

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 # P015A140152 P015B140152

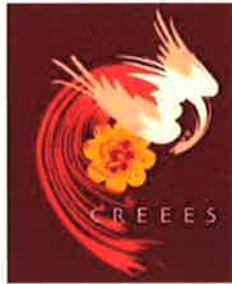
Univ of Texas/Austin

Grant Application
NATIONAL RESOURCE CENTERS
and
FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS
PROGRAMS

CFDA NO. 84.015A&B

2014-2018

**CENTER FOR RUSSIAN, EAST EUROPEAN AND EURASIAN STUDIES
THE UNIVERSITY OF TEXAS AT AUSTIN**



Burdine Hall 452
2505 University Avenue B3600
Austin, Texas 78712
Phone: (512) 471-3607

June 24, 2014

THE UNIVERSITY OF
TEXAS
AT AUSTIN

WHAT STARTS HERE CHANGES THE WORLD

Principal Investigator
Mary Neuburger
Center for Russian, East European and Eurasian Studies, Director
Department of Slavic and Eurasian Studies, Chair
EU Center of Excellence, Associate Director
Professor, Department of History

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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 University of Texas at Austin

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

74-6000-203

* c. Organizational DUNS:

1702302390000

d. Address:

* Street1:

Office of Sponsored Projects, Suite 5.300

Street2:

101 E. 27th Street, Stop A9000

* City:

Austin

County/Parish:

Travis County

* State:

TX: Texas

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

78712-0532

e. Organizational Unit:

Department Name:

CREEES

Division Name:

College of Liberal Arts

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

Prefix:

* First Name:

Christopher

Middle Name:

* Last Name:

Wood

Suffix:

Title:

Grants and Contracts Specialist

Organizational Affiliation:

Office of Sponsored Projects

* Telephone Number:

512-471-5424

Fax Number:

512-471-6564

* Email:

osp@austin.utexas.edu

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015A&B

CFDA Title:

National Resource Centers and Foreign Language and Area Studies Fellowship Programs

*** 12. Funding Opportunity Number:**

ED-GRANTS-053014-001 -002

* Title:

National Resource Centers and Foreign Language and Area Studies Fellowship Programs

13. Competition Identification Number:

ED-GRANTS-053014-001 -002

Title:

Office of Postsecondary Education (OPE): National Resource Centers Program CFDA Number 84.015A
Office of Postsecondary Education (OPE): Foreign Language and Area Studies Fellowships Program
CFDA Number 84.015B

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

Add Attachment

Delete Attachment

View Attachment

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

Title VI National Resource Centers (NRC) and Foreign Language and Area Studies (FLAS) Fellowship Programs

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

| | |
|---------------------|---|
| * a. Federal | <input type="text" value="626,436.00"/> |
| * b. Applicant | <input type="text" value="0.00"/> |
| * c. State | <input type="text" value="0.00"/> |
| * d. Local | <input type="text" value="0.00"/> |
| * e. Other | <input type="text" value="0.00"/> |
| * f. Program Income | <input type="text" value="0.00"/> |
| * g. TOTAL | <input type="text" value="626,436.00"/> |

*** 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

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**

1. Project Director:

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

Address:

* Street1:

Street2:

* City:

County:

* State: * Zip Code: Country:

* Phone Number (give area code): Fax Number (give area code):

* Email Address:

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

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) # (s): 1 2 3 4 5 6

No Provide Assurance #(s), 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.

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

| | |
|--|-------------------------------------|
| Africa | <input type="checkbox"/> |
| Canada | <input type="checkbox"/> |
| East Asia | <input type="checkbox"/> |
| International | <input type="checkbox"/> |
| Latin America & Caribbean | <input type="checkbox"/> |
| Middle East | <input type="checkbox"/> |
| Pacific Islands | <input type="checkbox"/> |
| Russia / Eastern Europe / Eurasia | <input checked="" type="checkbox"/> |
| South Asia | <input type="checkbox"/> |
| Southeast Asia | <input type="checkbox"/> |
| Western Europe / Europe | <input type="checkbox"/> |
| Other (specify) _____ | <input type="checkbox"/> |

APPLICATION TYPE

| | |
|-----------------------------------|-------------------------------------|
| Comprehensive NRC and FLAS | <input checked="" type="checkbox"/> |
| Undergraduate NRC and FLAS | <input type="checkbox"/> |
| Comprehensive NRC only | <input type="checkbox"/> |
| Undergraduate NRC only | <input type="checkbox"/> |
| FLAS only | <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.

| Language | Eligible Now? Y/N |
|--------------------------|-------------------|
| Russian | Y |
| Polish | Y |
| Czech | Y |
| Bosnian-Croatian-Serbian | Y |
| Persian/Tajik | Y |
| Turkish | Y |
| Romani | Y |
| Yiddish | Y |
| Ukrainian | N |
| Bulgarian | Y |
| | |
| | |
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| | |
| | |

Statement on compliance with Section 427 of GEPA

The University of Texas at Austin (UT) is committed to an educational and working environment that provides equal opportunity to all members of the University community. In accordance with federal and state law, the University prohibits unlawful discrimination on the basis of race, color, religion, national origin, gender, age, disability, citizenship, or veteran status. Discrimination on the basis of sexual orientation is also prohibited pursuant to University policy. The Center for Russian, East European, and Eurasian Studies (CREEES) is a multi-disciplinary venture among numerous departments at UT including the Slavic department, the History department, the Sociology department, the Cultural Anthropology department, and the Government department. The Director of CREEES, Prof. Mary Neuburger of the History department, is a woman. The Graduate Advisor, Prof. Keith Livers of the Slavic department, is Black. Prof. Tom Garza, our Minority Liaison Officer, is Mexican American. 60% of the faculty in the Slavic Department come from historically underrepresented minority groups.

CREEES is committed to providing equal access and treatment for eligible students and other project participants who are members of traditionally underrepresented groups. Like other departments on campus CREEES has a Minority Liaison Officer, Prof. Tom Garza. He oversees minority recruitment efforts and ensures enforcement of equal access. Furthermore, CREEES has an outreach program that will respond to requests for assistance from all groups and individuals. CREEES' outreach program makes a special effort to reach underserved areas such as rural and poor districts that are currently revising their curricula to meet newly revised state standards and standardized testing. Overall, CREEES is dedicated to maintaining a diverse student body in line with the statistics for the University as a whole.

The Fall 2013 undergraduate student body at UT was composed of 48.4% White, 4% African American, 15.4% Asian American, 19.1% Hispanic, 0.3% Native American, and 9.2% Foreign (with .9% unknown). Moreover, CREEES is committed to the model that all members of the student body will have full access to every component of the undergraduate major in Slavic and Eurasian Studies regardless of personal circumstances. The UT campus is now completely converted to provide wheelchair access to all classrooms, libraries, offices, and dormitories. Students with learning disabilities or with hearing and visual impairments identify themselves to the faculty members, who have been instructed in how to comply with all the provisions of the Americans with Disabilities Act to the fullest extent possible. Additionally, all University websites, which includes the website for CREEES, are required to be in full compliance with U.S. Section 508 guidelines for alternative accessibility.

Information to Meet §602(e) Statutory Requirements

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

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

See separate document on following pages.

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

See separate document on following pages.

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.

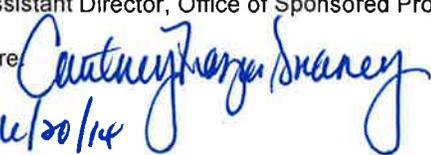
Name of Applicant Institution and Center: The University of Texas at Austin, South Asia Institute

Name/Title of Authorized Representative (Printed): Courtney Frazier Swaney

Title: Assistant Director, Office of Sponsored Projects

Telephone: 512-471-6424

Signature:



E-mail: osp@austin.utexas.edu

Date:

11/20/14

Diverse Perspectives and Wide Range of Views in Funded Activities

CREEES is committed to engaging and integrating the widest possible variety of views into its curriculum and programming on the University of Texas campus and beyond. Texas is one of the most diverse states in the Union (surpassed only by California and Hawaii), with minority populations comprising 55.5% of the population. CREEES has a diverse faculty, staff, and student body in terms of race, ethnicity, gender, sexual orientation, geographic origin, and socio-economic background. We encourage debate and the critical engagement of ideas within our constituencies, and we feel that such dialogue is ultimately enhanced by difference. We are continually expanding our efforts to reach a varied audience across the state, regionally, and nationally with our programming, curricular materials, and expertise. Finally, the exchange of information, ideas, and curriculum with partners in the vast and diverse region of Russia, Eastern Europe and Eurasia brings a broad range of views to UT campus and our institutional partners in Texas and the Southwest. We have expended considerable efforts in hosting long-term visiting scholars from countries like Montenegro, Tajikistan, Bosnia, and Uzbekistan of varied religious and ethnic backgrounds (a Muslim, Albanian minority from Macedonia, for example). Bringing such scholars to UT enhances the CREEES and UT intellectual environment as a whole, while exposing these visitors to the varied practices and ideas on our campus and in our community.

Government Service in Areas of National Need

One of the central missions of CREEES is to train the next generation of specialists on Russia, Eastern Europe and Eurasia—regions of Department of Education (DoE) defined national need. Central to this mission is the promotion of advanced language training in DoE priority languages. In the past four years, we have offered instruction in Russian, Bosnian-Croatian-Serbian, Persian/Tajik, Turkish, Polish, Uzbek, and Kirghiz, and we plan to offer Bulgarian and Ukrainian in the coming years. We have made special efforts to deploy University of Texas resources and outside resources to train students in Russian language, a DoD-defined critical language, and we are sending 27 students to Russia this summer alone. Language is the cornerstone of CREEES' interdisciplinary area studies training that reaches across seven schools and colleges, in over 30 departments on UT campus. In addition to training current and future K-12 educators, UT trains PhD students who go on to academic careers across the US. CREEES also works closely with the professional schools on UT campus, such as the LBJ School of Public Affairs, and successfully trains global policy specialists for government service and private think tank careers with a Russian, East European and Eurasian (REEE) focus. In addition, joint MA programs with the UT business school and engineering school have directed students interested in global business and the energy sector to explore opportunities in Russia, Eastern Europe and Eurasia. Finally, many of our alumni have worked for and even founded their own successful NGOs in Russia, Eastern Europe and Eurasia. Moving forward, CREEES is especially committed to increasing professionalization activities for its students and improving its already excellent placement record in a range of government and private sector jobs.

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.

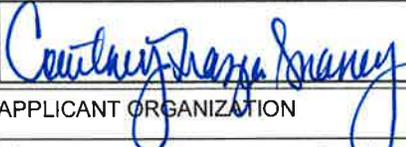
PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

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 |
|  | Assistant Director, Ofc of Sponsored Projects |
| APPLICANT ORGANIZATION | DATE SUBMITTED |
| The University of Texas at Austin | 6/20/14 |

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.

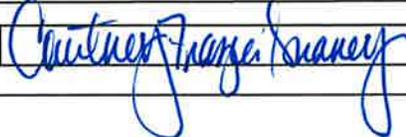
(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this 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 | |
| The University of Texas at Austin | |
| * PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE | |
| Prefix: <input type="text"/> | * First Name: Courtney Middle Name: <input type="text"/> |
| * Last Name: Frazier Swaney | Suffix: <input type="text"/> |
| * Title: Assistant Director, Office Of Sponsored Projects | |
| * SIGNATURE:  | * DATE: 10/20/14 |

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

| | | |
|---|--|--|
| <p>1. * Type of Federal Action:</p> <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 | <p>2. * Status of Federal Action:</p> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award | <p>3. * Report Type:</p> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change |
| <p>4. Name and Address of Reporting Entity:</p> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee | | |
| <p>* Name <input style="width: 100%;" type="text"/></p> <p>* Street 1 <input style="width: 45%;" type="text"/> Street 2 <input style="width: 45%;" type="text"/></p> <p>* City <input style="width: 30%;" type="text"/> State <input style="width: 30%;" type="text"/> Zip <input style="width: 10%;" type="text"/></p> <p>Congressional District, if known: <input style="width: 40%;" type="text"/></p> | | |
| <p>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</p> | | |
| <p>6. * Federal Department/Agency:</p> <input style="width: 100%;" type="text"/> | <p>7. * Federal Program Name/Description:</p> <input style="width: 100%;" type="text"/> CFDA Number, if applicable: <input style="width: 40%;" type="text"/> | |
| <p>8. Federal Action Number, If known:</p> <input style="width: 100%;" type="text"/> | <p>9. Award Amount, if known:</p> \$ <input style="width: 40%;" type="text"/> | |
| <p>10. a. Name and Address of Lobbying Registrant:</p> Prefix <input style="width: 10%;" type="text"/> * First Name <input style="width: 30%;" type="text"/> Middle Name <input style="width: 30%;" type="text"/> * Last Name <input style="width: 40%;" type="text"/> Suffix <input style="width: 10%;" type="text"/> * Street 1 <input style="width: 45%;" type="text"/> Street 2 <input style="width: 45%;" type="text"/> * City <input style="width: 30%;" type="text"/> State <input style="width: 30%;" type="text"/> Zip <input style="width: 10%;" type="text"/> | | |
| <p>b. Individual Performing Services (including address if different from No. 10a)</p> Prefix <input style="width: 10%;" type="text"/> * First Name <input style="width: 30%;" type="text"/> Middle Name <input style="width: 30%;" type="text"/> * Last Name <input style="width: 40%;" type="text"/> Suffix <input style="width: 10%;" type="text"/> * Street 1 <input style="width: 45%;" type="text"/> Street 2 <input style="width: 45%;" type="text"/> * City <input style="width: 30%;" type="text"/> State <input style="width: 30%;" type="text"/> Zip <input style="width: 10%;" type="text"/> | | |
| <p>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</p> <p>* Signature: NOT APPLICABLE <input style="width: 100%;" type="text"/></p> <p>* Name: Prefix <input style="width: 10%;" type="text"/> * First Name <input style="width: 30%;" type="text"/> Middle Name <input style="width: 30%;" type="text"/> * Last Name <input style="width: 40%;" type="text"/> Suffix <input style="width: 10%;" type="text"/></p> <p>Title: <input style="width: 30%;" type="text"/> Telephone No.: <input style="width: 30%;" type="text"/> Date: Completed on submission to Grants.gov</p> | | |
| <p>Federal Use Only:</p> | | <p>Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)</p> |

Grant Application
NATIONAL RESOURCE CENTERS
and
FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS
PROGRAMS

CFDA NO. 84.015A&B

2014-2018

**CENTER FOR RUSSIAN, EAST EUROPEAN AND EURASIAN STUDIES
THE UNIVERSITY OF TEXAS AT AUSTIN**



Burdine Hall 452
2505 University Avenue B3600
Austin, Texas 78712
Phone: (512) 471-3607

June 24, 2014

THE UNIVERSITY OF
TEXAS
AT AUSTIN

WHAT STARTS HERE CHANGES THE WORLD

Principal Investigator
Mary Neuburger
Center for Russian, East European and Eurasian Studies, Director
Department of Slavic and Eurasian Studies, Chair
EU Center of Excellence, Associate Director
Professor, Department of History

ABSTRACT

The Center for Russian, East European and Eurasian Studies (CREEES) at the University of Texas at Austin (UT) seeks to establish itself as a National Resource Center (NRC) for the study of Russia, Eastern Europe and Eurasia (REEE). CREEES serves Texas, the second largest (by population and size) and the most diverse state in the union, as well as the greater Southwest, and the nation. UT provides an excellent institutional base for CREEES to build upon the excellence of its existing program and activities which draw upon 81 outstanding faculty in 25 departments in 7 schools. With strengths in Russian, Siberian, Southeastern and Central European Studies, CREEES administers an interdisciplinary major, a new Graduate Portfolio Program, and an MA program with dual degrees in UT's top-ranked professional schools—Global Policy, Law, Business, and Communications. CREEES has helped place students in tenure-track jobs at top academic institutions and in prominent positions in state service, policy, business, international law, and non-profit organizations. With a longstanding commitment to global studies, UT boasts a network of area studies and research centers—including 4 NRCs, 1 National Foreign Language Resource Language Center, and 1 Center for International Business Education. CREEES works in close collaboration with these units to globalize campus programming and facilitate expansive K-12, post-secondary, business, and community outreach networks.

With UT support, CREEES will build upon its extensive collaborative partnerships to maximize the impact and efficient use of resources in the coming cycle. Its core objectives are the following: 1) to expand the scope and efficacy of Russian, East European and Eurasian Studies on UT campus, producing an increased pool of trained specialists in Department of Education (DoE) priority languages and area studies according to national need, 2) to invigorate K-12 teacher training and certification programs related to REEE area studies and language pedagogy, 3) to expand collaborations with post-secondary institutions in the Southwest, with a focus on minority-serving institutions and community colleges, and 4) to increase institutional collaborations and build innovative curricular and professional bridges within Texas, the US, and with institutions in the REEE region.

With the above objectives in mind, CREEES will work with NRCs and other departments and centers on UT campus to host innovative and relevant conferences, events, and curricular projects in the coming grant cycle. We will expand the reach of our programs and work with REEES faculty and students across campus to provide new and enhanced professionalization opportunities to build upon our success in job placement. In addition, we will collaborate with UT NRCs to continually enhance K-12 and post-secondary outreach through UTs renowned Hemispheres program. We plan to extend our regional influence via the Texas Russian and Eurasian Studies Network (TRESN), a consortium formed in 2012. Through TRESN, we will coordinate curriculum development, language pedagogy and joint study-aboard grant programs, connecting local partners to institutions in the REEE region.

CREEES is committed to developing and utilizing technology-based tools to enhance methods of language training and area studies and to facilitate global and local partnerships. CREEES is developing an innovative, web-based Russian language textbook, an open-access online Czech textbook, and is working to establish a pedagogically-sound distance learning LCTL consortium with national reach in the coming grant cycle. We plan to develop an open access digital archive with UT Libraries, making special collections available to the broader public. Through these projects and others, CREEES endeavors to make its resources available to the widest possible audience on and off UT campus. Finally, CREEES has experience in and commitment to measurement and evaluation for program improvement and employs standard core measures of achievement in area education, language learning, placement, and outreach.

Acronyms and Abbreviations Used in Narrative for Title VI Application

| | | | |
|---------------------|---|-----------------|---|
| ACC | Austin Community College | | Studies |
| ACTFL | American Council on the Teaching of Foreign Languages | | |
| AI | Assistant Instructor | | |
| AMS | Department of American Studies | | |
| Anthro. | Department of Anthropology | | |
| ARL | Association of Research Libraries | | |
| ASU | Angelo State University | | |
| BCS | Bosnian-Croatian-Serbian | | |
| Bus. | McCombs School of Business | | |
| CCHSS | Clements Center for History, Strategy and Statecraft | | |
| CES | Center for European Studies | | |
| CIBER | Center for International Business Education and Research | | |
| CMES | Center for Middle Eastern Studies | | |
| CRL | Center for Research Libraries | | |
| CoLA | College of Liberal Arts | | |
| COERLL | Center for Open Educational Resources and Language Learning | | |
| Comm. | Moody College of Communication | | |
| Comp. Lit. | Comparative Literature Program | | |
| CREEES | Center for Russian, East European and Eurasian Studies | | |
| DMES | Department of Middle Eastern Studies | | |
| DoD | Department of Defense | | |
| DoE | Department of Education | | |
| DSES | Department of Slavic and Eurasian Studies | | |
| EBC | Extended Budget Council | | |
| Energy Inst. | Energy Institute | | |
| EU | European Union | | |
| EUCE | EU Center of Excellence | | |
| FLAC | Foreign Language Across the Curriculum | | |
| Geog. | Department of Geography and the Environment | | |
| GO | Global Officers | | |
| Govt. | Department of Government | | |
| GPA | Group Projects Abroad | | |
| Hist. | Department of History | | |
| HRC | Harry Ransom Center | | |
| HSE | Higher School of Economics | | |
| HTU | Huston-Tillotson University | | |
| ILR | Interagency Language Roundtable | | |
| IRGS | International Relations and Global | | |
| | | LAITS | Liberal Arts Instructional Technology Services |
| | | Law | School of Law |
| | | LBJ | Lyndon B. Johnson School of Public Affairs |
| | | LCTL | Less Commonly Taught Language |
| | | LLILAS | Lozano Long Institute for Latin American Studies |
| | | MSI | Minority-Serving Institution |
| | | MTC | Moscow-Texas Connections |
| | | MTS | Media Translation System |
| | | NES | New Economic School in Moscow |
| | | NGO | Non-governmental Organization |
| | | NRC | National Resource Center |
| | | OPI | Oral Proficiency Interview |
| | | OSPU | Omsk State Pedagogical University |
| | | REEE | Russia(n), East Europe(an) and Eurasia(n) |
| | | REEES | Russian, East European and Eurasian Studies |
| | | SAI | South Asia Institute |
| | | SEU | St. Edwards University |
| | | Soc. | Department of Sociology |
| | | SRAS | School of Russian and Asian Studies |
| | | STEM | Science, Technology, Engineering and Math |
| | | Strauss | The Strauss Center for International Security and Law |
| | | TA | Teaching Assistant |
| | | TLC | Texas Language Center |
| | | TRESN | Texas Russian and Eurasian Studies Network |
| | | U. | University |
| | | UT | The University of Texas at Austin |
| | | UTL | UT Libraries |
| | | Wom. St. | Women's and Gender Studies |

INTRODUCTION

The Center for Russian, East European and Eurasian Studies (CREEES) at the University of Texas (UT) seeks to rebuild its status as a National Resource Center (NRC) serving the UT campus, the state of Texas, the Southwest, and the nation. UT is a globally recognized center for research excellence with a long-time commitment to global studies. With over 50,000 students, UT is one of the largest universities in the US, located in the heart of the second most populous, diverse, and fastest-growing state. With vigorous growth in the energy and technology sectors, the Texas “third coast” will be well-served by an NRC, which will expand professional training opportunities and public awareness in Russian, East European and Eurasian Studies (REEES).

CREEES currently coordinates teaching, research, programming, study abroad, and outreach related to REEES on the UT campus and across the Southwest. CREEES engages in global programming, curriculum, and K-12 and post-secondary outreach projects, in cooperation with UT’s six Title VI funded centers: the Center for European Studies (CES), the Center for Middle Eastern Studies (CMES), the South Asia Institute (SAI), the Lozano Long Institute for Latin American Studies (LLILAS), the Center for International Business and Education Research (CIBER), and the Center for Open Educational Resources and Language Learning (COERLL). Over the next four years we will intensify and build new partnerships with innovative centers, departments, and professional schools at UT, across the Southwest, and in Russia, Eastern Europe, and Eurasia (REEE). These collaborations will further our ultimate objective, to address national needs by producing the next generation of specialists and educators in REEES.

CRITERION 1 - COMMITMENT TO SUBJECT AREA

UT provides an ideal institutional environment for CREEES to build a robust interdisciplinary program in REEES. The College of Liberal Arts (CoLA) provides vision, flexibility, and

financial support for CREEES programming and cross-campus efforts. CREEES has cultivated a synergistic relationship with UT’s prestigious science, technology, engineering and math (STEM) departments and its top-ranked professional schools—the Lyndon B. Johnson School for Public Affairs (LBJ), UT Law School, Moody College of Communication, Cockrell School of Engineering, McCombs School of Business, and the School of Architecture. CREEES faculty across campus teach some 230 courses a year, conduct ground-breaking university-supported research, receive prestigious grants and awards, and hold key administrative positions. UT generously supports REEES students and on-campus events, and it boasts one of the top libraries in the US, with note-worthy collections and substantial funding for REEES-related acquisitions.

UT has generously funded the operation of CREEES since 1988, supplemented by Title VI funds from 1988-2010. After the loss of NRC funding in 2010, CoLA appointed Dr. Mary Neuburger, a full professor in the Department of History, as the new CREEES director. Since 2010, Dr. Neuburger has diligently re-tooled the center. She has successfully expanded and optimized

| TABLE 1 - Supplemental Funding Sources 2013-14 | |
|---|-------------------------|
| Established Endowments (principal): | Recurring Income |
| Czech Studies Endowment (\$2,672,861) | \$ 125,312 |
| Stroleny Endowment for Czech students (\$82,414) | \$ 2,926 |
| New Endowments (principal) and Donor Funds: | Income Generated |
| Polish Studies Endowment (\$63,067) | \$ 1,260 |
| McWilliams Endowment for Russian Studies (\$82,265) | \$ 3,351 |
| Individual gifts from private donors | \$ 13,850 |
| External Grants: | Income Generated |
| DoD - "Project GO (Global Officers)" for Russian & Arabic | \$ 265,637 |
| DoE - Fulbright-Hays GPA, "Siberian Voices" | \$ 92,870 |
| DoE - Fulbright-Hays GPA, "Moscow Texas Connections" | \$ 185,653 |
| CIBER Business Language Research and Teaching Grant | \$ 3,000 |
| NEH - Humanities Texas - Czech Dialect Project | \$ 8,640 |
| UT Internal Grants: | Income Generated |
| UT-System Inst. for Transformative Learning, Online Russian | \$ 150,000 |
| UT Provost Office - Curriculum Innovation Grant, Online Czech | \$ 50,000 |
| NEW FUNDS GENERATED 2013-14 | \$ 774,261 |
| TOTAL FUNDS GENERATED 2013-14 | \$ 902,499 |

resources, raising \$774,261 in internal and external funds in 2013-14 alone, while managing \$128,238 in established endowments (Table 1). Dr. Neuburger has leveraged new funds to improve CREEES programs in line with national strategic priorities. With a largely re-organized staff and ample CREEES faculty and CoLA support, Dr. Neuburger’s appointment has been renewed for 2014-18. Committed to directing CREEES for the next four years, Dr. Neuburger will continue to encourage center excellence in teaching, research, and outreach, while building

long-term sustainability through energetic development efforts and programmatic growth.

1A. Center Staff and Operation: CREEES enjoys direct support from CoLA, totaling \$7,140,793 annually (Table 2). This figure includes 50% of the CREEES director and staff

salaries and benefits, maintenance and operation, a percentage of affiliate faculty compensation, programming, outreach, course development, as well as CoLA faculty research, REEES student, and library support. CoLA provides the CREEES director substantial compensation and course-release, including a 1-0 course load, summer salary, supplemental research funds and a semester leave every four years. Dr. Neuburger is

| TABLE 2 - Institutional Support for CREEES from UT (2012-13) | |
|---|--------------------|
| Salaries: | |
| Language Faculty: | \$ 799,438 |
| Non-Language Faculty: | \$3,302,618 |
| Administrative/Classified Staff: | \$ 84,415 |
| Part-Time Staff: | \$ 9,717 |
| Library Staff: | \$ 54,248 |
| Study Abroad Staff: | \$ 41,000 |
| Fringe Benefits (above items): | \$1,285,293 |
| Library Acquisitions: | \$ 75,798 |
| Travel/Research Grants: | |
| To Faculty: | \$ 182,854 |
| To Students: | \$ 73,408 |
| Student Aid: | |
| Graduate Fellowships & TA/Al Support: | \$ 564,660 |
| Student Fringe Benefits: | \$ 170,214 |
| Tuition Aid: | \$ 245,210 |
| Office Assistantships & Graders: | \$ 10,194 |
| Other: | |
| General Operations & Supplies: | \$ 136,400 |
| Outreach Events: | \$ 52,681 |
| Online Course Development: | \$ 55,000 |
| TOTAL: | \$7,143,148 |

also acting chair of the Department of Slavic and Eurasian Studies (DSES), which was administratively merged with CREEES in 2001. With a significantly reduced teaching load, Dr. Neuburger has initiated synergistic CREEES/DSES projects, facilitated by this integrated structure. She has secured grants for the development of online Russian and Czech language materials, a four-year Fulbright-Hayes Group Projects Abroad (GPA) grant for the Moscow-Texas Connections (MTC) program (2013-16), a short-term Fulbright-Hayes GPA grant for the “Siberian Voices” project (2013), and a Department of Defense (DoD) grant for Project Global Officers (GO) (2013-15). With exceptional staff support, Dr. Neuburger administers CREEES in close cooperation with Dr. Robert Moser, Department of Government, who serves as associate director. She also works closely with Dr. Keith Livers, associate chair of DSES, who receives a one-course release for his substantial input on departmental curriculum and administration.

1B. Instructional Support: UT continually supports the hiring and retention of top-notch

CREEES faculty affiliates across seven schools and colleges encompassing over 30 departments. There have been 10 tenure-track or tenured hires in REEES since 2010 in anthropology, ethnomusicology, engineering, history, government, LBJ, and DSES. Notable hires include Dr. Robert Hutchings, dean of the LBJ School; Dr. William Inboden, director of the Clements Center for History, Strategy and Statecraft (CCHSS); and Dr. Jeremi Suri, Mack Brown Distinguished Chair for Global Affairs (history, LBJ). Finally, Dr. Petre Petrov (DSES) and Dr. Amy Liu (government) will commence teaching at UT as assistant professors in 2014-15.

1C. Student Support: In 2012-13 UT offered approximately \$883,278 in REEES student scholarships, teaching assistant (TA) and assistant instructor (AI) appointments, research fellowships, and study abroad support. The majority of UT PhD students are admitted with five years of guaranteed fellowships, TA, or AI positions, with stipends, tuition remission, and health insurance. CREEES funds a significant proportion of its MA students through TA or AI positions (80% in 2012-13), while also offering travel grants and employment opportunities in the office or on faculty-mentored projects such as the development of web-based language materials.

CREEES faculty and staff work diligently to secure outside funding for REEES students. We regularly conduct grant workshops and work with students in preparing individual grant proposals, which are frequently successful. Since 2010, REEES students have received 15 Foreign Language Area Studies (FLAS) fellowships from CES and 10 from the CMES. They also have been awarded prestigious grants from Boren, Fulbright, Fulbright-Hayes, the American Council of Learned Societies, the Social Science Research Council, the American Research Center in Sofia, and the International Research and Exchange Board, to study languages and conduct research in the REEE region. In 2012-13 alone, CREEES awarded \$121,087 in DoE and

DoD funds to 17 UT students (11 with MTC, three with Project GO, and three with “Siberian Voices”) from three UT colleges/schools and 13 departments, for language training in Russia.

1D. Linkages with Institutions Abroad: With UT support, CREEES has developed

| TABLE 3 - International Scholars Hosted by CREEES since 2010 | |
|---|-------------------|
| Open World Delegates | Russia: 11 |
| | Ukraine: 6 |
| Fulbright Language Teaching Assistants | Tajikistan: 1 |
| | Uzbekistan: 2 |
| | Kyrgyzstan: 1 |
| TUBITAK Fellows | Turkey: 3 |
| Bolashak Scholar | Kazakhstan: 1 |
| Open Society Fellow | Azerbaijan: 1 |
| Free Mover Program Fellows | Czech Republic: 2 |
| Harry Ransom Center Fellow | Poland: 1 |
| Fulbright Junior Faculty Development Program Fellows | Croatia: 3 |
| | Bosnia: 1 |
| | Albania: 1 |
| | Montenegro: 1 |
| | Macedonia: 1 |
| TOTAL REEE Scholars: | 36 |

considerable linkages in the REEE region. We regularly host visiting scholars and delegations, which has exponentially increased our contacts from every corner of REEE (Table 3). In addition, since 2010 UT as a whole has hosted 339 visiting scholars and 751 students from 29 countries in the REEE region. In recent years CREEES has formalized new partnerships through memoranda of agreement with the U. of Banja Luka in Bosnia-Herzegovina (2012), Masaryk U. in

Czech Republic (2013), and the U. of Zagreb in Croatia (2012). We also forged new relationships in Siberia during our 2013 “Siberian Voices” project with Irkutsk State U. and Tuvan State U. (Criterion 5A). We have new affiliate study abroad programs with Jagellonian U. in Krakow (2012), the Higher School of Economics (HSE) in Moscow (2012), the NovaMova Institute in Kiev (2014), and Irkutsk State Linguistic U. (2014). The latter is part of a new UT affiliation with the School of Russian and Asian Studies (SRAS), which offers student programs in Vladivostok, St. Petersburg, Bishkek (Kyrgyzstan), and Batumi (Georgia). CREEES also partners with Moscow’s New Economic School (NES), hosting 10-12 Russian students for four weeks each summer at UT, while NES has hosted five CREEES students for semester-long internships in Moscow since 2012. In 2013-14 CREEES hosted an Azerbaijani visiting scholar, Dr. Shalala Mamadova from Baku State U., opening the door to future collaborations, enabled by our membership and involvement with the American Research Institute in the South Caucasus.

Finally, we are active members of the American Research Center in Sofia, where we have sent three REEES students for fully-funded in-residence fellowships since 2011.

A number of UT professional schools and research institutes collaborate with academic institutions in REEE. CREEES affiliate Dr. Tadeusz Patzek, chair of the Department of Petroleum and Geosystems Engineering, is directing a five-year \$15 million project with Akademia Górniczo-Hutnicza in Krakow, 2014-19. This research project on shale gas extraction in Poland entails faculty and doctoral student exchanges and is funded by the Polish government and the European Union (EU). In addition, affiliate Dr. Aviezer Tucker works with partners across REEE, conducting research funded by UT's interdisciplinary Energy Institute and providing results to the State Department's Office on Energy Resources. CREEES plays an active role in fostering these REEE linkages with UT professional and STEM programs.

CRITERION 2 - QUALITY OF CURRICULUM DESIGN

With a flexible and rigorous interdisciplinary BA, MA, and a new REEES Graduate Portfolio program, CREEES has successfully trained students in interdisciplinary area studies since 1988. The CREEES MA is linked to dual degree programs in business, law, communications, public affairs and global policy, with the graduate portfolio program open to all UT graduate students. In 2012-13 we had 31 undergraduate students enrolled as CREEES majors, with 24 students in our MA program. UT's new international relations and global studies (IRGS) major, which requires an area studies concentration, had 22 of 900 majors with an REEES focus in 2013-14. CREEES also draws a considerable number of double majors from across UT (35 in 2013-4).

2A. Undergraduate Training and Degree Programs: The CREEES BA program requires an introductory interdisciplinary gateway course and 24 REEES-focused semester hours (eight courses), with at least one from each of the following disciplinary clusters: (1) literature/culture,

(2) history/economics/politics, and (3) sociology/geography/anthropology. CREEES students receive broad interdisciplinary training and gain breadth and depth of knowledge through specialized upper-division coursework. In 2012-13, the REEE language proficiency requirement for CREEES majors was increased to a third-year equivalency. Finally, the CREEES Honors Degree option allows our most motivated students to conduct original research in a REEE language, working closely with CREEES faculty mentors to produce an honors thesis.

2B. Depth and Breadth of Graduate Training: Since 1994 CREEES has administered an MA program with advanced interdisciplinary training in REEES. MA students begin the program with a required introductory seminar, in which they engage in cross-disciplinary research methods with core faculty. They then complete 27-30 semester hours (9-10 courses), with at least one course from each of the following: (1) literature/culture, (2) economics/history/politics, and (3) sociology/geography/anthropology. MA students study at least one REEE language, and are required to pass an Oral Proficiency Interview (OPI) with a rating of at least an Interagency Language Roundtable (ILR) 2, or Advanced Low on the American Council on the Teaching of Foreign Language (ACTFL) scale. Roughly 30% of students exceed this through intensive study and research abroad. Language and area studies course work prepares students for independent research, 30% of which must be conducted in REEE languages. CREEES faculty provide mentorship and apply rigorous methodical and empirical standards for required research reports (requiring one additional course) or MA theses. CREEES MA students are also encouraged to pursue available dual degrees options. CREEES has formal dual degree arrangements with five programs on UT campus; Master of Public Affairs or Master of Global Policy Studies at the LBJ School, MA in communications, MBA in the Business School, or JD in the Law School.

CREEES faculty work intensively with REEES-focused PhD students from departments

and schools across campus, most notably from comparative literature, linguistics, history, government, anthropology, and sociology. Beginning in 2014-15, CREEES will direct its own REEES Graduate Portfolio program open to all UT graduate students with the following requirements: (1) CREEES graduate introductory seminar, (2) 12 semester hours of approved REEES courses, and (3) third-year equivalency or an Intermediate Mid (ILR 1) in a REEE language. This new transcriptable portfolio will allow students to deepen and credential their REEES expertise, while providing an area studies dimension to their discipline-specific or professional school training. Finally, CREEES provides all REEES graduate students a range of extra-curricular and professional opportunities. We encourage graduate students to give talks (on campus, at area schools and colleges, and academic conferences), participate in programming and outreach, and to act as guides to visiting delegations, speakers, and scholars in-residence.

2C. Academic and Career Advising: CoLA generously supports academic, study abroad, and career advising for REEES students across campus. Each department and school has its own intensive professionalization program, supports professional opportunities on and off campus, and has dedicated academic faculty and staff advisors who meet with students regularly to discuss career options. CREEES has appointed faculty and staff advisors for both graduate and undergraduate programs. Dr. Michael Pesenson (faculty) and Agnes Sekowski (staff) advise CREEES MA (and as of 2014-5, graduate portfolio) students, while Dr. Bella Jordan (faculty) and both Jenica Jones and Elizabeth Hastings (staff) work with CREEES undergraduates. CREEES frequently offers study abroad and funding information sessions as well as a regular stream of information on internships, job openings, grants, and other opportunities via the CREEES undergraduate and graduate listservs. We also direct students to the numerous career-advising units across campus, including the Liberal Arts Career Services Center and UT's Vick

Center for Strategic Advising and Career Counseling. While our job placement record is excellent in the academic, government, and private sectors (Table 7), we continue to seek ways to launch our students into the global workplace and to track their diverse career trajectories.

2D. Study Abroad Opportunities: Study abroad is a critical component of the CREEES graduate and undergraduate academic experience. UT has official agreements with 22 universities in REEE, with study abroad opportunities in CoLA, LBJ, business, law, science and engineering. We have affiliation agreements with numerous reputable study abroad vendors including the Council on International Educational Exchange, the Council for Educational Travel, the American Council of Teachers of Russian, and SRAS. Over 241 students studied in nine REEE countries in 2012-13, while over 150 have participated in the “Moscow Plus” summer program since 2002. UT Students have also participated in specialized programs such as communications’ “Prague Photojournalism” (66 students since 2011), history’s “Normandy Scholar Program” (575 students since 1989) (Criterion 3B); and the Business School’s “Global Connections” program, which took 35 students to Russia in 2014 (Criterion 3C). CREEES affiliates Drs. Carter and Rabinowitz (director and assistant director, respectively, of UT’s Institute of Classical Archaeology) accompanied 68 UT students to the Crimean Peninsula for an excavation and conservation project at Chersonesos from 1994-2008. As a result of UT faculty and student efforts, Chersonesos was designated a UNESCO World Heritage Site in 2013.

In the past three years, REEE study abroad opportunities have significantly expanded through the following CREEES initiatives: (1) the Fulbright-funded MTC program, which sends 22 students from seven Texas institutions per year on a 10-week language program at Moscow’s HSE, accompanied by a professionalization component that links students with UT alumni and other Moscow-based American professionals, (2) UT’s Maymester program, “Uncovering

Jewish Prague,” with 12-15 students annually, (3) “Russian Express,” an eight-week affiliate language-intensive program in Moscow and Kiev (moved to Irkutsk in 2014), open to all UT students, and with DoD funding for approximately 10 ROTC cadets each year, (4) the NES campus internship program, with Russian courses offered at HSE in Moscow (Criterion 1D), and (5) a new semester or year-long program at the prestigious Jagiellonian U. in Krakow, with scholarships available from our new Polish Studies Endowment (2013).

CRITERION 3 - QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

CREEES’s popular comparative and interdisciplinary courses engage a variety of global issues, with specialized courses on Russia, the Balkans, Central Europe, Siberia and REEE minorities. In 2012-13, UT offered a total of 230 non-language REEES courses taught by 59 CREEES faculty, with undergraduate enrollments of 4,568 and graduate enrollments of 886. CREEES courses contribute to innovative programs across campus, including Plan II and Liberal Arts Honors, the IRGS major and the Normandy Scholar Program (Criterion 3B).

3A. Interdisciplinary and Specialized Courses: CREEES offers interdisciplinary, team-taught gateway undergraduate (REE 301) and graduate (REE 381) courses, which are required for REEES majors, MAs, and graduate portfolio students, but are open to all UT students. REE 301 provides a broad introduction to REEES, with faculty affiliates offering specialized guest lectures each week. REE 381 students are also exposed to the broad variety of CREEES faculty expertise and methods, but in a more intense seminar setting. CREEES core faculty also teach undergraduate “signature courses,” which are specially tailored, lower-division, and interdisciplinary CoLA freshman gateway courses offered by select UT faculty. REEES signature course titles include “Russian Sci-Fi in Literature and Film,” “Sex in the Russian City,” and “Russia and the West.” The bulk of REEE courses, however, are upper-division and

graduate-level courses with specialized area studies content and thematic foci, as outlined below.

For a comprehensive list of REEES courses and enrollments see Appendix 2.

3B. Non-Language Faculty: CREEES faculty members have strengths in a number of sub-regions and thematic areas including Russia and Eurasia, Southeastern Europe, East Central Europe, and minority studies. With two tenured professors teaching surveys of Russian history (Neuberger and Wynn), we offer specialized graduate courses like “Stalinism” and the “Russian Revolution,” and undergraduate surveys like “Imperial Russia” and “Russia since 1917.” Two core faculty members in political science (Moser and Wellhausen) teach courses on politics in the former Soviet Union, while eight DSES faculty offer courses on Russian literature, music, culture and film. These include undergraduate courses like “Russian Youth Culture” (Garza) and “Contemporary Russian Film,” (Livers) and graduate courses like “Madmen in Russian Literature” (Pesenson) and “Socialist Realism” (Petrov). Dr. Jordan offers specialized undergraduate courses on Eurasia including “Geography of the Former Soviet Union” and “Northern Lands and Cultures,” with a new graduate course on “Contemporary Central Asia.”

CREEES has considerable expertise in other sub-regions of REEE. Courses on Southeast Europe and the Black Sea region are taught by eight faculty affiliates from history (Neuberger), LBJ (Kuperman), DSES (Zlatic, Kuzmic), ethnomusicology (Seeman), government (Wellhausen), and classics (Rabinowitz, Carter). Courses on East Central Europe are taught by ten affiliates from history (Lichtenstein), DSES (Rapaport, Hopkins, Hilchey, Kaminska), government (Barany, Liu, Tucker), and LBJ (Eaton, Redei). Undergraduate courses on Eastern European identity politics and minorities include “Romani Language and Culture” (Hancock), “Romani Music” (Seeman), “Minorities in Eastern Europe” (Neuberger), and “Jews of Eastern Europe” (Lichtenstein). Graduate courses include “Conflict and Coexistence in Eastern Europe”

(Neuburger), and “Understanding the Holocaust” (Crew). Finally, the Normandy Scholar Program includes courses on “Russia in World War II” (Wynn) and “Eastern Europe in WWII” (Lichtenstein), culminating in a six-week program in Germany, Poland, and France.

