

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 # P015A140050 P015B140050

Univ of Illinois/Trustees



TITLE VI
GRANT APPLICATION
FY 2014-2017

FEDERAL FORMS: Assurances, Certifications, Forms

**UNIVERSITY OF ILLINOIS
AT URBANA - CHAMPAIGN**

Office of Sponsored Programs
and Research Administration
1901 South First Street, Suite A
Research Park
Champaign, IL 61820



June 26, 2014

US Department of Education
1990 K Street, NW
Washington, DC 20006

U of I REF. NO. 2014-07267
TITLE: National Resource Center and Foreign Language & Area Studies Fellowships Program: European Union
Center at the University of Illinois at Urbana-Champaign
AMOUNT : \$ 2,508,453.00
PERIOD: 8/15/14-8/14/18
PRINCIPAL INVESTIGATOR(s): Anna Stenport
DEPARTMENT: European Union Center
TYPE OF REQUEST: New Request

Enclosed are copies of the above referenced proposal. This proposal has been approved for submission by the proper University administrative official(s).

Your consideration will be appreciated. Any contract or grant supporting the above described project must be issued in the University's corporate name, The Board of Trustees of the University of Illinois, Urbana, Illinois 61801.

Any questions of a non-technical nature regarding this proposal should be addressed to Geoff Dehler at (217) 333-2187:

Sincerely,

A handwritten signature in cursive script that reads "David W. Richardson".

David W. Richardson
Associate Vice Chancellor for Research
Director of Office of Sponsored Programs and Research Administration
University of Illinois at Urbana - Champaign

DWR: GD

Enclosure

cc: Amy Leng

ATTACHMENT TO PROPOSAL TRANSMITTAL LETTER

(The following General Information is provided to assist potential Sponsors. It is recognized some information may not be applicable to this specific proposal and, if inappropriate, should be disregarded.)

1. **The University of Illinois reserves the right to negotiate the terms and conditions of any definitive Contract/Grant which may result from this proposal application. UIUC is a public research university subject to an increasing number of state and federal regulations that are unique to higher education. As a result, most contracts provided by our sponsors require minor revisions before we can legally sign them.**
2. **Any resulting Contract/Grant should be made in the University's legal corporate name, "The Board of Trustees of the University of Illinois", c/o Office of Sponsored Programs & Research Administration, at the address listed below in item 3.**

3. **All contractual correspondence should be mailed to:** **Contractual Signature Authority:**

University of Illinois
Office of Sponsored Programs
& Research Administration (OSPRA)
1901 South First Street, Suite A
Champaign, IL 61820
E-mail: gcoaward@uillinois.edu

Walter K. Knorr, Comptroller

4. **General Information, Mailing Instructions, Representations/Certifications, etc: (217) 333-2187**

| <u>Proposals</u> | | <u>Contracts/Grants</u> | |
|------------------|----------------|-------------------------|----------------|
| Cassie Paul | (217) 244-4765 | Stephanie Russell | (217) 265-7682 |
| Kristie Warner | (217) 244-7637 | Lea Hill | (217) 244-7462 |

5. **University Contacts related to Proposal Review: PHONE# (217) 333-2187 FAX# (217) 239-6830**

| | | | |
|--------------|--------------------------------|----------------|----------------|
| | Kathy Dams, Assistant Director | (217) 244-8212 | |
| Scott Corum | (217) 265-7794 | Geoff Dehler | (217) 265-7687 |
| Julie McCabe | (217) 244-9029 | Tim Tufte | (217) 265-7708 |

6. **Cognizant Federal Admin. Agency:**
Office of Naval Research
230 South Dearborn Avenue, Rm. 380
Chicago, IL 60604-1595
Attn: Administrative Contact
(312) 886-5423; E-Mail: ONR_Chicago@onr.navy.mil

7. **Contract/Grant payments should be mailed to:**
University of Illinois at Urbana-Champaign-Grants & Contracts
PO Box 4610
Springfield, IL 62708-4610
DUNS # 04-154-4081
FEIN # 37-6000.511
Cage Code: 4B808

8. **Authorized Institutional Officials for Submitting Proposal Applications:**
Administrative: Peter Schiffer, Chair
Research Board
Business: David W. Richardson, AVCR/Director, OSPRA

9. **The following research indirect cost rates have been currently negotiated with the Office of Naval Research:**

| <u>MTDC Indirect Cost Rate</u> | <u>Graduate Asst. Tuition</u> | <u>Period</u> |
|--------------------------------|-------------------------------|------------------|
| 58.6% | 64.0% | 7/1/13 – 6/30/14 |

WE/E

OMB Number: 4040-0004
Expiration Date: 8/31/2016

Application for Federal Assistance SF-424

| | | |
|--|--|--|
| * 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application | * 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision | * If Revision, select appropriate letter(s): _____ * Other (Specify): _____ |
|--|--|--|

| | |
|------------------------------|--------------------------------|
| * 3. Date Received: _____ | 4. Applicant Identifier: NA |
|------------------------------|--------------------------------|

| | |
|--------------------------------------|-------------------------------------|
| 5a. Federal Entity Identifier: NA | 5b. Federal Award Identifier: NA |
|--------------------------------------|-------------------------------------|

State Use Only:

| | |
|----------------------------------|--|
| 6. Date Received by State: _____ | 7. State Application Identifier: _____ |
|----------------------------------|--|

8. APPLICANT INFORMATION:

| | |
|---|--|
| * a. Legal Name: Board of Trustees of the University of Illinois | |
| * b. Employer/Taxpayer Identification Number (EIN/TIN): 37-6000511 | * c. Organizational DUNS: 0415440810000 |

d. Address:

| | |
|----------------------|--|
| * Street1: | Office of Sponsored Programs & Research Administration |
| Street2: | 1901 S. First Street, Suite A |
| * City: | Champaign |
| County/Parish: | Champaign |
| * State: | IL: Illinois |
| Province: | |
| * Country: | USA: UNITED STATES |
| * Zip / Postal Code: | 61820-7406 |

e. Organizational Unit:

| | |
|---|----------------------|
| Department Name: European Union Center | Division Name: NA |
|---|----------------------|

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

| | |
|-----------------------------------|--------------------------|
| Prefix: _____ | * First Name: David |
| Middle Name: W. | |
| * Last Name: Richardson | |
| Suffix: _____ | |
| Title: AVCR/Director, OSPRA | |
| Organizational Affiliation: _____ | |
| * Telephone Number: 217-333-2187 | Fax Number: 217-239-6830 |
| * Email: GCOAward@uillinois.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:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015A/B

CFDA Title:

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

*** 12. Funding Opportunity Number:**

ED-GRANTS-053014-001 and -053014-002

* Title:

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

13. Competition Identification Number:

NA

Title:

NA

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

Add Attachment

Delete Attachment

View Attachment

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

National Resource Centers and Foreign Language and Area Studies Fellowships Program - European Union Center, University of Illinois

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="635,706.00"/> |
| * 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="635,706.00"/> |

*** 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.

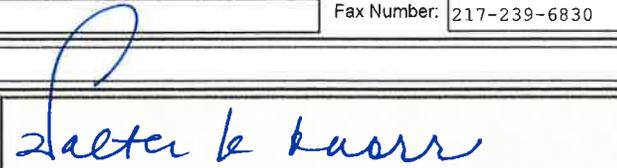
Authorized Representative:

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:
 Anna Stenport

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 are 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.

SECTION 427 GEPA: Ensuring Equitable Access to and Participation in Programs.

As part of a major public university, The European Union Center (EUC) is bound by the University of Illinois at Urbana-Champaign's Nondiscrimination Statement which "requires that decisions involving students and employees be based on merit and be free from invidious discrimination in all its forms." As such we "will not engage in discrimination or harassment against any person because of race, color, religion, national origin, ancestry, age, marital status, disability, sexual orientation including gender identity, unfavorable discharge from the military or status as a protected veteran and will comply with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders and regulations. This nondiscrimination policy applies to admissions, employment, access to and treatment in the University programs and activities."

For Employment, UI has developed a comprehensive set of nondiscrimination standards and a system of control to monitor compliance and makes active efforts to recruit faculty, staff, and students from underrepresented groups. UI enforces conformance to these standards by all contractual partners. IPS and the EUC are bound by these policies and make every effort to attract the most qualified participants irrespective of race, creed, gender, age, or disability, while at the same time striving for diversity. UI continues to diversify in terms of the representation of minorities and women as evidence in recent hiring practices. The percentage of underrepresented groups among tenure track faculty at UI has steadily increased from 7% in 2004 to over 11% in 2013. Nearly 15% of assistant professors are from underrepresented groups. In 2013 IL hosted the inaugural Faculty Women of Color in the Academy National Conference with nearly 300 attendees representing 75 institutions, and 30 states. The composition of the EUC program board ensures diversity in program staffing and participation.

It is central to our mission to not only reject all forms of discrimination, but to ensure that our programs are accessible to all (see Sec 9.B of the application narrative). Our many public events are advertised widely, to reach all students on our campus and the larger non-university community state-wide. UI serves an increasingly diverse state and region. 22.5% of the total student population is comprised of underrepresented students: African American, Asian American, Latino/a, Native American, and Pacific Islanders. Special efforts are made to encourage participation among the university's ethnic minority students. Courses and study abroad programs are promoted through the Office of Inclusion and Intercultural Relations (OIIR), the Office of Minority Student Affairs (OMSA), and college diversity officers. Illinois has a number of award and scholarship programs dedicated to underrepresented students, including The President's Award Program and the Illinois Promise program, which provides financial aid to high-achieving low-income students. IPS maintains the I4I study abroad scholarship fund, part of which are specifically targeted to low income and minority students. IPS has recently launched both the *Enabled Abroad* program, seeking to facilitate the participation of students with disabilities in study abroad, and a dedicated program for service learning abroad, with particular emphasis on reaching underrepresented students. Outreach programs are similarly inclusive. Persons with disabilities have full access to programs offered on campus as virtually all of the university's facilities, including buildings, streets, and public transportation, are accessible to the disabled..

UI prides itself on being the global leader in serving students with disabilities. UI developed the country's the first wheelchair-accessible bus system, and has continued to produce many innovative forms of assistive technology and personal attendant services provided by the Division of Disability Resources and Education Services (DRES). Registered DRES students' graduation rate is 91%—higher than the campus average. Over 80% of registered graduating seniors with disabilities who responded to the 2012 Chancellor's Senior Survey reported that they experienced "no unmet disability-related needs" while enrolled at Illinois. Similarly, on the University Climate Survey, students with disabilities enrolled on the Urbana campus had slightly

higher average ratings of campus climate (3.8 out of 5.0) than their peers without disabilities (3.7 out of 5.0). There are no regular comprehensive assessments of disability access and support services in higher education. The book “College Success for Students with Physical Disabilities,” (2012) by Chris Wise Tiedemann identified UI as one of the five best institutions nationally in going beyond the government’s baseline requisites to meet the needs of students with physical disabilities.

Illinois is a recipient of the 2013 Higher Education Excellence in Diversity (HEED) Award, earning the highest ranking of the year among 55 schools recognized. UI “has an unprecedented number of programs and initiatives in place that provide substantial opportunities for students, faculty, and staff from all underrepresented groups,” according to *Insight Into Diversity* magazine, which awards HEED.

**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 type="checkbox"/> |
| South Asia | <input type="checkbox"/> |
| Southeast Asia | <input type="checkbox"/> |
| Western Europe / Europe | <input checked="" 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 |
|-----------------|--------------------------|
| Arabic | Y |
| Bosnian | Y |
| Bulgarian | Y |
| Catalan | Y |
| Croatian | Y |
| Czech | Y |
| French | Y |
| German | Y |
| Greek (modern) | Y |
| Hebrew (modern) | Y |
| Italian | Y |
| Polish | Y |
| Portuguese | Y |
| Serbian | Y |
| Spanish | Y |
| Swedish | Y |
| Turkish | Y |
| Ukrainian | Y |

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*

The European Union Center (EUC) at the University of Illinois at Urbana-Champaign (UI) focuses on advancing teaching, research, outreach, and public engagement about the European Union and Europe, and on transatlantic relations between the EU and the US. We incorporate a wide range of approaches, perspectives, and methodologies, with a special interest in foregrounding policy issues that range from environmental, military, and security to cultural, ethnic, and linguistic diversity. As a European Union Center of Excellence (EUCE), we take particular care to emphasize a diverse range of approaches to the study and inquiry of applied EU policy and transatlantic relations in the context of global and international affairs.

The EUC ensures political, religious, ethnic, and gendered diversity in its programs by drawing on faculty experts, officials and experts from the EU and US government, business, and non-profit sectors, and students from a multitude of backgrounds. Our programming is selected to foreground and analyze both official EU perspectives and those of individual scholars or practitioners. For example, during one of our center's signature events, the annual EU Day (conducted since 2005), we invite the ambassador from the European country currently holding the EU presidency to give a formal lecture in the form of a "State of the European Union Address." Each ambassador

has clearly presented the position of his government while frankly recognizing the views of Europeans and Americans who might disagree. After the formal presentation, our Center has arranged a panel discussion on a policy issue in Europe, and we often invite a US business perspective. This lecture is complemented by events during the year where other approaches can be included. We take seriously our mission to educate our campus and the public about the EU and transatlantic relations, which also includes highlighting contentious aspects of EU policy and US-European relations, including as part of human rights, environmental aspects and sustainability, social equity, and gender equality, which many of our speakers have addressed during the past years.

This comprehensive and varied approach to generating vigorous debate about the EU, Europe, and transatlantic relations includes two major categories of similarities and difference. In the first category, which engages aspects of environmental policy, sustainability, and trade, we have supported a number of conferences and events that investigate different policy and practices in the EU and the US. In a conference organized by EUC faculty David Bullock (Agricultural and Consumer Economics), the impact on the Transatlantic Trade and Investment Partnership for sustainable agricultural practices was a key focus. Events organized by EUC faculty Jody Endres (Law, Natural Resources and Environmental Sciences) have focused on the discrepancy between sustainability legislation and climate change prevention between the US and Europe. Other events, including outreach events about climate change impacts on the Arctic, and the EU's responses to those, have included a robust set of perspectives on environmental sustainability and human involvement in climate change.

In the second category, the EUC supports a range of programming on immigration and minority issues in Europe. For the past three years, the university has brought together scholars in the social sciences, law and humanities to explore new approaches to immigration and its controversies. The EU Center helped to bring in such scholars as Jocelyne Cesari from Harvard to speak about religion and political participation of Muslim immigrants in Europe; Rodney Benson from New York University to discuss media reporting on immigration news; and our own EUC faculty Adrienne Dixson (Education) conducts research on multi-racial and social inequalities of education systems in the US, EU, and Africa. She regularly presents her work on campus. In our annual Regional Midwestern Faculty conference, held in Chicago in January every year, a number of speakers from a range of institutions in the Midwest have addressed aspects of language minorities, ethnic minorities, and migration. One of our EUC faculty, Zsuzsanna Fagyal (French), is an international expert on linguistic minorities; another of our faculty, Yasemin Yildiz (German), has recently published an award-winning book on the ethnic and racial tension inherent in EU policies of migration and multilingualism. We also organize workshops on language and the social and cultural life around the new EU borders associated with immigrants and migration. These discussions on movements of people – and their effects on public policy – always engage disparate points of view. Though focused on the EU, the Center's activities regularly present the views of Europeans who dislike the EU as a political organization, or whose research foci integrates comparative and evaluative perspectives of policies and their effects in the EU and in the US.

Through such programs and staff the EUC seeks to present the range of political views found in Europe, the range of views in the US about Europe, and varied interpretations of the significance and impact of transatlantic relations. We believe it would be a disservice to our faculty, students, and the general public to do otherwise.

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

The EUC's activities address national needs in various ways. The EUC's MA in EU Studies (MAEUS) is designed as a terminal master's degree that serves the interests of students pursuing advanced language learning in LCTLs and priority languages as well as professional degrees. We have a 100% success rate of MAEUS student placement within six months of graduation, with the majority of our students pursuing careers in areas of national need in federal and local governments, the military, the education sector and in non-profits. Students working in the private sector have landed a variety of positions, ranging from financial advising, marketing and sales, to international business. Our FLAS fellows have similarly strong track records in employment or further study in areas of national need. Out of all EUC FLAS alumni since 2003 for whom we have current placement data (94% of graduates), 36% were placed in higher education, 37% in private sector for profit, 12% in private sector for non-profit, and 15% in government (local, state, federal, military) and international organizations.

The EUC supports teaching of 10 priority languages – Arabic, Bosnian, Bulgarian, Croatian, modern Hebrew, Polish, Portuguese, Serbian, Turkish, and

Ukrainian. Over 25% of FLAS fellowships are reserved for study in these languages, and during the 2010-14 grant cycle, the EUC awarded 63% of AY FLAS fellowships to students studying priority languages. A significant portion of EUC FLAS fellowships – 64% of AY FLAS fellowships during 2010-14 – are awarded to individuals from traditionally underrepresented groups (racial and ethnic minorities, women, disabled persons). We provide course development funding to further increase capacity (level and volume) in priority and other LCTLs. We are also working with LCTL coordinators at UI to provide additional training for the campus community, MSIs, HBCUs, and regional institutions in the development of priority and LCTL teaching, assessment, program building, and professionalization. The EUC has identified a number of different ways to foreground on campus and in outreach activities the need for priority LCTL teaching. The EUC supports development of courses in professional schools. The EUC organizes numerous conferences and public symposia, providing diverse views on policy-related topics, such as the Bologna Process, climate change, Arctic policy, EU biofuels regulations, immigration, energy sustainability, trade law, and transatlantic security, to inform the public about the EU and the importance of EU-US relations.

Our FLAS program strongly emphasizes career goals in the areas identified by the U.S. Department of Education (USED). Thirty percent of the points possible are awarded to students pursuing USED priority languages, Less-Commonly-Taught Languages (LCTLs) at the advanced level, and professional careers in identified sectors. Another ten percent of the points are awarded to our own M.A. students, many of whom seek careers in the public sector. The EUC organizes activities to encourage students to consider careers in fields of national need. Along with the other NRCs, the EUC organizes

workshops on careers in government, business, education and NGOs, a diplomatic careers workshop with a diplomat in residence at the University of Illinois-Chicago, a careers workshop with FLAS alumni to show the importance of advanced language skills in careers, and meetings for students with the Chicago consular corps. We also announce relevant jobs and internships at the US Department of State and other government agencies on our e-Weekly newsletter.

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 Board of Trustees of the
University of Illinois**

Name/Title of Authorized Representative (Printed):

Walter K. Knorr, Comptroller

Title:

Walter K. Knorr, Comptroller

Telephone: 217-333-2187

Signature:



E-mail:

GCOAward@uillinois.edu

Date: 6/25/14

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.

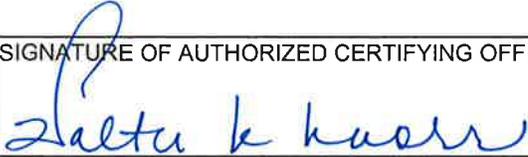
**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET.
SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

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.

| | |
|---|---------------------------|
| SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  | TITLE Comptroller |
| APPLICANT ORGANIZATION Board of Trustees of the University of Illinois | DATE SUBMITTED 6/25/14 |



Certification of Eligibility for Federal Assistance in Certain Programs

I understand that 34 CFR 75.60, 75.61, and 75.62 require that I make specific certifications of eligibility to the U.S. Department of Education (ED) as a condition of applying for Federal funds in certain programs and that these requirements are in addition to any other eligibility requirements that ED imposes under program regulations. Under 34 CFR 75.60 – 75.62:

I. I certify that:

A. I do not owe a debt, or I am current in repaying a debt, or I am not in default (as that term is used at 34 CFR Part 668) on a debt:

1. To the Federal Government under a nonprocurement transaction (e.g., a previous loan, scholarship, grant, or cooperative agreement); or
2. For a fellowship, scholarship, stipend, discretionary grant, or loan in any program of ED that is subject to 34 CFR 75.60, 75.61, and 75.62, including:
 - Federal Pell Grant Program (20 U.S.C. 1070a, et seq.);
 - Federal Supplemental Educational Opportunity Grant (SEOG) Program (20 U.S.C. 1070(b), et seq.);
 - State Student Incentive Grant Program (SSIG) 20 U.S.C. 1070c, et seq.);
 - Federal Perkins Loan Program (20 U.S.C. 1087aa, et seq.);
 - Income Contingent Direct Loan Demonstration Project (20 U.S.C. 1087a, note);
 - Federal Stafford Loan Program, Federal Supplemental Loans for Students [SLS], Federal PLUS, or Federal Consolidation Loan Program (20 U.S.C. 1071, et seq.);
 - William D. Ford Federal Direct Loan Program (20 U.S.C. 1087a, et. seq.);
 - Cuban Student Loan Program (20 U.S.C. 2601, et seq.);
 - Robert C. Byrd Honors Scholarship Program (20 U.S.C. 1070d-31, et seq.);
 - Jacob K. Javits Fellows Program (20 U.S.C. 1134h-1134i);
 - Patricia Roberts Harris Fellowship Program (20 U.S.C. 1134d-1134g);
 - Christa McAuliffe Fellowship Program (20 U.S.C. 1105-1105i);
 - Bilingual Education Fellowship Program (20 U.S.C. 3221-3262);
 - Rehabilitation Long-Term Training Program (29 U.S.C. 774(b));
 - Paul Douglas Teacher Scholarship Program (20 U.S.C. 1104, et seq.);
 - Law Enforcement Education Program (42 U.S.C. 3775);
 - Indian Fellowship Program (29 U.S.C. 774(b));
 - Teacher Quality Enhancement Grants Program (20 U.S.C. 1021, et seq.);

OR

B. I have made arrangements satisfactory to ED to repay a debt as described in A.1. or A.2. (above) on which I had not been current in repaying or on which I was in default (as that term is used in 34 CFR Part 668).

II. I certify also that I have not been declared by a judge, as a condition of sentencing under section 5301 of the Anti-Drug Abuse Act of 1988 (21 U.S.C. 862), ineligible to receive Federal assistance for the period of this requested funding.

I understand that providing a false certification to any of the statements above makes me liable for repayment to ED for funds received on the basis of this certification, for civil penalties, and for criminal prosecution under 18 U.S.C. 1001.

Walter K. Knorr
(Signature)

6/25/14
(Date)

Walter K. Knorr, Comptroller
(Typed or Printed Name)

**The Board of Trustees of the
University of Illinois**

Name or number of ED program under which this certification is being made: ED-GRANTS-053014-001/002

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

Board of Trustees of the University of Illinois

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE: * DATE:



GRANT APPLICATION

U.S. DEPARTMENT OF EDUCATION

NATIONAL RESOURCE CENTERS (NRC)

and

FOREIGN LANGUAGE & AREA STUDIES PROGRAMS (FLAS)

FY 2014 – 2017

SUBMITTED: JUNE 2014

European Union Center
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

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Acronyms Guide

| | | | |
|---------------|--|----------------|---|
| ACDIS | Program in Arms Control, Disarmament & International Security | IDEALS | Illinois Digital Environment for Access to Learning and Scholarship |
| ACES | College of Agriculture, Consumer & Environmental Sciences | IHE | Institution of Higher Education |
| ACTFL | American Council on the Teaching of Foreign Languages | IIT | Illinois Institute of Technology |
| AP | Absolute Priority | ILR | Interagency Language Roundtable |
| BCS | Bosnian-Croatian-Serbian | INSPIRE | Illinois-Sweden Program for Educational and Research Exchange |
| BRIDGE | Birmingham-Illinois partnership for Discovery, Research and Engagement | IOC | International Outreach Council |
| CC | Community Colleges | IP | Invitational Priority |
| CG | Consuls General | IPS | International Programs & Studies |
| CHAMP | Collaborative for Cultural Heritage Management and Policy | IRIS | International Resource Information Service |
| CIBER | Center for International Business Education & Research | ISIP | Illinois Strategic International Partnerships |
| CIC | Committee on Institutional Cooperation (Big Ten + U of Chicago) | I-STEM | Illinois Science, Technology, Engineering & Mathematics Education |
| CNRS | Centre National de Recherche Scientifique (France) | JACS | Joint Area Centers Symposium |
| CoEd | College of Education | LAS | College of Liberal Arts & Sciences |
| CPP1 | Competitive Preference Priority 1 | LCTL | Less Commonly Taught Language |
| CPP2 | Competitive Preference Priority 2 | LER | Labor & Employment Relations |
| CSIS | Center for Strategic & International Studies | LING | Linguistics |
| CTE | Center for Teaching Excellence | LLL | Language Learning Laboratory |
| CTS | Center for Translation Studies | MAEUS | Master of Arts in European Union Studies |
| DRES | Disability Resources and Educational Services | MIIE | Midwest Institute for International & Intercultural Education (a consortium of CCs located in Midwest region) |
| EMT | European Master of Translation | MSI | Minority Serving Institution |
| EU | European Union | NGO | Non-Governmental Organization |
| EUC | European Union Center | NRC | National Resource Center |
| EUCE | European Union Center of Excellence | OPI | Oral Proficiency Interview |
| FAA | College of Fine and Applied Arts | OUR | Office of Undergraduate Research |
| FAO | Foreign Area Officers | PB | Performance-based |
| FLAC | Foreign Languages Across the Curriculum | PMF | Performance Measure Forms |
| FLAS | Foreign Language and Area Studies | RA | Research Assistant |
| FTE | Full Time Equivalent | REEEC | Russian, East European, & Eurasian Center |
| GSLIS | Graduate School of Library & Information Science | REES | Russian & East European Studies |
| HBCU | Historically Black Colleges & Universities | SAO | Study Abroad Office |
| HR | Human Resources | SILMW | Summer Institute for Languages of the Muslim World |
| HS | High School | SLCL | School of Literatures, Cultures & Linguistics |
| IASL | International and Area Studies Library | TA | Teaching Assistant |
| IBIP | International Business Immersion Program | TESL | Teaching English as a Second Language |
| | | UG | Undergraduate |
| | | UI | University of Illinois at Urbana-Champaign |
| | | UL | University Library |
| | | VDP | Vienna Diplomatic Program |



TITLE VI
GRANT APPLICATION
FY 2014-2017

PROJECT NARRATIVE

European Union Center
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

**UNIVERSITY OF ILLINOIS EUROPEAN UNION CENTER
Title VI Proposal for NRC and FLAS Program, 2014-2018**

INTRODUCTION (EXECUTIVE SUMMARY)

Established in 1998, the European Union Center (EUC) at the University of Illinois at Urbana-Champaign (UI) is a current European Union Center of Excellence (EUCE) and Title VI National Resource Center. Through a *comprehensive program* the EUC supports teaching, research, and public outreach on European integration and European Union policy, culture, and history, including implications for the United States and transatlantic relations. Reaching pre-K students to the doctoral level, the EUC emphasizes the teaching of European area and international studies, accountable and performance driven language instruction, and teacher training in European LCTLs and commonly taught European languages on the UI campus and in collaboration with MSIs, HBCUs, and community colleges (CCs). Our program reaches broadly across the institution, engaging in particular the students and faculty in the Colleges of Liberal Arts and Sciences (LAS) and Education, and in professional schools such as Business, Labor and Employment Relations, Law, and Veterinary Medicine. Drawing on University resources, our proposed activities will increase the understanding of the history, institutions, cultures and languages of the EU and its peoples by undergraduate and graduate students and faculty, among K-12 and CC educators and students, and the professional community at large.

Table 1. EU Center Objectives in Support of Teaching, Research, Public Service, and Evaluation

| | |
|-----------------|--|
| Teaching | Expand course offerings with EU content in undergraduate, graduate, and professional degree programs, especially in Education, Liberal Arts & Sciences (LAS), Translation Studies, Business, Agriculture, Library and Information Sciences, and Social Work. |
| | Administer our MA program in European Union Studies (MAEUS) and Graduate Minor; start a new undergraduate minor in EU Studies and new joint degree programs. |
| | Support teaching in the less commonly taught languages (LCTLs) of Arabic, Bosnian-Croatian-Serbian, Catalan, Czech, Modern Greek, Modern Hebrew, Polish, Portuguese, Swedish, Turkish, and Ukrainian, especially the priority languages of Arabic, BCS, Modern Hebrew, Polish, Portuguese, Turkish, and Ukrainian. Support the Center for Translation Studies; start a new MAEUS/MA in Translation Studies joint degree program to produce professional translators and interpreters with area studies expertise and advanced proficiency in EU languages. |
| | Through collaborative course development initiatives with College of Education (CoEd) and partner CC/MSI/HBCUs, support internationalization of courses with EU content. |
| | Expand study abroad programs, including international service learning and enabled study abroad initiatives, with EU-policy content in CoEd, LAS, ACES-Business, German, Scandinavian/Arctic Studies, and Social Work. |

| | |
|---|---|
| Research | Expand and improve online delivery of library resources on the EU to faculty, students, and K-16 educators, and the professional community at large. |
| | Support research on Race, Minorities & Education in the EU & US; Cultures & Languages of the Mediterranean, Arctic, & Eastern Europe; Transatlantic Security, Trade & Investment; and Translation & Language Training, partnering with CoEd and LAS. |
| | Organize annual international research symposia/conferences and lecture series on research themes above, in collaboration with LAS, CoEd, Business, Law, other UI NRCs |
| Outreach | Incorporate EU and LCTL content in K-12 and CC/MSI curriculum through training. |
| | Provide innovative pre- & in-service teacher training programs, such as the CoEd Global Perspectives in Education and the LAS LCTL Professional Development Certificates. |
| | Expand language/area studies training programs (Language Academy for K-5 students; Summer HS Student LCTL program; Global Civic Leadership Program: EU as a Global Actor) and competitions (Translation Competition; Euro Challenge) for K-12 students. |
| | Collaborate with partner CC/MSIs to organize faculty professional development programs such as the annual EUC Regional Faculty Conference and EU Study Tour. |
| | Organize international career workshops for UI and partner CC/MSI students. |
| | Provide support for conferences and workshops that advance understanding of EU and transatlantic issues, and promote development of curricula. |
| | Stage high impact events (e.g., EU Day) to promote public, business and media engagement with EU country representatives in the ambassadorial and consular corps. |
| Evaluation | Carry out evaluation of Center K-16 teacher training programs to assess long-term impact. |
| | Carry out evaluation of EUC impact on programs in targeted departments. |
| | Collaborate with other UI NRCs to carry out joint evaluation of outreach programs, surveys of FLAS fellows and alumni, LCTL language students, faculty. |
| | Develop and increase the number of testing instruments and instructor capacity to evaluate proficiency in European LCTLs. |
| | Continue to conduct evaluations of the impact of library resources on student learning outcomes in both library use and mastery of content. |
| Promote publication of EUC evaluation projects in peer-reviewed journals. | |

1. COMMITMENT TO THE SUBJECT AREA

1.A. INSTITUTIONAL SUPPORT. UI is a leader in its commitment to international education and the internationalization of its campus. Past achievements include the Simon Award for Comprehensive Internationalization as well as the Michael P. Malone International Leadership Award. For the second time in four years, UI leads the nation in the number of Fulbright Scholars. The institution supports eleven area studies and global thematic centers (including six Title VI NRCs) which report to the unit of International Programs and Studies (IPS). UI also supports six foreign language departments, regularly offering 32 languages. Five of these departments work closely with the EUC. Institutional support for LCTLs and instructor training is a priority for the college of LAS through the School of Literatures, Cultures, and Linguistics (SLCL), in collaboration with the College of Education (CoEd). Internationalization is

increasingly embedded in all aspects of academics at UI. Illinois has the largest international student body of any public university and second largest in the U.S. This past year UI added new campus level leadership positions for international student integration and international health and safety and is hiring a new Vice Provost for International Affairs and Global Strategies. The campus' commitment to comprehensive internationalization is extensive and part of its core mission.

1.A.1. Institutional Support for Center Operations.

Campus funding for international engagements is strong and support for the EUC totals over **\$330,000** per year (see table 1.A). This amount covers operating funds and salaries (part or whole) for the Director, Associate Director, Outreach Coordinator, Office Manager, and Office Support Associate. (See 6.B. for more staff information.)

Table 1.A. EUC University Support 2012-13

| Activity | Amount |
|----------------------------------|---------------------|
| 1. Center Operations | \$ 334,186 |
| 2. Teaching Staff | \$10,716,322 |
| 3. Library Resources | \$ 1,500,000 |
| 4. International Linkages | \$ 350,000 |
| 5. Outreach Activities | \$ 114,512 |
| 6. Student Support | \$ 5,667,000 |
| Total | \$18,682,020 |

1.A.2. Support for Faculty and Teaching. Inaugurated as the USA's first Master of Arts in European Union Studies (MAEUS) in 2010, MAEUS has graduated 13 students to date, all of whom have received successful job placement. The EUC also administers a graduate minor in EU studies and is developing a joint MA degree with departments in EU languages, Center for Translation Studies (CTS), Education, Business, and Law as well as a five-year BA/MA program in EU Languages and Studies. The EUC is planning an interdisciplinary undergraduate minor in EU studies. Through its EUCE grant, the EUC supports research in applied EU policy and transatlantic relations across campus. Over 25% of UI's 2,548 faculty are directly involved in international studies: 128 are EUC associates. UI support for LCTL performance-based instruction and assessment is increasing (see section 4C), including as undertaken with UI's CoEd and regional MSIs, HBCUs, and CCs.

1.A.3. Library. UI holds the largest public academic research library collection in the US and provides about \$1.5 million per year for acquisition and library staff to support its European collection (see 5.A. for detailed information).

1.A.4. Linkages Abroad. UI has over 480 active inter-institutional agreements with foreign institutions (167 with Europe), supporting collaborative research and student mobility programs across academic disciplines. The campus supports institutional collaborations with key European partners through its recently launched Illinois Strategic International Partnerships (ISIP) program. ISIP provides seed funding and faculty/student mobility support for collaborations through INSPIRE (Illinois-Sweden Program for Educational and Research Exchange) with Stockholm University, KTH Royal Institute of Technology and the Karolinska Institutet; BRIDGE (Birmingham-Illinois partnership for Discovery, Research and Engagement) with the University of Birmingham; a Faculty/PhD Exchange Program with Katholieke Universiteit in Leuven, Belgium; and with France's Centre National de la Recherche Scientifique (CNRS).

1.A.5. Outreach. As a land grant university with a global mission, UI is committed to public service. The UI funded offices of the Vice Chancellor for Public Engagement, Associate Director for Public Engagement, Extension, and Press Bureau all support EUC outreach. EUC works closely with other UI NRCs to efficiently administer and promote outreach ventures, especially through the International Outreach Council comprised of NRC Outreach Coordinators and other campus representatives. The EUC also has its own social media task force (detailed information is provided in Section 7).

1.A.6. Student support. UI annually provides tuition and fee waivers to over 7,000 fellowship recipients, teaching, and graduate assistants. In 2012-13, financial support to graduate students for research and teaching in EU/European fields exceeded \$5,466,000 (including fringe benefits and tuition waivers). Resources to support study abroad are particularly important. In 2012-13 UI allocated \$530,250 for study abroad scholarships, including \$295,500 in the I4I program supported by undergraduate fees. This represents an increase of \$200,000 and almost 200 more scholarships from 2009-10. In 2012-13, out of 2,311 students who studied abroad, 974 went to Europe, with \$192,000 in scholarships. IPS manages over \$2 million in study abroad endowment funds. The Office of National and International Scholarships Program assists students in obtaining scholarships such as Fulbright, Marshall, and Gates. During the period 2009-13, 24

Illinois students received Fulbright grants to study in EU countries, two UI students were named Marshall Scholars, and one was a Gates Cambridge awardee.

1.B. STUDENT SUPPORT (FLAS). UI awards a high level of institutional matching funds support (tuition and fee waivers) for advanced European language study through FLAS fellowships, totaling \$450,00 in 2010-14. In 2013-14, UI was one of very few public institutions to guarantee bridge funding for next academic year.

2. QUALITY OF CURRICULUM DESIGN

UI offers many international degree and certificate programs (see Table 2), attracting excellent students who wish to combine language and area expertise with professional skills.

Table 2. Degree/certificate programs with area content (*SA: Study Abroad; crs: courses)

| College | Degree/Certificate | Language Proficiency | Area Studies Course Requirements |
|--------------------|--|---|---|
| ACES | Int'l Minor with Area Specialization | Intermediate Low | 3–9 hrs: SA, area, or language crs |
| Business | CIBER: Certificate in Global Business Culture with area specialization | Intermediate High; Business French, German, Italian, Portuguese, or Spanish | 6 hrs area crs; 6 hrs int'l business crs; SA or internship—6+ wks |
| Education | Ed.M. in Global Studies Online | | 32 hrs: 16 hrs int'l ed. crs; plus opt. SA |
| Engineering | International Minor | Intermediate Low | 21 hrs area/lang crs, 9 hrs area crs; SA or internship—6+ wks |
| FAA | International Arts Minor | Novice | 18 hrs: 3 hrs int'l art & identity foundation crs; 6–12 hrs area crs |
| LAS | MA in EU Studies | Advanced | Area crs—36 hrs: incl. 8 hrs core EURO seminars, up to 8 hrs MA thesis; opt. SA |
| | Graduate Minor in EU Studies | Intermediate-Advanced | Area crs—16 hrs: incl. 8 hrs core EURO seminars |
| | Global Studies Major (Europe focus) | Advanced | 51-56 hrs: area crs—9 hrs min; SA—12 hrs |
| | Global Studies Minor | Advanced Low | 21 hrs: area crs—9 hrs min. |
| | MA or PhD in French, German, Italian, Portuguese, or Spanish | Advanced-Superior | MA: min. 32 hrs total; PhD: min. 64-72 hrs total, at least 32 hrs in area of specialization (typically literature or linguistics) |
| | BA in French, German, Italian, Spanish, or Portuguese | Advanced-Superior | Typically lit—24 hrs; area / electives—12 |
| | BA in the Teaching of French, German, or Spanish | Advanced-Superior | Area crs—15 hrs; 29 hrs professional education; SA strongly recommended |
| | BA in Slavic Studies, with concentrations in Czech, Polish, S. Slavic, Ukrainian | Advanced | lit & culture—24 hrs |
| | Minor in French, German, Greek, Italian, Spanish | Intermediate-Advanced | 15-22 hrs in dept. lang crs, incl. lit, culture, history |

| | | | |
|--|--|--|---------------------------------------|
| | Minor in Scandinavian Studies | Intermediate | Area crs—16 hrs |
| | Minor in Slavic Language, Literature, and Culture with concentrations in Czech, Polish, S. Slavic, Ukrainian | Intermediate | lit & culture—12 hrs |
| | MA in REEES | Advanced | Area crs—32 hrs; electives 8 |
| | REEES Graduate Minor | Intermediate | Area crs—16 hrs |
| | REEES Balkan Studies Graduate Minor | Intermediate | Area crs—16 hrs |
| | BA in REEES | Advanced | Area crs—24 hrs; disciplinary spec—18 |
| | REEES UG Minor | Intermediate | Area crs—15 hrs. |
| | MA in Translation and Interpreting | ILR 3-4 (req.); ILR 2-3 (opt. 2 nd lang.) | Translation crs—32 hrs |
| | Graduate Certificate in Translation Studies | Advanced | Translation crs—18 hrs |
| | Undergraduate Certificate in Translation Studies | Advanced | Translation crs—18 hrs |

The EUC's **MA in EU Studies program (MAEUS)**, the first of its kind in the US, and **Graduate Minor in EU Studies** (see 2.A.2) focus on EU languages and studies rather than West European studies. This reflects the EUC's commitment to supporting professional careers that will increasingly be shaped by the EU and transatlantic relations. The EUC's programs emphasize policy issues, professional development, and advanced language proficiency. Other UI degree programs also include significant EU content. The online Master's in Global Education in Educational Policy Studies aimed for mid-career students has significant European content; the certificate program in Global Business with Area Specialization co-sponsored by the EUC awarded 150 students certificates in 2010-13 with 68 focusing on the EU.

2.A.1. Undergraduate Degree Programs. UI offers over 700 courses that have EU/European language or area studies content. In 2012-13, 22,868 undergraduate students were enrolled in 703 courses with European content. During 2010-13, 1,017 UGs graduated with a degree or certificate in European studies. A substantial percentage of students in the LAS Global Studies major concentrate on Europe: 41% of 2012 graduates. The major explicitly connects language and area expertise to the development of professional skills, requiring six hours of advanced college-level language study, a semester abroad, area studies related to the chosen foreign language, and a thematic focus.

The EUC is central to professional schools. ACES's international minor includes many European course and study abroad options. UI has the only engineering school in the nation to offer an international minor, allowing students to combine their studies with a concentration in language/area studies. FAA also offers an international arts minor.

Because the EU has added 11 formerly communist countries as members, the EUC works closely with the Russian, East European and Eurasian Center (REEEC) to develop programs bridging eastern and western Europe, including study abroad programs, language courses, and area studies courses integrating eastern and western Europe.

The EUC is introducing a five-year BA/MA program in EU Language and Studies and an undergraduate minor in EU Studies, which should be attractive to students in language, humanities, and social science, as well those majoring in Global Studies and those earning teaching certificates and who seek an additional regional focus. EUC is also collaborating with SLCL and its units on development of a set of new Mediterranean Studies courses, which will lead to an undergraduate minor curriculum, addressing the languages and cultures of the region as a transnational space linking Europe, the Middle East, and North Africa.

2.A.2. Training Options for Graduate Students. The EUC's interdisciplinary MAEUS degree combines advanced language study with advanced coursework on the region. It addresses national need in serving three primary objectives: 1) combining area studies with a professional degree; 2) offering a terminal master's degree in preparation for business or government service; and 3) providing additional accreditation for K-12 teachers. The MAEUS requires advanced proficiency for LCTLs and also recommends advanced high proficiency in French, German and Spanish. Since 2012, 13 students have graduated from the program; all demonstrated superior or advanced proficiency in one European language and 10 achieved at least intermediate proficiency in a second. The EUC's graduate minor in EU Studies, launched in 2010, enables PhD and master's students to add area expertise to their disciplinary program. Five students have graduated with the minor in EU Studies and 6 are currently enrolled, representing diverse fields.

These include 4 from Educational Policy Studies and others from Political Science, Russian and East European Studies, European language disciplines, Musicology, and Fine & Applied Arts.

The EUC actively uses FLAS fellowships to support academic year and summer language study, so that graduate students with a professional focus can achieve advanced or better proficiency in LCTLs. FLAS fellowships play a central role in attracting high-quality students into the MAEUS. The extensive UI courses on Europe at the graduate level are available to all campus graduate and professional students to complement training in a primary discipline.

2.A.3. Program Quality. The 2014 U.S. News & World Report ranked UI 11th among public universities in the nation (with 17 UG programs ranked within the top 20); The *Wall Street Journal* ranks UI 3rd nationally (September, 2010) in terms of quality of undergraduates, as reported by corporate recruiters; and The Times Higher Education World University Rankings list UI as 33rd in the world and 8th among American public universities. (2010). Programs in science and engineering, library and information science, and accounting are exceptionally strong, ranking among the top five nationally. Created in 2013, the Office of Undergraduate Research (OUR) offers an Undergraduate Research Certificate, hosts an annual UG research symposium, and awards support for students seeking international research opportunities. UI's graduate programs are highly selective, with an acceptance rate of less than 33%.

2.B.1. Academic and Career Advising. Dedicated advising is central to UI culture. Each of the 15 colleges and professional schools assigns advisors to students in over 150 UG programs, with LAS featuring over 100 departmental academic advisers. EUC's MAEUS program has a dedicated advisor who also guides undergraduate students seeking EU courses. All academic advisers receive annual training and professional development through campus workshops and participate in the UG Advising Committee and the Campus Academic Advisors Commission. UI has 20 career services offices, staffed by placement professionals who provide counseling and services on site and online to 23,480 students annually. 73% of graduating seniors indicate they had used career services during their time on campus. Annually, 8 major career fairs attract nearly 20,000 students and 1,500 organizations, including large private-sector employers, small

to mid-sized firms, government agencies, and non-profit organizations. There are more than 16,000 internships and jobs posted; over 10,000 on-campus interviews are coordinated annually by career services. UI is a top feeder to the Peace Corps and Teach for America. The Minority Student Affairs Career Services Office provides career advising to underrepresented students. The EUC, with other NRCs, sponsors an annual international workshop series on national needs careers in government, business, NGOs, and education. The EUC holds an annual workshop with FLAS alumni on careers that use foreign languages, organizes “Professionalism in Europe” workshops, collaborates with CTS on employment opportunities for students in EU languages, and liaises with the European Commission, the US consular corps, and European companies and non-profits to place EU-interested and MAEUS students in internships.

2.B.2. Opportunities and Participation in Research or Study Abroad. Study Abroad (SA) is central to UI culture, with programs and destinations designed to serve diverse student needs. UG enrollment in SA grew from 1,259 in 2002-03 to 2,324 in 2012-13, with an UG participation rate of 26% by graduation. 513 UI students received financial support for SA in 2012-13; of those, 269 scholarships (52%) were awarded to need-based students and 146 to under-represented minorities (28%). UI ranked 17th nationally in SA in 2012–2013. The top four destinations are in Europe. UI has 10 Centers for Global Learning and Engagement in Europe (Austria, Belgium, France, Italy [2 sites], Spain [3 sites], UK, and Sweden) which offer guided learning experiences in languages, culture, and professional areas. The International Business Immersion Program (IBIP) in ACES offers targeted study abroad, including to Europe. Nine short-term study abroad programs taught by UI faculty and integrated into diverse UI academic programs were based in Europe (including Turkey and Israel) in 2012-13. Short-term courses in Stockholm (Arctic Environments and Society; Food Security and Sustainability; Summer Research abroad in Chemistry and Chemical Engineering); Vienna (International Crisis Diplomacy); and Brussels (Translation in the EU) have reached new audiences for international study, as has the UI’s Vienna Diplomatic Program. Intensive summer language programs in Avignon (French), Barcelona (Spanish), Catania (Italian), and Vienna (German) target

engineering and professional students. Since 2010, out of a total of 85 EUC FLAS awards (UG and Grad), 33 were pursued as formally arranged SA in 14 countries.

Table 2.B.2. UI Study abroad/internship/exchange programs in the EU/Europe

| | # of Programs | EU / European Locations |
|-----------------------------------|---|--|
| Mainland Europe, Turkey | --18 Direct Enroll/Exchange --10 UI Centers --39 External Providers | Austria (Vienna), Belgium (Brussels, Leuven), Czech Republic (Prague), Denmark (Copenhagen), Estonia (Tallinn), France (Aix-en-Provence, Nantes, Paris, Strasbourg), Germany (Berlin, Duisburg, Freiburg, Jena, Kiel, Siegen), Greece (Athens), Hungary (Budapest), Italy (Bologna, Cortona, Florence, Milan, Perugia, Rome, Verona), The Netherlands (Amsterdam, Tilburg), Norway (Oslo), Poland (Krakow, Warsaw), Portugal (Lisbon), Spain (Alicante, Barcelona, Bilbao, Granada, Seville), Sweden (Stockholm, Uppsala), Switzerland (Geneva), Turkey (Istanbul), Ukraine (Kiev) |
| United Kingdom, Ireland | --1 Direct Enroll/Exchange --21 UI Centers --19 External Providers | Ireland (Cork, Dublin, Galway), United Kingdom (Aberdeen, Bangor, Bath, Birmingham, Brighton, Cambridge, Edinburgh, Glasgow, Lancaster, Leeds, Liverpool, London, Manchester, Newcastle, Norwich, Sheffield, Stirling, Swansea, York) |
| Faculty-led Courses Abroad | --1 Winter Break --9 Summer Break | Austria (Vienna), France (Arles, Paris), Greece (Athens, Corfu), Italy (Pavia), Sweden (Stockholm), Turkey (Istanbul), United Kingdom (Cambridge, Edinburgh, London) |

2.B.3. Study Abroad and Summer Language Programs at Other Institutions. Each year, nearly 20% of UI students study abroad through programs formally arranged and sponsored by other institutions. UI hosts the Committee on Institutional Cooperation (CIC), a consortium of 14 Mid-West universities and the University of Chicago. Through the CIC Alliances for Expanded Study in Overseas Programs, students can enroll in more than 70 SA programs. The CIC Foreign Language Enhancement Program scholarships enable students to take summer courses in 83 LCTLs at member schools. The Traveling Scholars Program enables doctoral students to enroll for up to 2 semesters at a CIC institution (offering 126 LCTLs) without incurring added tuition.

3. QUALITY OF THE NON-LANGUAGE INSTRUCTIONAL PROGRAM

3.A. QUALITY OF COURSES IN NON-LANGUAGE DISCIPLINES. The EUC builds on UI's strength in international programs, educational technology and extensive EU/European area courses, including many in professional schools (see Appendix C2). These courses ensure that students in virtually every discipline can gain exposure to EU/European studies. Core courses in the

MAEUS program involve European political institutions and EU policy in Political Science, while electives draw on language and area studies courses in LAS and policy courses in professional schools, including education, law, agricultural economics, business, and labor and employment relations. The EUC offers two core interdisciplinary graduate seminars required for MAEUS and Graduate Minor students and FLAS Fellows, and cross-listed with Law. The EUC is pursuing a combined BA-MA program with SLCL for students in European languages and Translation Studies, seeking to combine advanced language training with area studies knowledge to pursue public-interest leadership careers, and an MA with CoEd for advanced teacher training.

The EUC has developed the Vienna Diplomatic Program (VDP) with the support of German and Political Science, which enables students to study EU, UN, and international organizations and law in Vienna. VDP includes German language study and coursework.

3.A.1. Availability of EU/ European Courses in Professional Schools. Appendix C2 lists courses available in ACES, Business, Education, Law, Media, and Library and Information Science. Business currently offers 15 courses with 25% or more EU/European content at the graduate level. In ACES, Global Connect seeks to increase the international dimension of college teaching and research programs. ACES offers 12 EU/European courses, including a biennial IBIP course to Europe exposing students to the international supply chain for agricultural products from farms in Illinois to processing plants in the Netherlands to large European supermarkets. ACES Global Academy is a year-long seminar for junior faculty to develop more international content in their teaching and research.

Labor and Employment Relations offers 17 courses with EU/European content, including LER 410: Labor and the European Union developed with Title VI support. Law offers 32 courses, including EU Law. Faculty at Veterinary Medicine play active roles in the Baltic University Network and have developed a study abroad program with Hannover, Germany, with EUC support. Participating veterinary faculty examine the role of animal vectors in transmitting human disease, giving the program strong public health content. Vet Med, political science, and European studies professors have lectured in one another's courses.

In 2010-14, with other UI NRCs the EUC supported a new Global Informatics course taught by Library and Information Science faculty. Support for the Global Informatics Initiative will continue during the upcoming cycle with development of additional courses taught by CoEd faculty (see Table 8.A.2).

The Center FLAS program specifically targets professional school students in order to have an impact in law, business, agriculture, library and information sciences, and other professions.

3.B. DEPTH OF SPECIALIZED COURSE COVERAGE. Of the 700 courses with EU/European content offered regularly, more than 340 are at the advanced undergraduate or graduate level (Appendix C). Of particular relevance are courses dealing with international trade and finance, international security, communications, international education, agricultural economics, and languages and cultures. The depth of coverage in professional schools represents a notable feature of the EUC program.

3.C. INTERDISCIPLINARY COURSES. The primary strength of EUC has been the diversity of its faculty (see Appendix B) who collaborate across disciplinary lines in their research on the EU. Consequently, EUC faculty, many of whom have joint appointments, have provided students with a broad exposure to the economics, history, cultures, societies, and politics of the EU/Europe, and to the range of disciplinary approaches to its study. For the past 15 years the EUC has offered a two-semester sequence of interdisciplinary graduate seminars, cross-listed with Law, which brings students and faculty from these disciplines together. See Appendix C for the range of cross-listed courses.

3.D. ADEQUACY OF FACULTY. More than 200 UI faculty in 47 departments teach EU/European courses, with 128 affiliated with the EUC (Appendices B & C).

3.D.1. Pedagogy Training for Instructional Assistants. All TAs at UI must attend the TA Orientation Workshop conducted by the Center for Teaching Excellence (CTE) prior to the start of the academic year. The workshop consists of sessions on learning styles, active learning, grading, and academic integrity followed by discipline-specific breakout sessions. These sessions are followed by three days of micro-teaching sessions in which each TA's lesson is videotaped

for follow-up critique and discussion with a professional staff member. Additional optional workshops on test construction and assessment of teaching are available. International teaching assistants must also attend a two-day workshop on teaching in a second language and culture. The CTE offers many additional workshops throughout the year. TAs are encouraged to pursue professional development by completing the Graduate Teacher Certificate.

4. QUALITY OF THE LANGUAGE INSTRUCTIONAL PROGRAM

4.A. LANGUAGE INSTRUCTION AND ENROLLMENTS. UI provides regular instruction in 32 languages from all world regions, and 12 languages, including 9 LCTLs, of EU member and candidate countries. It also has qualified faculty and teaching assistants for instruction in 4 other regional and minority LCTLs spoken in the EU (Table 4.A). LCTL enrollments at UI remain strong, increasing at the advanced level with EUC/NRC support. From 2009 to 2013, advanced European LCTL courses saw enrollment increases of 32% among undergraduates (from 64 to 85) and 100% among graduate students (from 20 to 40), with Catalan, Czech, Polish, Portuguese, Swedish, and Turkish all showing significant enrollment growth. In all, UI offered 218 courses in EU languages in 2012-13, with a total enrollment of 6,481 undergraduates and 488 graduates, including 929 enrolled in LCTL courses. Since 2009, UI has hired 11 new LCTL language faculty: in Arabic (Saadah), Catalan (Ledesma), Modern Hebrew (Kedem, Vayntrub), Modern Greek (Katsikas), Italian (Derhemi), Portuguese (Castro Goebel, Senna), Swedish (Safstrom, Webster) and Ukrainian (Wallo). This support has led to advanced-level course offerings (Arabic, Greek to 3rd year, Swedish to 3rd year) and larger enrollments in language and culture courses.

To strengthen institutional capacity in LCTL instruction, in 2013 UI launched a formal LCTL Program. Housed in Linguistics, the program offers instruction in 8 languages, including Arabic, Modern Greek, and Turkish, and supports communicative proficiency-based language teaching. The program also serves as a campus hub for LCTL-related activities, organizing film series and discussion tables. In 2014-18 EUC and UI NRCs will support several new LCTL Program initiatives including a Business and LCTL Symposium, a LCTLs workshop series, and development of a LCTL Professional Development Certificate that can be earned by K-16

language teachers or pre-service teachers. The certificate involves specialized coursework dedicated to second language acquisition and LCTL pedagogy and assessment. Dr. Ercan Balci, a Turkish linguist, directs the program, assisted by a team of 6 lecturers and 10 teaching assistants.

In 2008, UI established the Center for Translation Studies (CTS). CTS offers an undergraduate and graduate Certificate in Translation Studies and provides training courses on translation and interpretation, including a

Translation in the EU course, developed with EUC support. In 2013, CTS launched an MA in Translation and Interpreting, with specializations in Translation for the Professions, Literary and Applied Translation, and Conference and Community Interpreting. The MA has both online and campus-based cohort options. Specialization courses are available as electives in Spanish, French, German, Arabic, and Russian translation. CTS has created strong ties to EU universities that are members of the prestigious European Master of Translation (EMT) network, among them

Université Paris VII, ISIT (Paris), ISTI (Brussels), and the University of Vienna, and seeks affiliate membership in EMT. In 2014-18, EUC will work with CTS to develop a new course on “Language Work in the EU” focused on language policy and professional translation procedures, project management, and terminology in EU languages; translation studies courses in priority LCTLs; and a joint MA in EU Studies and Translation.

Table 4.A. EU Languages & Enrollments 12-13

| Language | Lvl | Instructors | Enrollments | |
|----------------------|-----|----------------------|-------------|------|
| | | | Undergrad | Grad |
| Spanish | 4+ | 29 Faculty 37 TAs | 3443 | 92 |
| French | 4+ | 12 Faculty 21 TAs | 1154 | 99 |
| German | 4+ | 10 Faculty 16 TAs | 663 | 101 |
| Arabic | 4+ | 1 Faculty | 232 | 38 |
| Italian | 4 | 6 Faculty 6 TAs | 636 | 40 |
| Turkish | 4 | 1 Faculty | 27 | 25 |
| Portuguese | 3 | 3 Faculty 2 TAs | 129 | 33 |
| Polish | 3 | 1 Faculty 2 TAs | 58 | 15 |
| Swedish | 3 | 2 Faculty | 30 | 10 |
| Modern Hebrew | 3 | 2 Faculty | 35 | 4 |
| Modern Greek | 3 | 1 Faculty | 35 | 1 |
| BCS | 3 | 1 Faculty | 12 | 12 |
| Bulgarian | 3 | 1 Faculty | 0 | 4 |
| Czech | 2 | 1 Faculty 1 TA | 9 | 7 |
| Ukrainian | 2 | 1 Faculty 1 TA | 6 | 4 |
| Catalan | 1 | 1 TA | 12 | 3 |

In 2009, with EUC support, Linguistics launched the intensive Summer Institute for Languages of the Muslim World (SILMW), whose offerings include advanced instruction in five LCTLs, including Arabic and Turkish. In 2013 the program attracted 52 students, including several advanced high school students. With continuing support from EUC and UI NRCs, the LCTL Program will expand SILMW to offer an intensive residential language immersion program for high school students beginning with Arabic in summer 2015 and other LCTLs in future years. The EUC also supports the intensive Baltic Studies Summer Institute, which offers Estonian, Latvian and Lithuanian, and the Southeast European Language Consortium summer language institute at Pittsburgh, which offers Bulgarian, BCS and Turkish.

4.B. LEVELS OF LANGUAGE TRAINING. UI students have opportunities to develop advanced language skills in 13 EU official or regional/minority languages; 6 are taught at the fourth-year level or above (Table 4.A). Students may pursue undergraduate, MA, and PhD degrees in all major European languages as well as undergraduate minors in Greek, Scandinavian and Slavic languages and literature. The MA and graduate and undergraduate certificate programs in Translation Studies help qualified students achieve the highest level of language proficiency, and develop additional professional competencies aimed to address areas of national need.

4.B.1. Content-Based Courses Taught in Foreign Languages. UI offers several content-based courses that are taught in European languages. These include a two-semester, advanced undergraduate-graduate level sequence on French business and economy; a two-semester sequence on German business and economy; courses on business Spanish and business Italian; and a course on Spanish in the Professions for business, law/law enforcement, medical, education and social service fields. During the next four years, with other UI NRCs EUC will support the development and instruction of business Arabic and Arabic in the media.

Increasing numbers of courses in non-language disciplines include language components. Foreign language research sources are a requirement in the undergraduate political science course, "Politics of the EU," and students have the option to complete their written work in several European languages. Students in the heavily enrolled (52 students in 2012-13)

interdisciplinary EU language policy course developed with EUC support, “Language & Minorities in Europe,” write entries in five languages for a public blog, *Linguis Europae*, coordinated by EUC staff and instructors Professor Zsuzsanna Fagyal and Dr. Eda Derhemi.

4.C. LANGUAGE FACULTY.

LCTL language instruction is a priority at UI and offered through SLCL. Table 4.A. shows the number of instructors available for each language, including faculty and teaching assistants, who teach many of the basic language and conversation courses. UI has 77 full-time faculty in European language departments. UI attracts experts in linguistics and language pedagogy including faculty who are world experts in Second Language acquisition and instruction.

As at most large research universities, many UI full-time language instructors hold non-tenure system positions. Recognizing the vital importance of specialized faculty positions including language instructors, the campus has implemented new policies to promote and retain these instructors. As of 2014, new campus policies award opportunity for instructors to advance to a Specialized Faculty title (assistant, associate or full), with a new base salary at \$40,000 for full-time 9-month appointments. This new title and promotion system will allow UI to recruit and retain valuable language faculty in the coming years.

4.C.1. Training in Performance-Based Teaching. Performance-based (PB) instruction is an integral part of language curriculum at UI and faculty are trained in this field (see biographies of LCTL instructors in Appendix B). Each foreign language department has one or more faculty with expertise in second language acquisition who supervise the language program. New language TAs enroll in orientation workshops and a semester-long methods course, which train TAs in current theory and practice in language teaching methodology, including PB methods, curriculum development and assessment, and proficiency guidelines such as ACTFL and ILR. SLCL is a nationally prominent center of research on second language acquisition, focusing on PB pedagogy, evaluation, and LCTL testing. In 2015 SLCL will hire a tenure line faculty member (Linguistics) specialized in language testing, assessment, and PB methods. This hire will further bolster institutional capacity for research in second language acquisition and

pedagogy, training and teaching of PB methods in language courses, and incorporating the ILR/ACTFL standards for teaching and evaluation. These areas are also foregrounded in the CTS curriculum. French, German, and Spanish offer teaching certificates to students; SLCL is planning a LCTL professionalization certificate.

4.D. QUALITY OF THE LANGUAGE PROGRAM. All language courses are conducted exclusively in the target language and curricula are regularly reviewed for quality and relevance.

4.D.1 Performance-Based Instruction. Oral language production emphasizes open-ended communicative learning, stressing listening and small-group activities that focus on meaning rather than form. Writing practice includes compositions, story journals, and language lab exercises. Authentic materials, including literature, films, news reporting, popular and social media, songs, and websites engage students in written and spoken language usage embedded in relevant cultural contexts.

4.D.2. Adequacy of Resources. UI has outstanding resources for language teaching and learning. Faculty members in 6 departments provide instruction and conduct research in second language acquisition and pedagogy. Drawing on UI's internationally recognized leadership and technological strength in computer and information sciences, UI employs advanced web-based courseware in instruction and evaluation, much of which was developed here. The MA program in Translation Studies offers an online degree program with specialized courses on EU language and nomenclature translation. Linguistics is internationally recognized for strong computational and computer-mediated learning expertise. Linguistics laboratory facilities include Second Language Acquisition and Bilingualism, Phonetics & Phonology, Electrophysiology and Language Processing, and Discourse, Social Interaction and Translation laboratories, and Sign Language. These research facilities along with a Linguistics Research Room and a TESL library support faculty, graduate and UG students in LCTLs, including the cognitive, linguistic and psycholinguistic aspects of second language acquisition and bilingualism. The Phonetics & Phonology Lab supports linguistics research and teaching; the interdisciplinary Beckman Institute hosts the Computational Linguistics Lab for research on natural language, speech

processing, and theoretical language models, including LCTLs. EU languages are at the forefront of these developments. Online and blended learning course modules have been developed for French and German on the intermediate and advanced translation levels, as for commercial and economic French and German. The Spanish and Italian programs use computer-enhanced courses that make extensive use of web-based courseware. The Language Learning Laboratory (LLL) provides technical support for language instruction, including for Computer Assisted Language Learning and multimedia projects. The LLL is equipped with 60 computer workstations and 8 walk-up computing stations. Audio/visual services include classroom media playback facilities, multimedia equipped classrooms, and digital audio and video production.

4.D.3 Language Proficiency Requirements. UI's language programs use PB methods to assess student performance in listening, writing, reading, speaking and cultural competence. Reading and writing proficiency are assessed through achievement tests, essays, and content-based writing exercises; oral proficiency is measured through ACTFL-based oral interviews twice per semester. Cultural proficiency evaluation for all languages is embedded in task-based and contextualized readings, writing exercises, and speaking activities. By integrating training and proficiency evaluation into the LCTL curricula, EUC-supported programs train students to reach the ILR/ACTFL advanced proficiency levels. Over the next 4 years EUC and UI NRCs will jointly support SLCL faculty working to further develop 1) faculty and instructor capacity to conduct formal OPIs in priority languages and 2) instruments for testing listening, reading, and writing proficiency in priority languages. The targeted EUC priority languages will be: Arabic, Portuguese, and Turkish. These represent priority LCTLs with high enrollments at UI. Piloted on UI FLAS Fellows and a random sample of UI language students, these new assessment instruments can be scaled to a broader audience, serving as a model for language assessment nationwide. We will also fund instructors from MSIs, HBCUs, and CCs to partake in training to advance PB methods and enhance testing and professionalization of LCTL instruction.

5. STRENGTH OF THE LIBRARY

5.A.1 Strength of Holdings. The University Library (UL) at UI is the largest public academic

research library and the second largest university library in the US, with over 13.8 million volumes and 23 million items and materials in all formats, languages, and subjects, including 10.8 million microforms, 140,000 current serials of which 110,155 are electronically available, 160,000 audio-visual materials, and 620,000 maps. The UL is an official depository library for the US, the EU, Canada, and the UN, and houses substantial collections of documents from the Council of Europe, OECD, World Bank, ILO, IMF, OAS, GATT/WTO, and many other international organizations and governments.

The library holdings related to the EUC have been expanded by several thousand volumes over the history of the last grant cycles. At least a dozen journals, news resources and databases that would not have been made available are now part of the collection because of the grant monies provided through EUC Title VI funds. These additions build on the already rich collection of resources provided by UL expenditures over many years. Almost 8,000 titles under the subject of the EU can be identified in the online catalog at the UL dispersed between many units including the Law Library, the Main Library, and Business Information Services, in addition to the EU Studies Portal website. The collection includes books, journals, databases and electronic media that supplement and enrich the depository collection of EU documents.

