by Armenian specialist.)	Vacca	25%	W	3				14			
AAPTIS 340/ ASIAN 340/ HIST 340/ MENAS 340/ REEES 340	From Genghis Khan to the Taliban: Modern Central Asia	Northrop	100%	F	4		103				X	
AAPTIS 440	The Literature of the Turks (Includes literature of Turkic peoples of Central Asia.)	Hagen	25%	W	3				1			
AAPTIS 467	Shi'ism: The History of Messianism and the Pursuit of Justice in Islamdom	Babayan	25%	W	3			3	7		X	
AAPTIS 491	Topics in AAPTIS											
AAPTIS 491	· Introduction to Armeno-Turkish	Cankara	100%	W	3	3	1					
AAPTIS 459	Ottoman Turkish Culture	Hagen	25%	F	3			9	4			
AAPTIS 541	Classical Persian Texts	Babayan	25%	W	3	6					X	
AAPTIS 990	Dissertation: Pre-Candidate	CREES Faculty	100%	F/W	1-8			2			X	
AAPTIS 995	Dissertation: Candidate	CREES Faculty	100%	F/W	8	8		8			X	
<u>Near Eastern Studies-Armenian Studies</u>												
ARM 274/ AAPTIS 274	Armenian Culture and Ethnicity: Issues in Race and Ethnicity	Bardakjian	100%	F	3		50				85	X
ARM 416/ AAPTIS 474	An Introduction to Modern Armenian Literature	Bardakjian	100%	W	3		6	2	24			X
<u>Philosophy</u>												
PHIL 402	Undergraduate Seminar in Philosophy											
PHIL 402	· Causation, Responsibility, and the Force of Language in <i>The Brothers Karamazov</i>	Swanson	25%	W	3		14					X

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						G	UG	G	UG	SP/ SU 14	2014-15
<b><u>Political Science</u></b>											
POLSCI 342	Eastern Europe: Revolution, Reaction and Reform	Grzymala-Busse, Gitelman	100%	F	3				60		X
POLSCI 350/ JUD 451	The Politics and Culture of Modern East European Jewry	Gitelman	100%	F	3			2	8		
POLSCI 387	Comparative Analysis of Government Institutions (Includes REEE case studies.)	Tsebelis	25%	F	3						X
POLSCI 389	<u>Topics in Contemporary Political Science</u>										
POLSCI 389/ INTLSTD 301	· Human Security (Includes case studies from REEE and EU.)	Stam	25%	F	3		247				
POLSCI 389/ HONORS 250	· The Theory and Practice of Communism	Gitelman	100%	W	3		10		9		X
POLSCI 389	· The Roots of Radical Political Islam (Includes REEE case studies. Taught by REEE specialist.)	Luong	50%	W	4		72				
POLSCI 389/ 302/ GER 449	· German Politics in Europe since 1945 (Includes East Germany, German reunification, and EU enlargement. Taught by REEE specialist.)	Markovits	40%	F	3		42		35		
POLSCI 389	· Law, Courts and Politics in Transition Countries (Includes REEE case studies. Taught by REEE specialist.)	Mishina	100%	W	3				27		X
POLSCI 389	· Comparative Constitutional Law (Includes REEE case studies. Taught by REEE specialist.)	Mishina	50%	F	3						X
POLSCI 389	· Modern Warfare (Includes REEE case studies.)	Zhukov	25%	F	3						X

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						G	UG	F	G	UG	SP/	SU 14
<u>POLSCI 497</u>	<u>Undergraduate Seminar in Comparative and Foreign Government</u>											
POLSCI 497	· Politics of Energy in the Developing World (Includes REEE case studies.)	Min	25%	F	3		5					
POLSCI 497	· Ethnicity and Politics (Includes REEE case studies. Taught by REEE specialist.)	Gitelman	75%	W	3		5	1	6			X
POLSCI 497	· Islam, Society, and Politics in Central Asia	Luong	100%	F/W	3		8	1	10			
POLSCI 497	· Constructing Democratic Constitutions (Includes REEE case studies.)	McElwain	25%	F	3		3					
POLSCI 497	· Jewish Political Thought and Experiences: Eastern Europe, America and Israel	Gitelman	35%	F	3		11					
POLSCI 497/ GERM 449	· The German and European Left (Includes coverage of Germany under Communism and its relations with the USSR/Russia. Taught by REEE specialist.)	Markovits	35%	F	3				14			
POLSCI 497/ INTLSTD 401	· Migrations and the Changing Frontiers of Citizenship in Europe (Includes REEE case studies.)	Arrighi de Casanova	25%	W	3			1	16			X
POLSCI 497/ INTLSTD 401	· European Social Policy (Includes REEE case studies. Taught by REEE specialist.)	Popova	24%	F								X
POLSCI 498	Political Economy of Russia and Eurasia	Zhukov	100%	F	3							X
POLSCI 609	Proseminar in 20th Century Political Thought (Includes Marxism and the Bolshevik Revolution.)	LaVaque-Manty	25%	F	3			10				
POLSCI 641	Proseminar in Comparative Politics	McElwain, Inglehart	25%	W	3	4						X