3C. Courses in Professional Schools: UT is home to top-ranking professional schools in public

affairs, communications, business, law, engineering, architecture, education, and social work, with the new Dell Medical School opening in 2016. We share dual degrees and faculty with

many of these programs, with CREEES

graduate courses and REEES Graduate

Portfolio program open to all UT

graduate students. UT offers ample

REEE-relevant professional school

| TABLE 4: 2012-13 Professional School REEE Course Offerings and Enrollment | | | |
|---|----------------------|----------------------|-----------------|
| Professional School | # of Courses Offered | Undergrad Enrollment | Grad Enrollment |
| Architecture | 13 | 96 | 47 |
| Business | 11 | 444 | 9 |
| Communications | 8 | 224 | 27 |
| School of Music | 29 | 360 | 32 |
| Public Affairs | 21 | 4 | 240 |
| Engineering | 6 | 26 | 47 |

course offerings (Table 4), with four new business and law courses developed in 2013-14 with

UT EU Center of Excellence funding. New courses cover the recent and candidate EU states of

REEE as emerging markets, with special concerns for international law. Complementing courses

in international human rights, the UT Law School, in coordination with the Rapoport Center for

Human Rights, has sent four students over the past three years as interns to the International

Criminal Tribunal for the Former Yugoslavia. Other UT strengths are in US-REEE foreign

policy with LBJ’s courses like “The Long Cold War” and “Global Diplomacy” (co-taught by

Suri and Hutchings), “Post-Totalitarian East Central Europe” (Tucker) and “Ethnic Conflict and

Humanitarian Intervention” (Kuperman). The McCombs MBA program offers specialized global

business courses, including a “Global Connections” course, which featured CREEES affiliate

guest lectures on Russia in 2014. The course culminated in a Business School funded trip to

Moscow and St. Petersburg, where the 35 participating students met with American and Russian

business leaders and government officials for site-specific training and networking.

3D. Instructional Assistant Training: Training for graduate student AIs and TAs is an important component within every department and school on UT campus. Graduate students who teach courses as AIs take a required semester practicum (398T), offered regularly in departments such as history, economics, government, and DSES. Faculty members with specialties in pedagogy provide training and practical classroom experience in the context of these courses, and they supervise AIs and TAs in every department to ensure the highest quality of teaching. Supervising faculty also evaluates and provides feedback for TAs in their home departments throughout the semester. Finally, AIs who teach content courses receive feedback and formal evaluations from departmental faculty mentors, along with standardized student evaluations.

CRITERION 4 - QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

CREEES actively works with faculty in DSES and the Department of Middle East Studies (DMES), UT’s two language centers, the Texas Language Center (TLC) and COERLL, as well as Liberal Arts Instructional Technology Services (LAITS) to advance language pedagogy and proficiency in REEE languages, using the latest methods and technologies.

4A. Extent of Language Instruction: UT faculty regularly teach Russian, Czech, Polish, Bosnian-Croatian-Serbian (BCS), Turkish, Persian/Tajik, and Romani, with Romanian, Uzbek, Kirghiz, and Georgian offered irregularly. With planned new hires, Yiddish and Bulgarian will be taught on a regular basis as of 2014-15. Russian, Turkish, Yiddish, and Persian/Tajik are offered through the advanced (fourth-year) levels, with Turkish and Persian/Tajik also available at a DMES summer institute. Czech,

| | |
|--|------------|
| 1st-3rd year Czech | 32 |
| 1st-2nd year Polish | 37 |
| 1st-4th year & Intensive Russian (54 in Intensive) | 229 |
| 2nd year Bosnian-Croatian-Serbian | 15 |
| 1st-year Romani | 30 |
| Intensive-Intermediate Turkish | 24 |
| Intensive, Intermediate & Heritage Persian/Tajik | 55 |
| Kirghiz Independent Study | 1 |
| TOTAL | 423 |

BCS, Polish, and Bulgarian are available through the intermediate levels with independent study available at advanced levels. Romani language is offered at the beginning level, with independent study at intermediate and advanced levels. Robust enrollments in REEE languages are depicted in Table 6, with a total of 423 students in 35 language sections in 2012-13.

Innovative language pedagogy is evident in the diverse offerings of REEE language courses at UT. Russian, Persian/Tajik, Yiddish, and Turkish courses employ the six-credit per semester intensive method, which advances students to second-year equivalency in one academic year. DSES offers Foreign Language Across the Curriculum (FLAC), with Russian-language content courses on topics like “Cultural Geography of Russia” and “Vysotsky’s Life and Works.” DMES offers Persian/Tajik FLAC courses such as “Advanced Tajiki/Dari Reading,” “Intro to Tajik Lang/Culture I and II,” “Dari, Farsi and Tajik Persian,” “Persian across Disciplines,” and “Intensive Persian for Heritage Speakers.”

4B. Language Faculty: In the 2014-15 academic year, UT will have seven tenure-track faculty members, eight lecturers, and two AIs. Russian is taught by four professors (Garza, Livers, Rappaport, Petrov), and two lecturers (Potoplyak, Clayton), Polish by two professors (Rappaport, Petrov) and one lecturer (Kaminska), and BCS by one professor (Kuzmic) and one lecturer (Zlatic). 2015 marks the 100th anniversary of Czech language instruction at UT, with an endowed Chair in Czech Studies supporting two full-time Czech lecturers (Hilchey and Hopkins). New hires in 2014-5 include Dr. Petre Petrov, who is qualified to teach Russian, Polish and Bulgarian, and Dr. Gottesman, lecturer in Yiddish. UT boasts one of the only university-based Romani language courses in the US, taught by Dr. Ian Hancock for over a decade. In DMES, Persian/Tajik is taught by Dr. Hillman, Persian language and FLAC classes by Drs. Aghaie, Atwood, Shirazi, and Shahsavari, and Turkish by Dr. Okur. Three Fulbright Foreign Language

Teaching Assistants will be in residence at UT in 2014-15 teaching Tajik, Turkish, and Uzbek.

4C. Language Pedagogy Training: All REEE language TAs and AIs are required to take a 398T pedagogy and practicum course and attend annual training sessions led by faculty in DSES, DMES, and other UT language departments. Dr. Thomas Garza, who runs these sessions for DSES, has conducted research in Russian pedagogy for over 20 years and has directed the TLC since 2009. The TLC offers foreign language acquisition seminars, lectures, workshops, and demonstrations and funds research, training, and course development for UT language instructors, AIs, and TAs. In addition, the TLC hosts the annual Texas Foreign Language Education Conference for researchers, educators, and students from across the state. The TLC provides a forum for all UT language instructors to identify and share best practices in language pedagogy based on observation, empirical research, and assessed outcomes.

CREEES is committed to advancing REEE language training through technology-based tools. COERLL, directed by Dr. Carl Blyth, acts as an important resource for REEE language faculty. COERLL coordinates research and development of new instructional materials, engaging web-based tools and methods. Through COERLL, UT Persian/Tajik faculty developed an innovative open access online Persian/Tajik multi-media grammar reference, with audio and video clips and a printable workbook. Dr. Blyth has consulted on DSES's faculty and graduate student development of a web-based Russian textbook, *Russian Express*, funded by a \$300,000 multi-year grant awarded by the UT System Institute for Transformative Learning in 2013-15. *Russian Express* will be used to teach Russian in classrooms and for online courses employing interactive multi-media and the newest web-based methods. In addition, DSES is partnering with Omsk State Pedagogical University (OSPU) to coordinate language pedagogy trainings and web-based conversation and blog exchanges in Russian and English for UT and OSPU students.

4D. Language Proficiency Requirements: With TLC guidance, ACTFL proficiency guidelines are the foundation of all language instruction at UT. All CREEES undergraduate majors and graduate portfolio students are required to reach a minimum of a third-year equivalency, or Intermediate Mid (ILR 1) in at least one language of the REEE region. This can be achieved through the completion of third-year level coursework, a study abroad program equivalent with a “B” or higher, or an OPI exam rating of Intermediate Mid (ILR 1) or higher on the ACTFL scale. CREEES MA students have a more stringent requirement, with a placement OPI upon entering the program and a required Advanced Low (ILR 2) or higher on the ACTFL scale in any REEE language at some point before graduation. We encourage students to achieve the highest possible language proficiency, and many students surpass this benchmark, reaching a level of functional fluency that allows for appropriate research methods in an REEE language.

Assessment is an ongoing component of REEE language training. We currently have three Russian OPI-certified faculty members in DSES, which allows for increased use of OPI testing. There were 49 OPI examinations administered in Russian language at UT in 2013-14 alone. All language courses are taught with the proficiency model in mind, and student language competency outcomes are assessed through written and oral summative exams. One assessment innovation used in all first-year Russian classes, is the requirement that all students complete an online portfolio, which is used for self-assessment with instructor oversight. We plan to expand end-of-program OPIs to include all exiting undergraduate majors and graduate portfolio students.

CRITERION 5 - OUTREACH ACTIVITIES

Outreach and extra-curricular programming is central to the mission of CREEES. Our center is an active member of Hemispheres, the prominent outreach consortium of five UT area studies centers including CES, CMES, SAI, LLILAS, and CREEES. Since the mid-1990s, Hemispheres

has been one of the most active educational outreach programs in the US, promoting global competency to tens of thousands of K-12 and post-secondary educators and students, as well as to the general public. Beyond Hemispheres, CREEES has sponsored outreach events and activities exposing students, educators, and the general public to REEE cultures and issues, with audiences of approximately 2,920 in 2012-13, and 3,113 in 2013-14

5A. K-12 Teacher Training and Outreach: Teacher training, for pre-service and in-service teachers as well as for those seeking certification, is the cornerstone of the CREEES outreach program. Over the past four years, CREEES has worked with UT's Hemispheres consortium on 45 workshops, the popular annual summer institute (with the 2014 theme "War and Conflict"), and on-site professional development and teacher training sessions, directly interacting with over 1,780 teachers. These teachers instruct an estimated 37,500 students, including under-served independent school districts along the US/Mexico border. Hemispheres also coordinates pre-service teacher training workshops with UTeach Liberal Arts, the undergraduate and post-baccalaureate teacher preparation program that offers K-12 certification in subjects like geography, politics, and history as well as foreign languages. Through UTeach, CREEES works with over 300 pre-service teachers annually, encouraging the incorporation of REEE materials into their curricula. CREEES also contributes REEE content to the Hemispheres website, which features downloadable curriculum modules and podcasts. This year alone, REEE-related curriculum modules were downloaded 6,308 times, while REEE-related "15 Minute History" podcasts had 139,466 downloads and streams. This series often holds the number-one spot in iTunes U's "Top Collections" category, with over 20,000 subscribers.

CREEES supplies guest lectures for the biannual "Teaching Muslim Cultures" workshops organized by CoLA, with lectures on "Muslim life in the Balkans" (Neuburger), "Muslims of the

former Soviet Union” (Jordan), and “Music of Muslim Roma in the Balkans” (Seeman).

CREEES also runs an annual teacher training workshop to local audiences of 40-50 area teachers in cooperation with CES on rotating themes, such as “The Balkans and EU Expansion” in 2013.

Since 2001, CREEES has organized popular outreach events such as Russia Day, which brings over 200 Texas middle- and high-school students and teachers annually to a day-long enrichment program featuring over 25 faculty and graduate student talks, as well as concerts and other cultural activities. Since 2005, we have hosted the Texas Olympiada of Spoken Russian, a competition for Texas K-12 students of Russian language, attended by over 100 students annually. CREEES also participates in Explore UT, an annual open house with some 2,000 K-12 students participating in CREEES activities, including a Central Asian yurt display and demonstration. We also send faculty and graduate students to local K-12 schools, bringing our popular travel trunks, giving interactive talks, and curating other cultural events.

Finally, CREEES coordinated “Siberian Voices,” a Fulbright-Hays intensive on-site curriculum development program in summer 2013. Two CREEES faculty accompanied five K-12 teachers, one West Texas A&M U. faculty (Title V), three REEES students, and one CREEES staff member for a month of travel through Siberia with stops in the Tuvan and Buriat Republics, Krasnoyarsk, Irkutsk, and Lake Baikal. K-12 participant teachers from across Texas, including Laredo, on the Texas-Mexico border, reconvened twice in Austin to workshop, finalize, and share newly-created curriculum units, now posted on the Hemispheres website. “Siberian Voices” participants have already reached some 5,000+ students, teachers, and members of their communities through a variety of follow-up events.

5B. Post-Secondary Outreach: Because UT is located in the geographic heart of Texas, we are well positioned to cultivate post-secondary networks cross the state. In spring 2012, CREEES

formed a consortium of partner institutions in Texas, called the Texas Russian and East European Studies Network (TRESN), which includes Texas Tech U. (TTU), Texas A&M U., Rice U., as well as the U. of Houston, Angelo State U. (ASU), UT San Antonio, and UT Arlington (the last four, Title V schools). TRESN faculty make up the selection committee for the MTC program, assigning competitive fellowships to students from across Texas for this 10-week intensive language study program in Moscow (Criterion 2D). With TRESN cooperation, CREEES is sending 22 students from seven institutions on the MTC program in summer 2014, including students from UT El Paso and UT San Antonio (both Title V).

CREEES has a particularly active relationship with a number of Texas minority-serving institutions (MSIs). We organized a Russia Day outreach event in 2012 at ASU (Title V), for example, along with ASU faculty and students, and have sent a stream of CREEES affiliated speakers (Wynn, Jordan, Neuburger) for a “Russian Enrichment” public speaker series in San Angelo. We also sent two ASU students to Moscow on DoE (MTC) and DoD (Project GO) grant-funded Russian-language programs in 2013. CREEES is also forming close partnerships with three Austin-area post-secondary MSIs: Huston-Tillotson U. (HTU) (Title III), St. Edward’s U. (SEU) (Title V), and Austin Community College (ACC) (Title V), with a combined student body of 64,234. A number of recent REEES PhD graduates and CREEES faculty have taught courses or delivered guest lectures at HTU. We are working closely with SEU’s Dr. Sharyl Cross, director of the Kozmetsky Center of Excellence in Global Finance on events like a luncheon and panel discussion on UT campus (spring 2014) with a delegation of academics and policy practitioners from across Southeastern Europe. We currently are cooperating with ACC on our online initiative with OSPU (Criterion 4C), and the EU Business summit (Criterion 5C).

5C. Community and Business Outreach: CREEES organizes and sponsors numerous talks by

visiting speakers throughout the academic year, with 36 such talks and 106 total events taking place at CREEES in 2013-14 alone. Advertised on CREEES listservs, website, social media page, and local media, all events are free, open to the public, and widely attended. High-profile visiting lecturers of relevance to REEES in recent years include Mikhail Gorbachev (2011), Condoleezza Rice (2013), Russian opposition leader Ilia Yashin (2012), Russian author Mikhail Shishkin (2013), Polish economist Leszek Balcerowicz (2013), Russian author Andrei Gelasimov (2014), and US Presidents Obama, Bush, Clinton, and Carter (2014).

CREEES is exceedingly active in sponsoring and organizing academic conferences. 2012-13 CREEES conferences included, “Identity Politics: The New World Versus New (and Old) Europe,” “Secession Redux: Lessons for the EU,” “Arms Control and Climate Diplomacy,” and “Text, Context, and Non-Text in Central Europe.” In 2013-14, we hosted a popular symposium entitled “Food for Thought: Culture and Cuisine in Russia and Eastern Europe,” featuring 45 speakers, with co-sponsorships by CoLA, five other UT departments and units, Le Cordon Bleu and Whole Foods. The conference resulted in the organization of an Association for the Study of Russian, East European and Eurasian Food and Drink, a new H-Net listserv (H-REEE FOOD), an edited volume under review at the Oxford U. Press, and a forthcoming special issue of *Gastronomica*. It also sparked collaboration with “food studies” interests across campus, including the Department of American Studies’ Texas Foodways project, connected via REEE émigré food. In 2014-15, CREEES will offer two new courses on the culture and politics of food in Russia and Eastern Europe, which will draw students from the STEM disciplines through a new Food and Society Certificate offered through the College of Natural Sciences.

CREEES supports events related to REEE performing arts, tapping into the Central Texas arts scene and drawing audiences from across the region. For the past four years, CREEES has

supported the New Russian Drama Festival in Austin, featuring new Russian plays in translation directed by Graham Schmidt (a CREEES MA alumnus), as well as Q&A sessions with Russian playwrights. We have hosted a popular annual concert by Alash, a Tuvan throat-singing ensemble, with master classes offered at the UT School of Music. CREEES runs regular film series and screenings with director Q&A sessions, like our annual hosting of a Russian documentary as part of the Houston-based Russian Documentary Showcase.

Business outreach is also central to the CREEES mission. Recognizing that Texas is the number one exporting state in the US, CREEES coordinates and promotes the Texas Global Exchange program, funded by the Texas Comptroller and other Texas-based businesses with the goal of fostering business between Texas and Eurasia. As part of this program, CREEES faculty affiliate in engineering, Dr. Yetkin Yildirim, accompanies 10-12 UT graduate students to sites in Eurasia for 10 days of lectures on business, energy and geopolitics, and meetings with local companies and non-profit organizations. The program visited Baku, Azerbaijan in 2013 and will attend the VII Astana Economic Forum in Kazakhstan in 2014. Other initiatives include collaboration with the EU Center for Excellence, the Austin Chamber of Commerce, and the World Affairs Council of Austin on an annual Texas EU Business Summit. The summit features speakers from emerging markets of EU states like Poland, Romania, and Bulgaria, as well as aspiring members, like Kosovo, who give formal presentations and answer questions from Texas businessmen about economic climate, trade, and investment in their home countries.

CRITERION 6 - STRENGTH OF LIBRARY

6A. Strength of Library Holdings: Harnessing over a century of institutional commitment, UT has built one of the largest and most vibrant library collections in the country. The UT Libraries (UTL) currently hold over 10 million volumes, thereby ranking it 10th in North America in terms

of size. Dedicated to efficient and seamless availability of information, UTL is a leader in online access, with over 750,000 e-books, 114,688 e-journals and 530 e-databases in its collection. The UTL continues to be a national trailblazer in “demand driven access” to electronic content, with over 125,000 e-book titles available to users at the click of a button. Examples of recent notable additions to our electronic collection include Periodicals Archives Online, SAGE Deep Journal Backfiles, and streaming video collections from Alexander Street Press. Reflecting needs in area studies as well as the thematic and cross-regional, global studies disciplines, the UTL collection is particularly strong in international content, with over 29% of its collection in foreign languages and 54% published outside of the U.S.

The total number of volumes in the libraries for all subject classifications relating to the former Soviet Union and Eastern Europe is more than 90,000. Print serial holdings comprise 274 titles currently received and about 500 microform titles, mostly journals from late 19th and early 20th century Russia. The Universal Database of Russian Newspapers, also held by UTL, provides access to more than 60 current Russian newspapers online. Of the total number of volumes for all REEES subjects, some 75% are Russian, with significant collections in Czech, Polish, and BCS and materials in virtually every major Slavic, Eastern European and Eurasian language.

The UTL also includes special collections and archival repositories in specialized satellite libraries across campus. The Tarlton Law Library, for example, has over 2,000 monograph titles and periodical subscriptions related to REEE. The Architecture and Fine Arts libraries also have relevant collections, with thousands of books, journals, films, audio and other materials on REEE. Other notable collections include valuable manuscripts, photographs and artifacts in the Alexander Kerensky Archive, as well as the Vladimir Nabokov, Isaac Bashevis Singer, and Bolesław Leśmian collections at UT’s renowned Harry Ransom Center (HRC). The HRC also

contains Tom Stoppard's writings from Russia and Eastern Europe, the David Douglas Duncan photographic collection from Russia, and the Magnum Photos collection with original prints from communist-era Russia and Eastern Europe. The Briscoe Center for American History holds hundreds of hours of audio-taped interviews of Texas-Czechs from the 1970s. This collection is currently being digitized, transcribed, and organized into a digital archive as part of the Texas Czech Legacy Project, with support from UT's Czech Studies Endowment and Humanities Texas, the state affiliate of the National Endowment for the Humanities.

Finally, UT houses the massive Lyndon B. Johnson Presidential Library and Archive, with 35 million pages of state documents, many of which illuminate Cold War diplomatic history and discreet REEE-focused issues and events of the LBJ presidency such as arms control, trade, and the 1968 Prague Spring. CREEES has staged teacher training workshops in the LBJ Library, and we encourage faculty, students, and visitors to work in this priceless collection. In addition, we direct our constituencies to visit and work in the George Bush Presidential Library and Museum at Texas A&M U., and the George W. Bush Library and Museum at Southern Methodist U., which both feature rich archival collections with relevance for REEES.

6B. Institutional and Subject Area Support: In 2012, the UTL reported \$17,441,272 in expenditures on materials (ranking 15th in North America). Fiscal year expenditures for REEES materials are \$75,798 annually, including books, serial acquisitions, and databases. Staffing provided by the libraries for the area includes a Slavic and Eurasian Studies librarian, Uri Kolodney, whose responsibilities include collection development and management, acting as liaison to faculty, students, and other users, and cataloging of Slavic and REEE-related monographs. CREEES also works closely with the new full-time bibliographer and faculty liaison for DMES, Dr. Dale Correa, an anthropologist specializing in Central Asia. In addition, full-time bibliographers in history,

anthropology and other disciplines coordinate acquisitions for CREEES affiliates out of generous discipline-specific budgets. Finally, Mary Rader, a new information technologist and global studies coordinator, is facilitating CREEES initiatives to build new digital collections (Criterion 8G.ii).

6C. Collaborations, Partnerships and Cooperative Agreements: UTL has several cooperative arrangements for accessing materials held at other libraries, including the TexShare Library Card Program, the UTL Reciprocal Borrowing Program (for all UT system institutions), the Association of Research Libraries' Advisory Committee Reciprocal Faculty Program, and the Research Library Cooperative Program. UTL partners with other institutions to acquire and preserve materials, most notably within the UT system (averaging \$2,700,000 of annual collective buying power) but also in the Texas Digital Library, the Greater Western Library Alliance and the Center for Research Libraries (CRL). UTL is a member of the CRL and has access to its collection of Soviet Academy of Sciences publications, the largest in the US, as well as other important materials such as Russian census data, Duma documents, and newspapers. This membership allows free and rapid access to materials, with almost unlimited borrowing privileges. UTL is also a member of the CRL's Slavic and East European Microform Project, and has recently acquired the Soviet Cinema Online collection from Brill Publishers.

In addition to the seamless electronic and cooperative access detailed above, the interlibrary loan service at UTL has a budget of \$120,000 for lending and borrowing, and an on-demand purchasing budget of \$40,000 for items not accessible through normal channels of library acquisition. Within Texas, the majority of our lending activity (almost 80%) is to smaller, less-resourced academic institutions such as regional universities and colleges, and another 10% is to junior, community, or technical colleges, or public libraries. The UTL is committed to and promotes "open access" programs, such as its own digital institutional repository, and that of the

Texas Digital Library, which it is motivated to expand in cooperation with CREEES.

CRITERION 7 - QUALITY OF STAFF RESOURCES

7A. Qualifications of Teaching Faculty and Administrative Staff: UT is consistently ranked among the top five state universities in the country for the quality of its teaching faculty.

Recruited in competitive national searches, CREEES faculty have a proven record of scholarly excellence, and they have won prestigious fellowships and grants, as well as the top teaching awards on UT campus. CREEES currently has 82 faculty members: 22 in professional schools, and 60 in area studies, 21 of whom also teach REEE languages. CREEES faculty are well-distributed by rank, with 38 full professors, 17 associate professors, 12 assistant professors, and 15 lecturers. The following CREEES faculty hold leadership positions across campus: (1) Dr. Robert Hutchings, dean of the LBJ School of Public Affairs, (2) Dr. Robert Moser, chair, Department of Government, (3) Dr. Thomas Garza, director, Texas Language Center, (4) Dr. Kamran Aghaie, chair, Department for Middle Eastern Studies, (5) Dr. William Inboden, director of the CCHSS, (6) Dr. Doug Dierking, assistant chair, Department of Management, (7) Drs. Tucker and Webber, assistant and deputy directors of the Energy Institute, and (8) Drs. Carter and Rabinowitz, director and assistant director of the Institute of Classical Archaeology.

CREEES Director, Dr. Mary Neuburger, is a professor in the Department of History with two books published by Cornell U. Press (2004, 2012) and one by Oxford University Press (2013). Dr. Neuburger has been awarded numerous research and institutional grants, from the American Council of Learned Societies, the International Research and Exchanges Board, the Fulbright Commission, and the National Council for Eurasian and East European Research, with institutional grants from the DoE and DoD. She specializes in Southeastern Europe and conducts research in Bulgarian, Russian and Turkish. CREEES Associate Director, Dr. Robert Moser, is

an award-winning professor in the Department of Government with a research focus on Russian electoral politics. CREEES administrative staff include the following: (1) Office Manager, Agnes Sekowski, with a BBA in International Business, a dual Master's degree from the LBJ School and CREEES, fluent in Polish and proficient in Russian and German, (2) Program Coordinator, Jenica Jones, MA in International Affairs, fluent in French, (3) International Programs Coordinator, Elliott Nowacky, MA in CREEES, fluent in German and proficient in Russian, (4) Outreach Coordinator, Tamara Kowalski, MA in Russian Studies, proficient in Russian, and (5) Assistant Program Manager, Kacie Rowlette, CREEES MA student associate, proficient in Russian. In addition, CoLA's centralized services offer high-level, professional accounting, advising, and course management for CREEES. Staff bios in Appendix 3c detail qualifications and indicate the percentage time devoted to REEES for each staff member.

7B. Professional Development of Faculty and Staff: UT devotes considerable resources to funding professional development opportunities for faculty and staff. All CoLA faculty receive \$1,200 in annual travel funds for conference travel in addition to home department funds, which are substantial. In the history department, for example, CREEES affiliates receive up to \$6,000 a year for research and conference travel. Additionally, CoLA regularly awards one-semester teaching leave awards to faculty in the College Research Fellowship and Dean's Fellowship Programs, and CoLA's Humanities Research Award Program provides \$15,000 three-year research grants for 10 tenured and tenure-track faculty every year. UT also offers grants for integration of technology into the classroom, including Curriculum Innovation Grants and the UT System Institute for Transformational Learning grants. The CREEES director has been the recipient of both grants in the past two years for Russian and Czech online language projects. For staff development, UT offers courses in job-related skills and management through the Office of

Human Resource Services' CareerSmart Program, Continuing Education's Professional Development Center, and CoLA Technology Training.

7C. Teaching, Supervision and Advising of Students: UT tenure and tenure-track faculty have a maximum teaching load of two courses per semester, with less teaching required by STEM faculty. Faculty who serve as chairs, directors, or in other substantial administrative roles receive reduced teaching loads as well. All faculty members hold regular office hours and serve as formal and informal advisors to graduate and undergraduate students, supervising undergraduate theses, MA theses and reports, and PhD dissertations. CREEES regularly participates in the Graduate School Diversity Mentorship program. Dr. Thomas Garza mentored CREEES graduate student, Daniel Jimenez, who received a \$20,000 program scholarship in 2013-14.

7D. Governance Structure: An Extended Budget Council (EBC), which consists of 12 tenured and tenure-track faculty affiliates, governs CREEES. This interdisciplinary body is made up of core faculty who represent the four most integrated CREEES departments: government, history, anthropology, and DSES. While all affiliates are invited to offer input on CREEES decisions and programming, these core faculty members are the most active in the subject area and thus the most sound and effective voting members of the CREEES EBC. Moving forward, an eight-member CREEES Steering Committee will be formed, which will include the CREEES director, CREEES associate director, four CoLA affiliates, and two affiliate representatives from the professional schools and STEM disciplines. The CREEES Steering Committee will make decisions on efficient, equitable, and competitive allocations of NRC grant funds for various on and off campus awards and projects.

7E. Equal Opportunity, Employment and Access: UT and CREEES are committed to providing the broadest possible access to our educational and employment opportunities and

resources. UT is an equal opportunity employer and does not discriminate on any basis, including race, color, religion, sex, sexual preference, national origin, disability or age (see GEPA in front materials). UT's novel admission policy requires that the top 7% students from every high school in the state be automatically admitted. This ensures that students of rural, minority, and low-income backgrounds, as well as first generation university attendees have the opportunity to attend UT. CREEES has a diverse program environment, with women representing more than half of staff and core faculty, and African-Americans and Mexican-Americans among its most active core faculty and student body. The program has numerous minority undergraduate and graduate students and alumni, and its outreach programs target under-resourced and minority-serving K-12 and post-secondary institutions.

CRITERION 8 - PROGRAM PLANNING AND BUDGET

8A. Program Objectives and Priorities: CREEES seeks Title VI funding to restore it status as a NRC in the interest of fostering research, teaching, and professionalization in REEES through our network of faculty, students, and institutional partners on UT campus, in the Southwest, nationally, and in the REEE region. Budget items are denoted below as (B-X).

CREEES activities are closely aligned with the DoE absolute, competitive, and invitational priorities. Per absolute priority, teacher training activities related to REEE language and area studies (Criterion 8E) are central to the CREEES mission. In terms of NRC competitive priority one (NRC-CP1), CREEES will increase its level of collaboration with MSIs such as HTU, (Title III), ASU, SEU, UT San Antonio, and ACC (all Title V). In addition, we plan to extend ties to other Texas MSIs, in particular the UT, Texas A&M U., and Texas Tech U. system schools. Our joint projects will serve to expand global studies curriculum, enhance foreign language training and pedagogy, and increase global business engagement (Criterion 8F). We

also address NRC competitive priority two (NRC-CP2) by building upon our direct partnerships with CoLA's UTeach program and the Texas State University's College of Education (Criterion 8E.ii). Finally, CREEES goals coincide with the DoE invitational priority to develop, maintain, and enhance institutional linkages in the REEE region. In the next four years, we will build and expand upon partnerships with institutions in Russia (St. Petersburg, Omsk, Irkutsk), Croatia, Czech Republic, Poland, Ukraine, and Azerbaijan, while maintaining existing contacts.

CREEES core objectives include the following: (1) to expand the scope and efficacy of REEES on UT campus by promoting interdisciplinary expertise and producing a larger pool of trained specialists in DoE priority languages (FLAS-CP2), (2) to invigorate K-12 teacher training (NRC-AP) and certification programs related to REEE area studies and language pedagogy (NRC-CP2), (3) to expand collaborations with post-secondary institutions in the Southwest, with a focus on Title III and Title V MSIs and Community Colleges (NRC-CP1), and (4) to expand upon collaborations and build innovative curricular and professional bridges within Texas, the US, and the REEE region (per invitational priority, NRC-IP). To achieve these objectives, CREEES will undertake the program initiatives outlined below.

8B. Language, Curriculum, Training and Assessment:

i) Expansion of LCTL Offerings: CREEES will expand its selection of LCTL courses by hiring a Ukrainian language lecturer in year two of the grant cycle to teach beginning through advanced courses in Ukrainian as well as "Ukrainian through Russian"(B-A.2.a). In addition, CREEES, in collaboration with CES, DMES, COERLL, and LAITS will build a new consortium with targeted US institutions of higher education to facilitate and enhance the availability and delivery of instruction in REEE and other LCTLs (B-B.1.e). CREEES, CES, and COERLL have already found interested partners, including Yale, Cornell, and Columbia Universities, whose Shared

Course Initiative provides a successful model to build upon. CREEES plans to launch its own synchronous smart-classroom introductory, intermediate, and advanced level language courses, in which seats would be offered in trade for LCTLs from the Shared Course Initiative and other interested partners. UT Vice Provost Harrison Keller is committed to provost-level negotiations with the Universities of Wisconsin, Washington, and Pittsburgh and other flagship institutions, who have expressed interest in a collaborative exchange model and shared workshops on best practices for teaching LCTLs online. We also plan to integrate select UT System schools, including MSIs such as San Antonio and El Paso (Title V), into the consortium. Based on demand and course availability, UT will be able to offer seats in Turkish, Czech, BCS, Polish, Yiddish, Bulgarian, Ukrainian, Tajik and Uzbek language courses.

In addition, each year the CREEES Steering Committee will award competitive LCTL stipends to support instruction in REEE languages (or at levels) not available through the LCTL consortium or at UT. The DSES Language Coordinator, Dr. Pesenson, will vet qualified tutors who are native speaker, fluent in needed languages, have instructional experience, and can meet with students for five hours a week during the semester. The LCTL consortium and new LCTL courses at UT should reduce the need for such arrangements in later years (B-D.3.i).

ii) Online Initiatives: CREEES seeks support for the completion of media components of an online Russian textbook, *Russian Express*, funded by a UT System grant (B-A.3.c). *Russian Express* will facilitate teaching Russian in the classroom and an online format to a national audience via UT extension. In addition, we seek funds to supplement Czech endowment funds and a \$50,000 UT Curriculum Innovation Grant awarded to CREEES and CES in May 2014, for creating the content, web-development, and design of an open-access, online first-year Czech-language textbook (B-A.2.d). With a completion date of 2018, Dr. Carl Blyth of UT's COERLL

will direct this initiative, which will benefit from regular workshops with developers of other UT online language projects in Russian, Chinese, Persian, Arabic, French, and Portuguese.

CREEES will also to coordinate the expanded use of online tools and methods to supplement on-campus Russian language training for K-12 educators and our TRESN partners. We plan to expand the cost-free partnerships we have established with OSPU for online pedagogical workshops and online Russian-English conversation exchanges for K-12 and post-secondary teachers and students. Finally, we will partner with Texas A&M U. to expand the use of their powerful Media Translation System in Russian language courses across the Southwest.

iii) Study Abroad Opportunities: CREEES plans to increasing the number of language-intensive study abroad opportunities in the REEE region over the next four years. We will expand available programs through a recent affiliation agreement with SRAS (Criterion 1D) and by developing the following five new affiliate study-abroad programs with established partner institutions over the next four years: (1) a summer program in St. Petersburg, (2) a summer program in the Czech Republic, (3) a semester program in the Czech Republic, (4) a summer program in Croatia, and (5) a summer program in Poland. We also hope to expand affiliations with institutions in the Caucasus, Central Asia, and Ukraine. These programs will advance REEE language training and complement our existing menu of study abroad options. Funds will support site visits to ensure stable partnerships in newly developed programs (B-B.2.d).

iv) Language Performance Assessment: CREEES will coordinate UT faculty OPI certifications in Czech, Polish, BCS and Russian for administering pre-program, baseline and placement OPI examinations (B-D.5.b). Through TRESN and the LCTL consortium, we plan to arrange an OPI examiner trade agreement for increased availability of external OPI testing services at little to no cost, used primarily for exit and post-program evaluations. CREEES will

increase the number of students who receive OPIs to include all CREEES undergraduate majors, graduate portfolio program participants, FLAS fellowship recipients, and a random selection of students in third-year REEE language classes. Our objective is to increase by 15% the number of students who reach the level of Intermediate Mid (ILR 1) or higher on the ACTFL scale after three years of instruction or course equivalent, and Advanced (ILR 2) after four years equivalency of course work or study abroad. We will monitor OPI results and retool our language pedagogy program as needed based on these indicators.

8C. Non-Language Instruction and Professionalization Activities:

i) Course Development: In the coming grant cycle CREEES plans to expand REEES professional-school and interdisciplinary course offerings on UT campus. Each year CREEES will offer course development grants for the creation of five new REEES courses over four years (B-D.3.a). The CREEES Steering Committee will award grants, with a preference for interdisciplinary courses that fulfill the following criteria: (1) they are cross-listed by UT professional schools or are tied to methodological training, (2) they have a focus on the Caucasus or Central Asia, which are under-represented sub-regions in our program, (3) they utilize innovative methods, such as technology-based interactions with institutions in the REEE region, or (4) they expand FLAC course offerings in REEE languages. CREEES will also offer a new course on “Russian Translation and Interpretation” in year one, taught by renowned Austin-based translator of fiction and non-fiction, Marian Schwartz (B-A.2.b).

ii) Collaborations with UT Professional Schools:

1) Business - CREEES will increase input in the Business School’s “Global Connections” program (Criterion 3C), with a focus on Poland (2015), Croatia (2016), and other REEE sites in the following years. Each year CREEES will provide guest lecturers on-campus and a program

facilitator with relevant language skills and expertise to accompany MBA students to the chosen site and enrich the in-country experience (B-B.2.e). CREEES also will participate in a new initiative with UT's CIBER and other UT NRCs entitled Global Entrepreneurship Training for Exporting, or GET-Exporting (B-D.3.c). In a dedicated undergraduate "Global Business" course, student teams will develop market entry plans for interested Austin-area companies. CREEES faculty and consultants will act as mentors, offering REEE regional expertise to student teams. Student projects and CREEES-developed country resource guides will be disseminated on the CREEES and CIBER websites to a wider audience of Texas business interests.

In addition, working with Associate Director of Business Language Education for UT CIBER Dr. Orlando Kelm, CREEES will produce online video interviews of native Russian-speaking business executives, who will respond to over fifty prompts related to conducting business with Americans. NRC funds will supplement the \$3,000 CIBER Business Language Research and Teaching grant awarded to Drs. Kelm and Neuburger in May 2014 for the taping, editing, transcribing, translating, and online delivery of videos into an existing repository that already features five other languages, including Turkish (B-D.3.b). This open access collection provides users with a comparative framework for understanding business culture as well as the vocabulary, grammar, and content used in our advanced "Business Russian" FLAC course.

2) Engineering - CREEES will increase support to the engineering-led Texas Global Exchange Program, offering one new competitive stipend annually to a UT faculty or student to accompany the program to the Caucasus or Central Asia (B-D.3.f). Participants will study the business climate and build policy and industry contacts, with a focus on the energy sector (Criterion 5C).

3) Public Policy - As part of the "Reinventing Diplomacy" initiative spearheaded by CREEES affiliate Dr. Jeremi Suri, the LBJ School will host "The Austin Seminar" workshop every

January, as of 2015, for 16 scholars and diplomats from the US, Europe, and REEE (B-D.4.b). In collaboration with CES, LBJ, The Strauss Center for International Security and Law, and the Army War College, this four-day workshop will involve readings, case studies, organized discussions, and a day-long crisis simulation. UT graduate students will participate as observers and team members, and resultant analyses will be posted on the LBJ and CREEES websites.

iii) Student Professionalization: CREEES aims to significantly increase career development opportunities for UT REEES students. CREEES we will annually support three-to-five competitively awarded professionalization grants for REEE-relevant internships, in the US or abroad. By funding student internships (B-B.1.a, B.2.a), as well as building an online internship forum and alumni network, we hope to improve placement rates in REEES-related private and public sector careers. Ultimately, alumni can provide a source for internships and other career support to graduating students, as well as a donor base to ensure program sustainability.

CREEES also plans to organize a REEES Graduate Student Assembly, with an assigned CREEES faculty advisor to coordinate the following activities: (1) an annual professionalization workshop on REEES-related fields, which will be held in collaboration with U. of Wisconsin Madison and U. of Kansas in years two and four (B-D.3.e), (2) an annual Graduate Student Research Symposium for sharing student work (B-D.4.d), and (3) a graduate student online journal/blog on research, academic and professional experiences, and opportunities related to REEES (B-D.3.h). Finally, we will offer a competitive lectureship to a recent REEES PhD graduate to develop and teach one content course at UT each year (B-A.2.c) under the mentorship of an appropriate designated CREEES affiliate (B-D.2.g).

iv) Faculty and Staff Professionalization: CREEES is committed to increasing faculty and staff professionalization opportunities through funding research and conference travel, and

professional skills courses and workshops (B-B.1.b and c, B.2.b and c). This will build upon faculty and staff excellence that undergirds the CREEES program. The CREEES director and staff will continue vigorous development efforts, creating new revenue streams for faculty and staff professionalization, as we continue to draw upon UT support in these areas (Criterion 7B).

8D. Campus, Community and International Collaborations:

i) Visiting Speakers and Inter-Regional Panels: CREEES will continue to work closely with NRCs, departments, and other centers on the UT campus to coordinate visiting speakers in areas of shared interest (B-D4.e). New initiatives include an annual half-day global topics panel, with CREEES organizing year one on the theme of “Social Media and the Dynamics of Dissent and Revolution.” Panels will feature experts from academia, media and public policy agencies, and in future years they will address topics such as climate change, human rights, health policy, and identity politics, with invited faculty and students from neighboring MSIs such as ACC, SEU, and HTU (Title III/V) (NRC-CP1).

ii) CREEES Organized and Co-sponsored Conferences and Summits: In order to maximize resources, virtually all CREEES conferences, symposia, and summits are co-sponsored by UT NRCs and other units, as well as Austin-area post-secondary partners (B-D.4). Table 6 outlines the themes and co-sponsors of these collaborative events in the 2014-18 grant cycle. As one example, CREEES will deepen collaboration with CES, the EU Center for Excellence, ACC, and SEU (NRC-CP1), on the annual Texas EU Business Summit (Criterion 5C), featuring representatives from REEE EU candidate, potential candidate, and member states from the Eastern Europe, speaking to audiences from the Texas business community (B-D4.c).

iii) Collaborations with Institutions in REEE: CREEES will utilize NRC funds to establish or expand four REEE partnerships in the coming grant cycle: (1) We will expand our OSPU

partnership related to Russian pedagogy workshops and conversation/blog exchanges (Criterion 4C, 8B.iii); (2) We will initiate a new virtual speaker series with Irkutsk State U. on the theme of “Russian-American Dialogues on Mobility and Migration,” hosting an Irkutsk State U. faculty member for a planning session at UT in year one (B-D.3.j); (3) We will undertake a faculty speaker exchange with the U. of Zagreb, with UT faculty visits to Croatia in years one and three and U. of Zagreb faculty in residence at UT in years two and four. Each faculty participant will deliver a public lecture and lead a graduate student seminar with relevance for the theme of “Commodities, Consumption, and Culture in Eastern Europe and the US”(B-B.2.f, D.4.f); and (4) With funds requested for a planning visit in fall 2014, we will establish a new partnership with the Tsarskoye Selo State Museum-Preserve near St. Petersburg focused on art history. CREEES director will work with interested donors to raise funds to support a visiting Russian scholar each spring, graduate student internships, and other related programming (B-B.2.g).

| TABLE 6 – Conferences and Other Collaborative Events | | 2014-18 |
|--|-------------|----------------------------------|
| Panels, Summits, and Workshops | Budget Item | Major Co-sponsors |
| Texas EU Business Summit | B-D.4.c | Bus., SEU, CES, ACC |
| Global Topics Panel (CREEES organized in 2014-15) * | B-D.4.e | CES, CMES, SAI, LILLAS |
| The Austin Seminar Workshop - “Reinventing Diplomacy” | B-D.4.b | LBJ, Strauss, Govt., SEU |
| Conferences and Symposia | B-D.4.a. | |
| Themes for 2014-15: Migration and Security | | |
| <i>Whose Black Sea? Culture, Politics, Security *</i> | | CES, Hist., Govt., SEU |
| <i>Migration and Social Policy in Russia and ‘New Europe’</i> | | CES, Govt., LBJ, Law, Soc. |
| <i>Counter-Terrorism in Russia, Eurasia, and the EU</i> | | CES, LBJ, Govt., SEU |
| Themes for 2015-16: Energy, Economy, Cultural Encounters | | |
| <i>Russian-American Encounters: Fascination, Revulsion, Conspiracy *</i> | | Hist., Comp. Lit., AMS |
| <i>The Future of the Eurozone</i> | | LBJ, CES, Law, Bus., SEU |
| <i>Pipelines and Politics: Energy Dependencies in Europe</i> | | Bus., Energy Inst., Geog. |
| Themes for 2016-17: Environment, Human Rights, Media | | |
| <i>Photography and the Everyday in Russia and Eastern Europe *</i> | | CES, Anthro., Hist., HRC |
| <i>Bodies for Sale: Gender and Human Trafficking in REEE*</i> | | Law, Wom. St., Govt., SEU |
| <i>Media and Climate Change in Russia and Eastern Europe</i> | | Comm., Geog., CMES, CES |
| Themes for 2017-18: Religion, Revolution, and International Relations | | |
| <i>The Global Impacts of the Russian Revolution, 100th Anniversary *</i> | | CES, CMES, Hist., AMS |
| <i>Believing Diplomats: Religion in American Diplomacy, Past and Present*</i> | | CES, LBJ, CCHSS, SEU |
| <i>Transforming Beliefs: Religious Experience and Social Change</i> | | CES, CMES, Jewish Studies |

* Denotes conferences hosted and staffed by CREEES

iv) **Cultural Programming and Community Outreach:** CREEES hopes to bring six additional

visiting speakers to UT each year to give talks and network with the CREEES community (B-D.3.g). CREEES will provide increased support to REEE-related cultural events, such as the Austin Polish Film Festival, the Russian Documentary Showcase, as well as to various concerts, plays, and events of community and campus-wide interest. With co-sponsorships from the Butler School of Music, CES, and Jewish Studies, for example, CREEES will support a series of Southeastern Europe-themed musical events in 2014-15, including the week-long residency of a Macedonian Romani *Chalgia* (folk fusion) ensemble. Another featured event is a performance by accordionist Merima Ključo, tracing the history and the 1992-95 Bosnian wartime fate of the famous Sephardic Jewish manuscript, the “Sarajevo Haggadah” (B-D.3.d).