5.A.2 Financial Support. With over \$1 million in state funds allocated to Area Studies, \$3 million allocated to Arts, Humanities, and Social Sciences, and \$2 million supporting general electronic resources, we estimate the UL spent well over \$3 million on International Studies (IS) books, media, and electronic databases, and in excess of \$1.5 million for professional and support staff directly involved with International and Area Studies. Over the past 4 years, the UL has made significant financial commitments to IS collections and services, establishing the International and Area Studies Library (IASL) and adding a new tenure line faculty head of International and Area Studies plus tenure librarians in several world areas. In 2014, the UL will hire a tenure line International Reference librarian to further institutionalize the IASL's services, which facilitate national access to foreign language collections. The UL currently supports the EUC through the services of the Global Studies Librarian, embedded in the International Studies

Building where the EUC is situated.

5.B.1. Cooperative Agreements, Access, On-line Databases. The UL is a leader in open access and cooperation among libraries and institutions. UL holdings are augmented significantly by participating in the CIC's reciprocal borrowing agreements, which provide UI faculty and students with preferential access to over 80 million volumes. During FY13, the UL lent almost 86,000 items and borrowed more than 69,000 items for its users. Circulation (excluding renewals) for FY13 was over 0.5 million items, ranking the UL 9th in the nation. The UL webpage is logged onto nearly 1.6 million times per week, providing access to over 800,000 e-books, 140,000 journals and more than 400 electronic databases, including global resources. Access to the world's library resources is available through OCLC WorldCat, the UL catalog, and the cooperative catalog managed by the Consortium of Academic Libraries and Research Libraries in Illinois, which provides over 26 million item records from 70 libraries.

5.B.2. Access. The UL, as a state funded institution, provides access to its collections and services to faculty, graduate and undergraduate students, K-12 teachers, visiting and independent scholars, and all others. The UL is a leader in the Mellon-funded Association of Research Libraries Global Resources Programs, which link resources and users from all T6 regions, and develop unique resources for the world community. The UL open access institutional electronic repository, IDEALS, permanently archives submissions from contributing UI faculty and units and elsewhere. The EUC has actively contributed to the repository. For example, all MAEUS theses are deposited in IDEALS. Combined, the 9 MA theses deposited in 2012-13 have been downloaded 4,500 times. Materials held in IDEALS are provided through open access via Creative Commons licensing and indexed by Google Scholar providing universal availability to researchers and students. The UL is an active partner in the Hathi Trust Digital Library, a repository providing public domain access to materials that include resources on the history and development of the EU with over 930,000 items available in full text.

The IASL's International Reference service is a notable cooperative program that has grown from its State Department funded Slavic Reference Service to provide library reference support

to scholars throughout the US and the world seeking LCTL materials. Through the broad national access that this service provided in FY 2013, over 10% of the interlibrary lending noted above was comprised of LCTL materials lent to every state and to libraries that include CCs, federal and local government, and corporations. As a member of the IASL, the librarian charged with services and collections for the EUC works closely with all area studies libraries to see that the scholars have an excellent collection from which to draw and the knowledge necessary to explore the many resources on the topic in all languages.

The EU Collections and Services web portal provides virtual access to the most important and useful materials for researchers from the UL collection, Europa and elsewhere, as well as direct contact information for the librarian. In addition to links to subject guides and class resources in the field, the page provides links to blogs, news and mass media, a virtual new bookshelf, EU statistics, tutorials, and EU electronic resources, as well as resources targeted at the K-12 community. The librarian regularly participates in virtual reference service through email, phone, chat and other electronic media, such as Skype, to provide support for the use of the Library's resources to all individuals on campus and beyond.

6. QUALITY OF STAFF RESOURCES

6.A. QUALIFICATIONS OF TEACHING FACULTY AND PROFESSIONAL STAFF. A preeminent faculty of 2,548 and professional staff of 3,665 propel UI academic programs to be ranked among the best in the world. In FY2012, UI scholars were awarded nearly \$516 million in research grants and contracts from public and private sources. Distinguished UI faculty include 13 Nobel laureates, 2 MacArthur Genius winners, 2 Pulitzer Prize winners, a Crawford prize recipient, and over 80 members of the American Academy of Arts and Sciences, the National Academy of Sciences, and the National Academy of Engineering. UI has over 150 interdisciplinary research centers and institutes, ensuring multiple venues for cross-collaboration.

The 128 interdisciplinary faculty and staff affiliated with EUC (see Appendix B) are recognized as superior teachers, scholars, scientists, and innovators in developing Europe and EU oriented courses, degrees, and scholarship. Center faculty serve as journal editors and

reviewers, assume leadership roles in professional organizations, win major awards and external grants, consult with industry and government, and mentor graduate students and post-docs to new research findings in areas of national need. Their teaching, research, and outreach endeavors are supported by professional staff in home departments and at the Center. Current faculty research include: Robert Pahre (Political Science) on Euroskepticism across the EU; Zsuzsa Gille (Sociology) on the modalities of power in the EU; Adrienne Dixson (Education) on comparative studies of race and ethnicity in EU and US higher education; Ruth Aguilera (LER and Business) on comparative corporate governance in Europe; Kostas Kourtikakis (Political Science) on transatlantic relations; David Bullock (Agricultural and Consumer Economics) on the Transatlantic Trade and Investment Partnership and agribusiness; Ed Feser (Urban and Regional Planning) on industry clustering, migration, and regional economies in Europe and the US.

6.A.1. Professional Development Opportunities. UI faculty have numerous opportunities to enhance their international skills and deepen their knowledge of international issues. Programs available to faculty for international research and travel include the Scholar's Travel Fund, the Research Board, the Hewlett International Research Grants program; and the Illinois Program for Research in the Humanities. The ACES Global Academy brings junior faculty together for a year-long seminar on international topics to enhance their teaching and research. The LAS Teaching Academy helps faculty improve their overall teaching with retreats, reflective teaching seminars, and one-on-one technology training. The Provost Office offers workshops geared toward the success of junior faculty. The Office of the Vice Chancellor of Research sponsors two mentors who help faculty garner EU funding through the Horizon 2020 program and to access prestigious external research fellowships for international scholarship.

Using Title VI funding, the EUC holds competitions for Faculty Conference Travel Grants, Course Development Grants, and research seed grants. Using EUCE funding, the EUC supports applied EU-US and transatlantic research in a range of disciplines.

6.A.2. Commitment to Teaching, Supervision, and Advising of Students. EUC faculty teach 3-4 courses per year, and advise undergraduate, master's and doctoral students. Each year, the

EU interdisciplinary graduate research seminar typically involves 20 faculty from various departments in teaching and student advising. A large number of faculty from across campus serve as MA thesis advisors and committee members in the MAEUS program, and the EUC's associate director serves as Graduate Advisor, responsible for curriculum guidance, career placement, and alumni relations. Faculty are expected to spend 20-25% of their time on instruction and advising for each course they teach. The Center director, associate director, and outreach coordinator assist in faculty development and student advising (see also 2.B.1).

6.B. ADEQUACY OF STAFF. With generous support from the University and funds from the Title VI grant, the Center is well staffed to carry out its mission and programs.

| Table 6.B. EUC Staff | |
|----------------------------------|-----------|
| Director | 50% FTE |
| Associate Director | 100% |
| Outreach Coordinator* | 100% |
| Office Manager | 100% |
| Office Support Associate | 100% |
| Outreach GA* | 25% |
| Outreach GA | 50% |
| Outreach GA | 50% |
| Library/Webmaster GA* | 33% |
| Evaluation GA* | 25% |
| Hourly grad. assistant* | 10 hrs/wk |
| *Indicates some Title VI support | |

Anna Westerståhl Stenport, *Director*, (50%

administration, 50% teaching/research), is Associate

Professor of Scandinavian Studies in the Dept. of Germanic

Languages and Literatures and a Conrad Humanities

Professorial Scholar. She holds BA and MA degrees from

Uppsala University and a PhD from UC Berkeley. Prof.

Stenport is an Affiliate Associate Professor at Gothenburg

University, Sweden, and was a Visiting Associate Professor

and Anna Lindh Fellow in the Europe Center at Stanford University during AY11-12. She has also taught at UC Berkeley and KTH Royal Institute of Technology, Sweden. Her teaching and scholarship focus on modern European film, literature, theater, media and culture, with particular emphasis on Nordic and Arctic studies. Prof. Stenport has served as Faculty Liaison for the INSPIRE strategic partnership between the UI and three partner institutions in Sweden, and as LAS Dean's Fellow focusing on international strategic engagement. As EUC Director, she provides administrative leadership, actively promotes the Center and its programs, oversees its academic programs, and represents the EUC to the UI administration and external institutions.

Matt Rosenstein, *Senior Associate Director & Director of Graduate Studies*, holds a PhD in Slavic languages and literatures from the UI. At EUC he administers Center operations,

including grant and financial reporting and program development for institutional sponsored projects from the US Department of Education and EU; supervises staff; oversees EUC's publications and web presence; and interacts with EUC's external constituents and other units at UI. Dr. Rosenstein also serves as EUC's Director of Graduate Studies, coordinating the MAEUS program and graduate minor in European Union Studies. Prior to joining EUC in 2010, he was the Associate Director of the Program in Arms Control, Disarmament and International Security (ACDIS) from 2001-2010, where he managed grants from the MacArthur and Ford Foundations, and National Security Education Program (US Department of Defense).

Sebnem Ozkan, *Outreach & FLAS Coordinator*, is a specialist on EU-Turkey relations, EU social policy, industrial relations, and labor issues. She holds a PhD in Industrial Relations from the University of Wisconsin. Dr. Ozkan coordinates all EUC programs and events, is actively engaged in outreach with the consular corps in Chicago, civic organizations, secondary schools, regional universities and CCs, and the general public. She also serves as EUC FLAS Fellowships Coordinator. Prior to joining the EUC staff in 2008, Dr. Ozkan worked at the Center for European Studies and the EUCE at the University of Wisconsin as project assistant and student advisor from 1999-2008.

Other key staff include clerical support (office manager, office support associate), three graduate outreach assistants—including two 50% Outreach GAs supported by the Office of the Provost as match for EUCE grant funds—a web/library resources GA, a student administrative GA, an evaluation GA, and undergraduate interns. IPS professional staff provide specialized support in account management, information technology, study abroad, institutional linkages, development and international engagement.

6.B.1. Executive Committee and Campus-Wide Representation in Program Oversight.

EUC's operations and programming are overseen by the Executive Committee, which currently consists of 11 faculty members from 7 colleges—ACES, Education, Engineering, FAA, LAS, Law, and Veterinary Medicine—and the Library (see Appendix B). The Committee meets regularly to oversee and advise the Center. The EUC reports to the Associate Provost of

International Affairs and Director of IPS for budget and personnel, and the Dean of LAS for academic oversight of the MAEUS program; meeting regularly with both and submitting written reports to ensure guidance and oversight. The EUC consults regularly with staff in the Office of the Associate Chancellor for Public Engagement for guidance on outreach activities for government, industry, and the media.

6.C. NONDISCRIMINATORY EMPLOYMENT PRACTICES AND DIVERSITY. UI is an affirmative action/equal opportunity employer with a comprehensive set of nondiscrimination standards and a system of control to monitor compliance. The university makes active efforts to recruit faculty, staff, and students from underrepresented groups (see also section 9B). The percentage of underrepresented minorities among tenure track faculty at UI has steadily increased from 7% in 2004 to over 11% in 2013. Nearly 15% of assistant professors are from underrepresented groups. UI enforces conformance to AA/EOE standards by all contractual partners. IPS and the EUC are bound by these policies and make every effort to attract the most qualified participants irrespective of race, creed, gender, age, or disability, while at the same time striving for diversity. An IPS senior HR staff member serves as the Affirmative Action Officer. The majority of EUC staff are women; the Outreach Coordinator Turkish. The composition of the EUC Executive Committee ensures diversity in program staffing and participation.

7. OUTREACH ACTIVITIES

Outreach is an important component of UI's land-grant mission. Since 2010, the EUC, working with its 128 affiliated faculty, 85 of whom are from CoEd and LAS, has successfully participated in, hosted and/or organized more than 400 outreach activities that have reached over 43,100 people, excluding audiences reached by broadcasts and webcasts. We have partnered with a wide array of UI and non-UI organizations, including CoEd and LAS units, Chicago's consular corps, the EU Delegation to the US, the Chicago Federal Reserve Bank, Peoria Area and Chicago World Affairs Councils, language and culture organizations in Chicago, and the Midwest Institute consortium of regional CCs. The EUC also collaborates with other UI NRCs on a regular basis and the International Outreach Committee, consisting of all NRC and CIBER

Outreach Coordinators, supports extensive joint activities and institutionalized collaboration. The Committee meets monthly to discuss, plan, and evaluate the effectiveness of outreach activities.

The EUC regularly applies for and secures outside grants for additional outreach activities, such as the EU's outreach grant "Getting to Know Europe" (€100,000/18 months; awarded twice), which provides a wide array of businesses/media/K-16 outreach programs, including a Study Tour to Europe for K-12 teachers, state legislators, journalists, and UI undergrad students. The EUC's EUCE grant (€100K/year) supports many outreach activities including an annual Study Tour to Europe for K-16 educators and UI students. In 2011, the EUC in partnership with CTS secured a UI public engagement grant to develop an annual HS Translation Competition in EU languages. This now annual event includes a day at UI for participating schools featuring presentations on translation as a profession and teacher training workshop.

7.A. K-12 OUTREACH. The EUC, alone or in collaboration with other UI NRCs, organizes a variety of K-12 programs targeted at both teachers and students (see Table 7.A). The EUC will continue these activities while introducing new initiatives in 2014-18 (see Sec 8.A.3; PMFs 1,5).

Table 7.A. Selected K-12 Outreach Activities of EUC 2010-14

| <i>Target Audience: ESS=Elementary/Secondary School Students; K12=K-12 Teachers; PST= Pre-service teachers; CC=Community College; MSI=Minority Serving Institutions; UI=UI faculty & students</i> | | | |
|---|---|---|---|
| <i>Impact: Local=50 sq. miles; Regional=Illinois & Adjacent States; National=US</i> | | | |
| Activity <i>(annual & continuing; →= will continue w/o NRC funding)</i> | Audience Impact <i>(Attendance -annually)</i> | Description | Collaborating UI units/faculty & Partners |
| Annual Summer Curriculum Development Workshop on the EU | K-12, PST National (15-20) | Training, curriculum development, and CPDUs/CEUs/UI grad credit on teaching the EU; topics: How Does the EU Work? (2009); Islam in Europe (10); Immigration in the EU (11); Energy Security & Sustainability (12); The Mediterranean (13) | UI Office of Continuing Education, EUC faculty |
| Common Economic Challenges Teacher Workshop Series@ Goethe Institut-Chicago → | K-12, also CC/MSI Regional (75-80) | Training, curriculum development, and CPDUs/CEUs on teaching the EU economy and euro. Targeted to French and German language teachers but also high level of CC/MSI faculty participation | Goethe Institut; Chicago Fed Res. Bank; French, German CGs; Alliance Française de Chicago |

| | | | |
|---|---|--|---|
| Illinois High School Essay Contest → | ESS Regional (30-40) | Competition for HS students on various EU-related topics; winners recognized at EU Day on campus | IL HSs; UI faculty as reviewers, including CoEd/LAS faculty |
| Midwest Euro Challenge High School competition <i>Since 2009</i> | ESS; K-12 Regional (15-17 schools) | Regional competition for HS students to learn about the Euro & EU economy. Winning teams go to the national in NYC. Includes teacher training workshops. | Chicago Fed Res. Bank, EU Delegation in D.C., College of Business |
| Translation Competition in European languages <i>Since 2011</i> | ESS; K-12 Regional (25 schools) | Promote language study through competition. Includes teacher training workshops. CPDUs/CEUs available. | UI CTS, LAS, European Commission DG-Translation |
| Study Tour to Europe → | K-12 (also UI; CC/MSI) Regional (7 from IL) | 4-day tour to Brussels to study EU institutions and policies. Participants: K-12 teachers, UI undergrads (funded by EUCE grant). EUC requests funding for CC/MSI faculty participation (see Table 8.A.3) | EU Delegation in D.C, EUCE Network |
| Transatlantic Educators Dialogue <i>Since 2010</i> | K-12, CC/MSI National (70) | Innovative online program for US & EU K-12/CC teachers to develop curricula on EU/EU-US relations; co-developed w/CoEd; CPDUs/CEUs/UI grad credit | CoEd, European Commission e-Twinning |
| Globalfest | ESS, K-12 Regional (800) | State-wide world languages & cultures fair for middle/HS students. Includes teacher training workshops | UI NRCs, CIBER, IL schools |
| ICSS Conferences (Fall & Spring) → | K-12, PST Regional (150-175) | Presentations of EU Curriculum; exhibits | IL Council for Soc. Studies |

A signature K-12 program is EUC's annual **Summer Curriculum Development Workshop on the EU** (see Table 7.A). The four-day workshop includes expert presentations on EU topics; sessions on teaching tools and strategies including lesson plans, EU resources, curriculum development; and screening and discussion of relevant films. CPDUs/CEUs/UI graduate credits are available. In the last 3 years, 47 teachers participated at these workshops. We seek to train 100 teachers in the next four years, impacting as many as 15,000 students (assuming 150 students taught by a teacher in a given year). Other annual EUC teacher training programs include the award-winning Transatlantic Educators Dialogue (co-created with CoEd; 300+ teacher participants since 2010) and the Common Economic Challenges Workshop Series at Goethe Institut-Chicago. The EUC organizes annual competitions for high school students as a way to educate teachers and students such as the IL HS essay contest, Euro Challenge and Translation Competition. EUC also participates in State of Illinois teacher

conferences and school fairs such as GlobalFest (see Table 7.A).

7.B. POST-SECONDARY. Working with 128 affiliated faculty (85 in CoEd and LAS units) the EUC regularly supports interdisciplinary international conferences, symposia, workshops, and lecture series, graduate student conferences to enhance study and research of the EU/Europe among scholars and students. Topics in 2010-14 included transatlantic approaches to climate change, green energy, sustainability, food security/GMOs; EU enlargement (recently on Croatia, Ukraine); European elections; EU governance; euro crisis; immigration/minorities in the EU (focus on African immigrants, race and education); Islamophobia in Europe, and the Bologna Reform and Globalizing Education. The EUC also supported training workshops for CCs and regional university faculty and career information for students. The EUC will continue these activities while introducing new initiatives in 2014-18 (see Table 7.B, PMFs 2 & 5).

Table 7.B Selected POST-SECONDARY Outreach Activities of EUC 2010-14

| <i>Target Audience: CC=Community College; MSI=Minority Serving Institutions; UI= UI faculty & students; P=Public; M=Media</i> | | | |
|---|--|--|--|
| <i>Impact: Local=50 sq. miles; Regional=Illinois & Adjacent States; National=US</i> | | | |
| Activity <i>(annual & continuing; →= will continue w/o NRC funding)</i> | Audience Impact <i>(Attendance-annually)</i> | Description | Collaborating UI units, faculty & partners |
| Four Distinct Lecture Series (LS) | UI, P Local <i>(50-75/lecture)</i> | EUC Lecture Series; Europe & the Mediterranean LS →; E. Europe & EU Integration LS →; Islam in Europe LS → | UI faculty; UI NRCs; Chicago Consular Corps |
| Transatlantic Security Symposium | UI, P Local <i>(80)</i> | Presentations by experts/practitioners. Topics vary: European Defense (11); Transatlantic Approaches to WMD (12) | ACDIS; UI NRCs |
| UI Graduate Resource Fair; Majors & Minors Fair; Study Abroad Fairs; Professional school career fairs → | UI Local <i>(10,000+)</i> | Provide students with information on EUC academic and outreach programs, courses, resources, including FLAS fellowships | Graduate College, LAS, Study Abroad Office, UI NRCs |
| International Careers Workshop Series & Professionalism in Europe Career Workshop Series | UI, also CC, MSI Regional <i>(80-100)</i> | Session by alumni & businesses on int'l careers; study abroad/internship opportunities in Europe. FLAS Alumni to highlight careers using foreign languages | UI NRCs, CIBER; Career Center; Parkland CC; UI Chicago |
| International Education Week | UI, P Local, <i>3000+</i> | Raise awareness across the campus and locally on all UI int'l programs/activities | IPS, UI NRCs, |
| EUC Regional Faculty Curriculum Development Workshop | CC, MSI, UI Regional <i>(35-45)</i> | Training/curriculum development workshop for faculty at regional universities and CCs/MSIs. Keynotes by high-ranking EU diplomats and scholars | EUC Fac./Regional Fac. network; MIIIE; UI Chicago; Parkland CC |
| MIIIE Summer Workshops for CC teachers | CC, MSI National via web <i>(50)</i> | EUC cosponsors MIIIE's summer workshops on various global/international topics for CC/MSI educators | MIIIE; Parkland CC; MSI UI Chicago |

| | | | |
|---|--------------------------------|---|--------------------------|
| Northeastern Illinois University (NEIU) Int'l Business Conference | CC, MSI Regional (1000+) | EUC cosponsors periodically when focused on the EU; provides practical insight to student future business leaders | MSI NEIU; UI NRCs; CIBER |
|---|--------------------------------|---|--------------------------|

The EUC will continue organizing these activities and introduce new initiatives focusing on CCs/MSIs in 2014-18 (See Sec. 8.A.3 and Sec. 8.A.4 for full list of planned post-secondary programs for CCs/MSIs and the UI faculty and students)

7.C. BUSINESS, MEDIA, AND THE PUBLIC. The EUC organizes diverse activities for the professional community, media and the general public, designed to produce a significant regional and national impact. The EUC will continue these activities while introducing new initiatives in 2014-18 (see Table 7.C, PMF 5). Most events are open to the public and many are webcast and broadcast on UI-7 TV.

Table 7.C. Selected BUSINESS, MEDIA, GENERAL PUBLIC Outreach Activities of EUC 2010-14

| Target Audience: ESS=Elementary/Secondary School Students; K12=K-12 Teachers; CC=Community College; MSI=Minority Serving Institutions; UI=UI faculty & students; B=Business; M=Media; P=Public | | | |
|--|---|--|---|
| Impact: Local=50 sq. miles; Regional=Illinois & Adjacent States; National=US | | | |
| Activity (annual & continuing; → = will continue w/o NRC funding) | Audience Impact (Attendance-annually) | Description | Collaborating UI units/faculty & Partners |
| Annual European Union Day <i>Since 2001</i> | P; also UI, B, M, CC, MSI, K-12, ESS Regional (175-200) | Signature public outreach event. Keynote address by an EU Ambassador; Chicago Consular Corps roundtable. Webcast; broadcast on UI-7 TV, WILL-AM (local NPR). Irish, Hungarian Ambassadors, EU Ambassador to the US in 2010-14. | Various European embassies, Chicago Consular corps, local media |
| Chicago Consular Corps Roundtables & Lectures featuring European Diplomats & Politicians → | P, M, B, UI Regional (50-75) | High profile visits. Topics/participants vary: Bulgarian, French, German, Lithuanian, Polish, Romanian CGs); Bosnian President, Estonian Amb., Polish Embassy Deputy Chief of Mission, UK CG/Deputy CG in 2010-14 | Chicago Consular Corps |
| Illinois International Education Week → | P, UI Local (3000+) | Promote international studies and activities on campus and locally | |
| UI Office of Extension lecture series → | B, M Regional (50-75) | For IL farmers & agriculture officials. EU experts present on agricultural policy. | UI Extension Office |
| The EU in the US Discussion Series/Europe Day Symposium in Peoria, IL | B, P Regional (175-200) | Keynote address by a high-ranking EU official; signature activity in business outreach. Features speakers from Caterpillar, Illinois Trade Office, and legal field. | Peoria Area World Affairs Council (PAWAC) |
| Annual Joint Area Centers Symposium (JACS) | UI, P, K-12, CC Regional (125-150) | Raise awareness across the campus on all UI int'l programs & activities. Recent topics: Children & Globalization (2014); Future of Waste (2013); Cities & Inequalities (2012) | UI NRCs, CIBER, other campus units |
| Transatlantic Media Fellow program w/CSIS in D.C. | M, P Regional | UI visits by award-winning EU journalists (1/yr) for media & post-secondary outreach | CSIS, local media, UI Media |

| | | | |
|---|---|---|--|
| WILL -AM Radio Show; WBEZ Chicago's global affairs show, IL Int'l TV Show → | M, P Regional/ National | Interviews with EU specialists on EU-related topics; archived and linked from EUC website | WILL-AM (local NPR), WBEZ, UI-7 TV |
| Illinois International Review | B; K-12; CC; MSI; | Published biannually | |
| Global Lens Film Series; European Movie Nights; Photo Exhibits; Concerts → | P, CC, UI, M, K-12, ESS Regional | Films and themes vary | University YMCA & Parkland CC |

The Center's signature public outreach event is the annual **EU Day**, which brings European ambassadors to campus to interact with faculty, students, and the public. Many Chicago-based consuls general from EU countries participate. Various K-12 competition winners are also recognized at the EU Day luncheon. All events are webcast for greater national impact. Other high impact EUC public/business/media outreach programs include the Consular Corps Roundtables; lectures featuring European diplomats & politicians, CSIS Transatlantic Media Fellow visits; and the "EU in the US Discussion Series/Europe Day Symposium in Peoria."

Since 2011, the EUC has been coordinating the Outstanding Outreach Activity Award to raise profile of EU Centers in the U.S. and outreach activities in the area of EU/European Studies. The EUC's website (featuring archived lecture videos), extensive social media presence (Facebook, Twitter, blog, weekly e-newsletter (1,681 subscribers), and listservs reflect the Center's commitment to increasing awareness of the EU, and promotes use of the Center's resources for students, faculty, K-12 educators, media, and the general public (see Sec. 9.A. for web and social media impacts statistics).

8. PROGRAM PLANNING AND BUDGET

8.A. QUALITY OF PROPOSED ACTIVITIES. The EUC has successfully built a comprehensive, integrated program of teaching, research, and public engagement in accordance with center objectives (see Table 1). Support is requested for the activities below to develop EUC's impact further, including enhancing outreach activities and sustained collaborations with CCs and MSIs.

8.A.1. Curricular Development. Central to the mission of the Center is training of the next generation of policy makers and educators in EU-US relations. For *Language/FLAC Instruction*, we propose to strengthen UI's current commitment to instruction in the official

LCTLs of EU member/candidate countries and languages widely spoken among immigrants such as Arabic, with a focus on developing translation studies and training translators. We will also develop LCTL training programs for HS students and CC/MSI faculty and a LCTL Professional Development Certificate for K-12 teachers (see Table 8.A.1, PMFs 1.D & 3).

Table 8.A.1. Proposed LCTL Instruction and FLAC & Language Development Activities

| ■ = New Program/Initiative ■ = Continuing Program/Initiative → = Continuing without NRC support Priorities addressed: AP = Absolute Priority; CPP1 = Competitive Preference Priority 1; CPP2 = Competitive Preference Priority 2; IP=Invitation Priority | | | | | | |
|---|--|----|----|----|----|----------------------------|
| Activity Description | Instructor Partners | AY | | | | Budget line Priorities |
| | | 14 | 15 | 16 | 17 | |
| LCTL program coordination (new initiative) strengthen and promote UI LCTL course offerings and professional development; Turkish Instruction (Beg-Adv) Instruction of priority LCTL, increase supply of specialists, serve national need | Balci/UI NRCs, Ling., LAS | | | | | A.2.a CPP2 |
| South Slavic Instruction (Beg-Adv) & Coordination of Bosnian-Croatian-Serbian (BCS) (new initiative); BCS TA see above | Pintar/REEEC, Slavic, LAS | | | | | A.2.b; A.2.f CPP2 |
| Polish instruction TA (Adv) (TAs for Beg-Intermed. funded by UI) see above | Slavic, LAS | | | | | A.2.c CPP2 |
| Arabic instruction (Beg-Adv) incl. Business Arabic & Media Arabic see above | Saadah/UI NRCs, Ling., LAS | | | | | A.2.d CPP2 |
| Czech instruction (Beg-Intermed) see above | Slavic, LAS | | | | | A.2.e CPP2 |
| Swedish instruction (Beg-Adv) (Swedish Institute funds AY 14&15) see above | Safstrom / Germanic, LAS | | | | | A.2.g CPP2 |
| Modern Greek instruction (Beg-Adv) see above | Ling., LAS | | | | | A.2.h CPP2 |
| Translation Studies Course Development for priority languages increase supply of translators in priority LCTLs | Lowe/CTS, SLCL, LAS | | | | | A.2.i CPP2 |
| Translation Studies Course Development: Language Work in the EU: Terminology Workflow/Procedures exposure to EU terminology and see above | Lowe/CTS, LAS | | | → | | A.2.j C.2.b CPP2 |
| Speech & Hearing Science course development: Second Language Acquisition by Hearing Speakers: Swedish, Irish sign languages to train pre-professional degree students in int'l. sign language acquisition | Dye/Applied Health Sciences | | | → | | A.2.k |
| LCTL Professional Development Certificate (course development) see Sec. 4.A & PMF 1 | Balci/ Ling., SLCL, LAS | | | | | A.2.l AP; CPP2 |
| Interdisciplinary FLAC Course Development Faculty Grants & FLAC course grad hourly for languages increase integration of languages into curriculum; use of language/area studies skills | Preference given to LAS units and CoEd | | | | | A.2.m; A.2.n CPP2 |
| LCTL Proficiency Assessment/development of test instruments see Sec. 4.D.3 | LAS, SLCL, UI NRCs | | | | | A.2.o CPP2 |
| MSI/CC faculty participation in UI LCTL proficiency assessment training and professional development workshops see Sec. 4.D.3 | MIIE, MSI UI-Chicago, Parkland CC | | | | | C.2.e CPP1 |
| LCTL Workshop Series improve pedagogy of LCTL | SLCL, LAS, NRCs | | | | | E.3.a CPP2 |

| | | | | | |
|--|-------------------------------------|--|--|---|---------------------|
| Biennial Business and LCTL Symposium improve pedagogy of teaching LCTLs for business | SLCL, LAS, UI NRCs | | | | E.3.b CPP2 |
| SILMW HS student LCTL program see Sec. 4.A | SLCL, LAS | | | | E.3.c CPP2 |
| ACTFL-ILR training workshop on proficiency testing for LCTL instructors | SLCL, LAS, UI NRCs | | | → | E.3.d CPP2 |
| Southeast European Language Consortium (SELC) & Baltic Studies Summer Institute (BALSSI) see Sec. 4.A | Various US NRCs; U Pitt; UW-Madison | | | | E.3.e; E.3.f |

8.A.2. Non-Language Curriculum. The EUC requests support for non-language curricular development to benefit the MAEUS program, develop an UG minor, and add EU content into professional schools courses, including practicums to be co-developed with CoEd and course targeted to pre- and in-service teachers. See Table 8.A.2. for proposed non-language curricular development activities to address NRC priorities (also see PMFs #2 & #4).

Table 8.A.2. Proposed Non-Language Curricular Development Activities

| ■ = New Program/Initiative ■ = Continuing Program/Initiative → = Continuing without NRC support Priorities addressed: AP=Absolute Priority; CPP=Competitive Preference Priority 1; CPP2=Competitive Preference Priority 2; IP=Invitation Priority | | | | | | |
|--|---|----|----|----|----|-------------------------------------|
| Activity Description | Instructor Partners | AY | | | | Budget line Priorities |
| | | 14 | 15 | 16 | 17 | |
| EU seminars lecturer graduate level training on EU, expand MAEUS course offerings | Kourtikakis PoliSci, LAS | | | | | A.3.a CPP2 |
| CoEd Videoconference Course & Study Abroad course – Critical Race Theory & Education in the EU & US synchronous course on race, education, and globalization; 2-week study trip to UK on race/education in int’l. context | Dixon CoEd, HBCUs Dillard and Xavier, U. of Birmingham, SAO | | | | → | A.3.b; C.2.a CPP1; CPP2 |
| Global Perspectives in Education Teacher Certificate Program/Development of curriculum materials w/area studies/LCTL content for gr.K-8 Development of “Area studies/global” cohort in CoEd teacher education program, practica for developing curr. materials to pilot/disseminate | Fouad, McCarthy, Parsons CoEd, LAS, local schools, UI NRCs | | | | → | A.3.c; A.3.d AP; CPP2 |
| EU Studies blended learning environment course development targeted to pre- and in-service teachers and CC/MSI instructors | Kourtikakis, McCarthy, Fouad, Parsons CoEd,LAS | | | | → | A.3.e; A.3.f AP;CPP1; CPP2 |
| International Service Learning Initiative course development global learning modules/EU Aid to Africa, S Asia, SE Asia | Lough Social Work, SAO | | | | → | A.3.g; C.2.c IP |
| Mediterranean Studies Initiative Course Development: Languages & Cultures of the Mediterranean enhance MAEUS/grad minor; develop undergrad minor | Fagyal, Derhemi, Terkourafi/ SLCL, LAS | | | | → | A.3.h CPP2 |
| Mediterranean Studies Initiative Course Development see above | Mathy/ SLCL, LAS | | | | | A.3.i CPP2 |
| Scandinavian Studies/Arctic course/study abroad course development (focus on security and policy issues) enhance MAEUS/grad minor/ develop undergrad minor | Saftsrom/Stenport Germanic, LAS | | | | | A.3.j; A.3.k CPP2 |
| Global Informatics course development – includes a module on “EU Informatics” focuses on social media and global change, features case studies on mass uprisings | GSLIS, CoEd, UI NRCs | | | | → | A.3.l CPP2 |

| | | | | | | |
|--|---|--|--|--|---|--|
| District 203 Global Scholars Program/Global Civic Leadership Summer Program (EU As a Global Actor) @ IIT Activity-based student training/certificate; includes teacher training workshop | Illinois Institute of Technology, District 203 schools, UI faculty | | | | E.2.f AP | |
| UI Language Academy for K-5 students languages include French, Spanish, Arabic | SLCL, LAS, UI NRCs, area schools | | | | E.2.g CPP2 | |
| High School Center of Excellence in European Language Acquisition & Area Studies annual competitive award to promote language & area studies programs in IL high schools; includes teacher training workshop on best practices in developing language & area studies programs | EUC faculty, EUC Teacher Advisory Board, CoEd, SLCL, LAS, IL high schools | | | | D.d AP;CPP2 | |
| EUC Regional Faculty Curriculum Development Workshop (See Sec. 7.B) Signature activity for CC/MSIs. Brings together faculty to increase research/teaching of the EU at CC/MSIs | EUC regional affiliates, MSI UI Chicago, MIIE, Parkland CC | | | | E.2.h CPP1 | CCs & MSIs and Post-Secondary (UI faculty & students) |
| Midwest Institute for International & Intercultural Education Summer Workshops for CC/MSI faculty develop/disseminate curriculum on EU area studies | MIIE, UI NRCs, | | | | E.2.i CPP 1 | |
| EU Centers of Excellence Network EU Study Tour to Belgium – travel stipends for CC/MSI faculty participants (EUC’s EUCE grant provides funds for K-12 teachers and undergraduate students) (see Sec. 7.A) | EUC regional affiliates, UI Chicago, MIIE, Parkland CC, EUCE Network | | | | E.2.j CPP1 (also AP via EUCE grant support for K-12 teachers) | |
| CC/MSI Course development Initiatives 3 distinct programs to increase EU studies/languages content in CC/MSI course offerings: CC International Course Development; Global Competence: Multiculturalism in Education course development; EU Studies & European languages course development | UI NRCs, MIIE, Parkland CC, School of Lits., Cultural Studies and Ling. at UI Chicago | | | | E.2.k; E.2.l; E.2.m CPP1 | |
| Doing Business in the EU Int’l Business Conference | Coll. of Business at MSI Northeastern Illinois U. | | | | E.2.n CPP1 | |
| International Careers Workshop Series to promote careers in government, business, NGOs; FLAS alumni as speakers on uses of LCTLs in careers & Professionalism in Europe Career Series workshop for UI students interested in study/internship and careers in Europe. Invites participation from students/colleagues at peer institutions and CCs/MSI | UI NRCs, CIBER, Parkland CC, MSI UI Chicago Career Services | | | | E.2.r; E.2.s CPP1 | |
| EU Day EUC signature event, keynote address by an EU Ambassador; wide-range public, business, media outreach | IPS, Chicago Consular Corps, EU Embassies | | | | E.2.o | General Public, Business, Media |
| Illinois Int’l Education Week to promote int’l/area studies on campus and locally | IPS, UI NRCs, UI units | | | | E.2.p | |
| The EU in the US Discussion Series in Peoria keynote by high-ranking EU official or member of Chicago Consulate, signature business outreach activity | Peoria Area World Affairs Council | | | | E.2.q | |
| Transatlantic Media Fellow Program with Center for Strategic and Int’l Studies in D.C to bring an EU journalists for media & post-secondary outreach | Local media | | | | E.2.t | |
| Illinois International Review Published biannually; audiences: K-16, business, legislators, foreign diplomats | IPS, UI NRCs | | | | D.e | |

| | | | | | | | |
|--|---------------------|--|--|--|--|-------|--|
| Webcast of EUC lectures archived on EUC website and blog for wider public dissemination | UI Photo/Video Team | | | | | E.2.u | |
|--|---------------------|--|--|--|--|-------|--|

8.A.4. Program Enrichment Activities. The following activities serve to create and maintain a vital intellectual community on campus, all of which are part of larger projects resulting in curriculum development and research publications (also see PMF #5):

Table 8.A.4. Program Enrichment Activities (also including post-secondary outreach)

| Activity Objective | Personnel Partners | AY | | | | Budget line Priorities |
|--|--|----|----|----|----|---|
| | | 16 | 15 | 16 | 17 | |
| Program Administration grad hourly, materials, duplication, website design | | | | | | A.1.b; D.a; D.b |
| EUC Admin. travel for academic program development with European partners, with priorities in CoEd & LAS fields; and to attend Title VI meetings | Stenport, Rosenstein | | | | | C.1.a; C.1.b CPP2 |
| Faculty Development/Conference Travel grants for course enhancement and/or research; to present at conferences – Preference given to CoEd/LAS units | UI faculty; CoEd, LAS | | | | | A.3.o; C.2.d CPP2 |
| 4 New Distinct Lecture Series (one speaker per year for each) EUC Transatlantic Trade & Investment Partnership (TTIP); Minorities & Race in the EU; Scandinavian Studies/Arctic Studies; Culture & Heritage in the EU (Yr 1 funded by the EUCE grant) & EUC Lecture series (2 speakers per year, topics vary) High impact visits; activities integral to MAEUS/grad minor, development of undergraduate minor; public & campus exposure to EU experts | College of Business, Economics, LAS, Germanic, CHAMP, UI faculty | | | | | E.1.a; E.1.b; E.1.c; E.1.d; E.1.e CPP2 |
| University-wide Center for Adv. Study MillerComm lecture on the EU to bring two distinguished speakers each year | Miller Committee | | | | | E.1.f |
| Regional Partner Universities/Colleges EU Lecture Series | UI Chicago, ISU, IIT | | | | | E.1.g CPP 1 |
| Biennial Joint Area Centers Symposium (JACS) hosted jointly by all UI NRCs, focuses on topics of broad interest to the campus, public, and K-16 educators (includes teacher training/curr. development sessions): 2015: Violence, Trauma and Memory; 2017: Global Health. Invites participation from students and colleagues at peer institutions and CCs/MSIs | UI NRCs, UI faculty, EUC regional faculty network, MIIIE, MSI UI Chicago | | | | | E.1.h CPP1; AP |
| Annual EUC-ACDIS Symposium to address transatlantic security issues | ACDIS | | | | | E.1.i |
| Mediterranean Studies Initiative Annual Symposium to bring recognized experts to UI, develop research publications | SLCL, LAS | | | | | E.1.j CPP2 |
| Annual Turkish Studies Symposium/ Modern Greek Studies Symposium/Film Series to promote Turkish & Greek language & culture courses | UI NRCs, Ling., LAS Modern Greek | | | | | E.1.k; E.1.l CPP2 |
| College of Law Annual Constitutional Law Conference forum for legal scholars and policymakers to analyze comparative constitutional governance in EU, US, globally | UI Law, U. Bologna, Johns Hopkins U., | | | | | E.1.u |
| CoEd Annual Conference: Race, Globalization, and Education to convene scholars in the EU, Canada, & US to examine educational equity/disparities and race | CoEd, U. of Birmingham | | | | | E.1.p CPP2 |

| | | | | | | |
|--|--|--|--|--|--|--|
| Training Program: Multidisciplinary Perspectives for Disability Mobility series of workshops to provide US and int'l. study abroad administrators with theoretical and practical frameworks for developing accommodations in SA programs for students with disabilities | UI SAO, Div. of Disability Resources & Ed. Services, UI NRCs | | | | | E.1.v |
| Undergrad Research Conference: Governance & Territorial Conflict in Europe presentations of student case study papers | Political Science, LAS | | | | | E.1.x CPP2 |
| Miscellaneous Conferences – Coll. of Law Symposium on EU-US Comparative Consumer Satisfaction (Yr 4); Law Symposia on Transnational Law & Globalization (Yr 1&3); Legacy of World War I and the EU Peace Project Film Series, with several LAS units (Yr 1); Integration and Migration: New Europe at 25 Conf. (Yr 1); Unit on Criticism and Interpretive Theory Conf. on Critical European Studies (Yr 2); Int'l. Service Learning Summit (Yr 3) (IP); Mediterranean Studies Grad Student Conf. (Yr 1); Society for Advancement of Scandinavian Studies (SASS) 2015 Annual Conf. with UI Germanic/LAS & Ohio State Univ. (Yr 1) | Various, including Coll. of Ed, LAS units, Coll. of Law, Social Work, MSI UI Chicago | | | | | E.1.m; E.1.n; E.1.o; E.1.q; E.1.r; E.1.s; E.1.t; E.1.w CPP2, IP |

8.A.5. Library. To enhance this key sector of our program and to facilitate access to materials on campus, nationally, and internationally, we request support for the following:

Table 8.A.5. Library

| Activity Objective | Partners | AY | | | | Budget line Priorities |
|---|-------------------|----|----|----|----|--------------------------|
| | | 14 | 15 | 16 | 17 | |
| Webmaster/Library Resources Developer to maintain EU resources web portal, conduct tutorials on specialized EU research materials (including sessions in K-12/CC teacher training workshops), and assist with EUC website and social media | GSLIS, UI Library | | | | | 1.4.b AP; CPP1 |
| Acquisitions of books, periodicals, EU datasets of EU topics enhancement of research on the EU | UI Library | | | | | D.f |

8.A.6. Evaluation. The EUC, in conjunction with other UI NRCs, has an extensive joint evaluation program. We request funding for the following:

Table 8.A.6. Evaluation

| Activity Objective | Partners | AY | | | | Budget line Priorities |
|---|--|----|----|----|----|--------------------------|
| | | 14 | 15 | 16 | 17 | |
| Joint Area Center Evaluation to conduct and analyze all joint evaluation projects, including FLAS fellow and alumni surveys, faculty survey, outreach program evaluation | DeStefano, I-STEM, UI NRCs, CIBER, Survey Research Lab | | | | | E.4.a |
| Evaluation Graduate Assistant – including assisting with graduate program/FLAS job placement tracking | | | | | | A.5.a |
| Student language proficiency testing for LCTLs and FLAS Fellowship languages & training of UI LCTL instructors to conduct LCTL OPI tests | SLCL, Ling., LAS | | | | | E.4.b CPP2 |

8.B. TIMELINE AND DEMONSTRATED PROGRESS TOWARD STRENGTHENED PROGRAM. For the timeline on the proposed activities, see the above tables and the budget.

8.B.1. Effective Use of Resources. Title VI support has enabled the EUC to mobilize extensive campus and external resources for EU/European studies. As in the past, teaching initiatives and program support developed with Title VI funds will be institutionalized as part of UI curricula. The EUC coordinates with other NRCs on campus for effective use of funds and staff time.

8.C. REASONABLENESS OF COSTS. Funding amounts requested are reasonable for achieving the specified objectives. UI bears most of the administrative cost of the proposed activities. Only nominal support for the Outreach Coordinator and an hourly student assistant is requested for administrative purposes. Our NRC budget request represents about 45% of the Center's direct programming and administrative expenses, and a mere 2% of the total cost of regionally related teaching and activities on this campus. Since becoming an NRC-FLAS center in 2003, the EUC has regularly stretched FLAS funding to make additional awards through UI's generous provision of tuition remission.

8.D. LONG-TERM IMPACT ON THE UNIVERSITY. The proposed activities build on the existing strengths of the EUC, including the MAEUS, the graduate minor in EU Studies, collaborations with CoEd, LAS, and professional schools, and extensive graduate student and UG interest in courses with strong EU content, study abroad programs to Europe, and internship opportunities with European firms and government agencies. Title VI funding for these activities is an investment in areas of national need, as students will enter careers in business, government, or education that require knowledge of European languages; the social, economic, and legal conventions of the EU; and expertise in transatlantic relations.

9. IMPACT AND EVALUATION

The EUC works with nationally recognized and independent evaluation specialists through its ongoing comprehensive evaluation program, which assesses the Center's impact and significance in accordance with stipulated objectives (see Table 1). The EUC is collaborating in this process with CoEd, the Graduate School of Library and Information Science (GSLIS), and UI NRCs.

9.A. IMPACT OF ACTIVITIES ON THE UNIVERSITY, COMMUNITY, REGION, AND THE NATION.

EUC activities have a major impact on campus, the local community, the state of Illinois and

Midwest region, and the nation. This impact is demonstrated by enrollments in EU-relevant courses (Appendix C), by BA, MA, FLAS, PhD and professional degree graduate placement data, by participation rates in EUC-sponsored events, and by usage of Center resources. As noted in 4.A, enrollments in EU LCTLs and priority languages are high, made possible by Title VI support for advance-level courses in several languages. Annually offered core EU courses are consistently full or oversubscribed. These include graduate seminars EURO 501: EU Institutions and Governance (FA13 enrollment: 21) and EURO 502: The EU in a Global Context (SP14: 20); undergraduate course PS 385: Politics of the EU (FA13 & SP14: 48); and advanced undergraduate/graduate courses FR 418: Languages and Minorities in Europe (SP13: 56); EURO 415: Europe and the Mediterranean (SP13: 46).

Data on graduates are a measure of our impact on the region and the nation. As reported to the US Department of Education using data from the UI Division of Management Information, in 2010-13 there were 1,017 undergraduate students who graduated with a European degree major, minor, or certificate; 53 received European Master's degrees; and 51 received PhDs (see Table 2 for a list of relevant programs). Approximately 10% of our graduates during 2010-13 accepted positions in K-12 education, and another 10% accepted positions in federal government, local or state government, the US military, or international organizations. 70% of PhD students pursue academic careers; 20% private sector careers and the rest in government, NGOs, other sectors, or unknown. Placement data for EUC FLAS Fellows shows similar impacts and variation in distribution to career sectors (see 9.D and 9.F.1)

The Center's outreach programs, which combine public programs, secondary school and CC/MSI curricular initiatives, and programs targeted to Illinois businesses, raise awareness about the EU and transatlantic relations among high school students and teachers, the business community, and the public. The EUC sponsored 404 outreach activities in 2010-14, with participation of 43,179 individuals. Our annual regional faculty workshops on the EU, which we target to CC/MSI instructors, have attracted over 130 participants since 2010. Our K-12 training workshops involved 187 teachers, which imply that approximately 28,050 students (at 150

students per teacher) acquired new knowledge about the EU through their teachers' participation in EUC-sponsored training. Over 1,600 subscribers receive our e-Weekly announcements, an increase from 900 in 2009. The website receives ca. 50,000 unique visitors per year. The EUC pursues an active and carefully designed social media strategy to increase visibility and impact of Center activities. We track social media statistics weekly, and improve Center practices based on those statistics. The EUC Blog, with contributions from UI faculty and graduate and undergraduate students, has posted over 450 articles since 2011 attracting more than 156,600 total page views. Near daily posts by EUC staff and students on our Facebook page garner an average of 330 engagements per month (liked, shared, clicked, or commented). The Center's Twitter account, started in mid-2012, has over 640 followers. Archived webcasts of 62 EUC lectures and panel discussions since 2010 have 23,232 total page views.

The Center routinely evaluates every K-12 teacher and CC/MSI faculty training workshop, select conferences and other activities we conduct using observations, interviews and exit surveys. The results are highly positive: 95% of all teaching and CC/MSI participants rank these events as exemplary and highly likely to impact curriculum development and student learning. Quantitative feedback and qualitative suggestions are systematically reviewed and used by Center staff to refine these activities, such as varying format, topics, speaker qualifications, and type of venue.

9.B. EQUAL ACCESS FOR MEMBERS OF UNDERREPRESENTED GROUPS. UI serves an increasingly diverse state and region. 22.5% of the total student population is comprised of African American, Asian American, Latino/a, and Native American populations. Through the campus program 'Inclusive Illinois,' efforts to recruit, retain, and provide career placement for students of underrepresented groups have been substantially revised and augmented over the past three years; diversity recruitment of faculty has also been a priority through the Provost funded Target of Opportunity hiring program, which awarded additional hiring funding of \$909,750 in AY12-13. Illinois is a recipient of the *Insight into Diversity Magazine* 2013 Higher Education Excellence in Diversity Award (HEED), earning the highest ranking of the year among 55

schools recognized with the motivation that UI “has an unprecedented number of programs and initiatives in place that provide substantial opportunities for students, faculty, and staff from all underrepresented groups.” Dedicated campus resources dedicated to recruiting, retaining, and providing funding for underrepresented students and promoting diversity engagement includes the Office of Inclusion and Intercultural Relations, the Office of Minority Student Affairs, the President’s Award Program, the Illinois Promise Program, the LENS Diversity Certificate Program, the LGBT Resource Center, and the Osher Lifelong Learning Institute. College and student associations programs that collaborate with EUC include the Center for Academic Resources in Engineering, the LAS 101 program, the Minority Commerce Association, and the Minority Association for Future Attorneys.

UI prides itself on being the global leader in serving students with disabilities. In AY12-13, the Disability Resources and Educational Services (DRES) awarded nearly \$444,000 in tuition waivers and privately funded individual student awards and scholarships to students with disabilities. DRES provides state-of-the art technology assisted learning and support services for students with a range of physical and mental disabilities, including for EUC students. The UI’s Beckwith Residential Support Services was selected to receive the 2012 Barrier-Free America Award from Paralyzed Veterans of America for their leadership in the creation of accessible environments. UI is the first university to receive this award.

9.C. EVALUATION PLAN. Since 2004, IPS and the UI NRCs have participated in a **joint evaluation plan** under the direction of Lizanne DeStefano, Fox Family Professor of Educational Psychology, Director of the Illinois STEM Education Initiative (I-STEM), and a nationally-renowned specialist on educational evaluation. Since no administrative, supervisory, academic, or budgetary relationship exists between the UI NRCs and I-STEM, the external evaluation activities are conducted by a unit and individuals independent of and not responsible for the programs evaluated. This joint evaluation plan has created common instruments and data collection procedures, and established a central database and standard reporting procedures. The EUC’s evaluation plan also has unique elements related to its priorities and activities.

The UI joint evaluation plan has significant advantages over stand-alone center evaluation. It allows for reporting at the campus level and for comprehensively assessing the impact of NRCs on the campus, the state, and the nation. This joint evaluation approach is comprehensive and goal-oriented, providing ongoing formative information to guide program improvement efforts and summative information to assess annual progress toward EUC objectives. The plan maintains common measures and longitudinal tracking, which allows for assessing long-term impact on undergraduate, graduate, and professional training programs, on faculty scholarship, and on outreach activity. The evaluation employs both quantitative measures (surveys, language and content testing, enrollment, graduation and employment data) and qualitative measures (interviews, observation, document review). For example, the evaluator conducts common longitudinal on-line surveys (such as the FLAS alumni and fellows surveys, which have generated a centralized database to track students over time). Joint evaluation has proved cost effective and efficient, and has increased collaboration, integration, and evaluation capacity across all UI NRCs. This joint evaluation will be continued and strengthened during the 2014-2018 cycle.

EUC and IPS staff and graduate assistants share in the responsibility for data collection, analysis and interpretation. Prof. DeStefano, serving as independent external evaluator, oversees and audits the quality of internal evaluation, conducts independent data collection and analyses, and develops findings and recommendations. IPS, EUC leadership (Director, Executive Committee, staff, and graduate assistants), and the Office of Minority Student Affairs are actively involved in evaluation activities, reporting, and response. Dr. DeStefano meets monthly with Center staff to review evaluation findings and action plans. This procedure ensures comprehensive collection and cost-effective, real-time assessment of data. I-STEM produces a formal EUC report and a cross-NRCs report annually and at the end of project funding. The annual report fulfills IRIS requirements. The evaluator will also issue informal reports as needed. In this way, the credibility and validity of the internal findings are strengthened by validation and independent data collection of the external evaluators.

The evaluation plan (Table 9.C.1), describes the evaluation questions aligned with Title VI priorities, and sample indicators to address these questions; Table 9.C.2. lists the evaluation instruments already developed and planned for 2014-18, which measure both our success in attaining Center goals and improvements in achievements over time.

Table 9.C.1. Evaluation Plan

| Evaluation Questions | Sample Indicators |
|--|---|
| (A) Do the Center’s language instructional programs and curricula address national needs and produce the next generation of language specialists and international experts? | <ol style="list-style-type: none"> 1. Increased enrollments in priority languages. 2. Increased offering of and enrollments in advanced language classes, esp. LCTLs and priority languages. 3. Increased placement of graduates, especially FLAS Fellows, in fields of national need, including higher education, government services and professional fields. |
| (B) Are the Center’s language instructional programs and curricula of high quality? | <ol style="list-style-type: none"> 1. Satisfactory student “Instructor and Course Evaluation System” ratings. 2. Increased enrollments in advanced language classes, esp. LCTLs. 3. Pass rates on language proficiency exams, esp. advanced LCTLs. 4. Expert review of syllabi and course observations. 5. Number of language faculty receiving teaching awards and participating in campus teaching initiatives and national teaching workshops. 6. Number of language TAs with graduate teaching certificates. 7. Number of internship placements and study abroad rates. 8. Accreditation results. |
| (C) Does the Center have a significant regional and national impact on K-12 and post-secondary educators? | <ol style="list-style-type: none"> 1. Number and diversity of K-16 teachers at training workshops and K-16 teachers and students at other outreach events. 2. Participation satisfaction and ratings of usefulness. 3. Number and diversity of students impacted by teacher training workshops. 4. Follow-up surveys of educators to determine long-term impact and change. 5. Extent to which K-12 adopt curricula, online courses, and other materials. 6. # of Center faculty and professional schools engaged in outreach. 7. Increased collaboration with other institutions of higher education, including community colleges (e.g. joint events, programs, proposals). |
| (D) Does the Center demonstrate a significant regional and national impact on business, media, and the general public? | <ol style="list-style-type: none"> 1. Event attendance numbers, diversity and participation satisfaction. 2. Increased partnership with non-UI organizations, businesses, and media. 3. Number of webcasts of events and views of archived webcasts. 4. Increased unique visitors to active website resources. 5. Increased media coverage (e.g. # newspaper, web, radio, television articles). |
| (E) Does the Center have short- and long-term impact on UI undergraduate, graduate, and professional training programs? | <ol style="list-style-type: none"> 1. See Sample Indicators in (A) and (B). 2. Number of strategic recruitment of new faculty. 3. Number of professional courses & programs with area studies content. 4. Increased enrollment in language (LCTLs), area studies, & the MAEUS and other related degree programs, esp. in professional schools. 5. Increased number of graduates with area studies and language proficiencies. 6. Increased collaboration with professional schools, leading to curricular and programmatic change. 7. Increased collaboration with other UI NRCs and campus units on curriculum and program development. 8. Increased EU-related library holdings and campus resources. 9. Increased international linkages and exchange programs. |

| | |
|---|--|
| (F) Has the Center strengthened its leadership role in NRC evaluation practice on and off campus? | <ol style="list-style-type: none"> 1. Programmatic impact evaluation. 2. Improved evaluation instruments among UI NRCs and CIC NRCs. 3. Dissemination of evaluation methodologies in national and disciplinary conferences and publications. |
| (G) Does the Center provide equal access and treatment to eligible project participants that are members of underrepresented groups? | <ol style="list-style-type: none"> 1. Increased diversity in faculty and staff hiring process and demographics. 2. Student recruitment, enrollment, retention, graduation, & placement. 3. Increased diversity in participant demographics. 4. Dissemination/recruitment: increased use of accommodations & accessibility. 5. Increase in internship/study abroad placement for underrepresented groups. 6. Increased diversity in FLAS awardees. 7. Increased use of I4I Study Abroad scholarships. 8. Adequate accessibility of the website information. |

| Table 9.C.2. Joint NRC Evaluation Instruments | |
|--|--|
| <p>Developed and Validated:</p> <ol style="list-style-type: none"> 1. Summer FLAS Fellow Survey 2. Academic Year FLAS Survey 3. FLAS Alumni Survey 4. Shared T6 FLAS database 5. Foreign Language Student Survey 6. CIBER Certificate Student Exit Survey 7. NRC Impact Survey 8. NRC Impact Focus Group Protocol 9. Outreach Event Survey 10. Meeting agendas from monthly joint evaluation group and IOC meetings | <p>Planned:</p> <ol style="list-style-type: none"> 1. Additional instruments to demonstrate impact of improved accessibility to information via the web 2. Evaluation for FLAS Fellows, Alumni, and others; observation, mid-semester and final evaluation surveys for new courses. 3. Instruments to measure classroom usage, implementation, and impact of teacher training 4. Instruments to further document and measure improvements related to collaboration with IHEs (CIC Centers, overseas institutions, professional schools, and community colleges) 5. Instrumentation for measuring Evaluation Practice |

The EUC Executive Committee and the Center director use the evaluation findings to assess the annual progress of the Center to ensure its programs remain responsive to student, faculty, university, and public needs as well as to changing world events.

9.C.1. Use of Evaluation for Improvement. In addition to the joint evaluation program of all UI NRCs, the EUC conducts several innovative evaluation programs whose results are intended for national dissemination. With faculty in the Library and GSLIS, we are conducting an ongoing study of a library education program to improve how students in our EU graduate seminar use library resources. Original results from 2012 indicated that even graduate students need guidance in understanding these resources. The program has since been redesigned to address this issue. Subsequent evaluation revealed improved outcomes including development of improved information, literacy and critical thinking skills for MA students, a better understanding of the needs of different professional student audiences, and insight into how to target library

expenditures on collections and acquisitions more effectively. We have disseminated these findings through peer-reviewed publications and/or association newsletters.

In 2014-18, the EUC will target SLCL for detailed evaluation, especially the reach and impact of LCTL performance-based teaching and professionalization initiatives; the growing Mediterranean Studies program; and a proposed joint MA between EUC and CTS. With I-STEM, we plan to conduct regular evaluation of these programs. Past evaluation (2010-14) targeted toward Germanic Languages and Literatures indicates that SLCL faculty find that EUC involvement brought about positive changes in curriculum design, student engagement, and public dissemination of research. We are thus building on this evaluation experience during the upcoming cycle and plan to disseminate results nationally through peer-reviewed, disciplinary, and association publications and newsletters. We will also be working closely with CoEd to assess impact of Title VI funding in teacher training initiatives and in collaborations with CCs and MSIs, including as part of CoEd faculty Dr. Dixon's research.

EUC's ongoing and comprehensive longitudinal study of FLAS awardees and MAEUS students will continue during the period 2014-18. The study includes an exit survey administered on-line to all graduates to assess satisfaction with the program, suggestions for improvement, and employment or graduation plans; semi-structured interviews with selected students to gain insight into students' experience in the program; and an annual follow-up to assess longer term career impact. Recommendations for improvements (subsequently implemented) included highlighting the degree program's strengths in web and print promotions to increase the number of applications; make adjustments to program coursework (e.g., add research methods training); provide increased guidance as students prepare for study abroad or internship experiences; forge new connections with European universities; and create additional opportunities for students to network professionally with a variety of government agencies.

9.D. CONTRIBUTION TO IMPROVED SUPPLY OF SPECIALISTS (FLAS). The EUC activities and training programs contributed greatly to an improved supply of specialists on the EU/Europe, particularly in higher education. As indicated in Appendix C, 25,518 students (22,868

undergraduate; 2,650 graduate) were enrolled in area studies courses with EU/Europe content and language courses in 2012-13, and 23,561 students (20,884 undergraduate, 2,677 graduate) in 2013-14. The EUC has been awarding FLAS since 2003 and currently has a 94% success rate in tracking FLAS alumni (2003-14), including via LinkedIn and Facebook. 35% of FLAS alumni are still pursuing graduate/undergraduate study. For those FLAS alumni who graduated and have been tracked, 36% were placed in higher education, 37% in private sector for profit, 12% in private sector non-profit, and 15% in government (local, state, federal, military) and international organizations (see Table 9.D for examples of selected recent placements).

Table 9.D. MAEUS & FLAS Student Placement in Areas of National Need: Select Recent Examples

| Sector | Job Placements |
|---|--|
| US federal, state, local government; US military | US Defense Intelligence Agency, in support of Joint Chiefs of Staff at the Pentagon; IL legislative staff intern; USAA Financial Advisor Services for US military; current offers to 2 students - Sandia National Lab (US Dept. of Energy) |
| Private Sector for-profit | Division Director, Chicagoland Chamber of Commerce; Global Treasury Analyst, Hewlett-Packard; Int'l. Recruiting Coordinator, Google |
| Higher Education | Director of Clark Center for Int'l. Education, SUNY-Cortland; Project Mgr., Center for Int'l. Development, Ball State U; Study Abroad advisor, UT-Austin; Specialist for Faculty-Led Programs, Study Abroad Office, UI; Coordinator, UI National & Int'l. Prestigious Scholarships Program |

9.E. ACTIVITIES ADDRESS NATIONAL NEED. EUC activities address national needs in various ways, including advanced-level priority and LCTL language instruction. Since 2003, EUC has awarded over 50% of FLAS fellowships to students studying priority languages, and over 60% since 2010 (see 9.F). EUC will continue to give strong preference to FLAS Fellowships for study in these languages. The MAEUS prepares students for professional and government careers through rigorous academic training in European foreign languages and area studies. Career development for enrolled MAEUS students include internships at the US State Department (two); a Fulbright award to Germany, an internship at the Fulbright Commission in Belgium; and one internship each at the European Parliament and the State of Illinois West European Trade Office in Brussels. Of 13 students total since the first class graduated in 2012, eight obtained at least intermediate proficiency in a priority language (Arabic, Portuguese, Turkish); all have advanced or higher proficiency in one or more European language.

EUC organizes lectures, conferences, and symposia that provide diverse views on areas of national need in EU/US policy; e.g., transatlantic security, trade law, the Bologna Process and higher education, EU biofuels regulations, immigration, and energy sustainability. Annual outreach activities open to the public include talks by representatives from the US Department of State and other federal agencies, European embassy and consular corps members, and professionals from EU directorates-general. The EUC's reach extends from Urbana-Champaign, to Illinois cities like Bloomington-Normal, Chicago, Peoria, and Springfield where the EUC hosts or co-sponsors speaker events, often in cooperation with World Affairs Council chapters and similar civic or educational organizations. Events are captured on video and disseminated through webcasts and on area public access cable networks. EUC working papers, graduate student theses, and blog articles on topics related to national need such as foreign policy and the transatlantic economy are all made publicly accessible on the web.

9.E.1. Student Placement in Areas of National Need. MAEUS and FLAS graduates go on to government service, make contributions to US global economic competitiveness, and train additional students for careers of impact in foreign affairs. Three students have graduated with joint MAEUS and MBA degrees, and one student with a joint MAEUS and Law JD degree (see Table 9.D for examples of recent student placements; additional placement information is noted in Sections 9.A., 9.D. and 9.F).

With the other UI NRCs, the EUC organizes yearly workshops on careers serving national needs in government, business, education and NGOs, a diplomatic careers workshop with a diplomat in residence at the University of Illinois-Chicago, a careers workshop with FLAS alumni to show the importance of language skills in careers, and meetings for students with European consular corps members from Chicago (see also Sec. 2.B.1). Furthermore, EUC has developed a plan to recruit US military Foreign Area Officers to the MAEUS program, having secured in 2013 a commitment from the UI Graduate College to enable a program of reduced tuition such that FAOs admitted through 2018 will pay the UI in-state tuition rate, regardless of their state of residency.

9.F. FLAS FELLOWSHIPS TO APPLICANTS ADDRESSING NATIONAL NEEDS. As noted in Table 9.F, since 2003, the EUC has awarded more than half of its FLAS fellowships to national needs languages (priority and LCTLs), and plans to continue doing so in 2014-18. During 2010-14, 63% (35 out of 55) of AY fellowships were awarded to students studying priority languages. Since 2003, the EUC awarded 36 FLAS fellowships to professional school students (23% of the total), of which 20 were in priority languages (55% of the total professional school fellows). Applicants with interest in careers in fields of national need receive added points in the FLAS application process (see 10.A.3, 10.B and 10.C). For the coming grant cycle, the EUC, in compliance with the FLAS competitive priority 2 (see Sec. 11), commits to awarding at least 25% of FLAS awards for priority languages, especially at the advanced level, with the expectation that the actual percentage will be 60-65%.