Course Number	Course Title	Instructor	% of Title	Term	Hours	Enrollments 2012-13		Enrollments FA 13-WN 14		Offerings 2014-15	
						C	UG	C	UG	SP/	SU 14
POLSCI 643	Ethnicity and Politics (Includes REEE case studies. Taught by REEE specialist.)	Gitelman	75%	W	3	7					X
POLSCI 652/ JUDAIC 652	Jewish Political Thought and Experiences: Eastern Europe, America and Israel	Gitelman	50%	F	3	6					
POLSCI 660	Proseminar in World Politics (Research for the course may be on REEE topic.)	Morrow	25%	F	3	10					X
POLSCI 682	Democratization in Global Perspective	Inglehart	30%	F	3			7			X
POLSCI 688	<u>Selected Topics in Political Science</u> · Constructing Democratic Constitutions (Includes REEE case studies.)	McElwain	25%	F	3	6	2				
POLSCI 688	· Religion and Politics (Includes REEE case studies. Taught by REEE specialist.)	Luong	50%	W	3			5			
POLSCI 990	Dissertation: Pre-Candidate	CREES Faculty	100%	F/W	1-8			1			X
POLSCI 994	Candidacy Seminar/Workshops in Political Science	CREES Faculty	100%	F/W	1	5		7			X
POLSCI 995	Dissertation: Candidate	CREES Faculty	100%	F/W	8	5		7			X
<b><u>Residential College-Core</u></b>											
RCCORE 100	<u>First-Year Seminar</u>										
RCCORE 100	· Listening to Holocaust Survivors	Greenspan	50%	F	4	16				15	X
RCCORE 100	· Music and the Moving Image: Writing about Music and Dance, Theatre and Film (Includes REEE case studies. Taught by REEE specialist.)	Genne	25%	F	4	16					

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						G	UG	G	UG	SP/ SU 14	2014-15	
<u>Residential College-Humanities</u>												
RCHUMS 275	The Western Mind in Revolution: Six Interpretations of the Human Condition (Includes Marx and Communism.)	Peters	35%	F	3					19		X
RCHUMS 340	Four Interdisciplinary Studies in 19th- & 20th-Century Intellectual History: Psychoanalysis, Mysticism, Nihilism and Marxism	Peters	25%	W	4		17					X
RCHUMS 356/ HONORS 251	The Symphonic Century: Music and Revolution in the 19th Century (Includes REEE composers.)	Andre	50%	F/W	3		24			18		X
RCHUMS 383/ THREMIUS 399	Ibsen and Chekhov	Mendeloff	50%	F	3					6		
RCHUMS 390	Plays from a Post 9/11 World: Afghanistan, Iraq, and the "War on Terror"	Walsh	40%	F	4					6		
RCHUMS 444/ DANCE 564	George Balanchine and the Transformation of American Dance (Includes discussion of the influence of Georgian dance and Russian ballet in Balanchine's choreography.)	Genne	50%	W	3	1	19			7		X
RCHUMS 481	Play Production Seminar: Chekhov's "Cherry Orchard"	Mendeloff	75%	W	4		12					X
RCHUMS 485	<u>Special Drama Topics</u> · Introduction to Stanislavsky (Uses Chekhov play as a case study.)	Mendeloff	50%	F	2		6					
RCHUMS 485	· East European Drama	Mendeloff	50%	F	4							X
RCHUMS 485	· Acting Workshop (Includes Chekhov performance.)	Mendeloff	50%	W	4					16		
RCHUMS 485	· Chekhov's Major Plays	Mendeloff	100%	F	2							X

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						G	UG	G	UG	SP/	SU 14
<u>Residential College-Languages</u>											
RCLANG 333/ SLAVIC 316/ 616	RUSLAN Service Learning: Russian Language, Culture, and People in the U.S.	Makin, A.	100%	F/W	3	2	9		5		X
<u>REEES 301</u>	Directed Reading	CREES Faculty	100%	F/W/ SP/SU	1-3					X	
REEES 395/ HIST 332/ POLSCI 395/ SLAV 395/ SOC 392	Survey of Russia: The Russian Empire, the Soviet Union, and the Successor States	Maierova, Suny	100%	F	4		95		36		X
REEES 396/ HIST 333/ POLSCI 396/ SLAV 396/ SOC 393	Survey of Central and Eastern Europe and the Enlarged European Union	Westwalewicz	100%	W	4				37		
REEES 396/ REEES 397/ ANTH 317	Eastern Europe in Transformation	Fehérváry	100%	W	4		43				X
REEES 401	Senior Seminar in Russian, East European, and Eurasian Studies	Lemon. Knysh	100%	W	4		5		5		X
REEES 402	REEES Junior Honors Workshop	CREES Faculty	100%	F/W	2						X
RFEES 403	REEES Senior Honors Colloquium	CREES Faculty	100%	F/W	1-6		1				X
REEES 405 *REEES 405/INTLSTD 401	<u>Topics in REEES</u> · <i>From the Gulag to Pussy Riot: Human Rights in the Soviet Union and Post-Soviet</i>	Mishina	100%	W	3 -4						X
*REEES 405	<i>LxC Course: Russian Law, Business, and Politics</i>	Mishina	100%	W	1						X