8E. K-12 Teacher Training and Outreach:

i) Russian Language K-12 Teacher Training Initiatives: CREEES will expand teacher training opportunities for K-12 teachers of Russian in Texas and the Southwest through annual teacher training workshops organized by the TLC. They will take place at UT in years one and three, and nationally via webinars in years two and four (B-D.1.g). These workshops will expose K-12 teachers to best practices and technology-based innovations in Russian language pedagogy. CREEES will also expand its OGPU partnership to Texas K-12 teachers of Russian (Criteria 4C, 8B.iii), who will benefit from free online Russian pedagogy workshops and Russian-English conversation and blog exchanges. DSES will also work with CoLA towards the inclusion of Russian in the UTeach accreditation program for K-12 Texas teachers.

ii) Area Studies K-12 Teacher Training Initiatives: CREEES plans to expand support for, and promotion of, the following K-12 teacher development activities with the UT Hemispheres consortium (Criterion 5): (1) annual K-12 summer institutes focusing on curriculum development in global studies, with topics drawn from Texas state-mandated teaching standards

and assessments, and content enrichment sessions led by CREEES faculty (B-D.1.a), (2) annual regional training sessions conducted on site at locations across the Southwest, with a focus on school districts in Texas and neighboring states that have not had access to Hemispheres resources in the past (B-D.1.b), (3) curriculum development grants for educators in minority-serving or otherwise underserved school districts to create, pilot, and widely distribute new curriculum units in alignment with state and national teaching standards (B-D.1.c.), and (4) expansion of pre-service teacher training through a new partnership with Texas State University's College of Education (NRC-CP2) and UTeach curriculum workshops (B-D.1.e). We will also continue participation in UT's annual "Teaching Muslim Cultures" workshops and the organization of annual one-day in-service, teacher training workshops on REEE themes like "Dictators and Totalitarian Rulers of Russia and Europe" in 2014-15 with CES (B-D.1.f).

iii) K-12 Outreach and Recruitment: In the coming grant cycle, CREEES will expand the impact of K-12 outreach by refining its popular Russia Day, Olympiada of Spoken Russian, and REEE activities at Explore UT (B-D.1.h). We will also pilot a new recruiting program within Texas high schools, offering UT students small honoraria to give talks on REEES to their former high schools (B-D.1.i). Finally, we endeavor to increase the REEES presence in local K-12 schools by increasing the number of talks and cultural events in Austin area schools.

8F. Post-Secondary Collaborations:

i) Expanding TRESN's Reach: In an effort to expand membership in the CREEES-coordinated TRESN network, we will target system schools of UT, Texas A&M U., and Texas Tech U., as well as Austin area MSIs, including HTU, ACC and SEU. A newly-formed three-member TRESN Advisory Committee will increase the scope and function of the network beyond the MTC participant selection, to award one summer undergraduate FLAS fellowship per year to a

TRESN student, and choose a recipient for REEES course development grants for faculty members at TRESN Title III or Title V institutions (B-D.2.e). Finally, TRESN will use its listserv and social media to share information about opportunities, including UT events, workshops, grants, technology resources, and other initiatives.

CREEES will further support new members in the network by funding instruction of Russian language courses at SEU, which does not currently offer Russian (B-D.2.c). We plan to integrate SEU into the new LCTL consortium (Criterion 8B.i), with a range of REEE languages offered in wired classrooms. Beginning in 2014-15, CREEES will provide instructional funds for one REEES content course a year to be taught at HTU (B-D.2.b). In addition, CREEES will encourage HTU faculty members to apply for the TRESN faculty course development and professionalization grant (B-D.2.e), and will provide funds for library acquisitions or course materials in REEES (B-D.2.f). With all UT NRCs offering similar support to HTU, the Hemispheres consortium will collectively facilitate the development of a new HTU global studies certificate. We will consult on course development, offer support for library and instructional materials, and advise on program administration and funding issues.

ii) Other Post-Secondary Initiatives: In cooperation with Hemispheres, CREEES will coordinate a new annual two-day summer institute dedicated to community colleges and MSIs, tailored to the area studies curricular needs of Texas educators (B-D.2.a). The institute will engage a national audience of community college faculty and staff on global studies curriculum at an annual conference held in Austin (B-D.2.h). CREEES will also co-sponsor summer language consortiums for REEE languages (B-D.2.d), work with select NRCs on a biannual graduate student professionalization workshop (Criterion 8C.iii), and develop a nationwide LCTL consortium as outlined above (Criterion 8B.i).

8G. Electronic Resources, Library Development and Media:

i) Promotional Media and Resources: CREEES plans to use a number of media outlets to promote its events and programs, including posters, flyers, social media, websites, an interactive online forum and newsletter, and new listservs for alumni networking, for K-12 teachers of Russian in the Southwest, and for TRESN members (B-D.1.d). These sites and listservs will distribute information about CREEES events and opportunities, as well as CREEES-produced curricular materials, podcasts, etc. We also plan to work with REEES graduate students in communications to revitalize the SlavTalk radio podcast (B-D.3.h), with short interviews showcasing CREEES visiting scholars, faculty research, and opinions on current events, distributed through our website and iTunes U. We plan to increase our contribution of REEES curriculum to the CREEES K-12 resources website and the Hemispheres website, and to contribute regularly to Hemispheres' weekly outreach e-bulletin. Finally, we plan to build upon our collection of "15 Minute History" podcasts and work with CES to build on an existing speaker bureau bank of short video talks that showcase CREEES faculty expertise.

ii) Library Resources: In order to support the enhancement of REEES excellence at UTL, CREEES will focus library support on acquisitions and building new, widely available, open access digital repositories with REEES content in the coming grant cycle. Given ample support in acquisitions, CREEES requests modest library acquisition funds to foster library excellence and meet the needs of CREEES faculty and students (B-C.1). In addition, CREEES seeks funds for a new Online Cold War project that entails the digitization and systematization of primary source materials from UTL special collections for public use. Working in collaboration the UT School of Information and NRCs across campus, UTL will coordinate the building, refining, and technical aspects of this four-year project. In years one and two, UTL and CoLA will fund a full-time graduate student intern, with a preference for REEES language skills. CREEES will support

an additional graduate student intern in years one and two, to coordinate REEES content, while supporting centralized UTL efforts in years three and four (B-A.3.b). This new set of collections will have a lasting impact, as new open access digital materials will be made available to national and international scholars, K-12 teachers, and the general public. Faculty affiliate from history, Dr. Joan Neuberger, will work with graduate student assistants to coordinate the selection and presentation of UT's most relevant REEES collections, primarily from the LBJ presidential archive and the Harry Ransom Center archival collections. These materials and other UT special collections related to REEES will be highlighted and promoted for public use on the websites of the UTL, CREEES, Hemispheres, and the Department of History's popular site, "Not Even Past." In year four of the grant cycle, CREEES will organize a teacher training workshop, showcasing the new Online Cold War collection and offering hands-on guidance by CREEES faculty affiliates in history for use of these primary source materials in K-12 classrooms.

8H. Center Administration:

To implement the numerous initiatives outlined above, funds are requested to cover maintenance and operation supplies (B-C3) and to create new staff positions, which will be supplement new resources supplied by CoLA. These newly created positions are outlined in detail below.

i) Assistant Director: CREEES will hire a new, full-time assistant director, who will provide critical support to the director in carrying out NRC activities, including the following: (1) coordination of conferences and events, (2) program assessment and grant reporting, (3) expansion of professional development opportunities, creating internship and job portals, and career advising for CREEES students, and (4) management of alumni relations and development efforts. An MA with a REEES concentration and experience in any of the above activities will be the minimum prerequisites for this position (B-A.1.a).

ii) Program Coordinator: CREEES requests 20% of the salary of our Program Coordinator, Jenica Jones, who will take on additional responsibilities in fall 2014 (B-A.1.b). In addition to her role as undergraduate liaison, she will work with the community engagement coordinator to implement and gather assessment data on CREEES programming and events. She also will work with UT's Course Management Services to increase CREEES enrollments and offerings. Finally, the program coordinator will oversee the efforts of the new community engagement coordinator to expand K-12 and post-secondary REEES outreach through Hemispheres.

iii) Community Engagement Coordinator: CREEES will hire a new, full-time community engagement coordinator who will act as the main liaison to Hemispheres and will be charged with implementing all CREEES outreach activities, including community events, teacher trainings, and partnerships with TRESN, national NRCs, and MSIs (B-A.1.c). The community engagement coordinator will play a direct role in data collection for program evaluation and will work closely with the assistant director and communications and media coordinator on development and outreach to REEE heritage communities in Texas.

iv) Communications and Media Coordinator: Grant funds will support 30% of the salary for a new communications and media coordinator who will focus on NRC activities, coordinating technology-based initiatives, maintaining and expanding website capabilities, and handling marketing, promotions and media communications for the center (B-A.1.c). This staff member will work with the assistant director to provide technical support to manage and grow the center's internship portal, alumni and donor database, and maintain CREEES listservs.

v) Graduate Student Associate: CREEES seeks funding for one graduate student administrative intern to assist the staff in implementing new initiatives (B-A.3.a).

CRITERION 9 – IMPACT and EVALUATION

9A. Impact of Center Activities: Without the benefit of Title VI funds from 2010-2014, CREEES has efficiently leveraged internal and external resources to maintain and expand its influence at UT, in the Southwest, and across the nation. As documented above (Criterion 5C), CREEES has continued to have a significant regional impact through events and community outreach, with over 3,113 people attending 106 events in 2013-4 alone. In the same period, “15 Minute History” podcast episodes on the REEE region were downloaded 139,466 times from iTunes U, while REEE curriculum units were downloaded from the Hemispheres website 5,538 times. In the past four years, CREEES contributed to the training of 1,780 Texas K-12 teachers, many of whom serve minority populations in under-resourced parts of the state (Criterion 5A). While CREEES collaborates with UT NRCs and other campus partners, it also has forged extensive new relationships with eight Texas post-secondary institutions and 12 institutions in the REEE region since 2010. We have put considerable time into finding new resources to expand technology-based language training and to find creative solutions to the challenges of teaching REEE languages. This has already had a regional impact through TRESN, while our new proposed LCTL consortium and open access initiatives have the potential to reach classrooms nationally. Our commitment to business outreach is especially strong, and we have worked with Texas and REEE partners to forge new and more durable ties in this realm.

CREEES has also significantly impacted area MSIs (NRC-CP1). First, we coordinated five of eight new courses funded by CES, reaching 250 students at HTU (Criterion 5B). In addition, our outreach efforts at ASU have been considerable, including the staging of a Russia Day working with largely Hispanic ASU students, two of whom were sent to Russia on MTC and Project-GO in 2013. Our MTC program has also actively incorporated students from other MSIs, such as UT San Antonio and UT El Paso. Of 22 Texas students funded on the MTC

language program in 2014, only three had ever been out of the US. Providing these underserved populations with access to our programs remains a CREEES priority.

CREEES continues to be a vital resource for REEES in the Southwest, persistently improving the educational experience of its students through extracurricular programming, in-country training, and professionalization. Enrollments in REEES area studies and language courses are robust (Appendix 2), with 5,761 students enrolled in 2013-14 alone. CREEES is committed to training specialists in REEES: in the past four years alone we have placed BA and MA graduates in advanced degree programs at Harvard U., U. California Berkeley, Princeton U., U. of Indiana, and UT PhD programs such as anthropology, comparative literature, history, government, and communications. In addition, UT REEES students have been placed nationally in tenure-track jobs at Syracuse U., Baylor U., the U. of Alabama, and U. of Wisconsin. We also have an exemplary placement record in careers related to policy and state security, with recent alumni working for the US Information Agency, Departments of State, Defense, and Health and Human Services, as well as in the private sector for Stratfor, Freedom House, the Open Society Institute, and the EastWest Institute. Other alumni have gone on to careers in the arts and culture, business, and REEE-related non-governmental organizations (NGOs). See Table 7 for a non-exhaustive, illustrative list of exemplary CREEES alumni placements.

While we have a proven record in placement, CREEES endeavors to put in place a more comprehensive and meaningful system of tracking students over the long term. Working with the new assistant director and communications coordinator, we will vastly expand our database of student placements and long-term trajectories. We plan to work with UT development alumni tracking systems and cultivate more personal, meaningful and comprehensive ways of recording, updating, and assessing alumni placement and achievement. We will note alumni placement in

high-profile administrative or intelligence positions, awards related to research in our area, significant publications, films, NGOs formed, and other deliverables. CREEES will draw upon exemplary alumni to present at UT professionalization workshops, attend student mixers, and offer mentorship and internship opportunities. We hope to form a REEES Alumni Advisory Committee to contribute to long-term program sustainability.

| Sector | Name | Class | Employer | Title |
|-----------------------|---------------------|----------------|---|---|
| Academia | Michelle Kelso | MA/MPAfl, 2001 | George Washington University, Elliott School of International Affairs | Assistant Professor of Sociology and International Affairs |
| | Kathleen Taylor | PhD, 2009 | US Military Academy at West Point | Associate Dean of International Intellectual Development Division; Academy Professor of Russian |
| | Paul Hagenloh | PhD, 1999 | Syracuse University, Maxwell School of Citizenship and Public Affairs | Chair of Maxwell Program in Citizenship and Civic Engagement, Associate Professor of History |
| | Jennifer R. Lee | BA, 2000 | University of Texas Libraries | Head Librarian, Preservation and Digitization Services |
| Public Service | Jay Kaufman | MA, 2011 | US Department of Defense | Intelligence Analyst |
| | Michael Dennis | PhD, 2011 | US Army | Researcher |
| | Dell J. Hood | BA, 1962 | US Information Agency | Public Affairs Officer |
| | Margaret Chamberlin | MA/MPAfl, 2011 | US Department for Health and Human Services | Special Assistant to the Assistant Secretary for Preparedness and Response |
| | George Rivas | MA/MPAfl, 2005 | US Department of State | Foreign Service Officer |
| | Janine M. Toth | MA/MPAfl, 2002 | US Department of State | Senior Advisor to US-Russia Bilateral Presidential Commission |
| | Carla Shariz Haroz | BA, 1996 | NASA, Johnson Space Center | ISS Flight Controller |
| Private Sector | Tim Talkington | BA, 1990 | Goldman Sachs in Moscow, Russia | Managing Director |
| | Bianna Golodryga | BA, 2000 | ABC News in NYC | TV journalist and news anchor for "Good Morning America" |
| | Lauren Goodrich | BA, 2005 | Stratfor in Austin, TX | Senior Eurasia Analyst |
| | Kendra Harkins | MA, 2011 | Stratfor in Austin, TX | Chief Intelligence Officer |
| | Adam Krieger | MA, 2008 | EastWest Institute | Executive Assistant to the CEO |
| | Kelsey Dow | MA, 2011 | Baker Botts in New York City, NY | Associate Attorney |
| | Richard Witt | BA, 1977 | KOKS Group Mining Concern - Moscow, Russia | Board of Directors, Chairman of the Remuneration Committee |
| | Glenn Mack | BA, 1987 | Le Cordon Bleu Atlanta and Boston | President |
| | Lee Timmins | BA, 1984 | Hines Eurasia | Chief Executive Officer |
| | Jennifer Lara | BA, 1996 | Open Society Institute | Grants Officer |

9B. Evaluation. In 2009, UT implemented a new logic-model, online assessment tracking system, called TracDat, for the collection, systemization, and presentation of outcomes-based assessment data for all graduate and undergraduate programs. CREEES has persistently worked to perfect its use of TracDat, refining its outcomes-based assessment and implementing changes based on resultant data. We will continue to use TracDat as an exemplary assessment tool for our programs, while implementing a parallel assessment model to evaluate programming, study abroad, web-based initiatives, outreach, administrative efficiency, student, staff and faculty professional development and a range of specific center objectives.

The CREEES evaluation plan was developed with the following programmatic questions

in mind: (1) In what ways can new CREEES courses, expanded degree programs and extra-curricular activities, and professionalization efforts attract new students and better train existing students in REEE languages and areas studies? (2) How can CREEES best expand the reach and effectiveness of K-12 and post-secondary teacher training, curriculum development, language pedagogy, and outreach programming? (3) How can we increase the scope and impact of our programs through institutional collaborations on UT campus, across the Southwest, and with institutions from the REEE region? With these questions as a guide, Dr. Jessica Hartos (associate professor, U. of North Texas) analyzed our project proposal and assisted in the development of a CREEES measurement and evaluation plan. Dr. Hartos, who specializes in program evaluation, applied research, and statistics, will also help implement the CREEES plan, based on the following project objectives: (1) increase the number of students who achieve intermediate and advanced language proficiency in REEE languages on the UT campus, (2) expand the reach and depth of REEE area studies and language pedagogy in under-resourced K-12 schools (NRC-AP), (3) improve job placement by increasing the number of REEE student professionalization opportunities in areas of national need, and (4) expand post-secondary institutional collaborations through TRESN, with an emphasis on area MSIs (NRC-CP1).

In Appendix 4, these broadly articulated goals, which correlate strongly with DoE priorities, are coupled with specific performance measures and detailed corresponding activities. CREEES staff will be trained in an online workshop by Dr. Hartos in data collection methods in early fall 2014 and will gather both quantitative and qualitative data related to the programs and projects they coordinate. Data collection will be ongoing, incorporated into regular program procedures, and aggregated at the end of each semester beginning in fall 2014. Quantifiable data indicators will include; programming participations rates, enrollments, new majors, new courses,

OPI scores, alumni database placement and achievement data, numbers of fellowships and publications, access and usage of open access online materials, and numerically-expressed satisfaction rates. Qualitative methods will require the documenting of K-12 teacher, UT student, FLAS recipient, institutional partner and event participant satisfaction through online and paper-form surveys. Carefully tailored surveys will ask pointed questions, calling for both numeric and narrative answers about the impact and efficacy of CREEES programs, courses and events. Surveys will ask for assessments of quality and usefulness of CREEES-generated materials and programs, and self-assessment of academic and professional development. Alumni surveys will track career placements, exemplary achievements, job satisfaction, and the degree to which REEES programs have enhanced job placement and career achievement.

All data will be input into the CREEES measurement and evaluation plan once a semester, as coordinated by the new assistant director. Each semester, data will be supplied to Dr. Hartos who will develop, analyze, and report on results through annual evaluation reports with a narrative, tables, and graphs which will do the following: (1) summarize data and feedback collected for each objective, (2) indicate the extent to which performance measures are on target, and (3) document any changes to indicators and/or data sources made during the reporting period. These reports will be submitted to the CREEES director, who will submit them for discussion to the CREEES Steering Committee as well as to a consultative committee made up of UT area studies directors under Associate Dean of CoLA Dr. Richard Flores. This standing committee of NRC and other area studies center directors coordinates CoLA's international curriculum, programming, and initiatives. UT NRC directors, who are all working with Dr. Hartos to implement their distinct evaluation models, will discuss issues related to the evaluative process and share best practices and challenges. In addition, the CREEES director and assistant

director will organize and lead annual focus groups of faculty and graduate students for yet another source of qualitative feedback on the program.

In this manner, CREEES programs and activities will be continually and thoroughly evaluated and improved, with continuous feedback from students, faculty, partners and participants. Ultimately, achieving stated goals will enhance the status of CREEES at UT, ensuring future institutional support for programs and initiatives. It will also raise our national profile, enabling the building of excellence through faculty, staff, and student recruitment.

CRITERION 10 - FLAS SELECTION PROCEDURES

| TABLE 8 – FLAS Selection Timeline | |
|--|--|
| Early November | FLAS competition announced and advertised, applications packets posted FLAS selection committees appointed by CREEES Steering Committee |
| February 1 st | Applications due to CREEES office (by email, mail, or hand delivery) |
| March 1 st | FLAS selection committees submit applicant rankings and scores to CREEES Steering Committee |
| March 15 th | FLAS summer and academic year awardees are announced |

Each year, the announcement for the CREEES FLAS competition for both academic year and summer awards will be posted on the CREEES website in early November. The call will be advertised through our website, newsletter, and social media outlets to all CREEES faculty affiliates, department chairs, as well as undergraduate and graduate advisors throughout UT, including administrative faculty and staff at the

professional schools. Notification will also be sent directly to students via CREEES student listservs and through student organizations such as CREEES’s active and popular Slavic Club and the planned REEES Graduate Student Assembly, with the competition open to current, as well as prospective, undergraduate and graduate students. Individual contacts at colleges and universities in the TRESN consortium will also be notified to solicit applications for at least one non-UT summer award per year, with preference going to applicants from area MSIs (NRC-CP1). Applicants must submit a complete application packet for both summer and academic year

awards by the first of February in order to be considered. Table 8 shows a timeline of the selection process. In an effort to streamline the FLAS application process, the global area studies centers at UT have come together to create a joint FLAS application for the 2015-16 competition, and are working with CoLA and the UT Graduate School to create a standardized application procedure that will allow required data inputs (GRE and SAT test scores, current grade point average, and UT course transcripts) to be automatically generated, ensuring accurate information is submitted by each applicant. In addition to these materials, the FLAS fellowship application requires a statement of purpose articulating research and career goals, two letters of recommendation (one from a language instructor), and a signed agreement to provide CREEES with details of future employment for the purposes of measurement and evaluation over an eight-year period. Award selection will be based on the academic and professional trajectory and promise of applicants as evidenced by submitted materials. As of 2015-16, the streamlined UT application portal will also supply a Financial Aid Index pulled from the UT Office of Student Financial Services, based on the applicant's most recent Free Application for Federal Student Aid (FAFSA). Starting in 2015, additional points will be awarded to those with financial need ratings of one (extreme need) to three (medium need) per FLAS-CP1. Because all CREEES languages fall under the LCTL category, the center will ask selection committee members to offer a majority of awards to priority REEE languages as designated by the US Secretary of Education (FLAS-CP2). For the academic year, these will include BCS, Bulgarian, Ukrainian, Persian/Tajik, Polish, Russian, Turkish, and Uzbek (as offered at UT). For summer awards, language offerings will be extended to include Albanian, Armenian, Azeri/Azerbaijani, Belarusian, Chechen, Georgian, Kazakh, Kirghiz, Romanian, Turkmen and Uyghur/Uigur. As application materials are made available to FLAS selection committees, the FLAS coordinator

will apprise them of these priorities and include them in provided scoring rubrics.

FLAS selection committees will be appointed each November by the CREEES Steering Committee, with rotating members representing a broad distribution of disciplines from units across campus. For example, in 2014-15, the undergraduate FLAS committee, which will make decisions on both academic year and summer awards, consists of Drs. Garza (DSES), Lichtenstein (history), and Moser (government). The graduate academic year FLAS committee consists of Drs. Livers (DSES), Neuburger (history), and Eaton (LBJ), while the graduate summer FLAS committee will include Drs. Pesenson (DSES), Campbell (anthropology), and Suri (LBJ). Each year, selection committee members will be asked to submit a list of candidate rankings for each type of award in late February, and will come to a consensus on overall student rankings in a formal meeting by March 1. The CREEES Steering Committee will use supplied rankings to ensure that fellowships are awarded to the most deserving graduate and undergraduate students in a variety of humanities and social science disciplines, as well as professional fields. Before notifications are made on March 15, the steering committee will work with CREEES staff to ensure that the students chosen for each fellowship meet eligibility requirements set forth by the DoE. FLAS recipients will take pre- and post-program assessment OPIs, conducted according to ACTFL standards by a combination of OPI certified faculty at UT and external evaluators. CREEES will inform FLAS awardees that they are expected to increase language competency by one level per academic year or summer program, instructing them to devote themselves to language study accordingly. By implementing the FLAS program in this manner, CREEES will open opportunities for the most promising REEES students at UT and beyond to maximize career development through the acquisition of priority languages at intermediate and advanced levels.

Appendix 1

FORM ED 524, LINE ITEM BUDGET, & BUDGET JUSTIFICATION



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

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

Name of Institution/Organization The University of Texas at Austin

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 | 91,230 | 114,230 | 114,870 | 113,043 | | 433,373 |
| 2. Fringe Benefits | 23,423 | 30,723 | 31,115 | 31,267 | | 116,528 |
| 3. Travel | 36,000 | 31,500 | 28,000 | 31,500 | | 127,000 |
| 4. Equipment | 0 | 0 | 0 | 0 | | 0 |
| 5. Supplies | 17,700 | 10,500 | 10,500 | 10,500 | | 49,200 |
| 6. Contractual | 0 | 0 | 0 | 0 | | 0 |
| 7. Construction | 0 | 0 | 0 | 0 | | 0 |
| 8. Other | 93,625 | 76,825 | 78,325 | 72,825 | | 321,600 |
| 9. Total Direct Costs (lines 1-8) | 261,978 | 263,778 | 262,810 | 279,865 | | 1,068,431 |
| 10. Indirect Costs* | 20,958 | 21,102 | 21,025 | 20,731 | | 83,816 |
| 11. Training Stipends | 343,500 | 343,500 | 343,500 | 343,500 | | 1,374,000 |
| 12. Total Costs (lines 9-11) | 626,436 | 628,380 | 627,335 | 623,365 | | 2,505,516 |

***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: Provisional From: _____ To: until amended
 Approving Federal agency: _____ Other (please specify): _____ The Indirect Cost Rate is _____%

- (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 _____ %

| APPENDIX 1a: Line Item Budget | | | | | | |
|--|--------------------------------|-----------------|------------------|------------------|------------------|------------------------|
| NRC Budget 2014-2018 | | | | | | |
| | NRC Priorities: AP/CP/IP | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | Narrative Reference |
| A. PERSONNEL | | | | | | |
| 1. Project Staff | | | | | | |
| a. Assistant Director - TBD - 50% of full-time 12-month, academic year (AY) salary (\$40,000 full-time equivalent [FTE]) | | 20,000 | 20,400 | 20,808 | 21,224 | 8H.i |
| b. Program Coordinator - Jenica Jones - 20% of full-time 12-month AY salary (\$37,500 FTE) | | 7,500 | 7,650 | 7,803 | 7,959 | 8H.ii |
| c. Community Engagement Coordinator - TBD - 50% of full-time 12-month AY salary (\$32,000 FTE) | | 16,000 | 16,320 | 16,646 | 16,979 | 8H.iii |
| d. Communications and Media Coordinator - TBD - 40% of part-time (20 hours) 12-month AY salary (\$32,500 FTE) | | 6,500 | 6,630 | 6,763 | 6,898 | 8H.iv |
| 2. Instructional Personnel | | | | | | |
| a. Lecturer Salary - Ukrainian Language and Culture - TBD - 75.61% of AY salary (\$41,000 FTE) - 3-courses per semester | | | 31,000 | 31,620 | 32,252 | 8B.i |
| b. Lecturer Salary - Advanced Russian Translation Course - Marian Schwartz - 1 course at \$7,000 | | 7,000 | | | | 8C.i |
| c. Lecturer Salary - REEE Content Course Competitive Lectureship - TBD - 1 course at \$7,000 each year | | 7,000 | 7,000 | 7,000 | 7,000 | 8C.iii |
| d. Lecturer Summer Salary - Czech Online Language Course, Materials Development - TBD - 100% of summer salary | | 7,500 | 7,500 | 7,500 | 7,500 | 8B.ii |
| 3. Graduate Student Assistants | | | | | | |
| a. CREES Graduate Student Associate (19 hours/week, \$11.50/hour, 15 weeks/semester) | | 6,555 | 6,555 | 6,555 | 6,555 | 8H.v |
| b. Digital Library Project, Graduate Student Intern (15 hours/week, \$11.50/hour, 15 weeks/semester) | | 5,175 | 5,175 | 5,175 | 5,175 | 8G.ii |
| c. Online Russian Language, Course Development Intern (\$13.50/hour for 16 weeks/semester) | | 8,000 | 6,000 | 5,000 | 1,500 | 8B.ii |
| Personnel Subtotal: | | \$91,230 | \$114,230 | \$114,870 | \$113,043 | |
| 4. Fringe Benefits | | | | | | |
| a. Project Staff and Course Instructors, at 30% (as benefits-eligible employees) | | 21,450 | 28,950 | 29,442 | 29,944 | |
| b. Graduate Students, at 10% (as hourly employees) | | 1,973 | 1,773 | 1,673 | 1,323 | |
| Fringe Subtotal: | | \$23,423 | \$30,723 | \$31,115 | \$31,267 | |
| B. TRAVEL | | | | | | |
| 1. Domestic Travel | | | | | | |
| a. Graduate Student Professionalization Awards - \$500 awards | | 2,000 | 2,000 | 2,000 | 2,000 | 8C.iii |
| b. Affiliate Faculty Professionalization Awards - 10 awards at \$700 | | 7,000 | 7,000 | 7,000 | 7,000 | 8C.iv |
| c. Staff Professionalization Awards - 2 awards at \$750 | | 1,500 | 1,500 | 1,500 | 1,500 | 8C.iv |
| d. Title VI Meeting in Washington D.C. | | 2,500 | | | | |
| e. LCTL Consortium Implementation Planning Meetings | | 1,000 | | | | 8B.i |
| 2. Foreign Travel | | | | | | |
| a. Graduate Student Professionalization Awards - \$1,000 awards | | 3,000 | 3,000 | 3,000 | 3,000 | 8C.iii |
| b. Affiliate Faculty Professionalization Awards - 3 awards at \$1,500 | | 4,500 | 4,500 | 4,500 | 4,500 | 8C.iv |
| c. Staff Professionalization Awards - \$2,000 award | | 2,000 | 2,000 | 2,000 | 2,000 | 8C.iv |
| d. Study Abroad Development Site Visits | IP | 5,000 | 4,000 | 4,000 | 4,000 | 8B.iii |
| e. Global Connections Site Coordinator | | 4,000 | 4,000 | 4,000 | 4,000 | 8C.ii(1) |
| f. Faculty Exchange Program with University of Zagreb | IP | | 3,500 | | 3,500 | 8D.iii |
| g. Tsarskoye Selo Art History Collaboration in St. Petersburg | IP | 3,500 | | | | 8D.iii |
| Travel Subtotal: | | \$36,000 | \$31,500 | \$28,000 | \$31,500 | |
| C. SUPPLIES | | | | | | |
| 1. Library Support | | 7,000 | 7,000 | 7,000 | 7,000 | 8G.ii |
| 2. Outreach Library Acquisitions | AP | 500 | 500 | 500 | 500 | 8E.ii |
| 3. Program Support Materials | | 10,200 | 3,000 | 3,000 | 3,000 | 8H |
| Supplies Subtotal: | | \$17,700 | \$10,500 | \$10,500 | \$10,500 | |

| D. OTHER | | | | | | |
|---|----------|------------------|------------------|------------------|------------------|----------|
| 1. K-12 Outreach and Teacher Training | | | | | | |
| a. Hemispheres Summer Institute for K-12 Educators | AP | 2,500 | 2,500 | 2,500 | 2,500 | 8E.ii |
| b. Hemispheres Regional Training Sessions (on-site) | AP | 2,500 | 2,500 | 2,500 | 2,500 | 8E.ii |
| c. Hemispheres Curriculum Development | AP | 1,500 | 1,500 | 1,500 | 1,500 | 8E.ii |
| d. Hemispheres Promotional Program for K-12 Educators | AP | 1,500 | 1,500 | 1,500 | 1,500 | 8E.ii |
| e. Hemispheres Pre-Service Collaboration with Texas State University College of Education | AP, CP-2 | 1,500 | 1,500 | 1,500 | 1,500 | 8E.ii |
| f. CREEES Teacher Training Workshop | AP | 500 | 500 | 500 | 500 | 8E.ii |
| g. TLC Teacher Training for Russian Language Teachers | AP | 1,000 | 500 | 1,000 | 500 | 8E.i |
| h. UT Campus Outreach Events | AP | 1,500 | 1,500 | 1,500 | 1,500 | 8E.iii |
| i. On-Site Outreach and Recruitment Stipends | AP | 600 | 600 | 600 | 600 | 8E.iii |
| 2. Post-Secondary Outreach and Collaboration | | | | | | |
| a. Hemispheres Summer Institute for MSI and Community College Faculty | CP-1 | 2,000 | 2,000 | 2,000 | 2,000 | 8F.ii |
| b. REEES Content Course at Huston-Tillotson University | CP-1 | 3,000 | 3,000 | 3,000 | 3,000 | 8F.i |
| c. Russian language Course at St. Edwards University | CP-1 | | 7,200 | 7,200 | 7,200 | 8F.i |
| d. Summer Language Consortium Sponsorships | | 2,000 | 2,000 | 2,000 | 2,000 | 8F.ii |
| e. MSI Faculty Professionalization Grant | CP-1 | 4,000 | 3,000 | 3,000 | 3,000 | 8F.i |
| f. Library Acquisitions at Huston Tillotson University | CP-1 | 3,000 | 1,000 | 1,000 | 1,000 | 8F.i |
| g. Academic and Professional Organization Memberships | | 800 | 800 | 800 | 800 | 8C.iii |
| h. National Institute of Staff and Organizational Development | CP-1 | 125 | 125 | 125 | 125 | 8F.ii |
| 3. Campus and Community Engagement | | | | | | |
| a. REEES Interdisciplinary Course Development Grants | | 5,000 | 2,500 | 2,500 | 2,500 | 8C.i |
| b. Digital Business-Russian Course Material Development | | 2,000 | | | | 8C.ii(1) |
| c. Global Entrepreneurship Training for Exporting (GET Exporting) | | 1,000 | 1,000 | 1,000 | 1,000 | 8C.ii(1) |
| d. Community Cultural / Heritage Events | | 2,000 | 2,000 | 2,000 | 2,000 | 8D.iv |
| e. Graduate Professionalization Workshops | | 3,000 | 3,000 | 3,000 | 3,000 | 8C.iii |
| f. Texas Global Exchange Program on Central Asia and the Caucasus | | 500 | 500 | 500 | 500 | 8C.ii(2) |
| g. Visiting Speaker Honoraria and Travel | | 7,000 | 7,000 | 7,000 | 7,000 | 8D.ii |
| h. Graduate Student Assembly Outreach Fund | | 1,600 | 1,600 | 1,600 | 1,600 | 8C.iii |
| i. LCTL Tutor Stipend (\$1,500 per tutor each semester) | | 6,000 | 6,000 | 3,000 | 3,000 | 8B.i |
| j. Speaker Exchange Program with Irkutsk State University | IP | 5,000 | | | | 8D.iii |
| 4. Academic Conferences and Symposia | | | | | | |
| a. Annual CREEES Collaborative Conference Support | CP-1 | 14,000 | 14,000 | 14,000 | 14,000 | 8D.ii |
| b. The Austin Seminar Workshop | | 1,000 | 1,000 | 1,000 | 1,000 | 8C.ii(3) |
| c. Texas EU Business Summit | CP-1 | 1,000 | 1,000 | 1,000 | 1,000 | 8D.ii |
| d. Graduate Research Symposium | | 500 | 500 | 500 | 500 | 8C.iii |
| e. Global Topics Panel with UT NRCs | | 1,500 | 1,500 | 1,500 | 1,500 | 8D.i |
| f. Faculty Exchange Program with University of Zagreb - Visiting Scholar | IP | 4,500 | | 4,500 | | 8D.iii |
| 5. Evaluation and Certification Fees | | | | | | |
| a. Annual Center Evaluation - Jessica Hartos | | 2,000 | 2,000 | 2,000 | 2,000 | 9B |
| b. OPI Certification Fellowships (\$2,000/certification) | | 6,000 | | | | 8B.iv |
| c. Student OPI Examinations | | 2,000 | 1,500 | 1,000 | 500 | 8B.iv |
| Other Subtotal: | | \$93,625 | \$76,825 | \$78,325 | \$72,825 | |
| Total Direct Costs | | \$261,978 | \$263,778 | \$262,810 | \$259,135 | |
| Total Indirect Costs (at 8% per year) | | \$20,958 | \$21,102 | \$21,025 | \$20,731 | |
| NRC TOTAL REQUESTED | | \$282,936 | \$284,880 | \$283,835 | \$279,865 | |

| FLAS Budget 2014-2018 | | | | | | |
|--|-----------------------|------------------|------------------|------------------|------------------|--------------------|
| FLAS Fellowships | | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | |
| A. Graduate Student Awards | | | | | | |
| 1. Academic Year Awards | | | | | | |
| | Institutional Payment | | | | | |
| | 8 awards at \$12,000 | 96,000 | 96,000 | 96,000 | 96,000 | |
| | Subsistence Allowance | | | | | |
| | 8 awards at \$15,000 | 120,000 | 120,000 | 120,000 | 120,000 | |
| 2. Summer Awards | | | | | | |
| | Institutional Payment | | | | | |
| | 6 awards at \$5,000 | 30,000 | 30,000 | 30,000 | 30,000 | |
| | Subsistence Allowance | | | | | |
| | 6 awards at \$2,500 | 15,000 | 15,000 | 15,000 | 15,000 | |
| Subtotal Graduate Student Awards | | \$261,000 | \$261,000 | \$261,000 | \$261,000 | |
| B. Undergraduate Student Awards | | | | | | |
| 1. Academic Year Awards | | | | | | |
| | Institutional Payment | | | | | |
| | 3 awards at \$10,000 | 30,000 | 30,000 | 30,000 | 30,000 | |
| | Subsistence Allowance | | | | | |
| | 3 awards at \$5,000 | 15,000 | 15,000 | 15,000 | 15,000 | |
| 2. Summer Awards | | | | | | |
| | Institutional Payment | | | | | |
| | 5 awards at \$5,000 | 25,000 | 25,000 | 25,000 | 25,000 | |
| | Subsistence Allowance | | | | | |
| | 5 awards at \$2,500 | 12,500 | 12,500 | 12,500 | 12,500 | |
| Subtotal Undergraduate Student Awards | | \$82,500 | \$82,500 | \$82,500 | \$82,500 | |
| Total FLAS Requested | | \$343,500 | \$343,500 | \$343,500 | \$343,500 | |
| | | | | | | |
| | | 2014-15 | 2015-16 | 2016-17 | 2017-18 | Four Year Total |
| Total NRC and FLAS Funding Requested | | \$626,436 | \$628,380 | \$627,335 | \$623,365 | \$2,505,517 |

Appendix 1b - Budget Justification

A. PERSONNEL

Salaries are computed using 2013-14 as the baseline, with 2% per annum added in subsequent years to reflect anticipated cost-of-living increments.

1. Project Staff

a. Assistant Director – Full-time

We request 50% of the salary for a new, full-time assistant director, who will focus solely on NRC activities. These activities include coordination of professional development programs for CREEES students, overseeing CREEES measurement and evaluation processes, and acting as development liaison to the College of Liberal Arts.

b. Program Coordinator – Full-time: Jenica Jones

We request 20% of the salary for the Program Coordinator, Jenica Jones. The program coordinator will be in charge of coordinating staff administration of CREEES on-campus events and outreach efforts via Hemispheres, directly supervising the community engagement coordinator, serve as liaison to undergraduate REEES students, and act as budget liaison to UT's Centralized Business Services.

c. Community Engagement Coordinator – Full-time

We request 50% of the salary for a new, full-time community engagement coordinator, who is solely focused on center activities. The community engagement coordinator duties include implementing outreach activities, including community events, teacher trainings, and partnerships with other universities, NRCs, and MSIs.

d. Communications and Media Coordinator – Part-time

We request 40% of the salary for the communications and media coordinator. Duties will include expanding CREEES website capabilities, publishing the CREEES newsletter, as well as handling the marketing, promotions, media, and development support for the center.

2. Instructional Personnel

a. Ukrainian Language and Culture

The center requests support to offer instruction in Ukrainian in 2015-16. The budget includes 75% of the salary of a lecturer in Ukrainian language and culture for three years starting in year two. Courses funded will include first- through third-year Ukrainian, "Ukrainian through Russian," and Ukrainian area studies courses in earlier years, for a full-time, 3-course teaching load.

b. Russian Translation Course

We request \$7,000 in year one for a course to be taught on "Russian Translation and Interpretation", by award-winning translator of Russian literature, Marian Schwartz, with course credit given at the graduate and upper-division levels.

c. REEE Content Course – Competitive Rotating Lectureship

We request \$7,000 each year for a recent UT PhD graduate in REEES to develop and teach a course based on their area of expertise, under the mentorship of a CREEES affiliate. This competitive lectureship will be offered to a different recent graduate each year, based on student CV and course proposals, with preference given to graduates of the CREEES Portfolio Program.

d. Czech Online Language Course Material Development

We request \$7,500 summer salary for a designated Czech lecturer (Dr. Christian Hilchey) for designing, editing, and implementing web-based content for an online Czech language course.

3. Graduate Student Assistants

a. CREEES Graduate Student Associate

We request \$6,555 for the wages of a graduate student office intern each year of the grant. Graduate Student Associate will provide administrative assistance for event coordination, study abroad programs, website and social media platform maintenance.

b. Annual Graduate Research Assistant to the Digital Library Project

We request \$5,175 for the wages of a graduate research assistant to help identify, digitize, organize, and encode library special collections that relate to the REEE region in the Cold War era with proper metadata, creating a searchable, for open source digital archive.

c. Online Russian Language, Course Materials Development Intern

We request \$8,000 in year one, \$6,000 in year two, \$5,000 in year three, and \$1,500 in year four, for a graduate student intern to assist dedicated language pedagogy and technology specialists with creating and updating web-based content materials for first and second-year online Russian language courses.