**9.F.1. FLAS Student Placement
in Areas of National Need.**

According to University data for 2012-13, 70% of PhD graduates pursue academic careers; 20%

private sector careers and the remaining 10% government, NGOs, and other sector careers, as noted in 9.A. See section 9.D for detailed placement data in areas of national need. The EUC organizes activities to encourage students to enter fields of national need (see 9.E.1 for select activities). The EUC also collaborates with the Career Services to assist students with federal job placements (see 2.B.1).

Table 9.F. FLAS Fellowships Addressing National Need

| | FLAS Fellowships | | | # of students studying PRIORITY LANGUAGES | |
|---------|------------------|----|----|--|--------------------------------------|
| | TOTAL | AY | SU | AY&SU (% of total fellowships) | AY (% of total AY fellowships) |
| 2010-14 | 85 | 55 | 30 | 55 (65%) | 35 (63%) |
| 2003-10 | 74 | 41 | 33 | 32 (43%) | 17 (41%) |
| TOTAL | 159 | 96 | 63 | 87 (55%) | 55 (57%) |

10. FLAS AWARDEE SELECTION PROCEDURES

10.A. High Quality Selection Plan. The EUC's FLAS fellowship competition targets high achieving graduate and undergraduate students in language programs, professional schools, CoEd, and the MAEUS program. Emphasizing career goals in business, government, higher education and other professional sectors of national need, EUC gives priority to students studying priority languages and who demonstrate financial need.

10.A.1. Award Advertisement. The UI NRCs collaborate closely in advertising the FLAS program and have a joint web portal for information and application (flas.illinois.edu). The website, redesigned in 2013, details selection criteria, application process, language and other FLAS priorities. UI also uses social media (Facebook, Twitter) to promote FLAS to students. UI NRCs participate in the graduate resource fair, UG major-minor fair, and study abroad fairs to announce availability of FLAS awards. In the fall, EUC sends emails announcing availability of FLAS fellowships to EUC faculty and current students, deans, directors, department heads and department directors of graduate and UG studies, as well as all graduate department and professional school advisors. Announcements appear on EUC's web site and Graduate College and Career Center websites/fellowship newsletter. Posters announcing FLAS fellowships are placed in strategic locations, and a display ad is placed on campus buses. Undergraduate applications are also solicited through LCTL instructors. The UI NRCs jointly hold FLAS informational workshops in the fall for students and department administrators from 42 units. Application materials are available in paper and electronically from EUC and on the joint FLAS web site. Aggressive promotion has resulted in increased applications. For the 2013-14 fellowship period the EUC received a record 85 applications, close to 60% increase from 2010. To increase awareness of the FLAS program and the accomplishments of UI FLAS Fellows, the EUC highlights fellow and alumni profiles on the web, social media, and in campus publications such as *IL International Review* and *Inside Illinois*.

10.A.2. Selection Process Timetable. The FLAS selection committee of EUC faculty (see 10.C.) is formed in January. Undergraduate applications are submitted directly to EUC early February. Graduate students submit applications to their home departments, which usually have mid-January deadlines, before submission to EUC by the departments in early February. The EUC FLAS coordinator sends applications to the selection committee, which ranks the applicants using a point scale reflecting FLAS priorities and then meets to discuss their individual rankings to reach a consensus on the offers to be made, usually in early March.

Award announcements, including alternates, are made via email and letter after the selection process is completed, usually in late March. Award letters contain details on FLAS post-award reporting and evaluation requirements. Awardees accept or decline the fellowship by April 15 in accordance with the Council of Graduate School's resolution regarding graduate scholars and fellows. Awardees must attend an individual advisory meeting with the EUC FLAS Coordinator before beginning their FLAS programs. The UI NRCs also hold a joint mandatory informational luncheon meeting for Summer and AY FLAS fellows in May and August, respectively, to remind students of the Department of Education requirements, including fellow and language instructor pre-/post reports and evaluations, and the FLAS tracking survey.

10.A.3. Awards Correspond to Priorities. Preference is given to students studying priority languages and/or LCTLs (see Sec. 9.F); MAEUS students; and students in CoEd and professional programs. EUC will work with the UI Financial Aid Office to collect student data, giving competitive preference to students who demonstrate financial need (see Sec. 11.A). The selection criteria (see 10.C) will result in the awards corresponding to Title VI priorities and meeting the FLAS competitive and invitational priorities (see Sec. 11.A and 11.B).

10.B. Application Process. Information about application materials is made available widely (see 10.A.1). Graduate students submit applications through their home departments, which rank the applications prior to submission. Undergraduates apply directly to the Center. Students must submit the application form, a statement of purpose that explains their commitment to EU studies and language learning and how the FLAS training relates to their current academic programs as well as long-term professional and public service goals, 3 letters of recommendation (one from a language instructor), and a transcript. Applicants are encouraged to contact the EUC FLAS Coordinator with questions about the application process and selection criteria/FLAS priorities.

10.C. Selection Committee and Criteria. The EUC forms two FLAS Selection Committees in January, respectively for graduate and undergraduate applications, which have representation from the professional schools, foreign language departments, and social sciences. Committee members receive packets containing instructions, evaluation criteria, and a score sheet for

evaluating applicants, following EUC and FLAS guidelines and priorities. Evaluation criteria include academic standing, letters of recommendation, commitment to EU studies and language learning, and relevance of the FLAS training to the applicant's academic and professional goals, as outlined in a personal statement. 30% of the points possible are awarded to students pursuing priority languages/LCTLs at the advanced level, and professional careers in sectors of national need. Another 10% of the points are awarded to MAEUS students. Faculty complete individual candidate reviews prior to the selection committee meeting. The committee reviews financial data from the UI Financial Aid Office for the list of top candidates. Candidates who demonstrate both high academic achievement and financial need are given preference. In ranking two candidates with similar credentials, priority is given to those with demonstrated financial need. Undergraduates are evaluated using the same criteria, but in a different pool. The undergraduate FLAS competition targets high-achieving students studying priority languages/LCTLs at intermediate or above level. We expect successful candidates to be students who have already taken advantage of UI's offerings of 18 European LCTLs, 10 of which are priority languages.

11. FLAS COMPETITIVE PRIORITIES

11.A. FLAS COMPETITIVE PRIORITY 1 (PREFERENCE TO STUDENTS WITH FINANCIAL NEEDS)

When awarding fellowships, the EUC will work directly with data from the UI Financial Aid Office to address FLAS Competitive Priority 1 (see Sec. 10.C for detailed selection criteria).

11.B. FLAS COMPETITIVE PRIORITY 2 (AT LEAST 25% OF AY FLAS TO PRIORITY LANGUAGES)

The EUC will comply with FLAS Competitive Priority 2 by awarding at least 25% of its FLAS fellowships to students studying the priority languages Bosnian, Croatian, Bulgarian, Polish, Portuguese, Serbian, as well Turkish and Arabic (to students interested in Muslim/immigrant issues in Europe), and Ukrainian (students interested in EU-Ukraine relations), and modern Hebrew (students interested in religious minorities in Europe). The EUC has a strong track record of awarding FLAS fellowships to students studying priority languages (see 9.F) and plans to continue doing so in 2014-18.



TITLE VI
GRANT APPLICATION
FY 2014-2017

**APPENDIX A
PROJECT BUDGET**

European Union Center
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN



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

OMB Control Number: 1.0008
Expiration Date: 06/19/2014

Name of Institution/Organization
Board of Trustees of the University of Illinois, European Union Center

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 | 130,754 | 129,841 | 126,013 | 117,371 | | 503,979 |
| 2. Fringe Benefits | 30,063 | 30,368 | 30,706 | 27,426 | | 118,562 |
| 3. Travel | 13,800 | 12,600 | 13,600 | 9,600 | | 49,600 |
| 4. Equipment | | | | | | |
| 5. Supplies | 13,400 | 13,400 | 13,400 | 13,400 | | 53,600 |
| 6. Contractual | | | | | | |
| 7. Construction | | | | | | |
| 8. Other | 75,600 | 75,100 | 73,350 | 72,850 | | 296,900 |
| 9. Total Direct Costs (lines 1-8) | 263,617 | 261,309 | 257,070 | 240,647 | | 1,022,642 |
| 10. Indirect Costs* | 21,089 | 20,905 | 20,566 | 19,252 | | 81,811 |
| 11. Training Stipends | 351,000 | 351,000 | 351,000 | 351,000 | | 1,404,000 |
| 12. Total Costs (lines 9-11) | 635,706 | 633,214 | 628,636 | 610,899 | | 2,508,453 |

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

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

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2011 To: 06/30/2015 (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): Office of Naval Research The Indirect Cost Rate is 25.4%.
- (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 %

European Union Center - University of Illinois at Urbana-Champaign

| A. PERSONNEL | | Narr. Pg | 2014-15 | 2015-2016 | 2016-17 | 2017-18 | TOTAL |
|--|---|-----------------|----------------|------------------|----------------|----------------|----------------|
| 1. Administration | | | | | | | |
| a. | Outreach Coordinator 100% FTE (10% FTE salary) (AP; CPP1; CPP2) | 33 | 4,500 | 4,590 | 4,682 | 4,775 | 18,547 |
| b. | Graduate hourly - general administrative support (10 hrs. per week/30 weeks @ \$15.00 per hr.) | 35 | 4,500 | 4,500 | 4,500 | 4,500 | 18,000 |
| Sub-total Administrative Salaries | | | 9,000 | 9,090 | 9,182 | 9,275 | 36,547 |
| 2. Language Instruction (LCTL and FLAC) | | | | | | | |
| a. | LCTL Coordinator/Turkish Instructor - Beg. - Adv. (portion of 100% FTE; with Linguistics/LAS, UI NRCs CGS, CIBER, CSAMES, REEEC) (CPP2) (Balci) | 31 | 5,000 | 5,000 | 5,000 | 5,000 | 20,000 |
| b. | South Slavic Instructor/Coordinator of Bosnian-Croatian-Serbian (BCS) Language Program (portion of 100% FTE; with Slavic/LAS, UI NRC REEF/C) (CPP2) | 31 | 7,500 | 7,500 | 7,500 | 7,500 | 30,000 |
| c. | Polish TA - Adv. (33% FTE one semester; with Slavic/LAS) (CPP2) | | 5,279 | 5,411 | 5,547 | 5,685 | 21,922 |
| d. | Arabic instructor - Beg. - Adv., Business Arabic, Media Arabic (portion of 100% FTE; with Linguistics/LAS, UI NRCs CGS, CIBER, CSAMES) (CPP2) (Saadah) | 31 | 1,500 | 1,500 | 1,500 | 1,500 | 6,000 |
| e. | Czech Instructor - Beg. - Int. (portion of 50% FTE; with Slavic/LAS) (CPP2) | 31 | 3,500 | 3,500 | 3,500 | 3,500 | 14,000 |
| f. | BCS TA - Beg. - Adv. (33% FTE one semester; with Slavic/LAS) (CPP2) | 31 | 5,279 | 5,411 | 5,547 | 5,685 | 21,922 |
| g. | Swedish Instructor - Beg. - Adv. (portion of 100% FTE; with Germanic/LAS) (CPP2) (Safstrom) | 31 | 0 | 0 | 7,000 | 7,000 | 14,000 |
| h. | Modern Greek Instructor - Beg. - Adv. (portion of 100% FTE; with Linguistics/LAS) (CPP2) (Katsikas) | 31 | 5,000 | 5,000 | 5,000 | 5,000 | 20,000 |
| i. | Translation Studies course development for priority languages (faculty salary @ \$3,000; with CTS/SLCL/LAS) (CPP2) (Lowe) | 31 | 3,500 | 3,500 | 3,000 | 2,000 | 12,000 |
| j. | Translation Studies course development - Language Work in the EU: Terminology, Workflow and Procedures (faculty salary @ \$3,000; with CTS/LAS) (CPP2) (Lowe) | 31 | 3,000 | 0 | 0 | 0 | 3,000 |
| k. | Speech and Hearing Science course development - Second Language Acquisition by Hearing Speakers: Swedish, Irish sign languages (academic hourly) (Dye) | 31 | 2,500 | 0 | 0 | 0 | 2,500 |
| l. | LCTL Professional Development Certificate course development (faculty salary; with LAS and College of Education) (AP; CPP2) | 31 | 2,500 | 2,500 | 2,000 | 1,000 | 8,000 |
| m. | Interdisciplinary FLAC Course Development Grants (faculty salary: 1-2 competitive grants); preference to College of Education and LAS units (CPP2) | 31 | 2,500 | 2,500 | 2,500 | 2,500 | 10,000 |
| n. | FLAC Course grad hourly for language (100 hrs @ \$15); competitive grants, preference to College of Education and LAS units (CPP2) | 31 | 1,500 | 1,500 | 1,500 | 1,500 | 6,000 |
| o. | LCTL Proficiency Assessment RAs - to assist new Linguistics faculty hire with development of test instruments; with SLCL/LAS, other UI NRCs (CPP2) | 16, 31 | 1,600 | 800 | 800 | 0 | 3,200 |
| Sub-total Language Instruction | | | 50,158 | 44,122 | 50,394 | 47,870 | 192,544 |

| | Narr. Pg | 2014-15 | 2015-2016 | 2016-17 | 2017-18 | TOTAL |
|--|----------|---------------|---------------|---------------|---------------|----------------|
| 3. Non-language Curriculum | | | | | | |
| a. | 32 | 10,000 | 10,000 | 10,000 | 10,000 | 40,000 |
| b. | 32 | 0 | 5,000 | 0 | 0 | 5,000 |
| c. | 32 | 5,000 | 5,000 | 0 | 0 | 10,000 |
| d. | 32 | 1,750 | 1,750 | 0 | 0 | 3,500 |
| e. | 32 | 3,000 | 3,000 | 3,000 | 0 | 9,000 |
| f. | 32 | 1,500 | 1,500 | 1,500 | 0 | 4,500 |
| g. | 32 | 0 | 0 | 1,500 | 0 | 1,500 |
| h. | 32 | 3,000 | 0 | 0 | 0 | 3,000 |
| i. | 32 | 0 | 3,000 | 3,000 | 3,000 | 9,000 |
| j. | 32 | 2,500 | 2,500 | 0 | 0 | 5,000 |
| k. | 32 | 0 | 0 | 2,500 | 0 | 2,500 |
| l. | 32 | 1,000 | 1,000 | 0 | 0 | 2,000 |
| m. | 33 | 0 | 0 | 0 | 1,500 | 1,500 |
| n. | 33 | 1,000 | 0 | 0 | 0 | 1,000 |
| o. | 33 | 7,999 | 8,198 | 8,403 | 8,614 | 33,214 |
| Sub-total Non-language Curriculum | | 36,749 | 40,948 | 29,903 | 23,114 | 130,714 |

Narr. Pg 2014-15 2015-2016 2016-17 2017-18 TOTAL

| | | 2014-15 | 2015-2016 | 2016-17 | 2017-18 | TOTAL |
|---------------------------|--|---------|----------------|----------------|----------------|----------------|
| 4. Outreach | | | | | | |
| a. | Outreach Graduate Assistant (25% for 11 mo.) (AP; CPPI; CPP2) | 33 | 10,021 | 10,272 | 10,528 | 40,597 |
| b. | Webmaster/Library Resources Developer Graduate Assistant (33% for 11 mo.) (AP; CPPI) | 36 | 13,228 | 13,558 | 13,897 | 53,588 |
| c. | Online Transatlantic K-12 Educators Dialogue grad hourly (develop curriculum for K-12/CC) (100 hrs. @ \$15); with College of Education (AP; CPPI, CPP 2) | 27.33 | 1,500 | 1,500 | 1,500 | 6,000 |
| d. | Joint Area Studies Centers Outreach Graduate Assistantship (50% appt. for 9 mo. - with other UI NRCs) (AP; CPPI; CPP2) | 29.33 | 2,734 | 2,802 | 2,872 | 11,075 |
| | Sub-total Outreach | | 26,848 | 28,132 | 28,797 | 111,260 |
| 5. Evaluation | | | | | | |
| a. | Evaluation Graduate Assistant, including assistant with program graduate job placement tracking (25% for 9 mos.) | 36 | 8,198 | 8,403 | 8,314 | 32,914 |
| | Sub-total Evaluation | | 8,198 | 8,403 | 8,314 | 32,914 |
| | TOTAL PERSONNEL | | 130,754 | 129,841 | 117,371 | 503,979 |
| B. FRINGE BENEFITS | | | | | | |
| a. | Faculty/Administration (42.94% fringe package 11.91% Retirement, 28.38% Health Life Dental, | 42.94% | 25,335 | 25,803 | 26,486 | 100,929 |
| b. | Teaching Assistants/Graduate Assistants (6.36% fringe package 6.22% Health Life Dental, | 6.36% | 3,323 | 3,342 | 2,985 | 12,658 |
| c. | Evaluation - Graduate Assistant (6.36%) | 6.36% | 509 | 521 | 534 | 2,093 |
| d. | Academic Hourly (7.79% fringe package 1.4% Work Comp, 1.45% Medicare, 6.20% OASDI) | 7.79% | 896 | 701 | 584 | 2,882 |
| | TOTAL Fringe Benefits | | 30,063 | 30,368 | 30,706 | 118,562 |
| C. TRAVEL | | | | | | |
| 1. Administration | | | | | | |
| a. | Director/Associate Director - Title VI meetings, area professional meetings. Includes travel, lodging per diem. (1-2 trips per year/3 days @ \$1200 each). Priorities in Conf'd & LAS fields (CPP2) | 35 | | 1,200 | 1,200 | 6,000 |
| b. | Director/Associate Director - International travel for academic program development w/ European partners. Includes international airfare, lodging, per diem. (1 trip per year/3 days @ 2000) | 35 | 2,000 | 2,000 | 2,000 | 8,000 |
| c. | Outreach Coordinator - teacher conferences/workshops. Includes travel, lodging, and per diem. (Estimating 3 trips per yr./3 days @ \$400 each) (AP) | 33 | 1,200 | 1,200 | 1,200 | 4,800 |
| d. | Director/Associate Director/Outreach Coordinator - outreach for professional meetings, workshops with community colleges/MSIs, regional business outreach partners. Includes domestic travel, lodging, per diem. (Estimating 3 trips per yr./3 days @ \$400 each) (CPPI) | 33 | 1,200 | 1,200 | 1,200 | 4,800 |
| | Sub-total Travel-Administration | | 6,800 | 5,600 | 5,600 | 23,600 |

| | Narr. Pg | 2014-15 | 2015-2016 | 2016-17 | 2017-18 | TOTAL |
|--|-----------------|----------------|------------------|----------------|----------------|---------------|
| 2. Language/Non-language Curriculum | | | | | | |
| a. College of Education study abroad course - Race and Education in the EU and US (faculty travel; with HBCUs Dillard, Xavier, & University of Birmingham UK) (CPP1) (Dixon) | 32 | 0 | 0 | 4,000 | 0 | 4,000 |
| b. Translation Studies course development - Language Work in the EU: Terminology, Workflow and Procedures (faculty travel: 1 @ \$3,000; with CTS/LAS) (CPP2) (Lowe) | 31 | 3,000 | 0 | 0 | 0 | 3,000 |
| c. School of Social Work course development - EU Aid to Africa, S Asia, SE Asia (faculty travel: 1 @ \$3,000) (IP) (Lough) | 32 | 0 | 3,000 | 0 | 0 | 3,000 |
| d. Faculty Conference Travel Grants (2 domestic conferences @ \$500; 2 international conferences @ \$1,000) - preference given to CoEd & LAS faculty (CPP2) | 33 | 3,000 | 3,000 | 3,000 | 3,000 | 12,000 |
| e. Travel stipends to MSI/community college faculty for participation in UIJCTL proficiency assessment training and professional development workshops. Includes travel, lodging (2 @ \$500) (CPPI) | 18,31 | 1,000 | 1,000 | 1,000 | 1,000 | 4,000 |
| Sub-total Travel-Non-language curriculum | | | | | | |
| | | 7,000 | 7,000 | 8,000 | 4,000 | 26,000 |
| TOTAL TRAVEL | | | | | | |
| | | 13,800 | 12,600 | 13,600 | 9,600 | 49,600 |
| D. MATERIALS AND SUPPLIES | | | | | | |
| a. EUC Program Administration (Materials/duplication/postage) | n/a | 3,000 | 3,000 | 3,000 | 3,000 | 12,000 |
| b. Course Development (Materials/duplication/web-site design) | n/a | 1,000 | 1,000 | 1,000 | 1,000 | 4,000 |
| c. Champaign County Head Start (Materials/duplication), with CoEd (CPP2) | 33 | 500 | 500 | 500 | 500 | 3,000 |
| d. High School Center of Excellence in European Language Acquisition and Area Studies annual competitive award - publicity (Materials/duplication/postage). Includes teacher training workshops, with CoEd (AP; CPP2) | 34 | 500 | 500 | 500 | 500 | 4,000 |
| e. Publication costs: Illinois International Review | n/a | 400 | 400 | 400 | 400 | 1,600 |
| f. Library (books, periodicals, EU datasets) | 36, Sec.5 | 8,000 | 8,000 | 8,000 | 8,000 | 32,000 |
| TOTAL MATERIALS AND SUPPLIES | | | | | | |
| | | 13,400 | 13,400 | 13,400 | 13,400 | 53,600 |
| E. OTHER | | | | | | |
| 1. Programming Activities | | | | | | |
| Lectures | | | | | | |
| a. EUC lecture series - 2 speakers @ \$1000 (professional services \$250, travel/lodging \$750) | 28,35 | 2,000 | 2,000 | 2,000 | 2,000 | 8,000 |
| b. EUC Transatlantic Trade & Investment Partnership lecture series - 1 speaker @ \$1000 (professional services \$250, travel/lodging \$750) | 35 | 1,000 | 1,000 | 1,000 | 1,000 | 4,000 |
| c. Minorities and Race in the EU lecture series; with I.A.S units. Includes professional service @ \$500, travel, lodging, per diem. (CPP2) | 35 | 1,500 | 1,500 | 1,500 | 1,500 | 6,000 |

| | Narr. Pg | 2014-15 | 2015-2016 | 2016-17 | 2017-18 | TOTAL |
|---|-----------------|----------------|------------------|----------------|----------------|--------------|
| d. Culture and Heritage in the EU Lecture Series - 1 @ \$1,000 (professional services \$250, travel/lodging \$750; with CHAMP/LAS) (CPP2) (Silverman) | 35 | 0 | 1,000 | 1,000 | 1,000 | 3,000 |
| e. Scandinavian Studies/Arctic Studies Lectures Series - 1 speaker @ \$1,000 (professional services \$250, travel/lodging \$750; with Germanic/LAS) (CPP2) | 35 | 1,000 | 1,000 | 1,000 | 1,000 | 4,000 |
| f. CAS/MillerComm Lecture Series co-sponsorships for speakers on EU topics - 2 @ \$500 (professional services \$250, travel/lodging \$250) | 35 | 1,000 | 1,000 | 1,000 | 1,000 | 4,000 |
| g. Regional partner universities EU lecture series, with MSI UI Chicago, others (CPP1) | 35 | 1,000 | 1,000 | 1,000 | 1,000 | 4,000 |
| Symposia/Film Series | | | | | | |
| h. Joint Area Centers Symposium (JACS), with other UI NRCs. Includes teacher training sessions and invites participation from CC/MSIs (AP; CPP1) | 29,35 | 0 | 1,500 | 0 | 1,500 | 3,000 |
| i. Annual Transatlantic Security Symposium, with ACDIS | 29,35 | 2,500 | 2,500 | 2,500 | 2,500 | 10,000 |
| j. Mediterranean Studies Initiative Annual Symposium; with SLCL/LAS (CPP2) | 35 | 2,000 | 2,000 | 2,000 | 2,000 | 8,000 |
| k. Turkish Studies Symposium; with Turkish Language Program/LAS, other UI NRCs (CPP2) | 35 | 1,500 | 1,500 | 1,500 | 1,500 | 6,000 |
| l. Annual Modern Greek Studies Symposium/Film Series; with Modern Greek Studies/LAS (CPP2) | 35 | 1,000 | 1,000 | 1,000 | 1,000 | 4,000 |
| m. College of Law Symposium on Comparative Consumer Satisfaction in the EU and US (Thomas) | 36 | 0 | 0 | 0 | 2,000 | 2,000 |
| n. College of Law Symposia on Transnational Law and Globalization (Winship) | 36 | 2,000 | 0 | 2,000 | 0 | 4,000 |
| o. Legacy of World War I and the EU Peace Project Film Series; with several LAS units (CPP2) (Fresco, Keller) | 36 | 1,000 | 0 | 0 | 0 | 1,000 |
| Conferences | | | | | | |
| p. College of Education annual conference - Race, Globalization, and Education, with University of Birmingham (UK) (CPP2) | 35 | 0 | 2,500 | 2,500 | 2,500 | 7,500 |
| q. Integration and Migration: New Europe at Twenty-Five Conference, with Slavic/SLCL/LAS (CPP2) (Gasyna) | 36 | 500 | 0 | 0 | 0 | 500 |
| r. Unit on Criticism and Interpretive Theory Conference on Critical European Studies (CPP2) (Goodlad) | 36 | 0 | 2,500 | 0 | 0 | 2,500 |
| s. International Service Learning Summit, with School of Social Work, other UI NRCs (IP) (Lough) | 36 | 0 | 0 | 1,500 | 0 | 1,500 |
| t. Mediterranean Studies Initiative Graduate Student Conference on the Mediterranean, with SLCL/LAS and Duke University (CPP2) (Mathy) | 36 | 2,500 | 0 | 0 | 0 | 2,500 |
| College of Law Annual Constitutional Law Conference, with University of Bologna, Johns Hopkins University SAIS Center, and Center for Constitutional Studies and Democratic Development (Mazzone) | 35 | 1,000 | 1,000 | 1,000 | 1,000 | 4,000 |
| v. Training Program - Multidisciplinary Perspectives for Disability Mobility, with UI Study Abroad Office, Division of Disability Resources & Educational Services, other UI NRCs | 36 | 0 | 0 | 2,000 | 2,000 | 4,000 |

| | Narr. Pg | 2014-15 | 2015-2016 | 2016-17 | 2017-18 | TOTAL |
|---|-----------------|----------------|------------------|----------------|----------------|--------------|
| l. Global Competence: Multiculturalism in Education course development; with Parkland Comm. College, UI NRCs CGS, REEEC (Parkland faculty stipend 1 @ \$1,500) (CPP1) | 34 | 1,500 | 1,500 | 1,500 | 1,500 | 6,000 |
| m. EU Studies and European languages course development (faculty stipends 2 @ \$2,500; with School of Literatures, Cultural Studies and Linguistics at MSI UI Chicago) (CPP1) | 34 | 5,000 | 5,000 | 5,000 | 5,000 | 20,000 |
| n. Doing Business in the EU international business conference; with College of Business and Management at MSI Northeastern Illinois University, Chicago (CPP1) | 34 | 0 | 1,000 | 1,000 | 1,000 | 3,000 |
| Public, business, media | | | | | | |
| o. EU Day | 29,30,34 | | | | | |
| Travel - airfare/hotel for European ambassador (\$600 air + 2 nights @ \$100) | | 800 | 800 | 800 | 800 | 3,200 |
| Travel - hotel for Chicago consuls general (3 x 1 night @ \$100) | | 300 | 300 | 300 | 300 | 1,200 |
| Materials/duplication/postage | | 1,000 | 1,000 | 1,000 | 1,000 | 4,000 |
| p. Illinois International Education Week (with IPS, other UI NRCs) | 29,34 | 500 | 500 | 500 | 500 | 2,000 |
| q. The EU in the US Discussion Series, with Peoria Area World Affairs Council | 29/34 | 1,500 | 1,500 | 1,500 | 1,500 | 6,000 |
| r. International Careers Workshop Series; with Parkland Comm. College, MSI UI Chicago (CPP1) | 28,34 | 500 | 500 | 500 | 500 | 2,000 |
| s. Professionalism in Europe Career Series; with Parkland Comm. College, MSI UI Chicago (CPP1) | 28,34 | 500 | 500 | 500 | 500 | 2,000 |
| t. Transatlantic Media Fellows Program, with Center for Strategic and International Studies in Washington, DC - Fellows' visits to UI campus | 29,34 | 1,000 | 1,000 | 1,000 | 1,000 | 4,000 |
| u. Webcast of EUC lectures (4 @ \$250) | 35 | 1,000 | 1,000 | 1,000 | 1,000 | 4,000 |
| v. Other collaborative outreach programs - general cosponsorships | n/a | 1,000 | 1,000 | 1,000 | 1,000 | 4,000 |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| 3. Language Programs & Consortia | | | | | | |
| a. LCTL Workshop Series, with SLCL/LAS and other UI NRCs (CPP2) (Balci) | 31 | 500 | 500 | 500 | 500 | 2,000 |
| b. Biennial Business and LCTL Symposium, with SLCL/LAS and other UI NRCs (CPP2) (Balci) | 32 | 500 | 0 | 500 | 0 | 1,000 |
| c. Summer Institute for Languages of the Muslim World - High School Student program, with SLCL/LAS (CPP2) | 32 | 1,000 | 1,000 | 1,000 | 1,000 | 4,000 |
| d. ACTFL-ILR training workshop on proficiency testing for LCTL instructors. Includes professional service, travel, lodging for specialist; with SLCL/LAS, other UI NRCs (CPP2) | 32 | 750 | 750 | 0 | 0 | 1,500 |
| e. Southeast European Language Consortium (SELC) at U Pitt (BCS, Bulgarian, Turkish) | 32 | 1,000 | 1,000 | 1,000 | 1,000 | 4,000 |
| f. Baltic Studies Summer Institute (BAI,SSI) (Estonian, Latvian, Lithuanian) | 32 | 1,000 | 1,000 | 1,000 | 1,000 | 4,000 |
| | | | | | | |
| | | | | | | |
| 4. Evaluation | | | | | | |
| a. Joint centers evaluation program, administered by I-STEM, led by Dr. Lizanne DeStefano. Includes professional services, materials, duplication | 36, Sec.9 | 5,000 | 5,000 | 5,000 | 5,000 | 20,000 |

| | Narr. Pg | 2014-15 | 2015-2016 | 2016-17 | 2017-18 | TOTAL |
|--|----------|----------------|----------------|----------------|----------------|------------------|
| b. Professional service fees - student language proficiency testing for LCTLs and FLAS Fellowship languages & training of UI LCTL instructors to conduct LCTL OPI tests (CPP2) | 18.31 | 5,000 | 5,000 | 2,000 | 2,000 | 14,000 |
| TOTAL OTHER | | 75,600 | 75,100 | 73,350 | 72,850 | 296,900 |
| TOTAL DIRECT COSTS | | 263,617 | 261,309 | 257,070 | 240,647 | 1,022,642 |
| INDIRECT COSTS @ 8% | | 21,089 | 20,905 | 20,566 | 19,252 | 81,811 |
| TOTAL NRC REQUEST | | 284,706 | 282,213 | 277,635 | 259,898 | 1,104,453 |

**European Union Center - University of Illinois at Urbana-Champaign
FLAS Budget, 2014-2018**

| ACADEMIC YEAR | 2014-15 | 2015-16 | 2016-17 | 2017-18 | TOTAL |
|--|----------------|----------------|----------------|----------------|------------------|
| Graduate Fellowships - Subsistence (7 @ \$15,000) | 105,000 | 105,000 | 105,000 | 105,000 | 420,000 |
| Graduate Fellowships - Institutional (7 @ \$18,000) | 126,000 | 126,000 | 126,000 | 126,000 | 504,000 |
| Total Graduate AY FLAS | 231,000 | 231,000 | 231,000 | 231,000 | 924,000 |
| Undergraduate Fellowships - Subsistence (5 @ \$5,000) | 25,000 | 25,000 | 25,000 | 25,000 | 100,000 |
| Undergraduate Fellowships - Institutional (5 @ \$10,000) | 50,000 | 50,000 | 50,000 | 50,000 | 200,000 |
| Total Undergraduate AY FLAS | 75,000 | 75,000 | 75,000 | 75,000 | 300,000 |
| Total ACADEMIC YEAR | 306,000 | 306,000 | 306,000 | 306,000 | 1,224,000 |
| SUMMER | | | | | |
| Graduate Fellowships - Subsistence (4 @ \$2,500) | 10,000 | 10,000 | 10,000 | 10,000 | 40,000 |
| Graduate Fellowships - Institutional (4 @ \$5,000) | 20,000 | 20,000 | 20,000 | 20,000 | 80,000 |
| Total Graduate Summer FLAS | 30,000 | 30,000 | 30,000 | 30,000 | 120,000 |
| Undergraduate Fellowships - Subsistence (2 @ \$2,500) | 5,000 | 5,000 | 5,000 | 5,000 | 20,000 |
| Undergraduate Fellowships - Institutional (2 @ \$5,000) | 10,000 | 10,000 | 10,000 | 10,000 | 40,000 |
| Total Undergraduate Summer FLAS | 15,000 | 15,000 | 15,000 | 15,000 | 60,000 |
| TOTAL SUMMER | 45,000 | 45,000 | 45,000 | 45,000 | 180,000 |
| TOTAL PROPOSED UI EUC FLAS BUDGET | 351,000 | 351,000 | 351,000 | 351,000 | 1,404,000 |

****FLAS Competitive Preference Priority 1** - When awarding fellowships to undergraduate students, graduate students, or both, students who demonstrate financial need will be given preference.

****FLAS Competitive Preference Priority 2** - At least 25% of AY fellowships will go to students studying priority languages of the region, including Arabic, Bosnian, Bulgarian, Croatian, Hebrew (Modern), Polish, Portuguese, Serbian, Turkish & Ukrainian.



TITLE VI
GRANT APPLICATION
FY 2014-2017

APPENDIX B
PROFILES for PROJECT PERSONNEL

“Foreign Language Competency” in each biography refers to faculty self-reported levels of proficiency along the following scale: 1=poor; 2=fair; 3=good; 4=excellent; 5=fluent

European Union Center - University of Illinois
Personnel Profiles

| | Name | Department | Page Number |
|-----|-----------------------|--|-------------|
| ❖○◆ | Stenport, Anna | EUC Director, Scandinavian Studies | 1 |
| ○ | Abd El Khalick, Fouad | Curriculum & Instruction | 2 |
| ❖ | Abelson, John | Engineering | 2 |
| | Aguilera-Vaques, Ruth | Business Administration | 3 |
| ○ | Anders, Allison | Geology | 3 |
| | Baer, Werner | Business Administration | 4 |
| ◆ | Balci, Ercan | Turkish | 4 |
| | Bartumeus, Sara | Architecture | 5 |
| ○ | Bayat, Asef | Sociology | 5 |
| | Benson, Nancy | Media & Cinema Studies | 6 |
| ○ | Bernhard, William | Political Science | 6 |
| | Bielski Boris, Monica | Labor & Employment Relations | 7 |
| | Brazeo, Richard | Natural Resources & Environmental Sciences | 7 |
| | Buchanan, Donna | Music | 8 |
| | Bullock, David | Agricultural & Consumer Economics | 8 |
| ○ | Bunzl, Matti | Anthropology | 9 |
| ○ | Burbules, Nicholas | Education | 9 |
| ○ | Burton, Antoinette | History | 10 |
| ○ | Castro Goebel, Raquel | Spanish, Italian & Portuguese | 10 |
| ○ | Chaplin, Tamara | History | 11 |
| | Choquette, Kent | Engineering | 11 |
| ❖ | Cidell, Julie | Geography | 12 |
| | Clougherty, Joe | Business Administration | 12 |
| ○ | Cooper, David | Slavic Languages & Literature | 13 |
| ○ | Cope, William | Education | 13 |
| | Czapar, George | University of Illinois Extension | 14 |
| ○ | Dai, Xinyuan | Political Science | 14 |
| | Dankowicz, Harry | Engineering | 15 |
| ○ | Delgado, Luisa-Elena | Spanish, Italian & Portuguese | 15 |
| | Deltas, George | Economics | 16 |
| | Dencker, John | Labor & Employment Relations | 16 |
| ○◆ | Derhemi, Eda | Spanish, Italian & Portuguese | 17 |
| ○◆ | DeStefano, Lizanne | Educational Psychology | 17 |
| | Dhillon, Pradeep | Education | 18 |
| | Diehl, Paul | Political Science | 18 |
| ○◆ | Dixson, Adrienne | Education | 19 |
| ○◆ | Dye, Matthew | Psychology | 19 |
| | Endres, Bryan | International Program & Studies | 20 |
| ◆ | Endres, Jody | Natural Resources & Environmental Sciences | 20 |
| ❖○◆ | Fagyal, Zsuzsanna | French | 21 |
| ❖ | Feser, Ed | Urban & Regional Planning | 21 |
| ○ | Finke, Michael | Slavic Languages & Literature | 22 |

European Union Center - University of Illinois
Personnel Profiles

| | | | |
|----|---------------------------|---------------------------------|----|
| ❖ | Finkin, Matthew | Law | 22 |
| ○◆ | Fresco, Karen | French | 23 |
| ○ | Fritzsche, Peter | History | 23 |
| ○ | Gaines, Brian | Political Science | 24 |
| | Garoupa, Nuno | Law | 24 |
| ○◆ | Gasyna, George | Slavic Languages & Literature | 25 |
| ○ | Gille, Zsuzsa | Sociology | 25 |
| ○◆ | Goodlad, Lauren | English | 26 |
| ○ | Gottlieb, Alma | Anthropology | 26 |
| ○ | Greenberg, Jessica | Anthropology | 27 |
| | Hanauer, Elizabeth | Center for Global Studies | 27 |
| ○ | Hewings, Geoffrey | Geography | 28 |
| ○ | Hilger, Stephanie | Germanic Languages & Literature | 28 |
| ○ | Hitchins, Keith | History | 29 |
| ❖ | Hoenig, Margarethe | Vet Medicine | 29 |
| ○ | Hualde, Jose | Spanish, Italian & Portuguese | 30 |
| ○ | Irigoyen-Garcia, Javier | Spanish, Italian & Portuguese | 30 |
| ○ | Jenkins, Robert | Germanic Languages & Literature | 31 |
| ○ | Johnson, Laurie | Germanic Languages & Literature | 31 |
| | Kahn, Charles | Finance | 32 |
| ○ | Kalantzis, Mary | Education | 32 |
| ○◆ | Katsikas, Stephanos | Modern Greek Studies | 33 |
| ○ | Kedem, Yore | Religion | 33 |
| ○◆ | Keller, Marcus | French | 34 |
| ○ | Kibbee, Douglas | French | 34 |
| | Kolodziej, Edward | Center for Global Studies | 35 |
| ◆❖ | Kourtikakis, Konstantinos | Political Science | 35 |
| ○ | Koven, Michele | Communications | 36 |
| ○ | Kuchinke, K Peter | Education | 36 |
| | Leburton, Jean-Pierre | Engineering | 37 |
| ○ | Ledesma, Eduardo | Spanish, Italian & Portuguese | 37 |
| ○❖ | Leff, Carol | Political Science | 38 |
| ○ | Liebersohn, Harry | History | 38 |
| ◆ | Lough, Ben | Social Work | 39 |
| ○◆ | Lowe, Elizabeth | Translation Studies | 39 |
| ◆ | Magee, Jeffrey | Music | 40 |
| | Maggs, Peter | Law | 40 |
| ○◆ | Mathy, Jean-Philippe | French | 41 |
| ◆ | Mazzone, Jason | Law | 41 |
| ○ | McCarthy, Sarah | Curriculum & Instruction | 42 |
| ○❖ | McCarthy, Cameron | Education Policy | 42 |
| ○◆ | Montrul, Silvina | Spanish, Italian & Portuguese | 43 |
| ○ | Mortimer, Armine | French | 43 |
| ○ | Murray, Bruce | Germanic Languages & Literature | 44 |

European Union Center - University of Illinois
Personnel Profiles

| | | |
|------------------------|---------------------------------|----|
| Nardulli, Peter | Law | 44 |
| Nelson, Michelle | Media & Cinema Studies | 45 |
| ○ Niekerk, Carl | Germanic Languages & Literature | 45 |
| O'Brien, David | Art History | 46 |
| Oltheten, Elizabeth | Finance | 46 |
| ○ Ozkan, Sebnem | European Union Center | 47 |
| ○ Pahre, Robert | Political Science | 47 |
| ○ Parente, Stephen | Economics | 48 |
| ○ Parsons, Marilyn | Curriculum & Instruction | 48 |
| ○ Peters, Michael | Education | 49 |
| ○ Phillips, Patricia | Translation Studies | 49 |
| ○ Pinkert, Anke | Germanic Languages & Literature | 50 |
| ○ Pintar, Judith | Sociology | 50 |
| ○ Rosenstein, Matthew | European Union Center | 51 |
| Ross, Jacqueline | Law | 51 |
| ○ Rota, Emanuel | Spanish, Italian & Portuguese | 52 |
| ○ Rothberg, Michael | English | 52 |
| ❖ Rudasill, Lynne | Library Administration | 53 |
| ○ Rushing, Robert | Spanish, Italian & Portuguese | 53 |
| ○◆ Saadah, Eman | Arabic | 54 |
| ○◆ Safstrom, Mark | Scandinavian Studies | 54 |
| Santos, Carla | Recreation, Sport & Tourism | 55 |
| ○ Saul, Mahir | Anthropology | 55 |
| ○ Senna, Nola | Spanish, Italian & Portuguese | 56 |
| ○◆ Silverman, Helaine | Anthropology | 56 |
| Stipanovic, Dusan | Engineering | 57 |
| ○ Stoppino, Eleonora | Spanish, Italian & Portuguese | 57 |
| ○ Tempest, Richard | Slavic Languages & Literature | 58 |
| ○◆ Terkourafi, Marina | Linguistics | 58 |
| ◆ Thomas, Suja | Law | 59 |
| ○ Todorova, Maria | History | 59 |
| ○ Tolliver, Joyce | Spanish, Italian & Portuguese | 60 |
| ○ Tzanetou, Angeliki | Classics | 60 |
| ○◆ Vasquez, John | Political Science | 61 |
| ○ Vayntrub, Jacqueline | Religion | 61 |
| ○ Wade, Mara | Germanic Languages & Literature | 62 |
| ○ Wallo, Oleksandra | Slavic Languages & Literature | 62 |
| ○◆ Webster, Charles | Germanic Languages & Literature | 63 |
| Weech, Terry | Library & Information Sciences | 63 |
| ○ Weir, Bonnie | Political Science | 64 |
| ◆ Winship, Verity | Law | 64 |
| ○ Yildiz, Yasemin | Germanic Languages & Literature | 65 |

Stenport, Anna

EUC Director

Department/Tenure Status: Director, European Union Center and Associate Professor, Scandinavian Studies, Tenure-Eligible

Education: PhD, University of California at Berkeley, 2004

Academic Experience: Director, European Union Center, 2013-present; Dean's Fellow for International Strategy in Scholarship and Education, 2013-present; Associate Professor, U of Illinois, 2011-present; Faculty Liaison INSPIRE, Illinois-Sweden Program in Educational and Research Exchange, 2011-present; Director, Scandinavian Program, 2006-present; Assistant Professor, U of Illinois, 2005-2011

Overseas Experience: Sweden; Denmark; Norway; France; Germany

Foreign Language Competency: Swedish 5; French 3; German 3; Danish 3; Norwegian 3; Latin 2

Percentage of Time Devoted to EU/European Studies: 100%

EU/European Studies Courses Taught: CWL 571 Seminar in Literary Relations: Transnational Euro. Modernism; EURO 490 Special Topics in EU Studies: New Scandinavian Cinema; EURO 596 Special Topics in EU Studies: EU-US Economic Relations; GER 576 Open Seminar in German Studies: Transnational Euro. Modernism; GER 593 Research in Special Topics; SCAN 464 Strindberg in Translation; SCAN 492 New Scandinavian Cinema; SCAN 496 Special Topics in Scan Studies; SCAN 593 Research in Special Topics: Transnational Euro. Modernism

Research/Teaching Specializations: Film and Media Studies; Comparative Literature and Theatre Studies; Nordic Region; Western Europe; the Arctic,

Selected Publications: Films on Ice: Cinemas of the Arctic, ed w/Scott MacKenzie (Edinburgh: Edinburgh UP, 2014) | Nordic Film Classics: Director Lukas Moodysson and 'Show Me Love'. Seattle: U of Washington Press, 2012. | Locating August Strindberg's Prose: Modernism, Transnationalism, Setting. Toronto: Toronto UP, 2010 | "Nordic Remakes: The North in Hollywood." The Companion to Nordic Cinema. Ed. Mette Hjort and Ursula Lindqvist. Routledge, 2014 | "Film Training and New Regional Film Industries in Sweden." The Education of the Filmmaker: Views From Around the World. Ed. Mette Hjort. Palgrave-Macmillan, 2013 | "All That's Frozen Melts Into Air: Arctic Cinemas at the End of the World." w/Scott MacKenzie. Public: Art Culture Ideas (2013) | "Digital Media Convergence, Media Population Surveys, and Sweden's SOM Institute." w/ Markstedt, Elias, and Matt Crain. Convergence: The International Journal of Research Into New Media Technologies. (2012). | "All That's Frozen Melts Into Air: Arctic Cinemas at the End of the World." Public: Art Culture Ideas (2013) | "Charting and Challenging Digital Media Convergence Practice and Rhetoric through Media Population Surveys." Convergence (2013) | "Strindberg and Radicalism/Strindberg and the Avant-Garde." Scandinavian Studies 84.3 (2012) | "Comparative Scandinavian Modernisms?." English Language Notes 49.1 (2011) | A Conflicted Beauty on Water: Stockholm's Nature and City Planning Syndrome in the Cold Water Bathing House Debate. Nordic Nature-Cultures. 2013

Selected Presentations: "Visualizing the Arctic in the Extended Cold War period," Humboldt University, Nord-Europa Institute, Dag Hammarskjöld Distinguished Lecture Series, June 2014 (invited) | "Strindberg as a European Prose Modernist," Rochester Institute of Technology, March 2012 (invited keynote)

Distinctions: Conrad Professorial Scholar, College of Liberal Arts and Sciences, University of Illinois, 2012-2017; Helen Corley Petit Award, College of Liberal Arts and Science, 2011-2012; Center for Advanced Study Beckman Fellow, University of Illinois, 2011-12; Anna Lindh Fellow and Visiting Associate Professor, The Europe Center, Stanford University, 2011-12

Dissertations Advised/Thesis Committees since 2010: 2

Abd El Khalick, Fouad

Department/Tenure Status: Professor and Department Head, Curriculum & Instruction, Tenured

Education: PhD, Oregon State, 1998

Academic Experience: Professor and Department Head, U of Illinois, 2010-present; Associate Professor, U of Illinois, 2004-2010; Assistant Professor, U of Illinois, 2000-2004

Overseas Experience: Lebanon

Foreign Language Competency: Arabic 5

Research/Teaching Specializations: Global Subject Matter Structures in Science Education; Concept Maps as Learning and Assessment Tools

Selected Publications: Nature of science in science education: Toward a coherent framework for synergistic research and development. Second international handbook of science education (Vol. 2). Ed. B.J. Fraser, K. Tobin, and C. McRobbie. Netherlands: Springer, 2012. 1041-1060. | “Teaching With and About Nature of Science, and Science Teacher Knowledge Domains.” *Science & Education* 22.9 (2013): 2087-2107. | “Nature of technology: Implications for design, development, and enactment of technological tools in school science classrooms.” *International Journal of Science Education* 34.18 (2012): 2875-2905. | “Examining the sources for our understandings about science: Enduring confluences and critical issues in research on nature of science in science education.” *Int’l Journal of Science Education* 34.3 (2012): 353-374

Distinctions: Elected Fellow, American Association for the Advancement of Science, 2011-present

Dissertations Advised/Thesis Committees since 2010: 12

Abelson, John

Department/Tenure Status: Professor, College of Engineering, Tenured

Education: PhD, Stanford University, 1987

Academic Experience: Associate Professor, U of Illinois, 1994-1996; Assistant Professor, U of Illinois, 1988-1993

Overseas Experience: France; Nigeria; Pakistan

Foreign Language Competency: French 4

Percentage of Time Devoted to EU/European Studies: 25%

Research/Teaching Specializations: Energy and Sustainability in Engineering; Next-Generation ULSI Circuits; Flat Panel Displays & Solar Electric Cells

Selected Publications: “Highly Conformal MgO Thin Films by Low-Temperature Chemical Vapor Deposition From Mg(H₃BNMe₂BH₃)₂ and Water.” *Appl. Phys. Lett* (2013)

Distinctions: EUC Executive Committee Member; Co-Director, Energy & Sustainability Engineering Initiative

Dissertations Advised/Thesis Committees since 2010: 13

Aguilera-Vaques, Ruth**Department/Tenure Status:** Associate Professor, Business Administration, Tenured**Education:** PhD, Harvard University, 1999**Academic Experience:** Associate Professor of Law, Sociology, and Business, U of Illinois, 2006 - present**Overseas Experience:** Italy; Spain; France; Denmark; Switzerland**Foreign Language Competency:** Catalan 5; French 3; German 3; Italian 3; Spanish 5**Percentage of Time Devoted to EU/European Studies:** 50%**EU/European Studies Courses Taught:** BADM 583 Current Topics in Intl Bus: Intl Corporate Governance; BADM 590 Seminar in Business Admin: Firms, Markets & Globalization; BADM 590 Seminar in Business Admin: Global Strategy; LAW 796 Comparative Law Topics: Int'l Corp Governance**Research/Teaching Specializations:** International Business; Corporate Governance and International Relations**Selected Publications:** Aguilera, R. and R. Garcia-Castro. A Decade of Corporate Governance Reforms in Spain. Convergence of Corporate Governance: Promise and Prospects. Ed. T. Yoshikawa and A. Rasheed. London: Palgrave MacMillian Ltd., 2011. | Aguilera, R.. "Governance in a Transnational Era." *Advances in International Management* (2011) | Aguilera, R.. "Inter-Organizational Governance and Global Strategy?." *Global Strategy Journal* (2011) | Bell, G., I. Filatotchev, and R. Aguilera. "Corporate Governance and Investors' Perception of Foreign IPO Value: An Institutional Perspective." *Academy of Management Journal* (2014) | Terjesen, S., R. Aguilera, and R. Lorenz. "Legislating a Woman's Seat on the Board: Institutional Factors Driving Gender Quotas for Boards of Directors." *Journal of Business Ethics* (2014) | "How Well Do Supra-National Regional Grouping Schemes Fit International Business Research Models." *Journal of International Business Studies* 44.5 (2013): 451-474. | "Corporate Governance Practices and National Institutions: A Fuzzy Set Analysis." *Research in Sociology of Organizations* (2013)**Selected Presentations:** "From the Dining Room to Board Room. The Professionalization and Internationalization of Family Business Firms," Annual Meeting, International Family Enterprise Research Academy (IFERA), St. Gallen, Switzerland, July, 2013 (invited keynote) | "Who owns CSR?" 10th Anniversary Conference, International Centre for Corporate Social Responsibility, Nottingham University, United Kingdom, April 2012 (invited keynote)**Distinctions:** "List of Teachers Ranked as Excellent by Their Students," University of Illinois, 2002 - 2012**Dissertations Advised/Thesis Committees since 2010:** 7**Anders, Allison****Department/Tenure Status:** Assistant Professor, Geology,**Education:** PhD, University of Washington, 2005**Academic Experience:** Assistant Professor, Geology, U of Illinois, 2007- present; Research Assistant, U of Washington, 1999-2005; Teaching Assistant, U of Washington, 2000-2005**Overseas Experience:** Arctic; Norway**Percentage of Time Devoted to EU/European Studies:** 50%**EU/European Studies Courses Taught:** SCAN 386 Stockholm Summer Arctic Course**Research/Teaching Specializations:** EU and the Arctic**Selected Publications:** Colberg, J.S.*, and Anders, Alison M., in press, Numerical modeling of spatially-variable precipitation and passive margin escarpment evolution, *Geomorphology*, available online 19 Nov 2013 | Anders, Alison M., Mitchell, Sara Gran, and Tomkin, Jonathan H., Cirques, peaks and precipitation patterns in the Swiss Alps: Connections among climate, glacial erosion, and topography, *Geology*, 38, 3, 239-242, 2010**Dissertations Advised/Thesis Committees since 2010:** 8

Baer, Werner

Department/Tenure Status: Jorge Lemann Chair, Business Administration, Tenured

Education: PhD, Harvard University, 1958

Academic Experience: Professor, Economics, U of Illinois, 1974-present; Professor, Vanderbilt U, 1969-1974

Overseas Experience: Brazil; Paraguay; Peru; Portugal

Foreign Language Competency: French 4; German 4; Portuguese 4; Spanish 4

Percentage of Time Devoted to EU/European Studies: 25%

EU/European Studies Courses Taught: ECON 420 International Economics; ECON 420 International Economics; ECON 523 Business International Econ

Research/Teaching Specializations: International Economics; Economic Development; Macroeconomics

Selected Publications: "Finance, Technology and Multinationals from the Periphery: An Analysis of the Latin American Experience." *World Economics* (2010) | Energy, Bio Fuels and Development: Comparing Brazil and the United States. Energy and income distribution in Brazil's Development Process. 2011. | "Argentina's Default and the Lack of Dire Consequences." *Economia Aplicada* (2011) | The Economies of Argentina and Brazil: A Comparative Analysis. 2011. | "Argentina's Default and the lack of dire consequences." *Brazilian Journal of Applied Economics* (2011) | "Brazil: A new economic miracle?." *Brazil Journal of Political Economy* (2012) | Foreign Direct Investment in Brazil and India: A Comparative Analysis. 2013. | Mercosul: Its Successes and Failures. 2013.

Distinctions: Consultant to the World Bank, Ford Foundation, Brazilian Planning Ministry, U.S. Information Agency, and U.S. State Department; Special Professional Honor, Brazilian Economics Association (2005); Alice Conner Gorlin Memorial Award for Excellence in International Economics, Oakland University (2008).

Dissertations Advised/Thesis Committees since 2010: 17

Balci, Ercan

Department/Tenure Status: Senior Lecturer and Language Coordinator, Turkish

Education: PhD, Bosphorus University, Istanbul, 2006

Academic Experience: Turkish Instructor, Bogazici U, Turkey, 2001; English Instructor, Isik U, Turkey, 2001–2004; Coordinator, Isik Uy, Turkey, 2004-2006; Associate Director of SILMW (Summer Institute for the Languages of the Muslim World), U of Illinois, 2012

Overseas Experience: Turkey

Foreign Language Competency: Turkish 5; Spanish 3

Percentage of Time Devoted to EU/European Studies: 100%

EU/European Studies Courses Taught: GLBL 298 Global Studies Seminar Abroad: Global Studies-Istanbul, Turkey; GLBL 298 Global Studies Seminar Abroad: Cultural Diversity in Turkey; TURK 201 Elementary Turkish I; TURK 201 Elementary Turkish I; TURK 202 Elementary Turkish II; TURK 202 Elementary Turkish II; TURK 403 Intermediate Turkish I; TURK 404 Intermediate Turkish II; TURK 405 Advanced Turkish I; TURK 406 Advanced Turkish II; TURK 490 Special Topics in Turkish; LING 404 Tutorials in Non-Western Lang: 4th year Turkish language; LING 404 Tutorials in Non-Western Lang: 4th year Turkish language

Research/Teaching Specializations: Turkish Language & Linguistics; Turkish Culture; Moro-Phonology, Curriculum for Heritage vs. Non-Heritage Learners

Selected Publications: Balci, Ercan. Advanced Turkish Curriculum for foreigners at university level. International Turkish Instruction Symposium Proceedings. Fagamusta, Cyprus: 2010. | "Turkey and the Arab Spring." *Global-E Journal* (2012) | How to use Senel Symons' *The Routledge Intermediate Turkish Reader: Political and Cultural Articles*/. Rev. of *The Routledge Intermediate Turkish Reader* AATT Newsletter (2013)

Selected Presentations: "Similarities and Differences between Heritage and Non-heritage Speakers in Learning Turkish Morpho-phonology" Indiana University, Bloomington, IN February, 2011 (invited) | "Curriculum Development for Teachers of Turkish" Boston University, Turkish STARTALK Workshop. July, 2011 (invited)

Bartumeus, Sara**Department/Tenure Status:** Associate Professor, Architecture**Education:** PhD, Universitat Politècnica de Catalunya, 1996**Academic Experience:** Associate Professor, Architecture, U of Illinois, 2013-present; Assistant Professor, Architecture, Polytechnic University of Catalonia, 2014-2013; Principal Investigator, DUOT.School of Architecture of Barcelona, 1998-2004**Overseas Experience:** Spain**Foreign Language Competency:** Spanish 5**Percentage of Time Devoted to EU/European Studies:** 25%**Research/Teaching Specializations:** European Union Common Agricultural Policy**Selected Publications:** Bartumeus, S., Bellmunt, J., Coronminas, E., Fernandez de la Reguera, A., Ganyet, J., Goula, M. & Cervera, M. (Eds.). (2012) | Liquid Landscapes, 6th European Landscape Biennial -6th Rosa Barba European Landscape Prize. Milano, Italy: Paysage Editore; Bartumeus, S. "The impulse of emotion. Storm and Stress" in the book Storm & Stress/Tormenta e ímpetu. 5th European Landscape Biennial -V Rosa Barba European Landscape Prize," pp. 309-318. Published by the Official College of Architects and Fundación Caja de Arquitectos, Barcelona. 2010**Distinctions:** First Place, Ideas Competition, 16 Collserola Gateways, called by BIMSA, Barcelona City Council with the project "Transitars" Barcelona, July 2012; First Place, Ideas Competition, Can Xarau Site: Spatial Planning for New Cultural and Sports Facilities and Design of a Park, with the project "Resiliances". Cerdanyola del Vallès City Council/COAC, Barcelona, December

Bayat, Asef**Department/Tenure State:** Professor, Sociology, Tenured**Education:** PhD, University of Kent, 1984**Academic Experience:** Professor, Sociology and Middle Eastern Studies, Leiden U;The Netherlands; Academic Director, International Institute for the Study of Islam in the Modern World (ISIM) and ISIM Chair of Islam and the Modern World, Leiden University, 2003-2009**Overseas Experience:** Egypt; Tunisia;**Foreign Language Competency:** Arabic 5; Persian 5;**Percentage of Time Devoted to EU/European Studies:** 25%**EU/European Studies Courses Taught:** SOC 562 Seminar in Transnational Studies**Research/Teaching Specializations:** Islam and the Modern World; Social Movements and Social Change;**Selected Publications:** Life as Politics: How Ordinary People Change the Middle East. 2nd edition: Stanford University Press, 2013. | Post-Islamism: The Changing Faces of Political Islam. Oxford University Press, 2013. | Linda Herrera (eds.), Asef Bayat a. Being Young and Muslim: New Cultural Politics in the Global South and North . Oxford University Press, 2010. | Making Islam Democratic: Social Movements and the Post-Islamist Turn. "Areas and Ideas." Comparative Studies of South Asia, Africa and the Middle East 33.3 (2013) | "Arab Spring and Its Surprises." Development and Change 44.2 (2013) | "Revolution in Bad Times." New Left Review (2013) | "Islamic Movements." Encyclopedia of Social and Political Movements. New York: Blackwell, 2012. | "Politics in the City Inside-Out." City and Society 24.2 (2012): 110-128. | "Experiences of an Indigenous Intellectual." Mehr-Naameh (2013) | "Egypt and the Limits of Refo-lution." Global Dialogue 4.5 (2013)**Selected Presentations:** "Life as Politics: How Ordinary People Change the Middle East" World Congress of Sociology, Yokohama, July 2014 (invited keynote)**Distinctions:** The Catherine C. and Bruce A. Bastian Chair of Global and Transnational Studies, 2012; Open Society Fellow, 2012; Elected to the Board of the United Nations Research Institute for Social Development, 2014

Benson, Nancy

Department/Tenure Status: Associate Professor, Media & Cinema Studies, Tenured

Education: M.A., Regis University, 1996

Academic Experience: Associate Professor, U of Illinois, 2000-2004; Assistant Professor, U of Illinois, 1997-2000

Overseas Experience: Romania; China; Slovakia; Turkey

Foreign Language Competency: Italian 3; Spanish 1

Percentage of Time Devoted to EU/European Studies: 25%

EU/European Studies Courses Taught: JOUR 470 International Reporting

Research/Teaching Specializations: International reporting

Selected Publications: "Released Journalist Denounces Turkish Repression." New York Times. May 2012. |

"Illinois Travels to Turkey." 2013. | "Revealing Romania." 2010

Distinctions: Named to Fulbright Specialist Roster, 2013; Regional First Place - Student Illinois News Broadcasters Association "Illinois Travels to Turkey," 2013

Bernhard, William

Department/Tenure Status: Professor, Political Science, Tenured

Education: PhD, Duke University, 1996

Academic Experience: Professor and Department Head, U of Illinois, 2006 to present; Associate Professor and Director of Graduate Studies, U of Illinois 2002-2006; Assistant Professor, U of Illinois, 1997 - 2002

Overseas Experience: France, Germany, Spain

Foreign Language Competency: French 3; Spanish 2; German 3

Percentage of Time Devoted to EU/European Studies: 75%

EU/European Studies Courses Taught: PS 491 Government Internship; PS 590 Research in Selected Topics

Research/Teaching Specializations: Political Economy of Industrial Democracies.

Selected Publications: "Parties, Members, and Campaign Contributions in the House of Representatives: Congress Reconsidered," Washington DC: CQ Press, 2013| Bernhard, William, and Tracy Sulkin. "Commitment and Consequences: Regneing on Cosponsorship Pledges in the US House." Legislative Studies Quarterly, 2013

Selected Presentations: "Brussels Bound: Candidate Selection in European Elections," 2011 Annual Meeting of the American Political Science Association, Seattle, WA | "Banking Crises," 2012 Annual Meeting of the International Political Economy Society, Charlottesville, VA.

Distinctions: Center for Advanced Study Associate, University of Illinois, 2013; Recipient of EUC Faculty Conference Travel Grant, 2012; Recipient of EUCE Section Leader Grant, 2011

Dissertations Advised/Thesis Committees since 2010: 10

Bielski Boris, Monica

Department/Tenure Status: Assistant Professor, Labor and Employment Relations, Tenure-Eligible

Education: PhD, Rutgers, 2005

Academic Experience: Assistant Professor, U of Illinois, 2007- present; Visiting Professor, Indiana U, 2006-2010; Education Specialist, U of Arkansas at Little Rock; 2004-2007

Overseas Experience: Belgium

Percentage of Time Devoted to EU/European Studies: 25%

EU/European Studies Courses Taught: EURO 410 Labor and the European Union

Research/Teaching Specializations: Labor Unions; Gender Diversity in Labor Unions; Comparative Labor Movements

Selected Publications: "Next Up: The Promise of AFL-CIO Affiliated Young Worker Groups." WorkingUSA: The Journal of Labor and Society (2013) | "Public Perceptions of Unions." Labor Studies Journal (2012) | "Building Power Together: Union Support for Central Labor Bodies." British Journal of Industrial Relations (2013) | "Fighting for Equal Treatment: How the UAW Won Domestic Partnership Benefits and Discrimination Protection for its Lesbian, Gay and Bisexual Members." Labor Studies Journal (2010) | "Bargaining Technology: Union Engineers Address Transformation." Labor and Employment Relations Associations 62nd Conference Proceedings (2010)

Selected Presentations: "Common Sense Economics: Mass Education for a Mass Movement." AFL-CIO 2013 Convention, September 2013 (invited)

Brazee, Richard

Department/Tenure Status: Associate Professor, Natural Resources & Environmental Sciences, Tenured

Education: PhD, University of Michigan, 1987

Academic Experience: Associate Professor, U of Illinois, 1998-present; Assistant Professor, U of Illinois, 1991-1998

Overseas Experience: Denmark; Netherlands; Australia; Sweden

Foreign Language Competency: Danish 2; Swedish 2; Dutch 1

Percentage of Time Devoted to EU/European Studies: 25%

Research/Teaching Specializations: Economic Health of Rural Communities; Natural Resource Policy & Management; Natural Resource Modeling; Forestry

Selected Publications: "Faustmann continues to yield." Journal of Forest Economics 17 (2011) | "New developments in the study of the Faustmann optimal forest harvesting." Chinese Journal of Population, Resources and Environment 8 (2010) | Forstökonomie in einer dynamischen und sich ändernden Welt (Forest economics in a dynamic and changing world.). 2010.

