

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 #      P015A140153      P015B140153

Univ of Texas/Austin

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

CFDA NO. 84.015A&B

**2014-2017**

**CENTER FOR EUROPEAN STUDIES  
THE UNIVERSITY OF TEXAS AT AUSTIN**



Mezes 3.126  
1 University Station A1800  
Austin, Texas 78712  
Phone: (512) 232-3470  
email: [biow@mail.utexas.edu](mailto:biow@mail.utexas.edu)

June 30, 2014

THE UNIVERSITY OF  
**TEXAS**  
AT AUSTIN

WHAT STARTS HERE CHANGES THE WORLD

Principal Investigator  
Douglas Biow  
Center for European Studies, Director  
EU Center of Excellence, Co-Director  
France-UT Institute, Director  
Superior Oil Company-Linward Shivers Centennial Professor

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THREE LETTERS OF SUPPORT:

1. Dr. Randy Diehl, Dean of the College of Liberal Arts, The University of Texas at Austin
2. Dr. Jo Beth Oestreich, Senior Lecturer, Curriculum and Instruction Department, Texas State University at San Marcos
3. Dr. Larry Earvin, President, Huston-Tillotson University

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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: _____	
5a. Federal Entity Identifier: _____	5b. Federal Award Identifier: _____	
State Use Only:		
6. Date Received by State: _____	7. State Application Identifier: _____	
8. APPLICANT INFORMATION:		
* a. Legal Name: <u>The University of Texas at Austin</u>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <u>74-6000-203</u>	* c. Organizational DUNS: <u>1702302390000</u>	
d. Address:		
* Street1: <u>Office of Sponsored Projects, Suite 5.300</u>	Street2: <u>101 E. 27th Street, Stop A9000</u>	
* City: <u>Austin</u>	County/Parish: <u>Travis County</u>	
* State: _____	TX: Texas	
Province: _____	_____	
* County: _____	USA: UNITED STATES	
* Zip / Postal Code: <u>78712-0532</u>	_____	
e. Organizational Unit:		
Department Name: _____	Division Name: <u>College of Liberal Arts</u>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: _____	* First Name: <u>Margaret</u>	
Middle Name: <u>A</u>	_____	
* Last Name: <u>Hoard</u>	_____	
Suffix: _____	_____	
Title: <u>Sr. Grants and Contracts Specialist</u>		
Organizational Affiliation: <u>Office of Sponsored Projects</u>		
* Telephone Number: <u>512-471-5424</u>	Fax Number: <u>512-471-6564</u>	
* Email: <u>osp@austin.utexas.edu</u>		

**Application for Federal Assistance SF-424**

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

Department of Education

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

84.015A&B

CFDA Title:

National Resource Centers and Foreign Language and Area Studies Fellowship Programs

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

ED-GRANTS-053014-001 -002

\* Title:

National Resource Centers and Foreign Language and Area Studies Fellowship Programs

**13. Competition Identification Number:**

ED-GRANTS-053014-001 -002

Title:

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

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

Add Attachment

Delete Attachment

View Attachment

**\* 16. Descriptive Title of Applicant's Project:**

National Resource Center (NRC)/Foreign Language Area Studies Fellowships (FLAS)

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="519,959.00"/>
* 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="519,959.00"/>

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

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

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

Yes  No

If "Yes", provide explanation and attach

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative: 

\* Date Signed:

**U.S. Department of Education  
Supplemental Information for the SF-424**

**1. Project Director:**

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

Address:

\* Street1:

Street2:

\* City:

County:

\* State:  \* Zip Code:  Country:

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

\* Email Address:

**2. Novice Applicant:**

Are you 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? N/A

Yes Provide Exemption(s) # (s):  1  2  3  4  5  6

No Provide Assurance #(s), if available:

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

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

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

**APPLICATION TYPE**

<b>Comprehensive NRC and FLAS</b>	<input checked="" type="checkbox"/>
<b>Undergraduate NRC and FLAS</b>	<input type="checkbox"/>
<b>Comprehensive NRC only</b>	<input type="checkbox"/>
<b>Undergraduate NRC only</b>	<input type="checkbox"/>
<b>FLAS only</b>	<input type="checkbox"/>

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

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

<b>Language</b>	<b>Eligible Now? Y/N</b>
<b>Spanish</b>	<b>Y</b>
<b>French</b>	<b>Y</b>
<b>Italian</b>	<b>Y</b>
<b>Portuguese</b>	<b>Y</b>
<b>Turkish</b>	<b>Y</b>
<b>Serbian/Croatian</b>	<b>Y</b>
<b>Czech</b>	<b>Y</b>
<b>Polish</b>	<b>Y</b>
<b>Swedish</b>	<b>Y</b>
<b>Dutch</b>	<b>Y</b>
<b>German</b>	<b>Y</b>
<b>Norwegian</b>	<b>Y</b>
<b>Danish</b>	<b>Y</b>
<b>Yiddish</b>	<b>N</b>
<b>Bulgarian</b>	<b>N</b>
<b>Finnish</b>	<b>N</b>

<b>Ukrainian</b>	<b>N</b>
------------------	----------

**Statement on compliance with Section 427 of GEPA**

The University of Texas at Austin (UT) is committed to an educational and working environment that provides equal opportunity to all members of the University community. In accordance with federal and state law, the University prohibits unlawful discrimination on the basis of race, color, religion, national origin, gender, age, disability, citizenship, or veteran status. Discrimination on the basis of sexual orientation is also prohibited pursuant to University policy.

The University of Texas College of Liberal Arts is committed to providing equal access and treatment for eligible students and other project participants who are members of traditionally under-represented groups.

The Fall 2013 undergraduate student body at UT was composed of 48.4% White, 4% African American, 15.4% Asian American, 19.1% Hispanic, 0.3% Native American, and 9.2% Foreign (with .9% unknown). Liberal Arts Instructional Technology Services is committed to the model that all members of the student body will have full access to every component of the undergraduate major regardless of personal circumstances.

The UT campus is now completely converted to provide wheelchair access to all classrooms, libraries, offices, and dormitories. Students with learning disabilities or with hearing and visual impairments identify themselves to the faculty members, who have been instructed in how to comply with all the provisions of the Americans with Disabilities Act to the fullest extent possible. Additionally, all University websites are required to be in full compliance with U.S. Section 508 guidelines for alternative accessibility.

## Information to Meet §602(e) Statutory Requirements

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

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

Global pressures will continue to have a profound impact on how the rest of the world views Europe, and how Europe defines and shapes itself in the years to come. We therefore need to train specialists capable of understanding those global pressures from a multidisciplinary program to provide perspective. To this end, the Center for European Studies [CES] will use Title VI funding to foster more vigorous intellectual exchanges and generate productive debates principally in the following three ways.

1. CES will create interdisciplinary and transnational content courses that engage students and scholars in the College of Liberal Arts [CoLA] as well as the Law School [Law], the LBJ School of Public Affairs [LBJ], and the McCombs School of Business [McSB]. CES will thereby offer a multi-pronged approach to European area studies by enlisting the expertise of specialists from different scholarly and professional traditions and by forging linkages with established NRCs on campus and elsewhere.
2. CES will create interdisciplinary and transnational content conferences and workshops that engage students and scholars in CoLA, Law, LBJ, the Moody College of Communications, the Jackson School of Geosciences, and McSB. Active partnerships with the Center for Russian, East European, and Eurasian Studies [CREEES], South Asia Institute [SAI], the Lorenzo Long Institute for Latin American Studies [LLILAS], the Center for Middle Eastern Studies [CMES]), the Strauss Center for International Security and Law, the Clements Center on History, Strategy and Statecraft, and the Rapoport Center for Human Rights and Justice are integral to these collaborative conferences and workshops. Our focus is at once global, historical, geographically inclusive, and methodologically expansive.
3. CES will expand and intensify its collaborations with Minority-Serving Institutions (MSIs) in the region, assisting as well in the creation of a full-fledged major in International Relations and Global Studies at Huston-Tillotson University [HTU], a historically black institution of higher learning in Austin, Texas. CES was the first Center at UT to establish this teaching collaboration with HTU and we will be enhancing our partnership in strategic ways to ensure that HTU can eventually sustain on its own the gains we have made through our partnership.