4. Fringe Benefits

Fringe benefits have been calculated at 30% all regular salaries, and 10% of part time graduate assistant salaries. Sponsored awards are responsible for the actual fringe benefits incurred by each employee. Fringe benefits costs have been estimated based on historical data. However, actual costs for fringe benefits are charged (billed) to the sponsored project at the time the cost is incurred, based on salary, selected benefits package and other variables applicable to the individual

B. TRAVEL

1. Domestic Travel

a. Graduate Student Professionalization Awards

We request \$2,000 in years one through four for four professionalization awards of \$500 each, to subsidize domestic travel costs associated with competitive internships, job interviews, research/fieldwork, or presenting at academic conferences.

b. Faculty Professionalization Awards

We request \$7,000 annually to support the professional development of CREEES affiliate faculty by subsidizing travel to meetings of professional associations for those presenting papers or attending board meetings (10 awards of \$700 each).

c. Staff Professionalization Awards

We request \$1,500 annually to support the professional development of CREEES administrative staff (two awards at \$750 each) for travel to job-related trainings, conferences, and meetings of professional associations with the goal of improving technical knowledge and professional skill sets.

d. Title VI Meeting in Washington D.C.

We request \$2,500 in year one for CREEES Director and administrative staff travel for NRC and FLAS meeting to take place in Washington D.C. in fall 2014.

e. LCTL Consortium Implementation Planning Meetings

We request \$1,000 in year one to support travel for strategy and planning meetings for a new LCTL consortium of targeted US institutions of higher learning to facilitate and enhance the availability and delivery of instruction in REEE and other LCTLs nation-wide.

2. Foreign Travel

a. Graduate Student Professionalization Awards

We request \$3,000 in years one through four, to cover travel costs associated with competitive internships, job interviews, research/fieldwork, or presenting at academic conferences. Up to \$1,000 per student will be awarded to cover international travel costs.

b. Faculty Professionalization Awards

We request \$4,500 annually to support the professional development of CREEES affiliate faculty by subsidizing travel to meetings of professional associations, for those presenting papers, or attending board meetings. Awards will be limited to \$1,500 per faculty to include costs like round-trip airfare, accommodation, ground transportation and registration fees.

c. Staff Professionalization Award

We request \$2000 for 1 award to be given annually to support the professional development of CREEES administrative staff for foreign travel to job-related trainings, conferences, and meetings of professional associations with the goal of improving technical knowledge and professional skill sets.

d. Study Abroad Development

We request \$4,000-\$5,000 annually for program creation and expansion through site visits for affiliate and/or faculty-led programs in the region. New summer programs will include programs in Prague and Krakow for Central European history, culture, and language study, as well as language and culture programs in St. Petersburg and Zagreb.

e. "Global Connections" Site-specific Program Facilitator

We request \$4,000 annually for a CREEES specialist proficient in the host country language and culture to assist the MBA Global Connections program leaders on the study tour to our region each spring, in sites such as Poland, Croatia, and Russia.

f. Faculty Exchange Program with the University of Zagreb

See budget line item D.4.f below.

g. Tsarskoye Selo Art History & Museum Collaboration

We request \$3,500 for CREEES Director travel to St. Petersburg with interested donors in fall 2014 to set up an art history-focused partnership between UT and the state museum complex at Tsarskoye Selo.

C. SUPPLIES

1. Library Support

We request \$7,000 annually for library acquisition needs for Russian, East European and Eurasian Studies. Funds will support new acquisitions and the retrospective buying of items not covered by

blanket order programs, to fill in monograph and serial holdings, sustain cooperative projects, and expand electronic access to current and future holdings that meet the research needs of CREEES faculty.

2. Outreach Library Acquisitions

We request \$500 each year to purchase materials that expand the CREEES public lending library collection of cultural artifact “travel trunks”, films, and books, used regularly by K-12 educators and NRC outreach coordinators.

3. Program Support Materials

We request \$3,000 each year for maintenance and operation costs incurred in NRC administration, including software purchases, office supplies, printing, promotional materials and other routine expenses. We request an additional \$7,200 in the first year for the purchase of laptops/computers/tablets for new personnel to use for information sessions, professional travel, presentations, lectures, and teacher trainings.

D. OTHER

1. K-12 Outreach & Teacher Training

a. Hemispheres Summer Institutes for K-12 Educators

We request \$2,500 in each year of the grant for the annual collaborative K–12 summer institutes, organized by CREEES staff through Hemispheres. Institutes focus on essential global studies topics and competencies drawn from the Texas teaching standards and state-mandated assessments for K-12 curriculum. Institutes consist of content enrichment and classroom integration sessions led by CREEES faculty and staff.

b. Hemispheres Regional Training Sessions

We request \$2,500 in each year of the grant for Hemispheres’ regional training sessions, conducted on site at locations across the Southwest, such as at the National Council for Social Studies, the National Council for Geographic Education, and the Texas Council for Social Studies. Hemispheres also presents curriculum at teacher in-service training days throughout Texas and the Southwest, as well as through distance learning and videoconferencing technology, which reaches educators unable to attend Austin-based programs. Funding will cover travel costs for outreach staff and/or guest speakers and related expenses or technology and videoconferencing room fees.

c. Hemispheres Curriculum Development

We request \$1,500 each year of the grant for Hemispheres curriculum development projects. Funds will be used to provide grants to educators who work in minority-serving or otherwise underserved school districts (Title I eligible). Through Hemispheres CREEES will work with selected educators to create and pilot new curriculum units, created in alignment with state and national teaching standards and distributed to a wider audience for use in classrooms and schools in the Southwest and nationally.

d. Hemispheres Promotional Program for K-12 Educators

We request \$1,500 each year for Hemispheres’ promotional activities, including the production and distribution of print materials (brochures, postcards, etc.), as well as exhibit expenses at regional conferences. These materials are designed to raise educator awareness of Hemispheres’ services and curricular materials.

e. Hemispheres Pre-Service Collaboration with Texas State University College of Education

We request \$1,500 annually for CREEES/Hemispheres collaboration with Texas State University’s Department of Curriculum and Instruction. Funds will be used for workshops with TSU’s pre-service

teachers, purchase of curricular resources and regional travel. Through Texas State University's networks, CREEES area experts will also be able to reach education students at UT San Antonio, San Antonio College (both Title V), and Texas A&M University. Many of the participating K-12 teachers and mentors in TSU's network work in Title I school districts.

f. CREEES Teacher Training Workshop

We request \$500 each year of the grant for a social studies-oriented teacher-training program, hosted at UT, for K-12 educators. In year one, sessions will focus on political dictatorships in the REEE region and will be hosted in collaboration with the UT Center for European Studies. Funds will support curricular materials as well as conference supplies.

g. TLC Teacher Training for Russian Language Teachers

We request \$500-1,000 each year for annual Russian language teacher training and pedagogy workshop at UT, hosted in conjunction with the Texas Language Center. In years one and three, the workshop will be offered at UT for Texas-area teachers (\$1,000). In years two and four, it will be conducted entirely online (\$500), in order to reach Russian language teachers nationwide.

h. UT Campus Outreach Events

We request \$1,500 annually to organize, enhance, expand and support outreach events on UT campus, including all-day events like Russia Day, Texas Olympiada of Spoken Russian, and Explore UT that draw significant K-12 audiences.

i. On-Site Outreach & Recruitment Stipends

We request \$600 each year to be given in \$100 stipends to six CREEES students for conducting an outreach and recruitment event at their alma mater high schools, promoting REEE area and language studies.

2. Post-Secondary Outreach and Collaboration

a. Hemispheres Summer Institute for MSI and Community College Faculty

We request \$2,000 in each year of the grant for an annual Hemispheres two-day summer institute dedicated to serving faculty at community colleges and minority-serving institutions (MSIs). Each year, the institute will focus on essential topics in global studies in consultation with area MSIs and community colleges.

b. REEES Content Course at Huston-Tillotson University (HTU)

We request \$3,000 each year to fund one REEES content course, offered annually at HTU and taught by a recent PhD graduate from UT in REEES.

c. Russian Language Course at St. Edwards University

We request \$7,200 in years two, three, and four, to fund a Russian language course at St. Edward's University (Title V). The course will alternate between first and second year levels and will be taught by a qualified lecturer or recent PhD graduate from UT.

d. Summer Language Consortium Sponsorships

We request \$2,000 annually for co-sponsoring summer language consortia at renowned NRCs nationwide, such as the University of Wisconsin-Madison's CESSI, University of Pittsburgh's SLI, University of Indiana's SWEELL program, and University of Washington's BALSSI.

e. MSI Faculty Professionalization Grants

We request \$3,000-4,000 annually (for two \$2,000 awards in year one and two \$1,500 awards in subsequent years) for faculty at Title III/V post-secondary institutions in the TRESN network to fund travel to academic conferences in the REEE region or to perform research at REEE institutes.

f. Library Acquisitions at Huston-Tillotson University (HTU)

We request \$3,000 in year one and \$1,000 each subsequent year for library acquisitions or procurement of course materials relevant to the study of REEES for use by faculty and students at HTU.

g. Annual Academic and Professional Organization Membership Fees

We request \$800 annually to subsidize membership fees for regional academic organizations that offer professional development opportunities for CREEES students, such as the American Association for Teachers of Slavic and East European Languages, the Association for Slavic, East European, and Eurasian Studies, the American Research Institute in the South Caucasus, and the American Research Center in Sofia.

h. National Institute of Staff and Organizational Development

We request \$125 in each year of the grant for CREEES/Hemispheres to present at the annual National Institute for Staff and Organizational Development conference held in Austin, Texas. Hemispheres will showcase and promote its wide range of resources that support and enhance global studies curriculum at community colleges to an audience of community college faculty and staff.

3. Campus and Community Engagement

a. REEES Interdisciplinary Course Development Grants

We request \$5,000 in year one (for two awards), and \$2,500 each subsequent year in grants to be awarded to UT faculty to develop courses that integrate interdisciplinary methods and REEE content. Preference will be given to courses that are cross-listed by UT professional schools and or are tied to methodological training. We will also offer priority to courses that have a focus on the Caucasus or Central Asia and/or utilize innovative methods, such as technology-based interactions with institutions in the REEE region.

b. Digital Business-Russian Course Material Development

We request \$2,000 in year one for the creation, editing, and online delivery of new digital course material consisting of business interviews with native Russian speakers, for Dr. Orlando Kelm's online repository of foreign language video-based interviews. Materials will be for use in "Business Russian" languages classes, as well as for global business courses at the McCombs School of Business.

c. Global Entrepreneurship Training for Exporting ("GET Exporting")

We request \$1,000 each year; \$500 for the creation of a targeted resource guide, \$500 for REEE consultative mentoring to Business School student teams as they develop country-specific market entry plans for Austin-area entrepreneurial companies interested in accessing global markets.

d. Community Cultural / Heritage Events

We request \$2,000 each year to support cultural events such as the Austin Polish Film Festival, the statewide Russian Documentary Showcase, and various musical and theatrical performances by Balkan, Czech, Polish, and Ukrainian groups, with the goal of public exposure to the cultures and contemporary issues of REEE.

e. Graduate Professionalization Workshops

We request \$3,000 in annual support for student-driven professional development workshops to be held at UT. Funds will also support workshops run in collaboration with U. Wisconsin, Madison, U. Kansas, and U. Illinois in years two (in Madison) and four (Austin). Potential workshop themes include research methods and grants, careers in language translation, opportunities in NGOs, and careers in the public policy or state service sector.

f. Texas Global Exchange Program on Central Asia and the Caucasus

We request \$500 each year to support one student from the state of Texas to participate in the Texas Global Exchange Program. Selectees will gain valuable and marketable expertise in energy sector issues in Central Asia and the Caucasus through first-hand experience with local business and government professionals.

g. Visiting Speaker Travel and Honoraria

We request \$7,000 annually to cover the honoraria, accommodations and travel of six visiting speakers each year, who will present research and network with the CREEES community. Speakers may be notable CREEES alumni, REEES professionals or academics. Their visits will be co-sponsored by other appropriate UT NRCs, schools, departments, and centers.

h. Graduate Student Assembly Outreach Fund

We request \$1,600 each year to promote student outreach efforts, which include creating a new CREEES online journal, newsletter and blog contributions, re-invigorating the SlavTalk podcast, and keeping social media networks up to date.

i. LCTL Tutor Stipend

We request \$6,000 in years one and two, and \$3,000 in each subsequent year to be paid to language tutors who are paired with students studying REEE languages not offered at UT (such as Belarusian, Hungarian, Azeri, etc.). Stipends will be awarded on a per semester basis, and tutors must be either native speakers or fluent speakers in the language.

j. Virtual Speaker Exchange with Irkutsk State University

We request \$5,000 in year one for initiation of a collaborative virtual speaker exchange project on the topic of "Mobility and Migration." Funds will cover faculty travel from Irkutsk State University for project development, software training, and planning purposes.

4. Academic Conferences and Symposia

a. Annual CREEES Collaborative Conference Support

We request \$14,000 each year for CREEES to host and co-sponsor academic conferences and symposia as outlined in Part II of Table 6. Conferences hosted and staffed directly by CREEES include the following: **Year 1)** *Whose Black Sea? Culture, Politics, & Security*, organized by Drs. Moser and Wellhausen, **Year 2)** *Russian-American Encounters: Fascination, Revulsion, Conspiracy*, organized by Drs. Livers and Pesenson, **Year 3)** *Photography & the Everyday in Russia and East Europe*, organized by Drs. Neuberger and Campbell, and *Bodies for Sale: Gender & Human Trafficking in Russia, East Europe, Eurasia*, organized by Drs. Liu and Kuperman, **Year 4)** *October 1917: The Global Impacts of the Russian Revolution on the 100th Anniversary*, organized by Drs. Neuberger and Mickenburg, as well as *Believing Diplomats: Religion in American Diplomacy, Past and Present*, organized by Drs. Suri and Inboden. Co-sponsoring units, as shown in Table 6, include, but are not limited to, UT's NRCs (CES, CMES, SAI), communications, law, business, LBJ, Jewish studies, women's studies as well as area schools like ACC and SEU (both Title V).

b. The Austin Seminar

We request \$1,000 annually to sponsor a multidisciplinary seminar led by CREEES affiliate, Dr. Jeremi Suri from the LBJ School each January for 16 practitioners and scholars of diplomacy, as part of his multi-year “Reinventing Diplomacy” initiative. Half of the attending scholars and practitioners will be from the US, and the other half will be from Eastern Europe and Russia.

c. Texas EU Business Summit

We request \$1,000 each year to sponsor the EU Business Summit hosted by the Austin World Affairs Council, the EU Center for Excellence, and the Austin Chamber of Commerce, and co-sponsored by the CES, SEU and ACC (both Title V).

d. Graduate Research Symposium on REEES

We request \$500 annually to host an interdisciplinary graduate research symposium each spring, where students graduating with a CREEES MA, or those completing the REEES Graduate Portfolio program will showcase their report, thesis or dissertation research for UT faculty, students, and the community.

e. Global Topics Panel with UT NRCs

We request \$1,500 annually to co-sponsor a yearly panel on global topics in collaboration with UT global area studies centers and NRCs (SAI, CES, CMES, CREEES, LLILAS) on a theme that advances our understanding of contemporary world affairs. In the first year, CREEES and CMES will host a panel discussion on the theme of “Social Media and the Dynamics of Dissent and Revolution.”

f. Faculty Exchange Program with the University of Zagreb

We request \$4,500 annually, for a faculty exchange between U. of Zagreb and UT. Faculty will spend a week in residence at the partner institution, delivering one public lecture and one guest-lecture in a classroom on the over-arching theme of “Commodities, Consumption, and Culture in Eastern Europe and the US.” In years one and three, UT will host a visiting scholar from the U. of Zagreb. In years two and four (per budget item B.2.f) a CREEES faculty member will travel to U. of Zagreb and present original research in a public as well as classroom setting.

5. Evaluation and Certification Fees

a. Annual Center Evaluation

We request \$2,000 to cover costs of Dr. Jessica Hartos for implementation of quarterly data analysis, and annual narrative report with quantitative and qualitative analysis of CREEES program outcomes, based on articulated objectives and performance measures in Appendix 4.

b. OPI Certification Fellowships

We request \$6,000 in year one for three OPI certification trainings for CREEES faculty members (\$2,000 per certification) in Russian, Polish, and Bosnian-Croatian-Serbian.

c. Student OPI Examinations

We request \$500-2,000 annually towards costs of external OPI Examinations for CREEES students and FLAS recipients entering and/or exiting the program each year, with increased support from center resources, such as OPI certified faculty from the LCTL Consortium.

Appendix 2

COURSE LIST 2012-2014

| Appendix 2 – Course List | |
|---|-----|
| REEE Languages | |
| Czech Language | 2 |
| Persian/Tajik Language | 2 |
| Polish Language | 2 |
| Russian Language | 3 |
| Serbian-Bosnian-Croatian Language | 3 |
| Turkish Language | 3 |
| College of Liberal Arts | |
| Russian, East European and Eurasian Studies | 3-4 |
| Anthropology | 5 |
| Asian Studies | 5 |
| Comparative Literature | 5 |
| Economics | 5 |
| English | 6 |
| European Studies | 6-7 |
| Geography | 7 |
| Germanics | 7 |
| Government | 7 |
| History | 8 |
| International Relations and Global Studies | 8 |
| Islamic Studies | 8 |
| Liberal Arts Honors | 8-9 |
| Linguistics | 9 |
| Middle Eastern Languages and Cultures | 9 |
| Middle Eastern Studies | 9 |
| Sociology | 9 |
| Women's and Gender Studies | 9 |

| | |
|-----------------------------|----|
| College of Fine Arts | |
| Art History | 10 |
| Music | 10 |

| | |
|--------------------------------|-------|
| Professional Schools | |
| School of Architecture | 10 |
| McCombs School of Business | 11 |
| LBJ School of Public Affairs | 11 |
| Moody College of Communication | 11-12 |
| Cockrell School of Engineering | 12 |

Appendix 2: Course List 2012-14

Note: Not all spring 2015 course listings are available.
* indicates multiple sections

| Course | Title | Cross-listed Depts. and Courses | % | Credit Hours | Term Offered | Enrollment 2012 - 2013 | | Offered 2013- 2014 | Offered Fall 2014 |
|-------------------------------|---|------------------------------------|------|-----------------|-----------------|---------------------------|---|--------------------------|----------------------|
| | | | | | | UG | G | | |
| REEE LANGUAGES | | | | | | | | | |
| Czech Language (CZ) | | | | | | | | | |
| CZ 506 | First-Year Czech I | --- | 100% | 5 | F | 5 | 0 | Y | Y |
| CZ 507 | First-Year Czech II | --- | 100% | 5 | S | 5 | 0 | Y | --- |
| CZ 412K | Second-Year Czech I | --- | 100% | 4 | F | 2 | 1 | Y | Y |
| CZ 412L | Second-Year Czech II | --- | 100% | 4 | S | 5 | 0 | Y | --- |
| CZ 325 | Third-Year Czech I | --- | 100% | 3 | F | 8 | 1 | --- | --- |
| CZ 326 | Third-Year Czech II | --- | 100% | 3 | S | 2 | 1 | --- | --- |
| Persian Language (PRS) | | | | | | | | | |
| PRS 601C | Intensive Persian I | --- | 100% | 6 | F | 15 | 0 | Y | Y |
| PRS 611C | Intensive Persian II | --- | 100% | 6 | S | 15 | 0 | Y | --- |
| PRS 612C | Intensive Persian for Heritage Speakers | --- | 100% | 6 | F | 7 | 0 | Y | Y |
| PRS 322K | Intermediate Persian I | --- | 100% | 3 | F | 1 | 0 | Y | Y |
| PRS 322L | Intermediate Persian II | --- | 100% | 3 | S | 1 | 0 | Y | --- |
| PRS 130D | Persian Across Disciplines | --- | 100% | 1 | F/S | 17 | 0 | Y | Y |
| Polish Language (POL) | | | | | | | | | |
| POL 506 | First-Year Polish I | --- | 100% | 5 | F | 11 | 0 | --- | Y |
| POL 507 | First-Year Polish II | --- | 100% | 5 | S | 6 | 0 | --- | --- |
| POL 312K | Second-Year Polish I | --- | 100% | 3 | F | 8 | 0 | Y | --- |
| POL 312L | Second-Year Polish II | --- | 100% | 3 | S | 9 | 0 | Y | --- |

Abbreviations (Unless Spelled Out Below): Religious Studies (RS), Jewish Studies (JS), International Business (IB), Liberal Arts Honors (LAH), Women's and Gender Studies (WGS), International Relations, Global Studies (IRG), Art History (ARH), Journalism (J) Radio-Television-Film (RTF), Business, Government, and Society (BGS), Undergraduate (UG), Graduate (G)

Russian Language (RUS)

| | | | | | | | | | |
|------------|---|----------|------|---|---|----|---|-----|-----|
| ANT 324L | Gypsy Language and Culture | LIN, EUS | 100% | 3 | F | 5 | 0 | --- | --- |
| ANT 325L * | The Photographic Image <i>Focuses on the History of Photography in Russian culture</i> | --- | 25% | 3 | F | 26 | 0 | Y | Y |
| ANT 391 | Globalization, Conflict, Resistance | --- | 25% | 3 | F | 0 | 3 | --- | --- |

Asian Studies (ASN)

| | | | | | | | | | |
|----------|--|--|-----|---|---|----|---|-----|-----|
| ANS 301M | World Philosophy <i>Explores Marxism and Eastern Orthodoxy:</i> | | 25% | 3 | F | 10 | 0 | --- | --- |
|----------|--|--|-----|---|---|----|---|-----|-----|

Comparative Literature (CL)

| | | | | | | | | | |
|----------|---|---------------|------|---|-----|----|---|-----|-----|
| CL 315 * | Masterworks of World Lit | E | 25% | 3 | F/S | 24 | 0 | Y | Y |
| CL 323 | Russia and its World | REE | 100% | 3 | F | 2 | 0 | --- | --- |
| CL 323 | 20th Century Drama | E, EUS, REE | 50% | 3 | F | 3 | 0 | --- | --- |
| CL 323 | Love in the East and West | SOC | 50% | 3 | F | 2 | 0 | --- | --- |
| CL 323 | Holocaust Aftereffects - Honors | JS, LAH, WGS | 50% | 3 | F | 1 | 0 | --- | --- |
| CL 323 | 19th Century Polish Lit, Culture and Film | EUS, REE | 100% | 3 | F | 1 | 0 | Y | --- |
| CL 323 | Contemporary Drama | E, REE | 100% | 3 | S | 2 | 1 | Y | --- |
| CL 323 | Intro to Old Russian Lit and Culture | REE | 100% | 3 | S | 3 | 0 | --- | --- |
| CL 323 | Prague as a Literary Topos | EUS, HIS, REE | 100% | 3 | S | 2 | 0 | --- | --- |
| CL 323 | Russian Fairytales | REE | 100% | 3 | S | 19 | 0 | --- | --- |
| CL 381 | The Modern Metropolis <i>Includes studies on Moscow and divided Berlin</i> | GER | 50% | 3 | F | 0 | 1 | --- | --- |
| CL 386 | Madness and Madmen in Rus Lit | REE | 100% | 3 | F | 0 | 2 | --- | --- |

Economics (ECO)

| | | | | | | | | | |
|------------|--|-----|-----|---|-----|-----|---|-----|-----|
| ECO 324 | Intro to Labor Economics | --- | 25% | 3 | S | 67 | 0 | --- | --- |
| ECO 327 * | Comparative Economic Systems | --- | 50% | 3 | F/S | 65 | 0 | Y | Y |
| ECO 333K * | Development Economics <i>Includes emerging economies of former Soviet Union</i> | --- | 25% | 3 | F/S | 118 | 0 | Y | --- |
| ECO 339K * | International Trade and Investment <i>Addresses markets in Eastern Europe and former Soviet Union</i> | --- | 25% | 3 | F | 125 | 0 | Y | Y |
| ECO 339K | International Finance <i>Explores issues related to finance in the REEE region</i> | --- | 25% | 3 | F | 42 | 1 | Y | Y |
| ECO 359M | Environment and Natural Resource Econ <i>Includes the environment/resources in REEE</i> | --- | 33% | 3 | S | 34 | 0 | Y | --- |

English (E)

| | | | | | | | | | |
|----------|--------------------------------------|---------------|------|---|-----|-----|----|-----|-----|
| E 603A * | Composition and Reading in World Lit | --- | 25% | 3 | F/S | 351 | 0 | Y | Y |
| E 314J | Literature and Philosophy | --- | 25% | 3 | F | 12 | 0 | --- | --- |
| E 316K * | Masterworks of World Lit | CL | 25% | 3 | F/S | 434 | 0 | Y | Y |
| E 324 | Postmodern Literature | --- | 50% | 3 | S | 22 | 1 | --- | --- |
| E 350E | Gypsy Language and Culture | ANT, LIN, EUS | 100% | 3 | F | 15 | 0 | --- | --- |
| E 350R | Marxism and Literature | --- | 50% | 3 | S | 23 | 0 | --- | --- |
| E 360L | Global Literature in English | --- | 25% | 3 | S | 17 | 0 | --- | --- |
| E 369 | 20th Century Drama | CL, REE | 50% | 3 | F | 13 | 0 | --- | --- |
| E 379L | Contemporary Drama | CL, REE | 50% | 3 | S | 8 | 1 | Y | --- |
| E 379R | Lit and Culture of the 1960s | --- | 25% | 3 | S | 15 | 0 | --- | --- |
| E 395M | Modernism and its Discontents | --- | 25% | 3 | F | 0 | 13 | Y | Y |
| E 395M | The Postmodern Novel Beyond | --- | 25% | 3 | S | 0 | 12 | --- | --- |

European Studies (EUS)

| | | | | | | | | | |
|-----------|---|--------------|------|---|-----|-----|---|-----|-----|
| EUS 305 * | Intro to European Studies | --- | 50% | 3 | F/S | 101 | 0 | Y | Y |
| EUS 306 | Jewish Civilization 1492-Pres | JS, RS | 25% | 3 | S | 3 | 0 | Y | --- |
| EUS 306 | Reason and its Discontents | HIS | 25% | 3 | S | 2 | 0 | --- | --- |
| EUS 307 | European Folktales | ANT | 25% | 3 | S | 23 | 0 | Y | --- |
| EUS 307 * | Introduction to Western Music | EUS | 25% | 3 | S | 11 | 0 | Y | Y |
| EUS 346 | Globalization | SOC | 25% | 3 | F | 3 | 0 | Y | Y |
| EUS 346 | Historical Backgrounds of German Civ | GER | 50% | 3 | F | 1 | 0 | Y | --- |
| EUS 346 | Marx and Western Marxism | HIS | 50% | 3 | F | 3 | 0 | Y | Y |
| EUS 346 | Northern Lands and Cultures | GRG, REE | 100% | 3 | F | 1 | 0 | Y | Y |
| EUS 346 | Regions and Cultures of Europe | REE | 50% | 3 | F | 5 | 0 | Y | Y |
| EUS 346 | Heretics and Freedom Fighters, 1350-1650 | HIS, REE, RS | 100% | 3 | S | 0 | 0 | Y | Y |
| EUS 346 | Southeastern Europe in 20th Century | HIS, JS, REE | 100% | 3 | S | 3 | 0 | Y | --- |
| EUS 347 | Us and them: Czechs and Strangers | REE | 100% | 3 | F | 2 | 0 | --- | --- |
| EUS 347 | 19th Century Polish Lit, Culture and Film | CL, REE | 25% | 3 | F | 5 | 0 | Y | --- |
| EUS 347 | The European Novel | E | 50% | 3 | F | 3 | 0 | Y | Y |
| EUS 347 | Prague as a Literary Topos | CL, EUS, REE | 100% | 3 | S | 0 | 0 | --- | --- |
| EUS 347 | Reading Prague: Literature, Art, History | CL, HIS, REE | 100% | 3 | S | 2 | 0 | --- | --- |
| EUS 347 | Turks in Europe | ISL, MEL | 50% | 3 | S | 5 | 0 | --- | --- |
| EUS 348 | Comprehensive Notion of European Security | --- | 50% | 3 | F | 31 | 0 | --- | Y |
| EUS 348 * | European Union Regional Integration | GOV | 100% | 3 | F/S | 21 | 0 | Y | --- |
| EUS 348 * | International Trade | IB | 50% | 3 | F/S | 57 | 0 | Y | Y |
| EUS 348 | Might and Right among Nations | GOV | 50% | 3 | F | 2 | 0 | --- | --- |

EUS 348 Hegel and the Formation of Mod Eur Identity GOV 50% 3 S 4 0 --- Y

Geography (GRG)

GRG 326 Regions and Cultures of Europe EUS 100% 3 F 24 3 Y Y
 GRG 327 Geography of Former Soviet Union REE 100% 3 S 26 0 Y Y
 GRG 350K * Geographies of Globalization --- 3 F/S 43 0 Y Y
 GRG 356T Northern Lands and Cultures EUS, REE 100% 3 F 18 0 Y Y
 GRG 387d Globalization, Conflict, and Resistance --- 3 F 0 8 --- ---

Germanics (GER)

GER 301 European Folkale ANT, EUS 25% 3 S 21 0 Y Y
 GER 343C Contemporary German Civilization --- 3 S 15 0 Y Y
 GER 392 The Modern Metropolis CL, EUS 50% 3 F 0 11 --- ---
Includes studies on Moscow and divided Berlin
 GER 392 Cultures of Nationalism --- 3 S 3 3 --- ---

Government (GOV)

GOV 336M Govs and Politics of Russia REE 100% 3 F 56 0 --- ---
 GOV 335M Early Modern Political Philosophy PHL 25% 3 S 12 0 Y Y
Includes early modern East European and Russian works
 GOV 335M Hegel and the Formation of Mod Eur Identity EUS 25% 3 S 13 0 Y Y
 GOV 360N Civil Wars and Ethnic Violence --- 3 F 17 0 Y Y
 GOV 360N Global Governance --- 3 F 63 0 --- ---
 GOV 360N Intro to International Relations IRG 33% 3 F 84 0 Y Y
 GOV 360N Defense Policy-Honors LAH, PA 25% 3 S 3 0 --- ---
 GOV 360N Causes of War REE 25% 3 S 80 0 Y Y
 GOV 365N Immigration and Comparative Politics --- 3 S 65 0 --- ---
Includes focus on Eastern Europe after the World War II
 GOV 365N Military in Politics --- 3 S 13 0 --- ---
 GOV 365N * European Union/Regional Integration EUS 100% 3 F/S 31 0 Y Y
 GOV 365N Comparative Political Institutions --- 3 F 59 0 --- ---
 GOV 370L Social Movements in theory and Practice --- 3 S 62 0 --- ---
 GOV 379S Money in Politics - Honors LAH 25% 3 F 4 0 --- ---
 GOV 384N Seminar on Human Rights, Law and Democracy --- 3 F 0 12 --- ---
 GOV 388K Study of International Relations --- 3 F 0 6 --- Y

History (HIS)

| | | | | | | | | |
|------------|--|---------------|---|-----|----|---|-----|-----|
| HIS 317N | Reason and its Discontents <i>Includes East European and Russian intellectual history</i> | EUS | 3 | S | 13 | 0 | --- | --- |
| HIS 337N | Germany in 20th Century - Honors | GER, LAH, REE | 3 | F | 6 | 1 | Y | Y |
| HIS 343M | History of Russia since 1917 | REE | 3 | S | 61 | 1 | --- | Y |
| HIS 350L | Cold War on Five Continents | --- | 3 | S | 18 | 0 | --- | --- |
| HIS 350L | Germany since Hitler | JS | 3 | S | 19 | 0 | Y | --- |
| HIS 350L | Stalin's Russia at War | REE | 3 | S | 20 | 0 | --- | --- |
| HIS 362G | First World War | --- | 3 | F | 77 | 0 | Y | --- |
| HIS 362G | Marx and Western Marxism | EUS | 3 | F | 8 | 0 | --- | Y |
| HIS 362G * | Modern European Food History | --- | 3 | F/S | 86 | 0 | --- | --- |
| HIS 362G | Anti-Semitism | JS, SOC | 3 | F | 5 | 0 | --- | --- |
| HIS 362G * | Heretics and Freedom Fighters, 1350-1650 | EUS, REE, RS | 3 | S | 9 | 0 | Y | --- |
| HIS 362G | Prague as a Literary Topos | CL, EUS, REE | 3 | S | 4 | 0 | --- | --- |
| HIS 362G | Reading Prague: Literature, Art, History | CL, EUS, REE | 3 | S | 5 | 0 | --- | --- |
| HIS 362G | Southeastern Europe in 20th Century | EUS, REE | 3 | S | 20 | 0 | --- | --- |
| HIS 376G | Hitler, Nazism, and WWII | --- | 3 | S | 20 | 0 | Y | --- |
| HIS 381 | The Long Cold War, 1919-1991 | REE | 3 | F | 0 | 6 | --- | --- |
| HIS 383 | Revolutionary Russia | REE | 3 | F | 0 | 6 | --- | Y |

International Relations and Global Studies (IRG)

| | | | | | | | | |
|-----------|---|-----|---|-----|-----|---|---|---|
| IRG 301 * | Intro International Relations and Global Stds | GOV | 3 | F/S | 223 | 0 | Y | Y |
|-----------|---|-----|---|-----|-----|---|---|---|

Islamic Studies

| | | | | | | | | |
|---------|--|----------|---|---|---|---|-----|-----|
| ISL 372 | Turks in Europe | EUS, MEL | 3 | S | 4 | 0 | --- | --- |
| ISL 373 | Arts of Islam - 1500-Present <i>Includes art and architecture of Central Asia</i> | ARH | 3 | S | 1 | 0 | Y | --- |

Liberal Arts Honors (LAH)

| | | | | | | | | |
|---------|---|---------------|---|---|----|---|-----|-----|
| LAH 350 | Amer Technology/Victory in the Cold War | --- | 3 | F | 9 | 0 | Y | Y |
| LAH 350 | Criminal Trials in History | --- | 3 | F | 15 | 0 | --- | --- |
| LAH 350 | Germany in 20th Century - Honors | GER, HIS, REE | 3 | F | 8 | 0 | --- | Y |
| LAH 350 | Holocaust Aftereffects - Honors | CL, WGS | 3 | F | 6 | 0 | Y | Y |
| LAH 350 | Money in Politics - Honors | GOV | 3 | F | 8 | 0 | --- | --- |
| LAH 350 | US Foreign Policy: Past and Present | --- | 3 | F | 7 | 0 | --- | --- |
| LAH 350 | Defense Policy - Honors | GOV, PA | 3 | S | 8 | 0 | Y | --- |

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|---------|---|-----|-----|---|---|----|---|-----|-----|
| LAH 350 | 20th Century Ethical Challenges in Govt | --- | 25% | 3 | S | 16 | 0 | --- | --- |
|---------|---|-----|-----|---|---|----|---|-----|-----|

Linguistics (LIN)

| | | | | | | | | | |
|---------|----------------------------|-------------|------|---|---|---|---|-----|-----|
| LIN 322 | Gypsy Language and Culture | ANT, E, REE | 100% | 3 | F | 9 | 0 | --- | --- |
|---------|----------------------------|-------------|------|---|---|---|---|-----|-----|

Middle Eastern Languages and Cultures (MEL)

| | | | | | | | | | |
|---------|---|---------------|-----|---|---|---|---|-----|-----|
| MEL 321 | Music and Gender <i>Includes Music of Eastern Europe</i> | MES, MUS, WGS | 25% | 3 | F | 1 | 0 | --- | --- |
|---------|---|---------------|-----|---|---|---|---|-----|-----|

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|---------|-----------------|----------|-----|---|---|---|---|-----|-----|
| MEL 321 | Turks in Europe | EUS, ISL | 50% | 3 | S | 2 | 1 | --- | --- |
|---------|-----------------|----------|-----|---|---|---|---|-----|-----|

Middle Eastern Studies (MES)

| | | | | | | | | | |
|---------|------------------|---------------|-----|---|---|---|---|-----|-----|
| MES 342 | Music and Gender | MEL, MUS, WGS | 25% | 3 | F | 3 | 0 | --- | --- |
|---------|------------------|---------------|-----|---|---|---|---|-----|-----|

| | | | | | | | | | |
|---------|----------------------------|---------------|------|---|---|---|---|-----|-----|
| MES 342 | Gypsy Language and Culture | ANT, LIN, REE | 100% | 3 | F | 0 | 0 | --- | --- |
|---------|----------------------------|---------------|------|---|---|---|---|-----|-----|

| | | | | | | | | | |
|---------|-------------------------------------|-----|-----|---|---|---|---|---|---|
| MES 380 | International Business Fellows Smnr | REE | 50% | 3 | S | 0 | 1 | Y | Y |
|---------|-------------------------------------|-----|-----|---|---|---|---|---|---|

Sociology

| | | | | | | | | | |
|----------|---------------|---------|-----|---|---|----|---|-----|-----|
| SOC 321K | Anti-Semitism | HIS, JS | 50% | 3 | F | 17 | 0 | --- | --- |
|----------|---------------|---------|-----|---|---|----|---|-----|-----|

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|----------|---------------|-----|-----|---|---|----|---|---|-----|
| SOC 340C | Globalization | EUS | 25% | 3 | F | 14 | 0 | Y | --- |
|----------|---------------|-----|-----|---|---|----|---|---|-----|

| | | | | | | | | | |
|---------|------------------|-----|-----|---|-----|-----|---|-----|---|
| SOC 352 | Social Movements | --- | 25% | 3 | F/S | 160 | 0 | --- | Y |
|---------|------------------|-----|-----|---|-----|-----|---|-----|---|

| | | | | | | | | | |
|-----------|----------|-----|-----|---|---|----|---|-----|---|
| SOC 366 * | Deviance | --- | 25% | 3 | F | 18 | 0 | --- | Y |
|-----------|----------|-----|-----|---|---|----|---|-----|---|

| | | | | | | | | | |
|----------|---------------------|-----|-----|---|---|----|---|-----|-----|
| SOC 320K | Political Sociology | --- | 25% | 3 | S | 15 | 0 | --- | --- |
|----------|---------------------|-----|-----|---|---|----|---|-----|-----|

| | | | | | | | | | |
|----------|---------------------------|----|-----|---|---|---|---|-----|-----|
| SOC 396L | NGOs in Developing Worlds | PA | 25% | 3 | S | 0 | 3 | --- | --- |
|----------|---------------------------|----|-----|---|---|---|---|-----|-----|

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|----------|------------------------|-----|-----|---|---|---|---|-----|-----|
| SOC 396P | Coercive Bureaucracies | --- | 50% | 3 | S | 1 | 9 | --- | --- |
|----------|------------------------|-----|-----|---|---|---|---|-----|-----|

Women's and Gender Studies

| | | | | | | | | | |
|---------|---|---------------|-----|---|---|---|---|-----|-----|
| WGS 340 | Music and Gender <i>Includes Music of Eastern Europe</i> | MEL, MES, MUS | 25% | 3 | F | 4 | 0 | --- | --- |
|---------|---|---------------|-----|---|---|---|---|-----|-----|

| | | | | | | | | | |
|---------|--------------------------------|-----|-----|---|---|---|---|-----|-----|
| WGS 345 | Comparative Cultures of Beauty | --- | 25% | 3 | F | 5 | 0 | --- | --- |
|---------|--------------------------------|-----|-----|---|---|---|---|-----|-----|

| | | | | | | | | | |
|---------|--------------------------------------|-----|-----|---|---|---|---|-----|-----|
| WGS 440 | Roots of Social and Economic Justice | --- | 25% | 3 | S | 2 | 0 | --- | --- |
|---------|--------------------------------------|-----|-----|---|---|---|---|-----|-----|

COLLEGE OF FINE ARTS

Art History (ARH)

| | | | | | | | | | |
|----------|---|-----|-----|---|---|----|----|-----|-----|
| ARH 337K | 20th Century European Art to 1940 | --- | 50% | 3 | F | 43 | 0 | Y | Y |
| ARH 363 | Arts of Islam, 1500-Present <i>Includes art and architecture of Central Asia</i> | ISL | 25% | 3 | S | 24 | 0 | Y | Y |
| ARH 383 | Exhibiting Byzantium | --- | 50% | 3 | S | 0 | 10 | --- | --- |
| ARH 386J | European Photography, 1839-1930 | --- | 25% | 3 | S | 0 | 6 | --- | --- |
| ARH 394 | Islamic Ornament | ARC | 25% | 3 | F | 0 | 8 | --- | Y |

Music (MUS)

| | | | | | | | | | |
|------------|---|---------------|-----|---|-----|-----|----|-----|-----|
| MUS 302L * | Introduction to Western Music | EUS | 50% | 3 | F/S | 401 | 0 | Y | Y |
| MUS 303M * | Intro to Traditional Music in World Cultures | --- | 25% | 3 | F/S | 103 | 0 | Y | --- |
| MUS 313M * | History of Music I | --- | 25% | 3 | F | 84 | 0 | Y | Y |
| MUS 313N * | History of Music II | --- | 25% | 3 | S | 80 | 0 | --- | --- |
| MUS 330L * | History of Music III | --- | 25% | 3 | F | 76 | 0 | --- | Y |
| MUS 342 | Music and Gender <i>Includes Music of Eastern Europe</i> | MEL, MES, WGS | 25% | 3 | F | 12 | 0 | --- | --- |
| MUS 379K * | Quartets of Beethoven and Bartok | --- | 50% | 3 | F | 5 | 8 | --- | --- |
| MUS 380 | Adv Studies in History of Music, 20th Century | --- | 25% | 3 | F | 0 | 24 | Y | --- |

PROFESSIONAL SCHOOLS

SCHOOL of ARCHITECTURE (ARC)

| | | | | | | | | | |
|----------|---|-----|------|---|-----|----|----|-----|-----|
| ARC 560R | Advanced Design, Europe <i>Includes focus on Eastern Europe</i> | --- | 50% | 3 | F | 22 | 0 | Y | Y |
| ARC 368R | Central European Architecture, 1648-Pres | --- | 100% | 3 | F | 9 | 11 | Y | Y |
| ARC 368R | History of Architecture Since 1985 | --- | 25% | 3 | F/S | 17 | 9 | --- | --- |
| ARC 368R | Modern European Architecture <i>Includes focus on Eastern Europe</i> | --- | 50% | 3 | F | 22 | 0 | Y | Y |
| ARC 368R | Soviet Art and Film Arch, 1917-37 | --- | 100% | 3 | S | 4 | 4 | --- | --- |
| ARC 479 | Architectural Research, Europe <i>Includes focus on Eastern Europe</i> | --- | 50% | 3 | F | 22 | 0 | Y | --- |
| ARC 387G | World Arch, Industrial Revolution-Pres | --- | 25% | 3 | F | 0 | 21 | --- | Y |
| ARC 388R | History of Ornament | ARH | 25% | 3 | S | 0 | 2 | --- | --- |

MCCOMBS SCHOOL of BUSINESS (BGS/IB)

| | | | | | | | | | |
|-----------|---|-----|-----|---|-----|-----|---|-----|-----|
| BGS 380 | Seminar Energy, Development, and Policy | --- | 25% | 3 | S | 0 | 6 | Y | --- |
| IB 320F * | Foundations of International Business | --- | 25% | 3 | F | 165 | 1 | Y | Y |
| IB 350 * | International Trade | EUS | 50% | 3 | F/S | 236 | 1 | Y | Y |
| IB 372 | Global Entrepreneurship | --- | 25% | 3 | F | 31 | 1 | Y | Y |
| IB 372 | Fundamentals of Business in the EU | EUS | 50% | 3 | S | 22 | 0 | --- | --- |

LBJ SCHOOL of PUBLIC AFFAIRS (PA)

| | | | | | | | | | |
|---------|--|----------|------|---|---|---|----|-----|-----|
| PA 325 | Defense Policy - Honors | --- | 50 | 3 | S | 4 | 0 | --- | --- |
| PA 383C | Shaping Defense Policy | --- | 50% | 3 | F | 0 | 8 | Y | --- |
| PA 387G | Nature of the International System | --- | 25% | 3 | F | 0 | 57 | Y | Y |
| PA 188G | UT International Energy Symposium | --- | 25% | 1 | F | 0 | 42 | Y | --- |
| PA 388K | Ethnic Conflict and Humanitarian Intervent | --- | 50% | 3 | F | 0 | 14 | --- | --- |
| PA 388K | Political Economy of the BRICS | --- | 100% | 3 | F | 0 | 14 | --- | --- |
| PA 388K | Economic Efficiency Analysis | --- | 25% | 3 | F | 0 | 1 | --- | --- |
| PA 388K | Post-Totalitarianism in East and Central Eur | REE | 100% | 3 | F | 0 | 2 | --- | --- |
| PA 388K | The Long Cold War, 1919-1991 | HIS, REE | 100% | 3 | F | 0 | 6 | --- | --- |
| PA 388K | Ethics in International Affairs | --- | 50% | 3 | F | 0 | 18 | Y | --- |
| PA 388K | Ethics of Intervention | --- | 25% | 3 | F | 0 | 14 | --- | --- |
| PA 388K | Seminar on Energy Development and Policy | --- | 50 | 3 | S | 0 | 4 | --- | --- |
| PA 388K | Conflict Management | --- | 25 | 3 | S | 0 | 10 | --- | --- |
| PA 388K | Inequality and Development | --- | 25 | 3 | S | 0 | 16 | --- | --- |
| PA 388K | International Business Fellows Seminar | REE | 25 | 3 | S | 0 | 3 | Y | Y |
| PA 388K | NGOs in Developing Worlds | SOC | 25 | 3 | S | 0 | 3 | --- | --- |
| PA 388K | Nuclear Nonproliferation Policy | --- | 50 | 3 | S | 0 | 1 | --- | --- |
| PA 393L | Political Economy of Global Energy | --- | 50% | 3 | F | 0 | 13 | --- | --- |
| PA 188G | Human Rights and Democracy | --- | 50 | 1 | S | 0 | 14 | --- | --- |

MOODY COLLEGE of COMMUNICATION (COM/J/RTF)

| | | | | | | | | | |
|----------|--|-----|------|-----|---|-----|----|-----|-----|
| COM 119 | Maymester: Jewish Prague | J | 100% | --- | S | 16 | 0 | --- | --- |
| J 340F * | Covering the Global Economy | --- | 25% | 3 | F | 6 | 6 | Y | Y |
| J 350F * | Media Law | --- | 25% | 3 | F | 134 | 15 | Y | Y |
| J 351F | Journalism, Society, and Citizen Journalists | --- | 25% | 3 | F | 12 | 0 | --- | Y |
| J 370K | Maymester: Photojournalism in Prague | COM | 100% | --- | S | 16 | 0 | --- | --- |
| J 395 | Internet and Democracy | --- | 25% | 3 | F | 0 | 6 | --- | --- |
| RTF 312C | Intro to Global Media | --- | 25% | 3 | S | 42 | 0 | Y | Y |

| RTF 331P | Internet and Politics | --- | 25% | 3 | S | 14 | 0 | Y | --- |
|--|---|-----|-----|---|---|----|----|-----|-----|
| COCKRELL SCHOOL of ENGINEERING (CHE/CE/PGE) | | | | | | | | | |
| CHE 384 | Energy Technology and Policy <i>Includes Central Asia and Russia</i> | --- | 25% | 3 | S | 0 | 5 | Y | Y |
| CE 397 | Smnr Energy Devel and Policy <i>Includes Central Asia and Russia</i> | --- | 25% | 3 | S | 0 | 3 | Y | Y |
| PGE 363 * | Petroleum Leasing Reg and Prac <i>Includes Central Asia and Russia</i> | --- | 25% | 3 | S | 9 | 14 | --- | --- |
| PGE 371 * | Energy Finance | --- | 25% | 3 | S | 17 | 25 | --- | --- |

Appendix 3

FACULTY AND STAFF BIOGRAPHICAL INFORMATION

Appendix 3a – Language Faculty

Kamran S. Aghaie

Associate Professor, Appointed 1999
Department of History and Department of Middle Eastern Studies, College of Liberal Arts
Chair, Department of Middle Eastern Studies
Director, Summer Advanced Persian Institute at UT Austin, College of Liberal Arts

Ph.D., University of California at Los Angeles, 1999

Professional Experience

Expertise: Modern Islamic History, Shi'i Symbols and Rituals in Modern Iran, Modern Iranian History, Shi'ism, Islamic Rituals, Social and Cultural History, Religious and Political Discourses, Historiography, Nationalism, Gender Studies, Persian Language, Arabic Language, Popular Islam

Selected Courses: Iranian History and Historians (conducted in Persian)

Languages: Farsi: 5, Arabic: 4

Field Experience: Egypt, Jordan, Iran, Syria, United Kingdom

Area Commitment: 50%

Theses/Dissertations Supervised: Doctoral: 10, Master's: 33

Research and/or Consulting

Selected Publications:

Rethinking Iranian Nationalism and Modernity: A Critical Re-evaluation, co-edited with Afshin Marashi, Austin: University of Texas Press, 2014.