Dissertations Advised/Thesis Committees since 2010: 6

Buchanan, Donna

Department/Tenure Status: Associate Professor, Music, Tenured

Education: PhD, University of Texas at Austin, 1991

Academic Experience: Director, Russian, East European & Eurasian Center, U of Illinois, 2004-2007

Overseas Experience: Balkans; Bulgaria; Greece; Slovenia; Turkey; Russia; Armenia; Georgia

Foreign Language Competency: Bulgarian 4; French 3; Russian 3; Italian 1; Macedonian 2

Percentage of Time Devoted to EU/European Studies: 75%

EU/European Studies Courses Taught: MUS 110 Introd Art Mus: Intl Perspect; MUS 133 Introduction to World Music; MUS 252 Ethnomusicology Perf Ensembles; MUS 418 Regional Studies in Musicology

Research/Teaching Specializations: Music and Dance of the Armenian Diaspora in Bulgaria; Contemporary Bulgarian Folkloric Productions; Ethnomusicology; Music of the Balkans, Russia, and Caucasus

Selected Publications: *Balkan Popular Culture and the Ottoman Ecumene*. Lanham, MD: Scarecrow Press, 2007. | Buchanan, Donna A. *Sonic Nostalgia: Music, Memory, and Mythography in Bulgaria, 1989–2005*. *Postcommunist Nostalgia*. Ed. Maria Todovova and Zsuzsa Gille. Berghahn Books, 2009.

Selected Presentations: "Integrative Soundscapes: Recent Bulgarian Folkloric Initiatives and Their Implications," Sofia, Bulgaria January 2011

Distinctions: University of Illinois Campus Research Board Arnold O. Beckman Award, 2010; Fulbright-Hays Faculty Research Abroad Grant, 2011

Dissertations Advised/Thesis Committees since 2010: 9

Bullock, David

Department/Tenure Status: Professor, Agricultural & Consumer Economics, Tenured

Education: PhD, University of Chicago, 1989

Academic Experience: Associate Professor, U of Illinois, 1996-2005; Assistant Professor, U of Illinois, 1989-1996; Faculty Member, St. John's University, 1988-1989

Overseas Experience: Mexico; Greece; Spain; Argentina; Brazil; Norway; Austria; Germany

Foreign Language Competency: Spanish 4

Percentage of Time Devoted to EU/European Studies: 25%

EU/European Studies Courses Taught: ACE 556 Agr Policy and Political Econ; ACE 592 Special Topics: Microeconomics

Research/Teaching Specializations: Agricultural Policy, Economics of Agricultural Technology

Selected Publications: Bullock, David S. and Marion Desquilbet. "On the Proportionality of EU Spatial ex ante Coexistence Regulations: a Comment." *Food Policy* (2010) | "A Theory of Competition among Interest Groups for Political Influence: Comment." *Quarterly Journal of Economics* (2013) | "Measuring the Effects of Technology Change in Multiple Markets: Application to the Greek Cotton Yarn Industry." *European Review of Agricultural Economics* (2013) | "Policy Analysis in Welfare and Policy Spaces: Applications to the Labyrinthine U.S. Ethanol Policy Literature." *Journal of Agricultural and Food Industrial Organization* (2013) | "Simulating the Effects of Supply and Demand Elasticities on Political-Economic Equilibrium." *European Review of Agricultural Economics* (2013)

Distinctions: Senior Faculty Award for Excellence in Teaching, University of Illinois College of Agricultural, Consumer, and Environmental Sciences, 2012; Appointed to College of ACES Academy of Teaching Excellence, 2012-2015; List of Teachers Ranked as Excellent by Their Students, University of Illinois, 2011, 2012

Dissertations Advised/Thesis Committees since 2010: 6

Bunzl, Matti**Department/Tenure Status:** Professor, Anthropology, Tenured**Education:** PhD, University of Chicago, 1998**Academic Experience:** Professor, U of Illinois, 2008-present; Director, Program in Jewish Culture and Society, U of Illinois, 2008-present; Associate Professor, U of Illinois, 2003-2008; Assistant Professor, U of Illinois, 1998-2003**Overseas Experience:** Austria**Foreign Language Competency:** English 5; German 5; French 3; Hebrew 2; Yiddish 2**Percentage of Time Devoted to EU/European Studies:** 25%**EU/European Studies Courses Taught:** ANTH 199 Undergrad Open Seminar; ANTH 515 Seminar in Anthropology: Illinois Anthropology; ANTH 515 Seminar in Anthropology: Social Theory; GER 191 Freshman Honors Tutorial; GER 199 Undergrad Open Seminar; GER 496 Special Topics German Studies; GER 593 Research in Special Topics; GMC 199 Undergrad Open Seminar; SCAN 199 Undergrad Open Seminar; SCAN 493 Honors Senior Thesis; SCAN 496 Special Topics in Scan Studies**Research/Teaching Specializations:** Anthropology of Europe; Modern Jewish History and Culture**Selected Publications:** Bunzl, Matti. Daphne Berdahl, *On the Social Life of Postsocialism: Memory, Consumption, Germany*. Bloomington: Indiana University Press, 2010. | "Anthropologists are Talking' About Islamophobia and Anti-Semitism in the New Europe." *Ethnos* 72.2 (2010)**Selected Presentations:** "From Modern to Postmodern Exclusions: Anti-Semitism and Islamophobia in Europe Today," Hebrew University, Jerusalem, April 2010**Distinctions:** Associate Artistic Director of Chicago Humanities Festival, 2010**Dissertations Advised/Thesis Committees since 2010:** 11

Burbules, Nicholas**Department/Tenure Status:** Professor, Education, Tenured**Education:** PhD, Stanford University, 1983**Academic Experience:** Professor, U of Illinois, 1994-present; Associate Professor, U of Illinois, 1989-1994; Visiting Senior Scholar, U of Leuven, Belgium, 2004**Overseas Experience:** Australia; New Zealand; Belgium; Greece; Brazil; Argentina; Britain**Foreign Language Competency:** Greek 4**Percentage of Time Devoted to EU/European Studies:** 25%**EU/European Studies Courses Taught:** EPS 590 Advanced Graduate Seminar**Research/Teaching Specializations:** Philosophy of Education, Ethics & Technology; Higher Education Policy**Selected Publications:** *Feminisms and Educational Research*. Lanham: Rowman and Littlefield Publishers, 2012. | *Cultura Popular y Educacion: Imagenes Espejadas*. Buenos Aires: Mino y Davila, 2011. | *Teaching and translating*. Philosophy of Education Society Yearbook, 2011. Urbana: 2012. | "How to improve your impact factor: Questioning the quantification of academic quality." *Journal of Philosophy of Education* 45.1 (2011) | *Teacher Education in a Transnational World. Ubiquitous learning and the future of teaching*. University of Toronto Press, 2012. |**Selected Presentations:** "Spaces and places in the virtual university," Friedrich-Alexander Universitat, Nuremberg, Germany, September 2011**Distinctions:** Appointed to Gutgsell Professorship, University of Illinois (2009-2014); Fellow of International Academy of Education, 2010 to present**Dissertations Advised/Thesis Committees since 2010:** 10

Burton, Antoinette

Department/Tenure Status: Professor, History, Tenured

Education: PhD, University of Chicago, 1990

Academic Experience: Chair, History, U of Illinois, 2005-present; Professor, U of Illinois, 2001-present; Associate Professor, U of Illinois, 1991-2001; Associate Director of Women's Studies and Senior Lecturer, John Hopkins University, 1996-1999

Overseas Experience: UK; India; Australia; New Zealand; South Africa

Foreign Language Competency: French 4

Percentage of Time Devoted to EU/European Studies: 25%

EU/European Studies Courses Taught: HIST 549 Sem Eng & Brit Emp Since 1688

Research/Teaching Specializations: Britain, India, South Africa

Selected Publications: Empire in Question: Reading, Writing and Teaching British Imperialism. Duke University Press, 2011. | "Every Secret Thing? Racial Politics in Ansuayah R. Singh's Behold the Earth Mourns". Journal of Commonwealth Literature 46.1 (2011): 63-81. | "Traveling Criticism? the Dynamic History of Indigenous Modernities." Journal of Cultural and Social History 9.4 (2012) | Salaam, Great Britain: Thinking through Resistance in an Age of Global Empire. Afterword. South Asian Resistances in Britain, 1858-1947. 2011 | Small Stories and the Promise of New Narratives. Preface. Contesting Archives: Finding Women in the Sources. University of Illinois Press, 2010. | Getting Outside the Global: Re-Positioning British Imperialism in World History. Race, Nation and Empire: Making Histories, 1750 to the Present. Manchester, 2010.

Selected Presentations: "Imperial Frictions: Thinking through Impediments to Global/Transnational Connection", University of Northern Arizona, April 2012

Distinctions: John Simon Guggenheim Foundation Fellow, 2010-11; Sustainability Studies Initiatives in the Humanities Fellowship, University of Illinois, 2011

Dissertations Advised/Thesis Committees since 2010: 12



Castro Goebel, Raquel

Department/Tenure Status: Visiting Instructor, Spanish, Italian and Portuguese

Education: JD, University of Fortaleza, Brazil, 2001

Academic Experience: Visiting Instructor, U of Illinois

Overseas Experience: Brazil, Portugal

Foreign Language Competency: Portuguese 5

Percentage of Time Devoted to EU/European Studies: 25%

EU/European Studies Courses Taught: PORT 400 Intensive Beginner Portuguese; PORT 401 Intensive Intermediate Portuguese; PORT 200 Advanced Grammar - Structures of Portuguese in Context

Research/Teaching Specializations: Foreign Language Teaching Theories; Legal, Geopolitical, Economic, and Social Issues in Brazil

Chaplin, Tamara**Department/Tenure Status:** Associate Professor, History, Tenured**Education:** PhD, Rutgers University, 2002**Academic Experience:** Associate Professor, U of Illinois, 2008-present; Assistant Professor, U of Illinois, 2002-2008**Overseas Experience:** France; Germany**Foreign Language Competency:** French 5; German 3**Percentage of Time Devoted to EU/European Studies:** 25%**EU/European Studies Courses Taught:** HIST 142 Western Civ Since 1660; HIST 357 Modern France; HIST 396 Special Topics: History of Sexuality; HIST 396 Special Topics: Sexuality in Modern Europe; HIST 502 Prob in Comparative History**Research/Teaching Specializations:** Contemporary France; Cultural & Intellectual History of Modern Europe; History of Women, Gender, and Sexuality**Selected Publications:** *Orgasm without Limits: May '68 and the History of Sex Education in Modern France*. May '68: Rethinking France's Last Revolution. London: Palgrave, 2011. | "Philosophy on Television: Impossible Dream." in *Esteu a punt per a la televisió? Exhibition Catalogue of the special installation, Are you ready for TV?* . Barcelona: MACBA, 2011.**Selected Presentations:** "Queering the Archive: LGBTQ Research at Inathèque de France" "Arts, féminisms, Archives audiovisuelles...mise on place des méthodologies," Foundation Hartung Bergman, Antibes, France, August 2012 (Invited Paper)**Distinctions:** Queen Award for Excellence in Teaching, 2009-2010; Faculty Fellow, Illinois Program for Research in the Humanities, University of Illinois, 2010-2011**Dissertations Advised/Thesis Committees since 2010:** 4**Choquette, Kent****Department/Tenure Status:** Professor, College of Engineering, Tenured**Education:** PhD, University of Wisconsin Madison, 1990**Academic Experience:** Professor, U of Illinois, 2000-present; Interim Director of Micro and Nanotechnology Laboratory, U of Illinois, 2005-2007**Overseas Experience:****Foreign Language Competency:** French 2**Percentage of Time Devoted to EU/European Studies:** 25%**Research/Teaching Specializations:** Semiconductor electronic and photonic devices microcavity lasers**Selected Publications:** "Phase and Coherence Extraction from Vertical Cavity Surface Emitting Laser Phased Array." *Appl. Phys. Lett.* (2012) | "Reduced Loss and Improved Mode Discrimination in Resonant Optical Waveguide Arrays." *Electron. Lett.* (2012) | "Single Mode Photonic Crystal Vertical Cavity Surface Emitting Lasers." *Advances in Optical Technologies* (2012) | "Polarization Switching in Vertical Cavity Surface Emitting Lasers with Anisotropic Cavity Geometry and Injection." *EE Photon. Tech. Lett.* (2012) | "Reconfigurable Digital Functionality of Composite Resonator Vertical Cavity Lasers." *EE J. Quan. Elecron.* (2012) | "Hydrogen Detection Using a Functionalized Photonic Crystal Vertical Cavity Laser." *E J. Quan. Elecron.* (2012) | "Circuit Modeling of Carrier-Photon Dynamics in Composite Resonator Vertical Cavity Lasers." *IEEE J. Quantum. Electron.* (2011) | "Unusual Strategies for using Indium Gallium Nitride Grown on Silicon (111) for Solid State Lighting." *Proc. National Academy Sci.* (2011) | "Passive Cavity Surface Emitting Laser." *Electron. Lett.* (2011)**Distinctions:** List of Teachers Ranked as Excellent by Their Students, University of Illinois 2010 – 2012; Fellow of American Association for the Advancement of Science, 2013**Dissertations Advised/Thesis Committees since 2010:** 6

Cidell, Julie

Department/Tenure Status: Assistant Professor, Geography, Tenure-Eligible

Education: PhD Geography, University of Minnesota, 2003

Academic Experience: Associate Professor, U of Illinois, 2009-present; Assistant Professor, U of Illinois, 2007-2009; Assistant Professor, California State U, 2005-2007

Overseas Experience: Australia; New Zealand; Spain; United Kingdom

Foreign Language Competency: Spanish 2

Percentage of Time Devoted to EU/European Studies European Union: 25%

EU/European Studies Courses Taught: GEO 204 Cities of the World; GEO 465 Transp Systems and Spatial Dev

Research/Teaching Specializations: Urban Geography; Transportation Studies; Urban Sustainability

Selected Publications: Cidell, Julie. From hinterland to distribution center: the Chicago region's shifting gateway function. *Cities and Flows*. Comp. Markus Hesse. Ed. Peter Hall. New York: Routledge, 2012. | Cidell, Julie. "Just passing through: the risky mobilities of hazardous waste transport." *Social Geography* 7 (2012): 13-22. | Cidell, Julie. "Flows and pauses in the urban logistics landscape: the municipal regulation of shipping container mobilities." *Mobilities* 7.2 (2012): 233-246. | "Fear of a foreign railroad: transnationalism and (im)mobility in Chicago's suburbs." *Transactions of the Institute of British Geographers* 37.4 (2012): 593-608. | "When runways move but people don't: the O'Hare Modernization Program and the relative immobilities of air travel." *Mobilities* (2013) | ". Spatial variation among green building certification categories: Does place matter? A rejoinder to Pushkar." *Landscape and Urban Planning* 112 (2013)

Distinctions: Beckman Fellow of the Center for Advanced Study, University of Illinois, 2012; Finalist, Nystrom Award, Association of American Geographers; EUC Executive Committee Member

Dissertations Advised/Thesis Committees since 2010: 9

Clougherty, Joe

Department/Tenure Status: Associate Professor, Business Administration, Tenured

Education: PhD, University of Southern California, Los Angeles, 1998

Academic Experience: Associate Professor, U of Illinois, 2010-present; Senior Research Fellow, Wissenschaftszentrum Berlin (WZB), 2004-2009; Associate Professor, Tilburg University, 2001-2004; Assistant Professor, Tilburg University, 1998-2001; Lecturer, Marshall School of Business-University of Southern California, 1997-1998

Overseas Experience: Canada; Germany; Belgium; Argentina; China; India; Austria; France; Mexico; Puerto Rico; The Netherlands; England

Foreign Language Competency: German 3; Spanish 2

Percentage of Time Devoted to EU/European Studies: 25%

EU/European Studies Courses Taught: BADM 583 Current Topics in Intl Bus: Intl Mergers and Acquisitions; BADM 590 Seminar in Bus Admin: Global Strategy; BADM 590 Seminar in Bus Admin: Economics of Intl Bus

Research/Teaching Specializations: Applied economics approach to business and economics questions, antecedents and consequences of mergers and acquisitions activity

Selected Publications: J.A. Clougherty & M. Grajek (2013) International Standards and International Trade: Empirical Evidence from ISO 9000 Diffusion, *International Journal of Industrial Organization*, forthcoming | J.A. Clougherty & J. Seldeslachts (2013) The Deterrence Effects of U.S. Merger Policy Instruments, *Journal of Law, Economics & Organization*, 29(5): 1114-1144 | P.P. Barros, J.A. Clougherty & J. Seldeslachts (2013) Europeanization of EU Member-State Competition Policy: The Commission's Leadership Role, *International Review of Law and Economics*, 34: 41-51.

Selected Presentations: "International Standards and International Trade: Empirical Evidence from ISO 9000 Diffusion," Strategic Management Society, Prague Meeting, October 2012 (invited)

Distinctions: List of Teachers Ranked as Excellent by Their Students, University of Illinois, 2011, 2012, 2013; JIBS Best Reviewer Award, *Journal of International Business Studies*, 2012

Cooper, David**Department/Tenure Status:** Associate Professor, Slavic Languages & Literature, Tenured**Education:** PhD, Columbia University, 2004**Academic Experience:** Director, Russian, East European & Eurasian Center, U of Illinois, 2012-present; Associate Professor, U of Illinois, 2012-present; Assistant Professor, U of Illinois, 2004-2012; Adjunct Assistant Professor, U of Illinois, 2004-2005**Overseas Experience:** Czech Republic; Russia; Ukraine; Slovakia**Foreign Language Competency:** Russian 4; Czech 4; Slovak 4; Spanish 4; French 3; German 3**Percentage of Time Devoted to EU/European Studies:** 75%**EU/European Studies Courses Taught:** CWL 471 International Lit Relations; CZCH 101 Elementary Czech I; CZCH 102 Elementary Czech II; CZCH 199 Undergrad Open Seminar; CZCH 201 Second-year Czech I; CZCH 202 Second-year Czech II; REES 550 Seminar in REEE Studies; SLAV 120 Russian & E Euro Folktales; SLAV 199 Undergrad Open Seminar; SLAV 477 Post-Communist Fiction; SLAV 525 Problems in Slavic Literature**Research/Teaching Specializations:** Czech and Russian Literature and Culture; Nationalism; Translation Studies**Selected Publications:** *The Classical Form of the Nation: The Convergence of Greek and Folk Forms in Czech and Russian Literature in the 1810s. The Voice of the People: Writing the European Folk Revival, 1761-1900.* Ed. Michael Perraudin and Matthew Campbell. Anthem Press, 2011. | *The Classical Form of the Nation: The Convergence of Greek and Folk Forms in Czech and Russian Literature in the 1810s. The Voice of the People: Writing the European Folk Revival, 1761-1900.* London: Anthem Press, 2012**Selected Presentations:** "Mystifications and Ritual Behavior in the Czech National Awakening." Center for Polish and European Studies, Kyiv-Mohyla Academy, Kyiv, Ukraine. May 2012 (invited) | "Czech Republic; What the History of Translation Can Contribute to (Undergraduate and) Translator Education," MLA Convention, January 2013**Distinctions:** NCEEER National Research Fellowship, 2012; List of Teachers Ranked as Excellent by Their Students, University of Illinois, 2010-2011**Dissertations Advised/Thesis Committees since 2010:** 2**Cope, William****Department/Tenure Status:** Research Professor, Education, Tenured**Education:** PhD, Macquarie University, 1988**Academic Experience:** Research Professor, U of Illinois, 2006-present; Adjunct Professor, Globalism Institute, RMIT University, Melbourne, Australia, 2006-present; Research Associate, Globalism Institute, RMIT University, Melbourne, Australia, 2001-2005**Overseas Experience:** France; Australia**Foreign Language Competency:** French 5**Percentage of Time Devoted to EU/European Studies:** 25%**Research/Teaching Specializations:** Literacy Teaching in the Changing Communications; Digital Reading**Selected Publications:** Kalantzis, M., Cope, B., Cope, W. (2013). *Multiliteracies in Education. Blackwell* | *The work of writing in the age of its digital reproducibility. Rethinking Identity and Literacy Education in the 21st Century.* 2012. | "New learning: A charter for change in education." *Critical Studies in Education* 53.1 (2012) | *Literacies.* 2012. | "The Parable of the Physicist and the Postmodernists." *Policy Futures in Education* 10.2 (2012) | "Technology-Mediated Writing Assessments: Paradigms and Principles." *Computers and Composition* 28.2 (2011) | "'Design' in Principle and Practice: A Reconsideration of the Terms of Design Engagement." *The Design Journal* 14.1 (2011) | "New Spaces and Old Places: An Analysis of Writing Assessment Software." *Computers and Composition* 28.2 (2011)**Distinctions:** Chair, Journal Publications Committee, American Educational Research Association, 2010-2013; Co-ordinator and speaker, American Educational Research Association, 2011**Dissertations Advised/Thesis Committees since 2010:** 2

Czapar, George**Department/Tenure Status:** Associate Dean and Director, University of Illinois Extension, Tenured**Education:** PhD, Iowa State University, 1990**Academic Experience:** Associate Dean and Director, U of Illinois Extension, 2013-present; Director, Center for Watershed Science, Prairie Research Institute, U of Illinois, 2010-2013; Adjunct Professor, U of Illinois, 2010-present; Water Quality Program Coordinator, U of Illinois Extension, 2008-2010**Overseas Experience:** China; Hungary; Ukraine; France**Foreign Language Competency:** German 3; Spanish 2**Percentage of Time Devoted to EU/European Studies:** 25%**Research/Teaching Specializations:** Water Quality Integrated Pest Management**Selected Publications:** "Improving water management practices to reduce nutrient export from rice paddy fields." *Environmental Technology* 32.2 (2011) | "Properties of phosphorus retention in sediments under different hydrological regimes: a laboratory-scale simulation study." *Journal of Hydrology* (2010)**Selected Presentations:** "Water Quality in the Midwest U.S." Water Quality 2010: International Water Quality Conference, University of Leeds, Leeds, UK, June 2010 (invited keynote) | "Developing water quality standards for phosphorus: A U.S. perspective" Closing the phosphorus cycle, University of Leeds. Leeds, UK, November 2012 (invited)**Dissertations Advised/Thesis Committees since 2010:** 2

Dai, Xinyuan**Department/Tenure Status:** Associate Professor, Political Science, Tenured**Education:** PhD, University of Chicago, 2000**Academic Experience:** Associate Professor, U of Illinois, 2007-present; Assistant Professor, U of Illinois, 2001-2007; Visiting Professor, Hertie School of Governance, 2008-2009; Alexander von Humboldt Foundation Scholar, Free University Berlin, 2008-2009**Overseas Experience:** China; Austria; Germany; Switzerland**Foreign Language Competency:** Chinese 5; German 2**Percentage of Time Devoted to EU/European Studies:** 50%**EU/European Studies Courses Taught:** PS 300: Special Topics: Pol of Intl Treaties; PS 380: International Cooperation; PS 589: Topics in Intl Rel; PS 589: Topics in Intl Rel: Linking Domestic Politics & IR; PS 590: Research in Selected Topics**Research/Teaching Specializations:** International Institutions; Global Policy of Human Rights; Compliance with European Union Directives; Regionalism in East Asia**Selected Publications:** Dai, Xinyuan and Gina Martinez, "How Do International Institutions Influence the EU? Advances and Challenges," in *The Influence of International Institutions on the European Union*. Ed. Knud E. Jørgensen and Oriol Costa. Palgrave Macmillan Press, 2012. 207-227. | Dai, Xinyuan, "The Compliance Gap and the Efficacy of International Human Rights Institutions," in *The Persistent Power of Human Rights: From Commitment to Compliance*. Ed. Thomas Risse, Stephen C. Ropp, and Kathryn Sikkink. Cambridge University Press, 2013.**Distinctions:** National Science Foundation, Political Science Advisory Panel, 2010 - 2012**Dissertations Advised/Thesis Committees since 2010:** 6

Dankowicz, Harry**Department/Tenure Status:** Professor, Engineering, Tenured**Education:** PHD, Cornell University, 1995**Academic Experience:** Professor, U of Illinois, 2011-present; Associate Professor, U of Illinois, 2005-2011; Associate Professor, Virginia Polytechnic Institute and State University, 2004-2005; Assistant Professor, Virginia Polytechnic Institute and State University, 1991-2004; Research Associate, Department of Mechanics, KTH Royal Institute of Technology, Stockholm, Sweden, 1996-1999**Overseas Experience:** Germany, Italy**Foreign Language Competency:** Swedish 5**Percentage of Time Devoted to EU/European Studies:** 25%**Research/Teaching Specializations:** Robotics; Controls & Dynamics; Contact & Friction Modeling**Selected Publications:** Dankowicz, H. and F. Schilder, "Recipes for Continuation," SIAM, 2013 | DiBerardino, L.A. III and H. Dankowicz, "Accounting for Nonlinearities in Protocols for Fault Compensation," ASME Journal of Computational and Nonlinear Dynamics, 9:2, art no. 021002, 2014 | Tabor, W., P.W. Cho, and H. Dankowicz, "Birth of an Abstraction: A Dynamical Account of the Discovery of an Elsewhere Principle in an Artificial Lexicon Task," Cognitive Science, 37:7, pp. 1193-1227, 2013**Distinctions:** Faculty Liaison for EU Horizon 2020 grants program, appointed by Vice Chancellor for Research; Faculty Liaison for Illinois-Sweden Program for Educational & Research Exchange (INSPIRE); Collins Award for Innovative Teaching, College of Engineering, University of Illinois, 2012; List of Teachers Ranked as Excellent by Their Students, University of Illinois, 2010 – 2011**Dissertations Advised/Thesis Committees since 2010:** 10**Delgado, Luisa-Elena****Department/Tenure Status:** Associate Professor, Spanish, Italian and Portuguese, Tenured**Education:** PhD, University of California, Santa Barbara, 1989**Academic Experience:** Resident Director, Barcelona Study Abroad, U of Illinois, 2013-present; Associate Professor, U of Illinois, 1996-present; Assistant Professor, U of Illinois, 1990-1996**Overseas Experience:** Spain; Venezuela; Columbia; England**Foreign Language Competency:** Catalan 2; French 3; Italian 2; Spanish 5; English 3**Percentage of Time Devoted to EU/European Studies:** 100%**EU/European Studies Courses Taught:** SPAN 191 Freshman Honors Tutorial; SPAN 320 Spanish Cultural Studies II; SPAN 463 18-19thC Spanish Studies; SPAN 490 Advanced Readings in Spanish; SPAN 491 Topics for Honors Students; SPAN 590 Topics in Hispanic Studies; SPAN 595 Special Topics in Spanish; SPAN 599 Thesis Research**Research/Teaching Specializations:** Spanish Cultural Studies; Spanish Literature (19th and 20th Century); Relationship between Spain and the Americas; Modern and Contemporary Spanish Cultural Studies and Literature**Selected Publications:** "The Astigmatic Vision and the Perception of Minority Literatures". *Writers in Between Languages: Minority Languages in the Global Scene*. University of Nevada UP, Center for Basque Studies, 2010 | Delgado, Luisa Elena. "The Sound and the Red Fury: The Sticking Poings of Spanish Nationalism." *Journal of Spanish Cultural Studies* 11.3-4 (2010): 263-286. | If we build it, will they come? *Iberian Studies as Field of Dreams*. Iberian Modalities. 2013.**Dissertations Advised/Thesis Committees since 2010:** 2

Deltas, George

Department/Tenure Status: Professor and Associate Head, Economics, Tenured

Education: PhD, Economics, Yale University, 1996

Academic Experience: Professor and Associate Head, U of Illinois, 2012-present; Associate Professor, U of Illinois, 2003-2012; Visiting Scholar, Northwestern University, Kellogg School of Management, 2005-2006; Assistant Professor, U of Illinois, 1996-2003

Overseas Experience: Spain

Foreign Language Competency: French 2

Percentage of Time Devoted to EU/European Studies: 25%

Research/Teaching Specializations: Microeconomics; Industrial Organization; Environmental Economics, Political Economy.

Selected Publications: “Consumer-Surplus-Enhancing Collusion and Trade,” with Alberto Salvo and Helder Vasconcelos, *Rand Journal of Economics*, vol. 43 (2012), pages 315-328 | “Social-Welfare-Enhancing Collusion and Trade” with Alberto Salvo and Helder Vasconcelos, in Joseph Harrington and Yannis Katsoulacos, editors, *Recent Advances in the Analysis of Competition Policy and Regulation*, Elgar, 2012, Chapter 7, pages 140-160 |

Dissertations Advised/Thesis Committees since 2010: 10

Dencker, John

Department/Tenure Status: Associate Professor, Labor & Employment Relations, Tenured

Education: PhD, Sociology, Harvard University, 1998

Academic Experience: Associate Professor, U of Illinois, 2009-present; Visiting Professor, ESADE Business School, Ramon Llull University, Barcelona, Spain, 2011-2013; Assistant Professor, U of Illinois, 1991-2009

Overseas Experience: Spain; Switzerland; France; Germany; Belgium

Foreign Language Competency: German 2; Spanish 2; Catalan 2

Percentage of Time Devoted to EU/European Studies: 50%

EU/European Studies Courses Taught: LER 590 Individual Topics

Research/Teaching Specializations: Cross-border Mergers and Acquisitions; Comparative Labor Markets and HRM; IT Employee Retention and Turnover in Global Perspective

Selected Publications: "Who do Firms Lay Off and Why?." *Industrial Relations* (2012) | "Generations in Organizations." *Research in Organizational Behavior* (2011) | "Unpacking Generational Identities in Organizations." *Academy of Management Review* (2011) | The Role of Human Resource Management in Cross-Border Technological Acquisitions. *Handbook of Research in International Human Resource Management*. 2012. | *Outliers: The Story of Success*. *Academy of Management Perspectives*. 2010.

Selected Presentations: “The Effects of Opportunities and Founder Experience on New Firm Performance.” European School of Management and Technology. Berlin, Germany, 2012 (invited)

Distinctions: “Thought Leader” award from the Entrepreneurship Division of the Academy of Management, 2010; List of Teachers Ranked as Excellent by Their Students, University of Illinois, 2011

Dissertations Advised/Thesis Committees since 2010: 3

Derhemi, Eda

Department/Tenure Status: Adjunct Assistant Professor, Media & Cinema Studies; and Lecturer, Spanish, Italian and Portuguese

Education: PhD, University of Illinois, 2003

Academic Experience: Adjunct Assistant Professor, Media and Cinema Studies; Research Associate, Russian, East European and Eurasian Studies; Lecturer, Italian Program-Spanish, Italian and Portuguese

Overseas Experience: Albania, Italy, Kosovo, Greece, Montenegro, Macedonia

Foreign Language Competency: Albanian 5; Italian 5; English 5; French 3; German, Russian, Romanian 2; Greek 1

Pedagogy Training: "Going Live: a Training Program for Online Synchronous Instruction of Foreign Languages," University of Illinois, May 2014

Percentage of Time Devoted to EU/European Studies: 75%

EU/European Studies Courses Taught: FR 418 Language & Minorities in Europe; ITAL 101 Elem Italian I; ITAL 102 Elem Italian II; ITAL 103 Interm Italian I; ITAL 104 Interm Italian II; ITAL 210 Practical Review Italian; ITAL 310 Advanced Grammar; MACS 391 Ind Study: Special Topics

Research/Teaching Specializations: Propaganda as Communication; Italian Social Geography & Language

Selected Publications: "The endangered Arberesh language and the importance of standardized writing for its survival." *Writing systems: Critical concepts in Linguistics 2* (2013) | "Small Local Press as a Dynamic Tool for Maintaining Linguistic Diversity: The Case of the Newspaper Mondo Albanese for the Endangered Arbëresh." *The International Journal of Community Diversity* 12.2 (2013): pp. 41-51. | "There is still need for the local small newspaper in communities with endangered languages: Mondo Albanese of Arberesh." *Language Endangerment in the 21st century: Globalization, Technology and New Media* (2012): 111-119. | "Socio-cultural trends of the Albanian emigration after 1990." *Përçjekja* (2010): 4-11. | "Existential cultural dilemmas of the first generation of a new Albanian Diaspora in the US." *Përçjekja* (2010): 136-156.

Distinctions: Core Fulbright Scholar Award for Teaching and Research, 2014

DeStefano, Lizanne

Department/Tenure Status: Professor, Educational Psychology and Director, I-STEM, Tenured

Education: PhD, University of Pittsburgh, 1986

Academic Experience: Director, I-STEM Education Initiative, U of Illinois, 2009-present; Professor, Department of Educational Psychology, U of Illinois, 2000-present; Executive Associate Dean for Research and Administration, U of Illinois, 2007-2009

Overseas Experience: Russia

Research/Teaching Specializations: Evaluation and sustainability of programs serving students with disabilities, those at risk for academic failure, and members of traditionally underrepresented groups

Selected Publications: Destefano, L. Partnerships for improving literacy in urban schools. *The Reading Teacher*, 61(8), 674-680, 2007

Distinctions: Board Member, Early Childhood Longitudinal Study Advisory Board of the National Center for Educational Statistics; Stafford Faculty Fellow, Institute on Leadership, Disability, and Students Placed at Risk, University of Vermont, 2003-present

Dissertations Advised/Thesis Committees since 2010: 11

Dhillon, Pradeep

Department/Tenure Status: Associate Professor, Education, Tenured

Education: PhD, Stanford University, 1991

Academic Experience: Associate Professor, U of Illinois, 2002-present; Assistant Professor, U of Illinois, 1996-2002; Lecturer, Stanford U, 1991-1994

Overseas Experience: UK; Tanzania; China; India

Foreign Language Competency: French 2; German 1; Hindi 4; Punjabi 4

Percentage of Time Devoted to EU/European Studies: 25%

EU/European Studies Courses Taught: CWL 551 Seminar Lit Movements; EPS 590 Advanced Graduate Seminar: Human Rights & Justice in Ed; EPS 590 Advanced Graduate Seminar: Theories of Language in Edu

Research/Teaching Specializations: Philosophy of Language, Global Aesthetics, Global Ethics, Global Education

Selected Publications: "Missing the Adventure" in International Development. Philosophy of Education Yearbook. Urbana: University of Illinois Press, 2013. | "Examples of Perfectionism: A Global Perspective." Paul Guyer: Kant and Cavell on Aesthetic Education. Spec. iss. of The Journal of Aesthetic Education 48, 2014 | A Kantian Approach to Global Art History: The Case from Indian Modern Art. The Many Faces of Beauty. South Bend: University of Notre Dame, 2013. | Thinking in Pictures: A Kantian Reading of Amrita Sher-Gil's Self-Portrait as Tahitian. Making Modern Art and Architecture in India. New Dehli: Zuban Press, 2013

Selected Presentations: "Kantian Environmental Aesthetics and Freedom from Poverty as a Human Right," Institute of Education, University of Stockholm, Sweden, February 2012 (invited)

Distinctions: List of Teachers Ranked as Excellent by Their Students, University of Illinois, 2011

Dissertations Advised/Thesis Committees since 2010: 11

Diehl, Paul

Department/Tenure Status: Professor, Political Science, Tenured

Education: PhD, University of Michigan, 1983

Academic Experience: Henning Larsen Professor of Political Science, U of Illinois, 2005-present; Professor, U of Illinois, 1994-present; Associate Professor, U of Illinois, 1989-1994; Assistant Professor, U of Georgia, 1984-1989

Overseas Experience: Turkey, The Netherlands, United Kingdom, Norway, Sweden

Percentage of Time Devoted to EU/European Studies: 25%

EU/European Studies Courses Taught: PS 386 International Law

Research/Teaching Specializations: UN Peacekeeping; International Law; Conflict Management

Selected Publications: Peace Operation Success: A Comparative Analysis (edited with Daniel Druckman), Leiden: Martinus Nijhoff Publishers, 2013 | Guide to the Scientific Study of International Processes (edited with Sara Mitchell and James Morrow), West Sussex, UK: Wiley-Blackwell, 2012 | International Mediation (with J. Michael Greig), Cambridge: Polity Press, 2012 | The Dynamics of International Law (with Charlotte Ku), Cambridge: Cambridge University Press, 2010 | "Bridging the International Law-International Relations Divide: Taking Stock of Progress." (with Adam Irish and Charlotte Ku) The Georgia Journal of International and Comparative Law, 41, 2 (2013) | "Caution in What You Wish For: The Consequences of a Right to Democracy" (with Sara Mitchell) Stanford Journal of International Law, 48, 2 (2012)

Distinctions: Outstanding Book Award – International Association of Conflict Management, 2012; International Studies Association Excellence in Teaching and Mentoring Award given by Midwest International Studies Association, 2012; Clarence Berdahl Award for Excellence in Undergraduate Teaching, University of Illinois, 2010

Dissertations Advised/Thesis Committees since 2010: 9

Dixon, Adrienne**Department/Tenure Status:** Associate Professor, College of Education**Education:** PhD, University of Wisconsin - Madison, 2002**Academic Experience:** Associate Professor, U of Illinois, 2011-present; Visiting Professor, Tulane U, Spring 2014; Associate Professor, Visiting Professor, Dillard U, 2008; Ohio State U, 2004-2011; Faculty, Broadleaf School of English, Middlebury College, Summers 2008-2009; Assistant Professor, North Carolina State U, 2002-2004**Percentage of Time Devoted to EU/European Studies:** 25%**EU/European Studies Courses Taught:** EPS 423 Politics of Education ; EPS 531 Critical Race Theory & Education ; EPS 590 Critical Race Theory & Edu Research ; C&I 590 Diverse & Global Perspectives on Edu**Research/Teaching Specializations:** How Race, Gender, Class impact Educational Equity in Urban Schools**Selected Publications:** Dixon, A.D., Editor, *Researching Race in Education: Policy, Practice and Qualitative Research*. Charlotte, NC: Information Age Publishing, Education Policy in Practice: Critical Cultural Studies Series, Rodney Hopson and Edmund Hamann, Editors. (In press, 2014). | Dixon, A.D. *Invisible Woman: Black women teachers and the nexus of race, class and gender*. In Karen A. Johnson, Editor, *African American Women Educators: A Critical Examination of their Pedagogies, Educational Ideas, and Activism from the Nineteenth to the Midtwentieth Centuries*. 2014 | Donner, J.K., & Dixon, A.D. *The Resegregation of Schools Education and Race in the Twenty-First Century*. New York: Routledge. 2013 | Lynn, M. & Dixon, A.D. *Handbook of Critical Race Theory in Education*. New York: Routledge-Falmer Press. 2013 | Hopson, R. & Dixon, A.D. *Race, ethnography and education*. New York: Routledge-Falmer Press. 2013**Selected Presentations:** “A Balm in Gilead: Using our Wisdom, Work and Will to Build Solidarity and Coalition to Save Public Education,” Sources of Urban Educational Excellence Conference, Georgia State University, Atlanta, GA, April 2013 (invited keynote)**Distinctions:** Fellowsfor Innovation, Inaugural fellow, Southern Education Foundation, Atlanta, Ga, 2013-2016; Outstanding Recent Graduate, School of Education, University of Wisconsin-Madison, 2012**Dye, Matthew****Department/Tenure Status:** Assistant Professor, Psychology**Education:** PhD, University of Southampton, UK, 2001**Academic Experience:** Assistant Professor, U of Illinois, 2009-present; Senior Lecturer, U of Rochester, 2008-2009; Research Associate, U of Rochester, 2005-2008; Postdoc Research Fellow, U of Rochester, 2002-2005; Lecturer, Center for Deaf Studies, Bristol U, UK, 1998-2002**Overseas Experience:** United Kingdom; Sweden; Switzerland**Foreign Language Competency:****Research/Teaching Specializations:** Cross-modal Plasticity and Deafness**Selected Publications:** Laasonen, M., Salomaa, J., Cousineau, D., Leppämäki, S., Tani, P., Hokkanen, L. & Dye, M.W.G. Project DyAdd: visual attention in adult dyslexia and ADHD. *Brain and Cognition*, 80(3), 311-327, 2012 | Bavelier, D., Green, C.S. & Dye, M.W.G. Children, wired: for better and for worse. *Neuron*, 67(5), 692-701, 2010 | Dye, M.W.G. Processing. In R. Pfau, M. Steinbach, and B. Woll (Eds), *Sign Language: An International Handbook*. New York, NY: Mouton de Gruyter, 2012 |**Selected Presentations:** “The linguistic rights of the deaf child: Promoting healthy cognitive development,” Faculté de Psychologie et des Sciences de l'Éducation, Université de Genève, Switzerland, June 2013 (invited)**Distinctions:** ASHA Travel Scholarship, American Speech-Language Hearing Association, 2011

Endres, Bryan

Department/Tenure Status: Interim Associate Provost for International Affairs and Director of International Programs and Studies; Associate Professor, Agricultural, Consumer and Environmental Sciences, Tenure-eligible

Education: JD, University of Illinois, 2000

Academic Experience: Interim Associate Provost & Director of International Programs and Studies, 2013-present; Director, European Union Center, 2010-2013; Associate Professor, U of Illinois, 2010-present; Assistant Professor, U of Illinois, 2003-2010

Overseas Experience: Germany; Brussels; China; United Kingdom; Sweden; France; Singapore; Brazil; Italy

Percentage of Time Devoted to EU/European Studies: 50%

EU/European Studies Courses Taught: ACE 306 Food Law; EURO 199 Undergrad Open Seminar: Dialogue on Europe; EURO 580 Research Design & Techniques; EURO 590 Directed Ind Study; EURO 590 Directed Ind Study: Timeless Mediterranean/New EU; EURO 596 Special Topics in EU Studies: Dialogue on Europe; EURO 599 Thesis Research

Research/Teaching Specializations: Food Law; Agricultural Law; Biotechnology; Biofuels; Intellectual Property; Trade Law & Policy; Organic Food & Agriculture

Selected Publications: Conservation of Energy in Agriculture and Forestry. THE LAW OF CLEAN ENERGY: EFFICIENCY AND RENEWABLES, 2011. | Legal and Institutional Issues in Local Food Production: Lessons from Illinois. LOCAL FOOD SYSTEMS AND ACTIVISM IN THE HEARTLAND: AN INTERDISCIPLINARY PERSPECTIVE. 2013. | "Diverging Values: Community Supported Agriculture, Volunteers, and the Hegemonic Legal System." FOOD STUDIES: AN INTERDISCIPLINARY JOURNAL 2 (2013) | "Building Bio-based Supply Chains: Theoretical Perspectives on Innovative Contract Design." UCLA JOURNAL OF ENVIRONMENTAL LAW AND POLICY (2013) | "Labeling Genetically Engineered Food in the United States: Suggestions for a New Approach." LAWS (2013)

Selected Presentations: "The legal and policy framework for mitigating invasive species risk in the bioenergy context," Ecological Society of America, Portland, OR, August 2012 (invited)

Distinctions: Board of Directors, American Agricultural Law Association, 2010-2011

Dissertations Advised/Thesis Committees since 2010: 5

Endres, Jody

Department/Tenure Status: Assistant Professor, Law and Natural Resources and Environmental Sciences

Education: JD, University of Illinois, 2000

Academic Experience: Assistant Professor, U of Illinois, 2012-present; Adjunct Assistant Professor, U of Illinois, 2010-2012

Overseas Experience: Portugal, Germany, Brazil

Foreign Language Competency: Portuguese 3

Percentage of Time Devoted to EU/European Studies: 25%

EU/European Studies Courses Taught: NRES 598 Environ Law & Policy; NRES 425 Natural Resources Law; NRES 426 Renewable Energy Policy

Research/Teaching Specializations: Global Environmental Change; Human Dimensions of the Environment

Selected Publications: Jody M. Endres et al., Building Bio-based Supply Chains: Theoretical Perspectives on Innovative Contracts, 31 UCLA J. Envir. L. & Pol'y (2013) | Bioenergy, Resource Scarcity and the Rising Importance of Land Use Definitions, 89 N.D. L. Rev. (Special Symposium on Bioenergy Issue Spring 2013) | Barking up the Wrong Tree? Forest Sustainability in the Wake of Emerging Bioenergy Policies, Vermont L. Rev. (2012) | The Legal Profession's Critical Role in Systems Level Bioenergy Decision-Making, Pace Env'tl. L. Rev. (2012)

Selected Presentations: "Bioenergy Policy and the Transformation to a Green Economy: The Urgent Case for Metrics," Critical Issues for the Next Ten Years: Building a Sustainable Supply Chain for the Biobased Economy, World Congress on Industrial Biotechnology, Montreal, QC, June 2013 (invited)

Fagyal, Zsuzsanna**Department/Tenure Status:** Associate Professor, French, Tenured**Education:** PhD, Université de Paris III, Sorbonne Nouvelle, 1995**Academic Experience:** Associate Professor, U of Illinois, 2007-present; Visiting Associate Professor, Research Center for Text and Francophonie, University of Cergy-Pontoise, France, 2010; Assistant Professor, U of Illinois, 1999-2007; Visiting Assistant Professor, University of Paris III, Sorbonne, France, 2006**Overseas Experience:** France; Hungary**Foreign Language Competency:** English 5; French 5; German 4; Hungarian 5; Russian 4; Italian 2; Latin 2**Percentage of Time Devoted to EU/European Studies:** 75%**EU/European Studies Courses Taught:** FR 199 Undergrad Open Seminar; FR 207 Grammar and Composition; FR 213 French Phonetics; FR 413 French Phonetics & Phonology; FR 414 Advanced Grammar & Style; FR 417 History of the French Language; FR 418 Language & Minorities in Europe; FR 492 Senior Thesis; FR 529 Studies in French Linguistics; FR 591 Individual Topics**Research/Teaching Specializations:** Sociolinguistics of French; Language and Minorities in the European Union**Selected Publications:** Murdoch, H. Adlai and Zsuzsanna Fagyal. *Francophonie from a Geocultural Perspective. Francophone Cultures and Geographies of Identity*. Ed. H. Adlai Murdoch and Zsuzsanna Fagyal. Newcastle upon Tyne: Cambridge Scholars Publishing, 2013 | Fagyal, Zsuzsanna and Christopher Stewart. *Prosodic style-shifting in preadolescent peer-group interactions in a working-class suburb of Paris. Ethnic Styles of Speaking in European Metropolitan Areas*. Ed. Friederike Kern and Margret Selting. Amsterdam, Philadelphia: John Benjamins, 2011. 75–99.**Selected Presentations:** “The myth of Euro-Babel: status, identity, and the unique constellation of languages in Europe”, EUNIC – Chicago “Faces of Europe: Languages and Identities”, European Professional Development Day, College of DuPage, April 2013 (invited keynote)**Distinctions:** EUC Executive Committee Member**Dissertations Advised/Thesis Committees since 2010:** 5

Feser, Edward**Department/Tenure Status:** Dean, College of Fine and Applied Arts; Professor, Urban and Regional Planning, Tenured**Education:** PhD, University of North Carolina at Chapel Hill, 1997**Academic Experience:** Dean, U of Illinois, 2012-present; Professor, U of Illinois, 2007-present; Visiting Professor, U of Manchester, 2011-2012; Department Head, Urban Planning, U of Illinois, 2009-2011; Associate Professor, U of North Carolina at Chapel Hill, 2003; Assistant Professor, U of North Carolina at Chapel Hill, 1997-2002**Overseas Experience:** Austria; Germany; United Kingdom**Foreign Language Competency:** German 2**Percentage of Time Devoted to EU/European Studies:** 25%**EU/European Studies Courses Taught:** UP 494 Special Topics in Planning; Neurus Research Seminar**Research/Teaching Specializations:** Regional Economic Development; Governance Development Policies**Selected Publications:** Feser, Edward. *Entrepreneurship education in the research-intensive entrepreneurial university. Knowledge Commercialization and Valorization in Regional Economic Development*. Cheltenham: Edward Elgar, 2013. 110-132. | Xiao, Yu and Edward Feser. "U.S. Midwest flood: A quasi-experimental structural break point analysis." *Environmental Hazards* (2013) November 2013. | Feser, Edward. "Isserman's impact: Quasi-experimental comparison group designs in regional research." *International Regional Science Review* 36.1 (2013): 44-68. | Drucker, Joshua and Edward Feser. "Regional industrial structure and agglomeration economies: An Analysis of productivity in three manufacturing industries." *Regional Science and Urban Economics* 42, 2012**Selected Presentations:** “Innovation in Regional Policy Making,” 41st Annual Conference, British and Irish Section, Regional Science Association International, Galway, Ireland, August 2012 (invited plenary address)**Distinctions:** Edgar Fellow, 2013; EUC Executive Committee Member**Dissertations Advised/Thesis Committees since 2010:** 10

Finke, Michael

Department/Tenure Status: Professor and Department Head, Slavic Languages and Literature, Tenured

Education: PhD, Indiana University, 1989

Academic Experience: Department Head, U of Illinois, 2009-present; Professor, U of Illinois, 2006-present; Associate Professor, Washington U, 1995-2006; Assistant Professor, Washington U, 1988-1995

Overseas Experience: Japan

Foreign Language Competency: Russian 5; Italian 4

Percentage of Time Devoted to EU/European Studies European Union: 25%

EU/European Studies Courses Taught: RUSS 520 Russian Writers

Research/Teaching Specializations: Chekhov; Literature and Medicine

Selected Publications: "Of Interpretation and Stolen Kisses: From Poetics to Metapoetics in Chekhov's 'Potselui.'" *Acta Slavica Iaponica* (2011) | "The Agit - Flights of Viktor Shklovsky and Boris Pilnyak." *From the Other Shore: Russian and East European Culture, Past and Present* (2010) | *Rev. of Russian Literature*, comp. Andrew Baruch Wachtel and Ilya Vinitsky. *Modern Philology* (2013)

Selected Presentations: "Roundtable on Teaching Chekhov," Chekhov on Stage and Page Conference, Ohio State University, December 2010

Distinctions: Alumni Discretionary Award, 2010

Dissertations Advised/Thesis Committees since 2010: 1

Finkin, Matthew

Department/Tenure Status: Albert J. Harno Professor of Law; Professor, Law, Tenured

Education: LLM, Yale University, 1972

Academic Experience: Professor, U of Illinois, 1988-present; Professor, Southern Methodist University, 1976-1988

Overseas Experience: Bosnia; Germany; France; Japan

Foreign Language Competency: French 1; German 2

Percentage of Time Devoted to EU/European Studies: 100%

EU/European Studies Courses Taught: LAW 796 Comparative Law Topics: Comparative Labor Law; LAW 796 Comparative Law Topics: Individual Empl Rts - LLM; LAW 796 Comparative Law Topics: Int'l and Comp Labor Law; LAW 798 Seminars: Individual Emp Rights-Grad/LLM; LAW 798 Seminars: Labor Law and Public Policy; LAW 798 Seminars: Res Sem in Comp Labor Law; LAW 798 Seminars: Res Wkshp on Diffuse Labor Law

Research/Teaching Specializations: Comparative Labor Law; German Law

Selected Publications: LABOR LAW. 2011. | LEGAL PROTECTION FOR THE INDIVIDUAL EMPLOYEE. 2011. | "An Excursion Through Strange Terrain: Chapter 6 (Defamation) and 7 (Privacy and Autonomy)," 16 EMPLOYEE RTS. & EMPLOYMENT POL'Y J (2012) | "Gli Stati Come Laboratori Di Diritto Del Lavoro. Stati Uniti E Unione Europea A Confronto." *Rivista Italiana di Diritto del Lavoro* (2011) |

Selected Presentations: "Controlled Experiments in the Fields of Education, Employment and Social Services: Could They Help in the Design of Social Policies?" Giuseppe Pera Foundation Seminar, Milan, Italy, March 2012

Distinctions: Member of Governing Board for Institute for Labor Law and Employment Relations in the European Community, Trier, Germany, 1999 to present; Appointed to the International Advisory Board of the Giuseppe Pera Foundation in Tuscany, 2010; EUC Executive Committee Member

Fresco, Karen**Department/Tenure Status:** Department Head and Associate Professor, French, Tenured**Education:** PhD, Indiana University, 1981**Academic Experience:** Department Head, U of Illinois, 2000-present**Overseas Experience:** France; Belgium; England**Foreign Language Competency:** French 5**Percentage of Time Devoted to EU/European Studies:** 100%**EU/European Studies Courses Taught:** FR 199 Undergrad Open Seminar; FR 207 Grammar and Composition; FR 208 Critical Writing and Reading; FR 209 Intro to French Lit I; FR 323 Major Literary Figures; FR 492 Senior Thesis; FR 570 Seminar Old French Literature; FR 570 Seminar Old French Literature: Gender in Medieval French Text; FR 591 Individual Topics**Research/Teaching Specializations:** Medieval French Literature and Culture, Gender Studies**Selected Publications:** *Translating the Middle Ages*. Eds. Karen L. Fresco and Charles D. Wright. Aldershot: Ashgate, 2012 | “Christine de Pizan’s *Livre des fais d’armes et de chevalerie* and the Coherence of BL MS Royal 15 E.vi.” *Collections in Context: The Organization of Knowledge and Community in Europe*. Eds. Karen Fresco and Anne D. Hedeman. Columbus, OH: The Ohio State University Press, 2011**Selected Presentations:** “Le Livre des fais d’armes et de chevalerie de Christine de Pizan dans trois recueils manuscrits du quinzième siècle (BnF fr. 603, Bordeaux BM 815 et Bruxelles KBR 9009-9011),” *Journée d’étude sur le Livre des fais d’armes et de chevalerie de Christine de Pizan*, Centre d’Etudes du Moyen (CEMA), Université Paris-III Sorbonne La Nouvelle, March 2013**Distinctions:** *Palmes Académiques*, 2012, awarded by the French government for contributions to French studies and the advancement of French language and culture**Dissertations Advised/Thesis Committees since 2010:** 7

Fritzsche, Peter**Department/Tenure Status:** Professor, History, Tenured**Education:** PhD, University of California, Berkeley 1986**Academic Experience:** Professor, U of Illinois, 1995-present; Associate Professor, U of Illinois, 1991-1995; Assistant Professor, U of Illinois, 1987-1991**Overseas Experience:** Germany**Foreign Language Competency:** French 3; German 5**Percentage of Time Devoted to EU/European Studies:** 100%**EU/European Studies Courses Taught:** HIST 142 Western Civ Since 1660; HIST 252 The Holocaust; HIST 456 Twentieth-Century Germany; HIST 498 Research and Writing Seminar; HIST 502 Prob in Comparative History: Memories of Disaster; HIST 551 Prob European Hist Since 1789**Research/Teaching Specializations:** Germany, European Modernism, Cultural History**Selected Publications:** *The Turbulent World of Franz Göll: An Ordinary Berliner Writes the Twentieth Century*. Harvard, 2011.**Dissertations Advised/Thesis Committees since 2010:** 8

Gaines, Brian**Department/Tenure Status:** Associate Professor, Political Science, Tenured**Education:** PhD, Stanford University, 1995**Academic Experience:** Associate Professor, U of Illinois, 2001-present; Assistant Professor, U of Illinois, 1995-2001; Visiting Scholar, Katholieke Universiteit Leuven, Belgium, 1997-1999**Overseas Experience:** France**Foreign Language Competency:** French 3**Percentage of Time Devoted to EU/European Studies:** 25%**EU/European Studies Courses Taught:** PS 491: Internship: Government Internship; PS 590: Research in Selected Topics**Research/Teaching Specializations:** Elections; Voting and Political Behaviors**Selected Publications:** Gaines, Brian J. and Rein Taagepera. "How To Operationalize Two-Party Competition." *Journal of Elections, Public Opinion, and Parties* (2013) | Gaines, Brian J., Timothy P. Nokken, and Collin Groebe. "Is Four Twice as Nice as Two? A Natural Experiment on the Electoral Effects of Legislative Term Length." *State Politics and Policy Quarterly* 12.1 (2012): 43-57. | Gaines, Brian J. and James H. Kuklinski. "Experimental Estimation of Heterogeneous Treatment Effects Related to Self-Selection." *American Journal of Political Science* 55.3 (2011) | Gaines, Brian J. and James H. Kuklinski. *Treatment Effects*. Cambridge Handbook of Experimental Political Science. Ed. James N. Druckman, Donald P. Green, James H. Kuklinski, and Arthur Lupia. Cambridge, UK: Cambridge University Press, 2011. 445-458. | Gaines, Brian J. *Compact Risk: Some Downsides to Establishing National Plurality Presidential Elections*. *Electoral College Reform: Challenges and Possibilities*. Ed. Gary Bugh. Farnham: Ashgate, 2010. 113-126.**Dissertations Advised/Thesis Committees since 2010:** 9**Garoupa, Nuno****Department/Tenure Status:** Professor, College of Law, Tenured**Education:** Phd, University of York, 1998**Academic Experience:** Professor & Co-Director of the Illinois Program in Law, Behavior and Social Science and the H. Ross and Helen Workman Research Scholar, U of Illinois, 2007-present; Visiting Professor, Universitat Pompeu Fabra, 2013; Visiting Professor, Bucerius Law School, Hamburg, 2012, Professor, Universidade Nova de Lisboa, Portugal, 2001-2007**Overseas Experience:** Spain, Italy, Portugal, Belgium**Foreign Language Competency:** Spanish 5**Percentage of Time Devoted to EU/European Studies:** 25%**EU/European Studies Courses Taught:** Global Antitrust Law and Economics; Comparative Law; European Union Law**Research/Teaching Specializations:** International and Comparative Law; International Business**Selected Publications:** V. Grembi and N. Garoupa, 2013, "Medical Malpractice in Civil Law: Some Evidence from the Italian Court of Cassation," *HEALTH ECONOMICS, POLICY AND LAW*, vol. 8 (4), pp. 423-452., 2013 | Hugo A. Acciarri and Nuno Garoupa, "On the Judicial Interest Rate: A Comparative Law and Economics Perspective," *JOURNAL OF EUROPEAN TORT LAW*, vol. 4 (1), pp. 34-62., 2013 | N. Garoupa, F. Gómez-Pomar and V. Grembi, "Judging Politically: An Empirical Analysis of Constitutional Review Voting in the Spanish Constitutional Court," *JOURNAL OF LAW, ECONOMICS AND ORGANIZATION*, vol. 29 (3), pp. 513-534., 2013 | N. Garoupa and M. Obdizinski, "Scope of Punishment: An Economic Theory," *EUROPEAN JOURNAL OF LAW AND ECONOMICS*, vol. 31 (3), pp. 237-247, 2011**Distinctions:** awarded the Julian Marias Research Prize, one of the most prestigious scientific awards in Spain; he was the first non-Spanish-native to be given the prize. The award recognized the quality of his academic work and his contributions to two fields of social sciences: economics and law, 2011**Dissertations Advised/Thesis Committees since 2010:** 9

Gasyna, George**Department/Tenure Status:** Assistant Professor, Slavic Languages and Literatures, Tenure-Eligible**Education:** PhD, University of Toronto, 2005**Academic Experience:** Assistant Professor, U of Illinois, 2006-present; Instructor, U of Toronto, 2005-2006; Instructor, Université de Rennes II - Haute Bretagne, Rennes, France, 2003-2004**Overseas Experience:** England**Foreign Language Competency:** Polish 5; Russian 3; French 4**Percentage of Time Devoted to EU/European Studies:** 100%**EU/European Studies Courses Taught:** CWL 202 Literature and Ideas; CWL 242 Lit Europe and the Americas II; CWL 395 Special Topics Comp Lit I: Fictions of Joseph Conrad; CWL 581 Seminar Lit Themes; POL 101 Elementary Polish I; POL 102 Elementary Polish II; POL 115 Intro to Polish Culture; POL 201 Second Yr Polish I; POL 202 Second Yr Polish II; POL 301 Third-Year Polish I; POL 302 Third-Year Polish II; POL 401 Fourth-Year Polish I; POL 402 Fourth-Year Polish II; SLAV 452 Slavic Cultural Studies**Research/Teaching Specializations:** Modern Polish Literature and Theatre, Polish Borderland Cultures; Jewish-Polish Relations; Diasporic and Minority Cultures**Selected Publications:** “Exiles, Travelers, Migrants: On New Polish Writing from Toronto.” In *Migrants, Exiles, Diasporic Citizens. Polish Inscriptions on the Canadian Literary Landscape*. Ed. Eugenia Sojka. Frankfurt: Peter Lang, 2010. | *Polish, Hybrid, and Otherwise: Exilic Discourse in Joseph Conrad and Witold Gombrowicz*. New York & London: Continuum, 2011. | *Between Exilic Self-Fashioning and Nostalgia of the Return: Some Thoughts on Conrad’s Polish Writings. Culture to the XXI Century, Between East and West: New Essays on Joseph Conrad’s Polishness*. New York: Columbia University Press, 2013. | *The Nation as Pathology: Representations of Community in Joseph Conrad and Witold Gombrowicz*. *New Perspectives on Polish Culture: Private Encounters, Private Affairs*. New York: Polish Institute of Arts and Sciences of America/PIASA Books, 2012.**Gille, Zsuzsa****Department/Tenure Status:** Associate Professor, Sociology, Tenured**Education:** PhD, University of California, Santa Cruz, 1999**Academic Experience:** Visiting Professor, Charles University, Prague, Czech Republic, 2013-2014; Associate Professor, U of Illinois, 2006-present; Assistant Professor, U of Illinois, 1999-2006**Overseas Experience:** Hungary**Foreign Language Competency:** Hungarian 5; Spanish 3; Russian 2**Percentage of Time Devoted to EU/European Studies:** 100%**EU/European Studies Courses Taught:** SOC 366 Postsocialism Eastern Europe; SOC 596 Recent Developments in Soc**Research/Teaching Specializations:** Environmental Sociology; European Identity; Sociology of Food**Selected Publications:** Todorova, Maria and Zsuzsa Gille (Eds.) 2010. *Post-Communist Nostalgia*. New York: Berghahn Press, Paperback Edition, 2012 | “The Hungarian Foie Gras Boycott: Struggles for Moral Sovereignty in Postsocialist Europe.” *Eastern European Politics and Societies* 25 (2011): 114-128. | “Reassembling the Macrosocial: Modes of Production, Actor Networks and Waste Regimes.” *Environment and Planning A* (2010): 1049-1064. | “Is There a Global Postsocialist Condition?” *Global Society* 24.1 (2010): 9-30. | “Global Ethnography 2.0: Materializing the Transnational.” *Beyond Methodological Nationalism Research Methodologies for Cross-Border Studies*. Ed. Anna Amelina, Devrimsel Nergiz, Thomas Faist, and Nina Schiller. New York: Routledge, 2012. 93-110. | “Sociology of Waste.” *Encyclopedia of Consumption and Waste*. Sage, 2012. | “From Risk to Waste: Global Food Waste Regimes.” *The Sociological Review Monograph Series* (2013) | *Materiality. Framing the Global*. Bloomington: Indiana University Press, 2014. | *Food, leftovers, and waste. The Handbook of Food Research*. Berg Publishers, 2013**Distinctions:** Visiting Fellow, Ludwig-Maximilians-Universität and the Rachel Carson Center in Munich, 2013; List of Teachers Ranked as Excellent by Their Students, University of Illinois, 2010, 2011**Dissertations Advised/Thesis Committees since 2010:** 10

Goodlad, Lauren

Department/Tenure Status: Professor, English and Director, Unit for Criticism and Interpretive Theory, Tenured

Education: PhD, Columbia University

Academic Experience: Professor, English, U of Illinois; Interim Head, Unit for Criticism and Interpretive Theory, 2008-2009; Director, Unit for Criticism and Interpretive Theory, 2009 to present

Percentage of Time Devoted to EU/European Studies: 25%

Research/Teaching Specializations: Victorian Literature; Literature in Relation to Contemporary Understandings of Liberalism, Globalization, Internationalism, and Development

Selected Publications: *The Victorian Geopolitical Aesthetic: Realism, Sovereignty and Transnational Experience* (Oxford, forthcoming 2015) |

Distinctions: Provost Fellow for Undergraduate Education, University of Illinois, 2013; Advisory Board, Victorian Literature and Culture; Editorial Board, *Victoriographies*; member of the Board of Trustees for the Dickens Society

Dissertations Advised/Thesis Committees since 2010: 8

Gottlieb, Alma

Department/Tenure Status: Professor, Anthropology, Tenured

Education: PhD, University of Virginia, 1983

Academic Experience: Professor, U of Illinois, 1998-present; Visiting Scholar, Brown University, 2014; Visiting Scholar, Princeton U, 2013; Ambassador, European Union, PromoDocs Program, 2012-2014

Overseas Experience: Cote d'Ivoire (Ivory Coast); Portugal; Cape Verde; France; Belgium

Foreign Language Competency: French 4; Beng 2; Portuguese 3

Percentage of Time Devoted to EU/European Studies: 25%

EU/European Studies Courses Taught: ANTH 199 Undergrad Open Seminar; ANTH 399 Special Topics; ANTH 499 Topics in Anthropology: Seminar

Research/Teaching Specializations: Migration; Diaspora; Gender and Sexuality, Feminist Theory; Cultures of Health

Selected Publications: *The Afterlife Is Where We Come from: The Culture of Infancy in West Africa*. 2013. | *First Acts of Violence: Reflections on Breastfeeding and Enemas in West Africa. Childhood, Youth and Violence in Global Contexts: Researchers and Practitioners in Dialogue*. Palgrave, 2014. | *Detaching from Attachment Theory: Perspectives from the West African Rain Forest. The Different Faces of Attachment*. Cambridge University Press, 2014. | *Two Visions of Africa: Reflections on Fieldwork in an 'Animist Bush' and an Urban Diaspora. The Restless Anthropologist: New Fieldsites, New Visions*. University of Chicago Press, 2012.