- 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.
1. CES plans to award FLAS fellowships to students developing language skills in traditional European languages (like French, German, Italian, Portuguese, and Spanish) as well as those developing language skills in non-European priority languages (like Arabic, Persian, and Hindi) where those skills would deepen and broaden an understanding of the area studies of Europe generally. In this regard, CES is invested in innovatively using FLAS fellowships to develop awareness of traditionally non-European cultures now residing and working throughout Europe in substantial numbers and concentrated areas. CES is convinced that awarding FLAS fellowships in this manner will address national needs. UT will train a body of students who will be able to use their linguistic and area skills to examine and document the demographic shifts in Europe due to large immigrant populations—shifts that may produce fundamental changes in business, foreign policy, and national security that could have major repercussions in those nations' relationships with the US.
  2. CES, in collaboration with CREEES, will expand its LCTL offerings in European languages, adding Yiddish, Bulgarian, and Ukrainian, and it will create a consortium of universities dedicated to coordinating language instruction of LCTLs through a resource-sharing collaboration, thanks to technological innovations and the use of two-way streaming online video conferencing. This will increase not only LCTL offerings but also those of designated priority languages, and we will work to integrate these languages into our area studies programs.
  3. CES plans with LBJ to host every January, beginning in 2015, "The Austin Seminar" (TAS) for 16 practitioners and scholars of diplomacy— ½ from the US, ½ from Europe—who will come to UT for four days of ES-focused readings, case studies, and organized discussions, as well as a daylong crisis simulation similar to those that LBJ has already successfully done with the War College. The specific aim of TAS is (1) to develop a shared language of diplomacy and (2) to work directly with participating UT graduate students as observers, rapporteurs, and team members of the crisis simulation. TAS workshops will be organized in collaboration with the Strauss Center for International Security and Law; Clements Center on History, Strategy and Statecraft; Texas Foreign Service; War College, and Austin Council of Foreign Affairs. Our broader aim through TAS, as in the "Reinventing Diplomacy Initiative," is to inform, inspire, and train top students in the study *and* practice of diplomacy for careers in the field.

4. CES will continue to host, with the collaboration of the World Affairs Council of Austin, the City of Austin, Austin Community College, and McSB, its highly successful *Texas-EU Business Summit*, which brings in approximately 150 participants annually and focuses on the development of business practices in Europe. In addition, we will now be organizing the *Doing Business in Europe Workshop* with IC<sup>2</sup>. The IC<sup>2</sup> Institute, a multidisciplinary research center at UT that focuses on science and technology entrepreneurship, will host with CES a yearly workshop in Austin for entrepreneurs interested in doing business in Europe. Topics will include financing, licensing, and market assessment and research and will draw on the experience of program managers from the Institute's European programs. In addition, a Roundtable discussion hosted by the Institute's Austin Technology Incubator will feature "lessons learned" by European firms moving to Austin. The first workshop will have a special emphasis on Portugal (2015), followed by France (2016), Poland (2017), and Turkey (2018).

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

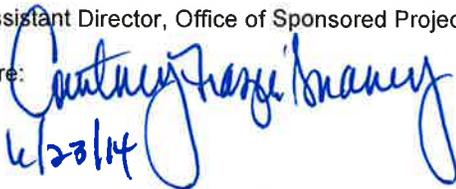
Name of Applicant Institution and Center: The University of Texas at Austin, Center for European Studies

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

Title: Assistant Director, Office of Sponsored Projects

Telephone: 512-471-5424

Signature:



E-mail: osp@austin.utexas.edu

Date:

6/23/14

### 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.

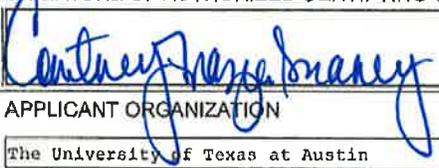
**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**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.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Assistant Director, Ofc of Sponsored Projects
APPLICANT ORGANIZATION The University of Texas at Austin	DATE SUBMITTED 6/23/14

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

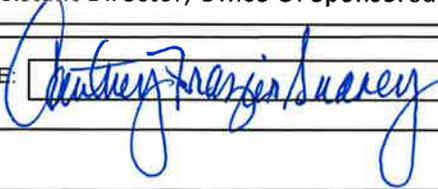
(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION		
The University of Texas at Austin		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix:	<input type="text"/>	* First Name: Courtney Middle Name: <input type="text"/>
* Last Name:	Frazier Swaney	Suffix: <input type="text"/>
* Title:	Assistant Director, Office Of Sponsored Projects	
* SIGNATURE:		* DATE: 12/23/14

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

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

## ABSTRACT

The Center for European Studies (CES) at the University of Texas at Austin (UT) is the key European National Resource Center in the Southwest, and it is one of only ten EU Centers of Excellence nationally. Its core missions are: (1) to promote European studies through language, culture, history, economics, business, the arts, and politics; (2) to secure opportunities for undergraduate and graduate study abroad; (3) to facilitate connections among the schools, colleges, and organizations at UT invested in European Studies; (4) to engage K-16 students, the business community, and others in the study of Europe through a vigorous outreach program; and (5) to foster relationships with European governmental centers in Texas, the southwest, and the nation. CES has a doctoral portfolio program and offers an undergraduate major in which students must pursue at least one foreign language among the 13 European languages available for study: Czech, Danish, Dutch, French, German, Italian, Norwegian, Polish, Portuguese, Serbian/Croatian, Spanish, Swedish, and Turkish.

To enhance the study of foreign languages and strengthen UT's ongoing commitment to the use of state-of-the-art technology in instruction, CES maintains a strong collaborative relationship with the Texas Language Center (TLC), which oversees innovations in teacher training at UT and supervises consistency and reliability in assessing ACTFL-based proficiency standards, and the Center for Open Education Research in Languages and Learning (COERLL), which is a Department of Education Language Research Center (LRC). UT students and scholars interested in European Studies also have access to a wealth of libraries across campus (the UT library system is currently ranked tenth in North America).

UT boasts a longstanding commitment to European Studies with remarkable strengths in the humanities and the social sciences in the College of Liberal Arts as well as major strengths in the LBJ School of Public Affairs (LBJ), the School of Law, the College of Fine Arts, the School of Architecture, and the College of Communication. Moreover, UT maintains strong ties with universities throughout Europe, regularly hosting visiting professors and dignitaries. UT is a leader in international education: it sends more students abroad than any other university in Texas, and over half go to the European countries approved for CES majors. UT is also a recognized leader in bringing European languages to the broader community through state-of-the-art technology. With this funding, UT will also increase its efforts to bring European-based topics of interest to: (1) K-12 students throughout Texas by offering enhanced teacher training and (2) students at Minority-Serving Institutions (MSIs) and Colleges of Education.

Specifically, during the four-year grant cycle, CES will:

- Build technology-assisted European language programs for hybrid courses (based on remote and on-site technology-mediated interaction) with COERLL, as well as train high school and university teachers in the programs through vigorous outreach initiatives and workshops. The impact of this work will be national in scope.
- Begin with LBJ a new diplomatic training workshop, led by Dean and Ambassador Hutchings, called "The Austin Seminar." The impact will be national in scope and involve extensive European and US partnerships.
- In collaboration with the Center for Russia, East European, and Eurasian Studies (CREEES), introduce new LCTLs into our regular course offerings *and* establish a new consortium with other flagship state universities to increase the number of LCTLs available for students through strategic resource-sharing collaborations. The impact will be national in scope and serve as a model for other similar strategic-sharing ventures in the future.
- Increase LCTLs and priority languages at all levels of instruction, and incorporate these into our new language consortium.
- Create eight new courses through curricular enhancement across campus focusing on two key professional schools: the McCombs School of Business and LBJ.
- Create four new Foreign Language Across the Curriculum (FLAC) classes tied to the teaching of diplomacy in LBJ.
- Build durable connections with professional schools and existing Title VI NRCs on campus to promote interdisciplinary and transnational research through conferences, events, and curriculum development. We will also continue our collaborations along with other Title VI NRCs at US universities. The impact will be national in scope.
- Enhance our existing and extensive outreach program with UT's Hemispheres focusing on K-12 education, teacher training, area studies and language education, the business community, local colleges eligible for Title III and Title V funding, MSIs, Colleges of Education, and the general public.
- Continue to forge our existing collaborations with MSIs and establish new ones through course offerings, course development, mentorships, visiting lectures, and conference workshops. The impact will be national in scope.
- Develop our extensive business outreach program with a new workshop with IC<sup>2</sup>, the UT economic incubator.