"Islamist Historiography in Post-Revolutionary Iran" in *Historiography and Political Culture in Twentieth Century Iran*, edited by Touraj Atabaki, New York: I. B. Tauris, 2009.

Editor: *The Women of Karbala: The Gender Dynamics of Ritual Performances and Symbolic Discourses of Modern Shi'i Islam*, Austin: University of Texas Press, 2005.

Blake Atwood

Assistant Professor, Appointed 2013
Persian Program Coordinator, Department of Middle Eastern Studies, College of Liberal Arts

Ph.D., University of Texas at Austin, 2011

Professional Experience

Expertise: Middle Eastern Cinema, Film and Technology, Visual Culture, Contemporary Persian Literature

Selected Courses: Intermediate Persian, Intensive Persian

Languages: Farsi: 4

Field Experience: Turkey

Area Commitment: 25%

Theses/Dissertations Supervised: Master's: 2

Research and/or Consulting

Selected Publications:

Persian of Iran Today, Volume 1, co-authored with Anousha Shahsavari, Austin: Center for Middle Eastern Studies at the University of Texas at Austin, 2013.

"Sense and Censorship in the Islamic Republic of Iran" in *World Literature Today* 86:3, 2012.

"A Study of Urbanism and Reform in *Under the Skin of the City* by Rakhshan Bani-E'temad" in *Iran Nameh: A Quarterly Journal of Iranian Studies* 27:1, 2012, 175-189.

Current Research/Projects:

Book: *Iranian Cinema in a Global Context: Politics, Policy, and Form*, co-edited with Peter Decherney, New York: Routledge Press, under contract for publication in July 2014.

Article: "Anxious Men: Sexuality and Systems of Disavowal in Contemporary Persian Literature" in *Representations of the Self and Other in Iranian Literature, Art, and Film*, edited by Manijeh Mannani, Athabasca: Athabasca University Press, forthcoming.

Article: "New Forms in Film and Media in Post-Khatami Iran" in *Iranian Cinema in a Global Context: Politics, Policy, and Form*, co-edited with Peter Decherney, forthcoming.

Nadya Clayton

Lecturer, Appointed 2010
Department of Slavic and Eurasian Studies, College of Liberal Arts

Ph.D., University of Texas at Austin, 2010

Professional Experience

Expertise: Russian 19th-Century Literature, Aesthetics and Literature, Foreign Language Methodology, Using Literature in the Language Classroom, Slavic Folklore and Folk Music, Russian Silver Age Poetry

Selected Courses: First-Year Russian, Second-Year Russian, Intensive Russian

Languages: Russian: 4, Old Church Slavonic: reading, Polish: reading, French: reading

Field Experience: Russia

Area Commitment: 100%

Theses/Dissertations Supervised: None

Research and/or Consulting

Selected Publications:

“Tolstoy’s Pedagogical Interlude” in *Lev Tolstoy and the World Literature – Materials of the International Scholarly Conference*, Spring 2011.

“Comprehensive Textual and Stylistic Analysis of Tolstoy’s Early Tale ‘Albert’” in *Tolstoy and About Tolstoy – Materials and Research*, Gorky Institute of World Literature of the Russian Academy of Sciences 1, 2010, 51-64.

“The Device of Meaningful Repetition: Problems of Freedom and Necessity in War and Peace” in *Lev Tolstoy and the World Literature – Materials of the International Scholarly Conference 5*, 2008, 91-101.

Awards, Honors, and Fellowships

Graduate School Named/Endowed Fellowship, 2009-2010

Graduate School Bruton Fellowship, 2008-2009

Thomas J. Garza

Associate Professor, Appointed 1990
Department of Slavic and Eurasian Studies, College of Liberal Arts
Director, Texas Language Center, College of Liberal Arts

Ed.D., Harvard University, 1989

Professional Experience

Expertise: Applied Linguistics, Modern Russian Youth Culture and Language, The Chechen Wars, Language Pedagogy (focusing on Russian), Contemporary Russian Media

Selected Courses: Intensive Russian, Fourth-Year Russian

Languages: Russian: 4, Spanish: 4, Bosnian-Croatian-Serbian: 2, French: 2, Bulgarian: 1, Macedonian: 1

Field Experience: Armenia, Bulgaria, Georgia, Romania, Russia, Hungary, Ukraine, Former Yugoslavia
Pedagogy Training: Ed.D. in Foreign Language Pedagogy from Harvard University School of Education, Fulbright-Hays Doctoral Fellowship at Maurice Thorez Institute for Foreign Languages on Soviet methods of teaching foreign languages, 10-month in-residence program at the Pushkin Institute of Foreign Languages in teaching Russian as a foreign language

Area Commitment: 100%

Theses/Dissertations Supervised: Doctoral: 15, Master’s: 21

Research and/or Consulting

Selected Publications:

“From Russia with blood: Imagining the vampire in contemporary Russian popular culture,” in *The Universal Vampire*, edited by Barbara Brodman and James Doan, Madison: Farleigh Dickinson University Press, 2013, 195-208.

“Blogging and tweeting and chat, oh my! Social networks and classroom culture, and foreign language instruction” in *Festschrift* for Richard D. Brecht, *Russian Language Journal* 60, 2011, 125-140.

“(Un)Chained melodies: Russian music videos in web-based language and culture instruction,” in

Current Research/Projects:

Book: *Bandits No More: Marginal Masculinities in Contemporary Mexican and Russian Popular Cultures*.

Awards, Honors and Fellowships

American Council of Teachers of Russian Service to the Profession Award, 2012

UT Division of Instructional Innovation and Assessment Award for Pedagogy, 2009

Itzik Gottesman

Senior Lecturer, Appointed 2014
Department of Germanic Studies, College of Liberal Arts

Ph.D., University of Pennsylvania, 1993

Professional Experience

Expertise: Yiddish Folklore, Folk Music, and Language

Selected Courses: Accelerated First-Year Yiddish

Languages: Yiddish: 5

Field Experience: Germany

Area Commitment: 100%

Theses/Dissertations Supervised: None in last four years

Research and/or Consulting

Selected Publications:

“Comparative Notes on Yiddish and German Folk Ballads” in *European Journal for Jewish Studies* 8:1, 2014.

“Yiddish Literature and the Study of Jewish Customs, in *Going to the People: Jews and the Ethnographic Impulse*, Bloomington: Indiana University Press, 2014.

Defining the Yiddish Nation: The Yiddish Folklorists of Poland, Detroit: Wayne State University Press, 2003.

Ian F. Hancock

Harold C. and Alice T. Nowlin Regents Professor, Appointed 1972
Department of Linguistics and Department of English, College of Liberal Arts

Ph.D., London University, 1972

Professional Experience

Expertise: Pidginization and Creolization of Language; Romani Language; Regional and Non-standard Varieties of English; African Linguistics

Selected Courses: Romani Language and Culture

Languages: Romani: 4, French: 4, Gullah: 4, Krio: 4, Nordlind: 4, other Creole languages

Field Experience: Central and Eastern Europe, Brazil, Malaysia, Japan, Turkey, United Kingdom

Area Commitment: 50%

Theses/Dissertations Supervised: Doctoral: 3, Master's: 3

Research and/or Consulting

Selected Publications:

Romani-go no Kantanna Bunpō to Bunshō, translated by Takeshi Mizutani, Tokyo: Hakusuisha Publishers, 2010.

“Mind the Doors! The Contribution of Linguistics in reconstructing history,” in *All Change!: Recent debates over the history and origin of Roma/Gypsies/Travellers*, edited by Damian LeBas, Hatfield: UH Press, 2010.

Current Research/Projects:

Book: Sociolinguistic History of Romani

Book: Historical Linguistic Study of Krio

Awards, Honors and Fellowships

Honorary Ph.D. awarded by Constantine University, Slovakia, 2009

United Nations Ambassador and main UNICEF representative of the Roma, 1986-2009

North American Representative Member, International Roma Parliament in Vienna, 2004-present

Christian T. Hilchey

Lecturer, Appointed 2014
Department of Slavic and Eurasian Studies, College of Liberal Arts

Ph.D., University of Chicago, 2014

Professional Experience

Expertise: Czech Language, Culture, Literature, and Pedagogy

Selected Courses: Second-Year Czech

Field Experience: Croatia, Czech Republic, Slovakia

Pedagogy Training: SLAV 31500: Teaching Slavic Languages, University of Chicago;

Languages: Czech: 5, Russian: 4, Slovak: 4, Bosnian-Croatian-Serbian: 3, Slovene: 3, French: reading, German: reading

Area Commitment: 100%

Theses/Dissertations Supervised: None

Research and/or Consulting

Selected Publications: None

Current Research/Projects:

Language Instruction Program: “Čeština s Večerníčkem: When Less is More”

Awards, Honors and Fellowships

Doctoral dissertation defended with honors, 2014

Michael Hillmann

Professor, Appointed 1974
Department of Middle Eastern Studies, College of Liberal Arts
Center for Middle Eastern Studies, College of Liberal Arts

Ph.D., University of Chicago, 1974

Professional Experience

Expertise: Persian (Farsi and Tajik) Language and Literature; Iranian Art and Culture; Literary Autobiography; Lyric Verse

Selected Courses: Intensive Persian for Heritage Speakers

Field Experience:

Languages: Tajik: 3, Dari: 3, Farsi: 3

Area Commitment: 100%

Theses/Dissertations Supervised: Doctoral: 4, Master's: 2

Research and/or Consulting

Selected Publications:

"Khâqâni's 12th-Century Advice to 21st-Century Iranians" in *No Tapping Around Philology*, edited by Alireza Korangi and Daniel Shefeld, Wiesbaden: Harrassowitz, 2013/4.

The Blind Owl: The Love Song of M. Sadegh Hedayat, Bethesda, MD: Ibex Books–IranBooks, 2013/4.

Persian Reading and Writing, Springfield, VA: Dunwoody Press, 2010.

Current Research/Projects:

Conversation/Speaking Guide and Audio CDs: *Persian Conversation(s)*, Hyattsville, MD: Dunwoody Press, to be published in 2014.

Textbook: *Classics of Persian Poetry: A Primer for Students*, to be published in 2015.

Awards, Honors and Fellowships

Publisher's Grant from Hippocene Books, 2009

Research Grant from Dunwoody Press, 2008

Research Grant from Dunwoody Press, 2006

Mark E. Hopkins

Lecturer, Appointed 2013
Department of Slavic and Eurasian Studies, College of Liberal Arts

Ph.D., University of Texas at Austin, 2013

Professional Experience

Expertise: Slavic Language Pedagogy, Czech Literature and Culture, Texas Czech Language and Culture, Russian Literature and Culture

Selected Courses: First-Year Czech, Second-Year Czech

Languages: Czech: 3, Russian: 2, German: reading, Spanish: reading

Field Experience: Czech Republic, Russia

Area Commitment: 100%

Theses/Dissertations Supervised: Master's: 1

Research and/or Consulting

Selected Publications: None

Current Research/Projects:

Research: Mysticism in 20th-Century Slavic Literature

Archive: Texas Czech Legacy Project

Course Material Development: Online open-source beginning-level Czech language course

Awards, Honors and Fellowships

David Bruton, Jr. Graduate School Fellowship, Fall 2011

Nominee, Texas Language Center Excellence in Teaching Award, Spring 2011 and Spring 2012

Texas Language Center Professional Development Award, Spring 2010

Bella B. Jordan

Lecturer, Appointed 2002

Ph.D., University of Texas at Austin, 2002

Honors Thesis Advisor and Undergraduate Advisor, Department of Slavic and Eurasian Studies, College of Liberal Arts

Professional Experience

Expertise: Russian Geography, Culture, and Religion

Selected Courses: Fourth-Year Russian

Languages: Russian: 5

Field Experience: Russia, Ukraine, Australia, Middle East, Western Europe

Area Commitment: 100%

Theses/Dissertations Supervised: Doctoral: 3, Master's: 12

Research and/or Consulting

Selected Publications:

European Culture Area: A Systematic Geography, 6th edition, co-authored with Terry G. Jordan-Bychkov and Alexander Murphy, Lanham: Rowman and Littlefield, 2014.

The Siberian Homeland: The Turks of the Subarctic, The Center for American Places, 2009.

Current Research/Projects:

Project: "Recording Voices of Business Interactions between Russians and North Americans," supported by US Department of Education grant, carried out from January 2014 through March 2015.

Awards, Honors and Fellowships

Fulbright Committee member, University of Texas at Austin, 2010

Deans of Students' Award for Excellence in Teaching Students with Disabilities, University of Texas at Austin, 2007

Bernadeta Kaminska

Lecturer, Appointed 2008
Department of Slavic and Eurasian Studies, College of Liberal Arts

M.A., Adam Mickiewicz University, 1988

Professional Experience

Expertise: Polish Language and Culture

Selected Courses: First-Year Polish, Second-Year Polish, Third-Year Polish

Languages: Polish: 5, German: 4, Russian: 1

Field Experience:

Area Commitment: 100%

Theses/Dissertations Supervised: None

Awards, Honors, and Fellowships

Texas Language Center Professional Development Award, 2014

ACC Teaching Excellence Award, 2006

Tatiana Kuzmic

Assistant Professor, Appointed 2008
Department of Slavic and Eurasian Studies, College of Liberal Arts

Ph.D., University of Illinois, 2008

Professional Experience

Expertise: Nineteenth Century Novel (Russian, South and West Slavic, English, German), Realism, Theories of the Novel, Imperialism/Nationalism, Gender Studies

Selected Courses: First-Year Bosnian-Croatian-Serbian, Second-Year Bosnian-Croatian-Serbian

Languages: Bosnian-Croatian-Serbian: 5, Russian: 4, German: 4

Field Experience: Russia

Area Commitment: 100%

Theses/Dissertations Supervised: Doctoral: 6

Research and/or Consulting

Selected Publications:

“‘The German, the Slave, and the Semite’: Eastern Europe in the Imagination of George Eliot” in *Nineteenth-Century Literature* 68:4, March 2014, 514-531.

“‘Serbia – Vronsky’s Last Love’: Reading Anna Karenina in the Context of Empire” in *Toronto Slavic Quarterly* 43, 2013, 40-66.

“The Mind, the Body, and the Love Triangle in Anna Karenina” in *Tolstoy Studies Journal*, 2007.

Current Research/Projects:

Book: *Adulterous Nations: Family Politics and National Belonging in the European Novel.*

Awards, Honors and Fellowships

Humanities Institute Fellowship, University of Texas at Austin, Spring 2012

College Research Fellowship, University of Texas at Austin, Fall 2011

Summer Research Assignment, University of Texas at Austin, Summer 2011

Keith A. Livers

Associate Professor, Appointed 1997
Department of Slavic and Eurasian Studies, College of Liberal Arts

Ph.D., University of Michigan, 1995

Professional Experience

Expertise: 20th Century Russian Literature

Selected Courses: Third-Year Russian

Languages: Russian: 4, German: 4, Czech: 3

Field Experience: Russia

Area Commitment: 100%

Theses/Dissertations Supervised: Doctoral: 4, Master's: 4

Research and/or Consulting

Selected Publications:

“The Tower and the Labyrinth: Conspiracy, Occult and Empire Nostalgia in the Works of Pelevin and Prokhanov” in *The Russian Review* 69:3, 2009, 477-503.

“Re-reading Happy Moscow: Platonov Through a Postmodern Lens” in *Novoe literaturnoe obozrenie*, 2009.

Current Research/Projects:

Book: *Mythologies of Moscow in Contemporary (Post-Soviet) Culture*, in progress.

Awards, Honors and Fellowships

Dean's Fellow, University of Texas at Austin, 2010

College Research Fellowship Spring 2010

Jeannette Okur

Lecturer, Appointed 2010

Ph.D., Ankara University, 2007

Turkish Studies Program Coordinator, Department of Middle Eastern Studies, College of Liberal Arts

Professional Experience

Expertise: Modern Turkish/Turkic Literature and Film, Turks in Europe

Selected Courses: Intermediate Turkish, Advanced Turkish, Intensive Turkish

Languages: German: 4, Turkish: 4, French: 1

Field Experience: Austria, Turkey

Area Commitment: 100%

Theses/Dissertations Supervised: None

Research and/or Consulting

Selected Publications:

English translation, *Marallar İnince Suyu* (When the Does Descend to the Water), London: London Books, Inc., 2014.

Current Research/Projects:

Research: Turkish Pedagogy and Online Curricular Development

Research: Reception of Modern Turkish and Turkic Literature and Film in the US and Europe

Michael A. Pesenson

Assistant Professor, Appointed 2009

Ph.D., Yale University, 2001

ACTFL Fully Certified OPI Tester for Russian

Graduate Advisor, Department of Slavic and Eurasian Studies, College of Liberal Arts

Professional Experience

Expertise: Medieval and Modern Russian Literature and History; Russian Music, Opera, and Ballet;
Russian Religious Thought, Russian Language

Languages: Russian: 5, Bulgarian: 2, Ukrainian: 2

Field Experience: Bulgaria, Russia, Ukraine

Area Commitment: 100%

Theses/Dissertations Supervised: Doctoral: 5, Master's: 4

Research and/or Consulting

Selected Publications:

"Russian Historical Writing, 1400-1800" in *Oxford History of Historical Writing, Volume 3, 1400-1800*, co-authored with Jennifer Spock, Oxford: Oxford University Press, 2012, 282-301.

"The Sibylline Tradition in Medieval and Early Modern Orthodox Slavic Culture," edited by L.

DiTommaso and C. Boettrich, in *The Old Testament Apocrypha in the Slavonic Tradition: Continuity and Diversity*, Tuebingen: Mohr Siebeck, 2011, 353-372.

Current Research/Projects:

Antichrist in Russia: The Changing Face of Apocalyptic Evil in Russian Literature and Culture from the Middle Ages to the "Silver Age," under review by Yale University Press.

Awards, Honors and Fellowships

College Research Fellowship, University of Texas at Austin, Fall 2013

Texas Language Center Curriculum Advancement Grant, University of Texas at Austin, 2012

Summer Research Assignment Award, University of Texas at Austin, 2010

Petre M. Petrov

Assistant Professor, Appointed 2014

Ph.D., University of Pittsburgh, 2006

Department of Slavic and Eurasian Studies, College of Liberal Arts

Professional Experience

Expertise: Pre- and Post-Revolutionary Russian Modernism, Russian and Soviet Critical Theory, Socialist Realism

Selected Courses: First- through Fourth-Year Russian, First- and Second-Year Polish, First- through Third-Year Bulgarian

Languages: Bulgarian: 5, Polish: 5, Russian: 5, Bosnian-Croatian-Serbian: 4, Italian: 4, French: reading, German: reading

Field Experience: Russia

Area Commitment: 100%

Theses/Dissertations Supervised: None at UT Austin

Research and/or Consulting

Selected Publications:

"The Soviet Gnostic (On the Peculiarities of Generic Phenomena in Stalinist Officialese)" in *Slavic and East European Journal* 57.4, 2013.

"The Industry of Truing: Socialist Realism, Reality, Realization" in *Slavic Review* 4, 2011, 873-892.

"The Temporalities of Soviet and Post-Communist Visual Culture (Conversation)," co-authored with Boris Groys, in *Contemporaneity: Historical Presence in Visual Culture 1*, 2011.

Current Research/Projects:

Book: *Automatic for the Masses: Authorship and Agency in Early Soviet Culture*, under contract with Toronto University Press

Awards, Honors and Fellowships

Co-awardee, Conference Fund Grant for international conference "Sots-Speak: Regimes of Language under Socialism," Princeton Institute for International and Regional Studies, 2011

Post-Doctoral Fellowship, Humanities Center, University of Pittsburgh, 2009-2010

Marina Potoplyak

Lecturer, Appointed 2010

Ph.D., University of Texas at Austin, 2010

Department of Slavic and Eurasian Studies, College of Liberal Arts

Professional Experience

Expertise: 19th- and 20th-Century Russian Prose and Poetry, Russian Literary and Artistic Avant-Garde, Cultural Nationalism, Cosmopolitanism, Print Culture

Selected Courses: Intensive Russian, Second-Year Russian

Languages: Russian: 5, Spanish: 4, Portuguese: 3

Field Experience: Russia

Area Commitment: 100%

Theses/Dissertations Supervised: None

Research and/or Consulting

Selected Publications:

“Fedorova, Zoia” and “Erté” in *The Supplement to the Modern Encyclopedia of Russian, Soviet and Eurasian Studies*, edited by Bruce Adams, Gulf Breeze: Academic International, 2010.

Current Research/Projects:

Article: "The Society of Clean Plates: Ingesting Ideology through Soviet Children’s Literature" in *Table Matters*, forthcoming.

Awards, Honors and Fellowships

STARTALK grant, "Bridging the Gap Through Standards and Technology: STARTALK Program for Russian Teachers," Summer 2014

Professional Development Award, Texas Language Center, 2012

Gilbert Rappaport

Professor, Appointed 1979

Ph.D., University of California at Los Angeles, 1979

Department of Slavic and Eurasian Studies, College of Liberal Arts

Professional Experience

Expertise: Slavic Linguistics, Slavic Culture in Historical and Political Context

Languages: Polish: 4, Russian: 4, French: 3, Czech: 2, German: 2

Selected Courses: Old Church Slavonic, Third-Year Russian

Field Experience: Bulgaria, Croatia, Poland, Slovenia

Area Commitment: 100%

Theses/Dissertations Supervised: Doctoral: 5, Master's: 2

Research and/or Consulting

Selected Publications:

“Determiner Phrases and Mixed Agreement in Slavic: Nominal Constructions in Slavic and Beyond,”
edited by Lilia Schürcks, Anastasia Giannakidou, and Urtzi Etxeberria, in *Studies in Generative Grammar*
116, edited by Jan Koster and Henk van Riemsdijk, Berlin: Walter de Gruyter, September 2013.

“Five Satires (Pictures of the Past) by Dmitrii Shostakovich (op. 109): The Musical Unity of a Vocal Cycle,”
edited by Aleksander Ivashkin and Andrew Kirkman, in *Contemplating Shostakovich: Life, Music, Film*,
Aldershot: Ashgate Publishers, 2012, 47-78.

Awards, Honors and Fellowships

College of Liberal Arts Dean's Research Fellowship, Spring 2013

Course development grants, Center for Russian, East European, and Eurasian Studies, Summer 2007 and Summer 2008

Anousha Shahsavari

Lecturer, Appointed 2014

M.A., University of Maryland at College Park, 2009

Department of Middle Eastern Studies, College of Liberal Arts

Professional Experience

Expertise: Persian Linguistics, Persian Literature, Foreign Language Acquisition and Pedagogy,
Sociolinguistics

Languages: Farsi: 5, Arabic: 4

Selected Courses: Second-Year Persian, Third-Year Persian, Intensive Persian

Field Experience: Iran

Area Commitment: 25%

Theses/Dissertations Supervised: None

Research and/or Consulting

Selected Publications:

Persian of Iran Today, Volume 1, co-authored with Blake Atwood, Austin: Center for Middle Eastern
Studies at the University of Texas at Austin, 2013.

“Persian Functions: A Reference for Developing Materials for Learners of Persian as a Second or Foreign
Language,” co-authored with H. Zahedi, in *Journal of Humanities Al-Zahra*, 2010.

Current Research/Projects:

Textbook: *Persian of Iran Today - Functions*

Awards, Honors and Fellowships

PARSA CF Grant for “Persian of Iran: A Multimedia Textbook and Curriculum for Modern Persian,” 2010

Professional Development Award, Texas Language Center, University of Texas at Austin, 2010

Faegheh Shirazi

Professor, Appointed 1990

Ph.D., Ohio State University, 1985

Department of Middle Eastern Studies, College of Liberal Arts

Graduate Advisor, Center for Middle Eastern Studies, College of Liberal Arts

Professional Experience

Expertise: Popular Religious Practices; Influence of Rituals on Gender Identity and Discourse in Muslim Societies (Focusing on Islamic Veiling in Iran); Material Culture; Textile and Clothing

Selected Courses: Contemporary Persian Political Writing, Reading Iranian Material Culture, Iranian Feminism (all conducted in Persian)

Languages: Farsi: 5, Dari: 1, Arabic: reading

Field Experience: Iran, Pakistan

Area Commitment: 50%

Theses/Dissertations Supervised: Doctoral: 5, Master's: 7

Research and/or Consulting

Selected Publications:

"Death the Great Equalizer: Memorializing Martyred (Shahid) Women, in the Islamic Republic of Iran" in *Journal of Visual Anthropology* 25, 2012, 98-119.

Editor, *Muslim Women in War and Crisis: From Reality to Representation*, Austin: The University of Texas Press, 2011.

Velvet Jihad: Muslim Women's Quiet Resistance to Islamic Fundamentalism, Gainesville: University Press of Florida, 2010.

Current Research/Projects:

Book: *Marketing Piety: Islamic Commodity*, Austin: University of Texas Press, in progress.

Awards, Honors and Fellowships

College Research Fellowship, 2013

Larisa Zlatic

Lecturer, Appointed 2005

Ph.D., University of Texas at Austin, 1997

Department of Slavic and Eurasian Studies, College of Liberal Arts

Professional Experience

Expertise: Bosnian-Croatian-Serbian Pedagogy, General and Comparative Slavic Syntax, Syntactic Theory, Morphology-Syntax Interface, Lexical Semantics, Computational Linguistics, Language Acquisition, Sociolinguistics

Languages: Bosnian-Croatian-Serbian: 5, French: 3, Macedonian: 1, Japanese: 1

Selected Courses: First-Year Bosnian-Croatian-Serbian, Second-Year Bosnian-Croatian-Serbian

Field Experience: Serbia

Area Commitment: 100%

Theses/Dissertations Supervised: None

Research and/or Consulting

Selected Publications:

"Definiteness and Structure of NP in Slavic" in *The Structure of the Nominal Phrase in Slavic and Beyond*, edited by Schuer, Lillia et al., 2011.

"Slavic Noun Phrases are NPs not DPs" in *Comparative Slavic Morphosyntax*, edited by Loren Billings, Bloomington: Slavica Publishers, 2011.

"Blind Date: How to Tackle the Sprouting of New Terms in Croatian and Serbian" in *SlavFile* 19:1, Winter 2010.

Current Research/Projects:

Research: Language Acquisition and Development

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Language Proficiency Indicator

| | <u>Level of Proficiency</u> |
|---------|-----------------------------|
| 5 | Fluent |
| 4 | Advanced |
| 3 | Proficient |
| 2 | Intermediate |
| 1 | Basic |
| Reading | Reading comprehension only |

Appendix 3b – Non-Language Faculty

Kamran S. Aghaie

Associate Professor, Appointed 1999
Department of History and Department of Middle Eastern Studies, College of Liberal Arts
Chair, Department of Middle Eastern Studies
Director, Summer Advanced Persian Institute at UT Austin, College of Liberal Arts

Ph.D., University of California at Los Angeles, 1999

Professional Experience

Expertise: Modern Islamic History, Shi'i Symbols and Rituals in Modern Iran, Modern Iranian History, Shi'ism, Islamic Rituals, Social and Cultural History, Religious and Political Discourses, Historiography, Nationalism, Gender Studies, Persian Language, Arabic Language, Popular Islam

Selected Courses: Shi'ite Political and Religious Ideologies, Modern Iranian History and Historiography, Islamic Revolution of Iran

Languages: Farsi: 5, Arabic: 4

Field Experience: Egypt, Jordan, Iran, Syria, United Kingdom

Area Commitment: 50%

Theses/Dissertations Supervised: Doctoral: 10, Master's: 33

Research and/or Consulting

Selected Publications:

Rethinking Iranian Nationalism and Modernity: A Critical Re-evaluation, co-edited with Afshin Marashi, Austin: University of Texas Press, 2014.

"Islamist Historiography in Post-Revolutionary Iran" in *Historiography and Political Culture in Twentieth Century Iran*, edited by Touraj Atabaki, New York: I. B. Tauris, 2009.

Editor: *The Women of Karbala: The Gender Dynamics of Ritual Performances and Symbolic Discourses of Modern Shi'i Islam*, Austin: University of Texas Press, 2005.

Elliott M. Antokoletz

Professor, Appointed 1976
Department of Musicology, Butler School of Music, College of Fine Arts

Ph.D., City University of New York, 1975

Professional Experience

Expertise: European Music and Musicology

Selected Courses: Stravinsky's Early Russian Ballets, 20th-Century Chamber Music, 20th-Century Orchestral Literature

Languages: French: reading, German: reading

Field Experience: Hungary, Poland, Australia, Brazil, Germany, Mexico, Spain, Switzerland, United Kingdom

Area Commitment: 50%

Theses/Dissertations Supervised: Doctoral: 45, Master's: 3

Research and/or Consulting

Selected Publications:

A History of Twentieth-Century Music in a Theoretic-Analytical Context, New York: Routledge, 2013.

The Musical Language of the Twentieth Century, The Discovery of a Missing Link: The Music of Georg von Albrecht, Frankfurt am Main: Verlag Peter Lang, 2012.

Music and Twentieth-Century Tonality: Principles of Modality and the Interval Cycles, co-authored with Paolo Susanni, New York: Routledge, 2012.

Current Research/Projects:

Book: *The Russian Ballets of Igor Stravinsky*

Book: *Structural Proportions in the Music of Béla Bartók*

Awards, Honors and Fellowships

E.W. Doty Professorship in Fine Arts, 2007-2008

Katherine M. Arens

Professor, Appointed 1980
Department of Germanic Studies, College of Liberal Arts

Ph.D., Stanford University, 1981

Professional Experience

Expertise: Austria; Central European Intellectual, Literary, and Cultural History since 1750
Selected Courses: States of Exception: German and Continental Theories of "The Political" in the 19th and 20th Centuries, Exiled to Hollywood: Immigrants in the Movie Machine, Squaring the Vienna Circle
Languages: German: 4, French: 2, Spanish: 1
Field Experience: Austria, Germany
Area Commitment: 100%
Theses/Dissertations Supervised: Doctoral: 33, Master's: 4

Research and/or Consulting

Selected Publications:

"Mayerling: The Woman's Story," in *Contested Passions: Sexuality, Eroticism, and Gender in Modern Austrian Literature and Culture*, edited by Clemens Ruthner and Raleigh Whiting, New York: Peter Lang, 2011, 1-16.

Current Research/Projects:

Book: *Belle Necropolis: Ghosts of Imperial Vienna*, New York: Peter Lang, final corrections and proofs under way.

Book: *Vienna's Dreams of Europe: Thinking Beyond the Nation State*, New York: Continuum, final corrections and proofs under way.

Awards, Honors and Fellowships

Who's Who in America, 65th Edition, 2010-2011

Excellence in Mentorship Award, Graduate Caucus of the American Society for Eighteenth-Century Studies, 2009

Who's Who of American Women, 50th Anniversary Edition, 2008-9

Blake Atwood

Assistant Professor, Appointed 2013

Ph.D., University of Texas at Austin, 2011

Persian Program Coordinator, Department of Middle Eastern Studies, College of Liberal Arts

Professional Experience

Expertise: Middle Eastern Cinema, Film and Technology, Visual Culture, Contemporary Persian Literature

Selected Courses: The Visual Culture of War and Revolution, Contemporary Middle Eastern Cinema

Languages: Farsi: 4

Field Experience: Turkey

Area Commitment: 25%

Theses/Dissertations Supervised: Master's: 2

Research and/or Consulting

Selected Publications:

Persian of Iran Today, Volume 1, co-authored with Anousha Shahsavari, Austin: Center for Middle Eastern Studies at the University of Texas at Austin, 2013.

"Sense and Censorship in the Islamic Republic of Iran" in *World Literature Today* 86:3, 2012.

"A Study of Urbanism and Reform in *Under the Skin of the City* by Rakhshan Bani-E'temad" in *Iran Nameh: A Quarterly Journal of Iranian Studies* 27:1, 2012, 175-189.

Current Research/Projects:

Book: *Iranian Cinema in a Global Context: Politics, Policy, and Form*, co-edited with Peter Decherney, New York: Routledge Press, under contract for publication in July 2014.

Article: "Anxious Men: Sexuality and Systems of Disavowal in Contemporary Persian Literature" in *Representations of the Self and Other in Iranian Literature, Art, and Film*, edited by Manijeh Mannani, Athabasca: Athabasca University Press, forthcoming.

Article: "New Forms in Film and Media in Post-Khatami Iran" in *Iranian Cinema in a Global Context: Politics, Policy, and Form*, co-edited with Peter Decherney, forthcoming.

François Baccelli

Professor, Appointed 2012

Ph.D., Université de Paris-Sud, 1983

Simons Chair in Mathematics and Electrical and Computer Engineering, Department of Electrical and Computer Engineering, Cockrell School of Engineering

Department of Mathematics, College of Natural Sciences

Professional Experience

Expertise: Stochastic Network Theory, Communication Network Modeling and Design

Selected Courses: Advanced Telecommunication Networks

Languages: French: 5, German: 4

Field Experience: Russia, France

Area Commitment: 25%

Theses/Dissertations Supervised: Doctoral: 8, Master's: 2

Research and/or Consulting

Selected Publications:

“Shape Theorems for Poisson Hail on a Bivariate Ground,” co-authored with Héctor A. Chang-Lara and Sergey Foss, in *arXiv* 1403:2166, 2014.

“Queuing Networks with Varying Topology--A Mean-Field Approach,” co-authored with Alexandre Rybko and Senya Shlosman, in *arXiv* 1311:3898, 2013.

“Modeling and Analysis of K-Tier Downlink Heterogeneous Cellular Networks,” co-authored with Harpreet Dillon, Radha Krishna Ganti, and Jeffrey Andrews, in *IEEE Journal on Selected Areas in Communications* 30:3, April 2012, 550–560.

Current Research/Projects:

Awards, Honors and Fellowships

ACM Sigmetrics Achievement Award, 2014

The Stephen O. Rice Prize in the Field of Communications Theory, IEEE, 2014

The Leonard G. Abraham Prize in the Field of Communications Systems for “Modeling and Analysis of K-Tier Downlink Heterogeneous Cellular Networks,” IEEE, 2014

Zoltan Barany

Frank C. Erwin, Jr. Centennial Professor, Appointed 1991

Ph.D., University of Virginia, 1991

Department of Government, College of Liberal Arts

Professional Experience

Expertise: Civil-Military Relations, Military Alliances, Democratization, Micro-States

Selected Courses: The Military in Politics, Seminar in Comparative Government and Politics

Languages: Hungarian: 5, Russian: 2, German: 2

Field Experience: Bulgaria, Hungary, Macedonia, Romania, Russia, Slovenia, Belgium, Germany, United Kingdom

Area Commitment: 100%

Theses/Dissertations Supervised: Doctoral: 7, Master's: 7

Research and/or Consulting

Selected Publications:

“Building National Armies after Civil War: Lessons from Bosnia, El Salvador, and Lebanon” in *Political Science Quarterly*, Summer 2014 (forthcoming).

“Armies and Revolutions” in *Journal of Democracy* 24:2, April 2013, 62-76.

The Soldier and the Changing State: Building Democratic Armies in Africa, Asia, Europe, and the Americas, Princeton: Princeton University Press, 2012.

Current Research/Projects:

Book: *How Armies Respond to Revolutions and Why*, Princeton: Princeton University Press, EDC December 2014.

Awards, Honors and Fellowships

College Research Fellowship, Spring 2012 and Spring 2014

Silver Spurs Centennial Teaching Fellowship, 2013

American Library Association Choice “Essential” Outstanding Academic Title for *The Soldier and the Changing State*, 2013

Kirsten Belgum

Associate Professor, Appointed 1989
Chair, Department of Germanic Studies, College of Liberal Arts

Ph.D., University of Wisconsin at Madison, 1989

Professional Experience

Expertise: 19th Century German Literature and Culture, Cultural Transfer, Gender and the German Novel, 19th/20th-Century Women Writers, Feminist Aesthetics

Selected Courses: Voyages that Changed the World, German Literature between the Enlightenment and the Present, Contemporary German Civilization

Languages: German: 4, French: 3

Field Experience: Brazil, Germany

Area Commitment: 40%

Theses/Dissertations Supervised: Doctoral: 10, Master's: 9

Research and/or Consulting

Selected Publications:

"Distant Reception: Bringing Germany Books to America" forthcoming in *Digital Humanities*, edited by Lynne Tatlock and Matt Erlin, Rochester: Camden House, 2014, 209-227.

"'For the glory of my country': Defining America in Webster's *American Dictionary* and Lieber's *Encyclopaedia Americana*," in *Nineteenth-Century Contexts* 35:3, July 2013, 253-274.

"Translated Knowledge in the Early Nineteenth Century: Jews and Judaism in Brockhaus' *Conversations-Lexikon* and the *Encyclopaedia Americana*," in *Jahrbuch des Simon-Dubnow-Instituts* IX, 2010, 303-322.

Current Research/Projects:

Book-Length Study: American cultural interest in Germany in the early nineteenth century

Book-Length Study: Geographical imagination in the nineteenth century

Awards, Honors and Fellowships

Award for Distinction in Teaching, Phi Beta Kappa, Alpha of Texas Chapter, 2013

Humanities Research Award, 2012-2015

President's Associates Teaching Excellence Award, 2011

Douglas Biow

Professor, Appointed 1992
Director, Center for European Studies, College of Liberal Arts
Superior Oil Company – Linward Shivers Centennial Professor in Medieval and Renaissance Studies, College of Liberal Arts

Ph.D., Johns Hopkins University, 1990

Professional Experience

Expertise: Early Modern Europe, Renaissance Italy and Europe, History and Culture of Period

Selected Courses: Films and Filmmakers of Italy

Languages: Italian: 4, Latin: 2, French: 2

Field Experience: France, Italy, United Kingdom

Area Commitment: 25%

Theses/Dissertations Supervised: Doctoral: 4, Master's: 2

Research and/or Consulting

Selected Publications:

In Your Face: Professional Improprieties and the Art of Being Conspicuous in Sixteenth-Century Italy, Stanford: Stanford University Press, 2010.