Distinctions: PromoDoc Ambassador, Erasmus Mundus Program, European Commission for Education and Training, 2012-2014; Guest Professor, École des Hautes Études en Sciences Sociales, Paris, 2013; Award for Distinguished Service through a Commitment to Teamwork and Leadership, Department of Anthropology, 2012 ; Graduate Mentor Award, Department of Anthropology, 2011

Dissertations Advised/Thesis Committees since 2010: 6

Greenberg, Jessica**Department/Tenure Status:** Assistant Professor, Anthropology, Tenure-Eligible**Education:** PhD, University of Chicago, 2007**Academic Experience:** Assistant Professor, U of Illinois, 2012-present; Assistant Professor, Northwestern U, 2008-2012; Academy Scholar, Harvard U, 2007-2008**Overseas Experience:** former Yugoslavia**Foreign Language Competency:** Serbian 5**Percentage of Time Devoted to EU/European Studies:** 25%**EU/European Studies Courses Taught:** ANTH 103 Anthro in a Changing World; ANTH 199 Undergrad Open Seminar: Intro to Anth Democ & Soc Move; ANTH 399 Special Topics: Talking Politics; ANTH 399 Special Topics: Youth and Culture; ANTH 488 Modern Europe**Research/Teaching Specializations:** Serbia/Balkans; Postsocialism, Student Movements, Modern Europe**Selected Publications:** "Gaming the System: Semiotic Indeterminacy and Political Circulation in the New Age of Revolution." *Language & Communication* 32.4 (2012): 372–385. | *After the Revolution: Youth, Democracy and the Politics of Disappointment in Serbia*. Palo Alto: Stanford University Press, 2014. | "On the Road to Normal: Negotiating Agency and State Sovereignty in Postsocialist Serbia." *American Anthropologist* 113.1 (2011): 88-100. | "There's nothing anyone can do about it": Participation, Apathy and "Successful" Democratic Transition in Postsocialist Serbia." *Slavic Review* 69.1, 2010

Hanauer, Elizabeth**Department/Tenure Status:** Associate Director, Center for Global Studies, Academic Professional**Education:** PhD, New York University, 2014**Academic Experience:** Associate Director, U of Illinois, 2012-present**Overseas Experience:** France**Foreign Language Competency:** French 4; Spanish 2**Percentage of Time Devoted to EU/European Studies:** 25%**Research/Teaching Specializations:** Collective Identity in French Education; Immigration**Selected Publications:** *The Integration and Segregation of African American History. School and Nation*. Frankfurt: Peter Lang, 2013. | Miller-Idriss, Cynthia and Elizabeth Hanauer. "Transnational higher education: offshore campuses in the Middle East." *Comparative Education* 47.2 (2011): 181.**Distinctions:** Mitchell Leaska Dissertation Research Award 2010-2011; Council for European Studies Pre-Dissertation Fellowship, 2010; Shearwater Grant for Researchers in the Areas of International Education and Cooperation, 2010

Hewings, Geoffrey

Department/Tenure Status: Professor, Geography and Director of Regional Economics Applications Laboratory (REAL), Tenured

Education: PhD, University of Washington, 1969

Academic Experience: Director, Regional Economics Applications Laboratory, U of Illinois, 1989-present; Professor, U of Illinois, 1983-present; Associate Professor, U of Illinois, 1982-1983

Overseas Experience: Brazil; Columbia; Japan; Korea; Chile; Argentina; Mexico; Korea; Indonesia; China; Italy; France; Germany; UK; Spain; Sweden; Netherlands

Foreign Language Competency: French 3; Italian 2; Portuguese 2

Percentage of Time Devoted to EU/European Studies: 25%

Research/Teaching Specializations: Regional Economic Modeling; Immigration; Consumption; Aging

Selected Publications: Assessing Regional Economic Performance: Regional Competition in Spain under a Spatial Vector Autoregressive Approach. Geography, Institutions and Regional Economic Performance. Heidelberg: Springer, 2013. | "Water price and water sectoral allocation in Andalusia. A computable general equilibrium model approach." Environmental Economics 2 (2011) | "The Determinants of Agglomeration for the Manufacturing Sector in the Istanbul Metropolitan Area." Annals of Regional Science (2012) | "Structural interdependence among Colombian departments." Economics Systems Research (2010) | Kim, Jae-Hong. "Integrating the fragmented regional and subregional socioeconomic forecasting and analysis: a spatial regional econometric input–output framework." Annals of Regional Science 49 (2012): 485-513. |

Distinctions: As Director of REAL, he oversees the preparation of Crain's Chicago Index, a monthly forecasting index for the metropolitan economy that appears in Crain's Chicago Business

Dissertations Advised/Thesis Committees since 2010: 9

Hilger, Stephanie

Department/Tenure Status: Associate Professor, Germanic Languages and Literatures, Tenured

Education: PhD, University of Illinois, 2003

Academic Experience: Associate Professor, U of Illinois, 2010-present; Visiting Associate Professor, New York U in Abu Dhabi, 2013-2014; Assistant Professor, U of Illinois, 2004-2010

Overseas Experience: Germany

Foreign Language Competency: German 5

Percentage of Time Devoted to EU/European Studies: 100%

EU/European Studies Courses Taught: CWL 241 Lit Europe & the Americas I; ENGL 461 Topics in Lit: Topics in Bodies and Gender; ENGL 461 Topics in Lit: Topics in Bodies and Genders; GER 331 Intro to German Lit; GER 573 18thC German Studies; GER 593 Research in Special Topics

Research/Teaching Specializations: European Literature; Gender Studies

Selected Publications: Writing Back: More Truth than Fiction: Henriette Frölich's Virginia oder die Kolonie von Kentucky (1820). German Women's Writing of the Eighteenth and Nineteenth Centuries: Future Directions in Feminist Criticism. London: Legenda, 2011. 128-139. | "The Murderess on Stage: Christine Westphalen's Charlotte Corday (1804)." Women and Death 3: Women's Representations of Death in German Culture since 1500. Ed. Anna Richards and Clarie Bielby. Rochester, NY: Camden House, 2010.

Selected Presentations: "Writing the Self, Writing the Patient: The Intersex Subject in Autobiographical and Medical," International Comparative Literature Association Conference, University of Paris-Sorbonne, July 2013 | "Radical Gender and Genre: The Intersex Autobiographical Subject in Aus eines Mannes," Thirty-Fifth German Studies Association Conference, Louisville, KY, September 2011

Distinctions: Fellowship from the Illinois Program for Research in Humanities, 2012; Awarded the College of Liberal Arts and Sciences Lynn M. Martin Award for Distinguished Women Teachers, 2011

Dissertations Advised/Thesis Committees since 2010: 5

Hitchins, Keith**Department/Tenure Status:** Professor, History, Tenured**Education:** PhD, Harvard, 1964**Academic Experience:** Professor, U of Illinois, 1969-present**Overseas Experience:** Romania; Central Asia; Azerbaijan; Hungary; Yugoslavia; France; Germany; Austria;**Foreign Language Competency:** German 4; Romanian 4; Hungarian 4; Russian 3; French 4; Serbo-Croatian 3; Bulgarian 3; Turkish 3; Slovak 3; Italian 3; Greek 2; Albanian 2; Spanish 3; Kurdish 3**Percentage of Time Devoted to EU/European Studies:** 100%**EU/European Studies Courses Taught:** HIST 396 Special Topics: Inner Asia; HIST 396 Special Topics: Inner Asia, Early Times to 20thC; HIST 466 The Balkans; HIST 466 The Balkans: Southeastern Europe; HIST 467 Eastern Europe; HIST 498 Research and Writing Seminar; HIST 551 Prob European Hist Since 1789; HIST 596 Individual Research Project; REES 590 Individual Study or Research; REES 599 Thesis Research**Research/Teaching Specializations:** Romania, East Central Europe, Southeastern Europe, Central Asia**Selected Publications:** "Interwar Southeastern Europe Confronts the West. The New Generation: Cioran, Yanev, Popović." *Angelaki: Journal of Theoretical Humanities* 15.3 (2010): 9-26. | *Liberalismul românesc (1821-1866). Istoria României prin concepte.* 2010. | *Great Powers, Small Powers: Wallachia and Georgia Confront the Eastern Question, 1768-1802. The Balkans and the Caucasus. Parallel Processes on the Opposite Sides of the Black Sea.* 2012. | "The Caucasian Albanians and the Arab Caliphate: The Crisis of Survival in the 7th and 8th Centuries." *Ibid* (2012) | *Românii 1774-1866*, 3rd ed. 2013. | *România 1866-1947*, 4th ed. 2013. | *Romanian Liberalism (1821-1866). Key Concepts of Romanian History. Alternative Approaches to Socio-Political Languages.* 2013. | *Kurdish Elites and Nationhood in Anatolia, 1890s-1938.* Joyce Blau, *l'éternelle chez les Kurdes.* 2013. | *Accommodation or Separation: Notes on the Romanians and Hungarians of Transylvania, 1867-1940. Hungary and Romania Beyond National Narratives. Comparisons and Entanglements.* 2013.**Distinctions:** Doctor Honoris Causa, University of Bucharest, 2012**Dissertations Advised/Thesis Committees since 2010:** 9**Hoening, Margarethe****Department/Tenure Status:** Professor, Veterinary Clinical Medicine, Tenured**Education:** PhD, University of Pennsylvania, 1984**Academic Experience:** Professor, U of Illinois, 2008-present; Professor, U of Georgia, 1995-2008**Overseas Experience:** Germany**Foreign Language Competency:** German 4; French 2; English 4; Spanish 2**Percentage of Time Devoted to EU/European Studies:** 25%**Research/Teaching Specializations:** Endocrinology; Diabetes**Selected Publications:** "Oral glucose leads to a differential response in glucose, insulin, and GLP-1 in lean versus obese cats." *Domest Anim Endocrinol* (2010) | "Effect of macronutrients, age, and obesity on 6 and 24-hour post-prandial glucose metabolism in cats." *Am J Physiol Regul Integr Comp Physiol* (2011) | "The cat as a model for human obesity and diabetes." *J Diabetes Sci Tech* (2012) | "Molecular and histological evidence of brown adipose tissue in adult cats." *Vet J* (2013) | *Drugs influencing glucose metabolism. Veterinary Pharmacology and Therapeutics.* 2010. | *Mineralocorticoids. Veterinary Pharmacology and Therapeutics.* 2010. | *Endocrine System. Veterinary Laboratory Medicine: Clinical Pathology.* 2011.**Distinctions:** Vice President, Society for Comparative Endocrinology, 2007-present; EUC Executive Committee Member**Dissertations Advised/Thesis Committees since 2010:** 3

Hualde, José**Department/Tenure Status:** Professor, Spanish, Italian & Portuguese, Tenured**Education:** PhD, University of Southern California, 1988**Academic Experience:** Professor, U of Illinois, 2000-present; Associate Professor, U of Illinois, 1994-2000; Assistant Professor, U of Illinois, 1988-1994**Overseas Experience:** Spain; Mexico**Foreign Language Competency:** Spanish 5; Basque 4; Catalan 4; French 3; Portuguese 3; German 2**Percentage of Time Devoted to EU/European Studies:** 100%**EU/European Studies Courses Taught:** ITAL 390 Spec Topics Italian Studies; SPAN 191 Freshman Honors Tutorial; SPAN 252 Intro to Hispanic Linguistics; SPAN 303 The Sounds of Spanish; SPAN 430 Spanish Phonology; SPAN 434 History Spanish Lang; SPAN 435 Intro Romance Ling; SPAN 490 Advanced Readings in Spanish; SPAN 491 Topics for Honors Students; SPAN 595 Special Topics in Spanish; SPAN 599 Thesis Research**Research/Teaching Specializations:** Phonology Historical Linguistics**Selected Publications:** Hualde, José I., Antxon Olarrea, and Erin O'Rourke. *Handbook of Hispanic Linguistics*. Wiley-Blackwell, 2012. | Hualde, José I., Miquel Simonet, and Marianna Nadeu. "Consonant lenition and phonological recategorization." *Laboratory Phonology 2.2* (2011): 301-329. | "Lenition and phonemic overlap in Rome Italian." *Phonetica* 68 (2011): 215-242. | "Intervocalic lenition and word-boundary effects: Evidence from Judeo-Spanish." *Diachronica* 30.2 (2013): 232-266. | "Translation and retranslation in the anonymous Refranes y Sentencias of 1596." *Neophilologus* (2012) | Rhetorical stress in Spanish. *Word Stress. Theoretical and Typological Issues*. Cambridge: Cambridge University Press, 2013. | "Dialectal differences in Spanish voiced obstruent allophony: Costa Rican vs. Iberian Spanish." *Phonetica* 69 (2012) | "Two Basque accentual systems and word-prosodic typology." *Lingua* 122 (2012) | "Acoustic correlates of emphatic stress in Central Catalan." *Language and Speech* 55 (2012)**Dissertations Advised/Thesis Committees since 2010:** 7**Irigoyen-García, Javier****Department/Tenure Status:** Assistant Professor, Spanish, Italian & Portuguese, Tenure-Eligible**Education:** PhD, University of Pennsylvania, 2008**Academic Experience:** Assistant Professor, U of Illinois, 2008-present;**Overseas Experience:** France, Spain**Foreign Language Competency:** French 5; Spanish 5**Percentage of Time Devoted to EU/European Studies:** 100%**EU/European Studies Courses Taught:** EURO 599 Thesis Research; SPAN 191 Freshman Honors Tutorial; SPAN 310 Spanish Lit I; SPAN 318 Spanish Cultural Studies I; SPAN 318 Spanish Cultural Studies I: Iberian Culture & History; SPAN 462 Early Modern Spanish Studies; SPAN 490 Advanced Readings in Spanish; SPAN 491 Topics for Honors Students; SPAN 528 Sem 20thC Spanish Lit; SPAN 540 Sem History of Ideas; SPAN 595 Special Topics in Spanish; SPAN 599 Thesis Research**Research/Teaching Specializations:** Spanish Synchronic and Diachronic Phonology**Selected Publications:** "Diana and Wild Boar Hunting: Refiguring Gender and Ethno-Religious Conflict in the Pastoral Imaginary." *Bulletin of Hispanic Studies* 88.3 (2011): 237-287. | "Identidad colectiva, genealogía y novela pastoril: el manuscrito en euskera de Juan Pérez de Lazarraga." *Hispanic Research Journal* 12.4 (2011): 291-305. | "'Poco os falta para moros, pues tanto lo parecéis': Impersonating the Moor in the Spanish Mediterranean." *Journal of Spanish Cultural Studies* 12.3 (2011): 355-369. | *The Spanish Arcadia: Sheep Herding, Pastoral Discourse, and Ethnicity in Early Modern Spain*. Toronto: University of Toronto Press, 2013. | "Topografía del sufrimiento: narración, identidad y enfermedad en la Vida y trabajos de Jerónimo de Pasamonte." *Crítica Hispánica* 34.2 (2012): 101-117. | "Jerónimo de Arbolanche's Las Abidas (1566) and the Mythical Origins of Spain." *Symposium* 67.2 (2013): 85-97. | Hualde, José Ignacio and Javier Irigoyen-García. "Translation and retranslation in the anonymous Refranes y Sentencias of 1596." *Neophilologus* 97.3 (2013): 497-512.**Dissertations Advised/Thesis Committees since 2010:** 5

Jenkins, Robert

Department/Tenure Status: Assistant Professor, Germanic Languages and Literatures, and Manager, Austria-Illinois Exchange Program, Tenure-Eligible

Education: PhD, Vanderbilt University, 2007

Academic Experience: Assistant Professor, U of Illinois

Overseas Experience: Germany, Austria

Foreign Language Competency: German 5

Percentage of Time Devoted to EU/European Studies: 100%

EU/European Studies Courses Taught: GER 199 Undergrad Open Seminar; GER 201 German Popular Culture; GER 205 Germany and Europe; GER 211 Conversation and Writing I; GER 250 Grimms' Fairy Tales - ACP: Grimms' Fairy Tales in Context; GER 251 Grimm's Fairy Tales in Context; GER 321 German for Economics; GER 331 Intro to German Literature; GER 332 German Literature and Culture; GER 403 Translation, Theory & Practice; GER 473 1920s to Today; GER 593 Research in Special Topics

Research/Teaching Specializations: Cultural Exchange and Education Abroad; Modernist and Avant-garde Literature and Culture, Language Philosophy, Translation Studies.

Johnson, Laurie

Department/Tenure Status: Associate Professor, Germanic Languages and Literatures, Tenured

Education: PhD, Washington University, 1997

Academic Experience: Associate Professor, U of Illinois, 2007-present; Assistant Professor, U of Illinois, 2001-2007; Assistant Professor, Vanderbilt U, 1997-2001

Overseas Experience: Germany; Belgium; Netherlands

Foreign Language Competency: German 4; Dutch 4; French 1

Percentage of Time Devoted to EU/European Studies: 100%

EU/European Studies Courses Taught: GER 191 Freshman Honors Tutorial; GER 199 Undergrad Open Seminar; GER 250 Grimms' Fairy Tales - ACP; GER 250 Grimms' Fairy Tales - ACP: Grimms' Fairy Tales in Context; GER 251 Grimm's Fairy Tales in Context; GER 331 Intro to German Literature; GER 420 German Cultural History; GER 471 Enlightenment to Romanticism; GER 496 Special Topics German Studies; GER 496 Special Topics German Studies: Freud, Nietzsche, Kafka; GER 570 Studies in Critical Theory; GER 574 19thC German Studies; GER 593 Research in Special Topics; GMC 199 Undergrad Open Seminar; SCAN 199 Undergrad Open Seminar; SCAN 493 Honors Senior Thesis; SCAN 496 Special Topics in Scan Studies

Research/Teaching Specializations: German Romanticism; Literary/Critical Theory; Cinema Studies; Folklore

Selected Publications: Aesthetic Anxiety: Uncanny Symptoms in German Literature and Culture. Series: Internationale Forschungen zur Allgemeinen und Vergleichenden Literaturwissenschaft. 2010. | "German Romanticism Renewed." The New German Romanticism. Spec. iss. of Seminar: Journal of Germanic Studies (2014); | Recovered Voices: Viktor Ullmann's Der zerbrochene Krug (1942). Heinrich von Kleist – Style and Concept: Explorations in Literary Dissonance. 2013. | Werner Herzog's Romantic Spaces. Companion to Werner Herzog. 2012. | Das 'ewig ringende, nie seyende Sein.' Schelling und das Unheimliche. Phantasmata. Techniken des Unheimlichen. 2011. | The Curse of Enthusiasm: William Lovell and Modern Violence. Violence, Aesthetics, Culture: Germany, 1789-1938. Amsterdam: 2011. | "Uncanny Love: Schelling's Meditations on the Spirit World." Image & Narrative 11.3 (2010): 64-86

Distinctions: Mid-Career Faculty Release-Time Program Award, 2014; Visiting Scholar, Department of Literary Studies, University of Ghent, Belgium, 2014; Faculty Coach, Faculty Success Program, National Center for Faculty Development and Diversity, 2014

Dissertations Advised/Thesis Committees since 2010: 8

Kahn, Charles**Department/Tenure Status:** Bailey Memorial Chair Professor of Finance, Business, Tenured**Education:** PhD, Harvard, 1981**Academic Experience:** Fred S. Bailey Memorial Chair of Finance, U of Illinois, 1998-present; Professor, U of Illinois, 1996-present; Department Chair, U of Illinois, 2009-2012; Associate Professor, U of Illinois, 1988-1990**Overseas Experience:** United Kingdom; Australia; Brazil; Canada; Panama; Norway; Finland; Netherlands; France; Switzerland; Germany; Israel; India; Singapore; China; Japan; South Korea**Foreign Language Competency:** French 3; Russian 2**Percentage of Time Devoted to EU/European Studies:** 25%**EU/European Studies Courses Taught:** EURO 599 Thesis Research**Research/Teaching Specializations:** Central Banking and Payment Systems; Game Theory; Financial Intermediation**Selected Publications:** Clearing House Interbank Payments System (CHIPS). Wiley-Blackwell Encyclopedia of Globalization. England: John Wiley and Sons, 2012. | Some Implications of Systemic Risk and the Design of Regulatory Architecture. Macrorudential Regulatory Policies: The New Road to Financial Stability. World Scientific Publishing Co, 2011. | "Private Payment Systems, Collateral, and Interest Rates." Annals of Finance (2013) | "Comment on "Precautionary Demand and Liquidity in Payment Systems" by Gara M. Afonso and Hyun Song Shin." Journal of Money, Credit, and Banking 43.2 (2011)**Distinctions:** Consultant, Federal Reserve Bank of Chicago, 2009 to present; Consultant, Federal Reserve Bank of New York, 2012;**Dissertations Advised/Thesis Committees since 2010:** 3

Kalantzis, Mary**Department/Tenure Status:** Dean and Professor, College of Education, Tenured**Education:** PhD, Macquarie University, 1991**Academic Experience:** Dean, College of Education, U of Illinois, 2006-present; Professor, Curriculum & Instruction, U of Illinois, 2006-present; Executive Dean, Faculty of Education, Language and Community Services, RMIT University, Melbourne, 1997-2003; Director, Institute of Interdisciplinary Studies, James Cook University of North Queensland, Townsville, Australia, 1994-1997**Overseas Experience:** Australia; Greece, United Kingdom**Foreign Language Competency:** Greek 5**Percentage of Time Devoted to EU/European Studies:** 25%**Research/Teaching Specializations:** Immigration; Ethnicity; Professional Learning & Training; Pedagogy & Literacy Learning**Selected Publications:** Kalantzis, M., Cope, B. Towards a Semantic Web: connecting knowledge in academic research. Woodhead: Cambridge, MA, 2010 | Kalantzis, M., Cope, B. Ubiquitous Learning. Urbana and Chicago: University of Illinois Press, 2010**Distinctions:** Member, Board of Trustees, Illinois Mathematics and Science Academy, 2010-present**Dissertations Advised/Thesis Committees since 2010:** 1

Katsikas, Stefanos**Department/Tenure Status:** Lecturer and Director, Modern Greek Studies**Education:** PhD, University College London, 2006**Academic Experience:** Lecture and Director, U of Illinois, 2012-present; Lecturer, Goldsmiths College, U of London, 2009-2012; Visiting Lecturer, University of Nottingham, 2006-2010**Overseas Experience:** United Kingdom; France; Greece; Cyprus; Bulgaria; Turkey**Foreign Language Competency:** Greek 5; English 5; French 4; Bulgarian 4; Macedonian 4; Turkish 2**Percentage of Time Devoted to EU/European Studies:** 50%**EU/European Studies Courses Taught:** EURO 199 Undergrad Open Seminar: Contemp. Greek Culture & Film; EURO 199 Undergrad Open Seminar: Religion, Peace & Conflict; EURO 590 Directed Ind Study; GLBL 298 Global Studies Seminar Abroad: Cyprus; GRKM 201 Elementary Modern Greek I; GRKM 202 Elementary Modern Greek II; GRKM 403 Intermediate Modern Greek I; GRKM 404 Intermediate Modern Greek II; LING 404 Tutorials in Non-Western Lang: Modern Greek**Research/Teaching Specializations:** Minority-State Relations; Conflict and Post-Conflict Resolution; Democratization and Regional Security; Migration; Human Trafficking and Organized Crime**Selected Publications:** Negotiating Diplomacy in the New Europe: Foreign Policy in Post-Communist Bulgaria. London; New York: I.B Tauris/MacMillan, 2012. | Bulgaria and Europe: Shifting Identities. London; New York; New Delhi: Anthem Press, 2012. | State-Nationalisms in the Ottoman Empire, Greece and Turkey: Orthodox and Muslims (1830-1945). London; New York: SOAS/Routledge Studies on the Middle East, 2012. | Millet Legacies in a National Environment: Political Elites and Muslim Communities in Greece (1830s-1923). State-Nationalisms in the Ottoman Empire, Greece and Turkey: Orthodox and Muslims (1830s-1945). London; New York: SOAS/Routledge Studies on the Middle East, 2012. | The Europeanization of Bulgarian Society: A Long-Lasting Political Project. Bulgaria and Europe: Shifting Identities. London; New York; New Delhi: Anthem Press, 2010. 1-22.**Distinctions:** Scouloudi Publication Award, Institute of Historical Research, University of London, 2011

Kedem, Yore**Department/ Tenure Status:** Visiting Lecturer, Religion (Hebrew)**Education:** PhD, University of Illinois, 2008**Academic Experience:** Visiting Lecturer, U of Illinois, 2008-present**Overseas Experience:** Israel**Foreign Language Competency:** Hebrew 5**Percentage of Time Devoted to EU/European Studies:** 25%**EU/European Studies Courses Taught:** HEBR 201, HEBR 202, HEBR 403, HEBR 404, HEBR 405, HEBR 406**Research/Teaching Specializations:** Hebrew Language Instruction; Cultural Diversity in Israel**Selected Publications:** Kedem, Y. (2011). To be like Primrose: Understanding Tradition in a viola studio. Music Education Research 13 (2) 135-158.**Selected Presentations:** Immigration and Cultural Diversity in Israel: Aesthetic and Hermeneutic Perspectives on a Study Abroad Course. Workshop given within Faculty Curricular Development in International Education: Crafting Sustainable Programs. Urbana, IL, September 2010

Keller, Marcus

Department/Tenure Status: Associate Professor and Director of Graduate Studies, French, Tenured

Education: PhD, University of California at Irvine, 2004

Academic Experience: Associate Professor, U of Illinois, 2010-present; Assistant Professor, U of Illinois, 2004-2010

Overseas Experience: France; Belgium; Germany; The United Kingdom

Foreign Language Competency: German 5; French 5; English 5; Spanish 3; Italian 3; Dutch 3

Percentage of Time Devoted to EU/European Studies: 25%

EU/European Studies Courses Taught: CWL 561 Seminar Genres-Forms; FR 156 Exploring Paris; FR 209 Intro to French Lit I; FR 312 Theater and Performance; FR 435 French Civilization I; FR 492 Senior Thesis; FR 571 Seminar 16thC French Lit; FR 572 Seminar 17thC French Lit; FR 591 Individual Topics; GER 576 Open Seminar in German Studies; SPAN 590 Topics in Hispanic Studies

Research/Teaching Specializations: French literature and Culture; Theater Studies; Belgian Literature and Culture

Selected Publications: Figurations of France: Literary Nation-Building in Times of Crisis, 1550-1650. Newark: U of Delaware Press, 2011 | "The Turk in the Trésor Politique or the Anthological as Political Mode." Eds. Karen Fresco and Anne D. Hedeman. Collections in Context: The Organization of Knowledge and Community in Europe. Columbus: Ohio State University Press, 2011 | "Framing Men: Violent Women in Marguerite de Navarre's Heptameron." Ed. Mara Wade. Gender Matters: Discourses of Violence in Early Modern Literature and the Arts. Amsterdam: Rodopi, 2013 | "The Turk of Early Modern France." L'Esprit créateur 53 (2013): 1-8

Dissertations Advised/Thesis Committees since 2010: 1

Kibbee, Douglas

Department/Tenure Status: Emeritus Professor, French, Tenured

Education: PhD, Indiana University, 1979

Academic Experience: Emeritus Professor, U of Illinois, 2011-present; Director, School of Literatures, Cultures and Linguistics, U of Illinois, 2005-2010; Professor, U of Illinois, 1999-2011; Department Head, U of Illinois, 1994-2000; Visiting Professor, Université de Nantes, France, 1993-1994

Overseas Experience: France

Foreign Language Competency: French 5; German 2; Spanish 2; Italian 2

Percentage of Time Devoted to EU/European Studies: 75%

EU/European Studies Courses Taught: EURO 599 Thesis Research; FR 199 Undergrad Open Seminar; FR 492 Senior Thesis; FR 591 Individual Topics

Research/Teaching Specializations: Language Policy; History of Linguistic Theory

Selected Publications: | Chomskyan (R)evolutions. Amsterdam/Philadelphia: John Benjamins Publishing Co, 2010. | Institutions and Multilingualism in the Middle Ages. Medieval Multilingualism: the Francophone World and Its Neighbours. 2010. | Liberté' et 'tyrannie' dans le discours normatif. Langue commune et changements de norme. Paris: Champion, 2011. | "Les métaphores politico-légales dans l'histoire de la linguistique prescriptive du français au XVIIe siècle." Languages 182 (2011) | L'absolutisme politique et linguistique entre 1550 et 1651. Vers une histoire générale de la grammaire française, matériaux et perspectives. Paris: Honore Champion, 2012. | Principes et pratiques dans la conception politique de la langue en France. Penser l'histoire des savoirs linguistiques. Hommage à Sylvain Auroux. Paris: 2013.

Distinctions: Fellow, Institut des Humanités, Paris, 2013; Lester J. Cappon Fellowship in Documentary Editing, Newberry Library, Chicago, 2011; Camargo Foundation Residency, Cassis, France, 2011;

Dissertations Advised/Thesis Committees since 2010: 6

Kolodziej, Edward

Department/Tenure Status: Research Professor Emeritus, Political Science and Director, Center for Global Studies, Tenured

Education: PhD, University of Chicago, 1961

Academic Experience: Emeritus Research Professor, U of Illinois, 2001-present; Director, Center for Global Studies, U of Illinois; Department Head, Political Science, U of Illinois, 1973-1974

Overseas Experience: France; Japan; China; Singapore; Israel; Australia

Foreign Language Competency: French 4; German 2

Percentage of Time Devoted to EU/European Studies: 50%

EU/European Studies Courses Taught: GBL 199 Undergrad Open Seminar: GBL SU Wkshop: Intl Human Rts; GBL 499 Special Topics: Governing the Global Society; GBL 499 Special Topics: Politics & Governance; PS 491 Governmental Internship; PS 590 Research in Selected Topics

Research/Teaching Specializations: International Security; US and EU Foreign Policy; Global Governance

Selected Publications: Kolodziej, Edward. *A Force Profonde*. University of Pennsylvania Press, 2003. | *From Superpower to Besieged Global Power: Restoring World Order after the Bush Doctrine's Failure*. University of Georgia Press, 2008. | *Security and International Relations*. Cambridge: Cambridge University Press, 2005.

Kourtikakis, Konstantinos

Department/Tenure Status: Lecturer, Political Science

Education: PhD, University of Pittsburgh, 2007

Academic Experience: Visiting Lecturer, U of Illinois, 2009-present; Visiting Assistant Professor, University of Mary Washington, 2008-09; Instructor, Eastern Illinois U, 2007-08; Research Adviser, U of Pittsburgh, 2002-07

Overseas Experience: Belgium; Luxembourg; France; Denmark

Foreign Language Competency: Greek 5; German 4; French 2

Percentage of Time Devoted to EU/European Studies European Union: 100%

EU/European Studies Courses Taught: ANTH 399/515, HIST 396/502, ITAL 390, PS 300 Special Topics: Europe & the Mediterranean; EURO 199 Undergrad Open Seminar: Dialogue on Europe; EURO 500 Dialogue on Europe; EURO 502, LAW 796 The EU in a Global Context; EURO 599 Thesis Research; LAW 796 Comparative Law Topics: EU-US Relations Special Topics; PS 282 Governing Globalization; PS 300: Special Topics: Comparative Conflict Analysis; PS 348 Gov & Pol in Western Europe; PS 385 Politics of the EU; PS 590 Research in Selected Topics

Research/Teaching Specializations: European Union Politics; Comparative Politics; International Relations

Selected Publications: Kourtikakis, Kostas. "Debt Crisis in Europe and the Limits of National Power in the Face of a Global Challenge." *global-e A Global Studies Journal*. December 2011. | Kourtikakis, Kostas. "Treaty of Lisbon Marks Change for European Integration." *The Illinois International Review*. February 2010. | Kourtikakis, Kostas. "Imitation and Supranational Politics: Some Lessons from the European Ombudsman and the European Court of Auditors", *European Political Science Review* 2.1 (2010): 27-48. | *Rev of Ruling Europe: The Politics of the Stability and Growth Pact*, comp. Martin Heipertz and Amy Verdun, *Perspectives on Politics* (2011) | *Rev of Experimentalist Governance in the EU: Towards a New Architecture*, comp. Charles Sabel and Jonathan Zeitlin. *Perspectives on Politics* (2012)

Selected Presentations: "Networks in the Mediterranean: Institutional Diffusion & the European Neighborhood Policy," European Union Studies Association 12th Biennial International Conference, Boston, Massachusetts, March 2011

Distinctions: Best Paper Award at Canadian European Communities Studies Association Biennial Conference, 2012; EUC Executive Committee Member

Dissertations Advised/Thesis Committees since 2010: 2

Koven, Michele**Department/Tenure Status:** Associate Professor, Communications, Tenured**Education:** PhD, University of Chicago, 1999**Academic Experience:** Associate Professor, U of Illinois, 2007-present; Assistant Professor, U of Illinois, 1999-2007**Overseas Experience:** France; Portugal**Foreign Language Competency:** French 5; Portuguese 4; German 3; Russian 2**Percentage of Time Devoted to EU/European Studies:** 25%**Research/Teaching Specializations:** Identity and Language Practices of Migrant Communities; Social Linguistics**Selected Publications:** Speaker Roles in Personal Narratives. *Varieties of Narrative Analysis*. Thousand Oaks: Sage, 2011. | Koven, Michele. "Speaking French in Portugal: An analysis of contested models of emigrant personhood in narratives about return migration and language use." *Journal of Sociolinguistics* 17.3 (2013): 324-354. | "Antiracist, Modern Selves and Racist, Unmodern Others: Chronotopes of Modernity in Luso-descendants' Race Talk." *Language and Communication* (2013) | "New Thoughts on Interviews." *Annual Review of Anthropology* (2014) | Narrative Socialization. *Handbook on Language Socialization*. 2011.**Selected Presentations:** "Between Skepticism and Credulity: Interdiscursivity, Stance, and Social Category in Luso-Descendants' Talk about the Supernatural," University of Birmingham, United Kingdom. Symposium on Multilingualism and Superdiversity. June, 2013 (invited) | "Performing and Interpreting Identities through Narrative: Approaches to the Talk of Luso-Descendants in France", Centro de Estudos Sociáais, Universidade de Coimbra, Portugal, June, 2011 (invited)**Distinctions:** List of Teachers Ranked as Excellent by Their Students, University of Illinois, 2010 - 2012**Dissertations Advised/Thesis Committees since 2010:** 4

Kuchinke, K Peter**Department/Tenure Status:** Associate Professor, Education, Tenured**Education:** PhD, University of Minnesota, 1997**Academic Experience:** Professor, U of Illinois, 2011-present; Associate Professor, U of Illinois, 2003-2011; Assistant Professor, U of Illinois, 1997-2003; Instructor, U of Minnesota, 1994-1997**Overseas Experience:** Germany; United Kingdom; Poland; Brazil; Korea; Taiwan; Japan**Foreign Language Competency:** German 5; French 2; Portuguese 2; Spanish 2; Italian 2**Percentage of Time Devoted to EU/European Studies:** 25%**EU/European Studies Courses Taught:** HRD 536 International HRD**Research/Teaching Specializations:** Workforce Education, Professional Development, Vocational Education, Organization Development**Selected Publications:** "Education and Work: A Review Essay of Historical, Cross-cultural, and Disciplinary Perspectives on Vocational Education." *Educational Theory* 63.2 (2013): 202-219. | "(Re-)Connecting workforce education and human resource development", *Human Resource Development Review* 12.1 (2013): 3-10. | "Work values and motivation in developed and developing countries: A comparative study." *International Journal of Transitions and Innovation Systems* 1.3 (2011): 207-227.**Selected Presentations:** "The Joint Promotion of Europe as a Study Destination and the Concrete Example of Promodoc," European Commission Conference: European Higher Education Around the World, Vilnius, Lithuania, 2013 (invited keynote) | "Human flourishing as a core value for human resource development in an age of global mobility," 11th International conference on human resource development research and practice across Europe. Pecs, Hungary, June, 2010 (invited keynote)**Distinctions:** PromoDoc Ambassador, Erasmus Mundus Program, European Commission for Education and Training, 2012-2014; Board member, Human Resource Development International, Academy of Human Resource Development, 2010-present; President Elect, University Council for Workforce and Human Resource Education, 2012-2014**Dissertations Advised/Thesis Committees since 2010:** 7

Leburton, Jean-Pierre

Department/Tenure Status: Gregory Stillman Professor of Electrical and Computer Engineering, and Professor of Physics, Engineering, Tenured

Education: PhD, University of Liege, Belgium 1978

Academic Experience: Gregory Stillman Professor of Electrical and Computer Engineering, U of Illinois, 2003-present; Visiting Professor, Ecole Polytechnique Federale De Lausanne (ePFL), Lausanne, Switzerland, 2000

Overseas Experience: Belgium; Japan

Foreign Language Competency: French 5

Percentage of Time Devoted to EU/European Studies: 25%

Research/Teaching Specializations: Modeling and Simulation of Nanostructures; Quantum Computation

Selected Publications: | Zeng, H., Jean-Pierre Leburton, Y. Xu, and J. W. Wei. "Slowing Down and Stretching out DNA with an Electrically Tunable Nanopore in a p-n Membrane." *Nanotechnology* 23 (2012) | Taghavi, I., Jean-Pierre Leburton, and K. Schulten. "Bandwidth Enhancement and Optical Performances of Multiple Quantum Well Transistor Lasers." *Applied Physics Letters* 2012 100 (2012) | Zeng, H., Jean-Pierre Leburton, J.W. Wei, and D.H. Xu. "Modulation of Electric Behavior by Position-Dependent Substitutional Impurity in Zigzag-Edged Graphene Nanoribbon." *Computational Materials Science* 2012 60 (2012): 234-238. |

Distinctions: Listed in Who's Who among Executives and Professionals, 2010; IEEE Nanotechnology Council Distinguished Lecturer, 2010

Dissertations Advised/Thesis Committees since 2010: 4

Ledesma, Eduardo

Department/Tenure Status: Assistant Professor, Spanish, Italian and Portuguese (Catalan)

Education: PhD, Harvard, 2012

Academic Experience: Assistant Professor, U of Illinois, 2012-present

Overseas Experience: Spain; Sweden

Foreign Language Competency: Spanish 5; Catalan 5; Portuguese 4; French 2

Percentage of Time Devoted to EU/European Studies: 25%

Research/Teaching Specializations: Catalan Literature and Film

Selected Publications: "Helena Lumbreras' Field forMen (1973):Midway between Latin American Third Cinema and the Barcelona School." *Studies in Spanish and Latin American Cinemas.* (Forthcoming Fall 2014). | "Catalan Futurism(s) and Technology: Poetry, Painting, Architecture and Film." *International Yearbook of Selected Futurism Studies: 3.1. Special issue on Iberian Futurisms.* Ed. By Günter Berghaus. De Gruyter , 2013

Presentations: "Eco-Poetry and Indigenous Blogging: Online Cultural Resistance against Brazilian Development Projects." Panel: New Perspectives in Ecocriticism. American Comparative Literature Association (ACLA). NYU. New York, NY. March 2014.

Leff, Carol**Department/Tenure Status:** Associate Professor, Political Science, Tenured**Education:** PhD, Harvard, 1979**Academic Experience:** Associate Professor, U of Illinois, 1999-present; Assistant Professor, U of Illinois, 1993-1999; Visiting Assistant Professor, U of Illinois, 1989-1993**Overseas Experience:** Czech Republic; Bulgaria; England; Germany; Hungary; Serbia**Foreign Language Competency:** Czech 4; Russian 4; Slovak 3; French 2; German 2**Percentage of Time Devoted to EU/European Studies:** 100%**EU/European Studies Courses Taught:** EURO 490, PS 300 Special Topics in EU Studies: Eastern Europe & EU Integration; PS 240 Intro to Comp Politics; PS 348 Gov & Pol in Western Europe; PS 351 Gov & Pol Post-Soviet States; PS 352 Gov & Pol of East Europe; PS 391 Soviet & Post-Sov Foreign Pol; PS 491 Internship: Government; PS 540 Proseminar Comp Politics I; PS 549 Topics in Comparative Politics; PS 590 Research in Selected Topics; SLAV 452 Slavic Cultural Studies; SOC 596 Recent Developments in Soc**Research/Teaching Specializations:** East European Politics, especially the Czech Republic and Slovakia**Selected Publications:** "Slovakia," in Joel Krieger et al, eds., Oxford Companion to the Politics of the World, (Oxford: Oxford University Press, 3rd edition, 2012) | Building Democratic Values in the Czech Republic," in Central and Southeast European Politics since 1989, Sabrina Ramet, ed. (Cambridge University Press, 2010) | "In the Nick of Time: Slovakia and the Domestic Politics of Accession to the European Union," in Robin Remington, ed., Codependency and Globalization: Central, East, and Southeastern Europe (Rowman and Littlefield Press, forthcoming)**Selected Presentations:** "Personalization of Slovak Politics: Populism, Nationalism and Governance," ASEES, Washington DC, November 2011 (invited) | "The Political Economy of New Democracies in Europe" APSA, Seattle, Washington, September 2011**Distinctions:** EUC Executive Committee Member**Dissertations Advised/Thesis Committees since 2010:** 7**Liebersohn, Harry****Department/Tenure Status:** Professor, History, Tenured**Education:** PhD, Princeton University, 1979**Academic Experience:** Professor, U of Illinois; Visiting Scholar, Max Planck Institute for History, Göttingen, 2003; Visiting Scholar, the Wissenschaftskolleg zu Berlin, 2006-2007; Visiting Scholar, Max Planck Institute for the History of Science, Berlin, 2008**Overseas Experience:** Germany; France**Foreign Language Competency:** German 4; French 3**Percentage of Time Devoted to EU/European Studies:** 100%**EU/European Studies Courses Taught:** HIST 142 Western Civ Since 1660; HIST 350 19thC Romanticism & Politics; HIST 350 19thC Romanticism & Politics: European History 1815 - 1871**Research/Teaching Specializations:** Modern Europe**Selected Publications:** The Return of the Gift: European History of a Global Idea . Cambridge: Cambridge University, 2011. | "Wunder und Klischees. Exotisches literarisches Reisen – vor und nach Nabokov." Zeitschrift für Ideengeschichte 4.1 (2010) |**Selected Presentations:** "Race at the Fin de Siècle: Skulls, Pictures, Sounds" Race, Gender, Cultures: Creating Identities Within Cross-cultural, Historical Contexts Conference, Groningen, Netherlands, June, 2011 (invited keynote) | "Chamisso and Five Hundred Years of Ethnography," International Chamisso Conference, Paris, June, 2011 (invited keynote)**Distinctions:** Appointed to the American Historical Association Committee on International Historical Activities, 2011 to present**Dissertations Advised/Thesis Committees since 2010:** 4

Lough, Ben**Department/Tenure Status:** Assistant Professor, School of Social Work**Education:** PhD, Washington University, 2010**Academic Experience:** Assistant Professor, U of Illinois, 2011-present; Resident Consultant, United Nations Volunteers, United Nations, Bonn, Germany, 2010-2011**Overseas Experience:** Uganda; Armenia; Greece; Germany; Guatemala**Foreign Language Competency:****Percentage of Time Devoted to EU/European Studies:****Research/Teaching Specializations:** International Volunteerism; Community Development; Social Welfare Policy**Selected Publications:** Lough, Benjamin, "International volunteer's perception of intercultural competence." *International Journal of Intercultural Relations*, Vol. 35, Issue 4, 2011 | BJ Lough, AM McBride, MS Sherraden, K O'Hara, "Capacity building contributions of short-term international volunteers." *Journal of Community Practice*. Vol. 19, Issue 2, 2011 | BJ Lough, AM McBride, MS Sherraden, "Measuring international service outcomes: Implications of international social work field placements." *Journal of Social Work Education*. Vol. 48, 2013 |**Selected Presentations:** "Measuring and conveying the added value of international volunteering" IVCO Annual Conference. Paris, France. October, 2013 | "The effects of demand-driven international service on bridging social capital," Biennial Congress for International Social Work and Social Development: Action and Impact. Stockholm, Sweden, July, 2012**Distinctions:** *Journal of Social Work Education*. Best Empirical Article for 2013. "Measuring International Service Outcomes: Implications for International Social Work Field Placements; Resident Consultant to United Nations in Germany; Program Evaluator for the Foundation for International and Community Assistance in Armenia and the Republic of Georgia.**Dissertations Advised/Thesis Committees since 2010:** 2

Lowe, Elizabeth**Department/Tenure Status:** Professor, Translation Studies and Director, Center for Translation Studies, Tenured**Education:** PhD, City University of New York, 1980**Academic Experience:** Professor, U of Illinois, 2008-present; Associate Scholar and Associate Director, U of Florida, 2000-2008**Overseas Experience:** France; Colombia; Spain**Foreign Language Competency:** Portuguese 5; Spanish 5; French 3; German 2**Percentage of Time Devoted to EU/European Studies:** 50%**EU/European Studies Courses Taught:** CWL 471 International Lit Relations; GER 496 Special Topics German Studies; GER 593 Research in Special Topics; SPAN 490 Advanced Readings in Spanish; TRST 400 Translation in the EU**Research/Teaching Specializations:** Literary Translation; Translation Pedagogy**Selected Publications:** Lowe, Elizabeth, "Seeing the World with Eyes of Pearls: Charting Future Directions for Translation Studies in the United States With Guidance from France and Brazil." *Translation Review* 83: 14-20, 2012 | Da Cunha, Euclides. *Backlands: The Canudos Campaign*. Trans. Elizabeth Lowe. New York: Penguin, 2010.**Selected Presentations:** "Terminology Work for Literary Translation" University of Vienna, Zentrum fur Translationwissenschaft, Terminology Summer School, July 2012 (invited)**Distinctions:** Visiting Professor, Université Denis Diderot, Paris, 2012; Brazilian Academy of Letters, Rio de Janeiro, Special session of the Academy to recognize life's work in translating Brazilian literature, 2010

Magee, Jeffrey

Department/Tenure Status: Professor and Director, School of Music, Tenured

Education: PhD, University of Michigan

Academic Experience: Director, School of Music, U of Illinois, 2013-present; Interim Director, School of Music, U of Illinois, 2012-2013; Professor, U of Illinois, 2006-present; Associate Professor, Indiana University, 1997-2006

Research/Teaching Specializations: African-American Music Traditions; Issues of Jewish-American Musical Identity, and Black-Jewish Intersections

Selected Publications: Irving Berlin's American Musical Theater (Oxford, 2012)

Distinctions: American Musicological Society's Publications Committee; Editorial Board, The Journal of the American Musicological Society

Dissertations Advised/Thesis Committees since 2010: 11



Maggs, Peter

Department/Tenure Status: Professor and Clifford M. and Bette A. Carney Chair in Law, Law, Tenured

Education: JD, Harvard University, 1961

Academic Experience: Clifford M. and Bette A. Carney Chair in Law, U of Illinois, 2002-present; Professor, U of Illinois, 1998-present;

Overseas Experience: Armenia; Brazil; Kazakhstan; Kyrgyzstan; Moldova; Russia; Serbia; Tajikistan; Bulgaria; Romania; Italy; Malaysia

Foreign Language Competency: French 4; German 3; Italian 4; Romanian 5; Swedish 5; English 5; Spanish 3; Norwegian 2; Latin 2; Classic Arabic 2; Danish 2; Russian 5; Portuguese 5; Serbo-Croatian 2; Bulgarian 2

Percentage of Time Devoted to EU/European Studies: 50%

EU/European Studies Courses Taught: LAW 798 Seminars: Comp Analysis of Legal Prac; REES 599 Thesis Research

Research/Teaching Specializations: Russian and Kazakhstani Law, US Intellectual Property Law; International Commercial Arbitration

Selected Publications: | Law and Legal System of the Russian Federation. Huntington: Juris Publishing, 2012. | Introduction. Introduction. Kazakhstan Law on Joint-Stock Company. 2012. | Civil Code of the Russian Federation, First Part. Moscow & Berlin: Infotropic, 2010. | Civil Code of the Russian Federation, Second Part. Moscow & Berlin: Infotropic, 2010. | Civil Code of the Russian Federation, Third Part. Moscow & Berlin: Infotropic, 2010. | Civil Code of the Russian Federation, Fourth Part. Moscow & Berlin: Infotropic, 2010 | "Islamic Banking in Kazakhstan Law." Review of Central and East European Law 36 (2011) | "Unconscionability of the Arbitral Clause under United States Law." Vestnik mezhdunarodnogo kommercheskogo arbitrazha, 1.1 (2010) |

Dissertations Advised/Thesis Committees since 2010: 2

Mathy, Jean-Philippe

Department/Tenure Status: Director, School of Literatures, Cultures, and Linguistics; Professor, French and Acting Director, Comparative and World Literature, Tenured

Education: PhD, Ecole des Hautes Etudes en Sciences Sociales, Paris, 1985

Academic Experience: Professor, U of Illinois, 2000-present; Director, France-Illinois Center, 2000-2004; Visiting Associate Professor, Ecole des Hautes Etudes en Sciences Sociales, Paris, France, 2000-2001

Overseas Experience: France

Foreign Language Competency: French 5; Latin 3; Russian 3; Spanish 3

Percentage of Time Devoted to EU/European Studies: 100%

EU/European Studies Courses Taught: CWL 202 Literature and Ideas; EURO 599 Thesis Research; FR 156 Exploring Paris; FR 199 Undergrad Open Seminar; FR 311 Narrative Literature: Enfances; FR 492 Senior Thesis; FR 543 French Studies; FR 591 Individual Topics

Research/Teaching Specializations: French Literature; French/American Cultural Relations; Modern French and European Intellectual History

Selected Publications: *Melancholy Politics. Loss, Mourning, and Memory in Late Modern France.* State College: The Pennsylvania State University Press, 2011. | "Jacobinism and Its Discontents: Neo-Conservatives in France and the United States." *Dangerous Liaisons: French-American Relations 1788- 2008.* Spec. iss. of *International Topics Journal* (2010)

Selected Presentations: "The Big Lie: 9/11 and the Reorientation of French Intellectual Politics," International Conference on "Ten Years On: 9/11 in European Literature, Oxford University, September 2011

Dissertations Advised/Thesis Committees since 2010: 6

Mazzone, Jason

Department/Tenure Status: Professor and Lynn H. Murray Faculty Scholar, Law, Tenured

Education: JSD, Yale, 2004

Academic Experience: Professor and Lynn H. Murray Faculty Scholar in Law, U of Illinois, 2012-present; Professor, Brooklyn Law School, 2003-2012

Research/Teaching Specializations: Federalism, Separation of Powers; Intellectual Property Law, The Balkins

Selected Publications: *Copy Fraud and Other Abuses of Intellectual Property Law*, Stanford University Press, 2011 | *When the Supreme Court is Not Supreme*, 104 *Northwestern University Law Review* 979, Co-winner of 2010 Federalist Society's Young Scholars writing competition. Translated into Romanian and reprinted in *Revista Forumul Judecătorilor*, 2011 | *Facebook's Afterlife*, 90 *North Carolina Law Review* 1643, 2012

Distinctions: Member of the Board of Trustees & of the Executive Committee, Copyright Society of the USA, 2010-2012

McCarthy, Sarah

Department/Tenure Status: Professor and Associate Head of Graduate Programs, Curriculum and Instruction, Tenured

Education: PhD, Michigan State University, 1991

Academic Experience: Associate Head of Graduate Programs, U of Illinois, 2007-present; Professor, U of Illinois, 2005-present; Associate Professor, U of Illinois, 1999-2005

Research/Teaching Specializations: Impact of Professional Development on Teachers' Writing Instruction

Selected Publications: Access and perceptions of professional development in writing. *New Directions in International Writing Research*. 2014. | Understanding ecologies of writing in multiple settings. *Special Issue of Pedagogies: An International Journal*. 2014. | Understanding English language learners' identities from three theoretical perspectives. *Multicultural families, home literacies, and mainstream schooling*. SUNY Press: New York. 2014. | The Role of Professional Development for Enhancing Writing Instruction. *Handbook of Writing Research*. Sage: USA. 2014. | McCarthy, S., Magnifico, A., Woodard, R., Kline, S. (2013). Situating technology--Facilitated feedback and revision: The case of Tom. *Exploring technology for writing and writing instruction*. Information Science Reference: Hershey, PA, USA. | McCarthy, S., Woodard, R., Kang, G. (2013). Elementary teachers negotiating discourses in writing instruction. *Written Communication*, 31(1), 58-90.

Distinctions: Distinguished Senior Scholar, Bureau of Educational Research, 2012-2013; Graduate Mentoring Award 2011-2012; Hardie Fellow, 2010

McCarthy, Cameron

Department/Tenure Status: Professor, Education Policy, Organization & Leadership, Tenured

Overseas Experience: Spain

Percentage of Time Devoted to EU/European Studies: 10%

EU/European Studies Courses Taught: EPS 590 Advanced Graduate Seminar: Visualizing Global Context; MDIA 575 Cult Studies and Crit Interp (EPS 575)

Research/Teaching Specializations: Globalization; Intersections of Race, Class, Gender and Sexuality in Educational Theory and in the Classroom

Selected Publications: McCarthy, C. *The New Terms of Race in Light of Neoliberalism and the Transforming Contexts of Education and the City in the Era of Globalization*. University of Massachusetts Dartmouth, 2013 | McCarthy, C. *Unmasking Class and Tradition: Questioning Recuperative History and Affiliation in Cultural Studies*. Media History and the Foundations of Media Studies. Blackwell, 2012 | McCarthy, C. *Neo-Marxist Nostalgia and the Vanishing Past: reconsidering the Subject of Class and Tradition in British Cultural Studies*. *Conversations in Philosophy*. Cambridge University Press, 2012 | McCarthy, C. *Unmasking Class and Tradition: Questioning Recuperative History and Affiliation in Cultural Studies*. Media History and the Foundations of Media Studies, 2011

Distinctions: Hardie Fellow Award, Hardie Strategic Initiatives Program, 2012-2013; EUC Executive Committee Member

Dissertations Advised/Thesis Committees since 2010: 12

Montrul, Silvina**Department/Tenure Status:** Professor and Head, Spanish, Italian and Portuguese, Tenured**Education:** PhD, McGill University, 1998**Academic Experience:** Department Head and Professor, U of Illinois, 2010-present; Founder and Director, University Language Academy for Children, 2010-present; Associate Professor, U of Illinois, 2005-2010**Overseas Experience:** Spain, France, Argentina**Foreign Language Competency:** Spanish 5; French 3**Percentage of Time Devoted to EU/European Studies:** 25%**EU/European Studies Courses Taught:** SPAN 252: Intro to Hispanic Linguistics; SPAN 307: Bilingualism; SPAN 490: Advanced Readings in Spanish; SPAN 491: Topics for Honors Students; SPAN 588: Sem Second Lang Learn**Research/Teaching Specializations:** Second Language Acquisition; Bilingualism; Heritage Language Acquisition**Selected Publications:** Montrul, S. *The Acquisition of Heritage Languages*. Cambridge, UK: Cambridge University Press (forthcoming in 2014). | Montrul, S. Thematic issue of *Studies in Second Language Acquisition* 2011 (volume 32, 2) "Understanding the linguistic competence of heritage language speakers" (with introduction) (Ed.) 2011 | Montrul, S.. How native are heritage speakers? A look at gender agreement in Spanish. *The Heritage Language Journal* 10, 2, 15-39. 2013**Selected Presentations:** "Research Methods in Heritage Language Acquisition." 10th EMLAR meeting (Experimental Methods in Language Acquisition Research), University of Utrecht, The Netherlands, April 2014 (invited keynote)**Distinctions:** University Scholar, University of Illinois, 2013**Dissertations Advised/Thesis Committees since 2010:** 8**Mortimer, Armine****Department/Tenure Status:** Professor Emeritus, French, Tenured**Education:** PhD, Yale University, 1974**Academic Experience:** Department Head, U of Illinois, 2004-2009; Associate Dean, College of Liberal Arts and Sciences, U of Illinois, 1990-1992**Overseas Experience:** France**Foreign Language Competency:** French 5; German 2; Italian 2; Spanish 2**Percentage of Time Devoted to EU/European Studies:** 100%**EU/European Studies Courses Taught:** FR 199 Undergrad Open Seminar; FR 492 Senior Thesis; FR 591 Individual Topics**Research/Teaching Specializations:** Nineteenth and Twentieth Century Narrative Literature; French Translation**Selected Publications:** Mortimer, Armine K., *For Love or for Money: Balzac's Rhetorical Realism*. Columbus: The Ohio State University Press, 2011. | *Autofiction et Altérité. Autofiction/Allofiction: L'Après-vivre. Autour de Serge Doubrovsky*. 2010. | "Autofiction as Allofiction: Doubrovsky's L'Après-vivre.." *L'Esprit Créateur* 49.3 (2009) | "The Double History of César Birotteau." *Lingua Romana* 8.1 (2009) | "Graphic Spaces: Veyron Illustrates Sollers." *Contemporary French and Francophone Studies* 15.3 (2011) | "The Invisible Punctuation of Sollers's Paradis." *MLN* (2012) | "Fiction as Cover Story in Sollers's *La Fête à Venise*." *French Forum* (2013)**Distinctions:** Palmes Académiques: distinction awarded by the French Government**Dissertations Advised/Thesis Committees since 2010:** 3

Murray, Bruce

Department/Tenure Status: Professor, Germanic Languages and Literature and Director, Austria-Illinois Exchange Program, Tenured

Education: PhD, University of Minnesota, 1985

Academic Experience: Professor, U of Illinois, 2009-present; Director, Austria-Illinois Exchange Program, 1992-present

Overseas Experience: Austria; Germany; Switzerland

Foreign Language Competency: German 5

Percentage of Time Devoted to EU/European Studies: 100%

EU/European Studies Courses Taught: GER 191 Freshman Honors Tutorial; GER 199 Undergrad Open Seminar; GER 496 Special Topics German Studies; GER 593 Research in Special Topics; GLBL 298 Global Studies Seminar Abroad: Global Studies in Vienna; GMC 199 Undergrad Open Seminar; SCAN 199 Undergrad Open Seminar; SCAN 493 Honors Senior Thesis; SCAN 496 Special Topics in Scan Studies

Research/Teaching Specializations: German Studies; European Integration; Good Governance

Selected Presentations: “Austria-Illinois Exchange Program: Internationalization of Academic Culture from a Grassroots Perspective,” Fulbright 60th-Anniversary Conference, Vienna, November 2010

Nardulli, Peter

Department/Tenure Status: Professor, College of Law, and Director, Cline Center for Democracy, Tenured

Education: PhD, Northwestern, 1975

Academic Experience: Professor, U of Illinois, 1992-present

Percentage of Time Devoted to EU/European Studies: 25%

EU/European Studies Courses Taught: PS 300 Special Topics: Cline Practicum A Civil Unrest; PS 491 Internship; PS 491 Internship: Government Internship; PS 590 Research in Selected Topics

Research/Teaching Specializations:

Selected Publications: Democracy in the Twenty-first Century, I: International Perspectives, University of Illinois Press, 2008. | Democracy in the Twenty-first Century, II: Domestic Perspectives, University of Illinois Press, 2008. | Popular Efficacy in the Democratic Era: A Re-examination of Electoral Accountability in the U.S., 1828- 2000. Princeton University Press, 2005.

Distinctions: Founding director of the Cline Center for Democracy, University of Illinois

Dissertations Advised/Thesis Committees since 2010: 2

Nelson, Michelle**Department/Tenure Status:** Associate Professor, College of Media, Tenured**Education:** PhD, University of Illinois, 1997**Academic Experience:** Associate Professor, U of Illinois, 2006-present; Acting Head, Department of Advertising, U of Illinois, 2011-2013; Assistant Professor, U of Wisconsin, Madison, 2000-2006**Overseas Experience:** Denmark; Austria; England**Foreign Language Competency:** Danish 2**Percentage of Time Devoted to EU/European Studies:** 25%**Research/Teaching Specializations:** International Advertising and Consumer Behavior**Selected Publications:** International Product Placement. The Handbook of International Advertising Research. Wiley-Blackwell, 2013. | Bic for Her and Crisps for Him: Contemporary Gendered Targeting and Representation in Advertising around the World. Media (Dis)Parity: Battle of the Sexes. Lexington Books, 2014. | Exploring Marketing Targeted to Youth in Food Stores. Advances in Communication Research to Reduce Childhood Obesity. New York: Springer, 2013. | Is the Selectivity Hypothesis Still Relevant? A Review of Gendered Persuasion and Processing of Advertising Messages. Gender and Culture in Consumer Behavior. 2012. |**Selected Presentations:** "The Effect of Vertical Individualism on Status Consumption and Advertising Response: Examination from a Dispositional and Dynamic View of Cultural Values," Association for Consumer Research Annual Convention, Vancouver, October 2012**Dissertations Advised/Thesis Committees since 2010:** 5**Niekerk, Carl****Department/Tenure Status:** Professor, Germanic Languages and Literature, Tenured**Education:** PhD, Washington University, St. Louis, 1994**Academic Experience:** Professor, U of Illinois, 2011-present; Associate Professor, U of Illinois, 2003-2011; Assistant Professor, U of Illinois, 1997-2003**Overseas Experience:** Germany; Netherlands**Foreign Language Competency:** German 5; Dutch 5; French 3; Italian 2**Percentage of Time Devoted to EU/European Studies:** 100%**EU/European Studies Courses Taught:** CWL 571 Seminar in Literary Relations: Transnational Euro Modernism; EURO 199, GER 199 Undergrad Open Seminar: Europe in Trouble; GER 191 Freshman Honors Tutorial; GER 201 German Popular Culture; GER 211 Conversation and Writing I; GER 471 Enlightenment to Romanticism; GER 496 Special Topics German Studies; GER 576 Open Seminar in German Studies: Sexuality, Literature, Film; GER 593 Research in Special Topics; GMC 199 Undergrad Open Seminar; SCAN 199 Undergrad Open Seminar; SCAN 493 Honors Senior Thesis; SCAN 496: Special Topics in Scan Studies**Research/Teaching Specializations:** Culture and Nationalism; European Perspectives on Jewish Minorities**Selected Publications:** The Legacy of Enlightenment Anthropology and the Construction of the Primitive Other in Kleist's 'Die Verlobung in St. Domingo. Heinrich von Kleist: Style and Concept. Explorations in Literary Dissonance. 2013. | "Der Orient-Diskurs in Lessings Hamburgischer Dramaturgie." Lessings Hamburgische Dramaturgie. Spec. iss. of Lessing Yearbook / Jahrbuch (2014): | "Reading Proust with Sacher-Masoch." Comparatio. Zeitschrift für Vergleichende Literaturwissenschaft 4.1 (2012) | Contemplating Violence: Critical Studies in Modern German Culture. Amsterdam: Rodopi, 2011. | Rev. of Berlin Psychoanalytic: Psychoanalysis and Culture in Weimar Republic Germany and beyond Nexus (2012):**Selected Presentations:** "Hans Keilson im Exil. Zur jüdisch-niederländisch-deutschen Transkulturation in den erzählenden Schriften," University of Vienna, June 2013 (invited)**Distinctions:** Associate Member, Chicago Center for Jewish Studies, University of Chicago, 2010 to present**Dissertations Advised/Thesis Committees since 2010:** 6

O'Brien, David

Department/Tenure Status: Associate Professor, Art History, Tenured

Education: PhD, University of Michigan, 1995

Academic Experience: Associate Professor, U of Illinois, 2001-present; Department Chair, Art History, 2002-2007; Assistant Professor, U of Illinois, 1995-2001

Overseas Experience: France

Foreign Language Competency: French 5; German 3; Arabic 1

Percentage of Time Devoted to EU/European Studies: 25%

EU/European Studies Courses Taught: ARTH 115 Art in a Global Context; ARTH 391 Individual Art History Topics; ARTH 447 France and Its Others; ARTH 591 Individual Readings

Research/Teaching Specializations: French Art of the 19th Century

Selected Publications: "Censorship of Visual Culture in France, 1815-1852." Yale French Studies, 2012 | Napoleonic Painting, the Museum, and Memory. War Memories in Revolutionary Europe. London: Palgrave, 2012.

Distinctions: Member, Institute for Advanced Study, Princeton

Dissertations Advised/Thesis Committees since 2010: 5

Oltheten, Elisabeth

Department/Tenure Status: Assistant Professor, Finance, Tenure-Eligible

Education: PhD, York University, 1989

Academic Experience: Assistant Professor, U of Illinois, 1993-present; Research Associate, U of California, 1989-1990

Overseas Experience: Greece

Research/Teaching Specializations: Use of Technology in Education, Markets, and Financial Literacy

Selected Publications: Oltheten, E., Sougiannis, T, Travlos, N., Zarkos, S. Greece in the Eurozone: Lessons from a Decade of Experience. Quarterly Review of Economics and Finance, 53: 317-335 SSRN Abstract, 2013| Financial Markets: A Practicum. Dubuque, Iowa: Great River Technologies, 2012.