### Acronyms Used in Narrative for Title VI Application

<b>ACC</b>	Austin Community College	<b>HTU</b>	Huston-Tillotson University
<b>AChC</b>	Austin Chamber of Commerce	<b>IB</b>	International Business
<b>ACTFL</b>	American Council on the Teaching of Foreign Language	<b>IC<sup>2</sup></b>	The IC <sup>2</sup> Institute
<b>AI</b>	Assistant Instructor	<b>IRG</b>	International Relations and Global Studies
<b>AP</b>	Absolute Priority	<b>LAITS</b>	Liberal Arts Instructional Technology Services
<b>CAI</b>	Computer-Assisted Instruction	<b>LAS</b>	Language Acquisition Specialist
<b>CES</b>	Center for European Studies	<b>Law</b>	School of Law
<b>CIBER</b>	Center for International Business Education and Research	<b>LBJ</b>	LBJ School of Public Affairs
<b>CL</b>	Comparative Literature Program	<b>LCTL</b>	Less Commonly Taught Language
<b>CMES</b>	Center for Middle Eastern Studies	<b>LLILAS</b>	Lozano Long Institute for Latin American Studies
<b>CoA</b>	City of Austin	<b>McSB</b>	McCombs School of Business
<b>CoC</b>	Moody College of Communication	<b>MES</b>	Middle Eastern Studies
<b>CoFA</b>	College of Fine Arts	<b>M&amp;O</b>	Operational Expenses
<b>CoLA</b>	College of Liberal Arts	<b>MSI</b>	Minority-Serving Institution
<b>COERLL</b>	Center for Open Educational Resources and Language Learning	<b>NFLRC</b>	National Foreign Language Resource Center
<b>CP</b>	Centre Pluridisciplinaire	<b>NRC</b>	National Resource Center
<b>CPP</b>	Competitive Preference Priority	<b>OPI</b>	Oral Proficiency Interview
<b>CSA</b>	Center for Strategic Advising	<b>RDI</b>	Reinventing Diplomacy Initiative
<b>CSA&amp;CC</b>	Center for Strategic Advising & Career Counseling	<b>SAI</b>	South Asia Institute
<b>CSAO</b>	Central Study Abroad Office	<b>SES</b>	Slavic and Eurasian Studies
<b>CSoE</b>	Cockrell School of Engineering	<b>SLA</b>	Second Language Acquisition
<b>CREEES</b>	Center for Russian, East European, and Eurasian Studies	<b>SoA</b>	School of Architecture
<b>CTL</b>	Center for Teaching and Learning	<b>S&amp;P</b>	Department of Spanish and Portuguese
<b>DAAD</b>	Deutscher Akademischer Austausch Dienst	<b>St.Ed</b>	St. Edwards University
<b>DoAH</b>	Department of Art History	<b>TA</b>	Teaching Assistant
<b>DPPIS</b>	Doctoral Portfolio Program in Interdisciplinary Studies	<b>TAS</b>	The Austin Seminar
<b>EEO</b>	Equal Employment Opportunity	<b>TEUBS</b>	Texas-EU Business Summit
<b>ES</b>	European Studies	<b>TJC</b>	Thomas Jefferson Center for the Study of Core Texts and Ideas
<b>EU</b>	European Union	<b>TLC</b>	Texas Language Center
<b>EUCE</b>	EU Center of Excellence	<b>TSU</b>	Texas State University
<b>FLAC</b>	Foreign Language Across the Curriculum	<b>U</b>	University
<b>FRIT</b>	French and Italian Department	<b>UGS</b>	College of Undergraduate Studies
<b>Fr-UT</b>	France-UT Institute	<b>UK</b>	United Kingdom
<b>FTE</b>	Full-Time Equivalent	<b>UT</b>	The University of Texas at Austin
<b>GBS</b>	Global Business Studies	<b>UW</b>	University of Wisconsin
<b>Govt.</b>	Government Department	<b>UTL</b>	UT Libraries System
<b>GRS</b>	Germanic Studies Department	<b>WACA</b>	World Affairs Council of Austin
<b>Hist.</b>	History Department		
<b>HRC</b>	Harry Ransom Center		

## CRITERION 1. Commitment to Subject Area

**I Ai. Support for European Studies [ES] at UT.** The University of Texas at Austin [UT] is committed to sustaining a world-class Center for European Studies [CES], with support from the College of Liberal Arts [CoLA], McCombs School of Business [McSB], LBJ School of Public

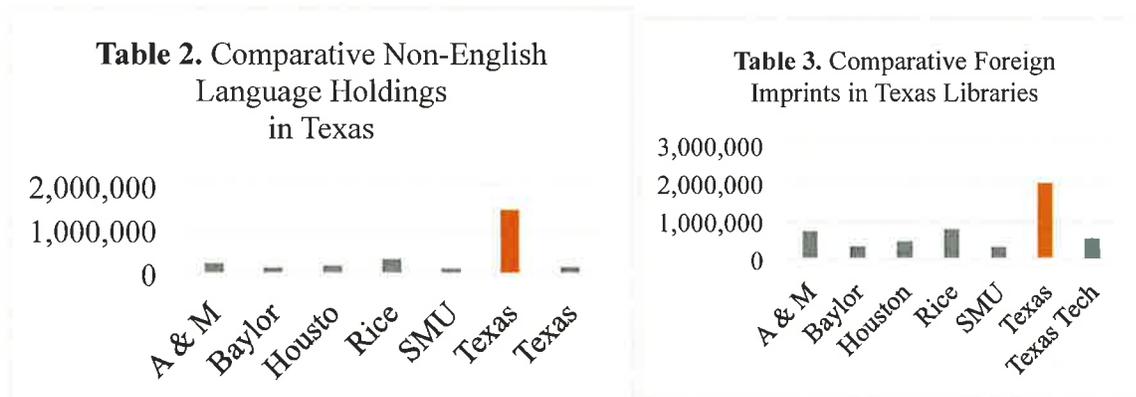
Affairs [LBJ], School of Law [Law], Cockrell School of Engineering [CSoE], and Moody College of Communications [CoC] totaling \$413,556 in 2012-13. This investment in CES (housed in CoLA) provides for the Director's

Salaries and Benefits, as well as M&O, for CES	\$413,556
ES Language Faculty (Conservative Estimate)	\$4,823,601
ES Non-Language Faculty (Conservative Estimate)	\$13,170,214
Graduate Student Support Salary, Scholarships, Tuition, & Benefits in ES¶ (Conservative Estimate)	\$5,112,395
Study Abroad Support for Europe (Conservative Estimate)	\$816,279
Library Acquisitions in ES	\$1,517,950
Library Staff Support in ES	\$851,031
<b>Estimated Total</b>	<b>\$26,705,026</b>
¶ Calculation includes CoLA, LBJ, the School of Architecture, and the Department of Art History in the College of Fine Arts [CoFA], but not the Schools of Music, Law, Business, or Communications	

salary; a Senior Program Coordinator; an Administrative Associate; a lecturer devoted to ES research; a post-doc; a faculty exchange program; funds for faculty travel, curriculum development, a Teaching Assistant [TA] for two semesters yearly, operational expenses [M&O], conferences, workshops, lectures, research, and outreach development; support for study abroad programs; and student workers. CES receives support in the form of technology assistance; advising for its students; and program scheduling services through the dean's office and the Liberal Arts Instructional Technology Services [LAITS]. UT's commitment to ES totaled conservatively \$26,705,026 (see Table 1). A National Resource Center [NRC] since 2010, CES is also a Centre Pluridisciplinaire [CP] funded by the French Embassy; a Deutscher Akademischer Austausch Dienst [DAAD] academic exchange program coordinator funded by the German government; and above all, since 2011, an EU Center of Excellence [EUCE]—one of only 10 such Centers selected in the US—funded by the European Union [EU], with contributions to CES of € 299,191 distributed over three years.

**I Aii. Teaching Staff for Subject Area.** CES has 197 affiliated faculty members (see Appendix 3). Since 2010, 12 have been promoted to Associate rank, 9 to Full Professor, and 20 constitute entirely new hires. New notable, “transformative” hires include: Ambassador Robert Hutchings, a globally recognized scholar of European-US diplomacy and Dean of LBJ; Jeremi Suri, the Mack Brown Professor for Global Leadership; Yanis Varoufakis, the noted political economist and ES specialist; and Maurizio Viroli, a renowned ES specialist in political and diplomatic theory. These 4 new hires, among the 16 others, attest to UT’s commitment to ES since 2010, along with 2 entirely new tenure-track hires in the Department of Government (Govt.) alone scheduled for 2014: Amy H. Liu, a comparatist focusing now on ethnic politics in Europe, and Zeynep Somer-Topcu, a comparatist focusing on European political organizations and parties.

**I Aiii. Library Resources.** UT has built one of the largest and most vibrant library collections in US. The UT Libraries System [UTL], spread out across campus, offers unparalleled resources for



ES, with \$1,517,950 devoted in 2012-13 to ES materials, and 11 full-time equivalent [FTE] staff (6 FTE librarians, 3 full-time conservators, and 2 full-time European collection specialists) dedicated to the ES materials at a cost of \$851,031. UTL is by far the largest holder in Texas of non-English language—especially European language—holdings (see Tables 2-3 and pp. 16-18).

**I Aiv. Linkages with Institutions Abroad.** UT has well over 100 student and faculty exchange agreements with European universities, some administered through departments and colleges,

but most through the Central Study Abroad Office [CSAO], whose mandate, with an annual budget of \$1,120,000 and a staff of 20, is to institutionalize such linkages globally. Since 2010, 1,342 European visiting scholars representing a broad range of disciplines have taught and conducted research at UT (see Table 4). The Danish Agency for Higher Education funds half the salary of a lecturer in Danish language and culture, a position hosted in CoLA, and DAAD funds half of a visiting German professor's position. LBJ is involved with a network of global governance centers with key partners in France, Norway, Germany, and the UK. McSB has 23 partnerships in Europe, including Finland, the UK (7), Czech Republic, Austria, Switzerland, Denmark, Spain (3), France (2), Italy, Turkey, Germany (3), Norway, Belgium, the Netherlands, and Sweden, while Law has 9. CoC has 12 partnerships in Europe, with two new ones at the University [U] of Lisbon and U of Porto funded by the Portuguese Foundation for Science and Technology. CES has its own exchange with the U of Viadrina: one UT professor goes there to teach two courses on ES every summer and one comes to UT every spring, and CES is developing with CSAO a new similar exchange with the U of Venice. CoLA itself has 15 faculty teaching and research exchanges with European universities. The IC<sup>2</sup> Institute [IC<sup>2</sup>], an interdisciplinary research unit of UT dedicated to advancing the theory and practice of entrepreneurial wealth creation through economic incubators, continues to forge linkages with institutions in Europe in order to catalyze emerging knowledge-based economies abroad, especially in Poland, Turkey, France, Portugal, and the UK.