"Manly Matters: The Theatricality and Sociability of Beards in Giordano Bruno's *Candelaio* and Sixteenth-Century Italy" in *Journal of Medieval and Early Modern Studies* 40, 2010, 325-46.

"Beards in Cinquecento Italy" in *The Body in Early Modern Italy*, edited by Julia Hairston and Walter Stephens, Baltimore: Johns Hopkins University Press, 2010, 176-194 and 347-349.

Current Research/Projects:

Book: *On The Importance of Being an Individual in Renaissance Italy: Men, Their Professions and Their Beards*, Philadelphia: University of Pennsylvania Press, forthcoming.

Awards, Honors and Fellowships

Faculty Research Assignment, University of Texas at Austin, 2013-2014

Principal Investigator, French Embassy Award for Energy Policies in the US and France, 2012-2014

Principal Investigator and Co-Director, EU Center of Excellence, 2011-present

Pascale Bos

Associate Professor, Appointed 1998
Department of Germanic Studies, College of Liberal Arts

Ph.D., University of Minnesota, 1998

Professional Experience

Expertise: Post-1945 German & German-Jewish, Modern Dutch, and Modern Jewish Literature & Culture; Holocaust; Ethnic Minorities in Europe; Autobiography, Cultural Memory, Trauma, Race & Gender
Selected Courses: Reel Horror: The Holocaust in Film, Memory and Trauma, Understanding Dutch Culture in International Perspective
Languages: Dutch: 4, German: 4
Field Experience: The Netherlands
Area Commitment: 40%
Theses/Dissertations Supervised: Doctoral: 6, Master's: 1

Research and/or Consulting

Selected Publications:

"Meine Not ist nicht einzig: Sexuelle Gewalt im kriegerischen Konflikten: ein Werkstattgespräch" in *Mittelweg* 36:1, 2009, 3-25.

"Feministische Deutungen sexueller Gewalt im Krieg. Berlin 1945, Jugoslawien 1992/93" in *Krieg und Geschlecht: Sexuelle Gewalt im Krieg und Sex-Zwangsarbeit in NS-Konzentrationslagern*, edited by Insa Eschebach and Regina Mühlhäuser, Berlin: Metropol, 2008.

"Adopted Memory: The Holocaust, Postmemory, and Jewish Identity in America" in *Thamyris/Intersecting: Place, Sex and Race* 13, 2006, 97-108.

Current Research/Projects:

"Her Flesh is Branded: 'For Officers Only': Imagining/Imagined Sexual Violence against Jewish Women during the Holocaust," in *Lessons and Legacies XI: Expanding Perspectives on the Holocaust in a Changing World*, edited by Karl Schleunes and Hilary Earl, Evanston: Northwestern University Press.

Craig Campbell

Assistant Professor, Appointed 2010
Department of Anthropology, College of Liberal Arts

Ph.D., University of Alberta, 2009

Professional Experience

Expertise: Visual Ethnography; Representation and Culture; Intermedia Art & Inquiry; Siberia; Soviet Culture; Shamanism; Sub-Altern and Cultural History; History and Politics of Sub-Arctic and Arctic Peoples
Selected Courses: The Photographic Image, Archive and Ephemera, Introduction to Expressive Culture
Languages: Russian: 3, French: 2
Field Experience: Russia
Area Commitment: 100%
Theses/Dissertations Supervised: Doctoral: 7, Master's: 6

Research and/or Consulting

Selected Publications:

Anderson, David and Craig Campbell: "Picturing Central Siberia: The Digitization and Analysis of Early Twentieth-Century Central Siberian Photographic Collections" in *Sibirica* 8:2, 2009.

"Residual landscapes and the everyday: an interview with Edward Burtynsky" in "Picturing Second Geography," co-edited with Elena Siemens, special issue of *Space and Culture* 11: 1, 2008.

"Out of the archives: Anthropology, memory, and early 20th century photography in Siberia" in *The Ethnohistory and archaeology of northern Eurasia: Theory, methods and practice*, Irkutsk: IrGTU, 2007.

Current Research/Projects:

Awards, Honors and Fellowships

Queen Elizabeth II Graduate Scholarship, 2006
SSHRC Post-Doctoral Fellowship, 2005

Joseph C. Carter

Centennial Professor of Classical Archaeology, Appointed 1971
Director, Institute of Classical Archaeology, College of Liberal Arts
Jacob and Frances Mossiker Chair in the Humanities, College of Liberal Arts
Department of Classics, College of Liberal Arts

Ph.D., Princeton University, 1971

Professional Experience

Expertise: Greek Art (Early Hellenistic Period and Magna Grecia), Black Sea and Southern Italian Greek Colonies

Languages: Italian: 5, Russian: 1, French: reading, German: reading

Field Experience: Ukraine, Germany, Greece, Italy, Turkey, United Kingdom

Area Commitment: 75%

Theses/Dissertations Supervised: None in last four years

Research and/or Consulting

Selected Publications:

Editor, *The Chora of Metaponto 4: The Late Roman Farmhouse at San Biagio*, authored by Erminia Lapadula, University of Texas Press, 2012.

Editor, *Chersonesan Studies 1: The Early Hellenistic Necropolis, Volume I: The Polychrome Grave Stelai*, authored by Richard Posamentir, University of Texas Press, 2011.

Current Research/Projects:

Edited Book: *The Chora of Metaponto 5: A Greek Farmhouse at Ponte Fabrizio*, authored by Elisa Lanza Catti and Keith Swift, University of Texas Press, in press.

Article: "Forme e processi di territorializzazione a Metaponto," in *Atti Taranto* 50, in press.

Awards, Honors and Fellowships

Addition of Chersonesos to UNESCO World Heritage List, 2013

Nominee, University Co-Op Career Research Excellence Award, University of Texas at Austin, 2011

Brotherhood of Kyiv Mohyla University, 2002

Mounira M. Charrad

Associate Professor, Appointed 2005

Ph.D., Harvard University, 1980

Department of Sociology and Department of Middle Eastern Studies, College of Liberal Arts

Center for Women's and Gender Studies and Center for Middle Eastern Studies, College of Liberal Arts

Professional Experience

Expertise: Gender/Women's Rights, State Formation, Colonialism, Comparative-Historical Methodology, Middle East and North Africa

Selected Courses: The Veil: History, Culture, and Politics; Gender Politics in the Islamic World; What Is Power?

Languages: French: 5, Arabic: 3, Tunisian: 3

Field Experience: France, Tunisia

Area Commitment: 40%

Theses/Dissertations Supervised: Doctoral: 17, Master's: 3

Research and/or Consulting

Selected Publications:

"Equal or Complementary? Women in the New Tunisian Constitution after the Arab Spring," co-authored with Amina Zarrugh, in *Journal of North African Studies* 19:2, 2014.

"The Arab Spring and Women's Rights in Tunisia," co-authored with Amina Zarrugh, in *E-International Relations*, September 4, 2013.

Current Research/Projects:

Special Journal Issue: "Patrimonialism and Imperial Strategy," co-edited with Julia Adams, issue of *Political Power and Social Theory*.

Awards, Honors and Fellowships

Non-Resident Fellow, Women and Human Rights in the Middle East Program, Baker Institute at Rice University, January 2014-Present

Expert for the United Nations, Division for Social Policy and Development, May 2012

National Endowment for the Humanities Fellowship for Research Leave, 2010-11

Nadya Clayton

Lecturer, Appointed 2010
Department of Slavic and Eurasian Studies, College of Liberal Arts

Ph.D., University of Texas at Austin, 2010

Professional Experience

Expertise: Russian 19th-Century Literature, Aesthetics and Literature, Foreign Language Methodology, Using Literature in the Language Classroom, Slavic Folklore and Folk Music, Russian Silver Age Poetry

Selected Courses: Leo Tolstoy's Early Works

Languages: Russian: 4, Old Church Slavonic: reading, Polish: reading, French: reading

Field Experience: Russia

Area Commitment: 100%

Theses/Dissertations Supervised: None

Research and/or Consulting

Selected Publications:

"Tolstoy's Pedagogical Interlude" in *Lev Tolstoy and the World Literature – Materials of the International Scholarly Conference*, Spring 2011.

"Comprehensive Textual and Stylistic Analysis of Tolstoy's Early Tale 'Albert'" in *Tolstoy and About Tolstoy – Materials and Research*, Gorky Institute of World Literature of the Russian Academy of Sciences 1, 2010, 51-64.

"The Device of Meaningful Repetition: Problems of Freedom and Necessity in War and Peace" in *Lev Tolstoy and the World Literature – Materials of the International Scholarly Conference 5*, 2008, 91-101.

Awards, Honors, and Fellowships

Graduate School Named/Endowed Fellowship, 2009-2010

Graduate School Bruton Fellowship, 2008-2009

Harry M. Cleaver, Jr.

Professor Emeritus, Appointed 1976
Department of Economics, College of Liberal Arts

Ph.D., Stanford University, 1975

Professional Experience

Expertise: Marxist Economics

Languages: French: 4, Italian: reading, Spanish: reading

Field Experience: Mexico, United Kingdom

Area Commitment: 25%

Theses/Dissertations Supervised: Doctoral: 6, Master's: 2

Research and/or Consulting

Selected Publications:

"Sports?" forward to *Marxism, Cultural Studies and Sport*, authored by Ben Carrington and Ian McDonald, Routledge Critical Studies in Sport, New York: Routledge, 2008.

Preface to the Turkish Edition of *Reading Capital Politically*, authored by Harry Cleaver, Istanbul: Otonom Yayincilik, 2008.

"Deep Currents Rising: Some Notes on the global challenge to capitalism," in *Subverting the Present, Imagining the Future: Insurrection, Movement, Commons*, New York: Autonomedia, 2007.

David Crew

Professor, Appointed 1984
Department of History, College of Liberal Arts

Ph.D., Cornell University, 1975

Professional Experience

Expertise: History of Popular Culture and Consumerism in 20th-Century Germany and Europe, History and Politics of Memory, Visual History of Germany in the Twentieth Century

Selected Courses: Hitler, Nazism, and World War II; Germany in the 20th Century; Remembering the Holocaust

Languages: German: 4, French: 3

Field Experience: Germany, United Kingdom

Area Commitment: 75%

Theses/Dissertations Supervised: Doctoral: 13, Master's: 1

Research and/or Consulting

Selected Publications:

"Mourning, Denial, Celebration. The Visual Work of West German Reconstruction" in *Wiederaufbau europäischer Städte. Rekonstruktionen, die Moderne und die lokale Identitätspolitik seit 1945*, authored by Georg Wagner-Kyora (Hg.), Stuttgart: Franz Steiner Verlag, 2013.

"Visual Power? The Politics of Images in Twentieth Century Germany and Austria-Hungary," in *German History* 27:2, 2009.

"What Can We Learn From a Visual Turn? Photography, Nazi Germany and the Holocaust," 2006.

Current Research/Projects:

Book: *Bodies and Ruins: Imagining the Bombing of Germany, 1945 to the present*, Ann Arbor: The University of Michigan Press, to be published in 2014.

Book: *Enigma in Black and White: Benno Wundshammer, Photo-Journalism and German History, 1939-1987*.

Awards, Honors and Fellowships

Texas Blazers Faculty Excellence Award, 2010

Academy of Distinguished Teachers, 2009

Liberal Arts Council Teaching Award, 2009

Dennis C. Darling

Professor, Appointed 1981
Department of Journalism, College of Communication

M.F.A., School of the Art Institute of Chicago, 1972

Professional Experience

Expertise: Photography, Design, Photojournalism

Selected Courses: Documentary Photography: Training a Contemporary Lens on the Historical City of Prague, Studio Photography, Reporting: Images

Languages: Spanish: 2

Field Experience: The Netherlands

Area Commitment: 75%

Theses/Dissertations Supervised: Doctoral: 1, Master's: 20

Research and/or Consulting

Selected Publications:

Surviving Paradise: A Visual Chronicle of the Flint Creek Valley Region, Dorsoduro Press, 2009.

Awards, Honors and Fellowships

Dad's Association Centennial Teaching Award, 2008

Douglas R. Dierking

Senior Lecturer, Appointed 1995

Ph.D., University of Texas at Austin, 1997

Assistant Chair, Department of Management, McCombs School of Business

Professional Experience

Expertise: Human Resource Management, Leadership, Management Science, Organizational Behavior, Organizational Change and Redesign, Organizational Culture, Organizational Learning & Change, Workplace Environment

Selected Courses: The Art and Science of Negotiation, Internship in Management

Languages: French: 1, Spanish: 1

Field Experience: Russia, Argentina, Austria, Chile, Malaysia, South Africa, Switzerland, Turkey, United Arab Emirates, United Kingdom, Vietnam

Area Commitment: 50%

Theses/Dissertations Supervised: Doctoral: 1, Master's: 1

Research and/or Consulting

Selected Publications:

The Impact of a Course in Strategic Learning on the Long-Term Retention of College Students, co-authored with C.E. Weinstein, Bedford: St. Martin's Press, 2003.

"Self-Regulation Interventions With a Focus on Learning Strategies," co-authored with C.E. Weinstein and J. Husman, in *Handbook of Self-Regulation*, edited by M. Boekaerts, P. Pintrich and M. Zeidner, New York: Academic Press, 2000.

Awards, Honors and Fellowships

Fawn and Vijay Mahajan Teaching Excellence Award for Executive Education, 2014

Graduate Business Council Faculty Honor Roll, 2007-2014

Texas Evening MBA Faculty Honor Roll, 2005, 2007, and 2010-2014

Brian F. Doherty

Senior Lecturer, Appointed 1996

Ph.D., University of Wisconsin at Milwaukee, 1994

Department of English, College of Liberal Arts

Professional Experience

Expertise: Twentieth Century Literature, European Literature and Culture

Selected Courses: Themes in the Graphic Novel, The 20th-Century Short Story, Literature and Culture of the Sixties

Languages: French: 2

Field Experience:

Area Commitment: 25%

Theses/Dissertations Supervised: None in last four years

Research and/or Consulting

Selected Publications: "Paradise and Loss in the Mirror Vision of Breyten Breytenbach" in *Contemporary Literature* 36:2, Summer 1995, 226-248.

Awards, Honors and Fellowships

W.O.S. Sutherland Award for Teaching Excellence in Sophomore Literature, 2007

Robin W. Doughty

Professor Emeritus, Appointed 1975

Ph.D., University of California at Berkeley, 1971

Department of Geography and Center for Australian and New Zealand Studies, College of Liberal Arts

Professional Experience

Expertise: Environmental Resource Management, Ecology, Cultural Geography, Endangered Species

Languages: Italian: 4, French: 3, Spanish: 3

Field Experience: United Kingdom

Area Commitment: 25%

Theses/Dissertations Supervised: None in last four years

Research and/or Consulting

Selected Publications:

Robin Doughty and Rob Fergus, *The Purple Martin*, Austin: University of Texas Press, 2002.

The Eucalyptus: A Natural and Commercial History of the Gum Tree, Baltimore: The Johns Hopkins University Press, 2000.

Robin Doughty and Barbara M. Parmenter, *Endangered Species: Disappearing Animals and Plants in the Lone Star State*, Austin: Texas Monthly Press, 1989.

Awards, Honors, and Fellowships

Department of Geography Nominee to the University of Texas Senate of Distinguished Teachers, 1999

David Eaton

Bess Harris Jones Centennial Professor, Appointed 1976

Ph.D., Johns Hopkins University, 1977

Natural Resource Policy Studies, LBJ School of Public Affairs

Professional Experience

Expertise: Sustainable Development in International River Basins, Evaluation of Energy and Water Conservation Programs, Prevention of Pollution

Selected Courses: Environmental Health, Introduction to Environmental Health

Languages: Hebrew: 3, Russian: 2, French: 2, Spanish: 1

Field Experience: Singapore, Japan

Area Commitment: 50%

Theses/Dissertations Supervised: Doctoral: 10, Master's: 10

Research and/or Consulting

Selected Publications:

"Water Sharing Between India and Pakistan: A Critical Analysis of the Indus Water Treaty" (Co-author), 2009.

"Water Quality Improvements From Mexico-Texas Investments," book chapter, 2009.

The American Title Insurance Industry (Co-author), New York: New York University Press, 2007.

Awards, Honors and Fellowships

Award for Outstanding Service as Chair, Border International Water Quality Standards Committee, Environmental and Water Resources Institute, American Society of Civil Engineers, 2009

Special Fellow (Advisor), United Nations Institute for Training and Research (UNITAR) 1997-2008

David V. Edwards

Professor, Appointed 1970
Department of Government, College of Liberal Arts

Ph.D., Harvard University, 1966

Professional Experience

Expertise: Philosophy of Social Science, Noetic Sciences, Theories of Administration, Theory and Practice of Public Policy, International Relations Theory, American Foreign Policy, U.S.- Russian Relations

Selected Courses: Introduction to International Relations, Introduction to Conflict Resolution and Peace Studies, Politics and Reality

Languages:

Field Experience:

Area Commitment: 75%

Theses/Dissertations Supervised: None in last four years

Research and/or Consulting

Selected Publications:

“Clash of Cultures: Conflicting Foundations of American Foreign Policy,” in *Political Cultures and the Culture of Politics*, edited by Juergen Gebhardt, Heidelberg: Universitätsverlag, 2010, 153-172.

Practicing American Politics, co-authored with Alessandra Lippucci, New York: Worth, 1998.

“Empowerment and Responsibility in the Organization of the Future,” in *Responsible Governance: The Global Challenge*, edited by John W. Harbeson, et al, Lanham: University Press of America, 1994, 5-19.

Current Research/Projects:

Book: *How the World Really Works* (tentative title)

Stanislav Y. Emelianov

Professor, Appointed 2002
Cockrell Family Chair in Engineering Excellence, Department of Biomedical Engineering, Cockrell School of Engineering

Ph.D., Moscow State University, 1993

Professional Experience

Expertise: Biomedical Imaging and Instrumentation

Selected Courses: Introduction to Numerical Methods in Biomedical Engineering, Biomedical Engineering Signal and Systems Analysis, Biomedical Engineering Modalities

Languages: Russian: 5

Field Experience: Russia

Area Commitment: 25%

Theses/Dissertations Supervised: Doctoral: 31

Research and/or Consulting

Selected Publications:

“Magneto-photo-acoustic imaging,” co-authored with M. Qu, S. Mallidi, M. Mehrmohammadi, R. Truby, K. Homan, P. Joshi, Y. Chen, and K. Sokolov, in *Biomedical Optics Express*, 2:2, 2011, 386–396.

“Silica-coated gold nanorods as photoacoustic signal nanoamplifiers,” co-authored with Y. Chen, W. Frey, S. Kim, P. Kruiyinga, and K. Homan, in *Nano Letters* 11:2, 2011, 348–354.

“Pulsed magneto-motive ultrasound imaging using ultrasmall magnetic nanoprobe,” co-authored with M. Mehrmohammadi, J. Oh, and S. Mallidi, in *Molecular Imaging* 10:2, 2011, 102–110.

James K. Galbraith

Professor, Appointed 1985

Ph.D., Yale University, 1981

Department of Government, College of Liberal Arts

Lloyd M. Bentsen, Jr. Chair of Government/Business Relations, LBJ School of Public Affairs

Professional Experience

Expertise: Macroeconomics; Inequality; Globalization and Economic Development

Selected Courses: Technical Change and Financial Crisis

Languages: French: 4

Field Experience: Russia, China, Denmark, Egypt, Mexico, Portugal, Spain

Area Commitment: 50%

Theses/Dissertations Supervised: Doctoral: 7, Master's: 4

Research and/or Consulting

Selected Publications:

“Modeste proposition pour résoudre la crise de la zone euro,” co-authored with Stuart Holland and Yanis Varoufakis, preface to *Traduction de Gilles Raveaud*, Michel Rocard, Paris: Les Petits Matins, 2014.

Inequality and Instability: A Study of the World Economy Just Before the Great Crisis, New York, Oxford University Press, 2012.

Editor, *Galbraith: The Affluent Society and Other Essential Works*, New York: Library of America, 2010.

Current Research/Projects:

The End of Normal, New York: Free Press, in press.

Awards, Honors and Fellowships

Leontief Prize for Advancing the Frontiers of Economic Thought, 2014

Robert W. Hamilton Book Award, 2013

ING Professor of Excellence, The University of Texas at Austin, 2011

Thomas J. Garza

Associate Professor, Appointed 1990

Ed.D., Harvard University, 1989

Department of Slavic and Eurasian Studies, College of Liberal Arts

Director, Texas Language Center, College of Liberal Arts

Professional Experience

Expertise: Applied Linguistics, Modern Russian Youth Culture and Language, The Chechen Wars, Language Pedagogy (focusing on Russian), Contemporary Russian Media

Selected Courses: Chechnya 360°: The Politics, Power, and People; Russian Sci-Fi in Literature and Film; the Vampire in Slavic Cultures

Languages: Russian: 4, Spanish: 4, Bosnian-Croatian-Serbian: 2, French: 2, Bulgarian: 1, Macedonian: 1

Field Experience: Armenia, Bulgaria, Georgia, Romania, Russia, Hungary, Ukraine, Former Yugoslavia

Area Commitment: 100%

Theses/Dissertations Supervised: Doctoral: 15, Master's: 21

Research and/or Consulting

Selected Publications:

“From Russia with blood: Imagining the vampire in contemporary Russian popular culture,” in *The Universal Vampire*, edited by Barbara Brodman and James Doan, Madison: Farleigh Dickinson University Press, 2013, 195-208.

“Blogging and tweeting and chat, oh my! Social networks and classroom culture, and foreign language instruction” in *Festschrift* for Richard D. Brecht, *Russian Language Journal* 60, 2011, 125-140.

“(Un)Chained melodies: Russian music videos in web-based language and culture instruction,” in *Mnemosynon: Studies on Language and Culture in the Russophone World*, edited by Brecht, Verbitskaya, Lekic, and Rivers, Moscow: Azbukovnik, 2009, 313-330.

Current Research/Projects:

Book: *Bandits No More: Marginal Masculinities in Contemporary Mexican and Russian Popular Cultures*.

Awards, Honors and Fellowships

American Council of Teachers of Russian Service to the Profession Award, 2012

Regents Outstanding Teaching Award, 2009

UT Division of Instructional Innovation and Assessment Award for Pedagogy, 2009

Linda Gerber

Senior Lecturer, Appointed 1990
Department of Marketing Administration, Red McCombs School of Business
Center for International Business Education and Research, Red McCombs School of Business

Ph.D., University of Texas at Austin, 1983

Professional Experience

Expertise: Customer Insight, International Business, Marketing Strategy

Selected Courses: International Trade and Investment

Languages: Spanish: 2, German: 1

Field Experience: Belgium, Finland, France, Germany, Italy

Area Commitment: 25%

Theses/Dissertations Supervised: None in last four years

Research and/or Consulting

Selected Publications:

“Best Practices in Study Abroad” in *Issues and Recommendations by Leading Educators*, 2002.

“Title VIB BIE Funding, a Survey of Success” in *A Field Guide to Internationalizing Business Education*.

Current Research/Projects:

None

Awards, Honors, and Fellowships

University of Texas at Austin Nominee, Outstanding Faculty Advisor for the National Academic Advising Association, 2008

Kate Gillespie

Associate Professor, Appointed 1984
Department of Marketing Administration, Red McCombs School of Business
Associate Director, Center for Middle Eastern Studies, College of Liberal Arts

Ph.D., London School of Business, 1983

Professional Experience

Expertise: International Marketing, Business-Government Relations, Business in Developing Countries

Selected Courses: Emerging Markets, Global Marketing, Foundations of International Business

Languages: Arabic: 1, French: 1

Field Experience: Europe, Mexico, Middle East

Area Commitment: 40%

Theses/Dissertations Supervised: None in last four years

Research and/or Consulting

Selected Publications:

“The Role of Country of Manufacture in Consumers' Attributions of Blame in an Ambiguous Product-Harm Crisis,” co-authored by Daniel Laufer and David H. Silvera, in *Journal of International Consumer Marketing* 21, 2009.

“The Role of Severity in Consumer Attributions of Blame: Defensive Attributions in Product-Harm Crises in Mexico,” co-authored by Daniel Laufer, Brad McBride, and Silvia Gonzalez, in *Journal of International Consumer Marketing* 17, 2005, 33-50.

“Differences in Consumer Attributions of Blame between Men and Women: The Role of Perceived Vulnerability and Empathic Concern,” co-authored by Daniel Laufer, in *Psychology & Marketing* 21, 2004, 141-158.

William Glade

Professor Emeritus, Appointed 1970
Department of Economics, College of Liberal Arts

Ph.D., University of Texas at Austin, 1955

Professional Experience

Expertise: Comparative Economics, International Business, Money and Banking

Languages: Spanish: 3, French: 1, Portuguese: reading

Field Experience: Czech Republic, Estonia, Latvia, Lithuania, Poland, Russia, Slovenia

Area Commitment: 50%

Theses/Dissertations Supervised: None in last four years

Research and/or Consulting

Selected Publications:

“The Diagnostics of Cultural Diplomacy and a Look at Recent Critical Reports,” edited by Margaret Wyszomirski, in *Public Diplomacy and the Arts*, New Brunswick: Rutgers University Press, 2007.

“Latin America Restructures, Again,” edited by Jan K. Black, in *Latin America: Its Problems and Its Promise*, Cambridge, MA: Westview Press, 2005.

“Two Decades of Economics in Mexico” in *Mexican Studies/Estudios Mexicanos*, XX:2, Summer 2004, pp. 361-376.

Itzik Gottesman

Senior Lecturer, Appointed 2014
Department of Germanic Studies, College of Liberal Arts

Ph.D., University of Pennsylvania, 1993

Professional Experience

Expertise: Yiddish Folklore, Folk Music, and Language

Selected Courses: Jewish Folklore

Languages: Yiddish: 5

Field Experience: Germany

Area Commitment: 100%

Theses/Dissertations Supervised: None in last four years

Research and/or Consulting

Selected Publications:

“Comparative Notes on Yiddish and German Folk Ballads” in *European Journal for Jewish Studies* 8:1, 2014.

“Yiddish Literature and the Study of Jewish Customs, in *Going to the People: Jews and the Ethnographic Impulse*, Bloomington: Indiana University Press, 2014.

Defining the Yiddish Nation: The Yiddish Folklorists of Poland, Detroit: Wayne State University Press, 2003.

Sabine Hake

Professor, Appointed 2004

Ph.D., University of Hannover, 1984

Texas Chair of German Literature and Culture, College of Liberal Arts

Department of Germanic Studies and Department of Geography and the Environment, College of Liberal Arts

Center for Women's and Gender Studies, College of Liberal Arts

Professional Experience

Expertise: German Film, Weimar Culture

Selected Courses: Anti-Americanism, Contemporary German Cinema, Culture of the German Democratic Republic

Languages: German: 4

Field Experience: Germany

Area Commitment: 40%

Theses/Dissertations Supervised: Doctoral: 15, Master's: 1

Research and/or Consulting

Selected Publications:

"Public Figures, Political Symbols, Popular Stars: Actors in DEFA Cinema and Beyond," in *DEFA at the Crossroads of East German and international Film Culture: A Companion*, edited by Marc Silberman and Henning Wrage, Berlin: de Gruyter, 197-220.

"German Cinema as European Cinema: Learning from Film History" in *Film History* 25:1-2, 2013, 110-17.
Screen Nazis: Cinema, History, and Democracy, Madison: University of Wisconsin Press, 2012.

Current Research/Projects:

Book: *Media Convergence in German Cinema*, 30% completed.

Book: *The Proletariat—Imaginations of Class Identity and Radical Politics in Germany, 1875-1975*.

Awards, Honors and Fellowships

Visting Professor, Europa-University Viadrina, Frankfurt/Oder, Cultural Studies, Summer 2008

Ian F. Hancock

Harold C. and Alice T. Nowlin Regents Professor, Appointed 1972

Ph.D., London University, 1972

Department of Linguistics and Department of English, College of Liberal Arts

Professional Experience

Expertise: Pidginization and Creolization of Language; Romani Language; Regional and Non-standard Varieties of English; African Linguistics

Selected Courses: The Price of Identity: Romani Reality and the Gypsy Myth, Creole Languages and their Speakers, Introduction to the Study of Language

Languages: Romani: 4, French: 4, Gullah: 4, Krio: 4, Nordlind: 4, other Creole languages

Field Experience: Central and Eastern Europe, Brazil, Malaysia, Japan, Turkey, United Kingdom

Area Commitment: 50%

Theses/Dissertations Supervised: Doctoral: 3, Master's: 3

Research and/or Consulting

Selected Publications:

Romani-go no Kantanna Bunpō to Bunshō, translated by Takeshi Mizutani, Tokyo: Hakusuisha Publishers, 2010.

"Mind the Doors! The Contribution of Linguistics in reconstructing history," in *All Change!: Recent debates over the history and origin of Roma/Gypsies/Travellers*, edited by Damian LeBas, Hatfield: UH Press, 2010.

Current Research/Projects:

Book: Sociolinguistic History of Romani

Book: Historical Linguistic Study of Krio

Awards, Honors and Fellowships

Honorary Ph.D. awarded by Constantine University, Slovakia, 2009

United Nations Ambassador and main UNICEF representative of the Roma, 1986-2009

North American Representative Member, International Roma Parliament in Vienna, 2004-present

Linda D. Henderson

Professor, Appointed 1984
Department of Art and Art History, College of Fine Arts

Ph.D., Yale University, 1975

Professional Experience

Expertise: 20th-Century European and American Art

Selected Courses: 20th-Century European Art to 1940, Introduction to the Visual Arts, The Fourth Dimension in 20th-Century Art and Culture

Languages: French: 3, German: 2, Russian: 1

Field Experience: Denmark, France, Germany, Italy

Area Commitment: 25%

Theses/Dissertations Supervised: Doctoral: 21, Master's: 9

Research and/or Consulting

Selected Publications:

The Fourth Dimension and Non-Euclidean Geometry in Modern Art, Princeton: Princeton University Press, 1983; new edition, Cambridge: MIT Press, 2013.

"Modern Art and Science 1900-1940," edited by Cathrin Pichler and Suzanne Neuburger, in *The Moderns: Wie sich das 20. Jahrhundert in Kunst und Wissenschaft erfunden hat*, Vienna: Springer Wien, 2013, 175-206.

Curator, *Reimagining Space: The Park Place Gallery Group in 1960's New York*, Blanton Museum of Art, Austin, Texas, 2008.

Current Research/Projects:

Book: *The Fourth Dimension in Art and Culture—Decade by Decade—Through the 20th Century*.

Book: *The Energies of Modernism: Art and Science in the Early 20th Century*.

Awards, Honors, and Fellowships

Berlin Prize Fellowship, American Academy in Berlin, 2014

Senior Fellow, International Research Institute for Cultural Technologies and Media Philosophy, Bauhaus University, Weimar, Germany, May-July 2010, May-July 2011

Peter Hess

Associate Professor, Appointed 1987
Center for European Studies, College of Liberal Arts
Chair, Department of Germanic Studies, College of Liberal Arts

Ph.D., University of Michigan, 1984

Professional Experience

Expertise: German Literature and Culture of the 16th through 18th centuries; Swiss Literature; Culture and Contemporary Central European Studies; the Nexus of Science, Knowledge, and Literature in Early Modern European Culture

Selected Courses: Roots of Modernity: German Cultural history from 1200 to 1789

Languages: German: 4, French: 3, Latin: 2, Spanish: 1

Field Experience: Poland, Germany, Switzerland

Area Commitment: 40%

Theses/Dissertations Supervised: Doctoral: 4, Master's: 1

Research and/or Consulting

Selected Publications:

"Travel as Projection of Civic Virtue, Political Power, and National Identity: Johann Fischart's 'The Fortunate Ship from Zurich' (1577)," in *Studies in Travel Writing*, 12:1, 2008.

"German Poetry, 1450-1700." in Max Reinhart (ed.) *Early Modern German Literature*, Camden House History of German Literature, volume 4, Rochester, NY: Camden House, 2007.

"Epigrammatic Poetry" in *Brill's New Pauly, The Classical Tradition*, vol. 2, edited by Manfred Lanfester, Leiden: Brill, 2007.

Current Research/Projects:

Book: *Mapping Emerging Modernity: Crisis, Transgression, Discipline, and Ordering in Early Modern German Literature*.

Awards, Honors and Fellowships

Faculty Research Assignment, 2007

Herzog Ernst Stipendium, 2007

John C. Higley

Professor Emeritus, Appointed 1969
Department of Government, College of Liberal Arts

Ph.D., University of Connecticut, 1968

Professional Experience

Expertise: General Comparative Politics, Political Sociology, and the Comparative Study of Political Elites

Languages: Norwegian: 4

Field Experience: Australia, Norway

Area Commitment: 50%

Theses/Dissertations Supervised: Doctoral: 3

Research and/or Consulting

Selected Publications:

Political Elites in the Transatlantic Crisis, London: Palgrave, 2013.

Elite Theory and Analysis, Lisbon: Estudos Politicos, Livros Horizontes, 2010.

Elite Foundations of Liberal Democracy, Lanham MD: Rowman and Littlefield, 2006.

Current Research/Projects:

Book: *Elites, Politics and Social Orders in the West*, in draft

Co-Editor: *Handbook of Political Elites*

Awards, Honors and Fellowships

Dean's Fellow, University of Texas at Austin, 2006-2007

Christian T. Hilchey

Lecturer, Appointed 2014
Department of Slavic and Eurasian Studies, College of Liberal Arts

Ph.D., University of Chicago, 2014

Professional Experience

Expertise: Czech Language, Culture, Literature, and Pedagogy

Selected Courses: Texas Czechs: Cowboys and Kolaches

Field Experience: Croatia, Czech Republic, Slovakia

Languages: Czech: 5, Russian: 4, Slovak: 4, Bosnian-Croatian-Serbian: 3, Slovene: 3, French: reading, German: reading

Area Commitment: 100%

Theses/Dissertations Supervised: None

Research and/or Consulting

Selected Publications: None

Current Research/Projects:

Language Instruction Program: "Čeština s Večerníčkem: When Less is More"

Awards, Honors and Fellowships

Doctoral dissertation defended with honors, 2014

Michael Hillmann

Professor, Appointed 1974
Department of Middle Eastern Studies, College of Liberal Arts
Center for Middle Eastern Studies, College of Liberal Arts

Ph.D., University of Chicago, 1974

Professional Experience

Expertise: Persian (Farsi and Tajik) Language and Literature; Iranian Art and Culture; Literary Autobiography; Lyric Verse

Selected Courses: Self-Revelation in Women's Writing, Classics of Persian Poetry, Rumi's Poetry and the Persian Sufi Tradition

Field Experience:

Languages: Tajik: 3, Dari: 3, Farsi: 3

Area Commitment: 100%

Theses/Dissertations Supervised: Doctoral: 4, Master's: 2

Research and/or Consulting

Selected Publications:

"Khâqâni's 12th-Century Advice to 21st-Century Iranians" in *No Tapping Around Philology*, edited by Alireza Korangi and Daniel Shefeld, Wiesbaden: Harrassowitz, 2013/4.

The Blind Owl: The Love Song of M. Sadegh Hedayat, Bethesda, MD: Ibex Books–IranBooks, 2013/4.

Persian Reading and Writing, Springfield, VA: Dunwoody Press, 2010.

Current Research/Projects:

Conversation/Speaking Guide and Audio CDs: *Persian Conversation(s)*, Hyattsville, MD: Dunwoody Press, to be published in 2014.

Textbook: *Classics of Persian Poetry: A Primer for Students*, to be published in 2015.

Awards, Honors and Fellowships

Publisher's Grant from Hippocrene Books, 2009

Research Grant from Dunwoody Press, 2008

Research Grant from Dunwoody Press, 2006

John M. Hoberman

Professor, Appointed 1979
Department of Germanic Studies, College of Liberal Arts

Ph.D., University of California at Berkeley, 1975

Professional Experience

Expertise: European Cultural and Intellectual History with Emphasis on Sportwissenschaft and the History of Ideas about Race

Selected Courses: Bad Blood: Racial and Gender Stereotypes in Germany, The Social Dramas of Henrik Ibsen, Scandinavia and Globalization

Languages: German: 4, Norwegian: 4, French: 3

Field Experience: Denmark, Germany, United Kingdom

Area Commitment: 50%

Theses/Dissertations Supervised: Doctoral: 7, Master's: 1

Research and/or Consulting

Selected Publications:

"Putting Doping into Context: Historical and Cultural Perspectives," in *Performance-Enhancing Technologies in Sports*, edited by Thomas H. Murray, Karen J. Maschke, and Angela A. Wasunna, Baltimore: The Johns Hopkins University Press, 2009.

"Think Again: the Olympics" in *Foreign Policy*, 2008.

"Medical Racism and the Rhetoric of Exculpation: How Do Physicians Think About Race?" in *New Literary History* 38, 2007.

Mark E. Hopkins

Lecturer, Appointed 2013
Department of Slavic and Eurasian Studies, College of Liberal Arts

Ph.D., University of Texas at Austin, 2013

Professional Experience

Expertise: Slavic Language Pedagogy, Czech Literature and Culture, Texas Czech Language and Culture, Russian Literature and Culture

Selected Courses: Puppets, Pubs, and Polyglots: An Introduction to Czech Culture; Communist Countercultures: Underground Culture in the Soviet Bloc; Modern Czech Literature

Languages: Czech: 3, Russian: 2, German: reading, Spanish: reading

Field Experience: Czech Republic, Russia

Area Commitment: 100%

Theses/Dissertations Supervised: Master's: 1

Research and/or Consulting

Selected Publications: None

Current Research/Projects:

Research: Mysticism in 20th-Century Slavic Literature

Archive: Texas Czech Legacy Project

Course Material Development: Online open-source beginning-level Czech language course

Awards, Honors and Fellowships

David Bruton, Jr. Graduate School Fellowship, Fall 2011

Nominee, Texas Language Center Excellence in Teaching Award, Spring 2011 and Spring 2012

Texas Language Center Professional Development Award, Spring 2010

Robert L. Hutchings

Professor, Appointed 2010
Dean, LBJ School of Public Affairs

Ph.D., University of Virginia, 1979

Professional Experience

Expertise: International Diplomacy, European Politics, Global Affairs

Languages: German: 2, Spanish: 2, Czech: 1, Russian: 1

Field Experience: Poland, Russia, Germany

Area Commitment: 100%

Theses/Dissertations Supervised: Doctoral: 2, Master's: 1

Research and/or Consulting

Selected Publications:

"The American Way of Diplomacy" in *The Foreign Service Journal*, May 2014, 40-43.

"Reinventing Diplomacy: Bridging the Gap between Theory and Practice" in *LBJ Journal of Public Affairs* 21, Fall 2013, 7-10.

Is There a Map to the Future?" in *Foreign Policy* online, August 31, 2011

Current Research/Projects:

Book: *Foreign Policy Breakthroughs: Case Studies in Successful Diplomacy*, co-edited with Jeremi Suri, accepted for publication by Oxford University Press.

Awards, Honors and Fellowships

Woodrow Wilson Center Public Policy Fellow, 2006

Director for European Affairs with the National Security Council

Special Adviser to the Secretary of State, with the rank of ambassador

Order of Merit (with Commander's Cross) of the Republic of Poland

William C. Inboden

Associate Professor of Public Affairs, Appointed 2010

Ph.D., Yale University, 2003

Executive Director, William P. Clements Center for History, Strategy, and Statecraft, LBJ School of Public Affairs

Professional Experience

Expertise: National Security, US Foreign Policy

Selected Courses: Presidential Leadership, Ethics and International Affairs, Policymaking in a Global Age

Languages: Spanish: 1

Field Experience: United Arab Emirates, United Kingdom

Area Commitment: 100%

Theses/Dissertations Supervised: Doctoral: 6

Research and/or Consulting

Selected Publications:

"The Irony of a Globalizing Future" in *Law and Religion: Historical and Philosophical Perspectives*, edited by Gerald Bradley, Cambridge University Press, forthcoming.

"Statecraft, Decision Making, and the Varieties of Historical Experience: A Taxonomy" in *Journal of Strategic Studies* 36:6, 2013.

"The Prophetic Conflict: Reinhold Niebuhr, Christian Realism, and World War II" in *Diplomatic History* 37:4, 2013.

Current Research/Projects:

Research: History of the National Security Council

Research: Totalitarian ideologies and religious pluralism

Research: Relationship of history to policymaking

Awards, Honors and Fellowships

Best Course at LBJ School award for Presidential Leadership, Decision-Making, and National Security, 2013-2014

National Faculty Advisor of the Year for the Alexander Hamilton Society, 2012-2013

Best Course at LBJ School Award for Ethics and International Relations, 2012-2013

Bella B. Jordan

Lecturer, Appointed 2002

Ph.D., University of Texas at Austin, 2002

Honors Thesis Advisor and Undergraduate Advisor, Department of Slavic and Eurasian Studies, College of Liberal Arts

Professional Experience

Expertise: Russian Geography, Culture, and Religion

Selected Courses: Religion, Society, and the Environment; Northern Lands and Cultures; Geography of the Former Soviet Union

Languages: Russian: 5, Yakut: 5

Field Experience: Russia, Ukraine, Czech Republic, Western Europe Australia, Canary Islands, Dominican Republic, Haiti, Jamaica, Morocco, New Zealand, Puerto Rico, Tonga, Turkey, Middle East

Area Commitment: 100%

Theses/Dissertations Supervised: Doctoral: 3, Master's: 12

Research and/or Consulting

Selected Publications:

European Culture Area: A Systematic Geography, 6th edition, co-authored with Terry G. Jordan-Bychkov and Alexander Murphy, Lanham: Rowman and Littlefield, 2014.

The Siberian Homeland: The Turks of the Subarctic, The Center for American Places, 2009.

Current Research/Projects:

Project: "Recording Voices of Business Interactions between Russians and North Americans," supported by US Department of Education grant, carried out from January 2014 through March 2015.

Awards, Honors and Fellowships

Fulbright Committee member, University of Texas at Austin, 2010

Deans of Students' Award for Excellence in Teaching Students with Disabilities, University of Texas at Austin, 2007

Bernadeta Kaminska

Lecturer, Appointed 2008
Department of Slavic and Eurasian Studies, College of Liberal Arts

M.A., Adam Mickiewicz University, 1988

Professional Experience

Expertise: Polish Language and Culture

Selected Courses: Polish Literature and Culture in Film, Contemporary Polish Cinema

Languages: Polish: 5, German: 4, Russian: 1

Field Experience:

Area Commitment: 100%

Theses/Dissertations Supervised: None

Awards, Honors, and Fellowships

Texas Language Center Professional Development Award, 2014

ACC Teaching Excellence Award, 2006

John S. Kolsti

Distinguished Teaching Professor Emeritus, Appointed 1966
Department of Slavic and Eurasian Studies, College of Liberal Arts

Ph.D., Harvard University, 1968

Professional Experience

Expertise: Russian, Bosnian-Croatian-Serbian, and Old Church Slavonic Languages; Balkan Literature and Nationalism; Slavic Folklore

Languages: Bosnian-Croatian-Serbian: 4, Russian: 4, Albanian: 3, Bulgarian: 3

Field Experience: Kosovo, Serbia, Italy

Area Commitment: 100%

Theses/Dissertations Supervised: Doctoral: 2

Research and/or Consulting

Selected Publications:

Songs and Ballads from the Albanian Highlands, Cambridge: Harvard University Press, 2007.