Distinctions: Excellence in Teaching Award, College of Business Alumni Association, University of Illinois, 2012

Ozkan, Ayse

Department/Tenure Status: Outreach and FLAS Coordinator, European Union Center

Education: PhD, University of Wisconsin at Madison, 2011

Academic Experience: Outreach Coordinator, U of Illinois, 2008-present; Program Assistant, U of Wisconsin-Madison, 2005-2008

Overseas Experience: Turkey, Belgium, UK, France, Luxembourg

Foreign Language Competency: Turkish native; English 5, German 1

Percentage of Time Devoted to EU/European Studies: 100%

EU/European Studies Courses Taught: EURO 596 Introduction to EU Studies: Current Trends and Debates in the Scholarship| Co-instructor: EURO 580 Research Design & Techniques

Research/Teaching Specializations: EU-Turkey Relations; EU Social Policy; Industrial Relations and Labor Issues

Selected Publications: "An Islamic Past in Contemporary Spanish and Portuguese Tourism Narratives", *Tourism, Culture & Communications*, Vol. 13, 2014 (with K.A. Bueno (O'Dowd), C. Almeida Santos, and J. Irigoyen-Garcia)

Selected Presentations: "Immigration in European" EUC Curriculum Development Workshop, June 2011

Dissertations Advised/Thesis Committees since 2010: 6

Pahre, Robert

Department/Tenure Status: Professor and Department Head, Political Science, Tenured

Education: PhD, University of California, Los Angeles, 1990

Academic Experience: Professor, U of Illinois, 2007-present; Acting Head, U of Illinois, 2013-2014; Associate Professor, 1991-2007; Director, European Union Center, U of Illinois, 2006-2010

Overseas Experience: Austria

Foreign Language Competency: German 4; Norwegian 2; Swedish 2; Danish 2; Dutch 2

Percentage of Time Devoted to EU/European Studies: 100%

EU/European Studies Courses Taught: EURO 599 Thesis Research; PS 300 Special Topics: Environ Chges & the Midwest; PS 457 Dem Gov in a Global Setting; PS 491 Internship; PS 491 Internship: Government Internship; PS 582 Intl Political Economy; PS 590 Research in Selected Topics

Research/Teaching Specializations: Politics of the European Union; Environmental Politics

Selected Publications: "What Makes it Wild? Visitors' Constructions of Wildlife and Wilderness in the Greater Yellowstone Area." *International Journal of Wilderness* (2013) | "Reconsidering National Park Interpretation on the Great Plains and Trans-Mississippi West." *Great Plains Research* (2012) | "Political Opposition to Transboundary Cooperation in the Greater Yellowstone Area." *Journal of Tourism and Leisure Studies* (2011) | "

Selected Presentations: "Resistance is Futile, You Will Be Assimilated: Parties, Coalitions, and the European Union," Texas Tech University, November 2012 (invited)

Department of Political Science, Texas Tech University, 7 November 2012.

Distinctions: Provosts Award for Excellence in Undergraduate Teaching, 2011; LAS Deans Award for Excellence in Undergraduate Teaching, 2011; Faculty Mentor Award for Excellence in Graduate Education, 2010

Dissertations Advised/Thesis Committees since 2010: 8

Parente, Stephen

Department/Tenure Status: Associate Professor, Economics, Tenured

Education: PhD, University of Minnesota, 1990

Academic Experience: Associate Professor, U of Illinois, 2001-present; Assistant Professor, U of Illinois, 1999-2001

Overseas Experience: Italy; Sweden; Brazil

Foreign Language Competency: Spanish 4; Italian 3; Swedish 1

Research/Teaching Specializations: Macroeconomics, Economic Growth and Development

Selected Publications: Desmet, Klaus. "Bigger is Better: Market Size, Price Elasticity and Innovation." *International Economic Review* (2010) | "The Evolution of Markets and the Revolution of Industry: A Unified Theory of Growth ." *Journal of Economic Growth* 17 (2012): 205-234.

Dissertations Advised/Thesis Committees since 2010: 3



Parsons, Marilyn

Department/ Tenure Status: Professor, Curriculum and Instruction, Tenured

Education: PhD, University of Utah, 1977

Academic Experience: Professor, U of Illinois, 2005-present; Department Head, U of Illinois, 2005-2006

Overseas Experience: Indonesia; Argentina; China; Spain

Foreign Language Competency: Spanish 2

Research/Teaching Specializations: Multicultural/Global Education

Selected Publications: Parsons, M., Colleagues, P. *Dialogue and difference in a teacher education program: A 16-year sociocultural study of a PDS.* Information Age Publishing: Charlotte, NC. 2012

Dissertations Advised/Thesis Committees since 2010: 34

Peters, Michael**Department/Tenure Status:** Professor, College of Education, Tenured**Education:** PhD, University of Auckland, 1984**Academic Experience:** Professor, U of Illinois, 2005-present; Professor, U of Glasgow, 2004-2005; Research Professor, U of Glasgow, 2000-2003**Overseas Experience:** New Zealand; Greece; Columbia; South Africa; China; Australia**Foreign Language Competency:** German 3**Percentage of Time Devoted to EU/European Studies** European Union: 25%**EU/European Studies Courses Taught:** EPS 590 Advanced Graduate Seminar; EPS 590 Advanced Graduate Seminar: Global Citizenship Education; EPS 590 Advanced Graduate Seminar: Open Access, Open Education**Research/Teaching Specializations:** Educational Philosophy; Educational Theory and Policy Studies**Selected Publications:** Simons, M., Olssen, M., Peters, M. Re-Reading education policies: Studying the policy agenda of the 21st century. Rotterdam & Taipei: Sense Publishers, 2010 | Marginson, S., Murphy, P., Peters, M. Global Creation: Space, Connection and Synchrony in the Age of the Knowledge Economy. New York: Peter Lang, 2010**Distinctions:** Honorary Fellow of the Royal Society of New Zealand, 2010 - present; Editorial Board Member, Sozialwissenschaftliche Literatur Rundschau, 2006-present; member of International Advisory Board, Studies in Learning, Evaluation, Innovation and Development, 2006-present**Dissertations Advised/Thesis Committees since 2010:** 15**Phillips, Patricia****Department/Tenure Status:** Lecturer, Center for Translation Studies**Education:** PhD, University of Illinois, 2009

Academic Experience:

Overseas Experience: France**Foreign Language Competency:** French 5**Percentage of Time Devoted to EU/European Studies:** 100%**EU/European Studies Courses Taught:** FR 199 Undergrad Open Seminar; FR 421 Techniques in Translation II; FR 485 Commercial & Econ French I; FR 486 Commercial & Econ French II; FR 492 Senior Thesis; FR 500 Beginning French Grads; FR 501 Reading French Grads; TRST 400 Translation in the EU**Research/Teaching Specializations:** Pedagogy of Translation and Languages**Distinctions:** Coordinator of Internship Program with Center for Translation Studies

Pinkert, Anke**Department/Tenure Status:** Associate Professor, Germanic Languages and Literatures, Tenured**Education:** PhD, University of Chicago, 2000**Academic Experience:** Associate Professor, U of Illinois, 2007-present; Assistant Professor, U of Illinois, 2000-2007; Visiting Assistant Professor, Macalester College, 1999-2000**Overseas Experience:** Germany**Foreign Language Competency:** German 5; Russian 2**Percentage of Time Devoted to EU/European Studies** European Union: 100%**EU/European Studies Courses Taught:** CINE 193 Undergrad Seminar; GER 191 Freshman Honors Tutorial; GER 199 Undergrad Open Seminar; GER 199 Undergrad Open Seminar: Action Heroes; GER 199 Undergrad Open Seminar: Prison Break; GER 201 German Pop Culture; GER 473 1920s - Today; GER 496 Special Topics German Studies: Holocaust in Postwar Lit & Med; GER 575 20thC German Studies; GER 593 Research in Special Topics; SCAN 199 Undergrad Open Seminar; SCAN 493 Honors Senior Thesis; SCAN 496 Special Topics in Scan Studies**Research/Teaching Specializations:** Modern German Culture; German/East European Cinema; Holocaust Studies**Selected Publications:** Pinkert, Anke. *Vacant History, Empty Screens: German Postcommunist Films of the 1990s. Postcommunist Nostalgia. Comp. Maria Todorova and Zsuzsa Gille.* New York: Berghahn Books, 2010. | Pinkert, Anke. *Auschwitz and Visual Language. Rev. of Cinema and the Shoah: An Art Confronts the Tragedy of the Twentieth Century, ed. Jean-Michel Frodon. H-Judaic (2011):* | Pinkert, Anke. "Tender Males: Jewish Figures as Affective Archive in East German DEFA Film." *Studies in East European Cinema* 3.2 (2012): 193-210. | Pinkert, Anke, Mike Brawn, Jose Cabrales, and Gregory Donatelli. "The Transformative Power of Holocaust Education in Prison: a Teacher – Student Account." *Radical Teacher* 95. (Special Issue on "Teaching Inside Carceral Institutions," ed. by Kate Drabinski and Gillian Hawkins (2013): 60-65.**Selected Presentations:** "Postcommunist Memory and Film," Chicago Film Seminar, March 2010 | "How to Create Change Twenty Years after the Fall of the Wall: Film, Autobiography, Pedagogy," UCLA, February 2010**Distinctions:** Illinois Program for Research in the Humanities Fellow, 2012; List of Teachers Ranked as Excellent by Their Students, University of Illinois, 2002 to present**Dissertations Advised/Thesis Committees since 2010:** 10**Pintar, Judith****Department/Tenure Status:** Visiting Research Associate Professor, Sociology and Russian, East European and Eurasian Center**Education:** PhD, University of Illinois, 2001**Academic Experience:** Visiting Research Associate Professor, U of Illinois, 2005-present**Overseas Experience:** Croatia**Foreign Language Competency:** Serbo-Croatian 5**Percentage of Time Devoted to EU/European Studies:****EU/European Studies Courses Taught:** REES 201 Introduction to Eastern Europe**Research/Teaching Specializations:** Trauma and Collective Memory; Eastern European Studies**Selected Publications:** Pintar, Judith. *Emplaced and Displaced: theorizing the emotions of space in the former Yugoslavia.* In Valeria Sobol and Mark Steinberg (Eds.), *Interpreting Emotions in Russia and Eastern Europe.* Northern Illinois University Press, 2011 | Pintar, Judith. *Feminine nouns that end in a consonant: conversations with Croatian men. Ulbandus XIII: The Wound and the Imagination – Aesthetics of Violence in Slavic Art.* 2011 | Pintar, Judith. *On a Clear Day You Can See Forever: Hypnosis in literature and film.* In S. J. Lynn (Ed.), *The Clinical Book of Hypnosis.* 2nd Ed. Washington, D.C.: American Psychological Association. 2010**Selected Presentations:** "Teaching the complexity of ethnic violence: Lessons from Bosnia," Illinois Council for Social Studies Conference: Seeing Eye to Eye: Using Primary Sources to Bring International, National and Local Perspectives to Social Studies, University of Illinois, April 2011**Distinctions:** List of Teachers Ranked as Excellent by Their Students, University of Illinois, 2010-2013**Dissertations Advised/Thesis Committees since 2010:** 1

Rosenstein, Matthew**Department/Tenure Status:** Senior Associate Director and Director of Graduate Studies, European Union Center**Education:** PhD, University of Illinois, 2002**Academic Experience:** Senior Associate Director, European Union Center, 2014-present; Director of Graduate Studies, European Union Center, 2010-present; Associate Director, European Union Center, 2010-2014; Associate Director, Program in Arms Control, Disarmament, and International Security (ACDIS), U of Illinois, 2001-2010; Acting Director, ACDIS, U of Illinois, 2007-2008**Overseas Experience:** Austria; Belgium; Czech Republic; Estonia; France; Greece; Luxembourg; Spain; Sweden; Russia; India; Brazil**Foreign Language Competency:** Russian 4; French 4; Polish 2; German 2**Percentage of Time Devoted to EU/European Studies** European Union: 100%**EU/European Studies Courses Taught:** EURO 199 Undergrad Open Seminar: Dialogue on Europe; EURO 500 Dialogue on Europe; EURO 580 Research Design & Techniques: European Union Studies; EURO 590: Directed Ind Study; EURO 596 Special Topics in EU Studies: Dialogue on Europe; EURO 596 Special Topics in EU Studies: EU/US Transatl Relationship; EURO 596 Special Topics in EU Studies: The Euro**Research/Teaching Specializations:** European Union**Selected Publications:** “The Hour of Europe in Ukraine,” with C. Jackson, *The Diplomatist* (2014) | “New Year, New Member: Latvia Joins the Eurozone,” with C. Jackson, *The Diplomatist* (2014)**Selected Presentations:** “United in Diversity: Building Successful Partnerships between EU Centers,” *European Studies Today: Experiments and Models Conference*, Centro de Estudos Europeus, Universidade Federal de Minas Gerais, Belo Horizonte, Brazil, February 2014 (invited) | “Academic Careers Outside the Classroom: Becoming an Academic Professional,” *Association for Slavic, East European, and Eurasian Studies (ASEEES) 44th Annual Convention*, New Orleans, November 2012 (invited)**Distinctions:** Chancellor’s Academic Professional Excellence Award, University of Illinois, 2014; recognized four times on “List of Teachers Ranked as Excellent by Their Students,” University of Illinois, 2012 - 2013**Dissertations Advised/Thesis Committees since 2010:** 5

Ross, Jacqueline**Department/Tenure Status:** Professor and Mildred Van Voorhis Jones Scholar of Law, College of Law, Tenured**Education:** JD, University of Chicago Law School, 1989**Academic Experience:** Professor, U of Illinois, 2006-present; Associate Professor, U of Illinois, 2004-2006**Overseas Experience:** France**Foreign Language Competency:** French 5**Percentage of Time Devoted to EU/European Studies:** 25%**EU/European Studies Courses Taught:** LAW 798 Seminars Comp Criminal Procedure**Research/Teaching Specializations:** Law Enforcement Intelligence in US and Europe**Selected Publications:** *Undercover Under Scrutiny: A Comparative Look at Undercover Policing in the United States, Germany, Italy, and France* (under contract, Oxford University Press) | *The Evolution of Law Enforcement Intelligence in the United States and France: A Ground Level View*, co-authored with Thierry Delpuech, in *Policing and Society* (forthcoming, 2015) | “The Law of Undercover Policing,” in *the Encyclopedia of Criminology and Criminal Justice*, ed. Tracey Meares, (Springer Press, 2013) |**Selected Presentations:** “Anti-Terror Stings and Human Subjects Research: The Implications of the Analogy for Notions of Entrapment and for the Pursuit of Strategic Deterrence” *European Social Science History Conference*, University of Vienna, April 2014 (invited) | “Making Rules for the Gray Zone: A Comparative Look at Undercover Policing in the United States, Germany, Italy, and France” *Centre March Bloch*, Humboldt University, March 2013**Distinctions:** Received a Fulbright Research Fellowship and a grant from France’s Agence Nationale de Recherche to fund a new research project comparing how French and American police use local security partnerships as sources of intelligence**Dissertations Advised/Thesis Committees since 2010:** 1

Rota, Emanuel**Department/Tenure Status:** Associate Professor, Spanish, Italian and Portuguese, Tenured**Education:** PhD, University of California at Berkeley, 2005**Academic Experience:** Associate Professor, U of Illinois**Overseas Experience:** France; Germany; Great Britain ; Belgium; Spain; Greece; Morocco; Tunisia; Algeria; Libya; Ethiopia ; Cyprus**Foreign Language Competency:** Italian 5; French 4; Spanish 3**Pedagogy Training:** Rassias Method Workshop for Teachers, Dartmouth College, 2004-2007**Percentage of Time Devoted to EU/European Studies:** 100%**EU/European Studies Courses Taught:** ANTH 399/515, HIST 396/502, ITAL 390, PS 300 Special Topics: Europe & the Mediterranean; EURO 599 Thesis Research; GLOB 298 Global Studies Seminar Abroad: Global Studies Pavia, Italy; HIST 396 Special Topics: Primo Levi; ITAL 220 Comtemp Italian Oral & Written; ITAL 240 Italy Middle Ages & Renaiss; ITAL 390 Spec Topics Italian Studies: Primo Levi; ITAL 406 Italian Culture; ITAL 491 Honors Senior Thesis; PS 590 Research in Selected Topics**Research/Teaching Specializations:** The Mediterranean; Culture, Socialism & Fascism in Europe; History of Italy**Selected Publications:** Rota, Emanuel. *A Pact with Vichy: AngeloTasca from Italian Socialism to French Collaboration (World War II: the Global, Human, and Ethical Dimension)*. Fordham University Press, 2012. | "The Worker and the Southerner: The Invention of Laziness and the Representation of Southern Europe in the Age of the Industrious Revolutions," *Cultural Critique*, 2012.**Selected Presentations:** "The Worker and the Southerner: Northern Virtues, Mediterranean Wealth and the New Capitalist Ethic in Late Eighteen-Century Europe," Annual Conference of the American Association for Italian Studies, Ann Arbor, April 2010**Dissertations Advised/Thesis Committees since 2010:** 1

Rothberg, Michael**Department/Tenure Status:** Professor and Department Head, English, Tenured**Education:** PhD, City University of New York, 1995**Academic Experience:** Department Head, U of Illinois, 2013-present; Professor, U of Illinois, 2009-present; Director, Holocaust, Genocide, and Memory Studies Initiative, U of Illinois, 2009-present**Overseas Experience:** France; Germany**Foreign Language Competency:** French 4; German 4; Turkish 1**Percentage of Time Devoted to EU/European Studies:** European Union: 75%**Research/Teaching Specializations:** Holocaust Studies; Memory Studies; Contemporary Literatures; Cultural Theory**Selected Publications:** Rothberg, Michael. *The Witness as 'World'-Traveller: Multidirectional Memory and Holocaust Internationalism before Human Rights. Probing the Ethics of Holocaust Culture*. Ed. Todd Presner, Claudio Fugo, and Wulf Kansteiner. Harvard UP: Cambridge, 2014. | Rothberg, Michael. *Power*. Routledge Handbook to Contemporary Jewish Cultures. Ed. Laurence Roth and Nadia Valman. New York: Routledge, 2014.**Selected Presentations:** "Memory Bound: The Implicated Subject and the Legacies of Slavery." Memory Unbound. Mnemonics Summer School, Ghent, September 2013 (invited keynote) | "Migrant Archives, Minority Interventions, and Postmigrant Culture: A Multidirectional Approach." Towards a Common Past? Conflicting Memories in Contemporary Europe. Nordic Network in Memory Studies, Lund, May 2012 (invited keynote)**Distinctions:** Conrad Humanities Scholar, University of Illinois, 2009-2014. Winner, International Society for the Study of Narrative Prize for Best Essay, 2013; Honorable Mention, IPRH Prize for Faculty Research , 2013; ACLS Collaborative Research Fellowship, American Council of Learned Societies, 2011-2012**Dissertations Advised/Thesis Committees since 2010:** 9

Rudasill, Lynne**Department/Tenure Status:** Associate Professor and Global Studies Librarian, Library Administration, Tenured**Education:** MS, University of Illinois, 1991**Academic Experience:** Associate Professor and Global Studies Librarian, U of Illinois, 2003-present**Overseas Experience:** The Netherlands; France**Foreign Language Competency:** French 2; Spanish 2**Percentage of Time Devoted to EU/European Studies:** 50%**Research/Teaching Specializations:** Comparative Information Security Policies in the EU and US**Selected Publications:** | Open Access and Digital Repositories: Social Science Libraries in Action. Berlin: DeGruyter Sauer, 2013. | Social Science Libraries: Interdisciplinary Collections, Services, Networks. Munich: De Gruyter Saur, 2010. | Open Access and Development. Open Access and Digital Repositories: Social Science Libraries in Action. Ed. Lynne Rudasill and Maria Elena Dorta-Duque. Munich: DeGruyter Sauer, 2013. 15-34. | Dispersion and Consilience: Futures for the Social Science Library. Social Science Libraries: Interdisciplinary Collections, Services, Networks. Ed. Lynne Rudasill and S.W. Witt. Munich: De Gruyter Saur, 2010. 131-135. | "Non-Governmental Organizations and Information." Encyclopedia of Library and Information Sciences. 3rd ed. New York: CRC Press, 2010. | "There is an app for that: Mobile technologies and learning." global-e: A global studies journal 5.9 (2011) | "Beyond Subject Specialization: The Creation of Embedded Librarians." Public Services Quarterly 6.2/3 (2010): 83-91.**Selected Presentations:** "Assessing Impact: Grey Literature and Development," International Conference on Qualitative and Quantitative Methods in Libraries, Limerick, Ireland, May 2012;**Distinctions:** EUC Executive Committee Member**Rushing, Robert****Department/Tenure Status:** Associate Professor, Spanish, Italian and Portuguese, Tenured**Education:** PhD, University of California, Berkeley, 1998**Academic Experience:** Associate Professor, U of Illinois, 2007-present; Director of Graduate Studies, U of Illinois, 2007-2009; Assistant Professor, U of Illinois, 2001-2007**Overseas Experience:** Italy**Foreign Language Competency:** Italian 5**Percentage of Time Devoted to EU/European Studies:** 100%**EU/European Studies Courses Taught:** CWL 242 Lit Europe and the Americas II; ITAL 270 Introduction to Italian Cinema; ITAL 390 Spec Topics Italian Studies; ITAL 440 Modern Italian Novel; ITAL 470 Topics in Italian Cinema; ITAL 491 Honors Senior Thesis; MACS 496 Advanced Media/Cinema Topics: Media Fandom in a Global; MACS 496 Advanced Media/Cinema Topics: Media Fandom in a Global Conte**Research/Teaching Specializations:** Contemporary Italian Fiction; Cinema and Popular Culture**Selected Publications:** "De Sica's 'The Children Are Watching Us': Neorealist Cinema and Sexual Difference." Studies in European Cinema (2010) | "Sirens without Us: The Future after Humanity." California Italian Studies 2.1 (2011) September 2011. | "Blink: The Material Real in Caché, Mulholland Dr. and Dr. Who." Post Script 29.3 (2010): 18-31. | Goodlad, Lauren, Lilya Kaganovsky, and Robert A. Rushing. Mad Men, Mad World: Sex, Politics, Style and the 1960s. Durham, NC: Duke University Press, 2013.**Selected Presentations:** "Nos morituri: Cinematic Time in Maciste and Beyond." American Association for Italian Studies (AAIS), University of Oregon, Eugene, April 2013**Distinctions:** Fellow, Illinois Program for Research in the Humanities, 2013**Dissertations Advised/Thesis Committees since 2010:** 3

Saadah, Eman**Department/Tenure Status:** Lecturer and Language Coordinator, Arabic**Education:** PhD, University of Illinois, 2011**Overseas Experience:** Jordan**Foreign Language Competency:** English 5; Arabic 5**Pedagogy Training:** Pre-SILMW instructor orientation workshop, University of Illinois, Summer 2014 | “Staying in the target language in the Arabic language classroom,” Concordia Languages Villages, Minnesota, Spring 2014 | “Pedagogy workshop on teaching communicative Arabic skills,” University of Illinois, Spring 2014 | “Strategies to increase proficiency of Arabic language learners,” Concordia Languages Villages, Minnesota, Fall 2013 | “Standards-based curricular design and lesson planning for LCTL’s,” National Council of Less Commonly Taught Languages Conference, Itasca, IL, Spring 2013**Percentage of Time Devoted to EU/European Studies:** 100%**EU/European Studies Courses Taught:** ARAB 150 Lang & Culture of Arab World; ARAB 199 Undergrad Open Seminar; ARAB 201 Element Standard Arabic I; ARAB 202 Element Standard Arabic II; ARAB 210 Colloquial Arabic I; ARAB 211 Colloquial Arabic II; ARAB 403 Interm Stand Arabic I; ARAB 404 Interm Stand Arabic II; ARAB 405 Advanced Standard Arabic I; ARAB 406 Advanced Standard Arabic II; ARAB 407 Topics Stand Arabic Lang & Lit I; ARAB 408 Topics Stand Arabic Lang Lit II; ARAB 409 Adv Top Stand Arabic Lang Lit I; ARAB 410 AdvTop Stand Arabic Lang Lit II; GLBL 298 Global Studies Seminar Abroad: Gbl Stds Abroad - Jordan**Research Teaching Specializations:** Linguistic Ability of English Second Language Learners of Arabic and Heritage Speakers of Arabic**Selected Publications:** Arabic plurals and root and pattern morphology in Palestinian and Egyptian heritage speakers." Language Approaches to Bilingualism (2013) | Grammatical features of Egyptian and Palestinian Arabic heritage speakers' oral production." Studies in Second Language Acquisition (2011)**Selected Presentations:** “The production of vowel pharygealization by non-native speakers of Arabic,” 86th annual Meeting of the Linguistics Society of America, Portland, Oregon, January 2012**Distinctions:** Outstanding Teaching Assistant Award (Non-Western Languages), University of Illinois. 2010**Safstrom, Mark****Department/Tenure Status:** Lecturer and Coordinator, Swedish and Scandinavian Studies**Education:** PhD, University of Washington, 2010**Academic Experience:** Lecturer, U of Illinois, 2010-present**Overseas Experience:** Sweden; the Arctic**Foreign Language Competency:** Swedish 5**Percentage of Time Devoted to EU/European Studies:** 100%**EU/European Studies Courses Taught:** SCAN 101 Beginning Scandinavian I; SCAN 102 Beg Scandinavian II; SCAN 103 Intermediate Scandinavian I; SCAN 104 Interm Scandinavian II; SCAN 215 Madness, Myth & Murder (Scandinavian Immigrant Literature); SCAN 225 Vikings & Volvos: Scandinavian Culture; SCAN 496 Kierkegaard & Company: Existentialism, Pietism & the Discovery of Self; Swedish I, at KTH (Kungliga Tekniska Högskolan) in Stockholm; Stockholm Summer Arctic Program: Environment and Society in a Changing Arctic, at KTH**Research/Teaching Specializations:** 19th and Early 20th Century Scandinavian History; Scandinavian Polar Explorers**Selected Publications:** " Defining Lutheranism from the Margins: Paul Peter Waldenström on Being a ‘Good Lutheran’ in America." The Swedish American Historical Quarterly, 2012 | Rev. of Kierkegaard’s Influence on Philosophy: Tome I: German and Scandinavian Philosophy German Studies Review, 2013 | Rev. of Culture and Customs of SwedenScandinavian Studies , 2011**Selected Presentations:** “The Polar Hero’s Progress: Temptation and Allegory in the Arctic Travel Writing of Fridtjof Nansen,” Society for the Advancement of Scandinavian Study (SASS) Conference, San Francisco, CA, May 2013

Santos, Carla

Department/Tenure Status: Associate Professor and Director of Graduate Studies, Recreation, Sport and Tourism, Tenured

Education: PhD, Pennsylvania State University, 2002

Academic Experience: Associate Professor and Director of Graduate Studies, U of Illinois, 2009-present; Assistant Professor, U of Illinois, 2002-2009

Overseas Experience: Portugal

Foreign Language Competency: Portuguese 5; French 3; Spanish 4; Italian 3

Percentage of Time Devoted to EU/European Studies: 50%

Research/Teaching Specializations: Socio-Cultural and Political Aspects of Tourism; Heritage and Tourism

Selected Publications: | "Authenticity issues in urban tourism: Concepts and implications." *Korean Journal of Tourism Studies* 24.3 (2012) | "The Bridge on the River Elbe: Heritage in a Modern City." *Annals of Tourism Research* 39.1 (2012) | "Volunteer Tourism: On-The-Ground Observations from Rwanda." *Tourism Management* 33.1 (2012) | "Orientalism in American Travel Writing about Korea." *Korean Journal of Tourism Studies*, 23.2 (2011) | "An Islamic Past in Contemporary Spanish and Portuguese Tourism Narratives", *Tourism, Culture & Communications*, Vol. 13, 2014 (with K.A. Bueno (O'Dowd), C. Almeida Santos, and J. Irigoyen-Garcia)

Selected Presentations: "An Islamic Past in Spain and Portugal," 3rd International Conference on Intangible Heritage: Sharing Cultures, Aveiro, Portugal, July 2013

Distinctions: Excellence in Mentoring in Graduate Education Award, University of Illinois, 2012; | List of Teachers Ranked as Excellent by Their Students, University of Illinois, 2010 - 2012

Dissertations Advised/Thesis Committees since 2010: 7

Saul, Mahir

Department/Tenure Status: Professor, Anthropology, Tenured

Education: PhD, Indiana University, 1982

Academic Experience: Professor, U of Illinois, 2004-present; Visiting Fellow, Max Planck Institute for Social Anthropology, Halle, Germany, 2004; Associé de Recherche, Laboratoire d'Anthropologie Sociale, Collège de France and Ecole de Hautes Etudes en Sciences Sociales, 2004

Overseas Experience: Turkey; Benin; Burkina Faso; Cote d'Ivoire; Ghana; Mali; Senegal

Foreign Language Competency: French 5; German 2; Spanish 4; Turkish 5; Bobo-African 3; Arabic 1

Percentage of Time Devoted to EU/European Studies: 50%

EU/European Studies Courses Taught: ANTH 199 Undergrad Open Seminar; ANTH 399 Special Topics; ANTH 402 Transnational Islam, Europe-US; ANTH 423 Economic Anthropology

Research/Teaching Specializations: Islam; Rural Development, Colonialism

Selected Publications: Saul, Mahir. *Judeo-Spanish in the Time of Clamoring Nationalisms*. Istanbul: Libra Books, 2013. | *Africa South of the Sahara. A Handbook of Economic Anthropology*, Second Edition. London: Edward Elgar, 2012. 512-528. | Saul, M and R Austen. *Viewing African Cinema in the Twenty-first Century: Art Films and the Nollywood Video Revolution*. Athens: Ohio University Press, 2010 | *Art, Commerce and Politics in Francophone African Cinema. Viewing African Cinema in the Twenty-first Century: Art Films and the Nollywood Video Revolution*. Ed. M. Saul and R. Austen. Athens, OH: Ohio University Press, 2010. 133-159. | "Sahra Altı Afrika Ülkelerinden Türkiye'ye İş Göçü (Work Migration from Sub-Saharan Africa to Turkey)." *SBF Dergisi* 68.1, 2013

Selected Presentations: "African Immigrants in Istanbul: South-South Work Migration and a Critique of Eurocentric and Refugee Perspectives," Hanyang University, South Korea, 2012 (invited)

Distinctions: Erasmus Mundus Fellowship, 2010; Master TPTI Program (Techniques, Patrimoine, Territoires de l'industrie). Consortium of Université Paris 1, Sorbonne (France), Universidade de Evora (Portugal), Università di Padova (Italy). 2012

Dissertations Advised/Thesis Committees since 2010: 3

Senna, Nola**Department/Tenure Status:** Instructor and Director, Spanish, Italian and Portuguese**Education:** MBA, IPAM Marketing School of Business, Brazil, 2001; MA, Northeastern University, 1991**Academic Experience:** Instructor, U of Illinois, 2011-present; Program Manager & Language Trainer, FUSAO Global, 2007-2008; Lecturer, Catholic University of Salvador, 2002-2004**Overseas Experience:** Brazil, Portugal, United Kingdom**Foreign Language Competency:** Portuguese 5; Spanish 5**Percentage of Time Devoted to EU/European Studies:** 100%**EU/European Studies Courses Taught:** PORT 404 Doing Business in Brazil; PORT 404 Brazilian Culture through Advertising; PORT 200 Advanced Grammar; PORT 320 Readings in Portuguese; PORT 404 Portuguese for Business; PORT 401 Intermediate Portuguese**Research/Teaching Specializations:** Language and Culture in International Business Environments**Selected Presentations:** "Using a Consulting Student Organization to help bridge the gap between academia and the industry," 16th Annual CIBER Business Language Conference, Park City, UT, April 2014**Distinctions:** Selected as Portuguese Section Head of the American Association of University Directors and Coordinators, 2013

Silverman, Helaine**Department/Tenure Status:** Professor, Anthropology, Tenured**Education:** PhD, University of Texas at Austin, 1986**Academic Experience:** Professor, U of Illinois, 2004-present; Visiting Research Fellow, Ironbridge International Institute for Cultural Heritage, University of Birmingham, UK, 2013-present; Associate Professor, U of Illinois, 1997-2004**Overseas Experience:** Peru; Thailand; United Kingdom**Foreign Language Competency:** Spanish 5; French 2**Percentage of Time Devoted to EU/European Studies:** 25%**EU/European Studies Courses Taught:** ANTH 199 Undergrad Open Seminar; ANTH 399 Special Topics; EURO 599 Thesis Research; GLBL 298 Global Studies Seminar Abroad: Cuzco, Machu Picchu, Peru; GLBL 298 Global Studies Seminar Abroad: Global Studies in Thailand; GLBL 298 Global Studies Seminar Abroad: Peru - Cultural Tourism; GLBL 298 Global Studies Seminar Abroad: Peru - Tourism, Economic Dev**Research/Teaching Specializations:** Cultural Heritage and Tourism in Peru, Thailand, and England**Selected Publications:** Cultural Heritage Politics in China. New York: Springer, 2013. | Contested Cultural Heritage: Religion, Nationalism, Erasure and Exclusion in a Global World. New York: Springer, 2011. | "What's In A Name? A Geography of Heritage Revisited." International Journal of Heritage Studies 19.4 (2013): 388-394. | "Epilogue: Perspectives on Community Archaeology." Historical Archaeology 45.1 (2011): 152-166. | The Space of Heroism in the Historic Center of Cuzco. On Location: Heritage Cities and Sites. New York: Springer, 2012. 89-113. | Contested Cultural Heritage: A Selective Historiography. Contested Cultural Heritage: Religion, Nationalism, Erasure and Exclusion in a Global World. Ed. Helaine Silverman. New York: Springer, 2011**Selected Presentations:** "Heritage and Identity," Ironbridge International Institute for Cultural Heritage, University of Birmingham, UK, November 2013 (invited)**Distinctions:** Visiting Research Fellow at the Ironbridge International Institute for Cultural Heritage at the University of Birmingham, UK; Expert member of the ICOMOS International Scientific Committee on Cultural Tourism & Archaeological Heritage Management; "List of Teachers Ranked as Excellent by Their Students," University of Illinois, 2010 - 2013**Dissertations Advised/Thesis Committees since 2010:** 2

Stipanovic, Dusan**Department/Tenure Status:** Assistant Professor, College of Engineering, Tenure-Eligible**Education:** PhD, Santa Clara University, 2000**Academic Experience:** Associate Professor, U of Illinois, 2010-present; Visiting Associate Professor, U of California Berkeley, 2010-2011; Assistant and Research Assistant Professor, U of Illinois, 2004-2010**Overseas Experience:** Serbia**Foreign Language Competency:** Serbian 5**Selected Publications:** | "Bilateral Teleoperation of Multiple Mobile Agents: Formation Control and Collision Avoidance." *Integrated Computer-Aided Engineering* (2012) | "Collision Avoidance Strategies for a Three Player Game." *Annals of the International Society of Dynamic Games* (2011) | "Formation Control and Coordinated Tracking via Asymptotic Decoupling for Lagrangian Multi-Agent Systems." *Automatica* (2011) | "Coordination and Collision Avoidance for Lagrangian Systems with Disturbances." *Applied Mathematics and Computation* (2010)**Selected Presentations:** "Control of Dynamic Systems with Multiple Objectives," Department of Mathematics, University of Rome "Sapienza," Rome, Italy, December 2011(invited)**Dissertations Advised/Thesis Committees since 2010:** 8

Stoppino, Eleonora**Department/Tenure Status:** Associate Professor, Spanish, Italian and Portuguese, Tenure-Eligible**Education:** PhD, University of California, Berkeley, 2003**Academic Experience:** Associate Professor, U of Illinois, 2012-present; Assistant Professor, U of Illinois, 2006-2012**Overseas Experience:** Italy**Foreign Language Competency:** Italian 5; Spanish 3; French 3; Latin 2**Percentage of Time Devoted to EU/European Studies:** 100%**EU/European Studies Courses Taught:** ITAL 240 Italy Middle Ages & Renaiss (CWL 240, MDVL 24); ITAL 413 Dante (CWL 413, MDVL 413); ITAL 414 Petrarch & Boccaccio (MDVL 414, CWL 414); ITAL 200 Intro Italian Literature; SPAN 461 Medieval Spanish Studies**Research/Teaching Specializations:** Literature and Culture of the Middle Ages**Selected Publications:** Stoppino, Eleonora. *Genealogies of Fiction: Women Warriors and the Dynastic Imagination in the Orlando furioso*. New York : Fordham University Press, 2011| "Amazonian Past: Genealogies and Gender in the Orlando furioso," *Parole rubate*.Purloined Letters 7, 2013| Arthur in the Italian Renaissance," in *The Arthur of the Italians*, ed. Gloria Allaire and F.Regina Psaki. Cardiff: University of Wales Press, 2013**Selected Presentations:** "Genealogies of Fiction," Romance Philology Seminar, Università di Milano, June 2012 (invited)**Distinctions:** Winner of the American Association for Italian Studies Book Prize, 2013

Tempest, Richard**Department/Tenure Status:** Associate Professor, Slavic Languages and Literatures, Tenured**Education:** PhD, Oxford University, 1982**Academic Experience:** Associate Professor, U of Illinois, 1988-present; Director, Russian, East European and Eurasian Center, 2007-2012**Overseas Experience:** Russia; Bulgaria; Ukraine; Bosnia; Cuba; United States; United Kingdom; France**Foreign Language Competency:** Russian 5; Bulgarian 5; French 4; Spanish 4; Macedonian 2; Bosnian Serbian Croatian Montenegrin 2; Ukrainian 2; Italian 2; Portuguese 2; German 2**Percentage of Time Devoted to EU/European Studies:** 50%**EU/European Studies Courses Taught:** BULG 481 Structure of Modern Bulgarian; BULG 482 Readings in Bulgarian Lit; REES 550 Seminar in REEE Studies; SLAV 117 Russ & E Euro Science Fiction; SLAV 199 Undergrad Open Seminar; SLAV 452 Slavic Cultural Studies**Research/Teaching Specializations:** Solzhenitsyn; Russian Intellectual History; Russian and East European Pop Culture; Russian and East European Science Fiction; Bulgarian History**Selected Publications:** War Is Existence Itself: Representations of the Authorial Self in Aleksandr Solzhenitsyn's Story "Zhelyabuga Village", *Filologicheskie nauki*, No 2, 310, 2013 | "Voennyi palimpsest: lichnost marshala Zhukova v interpretatsi Aleksandra Solzhenitsyna" *Vestnik Riazanskogo Gosudarstvennogo Universiteta*, No 3, 2013 | "Initiation of an Alter Ego: The Scripting of the Authorial Self in Love the Revolution," *Transactions of the Association of Russian-American Scholars in the USA*, vol. 26, 2010**Selected Presentations:** "Despots and Democrats: Charismatic Leadership in the Modern World" (8 lectures on world politics), Osher Life Long Learning Institute, Champaign, IL, 2013**Dissertations Advised/Thesis Committees since 2010:** 2**Terkourafi, Marina****Department/Tenure Status:** Assistant Professor, Linguistics, Tenure-Eligible**Education:** PhD, University of Cambridge, 2002**Academic Experience:** Assistant Professor, U of Illinois, 2006-present; Co-Director, Modern Greek Studies, 2006-present**Overseas Experience:** Cyprus; Greece; UK**Foreign Language Competency:** Greek 5; French 5; Italian 5; Spanish 2; German 2; Latin 1**Percentage of Time Devoted to EU/European Studies:** 25%**EU/European Studies Courses Taught:** LING 550 European Union**Research/Teaching Specializations:** Sociolinguistics, Pragmatics, Cognitive Linguistics**Selected Publications:** | Terkourafi, Marina. *The Languages of Global Hip Hop*. London: Continuum, 2010. | | Terkourafi, Marina. "Conventionality." *The Pragmatics Encyclopedia*. Abingdon; New York: Routledge, 2010. | "What is said from different points of view.." *Language and Linguistics Compass* 4.8 (2010): 705-718. | "Don't go V-ing in Cypriot Greek: semantic, pragmatic and prosodic aspects of a prohibitive construction." *Constructions and Frames* 2.2 (2010): 208-241. | "Thank you, Sorry, and Please in Cypriot Greek: What happens to politeness markers when they are borrowed across languages?." *Journal of Pragmatics* 43 (2011): 218-235. | "The pragmatic variable: Toward a procedural interpretation." *Language in Society* 40.4 (2011): 343-372. | *Politeness and Pragmatics*. The Cambridge Handbook of Pragmatics. Ed. Kasia Jaszczolt and Keith Allan. Cambridge: Cambridge University Press, 2012. 617-637.**Dissertations Advised/Thesis Committees since 2010:** 6

Thomas, Suja**Department/Tenure Status:** Professor and Mildred Van Voorhis Jones Faculty Scholar, Law, Tenured**Education:** JD, New York University School of Law, 1991**Academic Experience:** Professor, U of Illinois, 2008-present; Visiting Professor, Vanderbilt University, 2008; Professor, University of Cincinnati, 2005-2008**Research/Teaching Specializations:** Consumer Law; Employment Discrimination; Constitutional Law**Selected Publications:** Employer Costs and Conflicts Under the Affordable Care Act, 99 CORNELL L. REV. ONLINE 56 (2013) (co-author Peter Molk) | The Fall of the Criminal, Civil, and Grand Juries and the Rise of the Executive, the Legislature, and the States, 55 WILLIAM AND MARY L. REV. 1195 (2014)**Selected Presentations:** “Before and After the Summary Judgment Trilogy 25th Anniversary of the Summary Judgment Trilogy: Reflections on Summary Judgment, Seattle University, School of Law, 2012 (invited keynote)

Todorova, Maria**Department/Tenure Status:** Professor, History, Tenured**Education:** PhD, University of Sofia, Bulgaria 1977**Academic Experience:** Professor, U of Illinois, 2001-present; Visiting Professor, European University Institute, Florence, 2008-present; Professor, U of Florida, 1996-2001**Overseas Experience:** Austria; Bulgaria; Germany; Greece; Russia; Turkey; France; Great Britain**Foreign Language Competency:** Bulgarian 5; French 3; German 4; Greek 2; Russian 5; Turkish 3**Percentage of Time Devoted to EU/European Studies** European Union: 100%**EU/European Studies Courses Taught:** HIST 439 The Ottoman Empire; HIST 466 The Balkans; HIST 498 Research and Writing Seminar; HIST 502 Prob in Comparative History**Research/Teaching Specializations:** Eastern and Southeastern Europe; History of Nationalism**Selected Publications:** Remembering Communism: Genres of Representation (New York: Social Science Research Council, Columbia University Press, 2010). Ed. Maria Todorova. New York: SSRRC, 2010. | Todorova, Maria. *Bilgaria, Balkanite, svetit: idei, protsesi, sbitiia*. Sofia: Prosveta, 2010. | Todorova, Maria. *Dizanje prošlosti u vazduh*. Beograd: Biblioteka XX vek, 2010. | *Postcommunist nostalgia*. Ed. Maria Todorova. New York: Berghahn, 2010. | Todorova, Maria. *Imaginaire des Balkans*. Paris: Editions EHESS, 2011 | *Balkanism and postcolonialism, or On the Beauty of the Airplane View*,” in Costica Bradatan and Serguei Oushakine, Bradatan, ed. *In Marx's Shadow*, NY etc.: Lexington Books, 2010 |**Distinctions:** Member, Academic Advisory Board, Wissenschaftskolleg zu Berlin, 2006 to present**Dissertations Advised/Thesis Committees since 2010:** 9

Tolliver, Joyce

Department/Tenure Status: Associate Professor, Spanish, Italian and Portuguese, Tenured

Education: PhD, University of Southern California, 1987

Academic Experience: Associate Professor, U of Illinois, 1998-present

Overseas Experience: Spain; Philippines

Foreign Language Competency: Portuguese 3; Spanish 5

Percentage of Time Devoted to EU/European Studies: 75%

EU/European Studies Courses Taught: SPAN 191 Freshman Honors Tutorial; SPAN 200 Readings in Hispanic Texts; SPAN 312 Spanish Literatures II; SPAN 464 Spanish Studies 1898-1960; SPAN 490 Advanced Readings in Spanish; SPAN 491 Topics for Honors Students; SPAN 590 Topics in Hispanic Studies: Literature & the World System; SPAN 595 Special Topics in Spanish; SPAN 599 Thesis Research

Research/Teaching Specializations: Nineteenth and Twentieth Century Spanish Studies; Gender Theory

Selected Publications: Tolliver, Joyce. "Over Her Bloodless Body: Gender, Race, and the Spanish Colonial Fetish in Pardo Bazán ." *Revista Canadiense de Estudios Hispánicos* 34.2 (2010): 285-301. | Tolliver, Joyce. "'Relics': Home, Modernity, and Dispossession in *Solitud* and *Los pazos de Ulloa*." *Siglo XIX* 16 (2010): 171-93. | Politics and the Feminist Essay in Spain. *A Companion to Spanish Women's Studies*. London: Tamesis, 2011. 243-56. | Tolliver, Joyce. "Framing Colonial Manliness, Domesticity, and Empire in 'Página suelta' and 'Oscuramente'." *Revista de Estudios Hispánicos* 46.1 (2012): 3-24.

Selected Presentations: "Writing Gender in the Modern Empire: Spain and the Philippines." Florida International University Symposium on Iberian and Latin-American Literatures." Miami, March 2013 (invited keynote)

Distinctions: Center for Advanced Study Associate, 2012

Dissertations Advised/Thesis Committees since 2010: 6

Tzanetou, Angeliki

Department/Tenure Status: Associate Professor, Classics, Tenure-Eligible

Education: PhD, University of Illinois, 1997

Academic Experience: Associate Professor, U of Illinois, 2011-present; Assistant Professor, U of Illinois, 2005-2011

Overseas Experience: Greece

Foreign Language Competency: Greek 5; Latin 5

Percentage of Time Devoted to EU/European Studies: 25%

EU/European Studies Courses Taught: CLCV 160 Ancient Greek & Roman Religion; CLCV 240 Sex & Gender in Antiquity; CLCV 491 Topics Classic Arch & Civ

Research/Teaching Specializations: Greek Drama; Greek Political Theory; Gender and Religion

Selected Publications: *City of Suppliants: Tragedy and the Athenian Empire*. University of Texas Press, 2012. | "Supplication and Empire in Athenian Tragedy". "Why Athens? Reappraising Tragic Politics". Ed. D. Carter. Oxford University Press, 2011. 305-324. | *Citizen-Mothers on the Tragic Stage. Mothering and Motherhood in the Ancient Greece and Rome*. 2012. |

Selected Presentations: "Euripides: A Political Interpretation," City Dionysia Lecture Series, Case Western Reserve University, January 2014 (invited keynote)

Distinctions: University of Illinois Research Board, Publication Subvention Grant; 2013

Dissertations Advised/Thesis Committees since 2010: 2

Vasquez, John

Department/Tenure Status: Professor, Political Science, Tenured

Education: PhD, Syracuse University, 1974

Academic Experience: The Thomas B. Mackie Scholar in International Relations and Professor of Political Science, U of Illinois, 2005-present; Harvey Picker Chair in International Relations, Colgate University, 2003-2005

Overseas Experience: Austria; Finland

Foreign Language Competency:

Percentage of Time Devoted to EU/European Studies: 50%

EU/European Studies Courses Taught: PS 280 Intro to Intl Relations; PS 300 Special Topics: WWI & IR Theory; PS 580 Proseminar Intl Rel I; PS 580 Proseminar Intl Rel I: Proseminar Intl Rel; PS 590 Research in Selected Topics

Research/Teaching Specializations: International Relations Theory; War and Conflict; Foreign Policy Decision-making

Selected Publications: The Outbreak of the First World War: Structure, Politics, and Decision-Making (co-editor, Jack S. Levy and John A. Vasquez) Cambridge: Cambridge University Press, forthcoming 2014 | Conflict, War, and Peace: An Introduction to Scientific Research (co-editor, Sara M. Mitchell and John A. Vasquez) Washington DC: CQ Press, 2013 | What Do We Know about War? (editor) second edition, Lanham, Maryland: Rowman & Littlefield, 2012 | Territory, War, and Peace (with Marie T. Henahan) (London: Routledge, 2011 | "How and why the Cold War Became a Long Peace: Some Statistical Insights" (co-authored Vasquez and Choong-Nam Kang). Cooperation and Conflict, 48 (Issue 1 March 2013) |

Dissertations Advised/Thesis Committees since 2010: 9

Vayntrub, Jacqueline

Department/Tenure Status: Visiting Instructor, Religion (Hebrew)

Education: PhD candidate, University of Chicago

Overseas Experience: Russia, Israel

Foreign Language Competency: Hebrew 5

Percentage of Time Devoted to EU/European Studies: 25%

EU/European Studies Courses Taught: RLST 106 Archaeology and the Bible; RLST 201 Hebrew Bible in English; RLST 283 Jewish Sacred Literature; RLST 414 Intermediate Biblical Hebrew

Research/Teaching Specializations: Biblical and Ancient Near Eastern languages and literature

Selected Publications: Vayntrub, Jacqueline. ""Text Edition of the Lamashtu Cuneiform Fragment"." Tel Burna Excavation Report. Forthcoming 2015 | Hardy, H, and Jacqueline Vayntrub. ""Biblical Hebrew šnino: a 'Cautionary Tale' of Root Identification"". Vetus Testamentum, 2014

Wade, Mara

Department/Tenure Status: Professor, Germanic Languages and Literatures, Tenured

Education: PhD, University of Michigan, 1984

Academic Experience: Professor, U of Illinois, 2005-present; Department Head, U of Illinois, 2005-2010; Associate Professor, U of Illinois, 1994-2005;

Overseas Experience: Germany; Denmark; Sweden; England; Scotland; Poland; Italy; France

Foreign Language Competency: German 5; Danish 2; Italian 3

Pedagogy Training: Austrian Fulbright Commission, Vienna, 2011; Strategies in Pedagogy, Goethe Institut Chicago, February 2013

Percentage of Time Devoted to EU/European Studies: 100%

EU/European Studies Courses Taught: FR 591 Individual Topics; GER 191 Freshman Honors Tutorial; GER 199 Undergrad Open Seminar: Books Matter/Book Matters; GER 199 Undergrad Open Seminar: Emblematica Digital Humanities; GER 331 Intro to German Literature; GER 470 Middle Ages to Baroque; GER 493 German Cinema I; GER 496 Special Topics German Studies; GER 572 Early Modern German Studies; GER 593 Research in Special Topics; GMC 199 Undergrad Open Seminar; SCAN 493 Honors Senior Thesis; SCAN 496 Special Topics in Scan Studies

Research/Teaching Specializations: German Literature and Music; Gender Studies;

Selected Publications: Emblems in Context: From the Early Modern to the Post-Modern. Transmigrations. Ed. Laurence Grove and Alison Saunders. Glasgow Emblem Studies, Vol. 14. Glasgow: Glasgow Emblem Studies, 2011. 1-30. | Introduction. Emblem Digitization: Conducting Digital Research with Renaissance Texts and Images. Ed. Mara Wade. Early Modern Literary Studies Special Issue , 2012. | "Emblem." Princeton Encyclopedia of Poetry and Poetics. 2012. | Gender Matters: Discourses of Violence in Early Modern Literature and the Arts. Amsterdam: Rodopi, 2013. | Introduction. Gender Matters. Gender Matters: Discourses of Violence in Early Modern Literature and the Arts. Amsterdam: Rodopi, 2013. | Princess Magdalena Sibylle (1617-1668) and Court Ballet in Denmark and Saxony. Der Hof: Ort kulturellen Handelns von Frauen in der Frühen Neuzeit. Köln: Bohlau, 2013.

Selected Presentations: "Das Emblem verkörpert," University of Kiel, Germany, June 2013 (invited)

Distinctions: Senior Fellow of the State of Lower Saxony (Germany) NEH-DFG Bilateral Digital Humanities Grant 2009-2012 DAAD, German Academic Exchange Service Alexander von Humboldt Foundation

Dissertations Advised/Thesis Committees since 2010: 8

Wallo, Oleksandra

Department/Tenure Status: Visiting Lecturer and Language Coordinator, Slavic Languages and Literature, Non-Tenure Eligible

Education: PhD, Pennsylvania State, 2013

Overseas Experience: Russia

Foreign Language Competency: Russian 5; Ukrainian 5

Percentage of Time Devoted to EU/European Studies: 50%

EU/European Studies Courses Taught: UKR 101 Basic Ukrainian I; UKR 102 Basic Ukrainian II; UKR 113 Ukrainian Culture; UKR 201 Second Year Ukrainian; UKR 202 Second Year Ukrainian II

Research/Teaching Specializations: Twentieth and Twentieth First Ukrainian and Russian Literature; East European Theatre

Webster, Charles

Department/Tenure Status: Visiting Instructor and Director of German Basic Language Program, Germanic Languages and Literature

Education: PhD, University of Wisconsin-Madison, 2014

Academic Experience: Visiting Instructor and Director, U of Illinois, 2012-present; International Program Coordinator, U of Wisconsin-Madison, 2011-2012

Overseas Experience: Sweden; Austria

Foreign Language Competency: German 5; Norwegian 5; Dutch 3; Spanish 3

Pedagogy Training: Certified Rater for the German Simulated Oral Proficiency Interview (SOPI) 2009-present

Percentage of Time Devoted to EU/European Studies:

Research/Teaching Specializations: Scandinavian Studies; Sociolinguistics; Second Language Acquisition

Selected Presentations: “Identity Development and Community Affiliation Among American Study-Abroad Students in Germany”; Education-Abroad Programs in German-Speaking Europe in an Age of Globalization and Virtuality at Emory University; Atlanta, GA, March 2013

Distinctions: Lester W.J. Seifert Prize (best graduate student paper in Germanic linguistics), University of Wisconsin-Madison, February 2010

Weech, Terry

Department/Tenure Status: Associate Professor, Library & Information Science, Tenured

Education: PhD, University of Illinois, 1972

Overseas Experience: Poland; France; Denmark; Slovenia; Bulgaria; Croatia; Italy

Foreign Language Competency: Russian 2; German 3; French 2

Percentage of Time Devoted to EU/European Studies: 50%

EU/European Studies Courses Taught: LIS 590 Advanced Problems in LIS Global Perspectives in LIS

Research/Teaching Specializations: International Librarianship, Economics of Information

Selected Publications: Weech, Terry and Margaret Moore “Access to United Nations Information in an eMotion Environment.” in Information in e-Motion. Proceedings BOBCATSSS 2012 20th International Conference on Information Science. Amsterdam, 23-25, pp. 233-236, January 2012.

Selected Presentations: “Collaboration between the U.S. and the EU in Educating Librarians,” Stellite Bibliostar Library Conference, Milan, Italy, March 2010

Distinctions: Elected chair of the International Federation of Library Associations and Institutions (IFLA) Library Theory and Research Section Standing Committee, 2009-2013

Weir, Bonnie

Department/Tenure Status: Assistant Professor, Political Science, Tenure-Eligible

Education: PhD, University of Chicago, 2012

Academic Experience: Assistant Professor, Political Science, U of Illinois, August 2012 – present; Instructor, Political Science, U of Illinois, August 2009 – May 2012

Overseas Experience: Ireland; United Kingdom/Northern Ireland

Foreign Language Competency: French 5; Slovak 5; German 3; Irish Gaelic 3; Arabic 3

Percentage of Time Devoted to EU/European Studies: 25%

EU/European Studies Courses Taught: PS 300 Special Topics: Terrorism; PS 491 Internship; PS 491 Internship: Government; PS 589 Topics in Intl Rel: Political Violence; PS 590 Research in Selected Topics

Research/Teaching Specializations: Political Violence, Armed Opposition Movements, Northern Ireland

Distinctions: List of Teachers Ranked as Excellent by Their Students, University of Illinois, 2010-2011

Winship, Verity

Department/Tenure Status: Associate Professor and Richard W. and Marie L. Corman Scholar, Law, Tenured

Education: JD, Harvard University, 2000

Foreign Language Competency: French 2; Italian 4; Spanish 3

Academic Experience: Associate Professor and Corman Scholar, U of Illinois, 2013-present; Assistant Professor, U of Illinois, 2010-2013;

Research/Teaching Specializations: Civil Procedure; Corporate Law

Selected Publications: Policing Compensatory Relief in Agency Settlements (symposium essay), U. Cinn. L. Rev. (forthcoming 2014) | Certification of State-Law Questions by Bankruptcy Courts, American Bankruptcy Law Journal, 483-524, vol. 87-4 (peer reviewed) (2013).

Selected Presentations: Bargaining for Exclusive State Court Jurisdiction, Junior Federal Courts Workshop, William & Mary Law School (October 2012) (paper selected for presentation and senior commentary)

Yildiz, Yasemin

Department/Tenure Status: Associate Professor, Germanic Languages and Literatures, Tenure-Eligible

Education: PhD, Cornell University, 2006

Academic Experience: Associate Professor, U of Illinois, 2012-present; Visiting Associate Professor of German, Harvard University, 2013; Conrad Humanities Scholar, U of Illinois, 2013-2018

Overseas Experience: Turkey, German

Foreign Language Competency: Turkish 5; German 5

Percentage of Time Devoted to EU/European Studies: 100%

EU/European Studies Courses Taught: CWL 571 Seminar in Literary Relations: 20thC German Studies; EURO 590 Directed Ind Study; EURO 599 Thesis Research; GER 199 Undergrad Open Seminar; GER 205 Germany and Europe; GER 211 Conversation and Writing I; GER 331 Intro to German Literature; GER 401 Global Issues in German; GER 496 Special Topics German Studies; GER 575 20thC German Studies; GER 593 Research in Special Topics

Research/Teaching Specializations: Literature of Migration; Turkish/German Literature

Selected Publications: *Beyond the Mother Tongue: The Postmonolingual Condition*. New York: Fordham University Press, 2012. | "Governing European Subjects: Tolerance and Guilt in the Discourse of 'Muslim Women'." *Cultural Critique* 77.1 (2011): 70-101. | *Wordforce: Ethnicized Masculinity and Literary Style in Kanak Sprak and Koppstoff*. Feridun Zaimoglu. Comp. Tom Cheesman and Karin Yesilada. Cardiff/ UK: University of Wales Press, 2012.. | "In the Postmonolingual Condition: Karin Sander's 'Wordsearch' and Yoko Tawada's Wordplay." *TRANSIT* 7.1 (2011): 1-22. | Yildiz, Yasemin and Michael Rothberg. "Memory Citizenship: Migrant Archives of Holocaust Remembrance in Contemporary Germany." *Parallax (Special Issue on Transcultural Memory)* 17.4 (2011): 32-48.

Selected Presentations: "Monolingualism as a Paradigm: Writing the Postmonolingual Condition." *Challenging the Myth of Monolingualism*. Leiden University, Netherlands. May 2012 (invited keynote)

Distinctions: 10th Aldo and Jeanne Scaglione Prize for Studies in Germanic Languages and Literatures awarded by the MLA to *Beyond the Mother Tongue*, 2012; 2012 IPRH Prize for Research in the Humanities for essay "Governing European Subjects"; 2013-2018 Conrad Humanities Scholar; ACLS Collaborative Research Fellowship 2011-2012; 2010 Arnold O. Beckman Research Award

Dissertations Advised/Thesis Committees since 2010: 6



TITLE VI
GRANT APPLICATION
FY 2014-2017

**APPENDIX C
COURSE LIST**

Appendix C1 – Language Courses
Appendix C2 – Area Studies Courses

Both show UG (undergraduate) and GR (graduate) enrollments for 2012-2013 and 2013-2014. Courses to be offered in 2014-2015 are marked with an x. Courses with asterisk will be funded in part by Title VI 2014-2015. Courses in red were funded in part by Title VI 2012-2014.