**Table 4. 2010-14 European Visiting Scholars**

Armenia	4
Austria	26
Belarus	2
Belgium	17
Bulgaria	9
Croatia	12
Czech Rep	10
Denmark	20
Finland	22
France	279
Georgia	10
Germany	204
Greece	23
Hungary	12
Ireland	19
Italy	102
Latvia	3
Lithuania	4
Moldova	1
Netherlands	55
Norway	13
Poland	29
Portugal	90
Romania	36
Serbia	6
Slovakia	1
Slovenia	2
Spain	16
Sweden	23
Switzerland	11
Turkey	87
Ukraine	16
UK	178
<b>Total</b>	<b>1,342</b>

**I Av. Center Outreach.** As CES's Senior Program Coordinator, Sally Dickson devotes 50% of

her time to developing, organizing, and monitoring outreach activities, and collaborating closely with Hemispheres, the international outreach consortium at UT, as well as individual department and student outreach activities. With an annual outreach budget of over \$100,000, CES brings ES to: (1) K-12 education through lectures, seminars, and area studies and language training workshops; (2) the business community through CES's annual Texas-EU Business Summit [TEUBS] and business lectures organized with McSB; and (3) minority-serving institutions [MSIs] through curriculum enhancement, class creation, and travel funding. (See also pp. 20-24)

**1 A vi. Students in Fields Related to Center's Teaching Program.** In 2012-13, UT contributed \$816,279 to support graduates and undergraduates studying in Europe with UT's own *and* third-party study abroad programs. Students come from virtually every college and discipline, although they are concentrated in CoLA, CoFA, McSB, and LBJ. (See also 1 Bi-ii.)

**1 Bi and Bii. Support for Undergraduate and Graduate Students.** Undergraduates in ES are eligible for government awards, university endowment awards, work-study programs, study abroad awards, and a variety of scholarships run through the Financial Aid Office and individual departments, centers, and programs across campus. CoLA and the University Coop alone spend annually over \$160,000 in awards, ranging from \$500 to \$20,000, to help cover the cost of undergraduate research. In 2012-13, UT supported well over 184 graduate students in ES with salary, benefits, tuition benefits, fellowships, and scholarships. Calculations in Table 1 are based on conservatively estimated figures, totaling \$5,112,395 from relevant ES departments in CoLA (Anthropology, Classics, Comparative Literature [CL], English, French & Italian [FRIT], Germanic Studies [GRS], Government [Govt.], History [Hist.], Philosophy, Sociology, Spanish & Portuguese [S&P]), the School of Architecture [SoA], the Department of Art History [DoAH] in CoFA, and LBJ. In addition, the School of Music in CoFA and the Schools of Law, Business, and Communications contribute tremendous resources in support of ES students.

**CRITERION 2. Quality of Curriculum Design**

**2 Ai. Undergraduate Training and Degree Programs in ES/Program Requirements and Quality.**

**CES.** CES requires its majors to take either three years equivalency of one modern European language or two years equivalency of one modern European language and one year equivalency of another, including Danish, Dutch, French, German, Italian, Norwegian, Polish, Portuguese, Serbian/Croatian, Spanish,

**Table 5. Students in Introductory (pre-advanced) ES Language Sequences (2012-13)**

Language	Fall	Spring	Summer	Total
Spanish	1,430	1,371	417	3,218
French	578	566	72	1,216
German	341	284	55	680
<i>Less Commonly Taught Languages</i>				
Italian	226	248	33	507
Portuguese	125	95	12	232
Turkish	9	6	0	15
Swedish	25	19	0	44
Dutch	19	7	0	26
Danish	19	16	0	35
Norwegian	28	24	0	52
Czech	15	10	0	25
Polish	21	15	0	36
Serbian/Croatian	8	7	0	15
<b>Total</b>	<b>2,844</b>	<b>2,668</b>	<b>589</b>	<b>6,101</b>
BA, MA, PhD degrees available in languages coded red				
Minor available in languages coded blue				

Swedish, and Turkish. Students also take three core courses: “Introduction to ES” and “Government and Politics of Western Europe,” which each enroll between 100 and 150 students annually, and the “Capstone Research in ES,” the final faculty-supervised, independent research project that culminates in a graded public symposium and integrates language and area studies. The CES major also requires three areas of upper-level classes: (1) Anthropology, Geography, History, and Sociology; (2) Culture, Literature, Art, and Media; and (3) Economics, Government, Business, and Public Policy. CES students take two other approved upper-level classes and participate in an internship or study abroad program for six weeks in a country tied to and integrated into their specific area studies.

**ES in CoLA.** CoLA offers 49 majors through 21 academic departments and 8 centers, programs, and institutes. Committed to internationalizing undergraduates, CoLA requires all majors to complete at least two years equivalency of foreign language education, with the vast majority of

them taking ES languages ([see](#) Table 5). CoLA is also the home of the Normandy Scholars Program, the Program in British Studies, and the Thomas Jefferson Center for the Study of Core Texts and Ideas [TJC], which focuses on ES. The History Department requires its majors (approximately 670) to take six hours of European history, and all are encouraged to take a related European language. Approximately 35% of the 841 majors in International Relations and Global Studies [IRG] pursue an ES track, and all must study abroad for six weeks in a country related to ES, integrating language into their ES area track. Thanks to CES's EUCE grant, McSB's International Business [IB] baccalaureate now offers four new ES business courses.

**2 Aii. Depth and Breadth of Graduate-Level Training.** Since 2010, CoLA and DoAH have awarded 147 MAs and 117 PhDs with an ES focus. UT began MA and PhD programs in Italian in the 2009-10 academic year, hiring one more full-time professor. CL requires its students to master three foreign languages and cultures and regularly offers courses in ES every semester. All of the core ES language departments—FRIT, GRS, and S&P—offer PhDs in French, German, Portuguese, and Spanish linguistics, each with a strong focus on second language acquisition [SLA] and enviable, longstanding programs in language pedagogy and training. FRIT houses one of the premier programs in French linguistics with specializations in SLA and a total of 4 faculty dedicated to the area; its \$11 million endowment sustains its French literature and linguistic PhD candidates with full fellowships and research, internships, and travel awards. GRS uses its \$1 million endowment to assist graduate students, and is one of the few German departments in the US to complement ES with major emphases on pedagogy and SLA research. S&P maintains one of the finest groups of scholars dedicated to Hispanic linguistics and SLA.

Excellent ES faculty at UT serve the Doctoral Portfolio Program in Interdisciplinary Studies [DPPIS], which enables graduate students to establish strong interdisciplinary profiles based on focused cross-disciplinary coursework and research planning for studies of Europe. By

defining interdisciplinary connections for the PhD programs in which they enroll, students of DPPIS are able to develop research, teaching, and professional profiles beyond those offered in the context of existing PhDs. These profiles can also qualify them for a larger range of post-PhD careers that require the expertise of disciplinary PhDs plus ancillary skills not offered in more conventional doctoral programs. DPPIS thus serves to: (1) foster dialogue and communication throughout UT among the faculty and graduate students engaged in research and teaching on ES from an interdisciplinary perspective; (2) facilitate students’ definition of appropriate interdisciplinary perspectives and courses of study for their future professional careers (in research, teaching, foreign service, or otherwise); and (3) create a formal advising structure on interdisciplinary work and career opportunities to supplement those available in extant degree programs in the humanities, social sciences, and professional schools at UT.

ES is also central to LBJ’s new “Reinventing Diplomacy Initiative” [RDI] spearheaded by ES experts Hutchings and Suri

Professor(s)	Course (LBJ, Hist., & Govt.)	ES Content
Varoufakis	<i>European Financial Crisis</i>	100%
Hutchings/Suri	<i>The Long Cold War, 1919-1991</i>	75%
Suri/Trubowitz	<i>Strategy, Ideas, Statecraft</i>	50%
Suri	<i>Decision-Making and Strategy</i>	50%

with the support of CES. RDI draws on the research and teaching talents of LBJ, as well as that of Law and CoLA, to inform, inspire, and train top students in the study of diplomacy as a historical, contemporary, and career subject. The teaching component of RDI, which always has an intensive European focus to it, began in 2012 with a series of graduate education courses (see Table 6) that encompass the study of history, strategy, and leadership, using concrete historical case studies of grand decision-making and international negotiation. The broad aim of RDI is to train career diplomats while sponsoring scholarship, lectures, workshops, seminars, and conferences drawing on applied foreign language and area studies research.

**2 Bi. Academic and Career Advising.** A key feature to the new School of Undergraduate

Studies [UGS] is its Center for Strategic Advising & Career Counseling [CSA&CC]. With a staff of 12 academic advisors and 4 career counselors, CSA&CC works closely with other advising centers in each of the other academic colleges and departments within them. Each program with a significant ES component has an undergraduate advisor as well as a graduate advisor where an advanced professional or doctoral degree is awarded. For advising, CES relies not only on its assigned advisor but also on alums, career professionals, the director, associate director, program coordinator, and faculty associated with the program, and it relies on CoLA's Liberal Arts Career Services to assist its majors in preparing for the job market, along with faculty overseeing the final capstone research projects. CoLA alone spent \$2,153,807 in 2012-13 on advising students.