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REEES 410	Polish Mini-course											
REEES 410/ INSTHUM 411	· The Lens of History: Holocaust Memory through the Films of Agnieszka Holland	Canning, Zubrzycki	100%	F	1		20					
REEES 410/ SLAV 490	· Revolution in the Attic	Westwalewicz	100%	W	1	1	39					
REEES 410	· Polish Jazz	Michalowski	100%	W	1							X
REEES 600	Introduction to Graduate Study in REEES	Maierova, Zubrzycki	100%	F	1	6		5				X
REEES 601	REEES Graduate Core Colloquium	Maierova, Zubrzycki	100%	F/W	1	23		9				X
REEES 795	Research Seminar in Russian, East European, and Eurasian Studies	Krysh	100%	W	3			2				X
REEES 799	Master's Thesis in Russian, East European, and Eurasian Studies	CREES Faculty	100%	F/W	1-3	4		2				X
REEES 801	Directed Reading	CREES Faculty	100%	F/W/ SP/SU	1-3	2		1			X	X
<b>Screen Arts and Cultures</b>												
SAC 313/ SLAV 313 / RCHUMS 313	Russian and Ukrainian Cinema	Eagle	100%	F	3		44					X
SAC 422	Topics in Avant-Garde Film (Includes Soviet theorists of montage.)	Kybartas	25%	SP	3		9					X
SAC 441/ POL 314	Polish Cinema	Hoffman, Eagle	100%	W	3						31	X
SAC 455/ INTLSTD 401	Film, Memory and Genocide (Includes REEE case studies Taught by REEE specialist.)	Baronian	50%	W	3						31	X

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<b><u>Slavic Languages and Literatures-Bosnian, Croatian, Serbian</u></b>												
BCS 350/ JUDAIC 350/ REEES 350	Legacy of the Holocaust in Yugoslav Culture: How and Why We Need to Narrate the Holocaust	Aleksic	100%	W	3		12					
BCS 436	<u>Modern BCS Literature</u>											
BCS 436/ REEES 405	· Myth and History in Contemporary Balkan Literature	Aleksic	100%	W	3	7	3					X
<b><u>Slavic Languages and Literatures-Czech</u></b>												
CZECH 480	Supervised Czech Reading	Slavic Faculty	100%	F/W	1-4					1		X
CZECH 484	Modern Czech Literature	Toman	100%	W	3		20	1	17			X
<b><u>Slavic Languages and Literatures-Polish</u></b>												
POL 214/ REEES 214	Rock Poetry and Political Protest in Poland	Westwalewicz	100%	F/W	3		36		34			X
POL 215	Heart of Europe: Poland Today	Westwalewicz	100%	F	3		38					X
POL 325/ 525	Polish Literature in English to 1890	Paloff	100%	W	3							X
POL 326/ 526	Polish Literature in English: 1890 to the Present	Paloff, Hoffman	100%	W	3	4	29	1	8			X
POL 450	Directed Polish Reading	Slavic Faculty	100%	F/W	1-3		3	1	5			X
POL 621/ 622	Directed Reading of Polish Literature	Slavic Faculty	100%	F/W	1-4			1				X
<b><u>Slavic Languages and Literatures-Russian</u></b>												
RUSS 322	Russia Today: Culture and Identity in a "Multi-national" State	Makin, M.	100%	W/ SP	4		21		25			X
RUSS 346	<u>Russian Literature from Romanticism to Realism</u>											
RUSS 346	· When Pushkin Comes to Shove-kin	Paloff	100%	SP	3		6					
RUSS 346	· Mortality, Madness, and the Surreal: Short Russian Masterpieces of the 19th c.	Scherer	100%	SP	3							X

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						G	UG	F	G	UG	SP/	SU 14	15
RUSS 347/ RCHUMS 347	Survey of Russian Literature: Russian Literary Classics: Pushkin, Lermontov, Gogol, Turgenyev, Tolstoy, Dostoevsky	Khagi	100%	F	3		23			33			X
RUSS 348/ RCHUMS 348	Survey of Russian Literature	Maiorova	100%	W	4		49			41			X
RUSS 358/ 558	Central Asia through Russian Eyes: Cultural Appropriation of an Exotic Land	Maiorova	100%	F/W	3								X
RUSS 361	Russian Modernism: Decadence, Symbolism, and the Avant-garde in Russia	Makin	100%	F	3					9			
RUSS 430	Supervised Reading of Russian Literature	Slavic Faculty	100%	F/W/ SP/SU	1-4							X	
RUSS 461/ 854	Pushkin's Prose and Russian Literary Theory	Khagi	100%	W	3			4		3			
RUSS 462/ 867	Dostoevsky	Makin, M.	100%	W	3	7	8						
RUSS 463/ 855	Chekhov	Makin, M.	100%	W	3			4		7			
RUSS 464/ 857	Tolstoy	Maiorova	100%	F	3			7		2			
RUSS 466	Gogol	Khagi	100%	W	3								X
RUSS 474	Contemporary Russian Literature	Makin, M.	100%	F	3								X
RUSS 477	Russian Culture and National Ideology	Maiorova	100%	F	3	5	2					X	
RUSS 491/492	Senior Honors Course	Slavic Faculty	100%	F/W/ SP/SU	3							X	
<u>RUSS 499</u>	<u>Advanced Seminar in Russian (Taught in Russian)</u>												
RUSS 499	· Culture and the Provinces	Makin, M.	100%	W	3		5						X
RUSS 499	· What is Art?	Khagi	100%	W	3			1		8			
RUSS 552	18th-Century Russian Literature	Khagi	100%	F	3			7					
RUSS 651/ 652	Supervised Reading of Russian Literature	Slavic Faculty	100%	F/W/ SP/SU	1-4	2		1				X	