APPENDIX C1
Relevant Foreign Language Courses

Courses with asterisk will be funded in part by Title VI 2014-2015; Courses in red funded in part by Title VI 2012-2014

| Course | Hrs | % | CourseTitle | Instructor | Term | Enrollments | | | | Offered 14-15 |
|------------------|-----|-----|--------------------------------|------------|------|-------------|-------------|-------------|-------------|------------------|
| | | | | | | 12-13 UG | 12-13 GR | 13-14 UG | 13-14 GR | |
| Arabic | | | | | | | | | | |
| *ARAB 201 | 5 | 100 | Elementary Standard Arabic I | Saadah | FA | 59 | 6 | 49 | 3 | x |
| | 5 | 100 | | | SU | 6 | 4 | | | x |
| *ARAB 202 | 5 | 100 | Elementary Standard Arabic II | Saadah | SP | 32 | 7 | 36 | 7 | x |
| | 5 | 100 | | | SU | 5 | 3 | | | x |
| *ARAB 210 | 4 | 100 | Colloquial Arabic I | Saadah | FA | 8 | 1 | 9 | 2 | x |
| *ARAB 211 | 4 | 100 | Colloquial Arabic II | Saadah | SP | 7 | 1 | | | x |
| *ARAB 403 | 4 | 100 | Intermediate Stand Arabic I | Saadah | FA | 29 | 2 | 22 | 4 | x |
| | 4 | 100 | | | SU | 6 | 2 | | | x |
| *ARAB 404 | 4 | 100 | Intermediate Stand Arabic II | Saadah | SP | 24 | 1 | 14 | 2 | x |
| | 4 | 100 | | | SU | 5 | 2 | | | x |
| *ARAB 405 | 3 | 100 | Advanced Standard Arabic I | Saadah | FA | 16 | 0 | 12 | 3 | x |
| | 3 | 100 | | | SU | 5 | 0 | | | x |
| *ARAB 406 | 3 | 100 | Advanced Standard Arabic II | Saadah | SP | 17 | 0 | 12 | 4 | x |
| | 3 | 100 | | | SU | 4 | 0 | | | x |
| *ARAB 407 | 3 | 100 | Topics Stand Arabic Lang&Lit I | Saadah | FA | 3 | 3 | 10 | 0 | x |
| | 3 | 100 | | Saadah | SU | 1 | 0 | | | x |
| *ARAB 408 | 3 | 100 | Topics Stand Arabic LangLit II | | SP | 2 | 3 | 7 | 0 | x |
| | 3 | 100 | | Saadah | SU | 1 | 0 | | | x |
| *ARAB 409 | 3 | 100 | Adv Top Stand Arabic LangLit I | Saadah | FA | 1 | 2 | 2 | 0 | x |
| *ARAB 410 | 3 | 100 | AdvTop Stand Arabic LangLit II | Saadah | SP | 1 | 1 | 4 | 0 | x |
| | | | | | | total: | 232 | 38 | 177 | 25 |
| Bulgarian | | | | | | | | | | |
| BULG 481 | 3 | 100 | Structure of Modern Bulgarian | Tempest | FA | 0 | 2 | | | x |
| BULG 482 | 3 | 100 | Readings in Bulgarian Lit | Tempest | SP | 0 | 2 | | | |
| | | | | | | total: | 0 | 4 | 0 | 0 |
| Catalan | | | | | | | | | | |
| CATL 401 | 3 | 100 | Intensive Catalan Language | | FA | 1 | 2 | 5 | 3 | x |
| | 3 | 100 | | | SP | 8 | 1 | | | x |
| CATL 402 | 3 | 100 | Studies in Catalan Literature | | SP | 3 | 0 | 2 | 5 | |
| | | | | | | total: | 12 | 3 | 7 | 8 |
| Czech | | | | | | | | | | |
| *CZCH 101 | 4 | 100 | Elementary Czech I | Cooper | FA | 4 | 2 | 1 | 1 | x |
| *CZCH 102 | 4 | 100 | Elementary Czech II | Cooper | SP | 0 | 1 | 0 | 3 | x |
| *CZCH 201 | 4 | 100 | Second-year Czech I | Cooper | FA | 4 | 2 | | | x |
| *CZCH 202 | 4 | 100 | Second-year Czech II | Cooper | SP | 1 | 2 | | | x |
| CZCH 484 | 3 | 100 | Readings in Czech | various | | | | | | x |
| | | | | | | total: | 9 | 7 | 1 | 4 |
| French | | | | | | | | | | |
| FR 101 | 4 | 100 | Elementary French I | Zapata | FA | 125 | 10 | 128 | 11 | x |
| | 4 | 100 | | | SP | 88 | 5 | 92 | 13 | x |

| Course | Hrs | % | CourseTitle | Instructor | Term | Enrollments | | | | Offered 14-15 |
|--------|-----|-----|--------------------------------|------------|------|-------------|-------------|-------------|-------------|------------------|
| | | | | | | 12-13 UG | 12-13 GR | 13-14 UG | 13-14 GR | |
| FR 102 | 4 | 100 | Elementary French II | Zapata | FA | 65 | 3 | 81 | 8 | x |
| | 4 | 100 | | | SP | 85 | 4 | 99 | 6 | x |
| | 4 | 100 | | | SU | 5 | 1 | | | x |
| FR 103 | 4 | 100 | Intermediate French I | Zapata | FA | 94 | 3 | 81 | 1 | x |
| | 4 | 100 | | | SP | 67 | 1 | 65 | 3 | x |
| | 4 | 100 | | | SU | 0 | 0 | 0 | 0 | x |
| FR 104 | 4 | 100 | Intermediate French II | Zapata | FA | 28 | 2 | 41 | 0 | x |
| | 4 | 100 | | | SP | 58 | 1 | 51 | 2 | x |
| | 4 | 100 | | | SU | 9 | 1 | | | x |
| FR 133 | 4 | 100 | Accel Intermediate French I | Zapata | FA | 12 | 0 | 15 | 1 | x |
| | 4 | 100 | | | SP | | | 6 | 3 | x |
| FR 134 | 4 | 100 | Accel Intermed French II | Zapata | FA | 21 | 0 | 15 | 1 | x |
| | 4 | 100 | | | SP | 7 | 2 | 10 | 1 | x |
| FR 205 | 2 | 100 | Oral French | Zapata | FA | 31 | 0 | 23 | 0 | x |
| | 2 | 100 | | | SP | 37 | 1 | 29 | 0 | x |
| | 2 | 100 | | | SU | | | | | x |
| FR 207 | 3 | 100 | Grammar and Composition | Zapata | FA | 45 | 3 | 28 | 1 | x |
| | 3 | 100 | | | SP | 41 | 1 | 32 | 0 | x |
| FR 208 | 3 | 100 | Critical Writing and Reading | various | FA | 31 | 0 | 33 | 0 | x |
| | 3 | 100 | | | SP | 33 | 0 | 19 | 1 | x |
| FR 209 | 3 | 100 | Intro to French Lit I | Mall | FA | 25 | 0 | 22 | 0 | x |
| | 3 | 100 | | | SP | 24 | 0 | 25 | 0 | x |
| FR 210 | 3 | 100 | Intro to French Lit II | Proulx | FA | 30 | 0 | 13 | 0 | x |
| | 3 | 100 | | | SP | 16 | 0 | 17 | 0 | x |
| FR 213 | 2 | 100 | French Phonetics | Fagyal | FA | 32 | 0 | 27 | 0 | x |
| | 2 | 100 | | | SP | 17 | 1 | 19 | 0 | x |
| | 2 | 100 | | | SU | | | | | x |
| FR 311 | 3 | 100 | Narrative Literature: Enfances | Mathy | FA | | | 14 | 0 | x |
| FR 319 | 3 | 100 | Intro to Francophone Lit | | FA | | | | | x |
| FR 322 | 3 | 100 | Movements and Perspectives | Mall | FA | 13 | 0 | | | |
| FR 322 | 3 | 100 | Mapping Movement: Race, | Meghelli | SP | | | 15 | 0 | |
| FR 323 | 3 | 100 | Major Literary Figures | Fresco | SP | 11 | 0 | | | |
| FR 324 | 3 | 100 | Mad Love & Crimes of Passion | Blake | FA | 6 | 0 | | | |
| FR 413 | 3 | 100 | French Phonetics and Phonology | | | | | | | x |
| FR 414 | 3 | 100 | Advanced Grammar and Style | | FA | 15 | 0 | 14 | 1 | x |
| | 3 | 100 | | | SP | 8 | 0 | 18 | 0 | x |
| FR 416 | 3 | 100 | Structure of French Language | | | | | | | x |
| FR 417 | 3 | 100 | (MDVL 417) | | | | | | | x |
| FR 419 | 2 | 100 | Techniques in Translation I | Fresco | | | | | | x |
| | 3 | 100 | | | FA | 10 | 0 | 13 | 1 | x |
| FR 421 | 2 | 100 | Techniques in Translation II | Fresco | SP | 11 | 1 | 15 | 0 | x |
| | 3 | 100 | | | SP | 11 | 0 | 9 | 1 | x |
| FR 435 | 3 | 100 | French Civilization I | Keller | SP | 21 | 0 | | | x |
| FR 436 | 3 | 100 | French Civilization II | Don | FA | 18 | 0 | | | x |
| FR 443 | 3 | 100 | Contemporaine | Mall | SP | | | 15 | 0 | |

| Course | Hrs | % | CourseTitle | Instructor | Term | Enrollments | | | | Offered 14-15 |
|---------------|-----|-----|--------------------------------|------------|------|-------------|-------------|-------------|-------------|------------------|
| | | | | | | 12-13 UG | 12-13 GR | 13-14 UG | 13-14 GR | |
| FR 443 | 4 | 100 | Studies in French | Don | FA | | | | | x |
| | 4 | 100 | | | SP | 1 | 3 | | | |
| FR 443 | 4 | 100 | Fr Legal System | Mall | FA | | | 0 | 8 | x |
| FR 485 | 2 | 100 | Commercial & Econ French I | | | | | | | x |
| FR 486 | 2 | 100 | Commercial & Econ French II | | | | | | | x |
| FR 500 | 4 | 100 | Beginning French Grads | Fresco | FA | 1 | 13 | 0 | 16 | x |
| FR 501 | 4 | 100 | Reading French Grads | Fresco | SP | 1 | 15 | 0 | 22 | x |
| FR 529 | 4 | 100 | Studies in French Linguistics | Fagyal | FA | 0 | 9 | | | |
| FR 530 | 4 | 100 | Intro Res and Text Criticism | | | | | | | x |
| FR 531 | 4 | 100 | (MDVL 531) | | | | | | | x |
| FR 543 | 4 | 100 | French Studies | Mathy | SP | 0 | 6 | | | |
| FR 570 | 4 | 100 | Gender in Medieval French Text | Fresco | | | | 1 | 6 | |
| FR 571 | 4 | 100 | Seminar 16thC French Lit | Keller | FA | 1 | 5 | | | |
| FR 574 | 4 | 100 | Seminar 19thC French Lit | Proulx | SP | | | 0 | 6 | |
| FR 578 | 4 | 100 | Seminar 20thC French Lit | Blake | FA | 0 | 8 | | | |
| FR 579 | 4 | 100 | Ecritures De Soi | Mall | FA | | | 0 | 7 | x |
| total: | | | | | | 1154 | 99 | 1085 | 120 | |
| German | | | | | | | | | | |
| GER 101 | 4 | 100 | Beginning German I | Webster | FA | 105 | 6 | 118 | 9 | x |
| | 4 | 100 | | | SP | 82 | 8 | 93 | 7 | x |
| | 4 | 100 | | | SU | 5 | 1 | | | x |
| GER 102 | 4 | 100 | Beginning German II | Webster | FA | 52 | 9 | 48 | 4 | x |
| | 4 | 100 | | | SP | 76 | 5 | 89 | 13 | x |
| | 4 | 100 | | | SU | 9 | 1 | 0 | 0 | x |
| GER 103 | 4 | 100 | Intermediate German I | Webster | FA | 67 | 3 | 66 | 4 | x |
| | 4 | 100 | | | SP | 56 | 4 | 48 | 4 | x |
| | 4 | 100 | | | SU | 11 | 3 | | | x |
| GER 104 | 4 | 100 | Intermediate German II | Webster | FA | 36 | 0 | 32 | 0 | x |
| | 4 | 100 | | | SP | 34 | 3 | 30 | 4 | x |
| | 4 | 100 | | | SU | 7 | 0 | | | x |
| GER 191 | 1 | 100 | Freshman Honors Tutorial | | | | | | | x |
| GER 211 | 3 | 100 | Conversation and Writing I | Heinz | FA | 19 | 1 | 19 | 1 | x |
| | 3 | 100 | | | SP | 20 | 0 | 16 | 1 | x |
| GER 212 | 3 | 100 | Conversation and Writing II | Webster | FA | 11 | 0 | 13 | 0 | x |
| | 3 | 100 | | | SP | 17 | 0 | 14 | 0 | x |
| GER 320 | 3 | 100 | German for Business | Heinz | FA | 10 | 0 | 10 | 0 | x |
| GER 321 | 3 | 100 | German for Economics | Heinz | SP | 9 | 0 | 12 | 2 | x |
| GER 331 | 3 | 100 | Intro to German Literature | Suvak | FA | 8 | 0 | 15 | 0 | x |
| | 3 | 100 | | | SP | 8 | 0 | 7 | 0 | x |
| GER 332 | 3 | 100 | German Literature and Culture | Suvak | SP | | | 6 | 0 | x |
| GER 401 | 3 | 100 | Global Issues in German | Heinz | FA | 7 | 2 | 4 | 0 | x |
| GER 403 | 3 | 100 | Translation, Theory & Practice | Jenkins | FA | | | 9 | 1 | x |
| GER 465 | 3 | 100 | Ling Structures of German | Webster | SP | 3 | 0 | | | x |
| GER 465 | 3 | 100 | Abnd.2nd Lang Acquisition | Webster | SP | | | 8 | 0 | |
| GER 470 | 3 | 100 | Middle Ages to Baroque | | | | | | | x |
| GER 471 | 3 | 100 | Enlightenment to Romanticism | Vogt | SP | 4 | 1 | 4 | 1 | x |

| Course | Hrs | % | CourseTitle | Instructor | Term | Enrollments | | | | Offered 14-15 |
|----------------------|-----|-----|--------------------------------|------------|------|-------------|-------------|-------------|-------------|------------------|
| | | | | | | 12-13 UG | 12-13 GR | 13-14 UG | 13-14 GR | |
| GER 472 | 3 | 100 | Realism to Expressionism | | | | | | | x |
| GER 473 | 3 | 100 | 1920s to Today | Jenkins | FA | 5 | 1 | 8 | 2 | x |
| GER 496 | 3 | 100 | Special Topics German Studies | various | | | | | | x |
| GER 496 | 3 | 100 | Freud, Nietzsche, Kafka | Johnson | SP | 0 | 2 | | | |
| GER 500 | 4 | 100 | Readings in German Grads I | | FA | 0 | 12 | 0 | 4 | x |
| | 4 | 100 | | | SU | 1 | 3 | | | x |
| GER 501 | 4 | 100 | Readings in German Grads II | | SP | 0 | 20 | 0 | 9 | x |
| | 4 | 100 | | | SU | 1 | 3 | | | x |
| GER 515 | 4 | 100 | Middle High German | | | | | | | x |
| GER 520 | 4 | 100 | History of the German Language | | | | | | | x |
| GER 530 | 4 | 100 | Old High German | | | | | | | x |
| GER 572 | 4 | 100 | Early Modern German Studies | Wade | SP | | | 0 | 6 | |
| GER 573 | 4 | 100 | 18thC German Studies | Hilger | FA | 0 | 6 | | | x |
| GER 575 | 4 | 100 | 20thC German Studies | Yildiz | SP | 0 | 7 | 0 | 7 | x |
| GER 575 | 4 | 100 | Mann und die Musik | | | | | | | x |
| total: | | | | | | 663 | 101 | 669 | 79 | |
| Modern Greek | | | | | | | | | | |
| *GRKM 201 | 5 | 100 | Elementary Modern Greek I | Katsikas | FA | 12 | 1 | 15 | 0 | x |
| *GRKM 202 | 5 | 100 | Elementary Modern Greek II | Katsikas | SP | 6 | 0 | 14 | 1 | x |
| *GRKM 403 | 4 | 100 | Intermediate Modern Greek I | Katsikas | FA | 9 | 0 | 3 | 1 | x |
| *GRKM 404 | 4 | 100 | Intermediate Modern Greek II | Katsikas | SP | 8 | 0 | 2 | 2 | x |
| *LING 404 | 4 | 100 | Modern Greek 453 | Katsikas | FA | | | 4 | 0 | |
| total: | | | | | | 35 | 1 | 38 | 4 | |
| Modern Hebrew | | | | | | | | | | |
| HEBR 201 | 5 | 100 | Elementary Modern Hebrew I | Kedem | FA | 10 | 1 | 11 | 1 | x |
| HEBR 202 | 5 | 100 | Elementary Modern Hebrew II | Kedem | SP | 8 | 0 | 5 | 1 | x |
| HEBR 403 | 4 | 100 | Intermediate Modern Hebrew I | Kedem | FA | 8 | 0 | 5 | 1 | x |
| HEBR 404 | 4 | 100 | Intermediate Modern Hebrew II | Kedem | SP | 7 | 0 | 5 | 0 | x |
| HEBR 405 | 3 | 100 | Advanced Modern Hebrew I | Seideman | FA | 1 | 2 | 6 | 0 | x |
| HEBR 406 | 3 | 100 | Advanced Modern Hebrew II | Seideman | SP | 1 | 1 | 4 | 0 | x |
| total: | | | | | | 35 | 4 | 36 | 3 | |
| Italian | | | | | | | | | | |
| ITAL 101 | 4 | 100 | Elementary Italian I | Hill | FA | 125 | 7 | 114 | 5 | x |
| | 4 | 100 | | | SP | 113 | 5 | 107 | 2 | x |
| | 4 | 100 | | | SU | 11 | 3 | | | x |
| ITAL 102 | 4 | 100 | Elementary Italian II | Hill | FA | 57 | 6 | 59 | 2 | x |
| | 4 | 100 | | | SP | 92 | 9 | 84 | 6 | x |
| | 4 | 100 | | | SU | | | | | x |
| ITAL 103 | 4 | 100 | Intermediate Italian I | Hill | FA | 64 | 2 | 40 | 1 | x |
| | 4 | 100 | | | SP | 33 | 0 | 29 | 3 | x |
| ITAL 104 | 4 | 100 | Intermediate Italian II | Hill | FA | 18 | 0 | 15 | 0 | x |
| | 4 | 100 | | | SP | 33 | 2 | 14 | 2 | x |
| ITAL 200 | 3 | 100 | Intro Italian Literature | Stoppino | SP | 15 | 1 | 9 | 0 | x |
| ITAL 210 | 3 | 100 | Practical Review Italian | Derhemi | FA | 19 | 0 | 11 | 0 | x |
| ITAL 220 | 3 | 100 | Comtemp Italian Oral & Written | Rota | FA | 14 | 1 | 9 | 0 | x |
| ITAL 310 | 3 | 100 | Advanced Grammar | Derhemi | SP | 12 | 0 | | | x |

| Course | Hrs | % | CourseTitle | Instructor | Term | Enrollments | | | | Offered 14-15 |
|---------------------------------|-----|-----|--|------------|------|-------------|-------------|-------------|-------------|------------------|
| | | | | | | 12-13 UG | 12-13 GR | 13-14 UG | 13-14 GR | |
| ITAL 380 | 3 | 100 | Ital Business & Profess | | | | | | | x |
| ITAL 390 | 2 | 100 | Spec Topics Italian Studies | various | FA | 1 | 0 | 2 | 0 | x |
| | 2 | 100 | | | SP | 7 | 0 | | | |
| ITAL 390 | 3 | 100 | Levi | Rota | SP | 4 | 0 | | | |
| ITAL 390 | 4 | 100 | Spec Topics Italian Studies | various | SP | | | 16 | 0 | |
| ITAL 406 | 3 | 100 | Italian Culture | Rota | FA | | | 9 | 5 | x |
| | 3 | 100 | | | SP | 15 | 1 | | | |
| ITAL 440 | 3 | 100 | Modern Italian Novel | Rushing | SP | 3 | 3 | | | x |
| ITAL 450 | 3 | 100 | Italian Syntax & Phonology | | | | | | | |
| ITAL 491 | 2 | 100 | Honors Senior Thesis | various | SP | | | 1 | 0 | |
| total: | | | | | | 636 | 40 | 519 | 26 | |
| Polish | | | | | | | | | | |
| *POL 101 | 4 | 100 | Elementary Polish I | Gasyna | FA | 20 | 3 | 23 | 3 | x |
| *POL 102 | 4 | 100 | Elementary Polish II | Gasyna | SP | 15 | 2 | 15 | 1 | x |
| *POL 201 | 4 | 100 | Second Yr Polish I | Gasyna | FA | 11 | 1 | 9 | 1 | x |
| *POL 202 | 4 | 100 | Second Yr Polish II | Gasyna | SP | 8 | 1 | 5 | 0 | x |
| *POL 301 | 3 | 100 | Third-Year Polish I | Gasyna | FA | 1 | 2 | | | x |
| | 3 | 100 | | | SP | | | 3 | 1 | x |
| *POL 302 | 3 | 100 | Third-Year Polish II | Gasyna | SP | 2 | 2 | 3 | 1 | x |
| *POL 401 | 3 | 100 | Fourth-Year Polish I | Gasyna | | 0 | 2 | | | x |
| *POL 402 | 3 | 100 | Fourth-Year Polish II | Gasyna | | 1 | 2 | | | x |
| total: | | | | | | 58 | 15 | 58 | 7 | |
| Portuguese | | | | | | | | | | |
| PORT 191 | 1 | 100 | Freshman Honors Tutorial | Tosta | FA | | | | | x |
| PORT 200 | 3 | 100 | Advanced Grammar | Senna | FA | 8 | 5 | 11 | 2 | x |
| | 3 | 100 | | | SP | | | 8 | 3 | x |
| PORT 320 | 3 | 100 | Readings in Portuguese | Senna | SP | 7 | 3 | 14 | 1 | |
| PORT 400 | 3 | 100 | Intensive Beginning Portuguese | Senna | FA | 38 | 9 | 29 | 22 | x |
| | 3 | 100 | | | SP | 29 | 8 | 27 | 7 | x |
| PORT 401 | 3 | 100 | Intermediate Portuguese | Senna | FA | 19 | 2 | 15 | 6 | x |
| | 3 | 100 | | | SP | 28 | 6 | 19 | 17 | x |
| total: | | | | | | 129 | 33 | 123 | 58 | |
| Scandinavian | | | | | | | | | | |
| *SCAN 101 | 4 | 100 | Introductory Swedish | Safstrom | FA | 12 | 5 | 12 | 0 | x |
| *SCAN 102 | 4 | 100 | Beginning Scandinavian II | Safstrom | SP | 9 | 2 | 8 | 0 | x |
| *SCAN 103 | 4 | 100 | Intermediate Scandinavian I: Intermediate Swedish | Safstrom | FA | 3 | 1 | 6 | 4 | x |
| *SCAN 104 | 4 | 100 | Intermediate Scandinavian II | Safstrom | SP | | | 4 | 4 | x |
| SCAN 496 | 1 | 100 | Special Topics in Scan Studies | various | SP | 1 | 0 | | | x |
| SCAN 496 | 1 | 100 | Special Topics in Scan Studies | Malekin | SP | 5 | 2 | | | x |
| total: | | | | | | 30 | 10 | 30 | 8 | |
| Serbian-Bosnian-Croatian | | | | | | | | | | |
| *SCR 101 | 4 | 100 | Basic Serbian or Croatian I | Wallo | FA | 4 | 1 | 4 | 2 | x |
| *SCR 102 | 4 | 100 | Basic Serbian or Croatian II | Wallo | SP | 3 | 1 | 5 | 2 | x |
| *SCR 201 | 4 | 100 | 2nd Year Serbian & Croatian I | Wallo | FA | 0 | 2 | 6 | 2 | x |
| *SCR 202 | 4 | 100 | 2nd Year Serbian & Croatian II | Wallo | SP | 0 | 2 | 2 | 2 | x |

| Course | Hrs | % | CourseTitle | Instructor | Term | Enrollments | | | | Offered 14-15 |
|----------------|-----|-----|--------------------------------|------------------|------|-------------|-------------|-------------|-------------|------------------|
| | | | | | | 12-13 UG | 12-13 GR | 13-14 UG | 13-14 GR | |
| *SCR 301 | 3 | 100 | Third-Year Serbian/Croatian I | Wallo | FA | 0 | 1 | 0 | 2 | x |
| *SCR 302 | 3 | 100 | Third-Year Serbian/Croatian II | Wallo | SP | 1 | 1 | 0 | 2 | x |
| SLAV 480 | 4 | 100 | Intro to Slavic Linguistics | Anderson | | 4 | 4 | | | x |
| total: | | | | | | 12 | 12 | 17 | 12 | |
| Spanish | | | | | | | | | | |
| SPAN 103 | 4 | 100 | Intermediate Spanish | Waters | FA | 373 | 7 | 356 | 4 | x |
| | 4 | 100 | | | SP | 300 | 3 | 378 | 6 | x |
| SPAN 103 | 4 | 100 | Intermediate Spanish | Waters | SU | 31 | 0 | | | x |
| SPAN 122 | 4 | 100 | Intensive Elementary Spanish | Waters | FA | 351 | 9 | 324 | 14 | x |
| | 4 | 100 | | | SP | 182 | 4 | 197 | 9 | x |
| | 4 | 100 | | | SU | 22 | 3 | | | x |
| SPAN 141 | 4 | 100 | Intro to Spanish Grammar | Carollo | FA | 292 | 3 | 253 | 1 | x |
| | 4 | 100 | | | SP | 173 | 3 | 183 | 1 | x |
| | 4 | 100 | | | SU | 25 | 1 | | | x |
| SPAN 142 | 4 | 100 | Spanish in the Professions | Carollo | FA | 118 | 0 | 110 | 1 | x |
| | 4 | 100 | | | SP | 119 | 0 | 132 | 0 | x |
| SPAN 191 | 1 | 100 | Freshman Honors Tutorial | various | FA | 0 | 0 | 0 | 0 | x |
| | 1 | 100 | | | SP | | | | | x |
| | 1 | 100 | | | SU | | | | | x |
| SPAN 200 | 3 | 100 | Readings in Hispanic Texts | Henshaw | FA | 153 | 0 | 147 | 0 | x |
| | 3 | 100 | | | SP | 134 | 1 | 143 | 3 | x |
| | 3 | 100 | | | SU | 11 | 1 | | | x |
| SPAN 202 | 3 | 100 | Spanish for Business | Abbott | FA | 12 | 0 | 17 | 0 | x |
| SPAN 204 | 3 | 100 | Practical Review of Spanish | Henshaw | FA | 153 | 0 | 147 | 0 | x |
| | 3 | 100 | | | SP | 134 | 1 | 143 | 3 | x |
| | 3 | 100 | | | SU | 11 | 1 | | | x |
| SPAN 208 | 3 | 100 | Oral Spanish | Henshaw | FA | 43 | 0 | 41 | 0 | x |
| | 3 | 100 | | | SP | 63 | 0 | 43 | 3 | x |
| | 3 | 100 | | | SU | 7 | 3 | | | x |
| SPAN 228 | 3 | 100 | Spanish Composition | Henshaw | FA | 190 | 0 | 128 | 0 | x |
| | 3 | 100 | | | SP | 155 | 0 | 160 | 0 | x |
| | 3 | 100 | | | SU | | | | | x |
| SPAN 232 | 3 | 100 | Spanish in the Community | Abbott | FA | 28 | 2 | 23 | 0 | x |
| | 3 | 100 | | | SP | 27 | 2 | 26 | 0 | x |
| SPAN 252 | 3 | 100 | Intro to Hispanic Linguistics | Foote | FA | 70 | 0 | 56 | 0 | x |
| | 3 | 100 | | | SP | 70 | 0 | 69 | 0 | x |
| | 3 | 100 | | | SU | | | | | x |
| SPAN 303 | 2 | 100 | The Sounds of Spanish | | FA | 30 | 0 | 27 | 0 | x |
| | 3 | 100 | | | SP | | | 22 | 0 | |
| SPAN 305 | 3 | 100 | The Structure of Spanish | | FA | 47 | 0 | 45 | 0 | x |
| | 3 | 100 | | | SP | 33 | 0 | 13 | 0 | x |
| SPAN 310 | 3 | 100 | Spanish Literatures I | Martinez-Quinoga | FA | | | 11 | | |
| | 3 | 100 | | | SP | 15 | 0 | 16 | | x |
| SPAN 312 | 3 | 100 | Spanish Literatures II | Tolliver | FA | 15 | 0 | | | x |
| | 3 | 100 | | | SP | 17 | 0 | 6 | 0 | x |
| SPAN 332 | 3 | 100 | Spanish and Entrepreneurship | Abbott | SP | 24 | 0 | 22 | 1 | x |

| Course | Hrs | % | CourseTitle | Instructor | Term | Enrollments | | | | Offered 14-15 |
|------------------|-----|-----|---|------------|------|-------------|-------------|-------------|-------------|------------------|
| | | | | | | 12-13 UG | 12-13 GR | 13-14 UG | 13-14 GR | |
| SPAN 430 | 4 | 100 | Spanish Phonology | Hualde | SP | | | 1 | 14 | x |
| SPAN 431 | 4 | 100 | Spanish Morphology | Escobar | FA | 0 | 15 | | | x |
| SPAN 432 | 3 | 100 | Spanish Syntax | | | | | | | x |
| SPAN 432 | 4 | 100 | Spanish Syntax | MacDonald | SP | | | 1 | 15 | |
| SPAN 433 | 3 | 100 | Spanish Sociolinguistics | Escobar | SP | | | | | x |
| | 4 | 100 | | | SP | | | 0 | 11 | |
| SPAN 434 | 3 | 100 | History Spanish Lang | | | | | | | x |
| SPAN 461 | 4 | 100 | Medieval Spanish Studies | Stoppino | FA | 0 | 5 | | | x |
| SPAN 462 | 3 | 100 | Early Modern Spanish Studies | various | FA | 0 | 0 | | | x |
| SPAN 462 | 4 | 100 | Early Modern Spanish Studies | Garcia | SP | | | 0 | 14 | |
| SPAN 463 | 4 | 100 | 18-19thC Spanish Studies | Tolliver | | | | | | x |
| SPAN 466 | 4 | 100 | Colonial Span Amer Studies | Melendez | SP | 1 | 7 | | | |
| SPAN 468 | 4 | 100 | 20th-21stC Span Am Studies | Goldman | FA | 0 | 6 | | | |
| SPAN 490 | 0 | 100 | Advanced Readings in Spanish | various | FA | 2 | 0 | 1 | 0 | x |
| SPAN 490 | 0 | 100 | Cult/Civ of Span America | Escobar | FA | 9 | 0 | | | |
| SPAN 491 | 1 | 100 | Topics for Honors Students | various | FA | 1 | 0 | 3 | 0 | x |
| | 1 | 100 | | | SP | 2 | 0 | 2 | 0 | |
| | 1 | 100 | | | SU | | | | | |
| SPAN 559 | 4 | 100 | Sem Spanish Diachronic Ling | various | SP | 0 | 3 | 0 | 2 | |
| SPAN 572 | 4 | 100 | Theory and Literary Criticism (ITAL 572, PORT 572) | Ledesma | FA | | | 0 | 8 | x |
| | 4 | 100 | | | SP | 0 | 6 | | | x |
| SPAN 590 | 4 | 100 | Topics in Hispanic Studies | Delgado | FA | 0 | 3 | | | |
| SPAN 590 | 4 | 100 | Literature & the World System | Tolliver | FA | 0 | 3 | 0 | 6 | |
| SPAN 590 | 4 | 100 | Acquisition of Spanish | Foote | FA | | | 0 | 8 | |
| total: | | | | | | 3443 | 92 | 3246 | 124 | |
| Turkish | | | | | | | | | | |
| *TURK 201 | 5 | 100 | Elementary Turkish I | Balci | FA | 5 | 4 | 1 | 8 | x |
| | 5 | 100 | | | SU | | | | | |
| *TURK 202 | 5 | 100 | Elementary Turkish II | Balci | SP | 4 | 4 | 2 | 5 | x |
| | 5 | 100 | | | SU | | | | | |
| *TURK 403 | 4 | 100 | Intermediate Turkish I | Balci | FA | 2 | 4 | 3 | 2 | x |
| *TURK 404 | 4 | 100 | Intermediate Turkish II | Balci | SP | 3 | 5 | 2 | 2 | x |
| *TURK 405 | 3 | 100 | Advanced Turkish I | Balci | FA | 4 | 2 | 1 | 2 | x |
| *TURK 406 | 3 | 100 | Advanced Turkish II | Balci | SP | 2 | 2 | 1 | 2 | x |
| *TURK 490 | 2 | 100 | Special Topics in Turkish | Balci | SP | 4 | 4 | | | |
| *LING 404 | 3 | 100 | Tutorials in Non-Western Lang: | Balci | FA | | | 0 | 4 | |
| | 3 | 100 | 4th year Turkish language | | SP | 3 | 0 | 0 | 3 | x |
| total: | | | | | | 27 | 25 | 10 | 28 | |
| Ukrainian | | | | | | | | | | |
| UKR 101 | 4 | 100 | Basic Ukrainian I | Wallo | FA | 3 | 2 | 2 | 0 | x |
| UKR 102 | 4 | 100 | Basic Ukrainian II | Wallo | SP | 1 | 2 | 1 | 1 | x |
| UKR 201 | 4 | 100 | Second-Year Ukrainian I | Wallo | FA | 1 | 0 | 1 | 1 | x |
| UKR 202 | 4 | 100 | Second-Year Ukrainian II | Wallo | SP | 1 | 0 | 1 | 1 | x |
| total: | | | | | | 6 | 4 | 5 | 3 | |

APPENDIX C2
Relevant Courses with EU Content

Courses with asterisk will be funded in part by Title VI 2014-2015; Courses in red funded in part by Title VI 2012-2014

| Course | Hrs | % | Course Title | Instructor | Term | Enrollments | | | | Offered 14-15 |
|---|-----|-----|---|-------------------|------|-------------|-------------|-------------|-------------|------------------|
| | | | | | | 12-13 UG | 12-13 GR | 13-14 UG | 13-14 GR | |
| Agriculture and Consumer Economics | | | | | | | | | | |
| ACE 210 | 3 | 25 | Environmental Economics (ECON 210, ENVS 210, NRES 210, UP 210) | Ando | FA | | | 151 | 0 | x |
| | 3 | 25 | | | SP | 160 | 0 | | | x |
| ACE 251 | 3 | 25 | The World Food Economy | Winter-Nelson | FA | 138 | 0 | 155 | 0 | x |
| | 3 | 25 | | | SP | 154 | 0 | 188 | 0 | x |
| ACE 306 | 3 | 25 | Food Law - includes European case studies | Schlessinger | FA | 41 | 0 | 38 | 0 | x |
| ACE 398 | 2 | 25 | Seminar: Contemp Issues in Fin Planning - includes European issues | Miller | FA | 19 | 0 | 24 | 0 | x |
| ACE 435 | 3 | 50 | Global Agribusiness Management | Schnitkey | SP | 75 | 3 | 115 | 1 | x |
| *ACE 436 | 4 | 100 | Intl Business Immersion (BADM 436) | Barnard/Goldsmith | SP | 24 | 1 | 22 | 0 | x |
| ACE 451 | 3 | 25 | Agriculture in Intl Dev | McNamara | SP | 26 | 3 | 34 | 8 | x |
| ACE 455 | 3 | 50 | Intl Trade in Food and Agr | Ando | FA | | | 55 | 1 | x |
| | 3 | 50 | | | SP | 30 | 2 | | | x |
| ACE 456 | 3 | 25 | Agr and Food Policies - includes European policy case studies | Kirwan | SP | 36 | 0 | 41 | 3 | x |
| ACE 556 | 4 | 50 | Agr Policy and Political Econ | Bullock | FA | 0 | 3 | 0 | 4 | x |
| ACE 592 | 4 | 25 | Special Topics: Microeconomics | Kirwan | FA | 0 | 10 | 0 | 12 | x |
| ACE 592 | 0 | 25 | Special Topics: Spatial Econometrics - enables understanding of European economic relations | Baylis | FA | | | 0 | 20 | x |
| Agriculture, Consumer and Environmental Sciences | | | | | | | | | | |
| ACES 293 | 0 | 50 | International Internship | Blumthal | SP | 1 | 0 | | | x |
| ACES 298 | 1 | 25 | International Experience | Blumthal | FA | 1 | 0 | 1 | 0 | x |
| | 1 | 25 | | | SP | 19 | 0 | | | |
| Anthropology | | | | | | | | | | |
| ANTH 102 | 3 | 25 | Human Origins and Culture | Ambrose | FA | 96 | 0 | | | x |
| | 3 | 25 | | | SP | 61 | 0 | 65 | 0 | x |
| | 3 | 25 | | | EX | 9 | 0 | | | x |
| ANTH 103 | 3 | 25 | Anthro in a Changing World | Govindrajan | FA | 264 | 0 | 462 | 0 | x |
| | 3 | 25 | | | SP | 383 | 0 | 356 | 0 | x |
| | 3 | 25 | | | SU | 129 | 0 | | | x |
| | 3 | 25 | | | EX | 31 | 0 | | | x |
| ANTH 104 | 3 | 25 | Talking Culture (LING 104) - language as a means to understand self and society | Farnell | FA | 76 | 0 | 66 | 0 | x |
| ANTH 161 | 3 | 100 | The Holocaust and Its Meanings | | | | | | | x |
| ANTH 209 | 3 | 25 | Food, Culture, and Society (SOC 269) | Manalansan | FA | 275 | 0 | 326 | 0 | x |
| ANTH 230 | 3 | 25 | Sociocultural Anthropology | Dominguez | FA | 88 | 0 | 103 | 0 | x |
| | 3 | 25 | | | SP | 63 | 0 | 50 | 0 | x |

| Course | Hrs | % | Course Title | Instructor | Term | Enrollments | | | | Offered 14-15 |
|--|-----|-----|---|-------------|------|-------------|-------------|-------------|-------------|------------------|
| | | | | | | 12-13 UG | 12-13 GR | 13-14 UG | 13-14 GR | |
| ANTH 260 | 3 | 25 | World Ethnography | | SU | | | | | x |
| ANTH 278 | 3 | 25 | Climate Change & Civilization | Lucero | SP | 26 | 0 | | | x |
| ANTH 399 | 3 | 25 | Special Topics: Moving Between Cultures | Tami | FA | 13 | 0 | | | |
| | 3 | 25 | | | SP | | | 4 | 0 | |
| ANTH 399 | 3 | 100 | Special Topics: Europe & the Mediterranean | Rota | SP | 6 | 0 | | | x |
| ANTH 402 | 4 | 100 | Transnational Islam, Europe-US (ASST 402, RLST 409) | | | | | | | x |
| ANTH 423 | 4 | 50 | Economic Anthropology | Saul | SP | 11 | 3 | | | x |
| ANTH 463 | 4 | 25 | Religion and Society (RLST 463) | Govindrajan | FA | | | 14 | 5 | x |
| ANTH 488 | 4 | 100 | Modern Europe | Greenberg | SP | 8 | 1 | 8 | 4 | x |
| ANTH 504 | 4 | 50 | Colonialism & Postcolonialism (HIST 519) | | | | | | | x |
| ANTH 505 | 4 | 25 | Global Modernities | | | | | | | x |
| ANTH 515 | 4 | 50 | Seminar in Anthropology: French Theorists | Dominguez | FA | | | 0 | 3 | |
| Architecture - Europe's innovation in theory and design | | | | | | | | | | |
| ARCH 210 | 3 | 50 | Intro to the Hist of Arch | Cupers | FA | 137 | 0 | | | x |
| | 3 | 50 | | | SP | 124 | 1 | 140 | 0 | x |
| ARCH 374 | 5 | 50 | Arch Design and the City | various | SP | 115 | 0 | 105 | 0 | x |
| ARCH 399 | 0 | 100 | Study in Versailles, France | Lapunzina | FA | 32 | 0 | | | x |
| | 0 | 100 | | | SP | 32 | 0 | | | x |
| ARCH 407 | 3 | 100 | Rome: The Eternal City | Minor | SP | 20 | 0 | | | x |
| ARCH 409 | 3 | 100 | Special Topics in French Arch | Lapunzina | FA | 32 | 0 | | | x |
| | 3 | 100 | | | SP | 32 | 0 | | | x |
| ARCH 413 | 3 | 100 | Renaissance Architecture | Marina | FA | 30 | 7 | 0 | 0 | x |
| ARCH 414 | 3 | 100 | Baroque & Rococo Arch | Minor | FA | 51 | 3 | | | x |
| ARCH 415 | 3 | 100 | Neoclass & Nineteen Cent Arch | | | | | | | x |
| ARCH 417 | 3 | 25 | 20th Cent Architecture | Cupers | FA | 24 | 9 | 67 | 9 | x |
| ARCH 424 | 3 | 25 | Gender & Race in Contemp Arch (GWS 424) | Anthony | FA | | | 5 | 10 | X |
| ARCH 472 | 6 | 25 | Arch Des in Landscape & Cities | Armstrong | SP | 0 | 12 | 0 | 6 | x |
| ARCH 513 | 4 | 100 | Sem in Ren & Baroque Arch | | | | | | | x |
| ARCH 516 | 4 | 50 | Architecture Seminar 1800-2000 | Cupers | SP | 1 | 5 | | | |
| Art History - Europe's historical and contemp. impact | | | | | | | | | | |
| ARTH 112 | 4 | 50 | Renaissance to Modern Art | Romberg | SP | | | 149 | 1 | x |
| ARTH 115 | 4 | 25 | Art in a Global Context | O'Brien | SP | 152 | 0 | | | x |
| ARTH 215 | 3 | 100 | Greek Art | | | | | | | x |
| ARTH 230 | 3 | 100 | Italian Renaissance Art | Wood | | | | | | x |
| ARTH 231 | 3 | 100 | Northern Renaissance Art (MDVL 231) | | | | | | | x |
| ARTH 235 | 3 | 100 | Baroque Art | Rosenthal | SP | 46 | 0 | | | x |
| ARTH 240 | 3 | 50 | Art of the Nineteenth Century | O'Brien | FA | 49 | 1 | | | x |
| | 3 | 50 | | | SP | | | 23 | 0 | x |
| ARTH 241 | 3 | 100 | Twentieth-Century European Art | Mulhearn | SP | 45 | 0 | | | x |
| ARTH 257 | 3 | 25 | History of Photography | Weissman | SP | | | 87 | 1 | x |

| Course | Hrs | % | Course Title | Instructor | Term | Enrollments | | | | Offered 14-15 |
|--------------------------------|-----|-----|---|-------------------|------|-------------|-------------|-------------|-------------|------------------|
| | | | | | | 12-13 UG | 12-13 GR | 13-14 UG | 13-14 GR | |
| ARTH 369 | 3 | 25 | Spirituality and Experience (CWL 369, HIST 344, MDVL 369, RLST 369) | | | | | | | x |
| ARTH 391 | 1 | 25 | Individual Art History Topics | various | FA | | | 2 | 0 | x |
| | 1 | 25 | | | SP | | 3 | 0 | | x |
| | 1 | 25 | | | SU | | 1 | 0 | | x |
| ARTH 423 | 3 | 100 | Romanesque Art | | | | | | | x |
| ARTH 424 | 3 | 100 | Gothic Art (MDVL 424) | Hedeman | | | | | | x |
| ARTH 430 | 3 | 100 | Topics: Italian Art 1300-1500 | Marina | SP | | | 16 | 1 | |
| ARTH 432 | 3 | 100 | Sixteenth-Century Italian Art | | | | | | | x |
| ARTH 433 | 3 | 100 | Fifteenth-Century Italian Art | | | | | | | x |
| ARTH 436 | 3 | 100 | 17th Century Dutch Painting | | | | | | | x |
| ARTH 439 | 3 | 100 | 18th Century European Art | | | | | | | x |
| ARTH 440 | 3 | 50 | Romantic Art | O'Brien | SP | 15 | 0 | | | x |
| ARTH 441 | 4 | 50 | Realism to Post-Impressionism | | | | | | | x |
| ARTH 444 | 4 | 100 | Spanish Art 1700-1900 | Vazquez | SP | 12 | 2 | | | x |
| ARTH 445 | 3 | 100 | European Art Between the Wars | | | | | | | x |
| ARTH 446 | 4 | 25 | Art Since 1940 | Romberg | FA | | | 33 | 2 | x |
| ARTH 447 | 4 | 100 | France and Its Others | O'Brien | FA | | | 15 | 2 | x |
| ARTH 491 | 4 | 25 | Topics in Art History | various | SP | 5 | 0 | 8 | 3 | x |
| ARTH 522 | 4 | 100 | Seminar in Medieval Art: The Problems of Plunder | Marina | FA | | | 0 | 7 | x |
| ARTH 535 | 4 | 100 | Seminar in Baroque Art | Rosenthal | SP | 0 | 5 | | | x |
| ARTH 540 | 4 | 50 | Seminar in Art 1750 to 1900 | O'Brien | FA | 0 | 8 | 0 | 5 | x |
| ARTH 541 | 4 | 25 | Seminar in Modern Art | Romberg | SP | | | 0 | 9 | x |
| ARTH 546 | 4 | 25 | Seminar in Contemporary Art | Weissman | FA | 1 | 11 | 0 | 13 | x |
| Atmospheric Sciences | | | | | | | | | | |
| ATMS 140 | 3 | 25 | Climate and Global Change (ESES 140) | Schlesinger | FA | 97 | 0 | 93 | 0 | x |
| | 3 | 25 | | | SP | 95 | 0 | 74 | 0 | x |
| Business Administration | | | | | | | | | | |
| BADM 380 | 3 | 50 | International Business | Girndt-Clougherty | FA | 100 | 0 | 75 | 0 | x |
| | 3 | 50 | | | SP | 109 | 0 | 105 | 0 | x |
| | 3 | 50 | | | SU | 20 | 0 | | | x |
| BADM 381 | 3 | 50 | Multinational Management | Yao | FA | 31 | 0 | 38 | 0 | x |
| | 3 | 50 | | | SP | 43 | 0 | 46 | 0 | x |
| BADM 382 | 3 | 50 | International Marketing | Koo | SP | 55 | 0 | 77 | 0 | x |
| BADM 583 | 4 | 50 | Current Topics in Intl Bus: Intl Corporate Governance | Aguilera | FA | 0 | 33 | 0 | 27 | x |
| BADM 583 | 4 | 50 | Current Topics in Intl Bus: Intl Mergers and Acquisitions | Clougherty | SP | 0 | 36 | 0 | 39 | |
| BADM 584 | 4 | 50 | Global Marketing | Fang | SP | 0 | 53 | 0 | 44 | x |
| BADM 586 | 4 | 50 | Intl Comparative Management | Girndt-Clougherty | FA | 0 | 38 | 0 | 40 | x |
| BADM 590 | 2 | 50 | Seminar in Business Admin: Global Perspectives in Business | Qualls | FA | | | 0 | 20 | x |
| | 2 | 50 | | | SP | | | 0 | 18 | |
| BADM 590 | 2 | 50 | Seminar in Business Admin: Global Strategy | Clougherty | SP | | | 0 | 24 | |

| Course | Hrs | % | Course Title | Instructor | Term | Enrollments | | | | Offered 14-15 |
|---|-----|-----|---|------------------------|------|-------------|-------------|-------------|-------------|------------------|
| | | | | | | 12-13 UG | 12-13 GR | 13-14 UG | 13-14 GR | |
| BADM 590 | 4 | 25 | Seminar in Business Admin: Corporate Development - European examples | Miller | FA | 0 | 27 | 0 | 20 | x |
| BADM 590 | 4 | 50 | Seminar in Business Admin: Economics of International Bus | Clougherty | SP | | | 0 | 6 | |
| BADM 590 | 4 | 25 | Seminar in Business Admin: Economics of Organizations | Sleptsov | FA | 0 | 32 | 0 | 29 | x |
| BADM 590 | 4 | 50 | Seminar in Business Admin: Firms, Markets & Globalization | Aguilera | SP | 0 | 12 | | | |
| BADM 590 | 4 | 50 | Seminar in Business Admin: Global Business Horizons | Viswanathan | FA | | | 0 | 33 | x |
| | 4 | 50 | | | SP | 0 | 30 | | | |
| BADM 590 | 4 | 50 | Seminar in Business Admin: Global Strategy | Aguilera | FA | 0 | 30 | 0 | 33 | x |
| BADM 590 | 4 | 50 | Seminar in Business Admin: International Study | Clarke/Fang | SP | 0 | 30 | | | |
| BADM 590 | 4 | 50 | Seminar in Business Admin: International Study Trip Pt A | Carroll/Johns on | FA | 0 | 25 | | | |
| BADM 590 | 4 | 25 | Seminar in Business Admin: International Trip | Carroll | FA | | | 0 | 32 | |
| Community Health | | | | | | | | | | |
| CHLH 407 | 3 | 25 | Disability, Culture & Society | Chiu | SP | | | 55 | 1 | x |
| CHLH 494 | 4 | 25 | Special Topics: Health Issues in Rural Settings - includes applications to rural Europe | Farner | SP | 33 | 11 | 35 | 0 | x |
| Curriculum and Instruction | | | | | | | | | | |
| CI 415 | 3 | 25 | Lang Varieties, Cult, & Learning - European languages included | Thorstensson Davila | FA | | | 36 | 0 | x |
| | 3 | 25 | | | SP | 98 | 7 | 56 | 0 | x |
| Communication | | | | | | | | | | |
| CMN 375 | 3 | 25 | Popular Media and Culture - European artifacts included | Gill | FA | 255 | 0 | | | |
| | 3 | 25 | | | SP | 247 | 0 | | | |
| CMN 375 | 3 | 25 | Popular Media and Culture: Hitchcock in America | Gill | FA | | | 318 | 1 | x |
| Crop Sciences | | | | | | | | | | |
| CPSC 116 | 3 | 50 | The Global Food Production Web | Bohn | SP | 199 | 0 | 200 | 0 | x |
| Comparative & World Literature | | | | | | | | | | |
| CWL 151 | 3 | 25 | Cross-Cultural Thematics | | SP | | | 6 | 0 | |
| CWL 151 | 3 | 25 | Cross-Cultural Thematics: Queer Literature | | FA | 8 | 0 | | | x |
| CWL 202 | 3 | 50 | Literature and Ideas | Murav | SP | 15 | 0 | 13 | 1 | x |
| CWL 205 | 3 | 50 | Islam & West Through Lit | Blake | SP | 5 | 0 | | | x |
| CWL 241 | 3 | 50 | Lit Europe & the Americas I | Kaganovsky | FA | 94 | 0 | 72 | 0 | x |
| CWL 242 | 3 | 50 | Lit Europe and the Americas II | Rushing | SP | 86 | 0 | 51 | 1 | x |
| CWL 395 | 3 | 100 | Special Topics Comp Lit I: Europe and the Mediterranean | Rota | SP | 1 | 0 | | | x |
| CWL 395 | 3 | 25 | Special Topics Comp Lit I: Mad Love & Crimes of Passion | Blake | FA | 2 | 0 | | | |
| CWL 395 | 3 | 25 | Special Topics Comp Lit I: Madness and Literature | Blake | SP | 5 | 0 | | | |
| CWL 441 | 4 | 25 | Themes in Narrative: Deceit, Desire, and the Novel. | Mehta | FA | 5 | 1 | | | |

| Course | Hrs | % | Course Title | Instructor | Term | Enrollments | | | | Offered 14-15 |
|-----------------------------------|-----|-----|---|--------------------|------|-------------|-------------|-------------|-------------|------------------|
| | | | | | | 12-13 UG | 12-13 GR | 13-14 UG | 13-14 GR | |
| CWL 441 | 4 | 25 | Themes in Narrative: Empires of the Novel | Mehta | SP | | | 3 | 0 | |
| CWL 441 | 4 | 100 | Themes in Narrative: Childhood and Children's Lit. | Malekin | SP | 2 | 0 | | | |
| CWL 441 | 4 | 100 | Themes in Narrative: Kierkegaard and Company | Safstrom | SP | 1 | 0 | | | |
| CWL 471 | 4 | 50 | International Lit Relations: Arabs and the New World | Hassan | FA | 1 | 0 | | | |
| CWL 471 | 4 | 50 | International Lit Relations | Sobol | SP | 1 | 1 | 1 | 0 | |
| CWL 502 | 4 | 50 | Methods of Comparative Lit | Harris | SP | 0 | 6 | 0 | 7 | x |
| CWL 551 | 4 | 25 | Seminar Lit Movements | Dhillon | SP | | | 0 | 2 | |
| CWL 561 | 4 | 50 | Seminar Genres - Forms: Aesthetics of Catastrophe | Kaplan | SP | | | 0 | 15 | |
| CWL 571 | 4 | 100 | Seminar in Literary Relations: 20thC German Studies | Yildiz | SP | | | 0 | 1 | |
| CWL 571 | 4 | 50 | Seminar in Literary Relations: Arabs and the New World | Hassan | FA | 0 | 4 | | | |
| CWL 571 | 4 | 50 | Seminar in Literary Relations: Literature & the World System | Beckman | FA | 0 | 5 | | | |
| CWL 571 | 4 | 100 | Seminar in Literary Relations: Transnational Euro. Modernism | Niekerk | FA | 0 | 1 | 1 | 4 | x |
| Economics | | | | | | | | | | |
| ECON 420 | 4 | 25 | International Economics | Baer | FA | 191 | 2 | 234 | 6 | x |
| | 4 | 25 | | | SP | | | 182 | 8 | x |
| ECON 450 | 3 | 25 | Development Economics - includes developing areas in Europe | | SP | 37 | 0 | | | x |
| | 4 | 25 | | | FA | 52 | 4 | 77 | 5 | x |
| | 3 | 25 | | | SP | | | 64 | 0 | x |
| ECON 520 | 4 | 50 | International Trade Theory | Schmidt-Eisenlohr | FA | | | 0 | 29 | x |
| ECON 521 | 4 | 50 | Topics in International Econ | Dias | SP | 0 | 5 | | | x |
| ECON 522 | 4 | 50 | International Financial Econ | Dias | SP | 0 | 49 | 0 | 38 | x |
| ECON 523 | 4 | 50 | Business International Econ | Baer | FA | 0 | 66 | 0 | 14 | x |
| ECON 540 | 4 | 25 | Labor Economics I (LIR 540) | Brown | FA | 0 | 16 | 0 | 11 | x |
| ECON 550 | 4 | 25 | Econ of Development and Growth - includes EU economic relations with MENA countries | Esfahani | SP | 0 | 39 | 0 | 24 | x |
| ECON 564 | 4 | 50 | The Theory of Monetary Policy | Elosegui | FA | 1 | 60 | 0 | 57 | x |
| Educational Policy Studies | | | | | | | | | | |
| EPS 310 | 4 | 25 | Race and Cultural Diversity | Anderson | FA | 53 | 0 | 74 | 0 | x |
| | 4 | 25 | | | SP | 53 | 0 | 55 | 0 | x |
| EPS 310 | 4 | 25 | Race and Cultural Diversity | Anderson | SU | 35 | 0 | | | x |
| EPS 403 | 2 | 100 | European Education to 1600 | | | | | | | x |
| EPS 404 | 2 | 100 | European Education Since 1600 | | | | | | | x |
| EPS 426 | 2 | 50 | Comparative Education | | | | | | | x |
| EPS 512 | 4 | 50 | Western Educational Classics | Higgins | | | | 0 | 15 | x |
| EPS 528 | 4 | 50 | Liberalism and Western Ed | | | | | | | x |
| EPS 530 | 4 | 50 | Education and Globalization | Greenhalgh-Spencer | FA | 0 | 27 | 0 | 20 | x |
| | 4 | 50 | | | SP | 0 | 22 | 0 | 15 | x |

| Course | Hrs | % | Course Title | Instructor | Term | Enrollments | | | | Offered 14-15 |
|---|-----|-----|--|-------------|------|-------------|-------------|-------------|-------------|------------------|
| | | | | | | 12-13 UG | 12-13 GR | 13-14 UG | 13-14 GR | |
| EPS 590 | 4 | 25 | Advanced Graduate Seminar: Ed, Div & Critical Citizenship | Mayo | FA | 0 | 13 | | | |
| EPS 590 | 4 | 50 | Advanced Graduate Seminar: Ethnography in Global Context | Herrera | FA | 0 | 5 | | | |
| EPS 590 | 4 | 50 | Advanced Graduate Seminar: Global Perspect in Curriculum | McCarthy | FA | 0 | 5 | | | |
| | 4 | 50 | | | SP | 0 | 2 | 0 | 6 | |
| | 4 | 50 | | | FA | 0 | 12 | | | |
| | 4 | 50 | | | SP | 0 | 9 | | | |
| EPS 590 | 4 | 50 | Advanced Graduate Seminar: Global Studies in Education Capstone Projects | Witt | FA | 0 | 16 | 0 | 12 | x |
| | 4 | 50 | | | SP | 0 | 19 | 0 | 1 | x |
| EPS 590 | 4 | 50 | Advanced Graduate Seminar: Inquiry in Intl Higher Ed | Lamers | SP | | | 0 | 14 | |
| EPS 590 | 4 | 50 | Advanced Graduate Seminar: International Higher Education | Herman | SU | 0 | 16 | | | |
| EPS 590 | 4 | 50 | Advanced Graduate Seminar: Study Abroad Exper & Issues | Herrera | SU | 3 | 12 | | | |
| EPS 590 | 4 | 50 | Advanced Graduate Seminar: Visualizing Global Context | McCarthy | FA | | | 0 | 9 | x |
| English as an International Language | | | | | | | | | | |
| EIL 456 | 4 | 25 | Lang and Social Interaction I - multilingualism in Europe | Markee | FA | 6 | 7 | 3 | 9 | x |
| | 4 | 25 | | | SP | 5 | 16 | 3 | 17 | x |
| English | | | | | | | | | | |
| ENGL 112 | 3 | 25 | Literature of Global Culture (CWL 112) | | | | | | | x |
| ENGL 115 | 3 | 100 | Intro to British Literature | | FA | 25 | 0 | 22 | 0 | x |
| | 3 | 100 | | | SP | 34 | 0 | 31 | 0 | x |
| | 3 | 100 | | | EX | 3 | 0 | | | x |
| ENGL 200 | 3 | 25 | Intro to the Study of Lit | | FA | 165 | 0 | 138 | 0 | x |
| | 3 | 25 | | | SP | 77 | 0 | 72 | 0 | x |
| ENGL 202 | 3 | 100 | Medieval Lit and Culture (CWL 253, MDVL 201) | Barrett | FA | 29 | 0 | 26 | 0 | x |
| | 3 | 100 | | | SP | 32 | 0 | 30 | 0 | x |
| ENGL 204 | 3 | 100 | Renaissance Lit and Culture (CWL 255) | | FA | 29 | 0 | 24 | 0 | x |
| | 3 | 100 | | | SP | | | 32 | 0 | x |
| ENGL 206 | 3 | 50 | Enlightenment Lit and Culture (CWL 257) | Wilcox | FA | 28 | 0 | 21 | 0 | x |
| | 3 | 50 | | | SP | 30 | 0 | 36 | 0 | x |
| ENGL 247 | 3 | 100 | The British Novel | Baron/Nazar | FA | 21 | 0 | 23 | 0 | x |
| | 3 | 100 | | | SP | 20 | 0 | 46 | 0 | x |
| | 3 | 100 | | | SU | 8 | 0 | | | x |
| ENGL 248 | 3 | 50 | Brit, Amer & Contin Fiction | Hansen | SP | | | 22 | 0 | x |
| ENGL 284 | 3 | 100 | Modern Jewish Literature | Kaplan | FA | 21 | 0 | | | x |
| ENGL 407 | 4 | 100 | Introduction to Old English (MDVL 407) | Wright | FA | 26 | 1 | 10 | 2 | x |
| ENGL 411 | 4 | 100 | Chaucer (MDVL 411) | Wright | FA | 15 | 0 | | | x |
| | 4 | 100 | | | SP | | | 24 | 0 | x |
| ENGL 421 | 4 | 100 | Later Renaiss Poetry & Prose | Gray | SP | 16 | 0 | | | x |
| ENGL 428 | 4 | 100 | British Drama 1660-1800 | Markley | SP | | | 34 | 2 | x |
| ENGL 441 | 4 | 100 | British Lit 1900-1930 | Mahaffey | SP | | | 19 | 2 | x |

| Course | Hrs | % | Course Title | Instructor | Term | Enrollments | | | | Offered 14-15 |
|-------------------------------|-----|-----|--|-------------------|------|-------------|-------------|-------------|-------------|------------------|
| | | | | | | 12-13 UG | 12-13 GR | 13-14 UG | 13-14 GR | |
| ENGL 442 | 4 | 100 | British Lit Since 1930 | Baron | SP | 34 | 0 | | | x |
| ENGL 461 | 3 | 100 | Topics in Literature: Irish Myths & Legends | Wright | SU | 10 | 0 | | | |
| ENGL 461 | 4 | 100 | Topics in Literature: Contemporary British Lit | Baron | FA | 28 | 0 | | | |
| ENGL 461 | 4 | 100 | Topics in Literature: Irish Myths and Legends | Wright | SU | 0 | 2 | | | |
| ENGL 461 | 4 | 100 | Topics in Literature: Old Irish | Wright | FA | | | | | x |
| ENGL 465 | 4 | 100 | Topics in Drama: Modern Irish Drama | Mahaffey | FA | 5 | 2 | | | |
| ENGL 465 | 4 | 100 | Topics in Drama: Shakespeare & Contemporaries | Stevens | FA | | | 19 | 4 | |
| ENGL 543 | 4 | 100 | Seminar Mod British Lit | Mahaffey | FA | | | | | x |
| ENGL 543 | 4 | 100 | Seminar Mod British Lit: A Commonwealth of Violence | Hansen | SP | | | 0 | 9 | |
| ENGL 543 | 4 | 100 | Seminar Mod British Lit: End of Omniscience | Mahaffey | SP | 0 | 10 | | | |
| European Union Studies | | | | | | | | | | |
| EURO 199 | 1 | 100 | Undergraduate Open Seminar: Dialogue on Europe | Kourtikakis | FA | 4 | 0 | 6 | 0 | x |
| | 1 | 100 | | | SP | 13 | 0 | 7 | 0 | x |
| EURO 199 | 3 | 100 | Undergraduate Open Seminar: Europe in Trouble | Niekerk | SP | 22 | 0 | 2 | 0 | |
| EURO 240 | 3 | | Arctic Narratives (SCAN 240, CWL 282) | Safstrom | FA | | | | | x |
| EURO 325 | 3 | | Social Media & Global Change | Herrera | FA | | | | | x |
| EURO 385 | 3 | | Politics of the EU | Kourtikakis | FA | | | | | x |
| EURO 410 | 4 | 100 | Labor and the European Union (LER 410, SOC 410) | Boris | FA | | | 8 | 10 | x |
| EURO 415 | 3 | | Europe and the Mediterranean (ANTH 399, CWL 395, HST 396, PS 300) | Rota | SP | 20 | 0 | 40 | 8 | x |
| EURO 478 | 3 | | African Immigrants in Europe (ANTH 478, AFST 478) | Gottlieb | FA | | | | | x |
| EURO 490 | 3 | | Special Topics in EU Studies: Genetic Technologies, Social Networks, & the Transformation of Racial Identities in Europe | Pintar | SP | 5 | 2 | | | |
| EURO 490 | 3 | 100 | Special Topics in EU Studies: New Scandinavian Cinema (MACS 492, SCAN 492) | Stenport/Hedling | SP | 2 | 1 | 0 | 0 | |
| EURO 490 | 4 | 100 | Special Topics in EU Studies: Eastern Europe & EU Integration | Leff | SP | | | 3 | 6 | x |
| EURO 500 | 1 | 100 | Dialogue on Europe | Kourtikakis | FA | | | 1 | 17 | x |
| | 1 | 100 | | | SP | | | 2 | 14 | x |
| *EURO 501 | 4 | 100 | EU Institutions and Governance | Hastings | FA | 1 | 17 | 3 | 18 | x |
| *EURO 502 | 4 | 100 | The EU in a Global Context | Kourtikakis | SP | 4 | 9 | 1 | 19 | x |
| EURO 580 | 1 | 100 | Research Design & Techniques | Rosenstein | FA | | | 0 | 6 | x |
| EURO 580 | 1 | 100 | Research Design & Techniques: European Union Studies | Endres/Rosenstein | SP | 0 | 5 | | | |
| EURO 590 | 3 | 100 | Directed Ind Study | various | SP | 0 | 0 | 0 | 3 | x |

| Course | Hrs | % | Course Title | Instructor | Term | Enrollments | | | | Offered 14-15 |
|------------------|-----|-----|---|-----------------------|------|-------------|-------------|-------------|-------------|------------------|
| | | | | | | 12-13 UG | 12-13 GR | 13-14 UG | 13-14 GR | |
| EURO 596 | 1 | 100 | Special Topics in EU Studies: Dialogue on Europe | Endres/ Rosenstein | FA | 1 | 13 | | | |
| | 1 | 100 | | | SP | 0 | 11 | | | |
| EURO 596 | 2 | 100 | Special Topics in EU Studies: The | Rosenstein | FA | 1 | 6 | | | |
| EURO 599 | 5 | 100 | Thesis Research | various | FA | | | 0 | 1 | x |
| | 5 | 100 | | | SP | 0 | 5 | 0 | 3 | x |
| Finance | | | | | | | | | | |
| FIN 451 | 3 | 25 | Intl Financial Markets | Hackbarth | SP | 32 | 0 | | | x |
| FIN 551 | 4 | 25 | Intl Financial Markets | Chan | SP | 0 | 35 | 0 | 31 | x |
| French | | | | | | | | | | |
| FR 156 | 3 | 100 | Exploring Paris | Mathy | SP | 105 | 0 | 77 | 0 | x |
| FR 179 | 3 | 100 | Migration & Fr Nat ID | | | | | | | x |
| FR 195 | 3 | 100 | French Intellectual Tradition | Talbot | FA | 9 | 0 | | | x |
| FR 299 | 0 | 100 | Study Abroad | | FA | 16 | | 13 | | x |
| | 0 | 100 | | | SP | 29 | | 26 | | x |
| | 0 | 100 | | | SU | 20 | | | | x |
| FR 389 | 3 | 100 | French & Comparative Cinema II | Blake | SP | | | 14 | 0 | x |
| FR 418 | 4 | 100 | Language&Minorities in Europe (GER 418, LING 418, SLAV 418, PS 418) | Fagyal | SP | 50 | 6 | 52 | 2 | x |
| FR 479 | 3 | 100 | Studies in Francophonie: Transnational Francophone Lit | Proulx | FA | | | 6 | 4 | |
| Geography | | | | | | | | | | |
| GEOG 104 | 4 | 25 | Social and Cultural Geography | Wilson | FA | 85 | 0 | 85 | 0 | x |
| GEOG 106 | 3 | 25 | Geographies of Globalization | Bernazzoli | FA | 112 | 0 | 108 | 0 | x |
| | 3 | 25 | | | SP | 19 | 0 | 113 | 0 | x |
| GEOG 110 | 3 | 25 | Geography of Intl Conflicts (GLBL 110) | Bernazzoli | FA | 158 | 0 | 148 | 0 | x |
| | 3 | 25 | | | SP | 166 | 0 | 178 | 0 | x |
| GEOG 204 | 3 | 25 | Cities of the World - European cases included | | FA | 37 | | | | x |
| | 3 | 25 | | | SP | 37 | 0 | 35 | 0 | x |
| GEOG 210 | 3 | 25 | Contemp Social & Env Problems (ESES 210) - European cases included | Birkenholtz | SP | 72 | 0 | 90 | 0 | x |
| GEOG 222 | 3 | 25 | Big Rivers of the World (ESES 222) - European cases included | Best | SP | 15 | 0 | 19 | 0 | x |
| GEOG 310 | 3 | 25 | Political Geography | Flint | FA | 24 | 0 | | | x |
| GEOG 384 | 3 | 25 | Population Geography | Kalipeni | FA | 12 | 0 | | | x |
| | 3 | 25 | | | SP | 15 | 0 | | | x |
| GEOG 466 | 3 | 25 | Environmental Policy | Ribot | SP | | | 32 | 8 | x |
| German | | | | | | | | | | |
| GER 199 | 3 | 100 | Europe in Trouble | Niekerk | SP | 9 | 0 | | | |
| GER 201 | 3 | 100 | German Popular Culture | Pinkert | FA | 26 | 0 | 22 | 0 | x |
| GER 205 | 3 | 100 | Germany and Europe | Yildiz | SP | 17 | 0 | 22 | 0 | x |
| GER 250 | 3 | 100 | Grimms' Fairy Tales in Context (CWL 250, ENGL 267) - ACP | Heinz | FA | 160 | 1 | | | x |
| | 3 | 100 | | | SP | 64 | 0 | 25 | 0 | x |
| | 3 | 100 | | | SU | 26 | 0 | | | x |
| GER 251 | 3 | 100 | Grimms' Fairy Tales in Context (CWL 250, ENGL 267) | Jenkins | FA | | | 139 | 0 | x |
| | 3 | 100 | | | SP | | | 71 | 0 | x |