## **2 Bii. Access to Research and Study Abroad/Access to Other**

**Programs.** UT ranks second in the nation for the number of students studying abroad, sending 2,400 abroad in 2012-13—more than any other public institution—with over half (1,374 or 57%) going to ES countries (see Table 7). CSAO provided these students with \$113,500 in scholarship aid during 2012-13, with additional departmental and college/school aid from endowments amounting to \$702,779. UT thus averages yearly over \$816,279 in scholarship aid for study abroad in Europe. Students can use awards for UT's own *or* third-party programs, and CSAO provides information and support for all such

Multi-Country	22
Austria	110
Belgium	2
Bulgaria	1
Czech Rep.	70
Denmark	31
Finland	1
France	214
Germany	57
Ireland	31
Italy	133
Netherlands	21
Norway	2
Poland	1
Portugal	7
Spain	337
Sweden	13
Switzerland	20
Turkey	64
UK	237
<b>Total</b>	<b>1,374</b>

programs and monitors *all* of them for quality and security. UT offers many opportunities to study in Europe and *every* college participates. For the fall 2012, spring 2013, and summer 2013 academic year, for instance, McSB sent 328 BBA, MPA (Masters in Professional Accounting), and MBA students to Europe. SoA has established semester programs in Germany, Italy, and

England that include studio, history/theory, and research components. The College of Natural Sciences offers two faculty-led science study abroad programs in Spain, and UT is part of Transatlantic Science Students Exchange Program (TASSEP). The new Masters in Global Policy Studies in LBJ, of which RDI is a key component, requires students to spend time abroad, integrating foreign language into area studies research, and it has established since 2010 a new partnership with Hertie School of Governance in Berlin, exchanging two students each fall. UT's "First Abroad Initiative," recognized with a 2014 Senator Paul Simon Spotlight Award, connects first-generation college students, one the UT's most diverse and underrepresented populations, with scholarships, outreach activities, and programming that make study abroad possible.

### **CRITERION 3. ES Non-Language Instructional Programs**

**3 Ai. Quality and Extent of Center's Course Offerings.** To enhance our educational mission, LAITS has provided CES since 2011 with \$42,500 to redesign and "flip" our gateway interdisciplinary core course on ES, thereby allowing us to accommodate more students (60 to 80 per class) and, thanks to technological innovations, increase student interaction, with the net result of improved survey results. CoLA has also assigned to CES a political scientist trained in ES to develop with IRG interdisciplinary courses (three each semester) for our shared area studies students, and it has furnished CES with funds for a yearly post-doc to come from Europe to teach new, innovative interdisciplinary courses on political science, Sweden, and the EU. More broadly, ES courses at UT embrace a wide range of topics at various levels of instruction in many disciplines, covering every area in Europe (see Table 8). In 2012-13, ES faculty offered 444 graduate and undergraduate courses in ES-based, non-language instructional content courses. In the same year, 17,476 undergraduate students and 1,301 graduate students enrolled in them. Required survey results for all ES classes confirm that they are uniformly of high quality.

<b>Table 8. Course Offerings by Sample Non-Language Departments and Schools/Colleges 2012-13</b>				
<b>Program</b>	<b>100%</b>	<b>25-99%</b>	<b>Enrollment</b>	<b>Area Covered</b>
Architecture	6	11	402	Western and Eastern Europe
Art History	17	3	1807	Western and Eastern Europe
Business (McSB)	2	3	533	Western and Eastern Europe
Classical Studies	26	0	2625	Greece, Italy
English	36	12	4052	United Kingdom
Geography	2	2	110	Western and Eastern Europe
Government	12	5	401	European Union
History	45	9	918	Western and Eastern Europe
Humanities	2	1	41	Western Europe
IRG	0	2	483	Western and Eastern Europe
Law	2	4	94	Western Europe
LBJ (Public Affairs)	2	9	282	Western and Eastern Europe
Liberal Arts Honors	9	3	72	Western Europe
Music	14	4	1173	Western Europe
Philosophy	6	1	271	Greece, Italy, France, Germany
Plan II	4	1	54	Western Europe
Sociology	1	2	52	United Kingdom, France
UGS	17	3	821	Western and Eastern Europe

**3 Aii. Courses in Professional Schools.** Law, currently ranked 15th in the US (US News World & Report, 2013), has made a major investment in the expansion and enhancement of its international and comparative law programs: 7 scholars concentrate significantly on Europe and engage ES in their classes. UT law students, some involved in the European Court of Justice stage program, spend more time overseas than ever before in the school's history as a result of an opening in exchanges and new internships worldwide. SoA, offering BA, MA, and PhD degrees in architectural history and ranked in the top 10 for undergraduate (#4) and graduate (#10) studies by *Design/Intelligence* (2014), maintains a high profile in ES with 7 faculty devoted to the field, with most courses engaging European precedents. Along with its classes at UT, McSB offers programs for its MBAs in Paris and London, Finance students in Prague, and Business Law students in Edinburgh. Finally, LBJ has 9 faculty who dedicate their work significantly to Europe: Joshua Busby, James Galbraith, William Inboden, Alan Kuperman, Lorinc Redei, Suri, Varoufakis, Catherine Weaver, and, above all, Hutchings, who, among his many ES-related activities, served as the National Security Council's director for European affairs and the State

Department’s “ambassador-at-large” for Eastern Europe. (See Table 6 for sample courses.)

**3 B. Depth of Specialized Courses.** ES topics are represented in upper-level courses across many disciplines at UT: 30 departments and colleges offer 357 advanced level ES courses, with concentrations in history, political science, diplomacy, culture, and business. (See Appendix 2)

**3 C. Interdisciplinary Courses.** UT offers an impressive range of interdisciplinary courses focused on ES (see Tables 6 and 9). Several programs, departments, and colleges, such as DoAH and UGS, are interdisciplinary by nature. TJC offers lower- and upper-level interdisciplinary undergraduate courses focused on ES. The Plan II Honors Program regularly offers interdisciplinary courses with ES focus in freshman and junior seminars. The Liberal Arts Honors Program in CoLA houses the unique Humanities major that students design around an interdisciplinary research interest: an example of a recent ES topic is “Western Civilization,” which examined core texts and ideas from a range of fields. Much interdisciplinary work takes place in team-taught

and traveling courses, such as those tied to the Normandy Program (2Ai) or housed in DoAH. Since 2010, using strategic curricular development grants, CES itself has created

Course Title	Generating Dept./College	Integrated Disciplines
<i>Reel Horror: Holocaust Film</i>	GRS/UGS	Film, Lit., Hist.
<i>From Bonaparte to Burkas: France and Islam</i>	History	Lit., Sociology, Hist.
<i>Introduction to European Studies</i>	CES	Anthro., Hist., Govt.
<i>East European Law in Transition</i>	Law	Law, History, Govt.
<i>Art &amp; Urban Experience in Paris</i>	Fine Arts	Art Hist., Lit., Hist.
<i>Religions and Cultures of Europe</i>	Slavic	Religion, History, Lit.
<i>European Imperialism in Film</i>	History	History, Film, Lit.
<i>Writing Fascism: The War, the Experience</i>	FRIT	Lit. and Hist.
<i>European Mass Media</i>	CES	Journalism, Hist., Sociology

with its own funding two completely new interdisciplinary large lecture courses that focus on leadership and ethics in the EU, one in the humanities, the other in the social sciences. UT provided students with 441 quality interdisciplinary courses focusing on ES in AY 2012-13.

**3 Di. Non-Language Faculty.** Non-language programs possess especially strong concentrations in ES. Govt. in particular has a strong ES focus: 18 professors dedicate much of their research to such issues as European political parties, political economy, political theory, democratization, race, law, and migration. Hist., which offers MA and PhD degrees in medieval, early modern, and modern European history, boasts 21 faculty dedicated to ES. Both Hist. and Govt. have collaborated with CES to bring language study into select ES non-language classes through our Foreign Language Across the Curriculum [FLAC] program —successfully inaugurated in the prior grant cycle (**see 4 Bii**). CoFA has 8 ES faculty in Music and 12 in Art History. With 5 faculty dedicated to ES, McSB also unites foreign language training with area and business specialization in its Paris program. As noted (**see** pp. 10-11), LBJ has 9 ES specialists.

**3 Dii. Instructional Assistant Training.** Teacher training for graduate student TAs is an essential component in every department associated with CES. Graduate students who teach undergraduate courses as TAs and Assistant Instructors [AIs] take a required teaching practicum (398T). The plan in the new grant cycle is to add in language departments a new course, 399T, focused on teaching “best practices” of SLA pedagogy and proficiency testing and standards, and specifically designed to be part of a new and approved *Graduate Portfolio in Foreign Language Pedagogy*, created by CoLA, to train and accredit graduate students in language teaching.