“Nje kenge per renien e qeverise se Nloit ne Shqiperi,” in *Gjurmine albalogjike*, Priština, Kosovo, 2005.

“Gypsies,” in *Encyclopedia of Eastern Europe*, Garland Reference Service, 2002.

Awards, Honors and Fellowships

Harvard University travel grant, Calabria, Italy, 2004

Liberal Arts/CREEES travel grants, Priština, Kosovo, 2003

Dean’s Fellowship, 2003

Alan Kuperman

Associate Professor, Appointed 2005
LBJ School of Public Affairs

Ph.D., Massachusetts Institute of Technology, 2002

Professional Experience

Expertise: Political Science (International Relations)

Selected Courses: Ethnic Conflict and Humanitarian Intervention, Nature of the International System

Languages: French: 2, Italian: 2, Spanish: 1

Field Experience: Bosnia-Herzegovina, Kosovo, Serbia, Belgium, France, Germany, Liberia, Rwanda, Sudan, Tanzania, United Kingdom

Area Commitment: 100%

Theses/Dissertations Supervised: Doctoral: 1, Master's: 1

Research and/or Consulting

Selected Publications:

"A Model Humanitarian Intervention? Reassessing NATO's Libya Campaign" in *International Security* 38:1, 2013, 105-136.

Nuclear Terrorism and Global Security: The Challenge of Phasing out Highly Enriched Uranium, New York: Routledge, 2013.

"Humanitarian Intervention" in *Human Rights: Politics and Practice, 2nd Edition*, edited by Michael Goodhart, Oxford: Oxford University Press, 2012.

Current Research/Projects:

Awards, Honors and Fellowships

Senior Fellow, US Institute of Peace, 2013-2014

Minerva Research Initiative Award, 2009-2013

Fellowship, Woodrow Wilson International Center for Scholars, 2009-2010

Tatiana Kuzmic

Assistant Professor, Appointed 2008
Department of Slavic and Eurasian Studies, College of Liberal Arts

Ph.D., University of Illinois, 2008

Professional Experience

Expertise: Nineteenth Century Novel (Russian, South and West Slavic, English, German), Realism, Theories of the Novel, Imperialism/Nationalism, Gender Studies

Selected Courses: Sex and the Russian City

Languages: Bosnian-Croatian-Serbian: 5, Russian: 4, German: 4

Field Experience: Russia

Area Commitment: 100%

Theses/Dissertations Supervised: Doctoral: 6

Research and/or Consulting

Selected Publications:

"'The German, the Slave, and the Semite': Eastern Europe in the Imagination of George Eliot" in *Nineteenth-Century Literature* 68:4, March 2014, 514-531.

"'Serbia – Vronsky's Last Love': Reading Anna Karenina in the Context of Empire" in *Toronto Slavic Quarterly* 43, 2013, 40-66.

"The Mind, the Body, and the Love Triangle in *Anna Karenina*" in *Tolstoy Studies Journal*, 2007.

Current Research/Projects:

Book: *Adulterous Nations: Family Politics and National Belonging in the European Novel*.

Awards, Honors and Fellowships

Humanities Institute Fellowship, University of Texas at Austin, Spring 2012

College Research Fellowship, University of Texas at Austin, Fall 2011

Summer Research Assignment, University of Texas at Austin, Summer 2011

Tatjana Lichtenstein

Assistant Professor, Appointed 2009
Department of History, College of Liberal Arts

Ph.D., University of Toronto, 2009

Professional Experience

Expertise: Modern East European and Jewish History

Selected Courses: Causes of War, Introduction to the Holocaust, Poland and the Second World War

Languages: Czech: 5, Danish: 5, German: 4, Polish: 2, Yiddish: 2, Hebrew: 2

Field Experience: Czech Republic, Germany, Israel

Area Commitment: 100%

Theses/Dissertations Supervised: Doctoral: 2

Research and/or Consulting

Selected Publications:

“Makabi CSR: Sport, Citizenship, and the Nation in Interwar Czechoslovakia,” in *Sport und Gesellschaft in den Böhmischen Ländern/der Tschechoslowakei*, edited by Stefan Zwicker, to be published in 2014.

“Jewish Power and Powerlessness: Prague Zionists and the Paris Peace Conference” in *East European Jewish Affairs* 44:1, 2014, 2-20.

“Racializing Jewishness: Zionist Responses to National Indifference in Interwar Czechoslovakia,” in *Austrian History Yearbook* vol. 43, Spring 2012, 75-97.

Current Research/Projects:

Book: *Making Jews at Home: Zionists in Czechoslovakia*, manuscript under review.

Awards, Honors and Fellowships

Josefina Paredes Endowed Teaching Award, College of Liberal Arts, University of Texas at Austin, 2014

Residential Fellowship, Frankel Institute for Advanced Judaic Studies, University of Michigan, 2012-2013

Scholarly Activities Grant, Department of History, University of Texas at Austin, 2009-2012

Keith A. Livers

Associate Professor, Appointed 1997
Department of Slavic and Eurasian Studies, College of Liberal Arts

Ph.D., University of Michigan, 1995

Professional Experience

Expertise: 20th Century Russian Literature

Selected Courses: History of Russian Cinema, 20th-Century Russian Masterpieces, The Major Works of Dostoevsky

Languages: Russian: 4, German: 4, Czech: 3

Field Experience: Russia

Area Commitment: 100%

Theses/Dissertations Supervised: Doctoral: 4, Master's: 4

Research and/or Consulting

Selected Publications:

“The Tower and the Labyrinth: Conspiracy, Occult and Empire Nostalgia in the Works of Pelevin and Prokhanov” in *The Russian Review* 69:3, 2009, 477-503.

“Re-reading Happy Moscow: Platonov Through a Postmodern Lens” in *Novoe literaturnoe obozrenie*, 2009.

Current Research/Projects:

Book: *Mythologies of Moscow in Contemporary (Post-Soviet) Culture*, in progress.

Awards, Honors and Fellowships

Dean's Fellow, University of Texas at Austin, 2010

College Research Fellowship Spring 2010

Amy Liu

Assistant Professor, Appointed 2014
Department of Government, College of Liberal Arts

Ph.D., Emory University, 2009

Professional Experience

Expertise: Comparative Politics in Southeast Asia and Eastern Europe, Language Politics, Effects of Ethnic Identity on Political Attitudes, Political Economy of Migration

Languages: Mandarin: 5, Taiwanese/Hokkien: 5, Hungarian: 3, Bulgarian: 1, Georgian: 1, Russian: 1, Indonesian: 1, French: 1, Spanish: 1

Field Experience: Bulgaria, Hungary

Area Commitment: 75%

Theses/Dissertations Supervised: None at UT Austin

Research and/or Consulting

Selected Publications:

“Linguistic Competition and Education Spending in Spain,” co-authored with Andrew B. Kirkpatrick and Donald M. Beaudette, in *Social Science Journal* 51:1, 2014, 139-147.

“Linguistic Recognition as a Source of Confidence in the Justice System,” co-authored with Vanessa Baird, in *Comparative Political Studies* 45:10, 2012, 1203-1229.

“Nation-Building, Collective Identity, and Language Choices: Between Instrumental and Value Rationalities,” co-authored with William Safran, in *Nationalism and Ethnic Politics* 18:3, 2012, 269-292.

Current Research/Projects:

Book: *Governing Tongues: The Political Economy of Language Regimes*, Philadelphia: University of Pennsylvania Press, forthcoming.

Awards, Honors and Fellowships

EU-US International Mobility Program on Atlantic Citizenship Trends Grant, 2013 and 2014

Council of American Overseas Research Centers Multi-Country Fellowship, AY 2013-2014

Christopher Long

Distinguished Teaching Professor, Appointed 1995
Department of Architectural History, School of Architecture

Ph.D., University of Texas at Austin, 1993

Professional Experience

Expertise: Central European Architecture and Design, Modern Design, Architectural Theory, History of Architectural Education

Selected Courses: History of Central European Architecture 1650-Present, History of Modern American Design 1900-1960, Methodologies of Architectural History

Languages: German: 5, Bosnian-Croatian-Serbian: reading, Czech: reading, French: reading, Italian: reading

Field Experience: Czech Republic, Slovakia, Slovenia, Austria, Canada, Germany, Sweden

Area Commitment: 100%

Theses/Dissertations Supervised: Doctoral: 7, Master's: 9

Research and/or Consulting

Selected Publications:

Paul T. Frankl: Autobiography, co-edited with Aurora McClain, Los Angeles: DoppelHouse Press, 2013.

Josef Frank: Gesammelte Schriften, co-edited with Tano Bojankin and Iris Meder, Vienna: Metro Verlag, 2012.

The Looshaus, New Haven: Yale University Press, 2011.

Current Research/Projects:

Kem Weber: Designer and Architect, New Haven: Yale University Press, forthcoming.

Awards, Honors and Fellowships

Texas Institute of Letters, Best Scholarly Book Award for *The Looshaus*, 2011

Harwell Hamilton Harris Professorship, School of Architecture, University of Texas at Austin, 2011

Regents Outstanding Teaching Award, University of Texas System, 2010

Inga Markovits

Centennial Professor of Law, Appointed 1976

LL.M., Yale University, 1969

“The Friends of Joe Jamail” Regents Chair, School of Law

Professional Experience

Expertise: Socialist Legal Regimes, Law Reform in Eastern Europe, Family Law

Selected Courses: Comparative Law, Seminar in Comparative Constitutional Law, Children and the Law

Languages: German: 5, French: 3

Field Experience: Germany

Area Commitment: 75%

Theses/Dissertations Supervised: Master’s: 3

Research and/or Consulting

Selected Publications:

“Juristen – böse (Christen) Sozialisten?” Die Juristische Fakultät der Humboldt Universität in den DDR-Jahren” in *Zeitschrift der Savigny-Stiftung für Rechtsgeschichte* 267, 2012.

“Professor Sendler und der Unrechtsstaat,” in *Gedächtnisschrift für Horst Sendler*, edited by Eckertz-Höfer and Sellner, Cologne, 2011.

Justice in Lüritz: Experiencing Socialist Law in East Germany, Princeton: Princeton University Press, 2010.

Current Research/Projects:

Book: *Three Tales of a Faculty: East German Law Professors Under Socialism*.

Awards, Honors and Fellowships

Ellen Maria Garrison Fellow, The American Academy in Berlin, Spring 2012

Willard Hurst Prize for *Justice in Lüritz*, Law & Society Association, 2011

Daene C. McKinney

W.A Cunningham Professor, Appointed 2003

Ph.D., Cornell University, 1990

Associate Chair, Department of Civil, Architectural and Environmental Engineering, Cockrell School of Engineering

Professional Experience

Expertise: Planning and Management of Water Resources, Groundwater Modeling and Management, Optimization, Uncertainty and Reliability Analysis

Selected Courses: Water Resources Planning and Management, Groundwater Hydraulics

Languages:

Field Experience: Central Asia, Romania

Area Commitment: 25%

Theses/Dissertations Supervised: Doctoral: 18, Master’s: 13

Research and/or Consulting

Selected Publications:

“Realizing Conflict, Negotiation, and Cooperation Concepts in the Context of International Water Courses,” co-authored with A. Dinar, in *Journal of Political Science Education*, 2009.

“Modelo de datos geo-referenciado paracuencas transfronterizas,” co-authored with C. Patiño-Gomez and D.R. Maidment, in *Ingeniería Hidráulica en México*, 2009.

Current Research/Projects:

Development of water resource allocation tools in Central Asia, Romania and the Rio Grande - Rio Bravo basin

Julia L. Mickenberg

Associate Professor, Appointed 2001
Center for Women's and Gender Studies, College of Liberal Arts

Ph.D., University of Minnesota, 2000

Professional Experience

Expertise: American Studies, Children's Literature, History of Childhood, Women's History, History of Radicalism, Russia in the U.S. Feminist Imagination

Selected Courses: College and Controversy: The History, Purposes, and Cultures of American Universities; Society, Culture, and Politics in the 1960s; Children's Literature and American Culture

Languages: French: 3, Russian: 2

Field Experience: Russia, France, The Netherlands, United Kingdom

Area Commitment: 75%

Theses/Dissertations Supervised: Doctoral: 11, Master's: 3

Research and/or Consulting

Selected Publications:

"Dancing for Stalin: Pauline Koner's 'Russian Days' and the Question of Stalinism," in *Lineages of the Literary Left*, edited by Howard Brick, Robbie Lieberman, and Paula Rabinowitz, Ann Arbor: University of Michigan Press, forthcoming.

"To Be His Storm Over Asia: American Women, Sexual Revolution, and Revolutionary Tourism in Russia, 1905-1935" in *Sex, Texts, Comrades*, edited by Ruth Barraclough, Heather Bowen-Struyk, and Paula Rabinowitz, New York: Routledge, forthcoming.

"Suffragists and Soviets: American Feminists and the Specter of Revolutionary Russia" in *Journal of American History*, March 2014.

Current Research/Projects:

Book: *The New Woman Tries on Red: Russia in the American Feminist Imagination, 1905-1945*, under contract with University of Chicago Press.

Awards, Honors and Fellowships

Children's Literature Association Best Edited Book Award for Oxford Handbook of Children's Literature, 2013
National Endowment for the Humanities Fellowship for *The New Woman Tries on Red: Russia in the American Feminist Imagination, 1905-1945*, 2012

Humanities Research Award, University of Texas at Austin for *The New Woman Tries on Red: Russia in the American Feminist Imagination, 1905-1945*, 2010-2012

Sidney Monas

Professor Emeritus, Appointed 1969
Department of Slavic and Eurasian Studies, College of Liberal Arts

Ph.D., Harvard University, 1955

Professional Experience

Expertise: Slavic and Russian Literature, History of St. Petersburg

Languages: Russian: 4, French: 2, German: 2

Field Experience: Russia, Eastern Europe, and Eurasia

Area Commitment: 100%

Theses/Dissertations Supervised: None in last four years

Research and/or Consulting

Selected Publications:

The Diaries of Nikolay Punin, 1904-1953, co-edited by Jennifer Greene Krupala, Austin: University of Texas Press, 1999.

Awards, Honors and Fellowships

Pro Bene Meritus, University of Texas at Austin, 2009
Professor Emeritus, University of Texas at Austin, 2005

Robert Moser

Professor, Appointed 1995

Ph.D., University of Wisconsin at Madison, 1995

Chair, Department of Government, College of Liberal Arts

Assistant Director, Center for Russian, East European and Eurasian Studies, College of Liberal Arts

Professional Experience

Expertise: Russian/Post-Soviet Politics, Electoral Studies Democratization, Comparative Politics

Selected Courses: The Cold War and the War on Terror, Governments and Politics of Russia, Politics of New Democracies

Languages: Russian: 4

Field Experience: Russia, Ukraine

Area Commitment: 100%

Theses/Dissertations Supervised: Doctoral: 20, Master's: 12

Research and/or Consulting

Selected Publications:

"Between Science and Engineering: Reflections on the APSA Presidential Task Force on Political Science, Electoral Rules, and Democratic Governance" in *Perspectives on Politics*, edited by Mala Htun, et al, 2013.
The Effects of Electoral Rules in New and Established Democracies: An Analysis of Mixed-Member Electoral Systems, co-authored with Ethan Scheiner, New York: Cambridge University Press, 2012.

Current Research/Projects:

Article: "Special Electoral Rules and Descriptive Representation: How Do Preferential Rules Promoting Minority Representation Affect the Election of Women?" co-authored by Stephanie Holmsten, in *Electoral Studies*, under review.

Awards, Honors and Fellowships

University of Texas Silver Spurs Teaching Award, 2010

Harry Ransom Award for Excellence in Teaching, 2008

William D. Blunk Memorial Professor for 2005-06

Stephen P. Mulva

Lecturer

Ph.D., Georgia Institute of Technology, 2004

Department of Civil, Architectural, and Environmental Engineering, Cockrell School of Engineering

Associate Director, Construction Industry Institute

Professional Experience

Expertise: Construction Engineering, Project Management

Selected Courses: Introduction to Project Management

Languages:

Field Experience: Russia

Area Commitment: 25%

Theses/Dissertations Supervised: Doctoral: 4

Research and/or Consulting

Selected Publications:

Current Research/Projects:

Cooperative research program: joint research and training in partnership with Russia's National Institute of Oil and Gas (NiNG) at Russian National Oil and Gas University (hosted by Gubkin University),
Memorandum of Understanding obtained and RFP for joint collaboration in progress

Awards, Honors and Fellowships

Guest lecturer, Skolkovo School of Management (Moscow), (year?)

Principal investigator, research contract with TNK-BP (Tyumen Oil Company-British Petroleum merger), 2012

Joan H. Neuberger

Professor, Appointed 1990
Department of History
College of Liberal Arts

Ph.D., Stanford University, 1985

Professional Experience

Expertise: Modern Russia, 19th Century Europe, Gender, Film, and Visual Culture

Selected Courses: The Russian Empire in Russian Film, Russian History to 1917, Visual Cultures in Russian History

Languages: Russian: 4, Ukrainian: 1, French: reading

Field Experience: Russia

Area Commitment: 100%

Theses/Dissertations Supervised: Doctoral: 7, Master's: 3

Research and/or Consulting

Selected Publications:

"Ivan the Terrible" in *Russian Cinema Reader: Volume 1*, edited by Rimgaila Salys, Brighton: Academic Studies Press, 2013, 269-303.

"The Music of Landscape: Eisenstein, Prokofiev, and the Uses of Music in Ivan the Terrible" in *Sound, Speech, and Music in Russian Cinema*, edited by Lilya Kaganovsky and Masha Salazkina, Bloomington: Indiana University Press, 2013.

"Strange Circus: Eisenstein's Sex Drawings" in *Studies in Russian and Soviet Cinema* 6:1, 2012, 5-52.

Current Research/Projects:

"Sergei Eisenstein's 'Ivan the Terrible' as History" in *Journal of Modern History* 86, 1-40, forthcoming in June 2014.

Book: *This Thing of Darkness: Eisenstein's "Ivan the Terrible" in Stalinist Russia*, in progress.

Awards, Honors and Fellowships

Visiting Scholar, Trinity College, Cambridge University, appointed for Spring 2015

Research Fellowship, UT Institute for Historical Studies, Spring 2010

Fellowship, UT Humanities Institute, Fall 2009

Mary C. Neuburger

Professor, Appointed 1997
Department of History

Ph.D., University of Washington, 1997

Chair, Department of Slavic and Eurasian Studies, College of Liberal Arts

Director, Center for Russian, East European and Eurasian Studies, College of Liberal Arts

Professional Experience

Expertise: Modern Eastern Europe with Specialization in Southeastern Europe, Urban Culture, Consumption, Commodity Exchange, Gender and Nationalism

Selected Courses: Understanding the Cold War in Eastern Europe, Southeastern Europe in the 20th Century

Languages: Bulgarian: 4, Macedonian: 4, Russian: 4, Bosnian-Croatian-Serbian: reading, German: reading, Turkish: reading

Field Experience: Bulgaria, Turkey, Russia, Macedonia

Area Commitment: 100%

Theses/Dissertations Supervised: Doctoral: 14, Master's: 7

Research and/or Consulting

Selected Publications:

Balkan Smoke: Tobacco and the Making of Modern Bulgaria, 1863-1989, Ithaca: Cornell University Press: 2013.

Communism Unwrapped: Consumption in Postwar Eastern Europe, co-edited by Paulina Bren, New York: Oxford University Press, 2012.

"Smoke and Beers: Touristic Escapes and Places to Party in Communist Bulgaria, 1956-1976," in *Socialist Escapes: Places of Leisure in Postwar Eastern Europe*, edited by Cathleen Giusitno, Berghahn Press, 2012.

Awards, Honors and Fellowships

American Council of Learned Societies, East European Studies Conference Grant, Spring 2011

National Council for Eurasian and East European Research, 2009-2010

Jeannette Okur

Lecturer, Appointed 2010

Ph.D., Ankara University, 2007

Turkish Studies Program Coordinator, Department of Middle Eastern Studies, College of Liberal Arts

Professional Experience

Expertise: Modern Turkish/Turkic Literature and Film, Turks in Europe

Selected Courses: Love in the East and West, Negotiating Urbanization: Case Studies in Turkey, Women Filmmakers in the Middle East

Languages: German: 4, Turkish: 4, French: 1

Field Experience: Austria, Turkey

Area Commitment: 100%

Theses/Dissertations Supervised: None

Research and/or Consulting

Selected Publications:

English translation, *Marallar İnince Suyu* (When the Does Descend to the Water), London: London Books, Inc., 2014.

Current Research/Projects:

Research: Turkish Pedagogy and Online Curricular Development

Research: Reception of Modern Turkish and Turkic Literature and Film in the US and Europe

Tadeusz W. Patzek

Professor, Appointed 2008

Ph.D., Silesian Technical University, 1980

Chair, Department of Petroleum and Geosystems Engineering, Cockrell School of Engineering

Professional Experience

Expertise: Ethanol, Petroleum Engineering, Biofuels, Hydrocarbon Production from Shales, Energy Flow in Human Activities, Offshore Safety, Biofuels and Ecology

Selected Courses: The Earth, Natural Resources, and Sustainability; E4: The Earth, Environment, Energy, and Economics

Languages: Polish: 5, Russian: 3

Field Experience: Poland

Area Commitment: 50%

Theses/Dissertations Supervised: Doctoral: 12, Master's: 3

Research and/or Consulting

Selected Publications:

"Gas production in the Barnett Shale obeys a simple scaling theory," co-authored with F. Male and M. Marder, in *PNAS* 110, 2013, 19731-19736.

"Modeling the impact of rock formation history on the evolution of absolute permeability," co-authored with Jin, G., and Silin, D. B., in *Journal of Petroleum Science and Engineering* 100, 2012, 153-161.

Current Research/Projects:

Book: *E4: Earth, Environment, Energy and Economics*

Book: *Percolation and Disorder in Earth Systems*

Book: *Analytical and Numerical Methods in Earth Sciences*

Awards, Honors and Fellowships

National Academy of Sciences Cozzarelli Prize, 2014

Honorary Member of the Society of Petroleum Engineers, 2013

Title of Full Professor in Poland by decision of President of the Polish Republic, 2012

Glenn A. Peers

Professor, Appointed 1998
Department of Art and Art History, College of Fine Arts

Ph.D., Johns Hopkins University, 1995

Professional Experience

Expertise: Christian-Muslim Interaction in the Middle East and Caucasus, Philhellenism in Renaissance France, Byzantium and Modernism

Selected Courses: Art of Late Antiquity, Images of Hellenism, Art of the Crusades

Languages: French: 3, German: 3, Greek (Ancient): 3, Greek (Modern): 3, Italian: 3, Turkish: 2, Arabic: 1, Syriac: 1

Field Experience: Greece, Israel, Turkey

Area Commitment: 100%

Theses/Dissertations Supervised: Doctoral: 4, Master's: 1

Research and/or Consulting

Selected Publications:

Editor, *Byzantine Things in the World*, Houston: The Menil Collection, distributed by Yale University Press, 2013.

"Real Living Painting: Quasi-Objects and Dividuation in the Byzantine World" in *Religion and the Arts* 16:5, 2012, 433-460.

Current Research/Projects:

Book: *Orthodox Magic in Trebizond and Beyond: On A Fourteenth-Century Greco-Arabic Amulet Roll in America*

Book: *Medieval Middle Grounds: Art, Communities, and Identities in the Christian Middle East*.

Awards, Honors and Fellowships

Summer Fellowship, Internationales Kolleg für Kulturtechnikforschung und Medienphilosophie, Weimar, Germany, 2014

Elizabeth A. Whitehead Professor, American School of Classical Studies at Athens, 2011-2012

Research Fellow, Internationales Forschungszentrum Kulturwissenschaften in Wien, 2010

Nicholas A. Peppas

Professor, Appointed 2003

Sc.D., Massachusetts Institute of Technology, 1973

Fletcher Stuckey Pratt Chair, Department of Biomedical Engineering, Cockrell School of Engineering

Professor of Chemical Engineering, Biomedical Engineering and Pharmacy, Cockrell School of Engineering and College of Pharmacy

Professional Experience

Expertise: Biomedical Engineering, Drug Delivery, Biomaterials, Advanced Materials, Polymers, Nanotechnology, Biotechnology

Languages: French: 5, Greek: 5, Italian: 5, German: 4, Spanish: 4, Russian: 3, Dutch: 1, Flemish: 1, Portuguese: 1, Bosnian-Croatian-Serbian: reading, Bulgarian: reading

Field Experience: Bosnia-Herzegovina, Bulgaria, Czech Republic, Hungary, Macedonia, Montenegro, Poland, Russia, Serbia, Slovenia, Germany, Japan, Switzerland

Area Commitment: 50%

Theses/Dissertations Supervised: Doctoral: 16

Research and/or Consulting

Selected Publications:

"The Effect of Complexation Hydrogels on Insulin Transport in Intestinal Epithelial Cell Models," co-authored with K.M. Wood and G.M. Stone, in *Acta Biomaterialia* 6, 2010, 48-56.

"Cationic Nanogels Based on Diethylaminoethyl Methacrylate," co-authored with S.R. Marek and C.A. Conn, in *Polymer* 51, 2010, 1237-1243.

Awards, Honors and Fellowships

Giulio Natta Medal, City of Milan, 2014

Applied Polymer Science Award, American Chemical Society, 2014

Benjamin Garver Lamme Excellence in Engineering Education Award, ASEE, 2013

Michael A. Pesenson

Assistant Professor, Appointed 2009

Ph.D., Yale University, 2001

ACTFL Fully Certified OPI Tester for Russian

Graduate Advisor, Department of Slavic and Eurasian Studies, College of Liberal Arts

Professional Experience

Expertise: Medieval and Modern Russian Literature and History; Russian Music, Opera, and Ballet; Russian Religious Thought, Russian Language

Selected Courses: Forbidden Voices: Dissent in Russian Literature and Film, Contemporary Russia Through Literature and Film, The Icon and the Sword: An Introduction to Medieval Russian Culture

Languages: Russian: 5, Bulgarian: 2, Ukrainian: 2

Field Experience: Bulgaria, Russia, Ukraine

Area Commitment: 100%

Theses/Dissertations Supervised: Doctoral: 5, Master's: 4

Research and/or Consulting

Selected Publications:

"Russian Historical Writing, 1400-1800" in *Oxford History of Historical Writing, Volume 3, 1400-1800*, co-authored with Jennifer Spock, Oxford: Oxford University Press, 2012, 282-301.

"The Sibylline Tradition in Medieval and Early Modern Orthodox Slavic Culture," edited by L.

DiTommaso and C. Boettrich, in *The Old Testament Apocrypha in the Slavonic Tradition: Continuity and Diversity*, Tübingen: Mohr Siebeck, 2011, 353-372.

Current Research/Projects:

Antichrist in Russia: The Changing Face of Apocalyptic Evil in Russian Literature and Culture from the Middle Ages to the "Silver Age," under review by Yale University Press.

Awards, Honors and Fellowships

College Research Fellowship, University of Texas at Austin, Fall 2013

Texas Language Center Curriculum Advancement Grant, University of Texas at Austin, 2012

Summer Research Assignment Award, University of Texas at Austin, 2010

Petre M. Petrov

Assistant Professor, Appointed 2014

Ph.D., University of Pittsburgh, 2006

Department of Slavic and Eurasian Studies, College of Liberal Arts

Professional Experience

Expertise: Pre- and Post-Revolutionary Russian Modernism, Russian and Soviet Critical Theory, Socialist Realism

Languages: Bulgarian: 5, Polish: 5, Russian: 5, Bosnian-Croatian-Serbian: 4, Italian: 4, French: reading, German: reading

Field Experience: Russia

Area Commitment: 100%

Theses/Dissertations Supervised: None at UT Austin

Research and/or Consulting

Selected Publications:

"The Soviet Gnostic (On the Peculiarities of Generic Phenomena in Stalinist Officialese)" in *Slavic and East European Journal* 57.4, 2013.

"The Industry of Truing: Socialist Realism, Reality, Realization" in *Slavic Review* 4, 2011, 873-892.

"The Temporalities of Soviet and Post-Communist Visual Culture (Conversation)," co-authored with Boris Groys, in *Contemporaneity: Historical Presence in Visual Culture 1*, 2011.

Current Research/Projects:

Book: *Automatic for the Masses: Authorship and Agency in Early Soviet Culture*, under contract with Toronto University Press

Awards, Honors and Fellowships

Co-awardee, Conference Fund Grant for international conference "Sots-Speak: Regimes of Language under Socialism," Princeton Institute for International and Regional Studies, 2011

Post-Doctoral Fellowship, Humanities Center, University of Pittsburgh, 2009-2010

Marina Potoplyak

Lecturer, Appointed 2010
Department of Slavic and Eurasian Studies, College of Liberal Arts

Ph.D., University of Texas at Austin, 2010

Professional Experience

Expertise: 19th- and 20th-Century Russian Prose and Poetry, Russian Literary and Artistic Avant-Garde, Cultural Nationalism, Cosmopolitanism, Print Culture

Selected Courses: Russian Food Ways, Literature and Art of Russian Modernism and Avant-Garde, Rebels and Revolutionaries in Russian History and Literature

Languages: Russian: 5, Spanish: 4, Portuguese: 3

Field Experience: Russia

Area Commitment: 100%

Theses/Dissertations Supervised: None

Research and/or Consulting

Selected Publications:

"Fedorova, Zoia" and "Erté" in *The Supplement to the Modern Encyclopedia of Russian, Soviet and Eurasian Studies*, edited by Bruce Adams, Gulf Breeze: Academic International, 2010.

Current Research/Projects:

Article: "The Society of Clean Plates: Ingesting Ideology through Soviet Children's Literature" in *Table Matters*, forthcoming.

Awards, Honors and Fellowships

STARTALK grant, "Bridging the Gap Through Standards and Technology: STARTALK Program for Russian Teachers," Summer 2014

Professional Development Award, Texas Language Center, 2012

Adam T. Rabinowitz

Assistant Professor, Appointed 2004
Assistant Director, Institute of Classical Archaeology, College of Liberal Arts
Department of Classics, College of Liberal Arts

Ph.D., University of Michigan, 2004

Professional Experience

Expertise: Greek Colonization, Cultural Interaction, Ancient Food and Drink, Archaeology of Daily Life, Digital Approaches to Archaeology

Selected Courses: Food, Health, and Culture in the Ancient Mediterranean; Watching the Barbarians: Herodotus, Ethnography, and Archaeology; Tales of the Trojan War: From Bronze Age to Silver Screen

Languages: French: 5, Italian: 5, Ancient Greek: 4, Latin: 4, Russian: 3, German: 1, Spanish: reading

Field Experience: Ukraine, Italy, Israel, Tunisia, United Kingdom

Area Commitment: 50%

Theses/Dissertations Supervised: Doctoral: 7, Master's: 2

Research and/or Consulting

Selected Publications:

The Legacy of Byzantine Cherson, co-edited with T. Yashaeva, E. Denisova, N. Ginkut, V. Zaleskaya, and D. Zhuravlev, Austin: Institute of Classical Archaeology, 2011.

"Новый саркофаг с изображением подвигов Геракла из Херсонеса," co-authored with L. Sedikova, in *Bosporos Studies* 23, 2010, 335-362.

"Повседневная жизнь провинциального города в поздневизантийский период: междисциплинарные исследования в Южном Районе Херсонеса," co-authored with L. Sedikova and R. Henneberg, in *МАИЭТ* 15, 2010, 196-274.

Current Research/Projects:

Book: *Excavations in the South Region of Chersonesos, 2001-2006: A Multidisciplinary Approach*, to appear as *Chersonesan Studies* Volume 2, Austin: University of Texas Press, in preparation.

Awards, Honors and Fellowships

Principal Investigator, National Endowment for the Humanities Digital Start-Up Grant or creation of PeriodO, a digital gazetteer of historical and archaeological period assertions for data-linking, 2014-2015

Trust for Mutual Understanding Grant for workshop on the interpretation of archaeological sites, held at Chersonesos by National Park Service personnel, Summer 2011

Gilbert Rappaport

Professor, Appointed 1979

Ph.D., University of California at Los Angeles, 1979

Department of Slavic and Eurasian Studies, College of Liberal Arts

Professional Experience

Expertise: Slavic Linguistics, Slavic Culture in Historical and Political Context

Languages: Polish: 4, Russian: 4, French: 3, Czech: 2, German: 2

Selected Courses: Diaspora and Identity: The Roots of Ethnicity, Russia and its World: History and Culture, Historical Survey of Russian Music

Field Experience: Bulgaria, Croatia, Poland, Slovenia

Area Commitment: 100%

Theses/Dissertations Supervised: Doctoral: 5, Master's: 2

Research and/or Consulting

Selected Publications:

"Determiner Phrases and Mixed Agreement in Slavic: Nominal Constructions in Slavic and Beyond," edited by Lilia Schürcks, Anastasia Giannakidou, and Urtzi Etxeberria, in *Studies in Generative Grammar* 116, edited by Jan Koster and Henk van Riemsdijk, Berlin: Walter de Gruyter, September 2013.

"Five Satires (Pictures of the Past) by Dmitrii Shostakovich (op. 109): The Musical Unity of a Vocal Cycle," edited by Aleksander Ivashkin and Andrew Kirkman, in *Contemplating Shostakovich: Life, Music, Film*, Aldershot: Ashgate Publishers, 2012, 47-78.

Current Research/Projects:

Awards, Honors and Fellowships

College of Liberal Arts Dean's Research Fellowship, Spring 2013

Course development grants, Center for Russian, East European and Eurasian Studies, Summer 2007 and Summer 2008

Lorinc Redei

Lecturer, Appointed 2011

Ph.D., Central European University, 2013

LBJ School of Public Affairs

Professional Experience

Expertise: European Union, EU Foreign Policy, European Parliament, European Security, Transatlantic Relations

Selected Courses: The Nature of the International System, Policymaking in a Global Age, The European Union in Global Government

Languages: Hungarian: 5, French: 4, German: 4, Dutch: 1, Spanish: 1

Field Experience: Belgium

Area Commitment: 100%

Theses/Dissertations Supervised: None

Research and/or Consulting

Selected Publications:

Translator (Hungarian to English), "The Logical Structure of Philosophical Errors," authored by John C. Harsányi, in *Economics and Philosophy* 23:3, November 2007, 349-357.

Current Research/Projects:

Article: "From Bystander to Catalyst: the EU's Role in Europe's Foreign and Security Policy Architecture," co-authored with Michael Mosser, submitted for review.

Article: "Role-Playing Geopolitics: The EU's Political Contestation of Kosovo's Declaration of Independence," to be submitted for review in summer 2014.

Book: *The European Parliament's Powers in Foreign Policy*.

Awards, Honors and Fellowships

Faculty Summer Research Grant, Center for European Studies, University of Texas at Austin, 2013 and 2014

European Parliament Press Officer, 2005-2008 and 2011

Elizabeth Richmond-Garza

Distinguished Teaching Associate Professor, Appointed 1990
Director, Program in Comparative Literature, College of Liberal Arts
Department of English, College of Liberal Arts

Ph.D., Columbia University, 1992

Professional Experience

Expertise: 19th- and 20th-Century European Drama, Oscar Wilde, Orientalism, Gothicism, Literary Theory

Selected Courses: Contemporary Drama; Masterworks of World Literature; Modernity, Anxiety, and the Art of the Uncanny

Languages: French: 4, German: 3, Italian: 3, Russian: 2, Greek: 2, Latin: 2, Hebrew: 1, Spanish: 1

Field Experience: Russia, Austria, France, Italy, Mexico, United Kingdom

Area Commitment: 25%

Theses/Dissertations Supervised: Doctoral: 21, Master's: 1

Research and/or Consulting

Selected Publications:

"Translation Is Blind: Reflections on Narcissus and the Possibility of a Queer Echo" in *Comparative Literature Studies* special issue on Gender/Translation, edited by William Spurlin, May 2014, 277-297.

"The Double Life of Salomé: Sexuality, Nationalism and Self-Translation in Oscar Wilde" in *Refiguring Oscar Wilde's Salomé*, edited by Michael Y. Bennett, Amsterdam: Rodopi, 2011, 21-36.

"Lagniappe" and Foreword in *Creoles Diasporas and Cosmopolitanisms: Creolization of Nations, Cultural Migrations, Global Languages and Literatures*, edited by David Gallagher, Palo Alto: Academica Press, 2011, viii-xiii.

Current Research/Projects:

Monograph: *Masquerade: Wilde, Individualism and the Fin-de-Siècle*.

Awards, Honors and Fellowships

Recipient, Special Research Appointment, College of Liberal Arts, Fall 2014

Recipient, Summer Research Fellowship, English Department, Summer 2014

Recipient, Mitchell Undergraduate Research Award, May 2014

Sonia Seeman

Assistant Professor, Appointed 2006

Ph.D., University of California at Los Angeles, 2002

Department of Ethnomusicology, Butler School of Music, College of Fine Arts

Professional Experience

Expertise: Music of Modern Turkey, the Ottoman Empire, and Southeastern Europe with Emphasis on Rom ("Gypsy") Communities

Selected Courses: Introduction to Music in the Middle East; Introduction to Traditional Musics in World Cultures; Music, Identity, and Difference

Languages: Turkish: 4, Macedonian: 2, French: 2, Bosnian-Croatian-Serbian: 1, Bulgarian: 1

Field Experience: Macedonia, Turkey

Area Commitment: 100%

Theses/Dissertations Supervised: Doctoral: 15, Master's: 7

Research and/or Consulting

Selected Publications:

"Romani Popular Music" in *Encyclopedia of Popular Music of the World*, New York: Continuum Press/Bloomsbury Academic, in press.

"Macedonian Čalgija: A Musical Refashioning of National Identity" in *Ethnomusicology Forum*, 2012, 1-32.

"A Politics of Culture: Turkish Romani Music and Dance at the Dawn of European Union Accession," edited by Zuzana Jurkova and Lee Bidgood, in *Voices of the Weak: Music and Minorities 21*, Prague: NGO Slovo, 2009.

Current Research/Projects:

Awards, Honors and Fellowships

Butler School of Music Teaching Excellence Award, 2011-2012

College of Fine Arts Summer Research Grant, University of Texas at Austin, Summer 2010

Special Research Grant, University of Texas at Austin, 2009-2010

Anousha Shahsavari

Lecturer, Appointed 2014
Department of Middle Eastern Studies, College of Liberal Arts

M.A., University of Maryland at College Park, 2009

Professional Experience

Expertise: Persian Linguistics, Persian Literature, Foreign Language Acquisition and Pedagogy, Sociolinguistics

Selected Courses: Modern Iranian History and Politics, Life and Culture in Contemporary Iran, Readings in Iranian Islam

Languages: Farsi: 5, Arabic: 4

Field Experience: Iran

Area Commitment: 25%

Theses/Dissertations Supervised: None

Research and/or Consulting

Selected Publications:

Persian of Iran Today, Volume 1, co-authored with Blake Atwood, Austin: Center for Middle Eastern Studies at the University of Texas at Austin, 2013.

“Persian Functions: A Reference for Developing Materials for Learners of Persian as a Second or Foreign Language,” co-authored with H. Zahedi, in *Journal of Humanities Al-Zahra*, 2010.

Current Research/Projects:

Textbook: *Persian of Iran Today - Functions*

Awards, Honors and Fellowships

PARSA CF Grant for “Persian of Iran: A Multimedia Textbook and Curriculum for Modern Persian,” 2010

Professional Development Award, Texas Language Center, University of Texas at Austin, 2010

Faegheh Shirazi

Professor, Appointed 1990
Department of Middle Eastern Studies, College of Liberal Arts
Graduate Advisor, Center for Middle Eastern Studies, College of Liberal Arts

Ph.D., Ohio State University, 1985

Professional Experience

Expertise: Popular Religious Practices; Influence of Rituals on Gender Identity and Discourse in Muslim Societies (Focusing on Islamic Veiling in Iran); Material Culture; Textile and Clothing

Selected Courses: Gender and Art in Muslim Societies, Muslim Women in Politics, Graffiti and Poster Art of the Muslim World

Languages: Farsi: 5, Dari: 1, Arabic: reading

Field Experience: Iran, Pakistan

Area Commitment: 50%

Theses/Dissertations Supervised: Doctoral: 5, Master's: 7

Research and/or Consulting

Selected Publications:

“Death the Great Equalizer: Memorializing Martyred (Shahid) Women, in the Islamic Republic of Iran” in *Journal of Visual Anthropology* 25, 2012, 98-119.

Editor, *Muslim Women in War and Crisis: From Reality to Representation*, Austin: The University of Texas Press, 2011.

Velvet Jihad: Muslim Women's Quiet Resistance to Islamic Fundamentalism, Gainesville: University Press of Florida, 2010.

Current Research/Projects:

Book: *Marketing Piety: Islamic Commodity*, Austin: University of Texas Press, in progress.

Awards, Honors and Fellowships

College Research Fellowship, 2013

Konstantin V. Sokolov

Adjunct Associate Professor, Appointed 2002
Department of Biomedical Engineering, Cockrell School of Engineering

Ph.D., Moscow State University, 1992

Professional Experience

Expertise: Imaging Physics, Diagnostic Imaging

Selected Courses: Quantitative Engineering Physiology

Languages: Russian: 5

Field Experience: Armenia, Russia

Area Commitment: 25%

Theses/Dissertations Supervised: Doctoral: 34

Research and/or Consulting

Selected Publications:

"Equilibrium Gold Nanoclusters Quenched with Biodegradable Polymers," co-authored with A. Murthy, R. Stover, A. Borwankar, G. Nie, S. Gourisankar, T. Truskett, and K. Johnston, in *ACS Nano* 7:1, 2013, 239-251.

"Charged Gold Nanoparticles with Essentially Zero Serum Protein Adsorption in Undiluted Fetal Bovine Serum," co-authored with A. Murthy, R. Stover, W. Hardin, R. Schramm, G. Nie, S. Gourisankar, T. Truskett, and K. Johnston, in *JACS* 135:21, 2013, 7799-7802.

"Conjugation of Antibodies to Gold Nanorods through Fc Portion: Synthesis and Molecular Specific Imaging," co-authored with P. Joshi, S. Yoon, W. Hardin, and S. Emelianov, in *Bioconjugate Chemistry* 24:6, 2013, 878-888.

Current Research/Projects:

Awards, Honors and Fellowships

Pauline Turner Strong

Professor, Appointed 1993
Director, Humanities Institute, College of Liberal Arts
Department of Anthropology, College of Liberal Arts
Center for Women's and Gender Studies, College of Liberal Arts

Ph.D., University of Chicago, 1992

Professional Experience

Expertise: Gender, Race, Ethnicity, and Nationalism; Cultural, Historical, and Feminist Anthropology

Selected Courses: Research and Writing About Culture, Introduction to Graduate Feminist Anthropology, American Indian Cultures North of Mexico

Languages: Latin: 2, Spanish: 2, French: 1

Field Experience: Czech Republic, Hungary, Finland, Germany, The Netherlands, Pakistan, Spain

Area Commitment: 25%

Theses/Dissertations Supervised: Doctoral: 17, Master's: 4

Research and/or Consulting

Selected Publications:

American Indians and the American Imaginary: Cultural Representation Across the Centuries, Boulder: Paradigm Press, 2012.