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						G	UG	G	UG	SP/ SU 14	SU 14 15
RUSS 861/ 862	Seminar in 20th-Century Russian Literature	Makin, M.	100%	F	3						X
RUSS 990	Dissertation: Pre-Candidate	CREES Faculty	100%	F/W	1-8	3		3			X
RUSS 995	Dissertation: Candidate	CREES Faculty	100%	F/W	8	18		22			X
<u>Slavic Languages and Literatures-Slavic</u>											
SLAV 150	Gypsy Kings?! The Peripheral Culture: Roma Minority in Central and Eastern Europe	Pasek	100%	W	4				16		X
<u>SLAV 151</u>	<u>First-Year Seminar</u>										
SLAV 151	· Monument and Memory (Focuses on Russia, East Europe, and Eurasia. Taught by REEE specialist.)	Herscher	100%	F	4		18				
SLAV 151	· Prague: The Magic City	Toman	100%	F	4		18		16		X
SLAV 151	· Town and Country in Russian Writing	Makin	100%	F	4						X
SLAV 151	· World Utopia and Dystopia in Fiction and Film (Includes REEE case studies. Taught by REEE specialist.)	Khagi	75%	F	4		18				
SLAV 151	· East European Film: Issues in Racism	Eagle	100%	W	4				15		
SLAV 151	· Yiddish Love Stories	Krutikov	75%	F	4		17				
SLAV 151	· Russian Folk Tales in High and Popular Culture	Makin, A.	100%	W	4		17				X
SLAV 151	· Rebellion: A Polish Tradition	Westwalewicz	100%	F	4				18		X
SLAV 151	· Yugoslav/Post Yugoslav Short Fiction	Aleksic	100%	F	4						X
SLAV 225	Arts and Cultures of Central Europe: Issues in Race & Ethnicity	Eagle, other Slavic Faculty	100%	F	3		39		34		X
SLAV 240	Introduction to Slavic Folklore	Makin, M.	100%	F	3				13		
SLAV 260	Directed Reading in Slavic Studies	Slavic Faculty	100%	F/W	1-4		1				X

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						G	UG	G	UG	SP/ SU 14	15
SLAV 290	Studies in East European Cultures	Makin, M., Makin, A.	100%	W	1		37				X
SLAV 290	· Russian Heartland										
SLAV 290	· Sport in Russia	Makin, M.	100%	W	1			1	72		X
SLAV 290	· Let My People Go: Shevchenko the Artist, Poet and Prophet of Modern Ukraine	Rogovyk	100%	W	1			2	31		
SLAV 290	· The Magic World of the Russian Folk Tale	Makin, A.	100%	W	1			37			X
SLAV 312/ RCHUMS 312	Central European Cinema	Eagle	100%	F/W/S P	3		161			X	X
SLAV 315	Field Work	Slavic Faculty	100%	F/W	1-3		11		1		X
SLAV 450	Directed Readings in Slavic Studies	Slavic Faculty	100%	F/W	1-4		1				X
SLAV 470	Topics in Cultural Studies of Central, Eastern and Southern Europe										
SLAV 470/ SLAV 871/ ARTDES 398/ HISTART 489/ REEES 405	· Russia's Visual Culture: 1917-1953	Toman	100%	W	3	6	9	6	7		
SLAV 471/ REEES 405/ WOMENSTD 471	Seminar in Cultural Studies of Central, Eastern and Southern Europe: Women's Literature and Cultural Politics in Eastern Europe	Greig, Sutter	100%	SP	3		11				
SLAV 500	Teaching of Slavic Languages	Rogovyk	100%	W	3			5			
SLAV 549	Proseminar on Research Methods in Slavic Literatures	Toman	100%	F	1	3		3			X
SLAV 661/ 662	Directed Reading in Slavic Linguistics	Slavic Faculty	100%	F/W	1-4	3		3			X
SLAV 865	Seminar on East European Literary Theories	Paloff, Aleksic, Khagi	100%	F/W	3	9	1				X

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<b><u>Slavic Languages and Literatures-Ukrainian</u></b>											
UKR 450	Internship in Ukraine	Slavic Faculty	100%	SP/SU	1						X
UKR 470/ SLAV 470	Cultures of Ukraine	Krutikov, Rogovyk	100%	F	3			4	3		
<b><u>Sociology</u></b>											
SOC 102	Introduction to Sociology Special Topics: Nations: Identities, Movements, Conflicts (Includes REEE case studies. Taught by REEE specialist.)	Zubrzycki	25%	F	3				140		
SOC 295	Topics in Sociology: Critical Sociology: Marxism, Neo-Marxism, and Post-Marxism	Steinmetz	25%	F	3				25		
SOC 350	Human Rights in the United Nations (Includes Cold War case studies and intervention in the Balkan Wars of the 1990s.)	Tsutsui	25%	W	3		92		65		
SOC 430	World Population Dynamics (Research for course may be on REEE topic. Taught by REEE specialist.)	Anderson	25%	F	3		30		55		X
SOC 450/ POLSCI 450	Political Sociology (Includes REEE case studies.)	Paige	25%	W	3				72		X
SOC 461	Social Movements (Includes REEE case studies.)	Levitsky, S.	25%	W	3		63				X
SOC 495	Topics in Sociology: Marxism and Sociology	Steinmetz	25%	W	3		7				X
SOC 495	Topics in Sociology: Marx for Today	Paige	25%	F	3						X
SOC 530	Social Demography (Research for course may be on REEE topic. Taught by REEE specialist.)	Anderson	25%	F	3	12		9			X