#### **CRITERION 4. Quality of Language Instructional Program**

**4 Ai. Extent of Language Instruction.** CoLA is committed to teaching foreign languages as part of its core mission to internationalize the university and its student body, while also strategically offering more LCTLs and encouraging students to take more of them at not just the introductory but also intermediate *and* advanced levels. To this end, in 2009, CoLA launched the Texas Language Center [TLC], which has shifted all language instruction to American Council on the Teaching of Foreign Language [ACTFL]-inspired proficiency-based models involving

ample use of web-based technology and shared “best practices.” With a budget of \$80,000, TLC oversees the teaching quality of language instruction, most of which is devoted to ES languages. Under the leadership of TLC, virtually all core ES languages taught at UT have successfully moved from a two-year sequence of language instruction (typically 16 credit hours spread over four semesters) to a single year, two-semester sequence of accelerated courses, although German and Spanish are instead taught as a one-and-a-half-year intensive sequence (15 or 16 credit hours spread over three semesters). TLC, which offers Oral Proficiency Interview [OPI] workshops sponsored through CES, also works with the well-established COERLL [Center for Open Educational Resources and Language Learning], a National Foreign Language Resource Center [NFLRC] that, with the assistance of CES, currently devotes 40% of its resources to ES web-based language teaching and learning projects that have won high-profile, national awards.

**4 Aii. Extent of Enrollment/4 Bi. Breadth of Language Offerings.** UT offers 13 European languages (Czech, Danish, Dutch, French, German, Italian, Norwegian, Polish, Portuguese, Serbian/Croatian, Spanish, Swedish, and Turkish) from five departments: FRIT, GRS, Middle Eastern Studies [MES], S&P, and Slavic and Eurasian Studies [SES]. Majors and minors are available in five target EU languages (**see** Table 5; all allow for three of more years of language training), as well as majors and minors in SES (which allows for three years of language training in Czech and Polish) and German, Dutch, and Scandinavian Studies (which allows for three years of language training in Dutch, Danish, Norwegian, and Swedish). Turkish Studies allows for every level of study in the target language and is the most developed program in Turkish studies in the Southwest. ES-related language enrollment grows, with notably strong numbers in Spanish (764 majors). French remains popular (199 majors), along with German (45 majors) and Italian (35 majors). Danish, Dutch, Norwegian, Swedish, and Turkish enrollments are concentrated at the entry level and are consistently robust. Overall, UT is committed to teaching

LCTLs in ten European languages, as is evident from the enrollments in last year's introductory sequences ([see](#) Table 5), and we are adding Yiddish in 2014 and Bulgarian and Ukrainian in 2015, with plans to introduce Finnish in 2016 through strategic partnerships ([see](#) pp. 26-28). Given that CoLA has reduced its overall student population by 20% since 2009-10, it is significant that the number of UT students taking advanced, third-year European LCTL composition and conversation courses has consistently remained steady or has increased.

**4 Bii. FLAC.** Under the aegis of CES, FRIT, GRS, and S&P successfully implemented for the first time ES-FLAC courses during the previous grant cycle in which students read and discussed ES language materials related to the subject matter taught in non-language courses. FLAC courses were directed at undergraduates in history, government, and business. [See](#) also **3 Di**.

**4 Ci. Language Faculty.** UT has a total of 47 tenured or tenure-track professors in core ES languages: 15 in FRIT, 11 in GRS, and 21 in S&P (with 5 focused on Europe). SES has 5 who teach Czech, Serbian/Croatian, and Polish (1 assistant professor, 3 lecturers, and 1 professor), and is hiring as an assistant professor Petre Petrov (currently at Princeton U), who will teach (along with Russian) Bulgarian and Polish. MES has a full-time lecturer who teaches Turkish.

**4 Cii. Language Pedagogy Training.** Faculty, lecturers, and AIs teach lower-division language courses, with more experienced instructors teaching more advanced courses. Full-time professional methodologists with doctoral degrees in SLA serve as the principal coordinators for lower- and upper-level training in ES languages: Carl Blyth (also the head of COERLL) for FRIT, Per Urlaub for GRS, Thomas Garza (also head of TLC) for SES, and Orlando Kelm for S&P. AIs attend methodology workshops at the beginning of each academic year, and are required to take a pedagogy course, 398T, taught by a departmental Language Acquisition Specialist [LAS]. With the shift to intensive language instruction, AIs will be required in 2015 to take an additional pedagogy course ([see](#) **3 Dii**) taught by LASs and organized by TLC. TLC

monitors and coordinates the pedagogy courses and ES language activities to ensure quality control and assist in the development of shared best practices among faculty and LASs through lectures, training sessions, OPI-based workshops, and continual feedback and adaptation.

#### **4 Di. Performance-Based Instruction Used and Developed/4 Dii. Language Teaching**

**Resources/4 Diii. Language Proficiency Requirements.** TLC has ensured that ACTFL proficiency goals underlie all language instruction, and CoLA requires every department to specify expected ACTFL-inspired proficiency results for every language. Proficiency requirements vary slightly according to the 13 ES languages taught. UT expects students in Danish, Dutch, French, German, Italian, Portuguese, Spanish, Norwegian, and Swedish to achieve the high-intermediate level on an adapted ACTFL scale of proficiency; for Czech, Polish, Serbian/Croatian, and Turkish, UT expects students to achieve a mid-intermediate level. TLC assists language teaching with ongoing workshops (two each semester) on such topics as teaching languages intensively and for proficiency, content-based instruction, and teaching heritage students, and it regularly invites language pedagogues from the Foreign Service Institute to participate in workshops and to train AIs, lecturers, and faculty in language proficiency teaching and testing. To help students acquire proficiency, FRIT, GRS, SES, MES, and S&P all maintain computer-assisted instruction [CAI] programs, many developed in-house with the assistance of COERLL and LAITS. In addition to enriching language instruction at the beginning and intermediate levels, CAI programs support distance educational instructional programs. Recent improvements to the buildings housing FRIT, GRS, SES, MES, and S&P include new classrooms with multi-media equipment and state-of-the-art language laboratories and computer facilities that accommodate 5 labs with 127 workstations earmarked for departmental usage.

#### **CRITERION 5. Strength of Library**

**5 Ai. Strength of Library Holdings.** UTL currently holds over 10 million volumes, ranking it

10<sup>th</sup> in North America in terms of size. Through its American approval and selection plans for European countries, UTL acquires works published on individual European countries and comparative research for its collection in all the major ES languages (see Table 10). The UTL is a leader in online access, having over 750,000 e-books, 114,688 e-journals and 530 e-databases in its collection. It continues to be a national trailblazer in “demand driven access” to electronic content with over 125,000 additional e-book titles available to users at the click of a button if and when they need them. Examples of recent notable additions to our

electronic collection (all of which have European content) would include Periodicals Archives Online and SAGE Deep Journal Backfiles. Reflecting needs in both traditional area studies as well as the thematic and cross-regional “global studies” disciplines, the UTL collection is particularly strong in international (and European) content, thereby distinguishing it in the region (see Tables 2-3): over 29% of its collection is in languages other than English and 54% was published outside of the US. The Tarlton Law Library, one of the nation’s largest academic law libraries with over one million volumes, maintains significant collections for the major common-

Spanish	808,405
German	345,453
French	263,497
Portuguese	204,999
Italian	84,487
Dutch	19,024
Swedish	16,515
Polish	10,152
Czech	10,209
Danish	7,969
Norwegian	5,561
Modern Greek	3,655
Catalan	3,654
Croatian	3,380
Finnish	2,037
Other	3,600
<b>Total</b>	<b>1,792,597</b>

law and European jurisdictions, and is an official depository for EU publications. The LBJ Library holds primary documents for US-European foreign relations from the president’s collection. World-renowned collections on Europe are housed in the Harry Ransom Center [HRC], with holdings that include rare European manuscripts, correspondences, and books.

**5 Aii. Support for the Library.** In 2011/2012, the UTL reported \$17,441,272 on materials expenditures (thereby ranking us 15th in North America) of which approximately 15% was cooperative purchasing administered by UT-Austin on behalf of the entire UT-System. For

staffing and acquisitions related to library materials and collections, see **1 Aiii** (see p. 2)

**5 Bi. Cooperative Agreements.** The UTL has several cooperative arrangements for accessing materials held at other libraries, including the TexShare Library Card Program (a reciprocal agreement that provides free borrowing privileges for students, faculty, and staff at participating Texas institutions of higher education and public libraries), the UTL Reciprocal Borrowing Program (for all UT system institutions), the ARL Advisory Committee Reciprocal Faculty Program, and the Research Library Cooperative Program (a resource-sharing program among UT, the University of California, Berkeley, and Stanford). The UTL also partners to acquire, create and preserve materials, most notably within the UT-System (averaging \$2,700,000 of annual collective buying power) but also in the Texas Digital Library, the Greater Western Library Alliance (GWLA), and the Center for Research Libraries (CRL). Area specific partnerships fostered through the UTL devoted to Europe include the CIFINAL/GNARP.

**5 Bii. Circulation, Interlibrary Loan, and Other Forms of Access.** In addition to the seamless electronic and cooperative access detailed above, the interlibrary loan service at UTL, with one librarian, 11 staff and 15 additional student workers, has a budget of \$120,000 for lending and borrowing, and an on-demand purchasing budget of \$40,000 for items not coming through normal library channels of acquisition. 2012 statistics demonstrate that non-English language materials make up a full quarter of our lending activity to other libraries. Within Texas, most of our lending activity (almost 80%) is to smaller, less-resourced academic institutions such as regional universities and colleges and another 10% is to either junior/community/technical colleges or public libraries. The UTL is dedicated to promoting “open access” programs, striving to educate users and producers of information on the scholarly communication landscape; in addition to our own institutional repository (UTDL) and that of the Texas Digital Library, recent initiatives include region-wide conferences and workshops.