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|---|-----|-----|---|----------------|------|-------------|-------------|-------------|-------------|------------------|
| | | | | | | 12-13 UG | 12-13 GR | 13-14 UG | 13-14 GR | |
| GER 260 | 3 | 100 | The Holocaust in Context (CWL 271, ENGL 268) - ACP | Suvak | FA | 116 | 0 | | | x |
| | 3 | 100 | | | SP | 69 | 0 | 24 | 0 | x |
| | 3 | 100 | | | SU | 19 | 0 | | | x |
| GER 260 | 3 | 100 | The Holocaust in Context (CWL 271, ENGL 268) | Suvak | SP | | | 71 | 0 | x |
| GER 420 | 4 | 100 | German Cultural History | Johnson | FA | 20 | 0 | 21 | 1 | x |
| GER 493 | 3 | 100 | German Cinema I (CINE 493) | Tubb | FA | 7 | 0 | | | x |
| GER 494 | 3 | 100 | German Cinema II (CINE 494) | Suvak | SP | 5 | 3 | 14 | 0 | X |
| GER 576 | 4 | 100 | Open Seminar in German Studies: Sexuality, Literature, Film | Niekerk | FA | | | 1 | 12 | x |
| GER 576 | 4 | 100 | Open Seminar in German Studies: Transnational Euro. Modernism | Stenport | FA | 0 | 5 | | | |
| GER 582 | 4 | 100 | Theories of German Lang Tchg | Webster | FA | 0 | 5 | 0 | 6 | x |
| Global Studies | | | | | | | | | | |
| GLBL 100 | 3 | 25 | Intro to Global Studies | various | FA | 98 | 0 | 78 | 0 | x |
| | 3 | 25 | | | SP | 49 | 0 | 75 | 0 | x |
| | 3 | 25 | | | SU | 14 | 0 | | | x |
| GLBL 298 | 3 | 100 | Global Studies Seminar Abroad: Cyprus | Katsikas | FA | | | 8 | 0 | |
| GLBL 298 | 3 | 100 | Global Studies Seminar Abroad: Global Studies Pavia, Italy | Rota/ Stoppino | SP | 8 | 0 | | | |
| GLBL 298 | 3 | 100 | Global Studies Seminar Abroad: Global Studies-Istanbul Turkey | Balci | FA | 18 | 0 | | | |
| GLBL 298 | 3 | 100 | Global Studies Seminar Abroad: Cultural Diversity in Turkey | Balci | FA | | | 22 | 0 | |
| GLBL 298 | 3 | 50 | Global Studies Seminar Abroad: Spain and Morocco | Rogers | FA | | | 14 | 0 | |
| GLBL 392 | 3 | 25 | Int Diplomacy and Negotiation | Wedig | SP | 50 | 0 | 36 | 0 | x |
| GLBL 499 | 4 | 25 | Special Topics: Governing the Global Society | Kolodziej | SP | 0 | 10 | | | |
| Gender & Women's Studies | | | | | | | | | | |
| GWS 459 | 4 | 25 | Gender, Sex, & Postcoloniality | Nadeau | SP | | | 3 | 7 | x |
| Human Development & Family Studies | | | | | | | | | | |
| HDFS 220 | 3 | 25 | Families in Global Perspective (ANTH 210) | Raffaelli | SP | 141 | 0 | 145 | 0 | x |
| | 3 | 25 | | | EX | 5 | 1 | | | X |
| History | | | | | | | | | | |
| HIST 100 | 3 | 50 | Global History | Rabin | FA | 190 | 0 | 205 | 0 | x |
| | 3 | 50 | | | SP | 189 | 1 | 197 | 0 | x |
| | 3 | 50 | | | SU | 24 | 0 | | | x |
| HIST 141 | 3 | 100 | Western Civ to 1660 | | FA | 167 | 0 | 167 | 0 | x |
| | 3 | 100 | | | SP | 96 | 1 | 40 | 0 | x |
| HIST 142 | 3 | 100 | Western Civ Since 1660 | Micale | FA | 131 | 0 | 120 | 0 | x |
| | 3 | 100 | | | SP | 81 | 0 | 87 | 0 | x |
| | 3 | 100 | | | EX | 1 | 0 | | | x |
| HIST 241 | 3 | 100 | History of Ancient Rome | Mathisen | SP | 117 | 0 | | | x |

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|----------|-----|-----|--|------------|------|-------------|-------------|-------------|-------------|------------------|
| | | | | | | 12-13 UG | 12-13 GR | 13-14 UG | 13-14 GR | |
| HIST 245 | 3 | 100 | Women & Gender Pre-Mod Europe | McLaughlin | FA | 22 | 0 | | | x |
| | 3 | 100 | | | SP | | | 20 | 0 | x |
| HIST 247 | 3 | 100 | Medieval Europe (MDVL 247) | McLaughlin | FA | | | 44 | 0 | x |
| HIST 251 | 3 | 100 | Warfare Milit Insts & Soc | Lynn | FA | 93 | 0 | 67 | 0 | x |
| HIST 252 | 3 | 100 | The Holocaust | Fritzsche | FA | 111 | 0 | 99 | 0 | x |
| HIST 253 | 3 | 100 | Enlightenment to Existentialism | | | | | | | x |
| HIST 255 | 3 | 100 | British Isles to 1688 (MDVL 255) | | FA | 34 | 0 | | | x |
| | 3 | 100 | | | SP | | | 40 | 0 | x |
| HIST 256 | 3 | 100 | Britain and World Since 1688 | | SP | 34 | 0 | | | x |
| HIST 258 | 3 | 50 | 20thC World to Midcentury | | FA | 30 | 0 | | | x |
| | 3 | 50 | | | SP | 36 | 0 | | | x |
| HIST 259 | 3 | 50 | 20thC World from Midcentury | various | FA | | | 35 | 0 | x |
| | 3 | 50 | | | SP | 39 | 0 | 33 | 0 | x |
| HIST 264 | 3 | 50 | Technology in Western Society - European innovations in tech | | | | | | | x |
| HIST 269 | 3 | 50 | Jewish History Since 1700 (RLST 269) | Avrutin | SP | | | 38 | 0 | x |
| HIST 345 | 3 | 100 | Medieval Civilization (MDVL 345, RLST 345) | McLaughlin | FA | 31 | 0 | | | x |
| | 3 | 100 | | | SP | | | 29 | 0 | x |
| HIST 346 | 3 | 100 | The Age of the Renaissance (MDVL 346, RLST 346) | Price | FA | 28 | 0 | | | x |
| HIST 347 | 3 | 100 | Protestant & Catholic Refs (RLST 347) | Price | FA | 23 | 1 | | | x |
| HIST 348 | 3 | 100 | Early Euro Absolut & Expansion | Koslofsky | FA | 25 | 0 | | | x |
| | 3 | 100 | | | SU | 15 | 1 | | | x |
| HIST 350 | 3 | 100 | 19thC Romanticism & Politics | Liebersohn | SP | 30 | 0 | | | x |
| HIST 352 | 3 | 100 | Europe in the World | | FA | | | 23 | 0 | x |
| HIST 353 | 3 | 100 | European History 1918 to 1939 | | | | | | | x |
| HIST 354 | 3 | 100 | Twentieth Century Europe | | SP | 30 | 0 | | | x |
| | 3 | 100 | | | SU | 20 | 0 | | | x |
| HIST 357 | 4 | 100 | Modern France | Chaplin | SP | 12 | 1 | | | x |
| HIST 361 | 3 | 100 | Euro Thght & Soc Since 1789 (SOC 368) | | | | | | | x |
| HIST 362 | 3 | 100 | Spain and Portugal to 1808 | | | | | | | x |
| HIST 367 | 3 | 100 | History of Western Medicine | | | | | | | x |
| HIST 369 | 3 | 100 | Spain and Portugal from 1808 | Jacobsen | SP | 10 | 0 | | | x |
| HIST 396 | 3 | 100 | Special Topics: E. Europe During World War II | Hitchins | | | | | | x |
| HIST 396 | 3 | 100 | Special Topics: Europe and the Mediterranean | Rota | SP | 5 | 0 | | | |
| HIST 396 | 3 | 25 | Special Topics: Multintl Corp, Global, & Hist | Bucheli | SP | 10 | 0 | | | |
| HIST 396 | 3 | 100 | Special Topics: Primo Levi | Rota | FA | 9 | 0 | | | |
| HIST 396 | 3 | 100 | Special Topics: Sexuality in Modern Europe | Chaplin | SP | 11 | 0 | | | |
| HIST 396 | 3 | 100 | Special Topics: The Irish in Ireland and Amer | Barrett | SP | 26 | 0 | 27 | 0 | |
| HIST 400 | 3 | 25 | War, Soc, Politics, & Culture | Reagan | FA | 38 | 0 | | | |
| HIST 433 | 3 | 50 | History of Jews in Diaspora | Avrutin | FA | | | 11 | 2 | x |

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|-----------------------------------|-----|-----|--|------------|------|-------------|-------------|-------------|-------------|------------------|
| | | | | | | 12-13 UG | 12-13 GR | 13-14 UG | 13-14 GR | |
| HIST 439 | 4 | 50 | The Ottoman Empire | Todorova | FA | | | 11 | 0 | x |
| HIST 441 | 4 | 100 | The Roman Empire | Mathisen | FA | 26 | 2 | | | x |
| HIST 445 | 4 | 100 | Medieval England (MDVL 444) | Symes | SP | 24 | 0 | | | x |
| HIST 446 | 4 | 100 | England Under Tudors 1485-1603 | Rabin | SP | | | 25 | 1 | x |
| HIST 448 | 4 | 100 | Modern Britain | Gust | SP | | | 8 | 0 | x |
| HIST 449 | 4 | 100 | British Imperialism | | | | | | | x |
| HIST 450 | 4 | 100 | European Working Class History (SOC 422, LER 450) | Crowston | FA | 14 | 5 | | | x |
| HIST 456 | 3 | 100 | Twentieth-Century Germany | Fritzsche | SP | | | 22 | 0 | X |
| HIST 466 | 3 | 100 | The Balkans | | SP | | | 10 | 0 | x |
| HIST 466 | 4 | 100 | The Balkans | Todorova | FA | 18 | 3 | | | x |
| HIST 466 | 4 | 100 | The Balkans | Todorova | SP | 9 | 4 | | | |
| HIST 467 | 4 | 100 | Eastern Europe | Hitchins | SP | 11 | 3 | 13 | 5 | x |
| HIST 502 | 4 | 100 | Prob in Comparative History: Britain & Global 18th Century | Rabin | FA | | | 0 | 4 | |
| HIST 502 | 4 | 25 | Prob in Comparative History: Memories of Disaster | Fritzsche | FA | | | 0 | 5 | |
| HIST 503 | 4 | 25 | Prob in Comp Women's Hist | McLaughlin | SP | | | 0 | 8 | |
| HIST 504 | 4 | 25 | Seminar in History of Science - European innovations in science included | Canales | FA | | | | | x |
| HIST 542 | 4 | 50 | Problems in Medieval History | Mathisen | FA | 0 | 5 | | | |
| HIST 549 | 4 | 100 | Sem Eng & Brit Emp Since 1688 | Burton | SP | | | 0 | 10 | |
| HIST 550 | 4 | 100 | Prob Early Mod European Hist | Crowston | SP | 0 | 4 | | | |
| HIST 550 | 4 | 100 | Prob Early Mod European Hist: Current Res Early Mod Europe | Koslofsky | FA | | | 0 | 5 | |
| HIST 551 | 4 | 100 | Prob European Hist Since 1789 | Micale | SP | 0 | 8 | | | |
| HIST 551 | 4 | 100 | Prob European Hist Since 1789: Globalization and Culture | Liebersohn | FA | | | | | x |
| Human Resource Development | | | | | | | | | | |
| HRD 536 | 4 | 50 | International HRD | Li | FA | 0 | 21 | | | x |
| Italian | | | | | | | | | | |
| ITAL 240 | 3 | 100 | Italy Middle Ages & Renaiss (CWL 240, MDVL 24) | Stoppino | FA | | | 25 | 0 | x |
| ITAL 270 | 3 | 100 | Introduction to Italian Cinema | Rushing | SP | | | 21 | 0 | x |
| ITAL 413 | 3 | 100 | Dante (CWL 413, MDVL 413) | Stoppino | FA | 18 | 0 | | | x |
| | 3 | 100 | | | SP | | | 33 | 9 | x |
| ITAL 414 | 3 | 100 | Petrarch & Boccaccio (MDVL 414, CWL 414) | Stoppino | FA | | | 18 | 0 | x |
| ITAL 470 | 4 | 100 | Topics in Italian Cinema (CINE 470) | Rushing | FA | 18 | 4 | | | x |
| Journalism | | | | | | | | | | |
| JOUN 470 | 3 | 25 | International Reporting | | | | | | | x |
| Landscape Architecture | | | | | | | | | | |
| LA 215 | 3 | 25 | Building, Land and Culture (ARCH 215) - European examples | | | | | | | x |
| LA 314 | 3 | 25 | History of World Landscapes | Deming | SP | | | 90 | 0 | x |
| LA 513 | 4 | 25 | History of World Landscapes (ARCH 510) | Deming | SP | | | 0 | 10 | x |

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| | | | | | | 12-13 UG | 12-13 GR | 13-14 UG | 13-14 GR | |
| Law - comparative law and international law focus | | | | | | | | | | |
| LAW 653 | 4 | 50 | International Business Trans | Wright | FA | | | 0 | 29 | x |
| | 4 | 50 | | | SP | 0 | 23 | | | x |
| LAW 654 | 4 | 50 | International Trade Policy | Davey | SP | 0 | 47 | 0 | 38 | x |
| LAW 655 | 4 | 100 | European Union Law | Soares | SP | 0 | 18 | | | x |
| LAW 656 | 4 | 50 | International Law | Boyle | FA | | | 0 | 42 | x |
| LAW 657 | 4 | 50 | International Human Rights Law | Boyle | SP | | | 0 | 40 | x |
| LAW 792 | 2 | 25 | Current Legal Problems: Oil and Gas Law I | Trott | FA | 0 | 19 | 0 | 42 | x |
| LAW 792 | 3 | 25 | Current Legal Problems: Collective Bargaining | Olson | SP | 0 | 4 | | | |
| LAW 792 | 3 | 25 | Current Legal Problems: Con Law of US Foreign Affairs | Boyle | FA | | | 0 | 14 | x |
| LAW 792 | 4 | 50 | Current Legal Problems: Business and Human Rights | Keenan | FA | | | 0 | 20 | x |
| LAW 792 | 4 | 25 | Current Legal Problems: Ethics, Econ & the Environment | Hurd | SP | | | 0 | 18 | x |
| LAW 792 | 4 | 50 | Current Legal Problems: Global Justice | Hurd | SP | 0 | 21 | | | |
| LAW 792 | 4 | 50 | Current Legal Problems: Human Rights Advocacy | Keenan | FA | 0 | 28 | | | |
| LAW 792 | 4 | 50 | Current Legal Problems: Int'l Hum Law: The Laws of War | Wexler | FA | | | 0 | 16 | x |
| LAW 792 | 4 | 25 | Current Legal Problems: Laws of War | Wexler | SP | 0 | 19 | | | |
| LAW 796 | 1 | 50 | Comparative Law Topics: Comparative Labor Law | Finkin | SP | | | 0 | 29 | |
| LAW 796 | 1 | 100 | Comparative Law Topics: Euro Perspectives on Comm Law | Sharpe | FA | | | 0 | 12 | x |
| LAW 796 | 2 | 25 | Comparative Law Topics: Int'l Law & US Legal System | Ku | SP | 0 | 10 | | | |
| LAW 796 | 3 | 50 | Comparative Law Topics: Int'l Corp Governance | Aguilera Vaques | FA | 0 | 7 | | | x |
| LAW 796 | 3 | 50 | Comparative Law Topics: Int'l Trade Negotiations | Asquith | FA | 0 | 11 | 0 | 12 | x |
| LAW 796 | 4 | 50 | Comparative Law Topics: Comparative Law | Soares | FA | 0 | 20 | 0 | 24 | x |
| LAW 796 | 4 | 100 | Comparative Law and Politics US-EU Relations (crosslisted with EURO 501) | Hastings | FA | 0 | 13 | 0 | 8 | x |
| LAW 796 | 4 | 25 | Comparative Law Topics: Globalization | Keenan | SP | | | 0 | 28 | |
| LAW 796 | 4 | 50 | Comparative Law Topics: International Environ Law | Wexler | SP | 0 | 12 | 0 | 15 | |
| LAW 796 | 4 | 50 | Comparative Law Topics: Int'l Commercial Arbitration | Maggs | SP | 0 | 30 | 0 | 13 | |
| LAW 796 | 4 | 100 | Comparative Law and Politics US-EU Relations (crosslisted with EURO 501) | Kourtikakis | SP | 0 | 8 | 0 | 10 | x |
| LAW 798 | 1 | 50 | Seminars: Comp Analysis of Legal Prac | Kesan | FA | | | 0 | 4 | x |
| | 1 | 50 | | | SP | | | 0 | 1 | |
| | 1 | 50 | | | SU | 0 | 9 | | | |

| Course | Hrs | % | Course Title | Instructor | Term | Enrollments | | | | Offered 14-15 |
|---|-----|-----|---|---------------------|------|-------------|-------------|-------------|-------------|------------------|
| | | | | | | 12-13 UG | 12-13 GR | 13-14 UG | 13-14 GR | |
| LAW 798 | 2 | 50 | Seminars: Comparative Criminal Procedure | Ross | FA | 0 | 7 | | | x |
| | 3 | 50 | | | FA | | | 0 | 14 | |
| LAW 798 | 3 | 25 | Seminars: Information Privacy Law | Rushin | SP | | | 0 | 15 | |
| LAW 798 | 3 | 25 | Seminars: Law of Renewable Energy | Kesan | SP | 0 | 22 | | | |
| LAW 798 | 3 | 25 | Seminars: Phil of Law and of the State | Moore | SP | | | 0 | 11 | |
| LAW 798 | 3 | 25 | Seminars: Philosophy of Law | Moore | SP | | | 0 | 2 | |
| LAW 798 | 3 | 50 | Seminars: Res Sem in Comp Labor Law | Finkin | SP | 0 | 3 | | | |
| Labor & Employment Relations - incl. labor issues in Europ | | | | | | | | | | |
| LER 100 | 3 | 25 | Introduction to Labor Studies | various | FA | 540 | 1 | 435 | 2 | x |
| | 3 | 25 | | | SP | 629 | 3 | 156 | 0 | x |
| | 3 | 25 | | | SU | 8 | 0 | | | x |
| LER 410 | 4 | 100 | Labor and the European Union | Boris | FA | | | 8 | 10 | x |
| LER 554 | 4 | 50 | Compar Emplmt Relations Sys (LAW 666) | | | | | | | x |
| LER 566 | 4 | 50 | International HR Management | Chen | FA | 0 | 18 | | | x |
| | 4 | 50 | | | SP | 0 | 30 | 0 | 30 | x |
| LER 590 | 2 | 50 | Individual Topics: Contem Chall Labor & Empl Law | Liebman | FA | 0 | 16 | | | |
| LER 590 | 2 | 25 | Individual Topics: Employee Benefits | Martocchio | SP | 0 | 32 | 0 | 25 | |
| LER 590 | 2 | 25 | Individual Topics: Executive Compensation | Shin | FA | 0 | 21 | | | |
| | 2 | 25 | | | SP | | | 0 | 27 | |
| LER 590 | 4 | 25 | Individual Topics: Change Management in HR Orgs | Cutcher-Gershenfeld | FA | 0 | 35 | 0 | 33 | x |
| | 4 | 25 | | | SP | | | 0 | 14 | |
| LER 590 | 4 | 50 | Individual Topics: Employ Law & Govt Reg | Leroy | FA | | | 0 | 10 | x |
| LER 590 | 4 | 50 | Individual Topics: Gov't Reg & Employment Law | Leroy | SP | 0 | 43 | | | |
| LER 590 | 4 | 25 | Individual Topics: Health, Sav, Fam Issues Wkpl | Olson | FA | 0 | 47 | 0 | 41 | x |
| LER 590 | 4 | 50 | Individual Topics: Immigration, Employ & Pub Pol | Leroy | FA | 0 | 48 | 0 | 43 | x |
| LER 590 | 4 | 25 | Individual Topics: People & Tech: Change Work Sys | Barrett | FA | 0 | 34 | | | |
| LER 590 | 4 | 25 | Individual Topics: Strat HRM and Entrep Organiza | Avgar | FA | | | 0 | 22 | X |
| LER 590 | 4 | 25 | Individual Topics: Strategic HRM & Entrepren Org | Avgar | SP | | | 0 | 17 | |
| LER 590 | 4 | 25 | Individual Topics: Work, Family and Orgnizations | Kramer | SP | 0 | 42 | 0 | 26 | |
| LER 595 | 4 | 50 | Managing Diversity Globally | Kramer | FA | 0 | 39 | | | x |
| | 4 | 50 | | | SP | | | 0 | 43 | x |
| Linguistics | | | | | | | | | | |
| LING 210 | 3 | 25 | Language History | Hock | FA | 30 | 0 | 21 | 0 | x |
| LING 210 | 3 | 25 | Language History | Hock | SP | 31 | 0 | 42 | 0 | x |
| LING 240 | 3 | 25 | Language in Human History | Hock | FA | 20 | 0 | 13 | 0 | x |

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| | | | | | | 12-13 UG | 12-13 GR | 13-14 UG | 13-14 GR | |
| LING 555 | 4 | 25 | Socioling of World Englishes | | | | | | | x |
| Library & Information Science - addresses Euro issues | | | | | | | | | | |
| * LIS 490 | 4 | 25 | Global Informatics: Social Media & Global Change (REES 596) | Bruce | SP | 6 | | | | x |
| LIS 525 | 4 | 25 | Government Information | McClure | SP | 0 | 17 | 0 | 15 | x |
| LIS 590 | 1 | 25 | Advanced Problems in LIS: Data Mining | Torvik | FA | 0 | 20 | | | |
| | 1 | 25 | | | SP | 0 | 9 | 0 | 20 | |
| LIS 590 | 1 | 50 | Advanced Problems in LIS: Global Con & Soc Jus Youth Lit | Lucht | SU | 0 | 13 | | | |
| LIS 590 | 2 | 50 | Advanced Problems in LIS: Business & Govt: Lit Pract LIS | Cruz | SP | | | 0 | 8 | |
| LIS 590 | 3 | 25 | Advanced Problems in LIS: Info for an Aging World | Smith | FA | 0 | 2 | | | |
| LIS 590 | 3 | 25 | Advanced Problems in LIS: Organizational/Info Ethics | Montague | SP | 0 | 1 | | | |
| LIS 590 | 3 | 50 | Advanced Problems in LIS: Pub Libs: Phil Policy Politics | Montague | SP | 0 | 1 | | | |
| LIS 590 | 4 | 25 | Advanced Problems in LIS: History of the Book | Mak | FA | | | 0 | 16 | |
| | 4 | 25 | | | SP | 0 | 14 | 0 | 17 | |
| LIS 590 | 4 | 50 | Advanced Problems in LIS: Local Regional Global LIS | Montague | FA | | | 0 | 15 | |
| Masters of Business Administration | | | | | | | | | | |
| MBA 531 | 4 | 25 | Special Projects: Illinois Business Consulting Project - includes European businesses | Watkins | FA | | | | | x |
| MBA 531 | 4 | 25 | Special Projects: Public Relations Management | Rybka | FA | | | | | x |
| Media | | | | | | | | | | |
| MDIA 575 | 4 | 25 | Cult Studies and Crit Interp (EPS 575) | McCarthy | SP | 0 | 19 | 0 | 17 | x |
| MACS 261 | 3 | 25 | Survey of World Cinema I | Smith | FA | 53 | 0 | 46 | 0 | x |
| MACS 262 | 3 | 25 | Survey of World Cinema II | Smith | SP | 49 | 0 | 74 | 0 | X |
| MACS 317 | 3 | 25 | History of Communication - European advances in the field | Hay | FA | 39 | 0 | 21 | 0 | x |
| | 3 | 25 | | | SP | 36 | 0 | | | x |
| MACS 320 | 3 | 25 | Popular Culture - European examples included | Hay | FA | 100 | 0 | 57 | 0 | x |
| | 3 | 25 | | | SP | 31 | 1 | 35 | 0 | x |
| | 3 | 25 | | | SU | 15 | 0 | | | x |
| MACS 321 | 3 | 25 | Film Culture - European examples included | | | | | | | x |
| MACS 377 | 3 | 25 | Global Communications | Potter | FA | 9 | 0 | | | x |
| MACS 382 | 3 | 50 | French & Comparative Cinema I | | | | | | | x |
| MACS 389 | 3 | 25 | International Communications (PS 389) | | SP | 34 | 0 | | | x |
| Music | | | | | | | | | | |
| MUS 110 | 2 | 25 | Introd Art Mus: Intl Perspect | Silvers | FA | 108 | 0 | 123 | 0 | x |
| MUS 133 | 3 | 25 | Introduction to World Music | Gordon | FA | 366 | 0 | 427 | 0 | x |
| MUS 133 | 3 | 25 | Introduction to World Music | Gordon | SP | 402 | 0 | 435 | 1 | x |
| MUS 252 | 3 | 25 | Ethnomusicology Perf Ensembles - the Balkans | Buchanan | FA | 18 | 0 | 13 | 0 | x |

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|---|-----|-----|--|------------------|------|-------------|-------------|-------------|-------------|------------------|
| | | | | | | 12-13 UG | 12-13 GR | 13-14 UG | 13-14 GR | |
| MUS 252 | 3 | 25 | Ethnomusicology Perf Ensembles - the Balkans | Buchanan | SP | 18 | 0 | 14 | 0 | x |
| Nuclear, Plasma & Radiological Engineering | | | | | | | | | | |
| NPRE 201 | 3 | 25 | Energy Systems (GLBL 201) - relates to Europe's security | Singer | FA | 125 | 0 | 122 | 0 | x |
| NPRE 480 | 3 | 50 | Energy and Security (GLBL 480, PS 480) | Singer | SP | | | 24 | 1 | x |
| NPRE 483 | 1 | 25 | Seminar on Security (GLBL 483) | Singer | FA | 11 | 1 | 7 | 1 | x |
| | 1 | 25 | | | SP | 6 | 0 | | | x |
| Natural Resources & Environmental Science | | | | | | | | | | |
| NRES 109 | 3 | 25 | Global Environmental Issues | | | | | | | x |
| NRES 499 | 2 | 25 | Special Topics: Mountain Ecosystem Management - Regions in Europe | David/Flint | SP | 13 | 0 | | | |
| NRES 499 | 4 | 25 | Special Topics: Soil Science for Resource Mang - applies to European Resource Mang | Darmody | FA | 0 | 13 | | | |
| | 4 | 25 | | | SP | | | 0 | 5 | |
| Physics | | | | | | | | | | |
| PHYS 280 | 3 | 25 | Nuclear Weapons & Arms Control (GLBL 280) | Grosse Perdekamp | SP | 63 | 0 | 67 | 0 | x |
| Polish | | | | | | | | | | |
| POL 115 | 3 | 100 | Intro to Polish Culture (REES 115) | Gasyna | FA | | | 36 | 0 | x |
| POL 199 | 1 | 25 | Undergraduate Open Seminar | | | | | | | x |
| POL 245 | 3 | 100 | Survey of Polish Literature | | | | | | | x |
| POL 446 | 3 | 100 | Problems of Polish Literature | | | | | | | x |
| Portuguese | | | | | | | | | | |
| PORT 199 | 1 | 25 | Undergraduate Open Seminar | Senna | FA | 1 | 0 | 3 | 0 | x |
| | 1 | 25 | | | SP | 1 | 0 | 4 | 0 | |
| | 1 | 25 | | | SU | 1 | 0 | | | |
| PORT 595 | 1 | 50 | Special Topics Port & Braz Lit | Senna/Tosta | FA | 0 | 3 | | | x |
| | 1 | 50 | | | SP | | | 0 | 4 | |
| Political Science | | | | | | | | | | |
| PS 240 | 3 | 25 | Intro to Comp Politics | Cheibub | FA | 173 | 0 | 177 | 0 | x |
| | 3 | 25 | | | SU | 16 | 0 | | | x |
| PS 280 | 3 | 25 | Intro to Intl Relations | Vasquez | FA | 240 | 1 | 215 | 0 | x |
| | 3 | 25 | | | SP | 214 | 0 | 269 | 0 | x |
| | 3 | 25 | | | SU | 52 | 0 | 0 | 0 | x |
| PS 282 | 3 | 25 | Governing Globalization | Kourtikakis | SP | 112 | 0 | 100 | 0 | x |
| PS 283 | 3 | 25 | Intro to Intl Security (GLBL 283) | | FA | | | 22 | 0 | x |
| | 3 | 25 | | | SP | 115 | 0 | 25 | 0 | x |
| PS 300 | 3 | 100 | Special Topics: Europe and the Mediterranean | Rota | SP | 14 | 0 | | | x |
| PS 300 | 3 | 100 | Special Topics: Eastern Eur & EU Integration | Leff | SP | | | 6 | 0 | x |
| PS 300 | 3 | 25 | Special Topics: Democracy and | Miller | SP | 26 | 0 | | | |
| PS 300 | 3 | 25 | Special Topics: Human Rights | Malekafzali | FA | 15 | 0 | | | x |

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| | | | | | | 12-13 UG | 12-13 GR | 13-14 UG | 13-14 GR | |
| PS 300 | 3 | 25 | Special Topics: Pol of Intl Treaties | Dai | SP | | | 19 | 0 | |
| PS 300 | 3 | 25 | Terrorism | Weir | FA | | | 31 | 0 | x |
| | 3 | 25 | | | SP | 27 | 0 | 29 | 0 | |
| PS 348 | 3 | 100 | Gov & Pol in Western Europe | Kourtikakis | FA | 83 | 0 | 87 | 0 | x |
| | 3 | 100 | | | SP | 27 | 0 | | | x |
| PS 349 | 3 | 100 | Gov and Pol of Great Britain | | | | | | | x |
| PS 351 | 3 | 100 | Gov & Pol Post-Soviet States | Leff | SP | | | 23 | 0 | x |
| PS 352 | 3 | 100 | Gov & Pol of East Europe | Leff | FA | 24 | 0 | | | x |
| PS 355 | 3 | 25 | Democratization | Cheibub | FA | 22 | 0 | | | x |
| PS 356 | 3 | 25 | Comparative Political Economy (GLBL 356) | Hastings | FA | | | 74 | 0 | x |
| PS 357 | 3 | 25 | Ethnic Conflict (GLBL 357) | | | | | | | x |
| PS 373 | 3 | 25 | Democratic Theory | Seitz | FA | 22 | 0 | 16 | 0 | x |
| PS 373 | 3 | 25 | Democratic Theory | Seitz | SU | 17 | 0 | | | x |
| PS 377 | 3 | 25 | Topics Contemp Pol Theory | Meilleur | SP | 25 | 0 | 11 | 0 | x |
| PS 377 | 3 | 25 | Topics Contemp Pol Theory: Ethics and Politics of Freedom | Orlie | FA | 12 | 0 | | | x |
| PS 380 | 3 | 50 | International Cooperation | Dai | FA | 21 | 0 | 24 | 0 | x |
| PS 381 | 3 | 25 | International Conflict - ACP | Rudkevich | FA | | | 22 | 0 | x |
| | 3 | 25 | | | SP | | | 48 | 0 | x |
| PS 382 | 3 | 25 | Intl Political Economy | Hastings | SP | 77 | 0 | | | x |
| PS 383 | 3 | 50 | International Organization-ACP | | | | | | | x |
| PS 384 | 3 | 25 | Politics of Globalization | | | | | | | x |
| PS 385 | 3 | 100 | Politics of the European Union (FR 385, GER 385) | Kourtikakis | FA | 20 | 0 | 23 | 0 | x |
| | 3 | 100 | | | SP | | | 25 | 0 | x |
| PS 386 | 3 | 50 | International Law | Diehl | FA | | | 56 | 0 | x |
| PS 391 | 3 | 50 | Soviet & Post-Sov Foreign Pol | Leff | FA | | | 25 | 0 | x |
| *PS 393 | 3 | 100 | Diplomatic Studies Practicum: Vienna Diplomatic Program | Pahre/Webster | SP/SU | 12 | | 14 | | x |
| PS 396 | 3 | 25 | International Conflict | Miller | FA | 24 | 0 | | | x |
| | 3 | 25 | | | SP | 88 | 0 | | | x |
| PS 457 | 3 | 50 | Dem Gov in a Global Setting | | | | | | | x |
| PS 491 | 6 | 25 | Government Internship | various | FA | 21 | 0 | 25 | 0 | x |
| | 6 | 25 | | | SP | 29 | 0 | 19 | 0 | |
| | 6 | 25 | | | SU | 10 | 0 | | | |
| PS 524 | 4 | 25 | Methods in Intl Rel | | | | | | | x |
| PS 540 | 4 | 25 | Proseminar Comp Politics I | Leff | FA | | | 0 | 15 | x |
| PS 541 | 4 | 25 | Proseminar Comp Politics II | Canache | SP | | | 0 | 11 | x |
| PS 543 | 4 | 25 | Global Democratization | Cheibub | | | | | | x |
| PS 545 | 4 | 100 | Politics of Post-Soviet States | | | | | | | x |
| PS 549 | 4 | 50 | Topics in Comparative Politics | Winters | SP | 0 | 8 | 0 | 11 | |
| PS 549 | 4 | 50 | Topics in Comparative Politics: Elects, Parties & Govts in Dem | Cheibub | FA | 1 | 12 | | | |
| PS 571 | 4 | 50 | History of Pol Theories I - several European theorists | Orlie | | | | | | x |
| PS 572 | 4 | 50 | History of Pol Theories I - several European theorists | Orlie | SP | 0 | 1 | | | x |

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| | | | | | | 12-13 UG | 12-13 GR | 13-14 UG | 13-14 GR | |
| PS 579 | 4 | 25 | Topics in Pol Theory: New Materialisms | Frost | FA | | | 0 | 5 | x |
| PS 580 | 4 | 50 | Proseminar Intl Rel | Vasquez | SP | 0 | 6 | | | x |
| PS 581 | 4 | 50 | International War | | | | | | | x |
| PS 582 | 4 | 50 | Intl Political Economy | Pahre | FA | 1 | 5 | | | x |
| PS 583 | 4 | 50 | International Organizations | | | | | | | x |
| PS 589 | 4 | 50 | Topics in Intl Rel | Dai | SP | 0 | 5 | | | |
| PS 589 | 4 | 50 | Topics in Intl Rel: Political Violence | Weir | FA | 0 | 8 | | | |
| Russian, East European & Eurasian Studies | | | | | | | | | | |
| REES 201 | 3 | 100 | Introduction to Eastern Europe | Pintar | SP | 16 | 0 | 22 | 0 | x |
| REES 550 | 4 | 50 | Seminar in REEE Studies | Tartakovsky | FA | 0 | 7 | 0 | 7 | x |
| REES 596 | 4 | 50 | Topics in REEE Studies: Social Media & Global Change | Bruce | SP | 0 | 2 | | | |
| Religious Studies | | | | | | | | | | |
| RLST 108 | 3 | 50 | Religion & Society in West I | Rosenstock | FA | 86 | 0 | 85 | 0 | x |
| RLST 109 | 3 | 50 | Religion & Society in West II (ANTH 109, PHIL 109, SOC 109) | Rosenstock | SP | 51 | 0 | 86 | 0 | x |
| RLST 110 | 3 | 25 | World Religions (PHIL 110) | Layton | FA | 331 | 0 | 495 | 0 | x |
| | 3 | 25 | | | SP | 539 | 0 | 614 | 0 | x |
| | 3 | 25 | | | SU | 65 | 0 | | | x |
| RLST 120 | 3 | 50 | A History of Judaism (HIST 168) | Weiss | FA | 57 | 0 | 71 | 0 | x |
| RLST 121 | 3 | 50 | Introduction to Christianity | Layton | SP | 24 | 0 | | | x |
| RLST 242 | 3 | 100 | Holocaust Religious Response | | | | | | | x |
| RLST 403 | 4 | 25 | Women in Muslim Societies - applies to Islam in Europe | Hoffman | SP | | | 40 | 7 | x |
| RLST 408 | 4 | 50 | Islam and Modern Society (PS 408, SAME 408) - applies to Islam in Europe | Hoffman | | | | | | x |
| RLST 458 | 3 | 100 | Christians and Jews 1099-1789 | | | | | | | x |
| Scandinavian | | | | | | | | | | |
| SCAN 215 | 3 | 100 | Madness, Myth, and Murder (CWL 215) | Malekin | FA | | | 20 | 0 | x |
| | 3 | 25 | | | SP | 30 | 0 | 12 | 0 | x |
| SCAN 225 | 3 | 100 | Vikings to Volvos: Scandinavia | | FA | 28 | 0 | 24 | 0 | x |
| | 3 | 100 | | | SP | 12 | 0 | | | x |
| *SCAN 386 | 6 | 75 | Stockholm Summer Arctic Program | | SU | | | 12 | | x |
| SCAN 251 | 3 | 100 | Viking Mythology (MDVL 251, CWL 251, RLST 251) | Malekin | FA | 32 | 0 | | | x |
| | 3 | 100 | | | SP | 87 | 0 | 96 | 0 | x |
| SCAN 375 | 3 | 100 | Scandinavian Sexualities (CWL 375, GWS 375) | | | | | | | x |
| SCAN 375 | 3 | 100 | Scandinavian Sexualities: Children and Youth Culture (CWL 375, GWS 375) | Malekin | SP | | | 12 | 0 | |
| SCAN 463 | 4 | 100 | Ibsen in Translation (THEA 483, CWL 463) | Malekin | FA | | | 5 | 4 | x |
| SCAN 464 | 4 | 100 | Strindberg in Translation (CWL 464, THEA 484) | Stenport | FA | 6 | 3 | | | x |
| SCAN 490 | 4 | 100 | Ingmar Bergman & Europ Cinema (CINE 490) | Malekin | FA | 34 | 4 | | | x |

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| | | | | | | 12-13 UG | 12-13 GR | 13-14 UG | 13-14 GR | |
| SCAN 492 | 3 | 100 | New Scandinavian Cinema (EURO 490, MACS 492) | Hedling | SP | 18 | 3 | 15 | 1 | x |
| SCAN 494 | 1 | 100 | Topics in Scan Languages | Safstrom | SP | 1 | 0 | | | x |
| SCAN 593 | 1 | 100 | Research in Special Topics: Transnational Euro. Modernism | Stenport | FA | 0 | 1 | | | |
| Slavic | | | | | | | | | | |
| SLAV 117 | 3 | 50 | Russ & E Euro Science Fiction | Tempest | SP | 24 | 0 | | | x |
| SLAV 120 | 3 | 50 | Russian & E Euro Folktales | Cooper | FA | 33 | 0 | | | x |
| SLAV 199 | 3 | 50 | Undergraduate Open Seminar | | SP | | | 1 | 0 | x |
| SLAV 277 | 3 | 50 | Slavic Literature Survey | | | | | | | x |
| SLAV 419 | 4 | 50 | Russian & East European Film (CINE 419, COMM 419) | Kaganovsky | SP | 6 | 10 | | | x |
| SLAV 452 | 4 | 50 | Slavic Cultural Studies | Tempest | SP | 3 | 0 | | | |
| SLAV 452 | 4 | 50 | Slavic Cultural Studies | Leff | FA | | | 3 | 11 | |
| | 4 | 50 | | | SP | | | 3 | 1 | |
| SLAV 477 | 4 | 50 | Post-Communist Fiction (REES 477, CWL 477) | Cooper | | | | | | x |
| Sociology | | | | | | | | | | |
| SOC 160 | 3 | 25 | Global Ineq and Social Change | Holtzclaw-Stone | FA | 71 | 0 | 79 | 0 | x |
| | 3 | 25 | | | SP | 75 | 0 | | | x |
| SOC 225 | 3 | 25 | Race and Ethnicity | Chapa | FA | 28 | 0 | | | x |
| SOC 229 | 3 | 25 | Religion and Society | | | | | | | x |
| SOC 261 | 3 | 50 | Gender Transnatl Perspective (GWS 261) | | FA | | | 18 | 0 | x |
| | 3 | 50 | | | SP | 41 | 0 | 42 | 0 | x |
| SOC 270 | 3 | 50 | Population Issues (RSOC 270) | Buckley | SP | | | 48 | 0 | x |
| SOC 364 | 3 | 50 | Impacts of Globalization | Dill | SP | 59 | 0 | | | x |
| SOC 366 | 3 | 100 | Postsocialism Eastern Europe | Gille | | | | | | x |
| SOC 562 | 4 | 50 | Sem in Transnational Studies | Bayat | SP | 0 | 1 | | | |
| Spanish | | | | | | | | | | |
| SPAN 309 | 3 | 25 | Varieties of Spoken Spanish | Escobar | FA | | | 41 | 0 | x |
| SPAN 318 | 3 | 100 | Spanish Cultural Studies I | Martinez-Quiroga | SP | 25 | 0 | 21 | 0 | x |
| SPAN 318 | 3 | 100 | Spanish Cultural Studies I: Iberian Culture & History | Irigoyen Garcia | FA | | | 21 | 0 | |
| SPAN 320 | 3 | 100 | Spanish Cultural Studies II | Fuentes Peris | FA | 53 | 0 | | | |
| | 3 | 100 | | | SP | 46 | 0 | 34 | 0 | |
| SPAN 320 | 3 | 100 | Spanish Cultural Studies II: Social & Ideological Liberaliz | Fuentes Peris | FA | | | 22 | 0 | |
| SPAN 435 | 4 | 50 | Intro Romance Ling (FR 462, ITAL 435, LING 462, RMLG 435, PORT 435) | Hualde | SP | 5 | 10 | | | x |
| SPAN 557 | 4 | 100 | Sem Romance Ling (PORT 559, LING 559, ITAL 559, RMLG 559, FR 559) | Escobar | SP | 0 | 10 | 0 | 4 | x |
| SPAN 595 | 1 | 50 | Special Topics in Spanish | various | SP | 0 | 12 | 0 | 9 | x |
| | 1 | 50 | | | SU | 0 | 4 | 0 | 0 | x |
| | 4 | 50 | | | FA | 0 | 5 | 0 | 5 | x |

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| | | | | | | 12-13 UG | 12-13 GR | 13-14 UG | 13-14 GR | |
| SPAN 599 | 0 | 50 | Thesis Research | various | FA | 0 | 14 | 0 | 15 | x |
| | 0 | 50 | | | SP | 0 | 19 | 0 | 14 | x |
| | 0 | 50 | | | SU | 0 | 6 | 0 | 0 | x |
| Theatre - cultural achievements in Europe | | | | | | | | | | |
| THEA 262 | 3 | 25 | Literature of Modern Theatre | Hohman | SP | 45 | 0 | 35 | 0 | x |
| THEA 360 | 4 | 25 | History of Theatre I | Davis | FA | 37 | 1 | 41 | 1 | x |
| THEA 361 | 4 | 25 | History of Theatre II | Davis | SP | 36 | 0 | 37 | 0 | x |
| THEA 560 | 4 | 25 | Seminar in Theatre History: Theatre Historiography | Davis | FA | 0 | 8 | | | |
| | 4 | 25 | | | SP | 0 | 4 | | | |
| THEA 560 | 4 | 25 | Seminar in Theatre History: Theatre Theory and Criticism | Hohman | FA | | | 0 | 4 | |
| THEA 564 | 4 | 25 | Stud Theatre Hist 20th Century | Thompson | SP | 0 | 2 | | | |
| Translation Studies | | | | | | | | | | |
| TRST 400 | 4 | 100 | Translation in the EU | Phillips | SP | 7 | 4 | | | x |
| Urban Planning | | | | | | | | | | |
| UP 101 | 3 | 25 | Introduction to City Planning | Novak | FA | 194 | 0 | 153 | 0 | x |
| UP 423 | 4 | 25 | Intro International Planning | Miraftab | FA | 29 | 10 | 13 | 9 | x |
| UP 494 | 4 | 25 | Special Topics in Planning: Neurus Research Seminar | Deal | SP | 3 | 3 | | | |
| UP 494 | 4 | 25 | Special Topics in Planning: Planning Without Growth | Greenlee | FA | | | 2 | 13 | x |
| UP 494 | 4 | 25 | Special Topics in Planning: The Housing Crisis | Greenlee | FA | 5 | 5 | | | |
| UP 521 | 4 | 25 | International Planning Seminar | Miraftab | SP | | | 0 | 9 | x |
| Yiddish | | | | | | | | | | |
| YDSH 220 | 3 | 50 | Jewish Storytelling (CWL 221, ENGL 223, RLST 220) | Harris | FA | 28 | 0 | | | x |
| | 3 | 50 | | | SP | | | 30 | 0 | x |
| YDSH 320 | 3 | 50 | Lit Responses to the Holocaust | | SP | 22 | 0 | 20 | 0 | x |
| YDSH 420 | 4 | 50 | Jewish Life-Writing (CWL 421, RLST 420, SLAV 420, HIST 436) | Kotzin | SP | 11 | 2 | | | x |

TOTAL

16,387 2,162 14,863 2,168



TITLE VI
GRANT APPLICATION
FY 2014-2017

APPENDIX D
PERFORMANCE MEASURES FORM(s)

European Union Center
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

| 1. Project Goal Statement #1: Integrate EU/European Studies and LCTL content into pre- and in-service teacher training through collaborative programs with the UI College of Education and EUC's teacher training/curriculum development activities | | | | | | | | |
|---|---|---------------------|--------------|----------------|-------------------------|----|----|----|
| 2. Performance Measures | 3. Activities | 4. Data/ Indicators | 5. Frequency | 6. Data Source | 7. Baseline and Targets | | | |
| | | | | | BL | T1 | T2 | T3 |
| <p>C) Increase by 10% the number of pre- and in-service teachers participating in EUC teacher training programs & taking the new "EU Studies blended learning environment course" (targeted to pre- and in-service teachers as well as CC/MSI instructors; CPDUs/CEUs/ UI graduate credits available)</p> | <p>C.1 EUC Outreach Coordinator/Graduate Assistant to attend teacher conferences/fairs to promote the following EUC's K-12 programs: <i>Budget line: A.1.a; A.4.a; E.2.e</i> C.1.a. EUC Summer Curriculum Development Workshop. <i>Budget line: E.2.a</i> C.1.b. Transatlantic Educators Dialogue. <i>Budget line: A.4.c</i> C.1.c. GlobalFest. <i>Budget line: E.2.e</i> C.1.d. District 203 Global Scholars / Global Civic Leadership Summer Program (EU As a Global Actor). <i>Budget line: E.2.f</i> C.1.e. Common Economic Challenges Teacher Workshop Series @ Goethe Institut-Chicago <i>No NRC funds requested.</i> <i>EUC's HS competitions (which also feature teacher training/curriculum workshops):</i> C.1.f. Euro Challenge Competition. <i>Budget line: E.2.b</i> C.1.g. IL Translation Competition. <i>Budget line: E.2.c</i> C.1.h. High School Center of Excellence in European Language Acquisition & Area Studies annual competitive award: Includes teacher training workshop on best practices in developing language & area studies programs <i>Budget line: D.d</i> C.2. Develop new blended learning environment course with Dr. Kourtikakis (PoliSci, LAS) and CI faculty (McCarthy, Fouad, Parsons) <i>Budget line: A.3.e; A.3.f</i> C.3. Promote EUC programs via EUC website, social media, listservs. <i>No NRC funds requested.</i></p> | | | | | | | |

| 1. Project Goal Statement #2: Develop sustained collaborations with community colleges (CC) and minority-serving institutions (MSIs) to internationalize courses with content on the EU/Europe/Transatlantic Relations and to offer faculty professional development programs and student opportunities in international careers in areas of national need. | | | | | | | | |
|---|---|---------------------|--------------|----------------|-------------------------|----|----|----|
| 2. Performance Measures | 3. Activities | 4. Data/ Indicators | 5. Frequency | 6. Data Source | 7. Baseline and Targets | | | |
| | | | | | BL | T1 | T2 | T3 |
| C) Increase by 10% the number of partner CC/MSI students participating at EUC career workshops | <p>C.1 International Careers Workshop Series: promotes careers in government, business, NGOs; FLAS alumni as speakers on uses of LCTLs in careers. Invites participation from students/colleagues at peer institutions and CCs/MSI <i>Budget line: E.2.r</i></p> <p>C.2 Professionalism in Europe Career Series: workshops for UI students interested in study/internship and careers in Europe. Invites participation from students/colleagues at peer institutions and CCs/MSI <i>Budget line: E.2.s</i></p> <p>C.3 Promote EUC programs for CC/MSI students via EUC website, social media, listservs <i>No NRC funds requested.</i></p> | | | | | | | |

| 1. Project Goal Statement #3: Enhance Performance-based LCTL instruction & proficiency assessment and FLAC & language development activities through new programming, training, and professional development opportunities for instructors and students | | | | | | | | |
|---|--|---------------------|--------------|----------------|-------------------------|----|----|----|
| 2. Performance Measures | 3. Activities | 4. Data/ Indicators | 5. Frequency | 6. Data Source | 7. Baseline and Targets | | | |
| | | | | | BL | T1 | T2 | T3 |
| <p>A) Increase by 10% enrollment in Arabic, Bosnian-Croatian-Serbian (BCS), Czech, Greek (modern), Polish, Swedish, and Turkish</p> | <p>A.1 Offer courses in languages listed on the left <i>Budget line: A.2.d; A.2.b; A.2.e; A.2.h; A.2.c; A.2.g; A.2.a</i></p> <p>A.2 EUC FLAS coordinator, in partnership with other UI NRC FLAS coordinators, organize info sessions on the FLAS program encouraging study of European LCTLs <i>No NRC funds requested.</i></p> <p>A.3 EUC Outreach Coordinator/Outreach Graduate Assistant to attend UI students fairs to promote European LCTL courses <i>No NRC funds requested.</i></p> <p>A.4. Promote LCTL courses via EUC website, social media, listservs <i>No NRC funds requested.</i></p> <p>A.5 Increase visibility of and promote study of LCTLs through the new LCTL Program/Coordination (see Project Goal Statement #3 C, C.1 below)</p> | | | | | | | |

| 1. Project Goal Statement #3: Enhance Performance-based LCTL instruction & proficiency assessment and FLAC & language development activities through new programming, training, and professional development opportunities for instructors and students | | | | | | | | |
|---|--|---------------------|--------------|----------------|-------------------------|----|----|----|
| 2. Performance Measures | 3. Activities | 4. Data/ Indicators | 5. Frequency | 6. Data Source | 7. Baseline and Targets | | | |
| | | | | | BL | T1 | T2 | T3 |
| <p>B) Enhance UI Translation Studies and increase supply of translators with EU/European Area Studies expertise and advanced fluency in European LCTLs by 10% over the 2014-18 period (in partnership with UI Center for Translation Studies)</p> | <p>B.1 Develop 2 new translation courses: "Translation Studies for Priority Languages" and "Language Work in the EU: Terminology workflow and procedures" <i>Budget line: A.2.i; A.2.j</i></p> <p>B.2 Increase by 10% enrollment in the new translation courses <i>No NRC funds requested.</i></p> <p>B.3 Launch new MAEUS/MA in Translation Studies joint degree program and increase by 10% the number of students pursuing the joint degree, and student pursuing BA/MAEUS degrees in language departments over the 2014-18 period. <i>No NRC funds requested.</i></p> <p>B.4 Promote the new translation courses and joint degrees via EUC website, social media, listservs <i>No NRC funds requested.</i></p> | | | | | | | |

| 1. Project Goal Statement #3: Enhance Performance-based LCTL instruction & proficiency assessment and FLAC & language development activities through new programming, training, and professional development opportunities for instructors and students | | | | | | | | |
|---|--|---------------------|--------------|----------------|-------------------------|----|----|----|
| 2. Performance Measures | 3. Activities | 4. Data/ Indicators | 5. Frequency | 6. Data Source | 7. Baseline and Targets | | | |
| | | | | | BL | T1 | T2 | T3 |
| C) Increase visibility of UI LCTLs and enhance professional development for UI LCTL instructors | <p>C.1 Support LCTL program coordination: Launched in 2014. Housed in Linguistics (LAS). Promotes LCTLs to UI students through enhanced LCTL course offerings & programming such as LCTL Film Series, conversation tables, and an intensive summer study program (Summer Institute for Languages of the Muslim World, SILMW -- offers EUC priority languages of Arabic and Turkish) <i>Budget line: A.2.a</i></p> <p>C.2 Support professional development opportunities for UI LCTL instructors, including improving pedagogy of LCTLs and increasing capacity in proficiency testing, through the following activities: LCTL Workshop Series; Biennial Business & LCTL Symposium; ACTFL-ILR training workshops; the South East European Language Consortium; and the Baltic Studies Summer Institute. <i>Budget line: E.3.a; E.3.b; E.3.d; E.3.e; E.3.f</i></p> | | | | | | | |
| D) Develop and increase the number of testing instruments to evaluate proficiency in European LCTLs taught at UI | <p>D.1 Hire new Linguistics faculty with expertise in language assessment <i>No NRC funds requested</i></p> <p>D.2 Recruit/hire RAs to assist new Linguistics faculty hire with development of test instruments <i>Budget line: A.2.o</i></p> | | | | | | | |

| 1. Project Goal Statement #4: Build expertise in EU/European Studies through enhancement of EU/European Studies curriculum to benefit MAEUS and Graduate Minor in EU Studies programs, development of undergraduate minor and BA/MAEUS degrees with language departments, and integration of EU Studies content across a variety of (professional) disciplines (Education, LAS units, Business, Agriculture, Library Sciences, Social Work) | | | | | | | | |
|---|--|---------------------|--------------|----------------|-------------------------|----|----|----|
| 2. Performance Measures | 3. Activities | 4. Data/ Indicators | 5. Frequency | 6. Data Source | 7. Baseline and Targets | | | |
| | | | | | BL | T1 | T2 | T3 |
| <p>A) Increase by 10% the number of courses with area studies content across a variety of disciplines</p> <p>(In addition to the courses listed on the right, see Project Goal Statement #1 A (A.1; A.2) and Project Goal Statement #1 C (C.3) for courses to be developed with CoEd/LAS for the "Global Perspectives in Education Teacher Certificate" program and the "blended learning environment course on EU Studies.</p> | <p>A.1 Develop and enhance the following courses: A.1.1 EU Seminar (with PoliSci, LAS) <i>Budget line: A.3.a</i></p> <p>A.1.2. Videoconference & study abroad course: Critical Race Theory & Education in the EU & US (with CoEd and HBCUs Dillard & Xavier) <i>Budget line: A.3.b; C.2.a</i></p> <p>A.1.3. International Service Learning Initiative course: Global Learning Modules/EU Aid to Africa, S. Asia, SE Asia (with Social Work) <i>Budget line: A.3.g; C.2.c</i></p> <p>A.1.4 Two Mediterranean Studies Courses: "Mediterranean Studies" and "Languages & Cultures of the Mediterranean" (with SLCL, LAS) <i>Budget line: A.3.h; A.3.i</i></p> <p>A.1.4. Scandinavian Studies/Arctic course & study abroad course (with Germanic, LAS) <i>Budget line: A.3.j; A.3.k</i></p> <p>A.1.5 Global Informatics (includes a module on EU informatics) (with GSSLIS) <i>Budget line: A.3.l</i></p> <p>A.1.6. Vienna Diplomatic Program Study Abroad course: German language thematic modules (with Germanic, LAS) <i>Budget line: A.3.m</i></p> <p>A.1.7 Business-Agriculture Int'l Immersion Program course: Doing Business in the EU <i>Budget line: A.3.n</i></p> | | | | | | | |

| 1. Project Goal Statement #4: Build expertise in EU/European Studies through enhancement of EU/European Studies curriculum to benefit MAEUS and Graduate Minor in EU Studies programs, development of undergraduate minor and BA/MAEUS degrees with language departments, and integration of EU Studies content across a variety of (professional) disciplines (Education, LAS units, Business, Agriculture, Library Sciences, Social Work) | | | | | | | | |
|---|--|--------------------|--------------|----------------|-------------------------|----|----|----|
| 2. Performance Measures | 3. Activities | 4. Data/Indicators | 5. Frequency | 6. Data Source | 7. Baseline and Targets | | | |
| | | | | | BL | T1 | T2 | T3 |
| B) Increase by 10% the number of students taking the new area studies courses listed above | B.1 EUC Outreach Coordinator/Outreach Graduate Assistant to attend UI students fairs to promote European/EU area studies courses <i>No NRC funds requested.</i> B.2 Promote the new European/EU area studies courses via EUC website, social media, listservs <i>No NRC funds requested.</i> | | | | | | | |
| C) Increase by 5% the number of new course offerings with EU/European studies and European languages content | C.1 Offer competitive grants for course development/enhancement in EU/European studies. Preference will be given to College of Education and LAS faculty <i>Budget line: A.3.o; C.2.d</i> C.2 Offer competitive Interdisciplinary Foreign Languages Across the Curriculum (FLAC) grants to increase integration of languages into curriculum and encourage use of language/area studies skills. Preference will be given to College of Education and LAS faculty. <i>Budget line: A.3.m, A.2.n</i> | | | | | | | |

1. Project Goal Statement #5: Expand Outreach and Program Enrichment Activities to reach to local/regional/national audiences of elementary /secondary schools, post-secondary institutions (including CC/MSIs), general public, business, and media as well as UI faculty and students

| 2. Performance Measures | 3. Activities | 4. Data/ Indicators | 5. Frequency | 6. Data Source | 7. Baseline and Targets | | | | |
|--|--|---------------------|--------------|----------------|-------------------------|----|----|----|----|
| | | | | | BL | T1 | T2 | T3 | T4 |
| <p>A) Enhance EUC's area studies, cultures & languages programming for pre-K and K-12 students, creating a pipeline for EU/European Studies and language study at the post-secondary level. Increase by 10% the number of participating students and schools</p> | <p>A.1 Champaign County Head Start/Early Head Start Languages & Cultures Pilot program: provide "Around Your World" curriculum <i>Budget line: D.c; A.4.d</i></p> <p>A.2 UI SiLMW HS student LCTL program: languages include Arabic & Turkish <i>Budget line: E.3.c</i></p> <p>A.3 UI Language Academy for K-5 students: languages include French, Spanish, Arabic <i>Budget line: E.2.g</i></p> <p>A.4 Illinois Translation Competition: initiative to promote language study in high schools <i>Budget line: E.2.c</i></p> <p>A.5 Center for World Music K-12 programming: provide curriculum on European music <i>Budget line: E.2.d</i></p> <p>A.6 GlobalFest State-wide world languages & cultures fair for middle and high school students <i>Budget line: E.2.e</i></p> <p>A.7 District 203 Global Scholars Program/Global Civic Leadership Summer Program (EU As a Global Actor) @ IIT <i>Budget line: E.2.f</i></p> <p>A.8 High School Center of Excellence in European Language Acquisition & Area Studies annual competitive award: promote language & area studies programs in IL HSs. Includes teacher training workshop on best practices in developing language & area studies programs <i>Budget line: D.d</i></p> | | | | | | | | |



TITLE VI
GRANT APPLICATION
FY 2014-2017

APPENDIX E
LETTERS of SUPPORT

European Union Center
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN



School of Literatures, Cultures and Linguistics
Office of the Director
4088 Foreign Languages Building, MC-171
707 South Mathews Avenue
Urbana, IL 61801-3675
USA

June 18, 2014

U.S. Department of Education
Office of Postsecondary Education
International and Foreign Language Education
1990 K Street, N.W.
Washington, DC 20006

RE: Title VI NRC/FLAS Applications

On behalf of the School of Literatures, Cultures, and Linguistics (SLCL) at the University of Illinois, I would like to express my full support for the Title VI NRC/FLAS applications from our international and area studies centers.

SLCL is home to the university's foreign language instruction programs, and in cooperation with the international and area studies centers and the College of Education, is tasked with preparing the next generation of foreign language experts and educators. Title VI funding has been vital to our language instruction program, allowing us to offer more than 30 languages in addition to French, German and Spanish.

Over the next four years SLCL and Illinois area centers will collaborate on several new LCTL initiatives, including a Business and LCTL Symposium, a LCTL workshop series, and a Language Program Management Certificate, available to K-12 and post-secondary language teachers and pre-service teachers.

A new initiative will promote the development of proficiency assessment capacity across all FLAS languages at Illinois, investing in faculty and instructor capacity to conduct Oral Proficiency Interviews (OPI) and the development of instruments for testing listening, reading, and writing proficiency in priority languages over the coming four years. Together SLCL and area centers will fund numerous professional development activities for our language faculty, including ACTFL workshops for instructors wishing to pursue certification as OPI testers.

SLCL plans to hire a tenure line faculty member specialized in language assessment by 2015. This new hire will work on teaching and development in language assessment/testing standards for LCTLs and teach courses in Linguistics.

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Office of the Chancellor
Swanlund Administration Building
601 East John Street
Champaign, IL 61820



June 27, 2014

Dr. Lenore Yaffee Garcia
Acting Senior Director
International and Foreign Language Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Dear Dr. Garcia,

Re: Title VI EUC Letter of Support

We are writing to express our fullest support for the European Union Center's (EUC) application for Title VI funding and status as a National Resource Center (NRC) from the U.S. Department of Education.

The EUC's efforts to internationalize education, research, and public engagement are central to one of the most important goals of this institution, namely to strengthen the University of Illinois at Urbana-Champaign (Illinois) as a pre-eminent public research university with a land-grant mission and global impact. We recognize the many valuable contributions made by our Area Studies Centers in support of internationalizing our curricula, providing research support for our globally active faculty, strengthening important partnerships with educational institutions abroad, and for their comprehensive outreach and public engagement to the state of Illinois and the Midwest, which help link our constituents to the world.

We are especially glad to see strong cross-campus collaboration among our NRCs with Illinois' colleges, such as the Colleges of Education and Liberal Arts and Sciences, as well as with our professional schools. We also recognize the value National Resource Centers provide in training globally competent students in areas of national need, including vitally important language training in less commonly taught languages. At Illinois, we are proud of our longstanding institutional support for these areas, and we value our strong legacy of language and area studies instruction and recognize these as central to our institution.

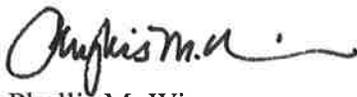
NRCs provide one of the most comprehensive opportunities for international public engagement and outreach offered by our institution. The EUC's proposed activities fully align with our campus' core strategic goals in this area, as outlined in the recent Strategic Plan for 2013-17.

Dr. Lenore Yaffee Garcia
June 27, 2014
Page 2

We are very glad to note the ways in which the EUC's curricular and outreach activities emphasize campus diversity and inclusion initiatives, which are both central to the Title VI funding program objectives, and hallmarks of the University of Illinois at Urbana-Champaign.

The EUC is a campus leader in fulfilling the international strategic mission of this university and this proposal is evidence of its forward looking, global viewpoint. We believe that to succeed as an institution, we must integrate the international dimension in all facets of our campus and to do this will require cross-cutting, interdisciplinary international initiatives and programs like this Title VI NRC. Please allow us to express our fullest support for this proposal and confirm the value Illinois places on area and language studies and our commitment to helping the EUC realize the full potential of any funding granted.

Sincerely,



Phyllis M. Wise
Chancellor



Ilesanmi Adesida
Vice Chancellor for Academic Affairs and Provost

The above activities represent a significant investment in the professional development of language staff and will result in the creation of many new instruments, a major expansion of institutional capacity in proficiency testing across the language skills, and the further integration of proficiency assessment into the language curricula.

Sincerely,

A handwritten signature in black ink, reading "Jean-Philippe Mathy". The signature is written in a cursive style with a large initial "J" and a long, sweeping underline.

Jean-Philippe Mathy, Professor and Director

June 26, 2014

Dr. Lenore Yaffee Garcia
Acting Senior Director
International and Foreign Language Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Dear Dr. Garcia:

We are signing this letter in the strongest possible support of the application from the University of Illinois at Urbana-Champaign European Union Center (EUC) for Title VI funding from the U.S. Department of Education during the period 2014-18.

We are glad to be working with the EUC on the following initiatives, respectively, to deliver international education opportunities to our diverse student populations:

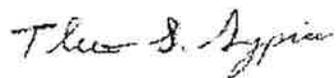
- developing curriculum at Dillard University within the field of education on transatlantic aspects of race, migration, and diasporas of the African world in Europe and the Americas;
- continued collaboration with the Midwest Institute consortium on annual week-long workshops for community college faculty to develop curriculum modules for course infusion, as well as professional development in global and European studies;
- ongoing support for the Western Europe International Business Conference and outreach to undergraduate students at Northeastern Illinois University about professionalization and employment opportunities in Europe and in transatlantic relations in business, government, and NGOs;
- engagement in developing, implementing, evaluating, and sustaining a Global Competency course, with an emphasis on "Multiculturalism in Education," for students in pre-professional fields at Parkland College.

We look forward to working with the EUC on these initiatives, and to expanding learning opportunities in international education on our campuses over the next four years through this partnership.

Sincerely,



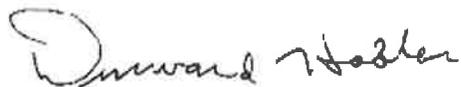
Yolanda Page, Ph.D.
Vice President of Academic Affairs
Dillard University



Theo Sypris, Ph.D.

Director

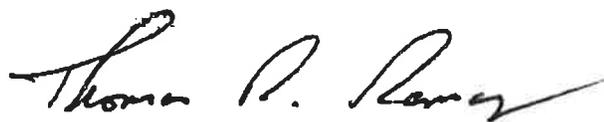
Midwest Institute for International & Intercultural Education



Durward Hofler, Ph.D.

Professor Emeritus, College of Business and Management

Northeastern Illinois University



Thomas R. Ramage, Ed.D.

President

Parkland College