"Transformations in Ethnographic Scholarship on Native North America, 1970-2010" in *Litteraria Pragensia* 21:42, 2011, 28-39.

"Ethnohistory" in *International Encyclopedia of Social and Behavioral Sciences*, edited by James Wright, Oxford: Elsevier, Ltd., 2014.

Current Research/Projects:

Research: Development of cultural citizenship through national and international youth organizations

Awards, Honors and Fellowships

Primary Investigator, Promoting Pluralism and Academic Freedom on Campus: Expanding and Institutionalizing Difficult Dialogues, Ford Foundation, 2008-2010

Jeremi Suri

Mack Brown Distinguished Professor, Appointed 2011
Department of History, College of Liberal Arts

Ph.D., Yale University, 2001

Professional Experience

Expertise: Formation and Spread of Nation-States, Emergence of Modern International Relations; Connections Between Foreign and Domestic Policies; Rise of Knowledge Institutions as Global Actors

Selected Courses: The United States since 1865

Languages: French: 4, Russian: 3, German: 3

Field Experience: Hungary, Russia, China, France, Germany, India, Japan, United Kingdom

Area Commitment: 50%

Theses/Dissertations Supervised: Doctoral: 11, Master's: 9

Research and/or Consulting

Selected Publications:

Liberty's Surest Guardian: American Nation-Building from the Founders to Obama, New York: Free Press/Simon and Schuster, 2011.

"Conflict and Cooperation in the Cold War: New Directions in Contemporary Historical Research," in *Journal of Contemporary History* 46, January 2011, 5-9.

Current Research/Projects:

Book: *History and Foreign Policy: How Leaders Can Use History to Make Better Policies*, co-edited with Henry Brands, under contract with Harvard University Press.

Book: *Foreign Policy Breakthroughs: Case Studies in Effective Diplomacy*, co-edited with Robert Hutchings, under review by Oxford University Press.

Awards, Honors and Fellowships

Visiting Research Fellowship, Center for Advanced Studies, Ludwig-Maximilians-Universität, Munich, 2012

Visiting Research Fellowship, Nobel Institute, Oslo, Norway, 2011

Hertog Foundation Grant for the Study and Teaching of Grand Strategy, 2009-11

Aviezer Tucker

Research Fellow, Appointed 2011
UT Austin Energy Institute

Ph.D., University of Maryland at College Park, 1992

Professional Experience

Expertise: Geopolitical, Local Political, and Social Aspects of Shale Gas Extraction through Hydraulic Fracturing; Political Science; Philosophy of Science; Political Philosophy.

Selected Courses: Post-Totalitarian East-Central Europe, Introduction to European Studies

Languages: Hebrew: 5, Czech: 4, French: 4, German: 2

Field Experience: Czech Republic, Estonia, Germany, United Kingdom

Area Commitment: 100%

Theses/Dissertations Supervised: None

Research and/or Consulting

Selected Publications:

"Jamming the Critical Barrels: The Legacies of Totalitarian Thinking" in *Angelaki: Journal of the Theoretical Humanities* 15:3, 2010, 139-152.

"Where do we Go from Here: A Jubilee Report on History and Theory" in *History and Theory* 49, December 2010, 64-84.

"Restoration and Convergence: Russia and China since 1989" in *The Global 1989*, edited by George Lawson and Chris Ambruster, Cambridge: Cambridge University Press, 2010, 157-178.

Current Research/Projects:

Book: *The Legacies of Totalitarianism*, Cambridge University Press, forthcoming.

Article: "Scarce Justice: The Accuracy, Scope and Depth of Justice" in *Politics, Philosophy, and Economics*, forthcoming.

Awards, Honors and Fellowships

EU IMESS Fellow, The University of Tartu, Estonia, 2011.

Danillo F. Udovički-Selb

Associate Professor, Appointed 1990
Department of Architectural History, School of Architecture

Ph.D., Massachusetts Institute of Technology, 1996

Professional Experience

Expertise: History of Modern Architecture in Soviet Union in the 1920s-1930s and France in the 1930s, Italian Architecture 1400-1600

Selected Courses: Modernism and Revolution: Soviet Art, Film, and Architecture 1917-1937; Advanced Architectural Design – Europe; Brunelleschi Our Contemporary: His Design and Practice

Languages: Bosnian-Croatian-Serbian: 4, French: 4, Italian: 3, Spanish: 3, Russian: 2, Portuguese: 2

Field Experience: Hungary, Russia, Former Yugoslavia, Canada, France, Italy, The Netherlands, Switzerland

Area Commitment: 100%

Theses/Dissertations Supervised: Doctoral: 6, Master's: 4

Research and/or Consulting

Selected Publications:

Editor, *The Narkomfin*, Tübingen Berlin: Ernst Wasmuth Verlag, 2014.

“L'Exposition de 1937 n'aura pas lieu: The Invention of Paris International Expo and the Soviet and German Pavilions” in *Cold War Encounters for Peace: East-West Convergence in World Expositions 1937-1958*, London: Ashgate, 2014.

“Sur les routes des Balkans: Genèse des «Cinque Points de l'Architecture?»” in *L'Invention d'un Architecte, Le Corbusier et le «Voyage en Orient»*, Paris: Fondation Le Corbusier, 2013.

Current Research/Projects:

Article: "Elusive Faces of Modernity: Reinventing Paris on the Occasion of the 1937 International Exposition" in *Journal of Architectural Historians*, to be published in December 2014.

Haris Vikalo

Associate Professor, Appointed 2007

Ph.D., Stanford University, 2003

Jack Kilby/Texas Instruments Endowed Faculty Fellow in Computer Engineering, Department of Electrical and Computer Engineering, Cockrell School of Engineering

Professional Experience

Expertise: Signal Processing, Bioinformatics, Data Communication Systems

Selected Courses: Estimation Theory, Probability and Random Processes, Digital Signal Processes

Languages: Bosnian-Croatian-Serbian: 4

Field Experience: Bosnia-Herzegovina

Area Commitment: 25%

Theses/Dissertations Supervised: Doctoral: 28, Master's: 1

Research and/or Consulting

Selected Publications:

"Sparsity-aware sphere decoding: Algorithms and complexity analysis," co-authored with S. Barik, in *IEEE Transactions on Signal Processing* 62:9, May 2014, 2212-2225.

"Bayesian active learning for drug combinations," co-authored with M. Park and M. Nassar, in *IEEE Transactions on Biomedical Engineering* 60:11, November 2013, 3248-3255.

"Distributed algorithms for spectrum access in cognitive radio relay networks," co-authored with M. Shamaiah, S.-H. Lee, S. Vishwanath, in *IEEE Journal on Sel. Areas in Communications - Cognitive Radio Series* 30:10, November 2012, 1947-1957.

Awards, Honors, and Fellowships

Jack Kilby / Texas Instruments Endowed Faculty Fellowship in Computer Engineering, 2013-2014
NSF CAREER Award, 2009

Robert Harrison Wagner

Professor Emeritus, Appointed 1966
Department of Government, College of Liberal Arts

Ph.D., Harvard University, 1966

Professional Experience

Expertise: International Conflict, International Political Economy

Languages: French: reading, German: reading

Field Experience: Mexico, United Kingdom

Area Commitment: 100%

Theses/Dissertations Supervised: Doctoral: 4, Master's: 1

Research and/or Consulting

Selected Publications:

"Rationalism and Security" in *The International Studies Encyclopedia*, edited by Robert A. Denemark, Hoboken: Blackwell Publishing, 2010.

War and the State: The Theory of International Politics, Ann Arbor: University of Michigan Press, 2007.

Current Research/Projects:

Using the theory of games to investigate various problems in the theory of international politics, including international cooperation, the balance of power, deterrence, crisis bargaining, the causes of war, and the use of economic sanctions.

Michael Webber

Associate Professor, Appointed 2007
Deputy Director, UT Austin Energy Institute
Josey Centennial Fellow in Energy Resources, Department of Mechanical Engineering, Cockrell School of Engineering

Ph.D., Stanford University, 2001

Professional Experience

Expertise: Energy Systems Analysis; Renewable and Alternative Energy; Energy Policy; the Nexus of Energy, Food and Water; Biofuels; Energy in Texas; Convergence of Energy, Policy, and Commercialization

Selected Courses: Energy and Infrastructure Systems Field Laboratory; Energy, Technology, and Policy; Water and Society

Languages: German: 2, French: 1

Field Experience: None

Area Commitment: 25%

Theses/Dissertations Supervised: Doctoral: 8, Master's: 16

Research and/or Consulting

Selected Publications:

"Where Does Solar-Aided Seawater Desalination Make Sense? A Method For Identifying Sustainable Sites," co-authored with E.A. Grubert and A.S. Stillwell, in *Desalination* 339, 2014, 10–17.

"Implementation of brackish groundwater desalination using wind-generated electricity: A case study of the energy-water nexus in Texas," co-authored with M.E. Clayton and A.S. Stillwell, in *The Energy Sustainability Nexus*, special issue of *Sustainability* 6, 2014, 758–778.

"A Dynamic Model-Based Estimate of the Value of a Vanadium Redox Flow Battery for Frequency Regulation in Texas," co-authored with R.L. Fares and J.P. Meyers, in *Applied Energy* 113, 2014, 189–198.

Awards, Honors and Fellowships

Harrington Fellowship, UT Austin, 2014.

John S. Butler Distinguished Alumni Award, Austin Technology Incubator, UT Austin, 2014

Rachel Wellhausen

Assistant Professor, Appointed 2013
Department of Government, College of Liberal Arts

Ph.D., Massachusetts Institute of Technology, 2012

Professional Experience

Expertise: Political Economy of International Investment and Finance

Selected Courses: International Political Economy

Languages: Russian: 3, German: 3

Field Experience: Azerbaijan, Moldova, Romania, Russia, Ukraine, China, France, Germany

Area Commitment: 100%

Theses/Dissertations Supervised: Master's: 1

Research and/or Consulting

Selected Publications:

Production in the Innovation Economy, co-edited with Richard M. Locke, MIT Press, 2014.

"Investor-State Disputes: When Can Governments Break Contracts?" in *Journal of Conflict Resolution*, forthcoming.

"Innovation in Tow: R&D FDI and Investment Incentives" in *Business and Politics* 15:4, 2013, 467-491.

Current Research/Projects:

Book: *The Shield of Nationality: Foreign Firms in Emerging Economies*, under revision for resubmission to Cambridge University Press.

Awards, Honors and Fellowships

Research Grant, Social Science Research Council Eurasia Program, 2013

Affiliation and Fieldwork Funding, Harvard Center for European Studies, 2009-2012

Dissertation Fellowship, Social Science Research Council Eurasia Program, 2010-2011

Seth Wolitz

Professor Emeritus, Appointed 1980
Marie and Edwin Gale Chair of Judaic Studies
Department of French and Italian and Department of Slavic and Eurasian Studies, College of Liberal Arts

Ph.D., Yale University, 1965

Professional Experience

Expertise: 20th-Century Modernism, Theater, Slavic and Jewish Literature and Art

Languages: Yiddish: 4, French: 4, Provençal/Occitan: 4, German: 3, Hebrew: 3, Portuguese: 3, Spanish: 3, Russian: 2, Latin: 2, Aramaic: 1, Ugaritic: 1

Field Experience: Hungary, Poland, Argentina, Canada, Israel

Area Commitment: 100%

Theses/Dissertations Supervised: Doctoral: 5

Research and/or Consulting

Selected Publications:

"'Di goldene pave iz gefloygn avek' (Le Paon doré s'est envolé) La culture ashkénaze, 1860-1940: une trop breve renaissance," in *Futur Antérieur: l'avant-garde et le livre yiddish 1914-1939*, edited by Nathalie Hazan-Brunet, Paris: Musée d'art et d'histoire du judaïsme/SkiraFlammarion, 2009.

Introduction and Biographical Sketches in *With Everything We've Got, a personal anthology of Yiddish Poetry*, edited by Richard J. Fein, Austin: Host Publications, 2009.

"Goldfaden: Theatrical Space and Historical Place for the Jewish Gaze" in *Jewish Theatre: Tradition in Transition and Intercultural Vistas*, edited by Ahuva Belkin, Tel Aviv: Assaph Book Series, Tel Aviv University, 2009.

Awards, Honors and Fellowships

Fellow at Collegium Budapest, The Institute of Advanced Studies, 2006 and 2007

Charters S. Wynn

Associate Professor, Appointed 1990
Department of History, College of Liberal Arts

Ph.D., Stanford University, 1987

Professional Experience

Expertise: Modern Russian History, Stalinist Period

Selected Courses: The Soviet Union from World War II to Collapse, History of Russia since 1917, Stalin's Russia at War

Languages: Russian: reading

Field Experience: Russia, Ukraine

Area Commitment: 100%

Theses/Dissertations Supervised: Doctoral: 7, Master's: 5

Research and/or Consulting

Selected Publications:

"Getting Together then Falling Apart: Tomsky and British Trade Unionists during NEP" in *Russian Review* 73, 2014.

"Young Tomsky: The Making of a Working-Class Bolshevik Leader" in *Revolutionary Russia* 25: 2, December 2012, 119-140.

"The 'Right Opposition' and the 'Smirnov-Eismont-Tolmachev Affair'" in *The "Lost" Politburo Stenograms: From Collective Rule to Stalin's Dictatorship*, edited by Paul Gregory and Norman Naimark, New Haven: Yale University Press, 2008.

Current Research/Projects:

Book and Articles: *From the Factory to the Kremlin: Mikhail Tomsky and the Russian Worker, 1880-1936*.

Awards, Honors and Fellowships

President's Associates Teaching Excellence Award, 2010-2011

Raymond Dickson Centennial Endowed Teaching Fellowship, 2008

Eyes of Texas Excellence Award, Fall 2006

Yetkin Yildirim

Research Assistant Professor, Appointed 2000

Ph.D., University of Texas at Austin, 2000

Director, Texas Pavement Preservation Center

Department of Civil, Architectural, and Environmental Engineering, Cockrell School of Engineering

Professional Experience

Expertise: Transportation Engineering, Conflict Resolution

Languages: Turkish: 5

Field Experience: Bosnia-Herzegovina, Turkey

Area Commitment: 100%

Theses/Dissertations Supervised: Master's: 1

Research and/or Consulting

Selected Publications:

Flying with Two Wings: Interreligious Dialogue in the Age of Global Terrorism, co-edited with Virginia Burnett, Newcastle-upon-Tyne: Cambridge Scholars Publishing, 2011.

The Ottoman Mosaic, co-edited with Kemal Karpat, Seattle: Cune Press, 2010.

"Pavement Preservation Treatment Performance," co-authored with J.W. Button, in *FHWA Transportation System Preservation Research, Development, and Implementation Roadmap*, January 2008, 277-283.

Current Research/Projects:

Article: "Personnel Training in TxDOT Construction Contract Claims Dispute Resolution" in *American Society of Civil Engineers Journal of Legal Affairs and Dispute Resolution in Engineering and Construction*, forthcoming.

Awards, Honors and Fellowships

Nominee, Tyler Award for Environmental Achievement, Cockrell School of Engineering, 2013

Nominee, Tyler Award for Environmental Achievement, University of Texas at Austin, 2013

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| <u>Language Proficiency Indicator</u> | <u>Level of Proficiency</u> |
|--|------------------------------------|
| 5 | Fluent |
| 4 | Advanced |
| 3 | Proficient |
| 2 | Intermediate |
| 1 | Basic |
| Reading | Reading comprehension only |

Appendix 3c – CREEES Staff

Mary C. Neuburger

Director
Center for Russian, East European and Eurasian Studies
College of Liberal Arts

Education

Ph.D., History, University of Washington, 1997
M.A., Geography, University of Washington, 1993
B.A., Russian Studies, University of Oregon, 1990

Select Professional Experience

Appointments:

Chair, Department of Slavic and Eurasian Studies, Fall 2010-present.
Associate Director, European Union Center for Excellence, Fall 2011-present.
Professor, Department of History, 1997-present (promoted to full professor in 2012).
Principal Investigator on institutional grants listed below

Expertise: History, Modern Southeastern Europe

Languages: Bulgarian: 4, Macedonian: 4, Russian: 4, Bosnian-Croatian-Serbian: reading, German: reading,
Turkish: reading

Field Experience: Bulgaria, Turkey, Macedonia, Russia

Commitment to Center: 100%

Publications:

Balkan Smoke: Tobacco and the Making of Modern Bulgaria, 1863-1989, Ithaca: Cornell University Press, 2013.

Communism Unwrapped: Consumption in Postwar Eastern Europe, co-edited with Paulina Bren, New York: Oxford University Press, 2012.

The Orient Within: Muslim Minorities and the Negotiation of Nationhood in Modern Bulgaria, Ithaca: Cornell University Press, 2004.

Awards:

Barbara Jelavich Award for distinguished monograph published on any aspect of Southeast European studies since 1600, awarded for *Balkan Smoke*, 2014.

Institutional Grants

DoE, Fulbright-Hays Short-term Group Projects Abroad, Curriculum Development Project, “Siberian Voices: Culture, Environment and Everyday Life in Irkutsk, Ulan-Ude, and Kyzyl,” Spring 2012.

DoE, Fulbright-Hays Group Projects Abroad, Advanced Overseas Intensive Language Project for Russian, “Moscow-Texas Connections,” 2013-2017.

DoD, Project GO (Global Officers) grant, in collaboration with the Department for Middle Eastern Studies (DMES), and Air Force, Army, and Navy ROTC programs at UT, 2012-2015.

UT System Institute for Transformative Learning grant, \$300,000 for the creation of a web-based Russian language textbook.

UT Curriculum Innovation Grant, \$50,000 for development of an open-access, web-based, first-year Czech-language textbook.

Robert Moser

Associate Director
Center for Russian, East European and Eurasian Studies
College of Liberal Arts

Education

Ph.D., Political Science, University of Wisconsin at Madison, 1995
M.A., Political Science, University of Wisconsin at Madison, 1990
B.S. with Highest Distinction, Political Science, Nebraska Wesleyan University, 1988

Select Professional Experience

Appointments:

Chair, Department of Government, 2014-present.
Associate Chair, Department of Government, 2006-2014
Graduate Adviser, Department of Government, 2006-2014.

Expertise: Russian/Post-Soviet politics, electoral studies, democratization, comparative politics

Languages: Russian: 4

Field Experience: Russia, Ukraine

Commitment to Center: 100%

Selected Publications:

"Between Science and Engineering: Reflections on the APSA Presidential Task Force on Political Science, Electoral Rules, and Democratic Governance" in *Perspectives on Politics*, edited by Mala Htun, et al, 2013.
The Effects of Electoral Rules in New and Established Democracies: An Analysis of Mixed-Member Electoral Systems, co-authored with Ethan Scheiner, New York: Cambridge University Press, 2012.

Awards:

Nominee, University of Texas Academy of Distinguished Teachers, 2012 and 2013
Nominee, University of Texas Regents' Outstanding Teaching Award, 2012
University of Texas Silver Spurs Teaching Award, 2010

Agnes Sekowski

Office Manager and Graduate Coordinator
Center for Russian, East European, and Eurasian Studies
College of Liberal Arts

Education

M.P.Aff, Public Affairs, and M.A., Russian, East European and Eurasian Studies, University of Texas at Austin, 2011
B.B.A., International Business (Honors), and B.A., Russian, East European and Eurasian Studies, University of Texas at Austin, 2005

Select Professional Experience

Appointments:

Prague Summer Program Resident Director, CIBER, University of Texas at Austin, 2010-12.
Grant Writer for Fulbright-Hays GPA, Center for Russian, East European and Eurasian Studies, University of Texas at Austin, 2012.
Journalism Intern, Krakow Post, 2010.

Expertise: Event coordination, program management, HR administration, student advising, departmental finance and budgeting

Languages: Polish: 5, Russian: 4, German: 4, Czech: 1

Field Experience: Czech Republic, Poland, Russia, Ukraine

Commitment to Center: 100%

Awards:

US Department of State Critical Languages Scholarship for Advanced Russian, 2009
LBJ School of Public Affairs Fellowship, 2007-2008
Graduate School Pre-Emptive Recruiting Scholarship, 2007-2008

Jenica R. Jones

Program Coordinator and Undergraduate Liaison
Center for Russian, East European and Eurasian Studies
College of Liberal Arts

Education

M.A., Diplomatie et Négociations Stratégiques, Université de Paris XI-Sud, 2010
M.A., International Relations, American Graduate School in Paris, 2010
B.A., History, University of Texas at Austin, 2006

Select Professional Experience

Appointments:

CREEES Outreach Coordinator, January 2014-present.
Academic conference coordinator, American Graduate School in Paris.
Teacher of record, foreign language education, ESL, ELA, Hays CISD.
English language instructor, Lycee Jean de la Fontaine, Paris, France.
Legal Assistant, Oaks, Hartline & Daly LLP.

Expertise: Event coordination, student advising, departmental accounting

Languages: French: 4

Field Experience: Russia, Ukraine, Western Europe

Commitment to Center: 100%

Jessica L. Hartos

Program Evaluator
Center for Russian, East European and Eurasian Studies, College of Liberal Arts

Education

Ph.D., Developmental Psychology, University of Houston, 1998
M.A., Psychology, University of Houston, 1996
B.A., Psychology and Sociology, University of Houston at Clear Lake, 1992

Select Professional Experience

Appointments:

Associate Professor, School of Health Professions, University of North Texas Health Sciences Center, 2013-present.
Research Specialist V, College of Natural Sciences, University of Texas at Austin, 2011-2013.
Research Specialist V, Center for Teaching and Learning, 2010-2011.
Coordinator of Research and Evaluation, Mental Health Transformation Project, Texas Department of State Health Services, 2009-2010.

Expertise: Program Development and Evaluation, Research Design, Statistical Analysis for Outcomes Related to Higher Education and Public Health

Languages: N/A

Field Experience: N/A

Commitment to Center: N/A

Uri Kolodney

Librarian for Russian, East European and Eurasian Studies
University of Texas Libraries

Education

M.A., Hebrew Literature, University of Texas at Austin, in progress
M.S.I.S., Digital Collections, University of Texas at Austin, 2001
B.A., Classical Studies (Greek and Latin), Tel Aviv University, 1990

Select Professional Experience

Appointments:

Head of the Non-Roman Cataloging Unit, University of Texas at Austin Libraries, 2013-present.
Hebrew & Jewish Studies Librarian, University of Texas at Austin Libraries, 2008-present.
Manager of the Digitization Center, University of Texas at Austin Libraries, 2004-2009.

Expertise: Hebrew and Jewish Studies, Hebrew Language, Israeli Cinema, Digital Collections

Languages: Hebrew: 5, Italian: 2, French: 2, Yiddish: 1

Field Experience: Israel

Area Commitment: 100%

Tamara Kowalski

Outreach Coordinator
Center for Russian, East European and Eurasian Studies
College of Liberal Arts

Education

M.A., Russian Studies, School of Slavonic & East European Studies, University College London, 1999
B.A., Political Science and B.A., International Studies, American University, 1992

Select Professional Experience

Appointments:

CREEES Outreach Coordinator, September 2012-present.
Communications Coordinator, Department of Psychology, University of Texas at Austin, November 2013-present.

Production Assistant (in graphic design), Landes Bioscience Journals, 2013.

Program Manager, Center for Safe Energy (for the Former Soviet Union), 2003-2008; 2011-2012.

Project Coordinator, Zero Waste Network, University of Texas at Arlington, 2009-2011.

Open World Delegation Coordinator (Ukraine, Russia, and Kazakhstan), 2002-present.

Expertise: Project and Event Coordination, Print and Online Publications, Communications

Languages: Russian: 2, German: 1

Field Experience: Baltic States, Eastern Europe, Russia, Ukraine, Western Europe

Commitment to Center: 100%

Elliott Nowacky

International Programs Coordinator
Center for Russian, East European and Eurasian Studies
College of Liberal Arts

Education

M.A., Russian, East European and Eurasian Studies, University of Texas at Austin, 2012
B.A., History and German, Montana State University, 1988

Professional Experience

Appointments:

Resident Director, Moscow Texas Connections, 2012-13

U.S. Army Officer, 1988-2008.

Expertise: Planning and execution of study abroad programs, Soviet military occupation of Eastern Europe 1945-1994

Languages: German: 3, Russian: 2

Field Experience: Kazakhstan, Poland, Russia, Ukraine, Uzbekistan, Western Europe

Commitment to Center: 100%

Kacie N. Rowlette

Assistant Program Manager
Center for Russian, East European, and Eurasian Studies
College of Liberal Arts

Education

M.A., Russian, East European and Eurasian Studies, University of Texas at Austin, in progress
B.A., History, Texas A&M University, 2013

Select Professional Experience

Appointments:

Information Technology Manager, A-Battery, Texas A&M University Corps of Cadets, August 2012-May 2013.

Information Technology Assistant Manager, A-Battery, Texas A&M University Corps of Cadets, August 2011-May 2012.

Supply and Logistics Associate, A-Battery, Texas A&M University Corps of Cadets, August 2010-May 2011.

Expertise: Eastern European history, military history, political and ethnic conflicts in the former Soviet Union and Eastern Bloc, event coordination and promotion, information management

Languages: Russian: 3

Field Experience: Russia, Ukraine

Commitment to Center: 100%

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| Kowalski, Tamara – Outreach Coordinator | 4 |
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| <u>Language Proficiency Indicator</u> | <u>Level of Proficiency</u> |
|---------------------------------------|-----------------------------|
| 5 | Fluent |
| 4 | Advanced |
| 3 | Proficient |
| 2 | Intermediate |
| 1 | Basic |
| Reading | Reading comprehension only |

Appendix 4

Performance Measures and Evaluation Charts

Appendix 4: CREEES Evaluation Model

| PROJECT GOAL STATEMENT 1: Increase the number of students who achieve intermediate and advanced language proficiency in REEE priority languages on UT campus over the grant period. | | | | | |
|--|--|-------------|-------------|--------------------|-------------------------------|
| Performance Measures | Activities | D.I. | Freq | Data Source | Baseline & Targets |
| A. Increase by 30% the number of REEE language students engaging technology as a tool in language instruction during the grant period | <ul style="list-style-type: none"> • Increase use of Texas A&M Media Translation System in UT Russian classes • Increase student use of Omsk State Pedagogical University Webitang online Russian-English conversation exchange and blog program • Complete web-based Russian language materials and integrate into curriculum • Offer open enrollment Russian language instruction online • Complete and integrate into curriculum web-based open access Czech language materials • Increase number of UT students in intermediate and advanced non-Russian language courses, by forming consortium with select universities and sharing courses through wired classrooms | | | | |
| B. Increase by 10% the number of students who participate in REEE language study abroad programs during the grant cycle | <ul style="list-style-type: none"> • Develop five new affiliate study abroad programs with an intensive language component in the REEE region • Improve promotion of REEE language study abroad programs with the UT Study Abroad Office; hold more REEE study abroad program information sessions • Increase use of various forms of media for REEE language program promotion • Continue to identify and administer external funding streams for study abroad such as Moscow Texas Connections, Project GO, and FLAS | | | | |
| C. Increase by 15% the number of OPI-tested students who reach the level of Intermediate Mid (or ILR1) after three years equivalency of course work, and Advanced Low (or ILR 2) after four years equivalency of course work during the grant period | <ul style="list-style-type: none"> • Increase the number of REEE languages taught at the intermediate and advanced levels at UT • Increase the number of REEE languages taught at the intermediate and advanced levels through the LCTL consortium • Reduce attrition through integrating REEE language students with on-campus area studies programming and events • Increase pedagogy training and professional development for REEE language instructors at UT • Award and administer intermediate and advanced level LCTL tutoring grants for languages not available on campus • Increase the number of students enrolled in advanced level FLAC courses | | | | |

PROJECT GOAL STATEMENT 2: Expand the reach and depth of REEE area studies and Russian language for K-12 students nationally

| Performance Measures | Activities | D.I. | Freq | Data Source | Baseline & Targets |
|---|---|------|------|-------------|--------------------|
| <p>A. Increase the number of participants in K-12 in-service and pre-service teacher trainings annually by 5%</p> | <ul style="list-style-type: none"> • Increase in-service teacher participation in area studies teacher training workshops for state-recognized professional development credits • Maintain pre-service teacher participation in area studies teacher training workshops through the UTeach program • Extend reach of Hemisphere’s teacher trainings to pre-service programs at Texas State University | | | | |
| <p>B. Increase use of CREEES generated K-12 curricular and technology-based resources over the course of the grant by 20%</p> | <ul style="list-style-type: none"> • Digitize UT libraries special collections and promote for national K-12 educator use • Develop and distribute new curriculum units, podcasts, and other online resources in response to K-12 educator needs • Develop web-based teacher training workshops to enable national distribution of Hemispheres curriculum | | | | |
| <p>C. Directly engage at least 1,000 K-12 students across Texas annually through CREEES outreach activities and events</p> | <ul style="list-style-type: none"> • Increase the number of schools participating in annual CREEES faculty and student-led “Russia Day” event for Texas middle and high-school students • Improve upon range of REEE activities and lectures at Explore UT open house geared towards K-12 students • Refine the structure of the annual Olympiada of Spoken Russian for Texas high school students learning Russian • Recruit top ranking high school juniors to our region through faculty involvement in the Liberal Arts Honors summer colloquium • Continue to expand K-12 participants in cultural and academic events both at UT and in K-12 school, such as concerts, guest lectures, travel trunks, etc. • Launch a recruiting initiative in Texas high schools to foster interest and future majors in REEES | | | | |
| <p>D. Expand Russian language pedagogy opportunities for K-12 teachers and language training opportunities for students</p> | <ul style="list-style-type: none"> • Initiate annual K-12 teacher training workshops on Russian language assessment and pedagogy (with national scope in years two and four) with the Texas Language Center • Link K-12 teachers of Russian with Omsk State Pedagogical University in Russia for online pedagogy webinars • Establish Russian language accreditation program through UTeach program for pre-service teachers and track accredited teacher placement • Increase K-12 student use of Omsk State Pedagogical University Webilang online Russian-English conversation exchange program • Create dual credit program in Russian at UT to increase number of K-12 students exposed to and trained in the Russian language in Texas | | | | |

PROJECT GOAL STATEMENT 3: Improve student professional placement in REEE-related careers, with an emphasis on areas of national need

| Performance Measures | Activities | D.I. | Freq | Data Source | Baseline & Targets |
|--|--|------|------|-------------|--------------------|
| <p>A. Increase UT student exposure to and participation in business, NGOs, and other private sector opportunities related to the REEE region over the grant cycle</p> | <ul style="list-style-type: none"> Promote awareness of emerging markets in the REEE area through CREEES faculty participation in the Business School undergraduate GET-Exporting program Engage a class of 30+ students with a series of CREEES faculty lectures and on-site expertise for the MBA “Global Connections” program on Poland, Croatia, Russia, etc. Develop, distribute and track use of online video-based interviews with Russian business executives for use in “Russian Business,” and “Global Business” courses Support student participation in the business, public policy and engineering-oriented Texas Global Exchange Program, to expose UT students to the business climate and energy sectors in the Caucasus and Eurasia Host one professionalization workshop geared towards NGO opportunities featuring successful alumni during the grant cycle Award at least two professional development awards per year for students pursuing unpaid non-governmental and international organization internships Support and encourage REEES student participation in the annual “Austin Seminar” workshop, an LBJ diplomacy and crisis simulation event Organize student professionalization workshop that brings state service and policy practitioners in for career advising Identify, promote and support internships in REEE regional policy (ie. State Department, think tanks, etc.) Award at least one domestic and one international professional development award to a student pursuing an REEE policy related internship | | | | |
| <p>B. Increase by 15% student participation in professional development opportunities for REEES-related public service, security, and global policy careers over the grant cycle</p> | <ul style="list-style-type: none"> Track placement of CREEES BAs and MAs in PhD programs at UT and nationally Increase opportunities for teaching REEE language and content courses by UT advanced degree students and recent graduates Attract students into new graduate portfolio program to certify REEE concentration and enhance professional profile of PhDs across UT campus Create online forum to promote and exchange student grant, conference research, publication, and academic job opportunities Award at least four professional development awards annually for conference and research-related travel to REEES graduate students | | | | |
| <p>C. Provide more opportunities to enhance placement of UT REEES students in academic careers</p> | <ul style="list-style-type: none"> Track placement of CREEES BAs and MAs in PhD programs at UT and nationally Increase opportunities for teaching REEE language and content courses by UT advanced degree students and recent graduates Attract students into new graduate portfolio program to certify REEE concentration and enhance professional profile of PhDs across UT campus Create online forum to promote and exchange student grant, conference research, publication, and academic job opportunities Award at least four professional development awards annually for conference and research-related travel to REEES graduate students | | | | |

| | | | | | |
|--|---|--|--|--|--|
| <p>D. Directly engage at least 100 UT students annually in REEES-focused professionalization and networking activities</p> | <ul style="list-style-type: none"> • Create an online professional forum to promote REEES professionalization activities and regularly circulate new funding, job and internship opportunities for promotion and exchange of academic, private and public sector professional opportunities • Encourage participation in annual CREEES graduate research symposium organized by the CREEES Graduate Student Assembly • During the grant cycle, offer “Russian-English Translation and Interpretation” course and professionalization workshop, with training in skills applicable to public, private sector and academic careers • Increase number of STEM & Professional school students enrolled in CREEES dual degree and graduate portfolio programs • Improve and systematize current alumni tracking system to increase the number of students tracked after graduation over the grant cycle and long-term | | | | |
|--|---|--|--|--|--|

PROJECT GOAL STATEMENT 4: Expand the Texas Russian and East European Studies Network (TRESN) in order to enhance REEE area studies and Russian language training with postsecondary partners in Texas, emphasizing MSI involvement

| Performance Measures | Activities | D.I. | Freq | Data Source | Baseline & Targets |
|--|--|------|------|-------------|--------------------|
| A. Increase the number of opportunities that enhance exposure to REEE area studies and language curriculum at four or more Texas post-secondary institutions annually, with a focus on MSIs and Community Colleges | <ul style="list-style-type: none"> • Offer funds to two TRESN faculty each year to develop courses or conduct summer research related to REEE • Support and coordinate one REEES content course a year at Houston-Tillotson University (HTU) • Support and coordinate first-year and second-year Russian language courses at St. Edward's University in alternating years of the grant cycle • Assist in the development of an HTU Global Studies Certificate and measure enrollment annually • Offer one summer FLAS fellowship annually to a TRESN student | | | | |
| B. Provide post-secondary partners with new REEES resources and overseas linkages which are accessed by an additional 500 people over the grant cycle through increased use of technology | <ul style="list-style-type: none"> • Open enrollment in online Russian to non-UT students, using new online Russian language materials starting fall 2015 • Develop and disseminate web-based, open-access Czech language textbook and promote use nationally • Allow TRESN schools access to non-Russian language classes in the LCTL consortium • Digitize UT libraries special collections and promote for national post-secondary use • Link TRESN Russian instructors with Omsk State Pedagogical University for online pedagogy webinars • Increase TRESN student use of Omsk State Pedagogical University Webilang online Russian-English conversation exchange program | | | | |
| C. Expand participants by 20% in joint-programming opportunities with Texas MSIs and Austin Community College over the course of the grant cycle | <ul style="list-style-type: none"> • Increase by 10 the number of schools in TRESN with a focus on area MSIs and community colleges over the course of the grant cycle • Use TRESN communication channels to share speaker and event opportunities among schools to maximize efficiency of resources annually • Pilot annual post-secondary curriculum development | | | | |

Appendix 5

LETTERS OF SUPPORT



COLLEGE OF LIBERAL ARTS
THE UNIVERSITY OF TEXAS AT AUSTIN

*Office of the Dean • Dorothy L. Gebauer Building • 116 Inner Campus Drive, G6000 • Austin, Texas 78712-1257
512-471-4141 • FAX (512) 471-4518*

June 9, 2014

Dr. Mary C. Neuburger
The University of Texas at Austin
Chair, Department of Slavic and Eurasian Studies
Director, Center for Russian
128 Inner Campus Dr. Stop B7000
Austin, TX 78712

Dear Dr. Neuburger,

As Dean of the College of Liberal Arts (CoLA) at the University of Texas at Austin, I offer my sincere support for the Center for Russian, East European and Eurasian Studies' (CREEES) grant proposal for the Title VI National Resource Center (NRC) grant from the United States Department of Education. Liberal Arts is deeply committed to global studies as an integral part of the education mission of the College and the University as a whole. We recognize the importance of Russian, East European and Eurasian Studies and support its expansion and enhancement on the UT campus, a flagship institution that serves not only Texas, but has a substantial impact regionally and nationally.

As Director of CREEES, you have played an exceedingly active role in the College International Studies Advisory Committee, which directs the collaborative efforts of UT's NRCs and other Global Area Studies Centers (GASC) to boost global competencies on and off the UT campus. CREEES is a critical partner in these kinds of partnerships, which allow for efficient use of NRC and UT resources. We are particularly proud of the coordinated K-12 outreach achievements of Hemispheres, a joint effort of UT's GASCs and an outstanding example of best practices in K-12 outreach. In addition to working with other GASCs, CREEES has worked closely with other centers, institutes, departments, and professional schools across campus, including History, Government, Anthropology, Jewish Studies, the McCombs School of Business and the Center for International Business Education and Research. We applaud the synergistic programming, teaching, outreach, and research projects that have resulted from these kinds of collaborative efforts. Indeed, I am gratified that you have committed to direct CREEES for another four-year term, 2014-2018.

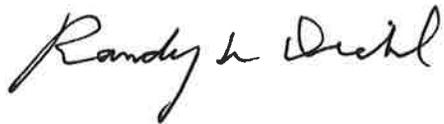
I am particularly supportive of CREEES' technology initiatives here on the UT campus. You have been exceedingly proactive in the development of web-based language training tools. Given the expertise, resources and administrative motivation for such projects, UT is an ideal place for CREEES to pursue the employment of online technologies for the advancement of language training. Such projects as the creation of web-based Russian and Czech language textbooks, funded by UT Institute for Transformative Learning and Curriculum Innovation Grants, will be

well-supported by our Liberal Arts Instructional Technology unit, and the now renowned Center for Open Educational Resources and Language Learning (COERLL).

Along with language curriculum development projects, CoLA is supportive of your efforts to work with Vice Provost Harrison Keller to implement a Less Commonly Taught Language (LCTL) consortium with select universities across the country. This collaborative project will allow for the exchange of LCTL instruction in wired-classrooms—thus increasing student access to LCTLs. Such projects as these take time and energy, and CoLA is glad that you have put so much effort into such projects that help fulfill the educational mission of The University of Texas at Austin, which reaches well beyond our campus.

Finally, we have been impressed by CREEES' initiatives in a range of other capacities, including your ability to raise funds that contribute to center excellence and sustainability. CREEES has identified and obtained numerous internal and external grants, has secured significant individual donations, and has built endowments—such as the new Polish Studies Endowment and a growing Russian endowment. In addition, under your management, CREEES has recruited top-notch faculty, created several new study abroad programs, and initiated a graduate portfolio program. As a result of these efforts, CoLA recognizes that the quality of the administrators, faculty, staff and degree programs at CREEES have contributed to the reputation of excellence of The University of Texas at Austin. We support the growth of this program on the UT campus and will offer additional support for CREEES staff to administer a National Resource Center, which would serve Texas and the greater Southwest.

Sincerely,

A handwritten signature in black ink that reads "Randy L. Diehl". The signature is written in a cursive, flowing style.

Randy L. Diehl, Dean
David Bruton, Jr. Regents Chair in Liberal Arts

June 3, 2014

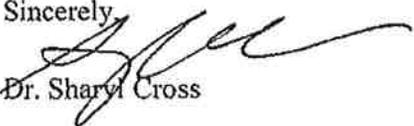
Dear Dr. Neuburger,

In my capacity as Director of the Kozmetsky Center of Excellence in Global Finance at St. Edward's University, I would like to express my support for the Department of Education, Title VI National Resource Center grant proposal submitted by the Center for Russian, East, European and Eurasian Studies (CREEES) at the University of Texas. Having a Russian, East European and Eurasian NRC in Austin, Texas would be beneficial to the educational mission of our institution and my center in particular, and would serve the interests of the state of Texas more broadly.

As a specialist in the Russian and East European region myself, who has conducted research in this area for more than 20 years, I can attest to the fact that this region is of critical importance to national security and of special interest to Texas business and security interests. I have made programming related to this region a priority in the work of my center, which funded the visit of a delegation of 8 prominent scholars and policy practitioners from Serbia, Montenegro, Albania, Croatia, and Bulgaria, who visited St. Edward's and the University of Texas campus in the spring of 2014. It was a pleasure coordinating this event with UT and I look forward to working with CREEES on future projects like the "Texas-EU Business Summit" and "The Austin Seminar: Diplomacy Workshop," as well as conferences like "Whose Black Sea?: Culture, Politics, Security", "Counter-Terrorism in Russia, Eurasia, and the EU," "Bodies for Sale: Gender & Human Trafficking in Russia and Eastern Europe", and "Believing Diplomats: Religion in American Diplomacy, Past and Present."

We are happy to join the CREEES-organized Texas, Russian and East European Studies Network (TRESN), for coordinating collaborative efforts, and leveraging study abroad support for our students. We welcome the introduction of Russian language courses to the St. Edwards curriculum with CREEES support. We look forward to furthering our collaboration with CREEES.

Sincerely,


Dr. Sharvi Cross



Osoaviahimovskaya 2-62, Omsk, Russia, 644007

+7 960 991 59 57

info@webilang.com

www.webilang.com

I would like to express my support for the Center for Russian, East, European and Eurasian Studies (CREEES) at the University of Texas proposal to the U.S. Department of Education, Title VI National Resource Center grant.

I represent the Centre for Distance Language Learning called Webilang. Webilang.com is a platform for studying Russian and English online through native speaker collaboration. The collaboration takes place through university level courses, student tandem learning and pedagogy webinars.

With Webilang's technical and pedagogical support, Russian and American university students enroll in professor led online courses on Russian/American culture and Russian/ English language. Students attend webinars and submit homework on Webilang.

For tandem learning, students from Russian universities get connected with students of American universities synchronously (in a video conference) and asynchronously (in blogs).

Webilang's pedagogy webinars are organized for Russian and American university faculty members and schoolteachers who want to share their vision and best practices in online and offline language education.

During the first year of Webilang's work we have successfully created and conducted a few courses of English for Russian universities led by American professors from University of Texas at Arlington (UTA), tandem learning projects between Russian students and American students from UTA and UT at Austin and a pedagogy webinar for faculty members and graduate students of UTA and UT at Austin.

We are planning to continue our collaboration with UT at Austin and UTA in upcoming academic year of 2014/2015.

Konstantin Shestakov,

Director of Centre for Distance Language Learning Webilang.

05/27/2014

A handwritten signature in blue ink, appearing to read "KMS", followed by a horizontal line.