**CRITERION 6. Quality of Faculty and Staff Resources**

**6 Ai. Qualifications of Faculty and Professional Staff.** CES's Director, Douglas Biow, holds the Superior-Oil Company-Linward Shivers Centennial Professorship, is Co-Director of EUCE, and the Director of the France-UT Institute [Fr-UT] (a CP). Associate Director, Mariah Wade, is an anthropologist with a primary focus on archaeology, and founder of UT's program of archaeology in Portugal. The Co-Director of EUCE (housed in CES) is Philippa Levine, an historian of modern Britain; she is also Co-Director of British Studies and the Mary Helen Thompson Centennial Professor in the Humanities. The Associate Director of EUCE (housed in CES) is Mary Neuburger, an historian of modern Eastern Europe; she is the Chair of SES and the Director of the Center for Russian, East European and Eurasian Studies [CREEES]. The Senior Program Coordinator, Sally Dickson, received her MA from LBJ, and we will be hiring a new Program Coordinator (our current one was just elevated at UT to a new job). (See staff bios.)

ES's 197 affiliated faculty have a proven record of scholarly excellence and have won prestigious national awards. Many hold leadership positions and have been honored by foreign governments. In 2009, President Powers himself was appointed to the rank of *Chevalier de la Légion d'Honneur*, the order created by Emperor Napoleon Bonaparte in 1804, for his work in establishing the French Judicial Visiting Fellowship program at UT. Several distinguished faculty hold joint appointments with foreign universities and are honored with international awards. Faculty are selected through national recruitment, hold PhDs from major research universities, and undergo a rigorous post-tenure review every six years. See Appendix 3 for bios.

**6 Aii. Professional Development Opportunities.** UT provides many professional development opportunities for faculty and staff. Faculty may apply to the Faculty Development Program through the Office of Graduate Studies to receive paid research leaves for a semester or summer (tenured faculty may receive a semester leave once every four years through this program). All

UT faculty may receive \$1,200 in travel funds each year to present papers at conferences. Additionally, CoLA independently awards one semester of teaching leave to faculty each year in a College Research Fellowship Program (in 2012-13 there were 44 such awards, and 11 supplemental ones for faculty with external funding). CoLA's rotating Humanities Research Award Program provides three years of research money (for a total of \$15,000) for 10 tenured and tenure-track faculty every year. LAITS enhances teaching through new technology, and the Provost provides \$250,000 of awards yearly (\$50,000 maximum per award) for Curriculum Innovation Grants. For staff development, UT offers classes and courses in job-related skills and management development through the Office of Human Resource's Training Services, Continuing Education's Professional Development Center, and LAITS's Computer Training.

**6 Aiii. Teaching, Supervision, and Advising of Students.** Faculty, whose usual teaching load is two courses per semester, are required to hold three hours of office hours each week while school is in session and occupy major advisory roles in undergraduate and graduate programs. Our 197 CES faculty chair, co-direct, and participate on the advisory board of a plethora of MA theses and PhD dissertations. UT has also created a variety of advisory and supervisory programs designed to set students up for academic success, such as the "LA 101," a one-hour credit course that assists incoming freshmen; the unique "UTurn program," which helps students realistically assess their academic goals, study habits, and time management skills; and the Texas Interdisciplinary Plan, which targets at-risk students with mentorships and tutoring. UT was recently recognized by the *NY Times* (Magazine section, May 15, 2014) for its innovative and model strategies for using faculty programs to set at-risk students up for success. **See also 2 Bi.**

**6 Bi. CES's Governance.** CES is governed by an Executive Committee composed of eight elected members, the director and associate director (ex officio), and two ex-officio library representatives. To ensure broad representation, at least two representatives are from foreign

language fields and two are from the social sciences; one is from each of the three faculty ranks (assistant, associate, and full professors) and at least two are from outside CoLA. The Director serves as chair, votes only to break ties, and refers all relevant matters to the dean of CoLA. CES also has an external advisory board whose primary focus is on business outreach (see Table 12).

**6 Bii. CES's Staffing Plans.** CES's current staff includes a director, an associate director, a full-time senior program and outreach coordinator, and a full-time program coordinator, along with a Co-Director and Associate Director of EUCE, which is housed in CES. In part CES would use Title VI to fund: (1) 50% the full-time senior program and outreach coordinator; and (2) 50% the program coordinator. At the same time, given its growth over the past three years, CES would institute a new position, that of the Assistant Director, to be held initially by Michael Mosser (Govt.), whose principal duty would be to serve as a liaison with RDI and work with the various European diplomatic dignitaries coming to campus through CES and EUCE.

**6 C. Equal Opportunity Statement.** UT is an equal opportunity employer and does not discriminate on any basis, including race, color, religion, gender, sexual orientation, creed, origin, disability, or age. UT has an Equal Employment Opportunity [EEO] Office to ensure that the university fulfills the spirit and the law of EEO. Job announcements are worded accordingly. UT actively pursues equal opportunity for all employees through its Office of Human Resources.

## **CRITERION 7. Outreach Activities**

***Outreach to Elementary and Secondary Schools.*** The CES Speakers Bureau, drawn from a rich pool of faculty and graduate students, has reached over 100 students in the past year, and cover many university disciplines devoted to ES, including history, literature, government, public policy, and diplomacy. They are available for classroom visits to K-12 schools in the Austin and surrounding areas and for teacher workshops held on the UT campus. CES has also established prominent collaborations with the HRC and the Blanton Museum of Art, which provide

specialized school tours through European-focused programs to serve K-12 teachers broadly and provide them with certification. Moreover, CES works with UTeach-Liberal Arts, the undergraduate teacher preparation program that offers secondary certification in French, German, Government, History, and Spanish, and various other areas of ES interest. Through our interaction with UTeach, a UT teacher-training program recognized by President Obama for its innovative impact on education, CES is able to extend our K-12 resources to 434 pre-service teachers just entering the field and help them incorporate international education and language into their curricula. We also offer regular workshops for K-12 teachers on ES language *and* area studies. Furthermore, we reach high school students yearly in our annual EU competition in which teams of 9<sup>th</sup>– and 10<sup>th</sup>–graders from across Texas come to UT for an entire day to have their knowledge of the Eurozone tested by a panel of distinguished faculty judges, with the winning team sent to NYC to compete nationally. To help prepare the students for the UT-based competition, CES offers to provide each team with an individual graduate student mentor from LBJ to assist them in matters related to the Eurozone. Additionally, for the past three years we have been sending 3 UT undergraduates and 2 high school teachers to Belgium every year in a coordinated Brussels Program supported by the European Commission and organized by the Network of EU Centers in the US: for five days students and teachers meet with EU and other government officials in an intensive, hands-on learning program that also serves as a teacher-training workshop for the teachers who participate in it. With GRS, CES also hosts annually over 1,000 high school students for a day on the UT campus as they interact in a broad array of areas devoted to Germany and Europe. Finally, a formidable resource at UT is Hemispheres, the outreach consortium of five key area studies centers and institutes: CES, the Center for Middle Eastern Studies [CMES], an NRC; CREEES; Lozano Long Institute for Latin American Studies [LLILAS]; and the South Asia Institute [SAI], also an NRC (see Table 13 for new Hemisphere

activities). Over the prior grant cycle, Hemispheres conducted and participated in 40 workshops and events and reached 4,331 teachers, and over 800 K-12 students visit our CES booth at the annual Explore UT Open House. The CES/Hemispheres lending library containing ES materials is free and available to K-12 teachers, university students, businesses, and the general public. The forty “15 minute History” podcasts created by Hemispheres with Hist. are also free; these podcasts, featuring short, accessible discussions from UT faculty and graduate students, have frequently held the number-one spot in iTunes U’s Top Collections category, drawn 104,488 downloads and more than 20,000 subscribers, and address key ES topics suitable for K-12 classroom teaching. During the prior grant cycle, all of our outreach activities were assessed in consultation with an independent, objective evaluator—UT’s Center for Teaching and Learning [CTL]—and developed through constant feedback assessment and adaptation.

***Outreach to Postsecondary Schools, Business, Media, and General Public.*** Since 2011, UT’s commitment to large-scale ES conferences (we currently offer four such conferences a year) has swelled dramatically, thanks to major funding sources flowing through CES: (1) Title VI; (2) EUCE; (3) Fr-UT (contributing \$74,150 in 4 years); (4) CES’s regular, recurring budget and the Swedish Endowment; and (4) additional cost-sharing contributions, totaling well over \$100,000, from CoLA, CSoE, Law, LBJ, and CoC. These revenues have made CES the single central organizing player in uniting disparate parts of the campus in a shared mission of increasing the presence of ES at UT through a series of high-profile public forums, all of which are open to the community and broadly publicized to postsecondary schools through the CES website and newsletter. Some of our conferences, such as the “Crisis in the Eurozone” and “Comparative Energy: Policies and Technologies in France and the US” have received significant national and international media attention. Table 11 provides just four examples of the 66 events that reached 6,334 attendees over a single year. CES publishes conference papers and posts videos of

conferences on its website to allow greater public access and reach a national audience, and it publicizes broadly through social media in order to engage the community and nation.