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						G	UG	G	UG	SP/ SU 14	2014- 15
SOC 557	Sociology of Nationalism (Includes nationalism/nationalist movements in Eastern Europe. Taught by REEE specialist.)	Zubrzycki	25%	F	3			10			X
SOC 558	Culture, History, Memory (Includes REEE case studies. Taught by REEE specialist.)	Gocek	25%	W	3	9					X
<u>SOC 595</u>	<u>Topics in Sociology</u>										
SOC 595	· Marx and Modernity	Steinmetz	25%	F	3			1	3		
SOC 595/ GER 762	· Empires and Colonialism (Includes Marxist theories of empire.)	Steinmetz	25%	W	3	10					X
SOC 595	· Postcolonial Theory (Includes REEE case studies. Taught by REEE specialist.)	Steinmetz	25%	F	3						X
SOC 630	Research Methods in Population and Human Ecology: Demographic Methods (Research for course may be on REEE topic. Taught by REEE specialist.)	Anderson	25%	W	3	11	1	17	3		X
SOC 800	Research Workshop in Sociology: Social Movements and Political Protest (Includes REEE case studies. Research for course may be on REEE topic.)	Gocek	25%	F	3						X
SOC 830	Research Workshop in Social Demography (Includes REEE case studies. Taught by REEE specialist.)	Anderson	25%	F	1-3			22			
SOC 855	Research Workshop in Culture, History, Politics (Includes REEE case studies. Taught by REEE specialist.)	Jansen, Zubrzycki	25%	F/W	1-3	6		3			X

\* Supported with Title VI funds in 2014-15

Course Number	Course Title	Instructor	%	Term	Hours	Enrollments 2012-13		Enrollments FA 13-WN 14			Offerings SP/ 2014- SU14 15	
						G	UG	G	UG	SP/ 2014- SU14	15	
SOC 990	Dissertation: Pre-Candidate	CREES Faculty	100%	F/W	1-8	1		1				X
SOC 995	Dissertation: Candidate	CREES Faculty	100%	F/W	8	4		4				X
<b><u>Women's Studies</u></b>												
WOMENST 345/ PSYCH 401	Psychology of Social Change: Gender and Global Feminisms	Stewart	25%	F	3							X
WOMENST 492/ SOC 490/ REEES 492	Women and Islam: A Sociological Perspective (Includes study of women in contemporary Central Asia and the Balkans. Taught by REEE specialist.)	Göçek	25%	F	3					25		

Course Number	Course Title	Instructor	%	Term	Hours	Enrollments 2012-13		Enrollments 2014-15		
						G	UG	FA 13-WN 14	SP/ SU 14	2014-15
<b>AREA STUDIES COURSES: PROFESSIONAL SCHOOLS</b>										
<u>Architecture</u>										
ARCH 323	History of Architecture II (Includes REEE case studies. Taught by REEE specialist.)	Herscher	25%	W	3	77		68		
ARCH 543	Twentieth-Century Architecture (Includes REEE case studies. Taught by REEE specialist.)	Herscher	25%	W	3	34	25	1		
ARCH 603	Seminar in Architectural History									
ARCH 603/SLAV 471	Nongovernmentality: Cultures, Politics, Designs (Includes REEE case studies. Taught by REEE specialist.)	Herscher	25%	F	3		13			
ARCH 603/SLAV 471	Technologies of Memory (Focuses on post-Yugoslavia. Taught by REEE specialist.)	Herscher	75%	W	3	18	1			
ARCH 823	Seminar in Architectural History and Theory (Includes REEE case studies. Taught by REEE specialist.)	Herscher	25%	W	3		5			
ARCH 995	Dissertation: Candidate	CREES Faculty	100%	F/W	8		1			X
<u>Art and Design</u>										
ARTDES 701	Seminar: Art and the State (Includes REEE case studies. Taught by REEE specialist.)	Aristarkhova	50%	W						X
<u>Business</u>										
STRATEGY 310	The World Economy (Includes case studies on REEE transition economies.)	Zhou, Shani	25%	F/W	3	63		87		X

\* Supported with Title VI funds in 2014-15

Course Number	Course Title	Instructor	%	Term	Hours	Enrollments 2012-13		Enrollments FA 13-WN 14		Offerings 2014-15	
						G	UG	G	UG	SP/ SU 14	15
STRATEGY 320	Study Abroad: Europe (Includes Slovakia case study and 1-week visit to Bratislava.)	Zhao	25%	W	3		36		29		X
STRATEGY 320	Study Abroad: Doing Business in Russia	Branch	100%	W	3		13				X
STRATEGY 503	The World Economy (Includes case studies on REEE transition economies.)	Lim	25%	F/W	1.5	56		82			X
BUSECON 527/ PUBPOL 527	Energy Markets and Politics (Includes REEE case studies. Research for course may be on REEE topic.)	Lyon	25%	F	3	12		11			
MARKETING 315	International Marketing (Includes REEE case studies. Taught by REEE specialist.)	Branch	25%	W	3				25		X
MARKETING 615	International Marketing Management (Includes REEE case studies. Taught by REEE specialist.)	Branch	25%	W	1.5	58		71			X
<b>Education</b>											
EDUC 870	International and Comparative Higher and Postsecondary Education (Includes REEE and EU case studies.)	Lawrence	25%	F	3			16			
<b>Law</b>											
LAW 451	Global Constitutionalism (Includes REEE case studies. Research for course may be on REEE topic.)	Halberstam	25%	F	2	14					
LAW 587/ REEES 405	Judicial and Legal Reforms in Post-Soviet Countries	Mishina	100%	F	3	21	1	10	2		
LAW 603	European Union Colloquium	Halberstam	50%	F	3			18			X

Course Number	Course Title	Instructor	%	Term	Hours	Enrollments 2012-13		Enrollments FA 13-WN 14			Offerings 2014-15	
						G	UG	G	UG	SP/ SU 14	15	
LAW 616	Blood Feuds (Focuses on dispute processing. Research for course may be on REEE topic.)	Miller	25%	W	3	38						X
LAW 630	Public International Law (Includes REEE case studies. Research for course may be on REEE topic.)	Simma	25%	W	2	6						X
LAW 664	European Union Law (Research for course may be on REEE topic.)	Halberstam	25%	F/W	3	14		28				X
LAW 724	International Refugee Law (Includes REEE case studies. Research for course may be on REEE topic.)	Hathaway	25%	F	3	16		17				X
LAW 780	Human Rights: Themes and Variations (Includes REEE case studies. Research for course may be on REEE topic.)	Ratner	25%	F/W	3	15		16				X
LAW 787	The Impact of Human Rights on International Law	Simma	25%	W	1				18			X
LAW 843	Refugee Law Reform (Includes REEE case studies. Research for course may be on REEE topic.)	Hathaway	25%	F	1	14						X
LAW 848	Colloquium on International Refugee Law (Includes REEE case studies. Research for course may be on REEE topic.)	Hathaway	25%	W	2	10						X
LAW 886	The Impact of Human Rights on International Law (Includes REEE case studies. Research for course may be on REEE topic.)	Simma	25%	F/W	2	17						X

Course Number	Course Title	Instructor	%	Term	Hours	Enrollments 2012-13		Enrollments FA 13-WN 14		Offerings 2014-15	
						G	UG	G	UG	SP/ SU 14	15
<b><u>Music, Theatre, and Dance-Dance</u></b>											
DANCE 241/ RCHUMS 260	The Art of Dance: An Introduction to American and European Dance History, Aesthetics, and Criticism (Includes Russian ballet. Taught by REEE specialist.)	Genne	25%	F	3		31		26		X
<b><u>Music, Theatre, and Dance-Musicology</u></b>											
MUS 408/ 508/ GERM 449	Music, War, and Trauma in 20th Century Germany (Includes coverage of Germany under Communism.)	Sprigge	30%	W	3			4	21		
MUS 421/ 521	Music of the Classical Era (Includes works by REEE composers.)	Rice, Whiting	30%	F/W	3	14	5				X
MUS 422/ 522	19th-Century Music (Includes works by REEE composers.)	Geary	30%	F	3	22	7	19	6		X
MUS 423/ 523	20th-Century Music (Includes works by REEE composers.)	Fulcher	30%	F	3	8	7	10	4		X
MUS 647	Music under Totalitarian and Authoritarian (Includes Soviet Russia.)	Fulcher	30%	W	3	6		7			X
<b><u>Music, Theatre, and Dance-Theatre</u></b>											
THTRMUS 4XX	Polish Theatre	Tulip	100%	W	3						X
<b><u>Music, Theatre, and Dance-Theory</u></b>											
THEORY 405	Special Courses: Punk Rock to Pussy Riot: Gendering Resistance in Popular Music	Fournier	25%	W	2-3	1	28				

Course Number	Course Title	Instructor	%	Term	Hours	Enrollments 2012-13		Enrollments FA 13-WN 14		Offerings SP/ 2014-15	
						G	UG	G	UG	SU 14	15
<b><u>Music, Theatre, and Dance-Voice Literature</u></b>											
VOICELIT 388/ 504/ REEES 405	Czech Vocal Literature	Cheek	100%	W	2			21	4		
<b><u>Natural Resources and Environment</u></b>											
NRE 541	Remote Sensing (Includes REEE case studies based on instructor's research in the region.)	Bergen	25%	W	4	19	1	22			X
<b><u>Public Health</u></b>											
PH 5XX	Global Health (Includes REEE case studies. Taught by REEE specialist.)	King	25%	W							X
<b><u>Public Policy</u></b>											
PUBPOL 475	Topics in Public Policy · Drugs, Crime, & Terrorism (Includes REEE case studies. Taught by REEE specialist.)	Levitsky, M.	25%	F	3				27		
PUBPOL 475/ 750	Nuclear Weapons	Stam	25%	W	1.5			11	10		X
PUBPOL 495	Policy Seminar										
PUBPOL 495	International Security (Includes REEE case studies. Research for the course may be on REEE topic.)	Axelrod	25%	F	4		26				
PUBPOL 495	Human Rights (Includes REEE case studies. Research for the course may be on REEE topic.)	Waltz	25%	F	4		27				X
PUBPOL 541/ ECON 541	International Trade Policy (Includes REEE case studies. Research for the course may be on REEE topic.)	Deardorff	25%	F	3	26		33			X

Course Number	Course Title	Instructor	%	Term	Hours	Enrollments 2012-13		Enrollments FA 13-WN 14		Offerings 2014-15	
						G	UG	G	UG	SP/ SU 14	2014-15
PUBPOL 542	International Financial Policy (Includes REEE case studies. Research for the course may be on REEE topic.)	Dominguez	25%	W	3	25					X
PUBPOL 612	Human Security (Includes REEE case studies. Research for the course may be on REEE topic.)	Stam	25%	F	3	15	1				
PUBPOL 675	Human Rights and International Public Policy (Includes REEE case studies. Research for the course may be on REEE topic.)	Waltz	25%	F	3	14		20			
PUBPOL 763	Global Issues: Drugs, Crime and Terrorism (Includes REEE case studies. Research for the course may be on REEE topic. Taught by REEE specialist.)	Levitsky, M.	40%	W	3	18					X
PUBPOL 766	Issues in U.S. National Security (Includes REEE case studies. Research for the course may be on REEE topic. Taught by REEE specialist.)	Levitsky, M.	40%	F/W	3	26		23			X
<b>Enrollment Totals</b>						984	4,546	969	4,439		

















**UNIVERSITY OF MICHIGAN  
CENTER FOR RUSSIAN, EAST EUROPEAN, AND EURASIAN STUDIES  
LETTERS OF SUPPORT**

University of Puerto Rico	2
Midwest Institute for Intercultural/International Education	3
University of Michigan	4

June 17, 2014



Recinto de  
Rio Piedras

Prof. Ken Kollman, Director  
International Institute  
University of Michigan  
1080 S. University Ave., Suite 2660  
Ann Arbor, MI 48109-1106

Dear Prof. Kollman:

I am writing to confirm our participation in the teacher training/outreach initiative, "University of Puerto Rico (UPR-Rio Piedras)-University of Michigan (UM) Partnership—Cross-Center Collaboration in Area Studies," proposed in the Title VI grant proposals of 7 units at the International Institute. This partnership promises to strengthen area-studies capacities in our university and K-12 communities at large.

We are delighted to collaborate in the curriculum and professional development activities that we have developed together with UM faculty and staff, and we look forward to continue working closely with UM's National Resource Centers over the next four years. This partnership provides invaluable opportunities to internationalize our curriculum to better serve our students and the broader K-12 community, exchange ideas, and strengthen linkages with the University of Michigan.

If you need any other information, please do not hesitate to contact me. I can be reached at 787-760-0000, extension 2178.

Sincerely,

Aurora Lauzardo, PhD  
Acting Dean

Decanato de  
Estudios Graduados  
e Investigación

PO Box 21790  
San Juan PR  
00931-1790

787-764-0000  
Exts. 2515 / 3617  
Fax 787-763-6011

Correo electrónico:  
misdegi@uprrp.edu

Página electrónica:  
<http://graduados.uprrp.edu>

**MIDWEST INSTITUTE** for  
International & Intercultural Education



P.O. Box 325  
Oshtemo, Michigan 49077

June 8, 2014

Dr. Olga Maiorova, Director  
Center for Russian, East European, & Eurasian Studies  
University of Michigan  
1080 S. University Avenue, Suite 3668  
Ann Arbor, MI 48109-1106

Dear Olga:

This letter is to confirm the participation and support of the Midwest Institute consortium (MIIE) for your Title VI proposal to the U.S. Department of Education for the 2014-2018 period.

Given our past successful collaboration, the colleges of the Midwest Institute consortium welcome the opportunity to expand its international curriculum and provide professional support for its faculty under this project. As the director of the consortium, I will serve as the coordinator for its colleges towards this project.

In particular, we look forward to collaborating in supporting several week-long workshops for community college faculty to develop curriculum modules for course-infusion, as well as, provide professional development.

The Midwest Institute consortium is prepared to provide the necessary support for the aforementioned projects and continue our fruitful collaboration.

With best regards,

Theo Sypris, Director



**Susan A. Gelman, Interim Dean**  
Heinz Werner Distinguished University Professor  
Professor of Psychology

June 23, 2014

United States Department of Education  
International and Foreign Language Education  
1990 K Street, NW  
Suite 6083  
Washington, DC 20006-8521

To Whom It May Concern:

It is with admiration and enthusiasm that I write to support the application for funding under the Title VI program from the Center for Russian, Eastern European, and Eurasian Studies (CREES) at the University of Michigan. This grant will not only provide resources to advance our mission of supporting area studies and international studies within the College of Literature, Science, and the Arts at the University of Michigan, but will also provide resources to benefit our collaborating institutions (such as the University of Puerto Rico) and help train the next generation of professionals and scholars in the study of Russia, the Caucasus, and Eastern Europe.

Our college of LSA supports the projects in this application in concrete ways, including supplemental funding for FLAS, administrative support for CREES, funding for language lecturers, and salaries for our outstanding faculty in Russian, Eastern European, and Eurasian Studies. College leadership recognizes the tremendous value of the grants for our campus, the surrounding region, and for the national interest. With knowledge of the many benefits of Title VI programs, including the NRC and FLAS, I wholeheartedly endorse this application.

Sincerely,

A handwritten signature in black ink that reads "Susan A. Gelman". The signature is fluid and cursive, with a long horizontal line extending from the end.

Susan A. Gelman  
Heinz Werner Distinguished University Professor  
Professor of Psychology  
Interim Dean, College of Literature, Science, and the Arts

**GEPA SECTION 427 STATEMENT**

University of Michigan Nondiscrimination Statement:

The University of Michigan, as an equal opportunity/affirmative action employer, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action. The University of Michigan is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status in employment, educational programs and activities, and admissions. Inquiries or complaints may be addressed to the Senior Director for Institutional Equity, and Title IX/Section 504/ADA Coordinator, Office of Institutional Equity, 2072 Administrative Services Building, Ann Arbor, Michigan 48109-1432, 734-763-0235, TTY 734-647-1388. For other University of Michigan information call 734-764-1817.

Please also refer to pp. 31 and 43-44 in the narrative.

**APPLICATION WORLD REGION OR THEMATIC FOCUS  
FY2014-2017**

<b>Africa</b>	<input type="checkbox"/>
<b>Canada</b>	<input type="checkbox"/>
<b>East Asia</b>	<input type="checkbox"/>
<b>International</b>	<input type="checkbox"/>
<b>Latin America &amp; Caribbean</b>	<input type="checkbox"/>
<b>Middle East</b>	<input type="checkbox"/>
<b>Pacific Islands</b>	<input type="checkbox"/>
<b>Russia / Eastern Europe / Eurasia</b>	<input checked="" type="checkbox"/>
<b>South Asia</b>	<input type="checkbox"/>
<b>Southeast Asia</b>	<input type="checkbox"/>
<b>Western Europe / Europe</b>	<input type="checkbox"/>
<b>Other (specify) _____</b>	<input type="checkbox"/>

**APPLICATION TYPE**

<b>Comprehensive NRC and FLAS</b>	<input checked="" type="checkbox"/>
<b>Undergraduate NRC and FLAS</b>	<input type="checkbox"/>
<b>Comprehensive NRC only</b>	<input type="checkbox"/>
<b>Undergraduate NRC only</b>	<input type="checkbox"/>
<b>FLAS only</b>	<input type="checkbox"/>

**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.

<b>Language</b>	<b>Eligible Now? Y/N</b>
<b>Armenian</b>	<b>Y</b>
<b>Bosnian/Croatian/Serbian</b>	<b>Y</b>
<b>Czech</b>	<b>Y</b>
<b>Polish</b>	<b>Y</b>
<b>Russian</b>	<b>Y</b>
<b>Ukrainian</b>	<b>Y</b>
<b>Uzbek<sup>1</sup></b>	<b>Y</b>
<b>Yiddish</b>	<b>Y</b>

<sup>1</sup> Distance courses offered via videoconferencing (Narr.: 18-21)

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 Michigan Center for Russian, East European, and Eurasian Studies

Name/Title of Authorized Representative (Printed): Stacey Althouse

Title: Project Representative

Telephone: 734-936-1361

Signature: 

E-mail: [stacealt@umich.edu](mailto:stacealt@umich.edu)

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
	Project Representative
APPLICANT ORGANIZATION	DATE SUBMITTED
The Regents of the University of Michigan	10/20/2014

## 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](mailto: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	
<b>The Regents of the University of Michigan</b>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Stacey"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Althouse"/>	Suffix: <input type="text"/> * Title: <input type="text" value="Project Representative"/>
* SIGNATURE: <input type="text" value="Stacey E. Althouse"/>	* DATE: <input type="text" value="6/26/2014"/>

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <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	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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**4. Name and Address of Reporting Entity:**  
 Prime  SubAwardee

\* Name [Redacted]  
\* Street 1 [Redacted] Street 2 [Redacted]  
\* City [Redacted] State [Redacted] Zip [Redacted]  
Congressional District, if known: [Redacted]

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

<b>6. * Federal Department/Agency:</b> [Redacted]	<b>7. * Federal Program Name/Description:</b> [Redacted] CFDA Number, if applicable: [Redacted]
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<b>8. Federal Action Number, if known:</b> [Redacted]	<b>9. Award Amount, if known:</b> \$ [Redacted]
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**10. a. Name and Address of Lobbying Registrant:**

Prefix [Redacted] \* First Name [Redacted] Middle Name [Redacted]  
\* Last Name [Redacted] Suffix [Redacted]  
\* Street 1 [Redacted] Street 2 [Redacted]  
\* City [Redacted] State [Redacted] Zip [Redacted]

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

Prefix [Redacted] \* First Name [Redacted] Middle Name [Redacted]  
\* Last Name [Redacted] Suffix [Redacted]  
\* Street 1 [Redacted] Street 2 [Redacted]  
\* City [Redacted] State [Redacted] Zip [Redacted]

**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 lier 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: Completed on submission to Grants.gov  
\* Name: Prefix [Redacted] \* First Name Stacey Middle Name [Redacted]  
\* Last Name Althouse Suffix [Redacted]  
Title: Project Representative Telephone No.: [Redacted] Date: Completed on submission to Grants.gov

*Stacey Althouse*

*6/26/2017*