Table 11. Representative Examples of Different Post-Secondary Events, 2013-14			
Forum	Title	Co-Sponsor(s)	Attendance
Conference	<i>Crisis in the Eurozone</i>	LBJ, EUCE, EU	125
Summit	<i>Texas-EU Business Summit</i>	ACC, WACA, AChC	160
Lecture	Leszek Balcerowicz on Poland	CREEES, LBJ	150
Symposium	French Magnum Symposium	HRC, FRIT, Plan II	280

Moreover, COERLL has produced several large scale, comprehensive foreign language resources, several akin to textbooks, that leverage the portability, flexibility, and convenience of an online environment. The end result has been to raise the quality and availability of open educational resources (OERs) for foreign language learning by putting control of the production directly into the hands of faculty and instructors who work in the classroom every day. COERLL has developed and disseminated open access websites in four European languages (French, German, Italian, and Spanish). The award-winning *Français interactif* itself logged nearly 4 million page views in fall 2013 semester alone, with over 76,000 “likes” on Facebook as of May 2014; universities, from Cornell to Texas Tech, have adopted it nationally as the basis for their beginning French curriculum. Since COERLL began this work in conjunction with CES, millions of visitors throughout the world have accessed their ES language materials, with hundreds of incoming referral links from .edu domains. This indicates that many of the European language materials have already achieved widespread acceptance in American higher education. CES will again be partnering with COERLL to further this initiative, as detailed below (see pp. 25-28), and enhance ES at UT, particularly with a focus on LCTLs in ES. Finally, the UT System has committed \$400,000 to COERLL to update continually its ES language materials.

Lastly, among US states, Texas is the leading exporter to the EU (US Department of Commerce, 2012). For this reason, business outreach is a key feature to CES’s mission,

particularly through our Texas-EU Business Summit [TEUBS], which CES has been hosting annually in late spring since 2011—now in collaboration with ACC, the Austin Chamber of Commerce [AChC], the City of Austin [CoA], the World Affairs Council of Austin [WACA], EUCE, and, beginning in 2013-14, St. Edwards University [St.Ed], a Title III and V Hispanic Serving Program (HSP). The Board of Directors of TEUBS (Table 12) assists the Director of CES in business outreach planning and future program development projects designed for Texas.

<b>Table 12. Advisory Board for the Texas-EU Business Summit (TEUBS)</b>	
<b>Name of Board Member</b>	<b>Title of Board Member</b>
1. Douglas Biow, Co-Chair	Director, CES, EU Center of Excellence (EUCE), and France-UT Institute
2. Mortada Mohamad, Co-Chair	President, World Affairs Council of Austin (WACA)
3. Ben Ramirez	Manager, The International Program, City of Austin (CoA)
4. Sharyl Cross	Director, Kozmetsky Center of Global Finance, St.Edwards University
5. Deirdre Mendez	Director, CIBER, The University of Texas at Austin
6. Ben Buecker	Hon. Consul of Germany
7. John Collet	Hon. Consul of France
8. Geert Visser	President, Netherlands-American Chamber of Commerce

Partnering with McSB and LBJ, CES also reaches the business community through our “EU Business and Public Policy Lectures,” in which we offer high-profile talks (three annually) on topics that garner a broad audience from UT and the community. Speakers have included: Stuart Holland, an original architect of the EU, and Hon. Vale de Almeida, the first EU diplomat to occupy the position of EU Ambassador to the US since the Treaty of Lisbon came into force.

**CRITERION 8. Program Planning and Budget See Appendix 1 for Budget**

**8 A and B. Proposed Activities/Development Plan.** Over the four-year grant cycle, CES will increase the number of LCTL offerings in ES and develop hybrid teaching materials for LCTLs; it will enhance ES area studies at UT, especially with a focus on interdisciplinary and transnational studies; it will forge additional collaborative linkages with professional schools, colleges and universities, including Colleges of Education and those institutions that serve Hispanic and Black constituencies (MSIs); and it will meet the needs of the broader K-16 and business community. The three main activities (below) are: (1) Language and Course

Development; (2) Outreach Development; and (3) Scholarly Events. They will meet both Competitive Preference Priorities and the Absolute Priority. **For costs see Budget, Appendix 1.**

***I. Language and Course Development: See Appendix 1 for Costs***

CES's language and course development projects fulfill the polyvalent mission of the Department of Education's NFLRC program (e.g., applied linguistic research, materials development, K-12 initiatives, assessment, LCTLs, and teacher development and dissemination).

***Assist in the Development of Innovative Foreign Language Teaching and Training.*** CES will join forces with Kelm (S&P) and COERLL to create *Língua da Gente*, an audio-based podcast series of stand-alone Portuguese language lessons targeted at beginning and intermediate levels of proficiency. Each lesson will be available free online, as an open resource, including an accompanying pdf file of the lesson dialog and vocabulary, and made available as a language learning application from OpenLanguage.com via subscription. It will consist of the following: 10-14 minute audio podcast lessons, and interactive audio files of the dialogs, vocabulary, expansion phrases, mini-grammar lessons, automatically generated exercises, and electronically submitted tasks. Each lesson will also include play and record features and user-created flash cards to review the vocabulary, with the actual podcast lessons covering a wide range of levels and topics. Moreover, the lessons may be packaged as complete courses or used in any order as stand-alone features, and they will present language within the context of everyday speech and everyday culture. When completed in summer 2018, *Língua da Gente* will have in its database literally hundreds of lessons, all combined and searchable within the same database as well as through its distribution nationally and internationally via Apple's iTunesU. Finally, *Língua da Gente* will guide the learner through an inductive, contextualized process of language discovery in a process of deep learning and will be developed and upgraded through constant feedback and assessment. Per the Absolute Priority, this project will include summer workshops to university

teachers in *Língua da Gente*'s functions and overall applicability.

***New Models of Language Instruction and Teacher Training (K-16) in Hybrid Educational***

***and Deep Learning Contexts.*** CES will devote NRC funds to subsidize research to be developed in the applied linguistics programs of FRIT, GRS, and S&P and that will have important, practical implications for ES language pedagogy at UT, regionally, and nationally. Led by SLA specialists Blyth, Kelm, and Urlaub, this research will: (1) analyze and guide graduate instructor training and undergraduate language learning using innovative technologies in a financially competitive environment; (2) reveal how computer-mediated learning practices such as hybrid ES language classes using online resources can be harnessed most effectively for facilitating foreign language learning; (3) use practical guidelines for best practices and effective assessment developed in the prior grant cycle to further ES teacher training and language teaching with TLC; and (4) regularly assess the materials developed through funded research in order to systematically and cyclically evaluate the effectiveness of current language pedagogy practices, find ways to improve them, implement improvements, and re-evaluate new practices. Meeting the Absolute Priority, CES will offer with TLC yearly summer workshops to high school and community college instructors in the region on teacher training, language instruction, and program and language assessment in connection with this research. All of the research results as well as teaching and assessment materials will be disseminated through CES's Open Access Initiative to K-16 instructors across Texas, and to wider audiences at national conferences. Finally, CES will continue to collaborate with the Texas Higher Education Coordinating Board allowing teachers to receive Continuing Education credit for their training at the workshops.

***Increase LCTLs through University Partnerships and Open-Access Language Materials.*** CES

and CREEES, in collaboration with COERLL, will establish during the grant cycle a consortium of targeted US institutions of higher learning to facilitate and enhance the availability and

delivery of instruction in ES LCTLs. Specifically, through the use of synchronous video-conferenced instruction of ES LCTLs offered in “smart” classrooms at UT and participating institutions, students nationwide will be able to enroll in a far greater number of ES LCTL courses at the introductory, intermediate, and advanced levels. The proposed partnership will thus deepen, increase, and diversify the offerings of ES LCTLs for UT students and other students nationally, making those LCTLs more readily accessible to students wishing to attain functional to advanced proficiency in them. While increasing the depth and breadth of ES LCTLs, we will also improve the overall quality of instruction through the creation of new digital materials, maintaining in the process high measurable standards of proficiency. The proposed project will run from summer 2014 to spring 2018 and will initially involve UT and the U of Wisconsin [UW], another Research One institution that regularly offers courses in ES LCTLs not taught at UT. Year one would be focused on finalizing such administrative logistics as registration and credit-exchange. The first exchange itself would begin in fall 2015: UT would start offering Yiddish, Czech, and Turkish to UW, while UW would offer UT courses in Finnish and advanced courses in Serbian/Croatian. Other European LCTLs would then be introduced into the partnership’s rotation. Finally, UW and UT would phase into the partnership other universities with a significant investment in ES LCTLs to create a full consortium. Finally, per Competitive Preference Priority 1, we plan to provide access to the consortium to two MSIs with which CES and CREEES are actively collaborating: St. Edwards University and Huston-Tillotson University, both Title III and/or Title V Institutions (see pp. 31-32). Additionally, UT will support online language training efforts with ongoing course material development. UT faculty members teaching Czech, for example, will work closely with COERLL to make their LCTL courses and/or materials available to the consortium partners (as well as to a larger audience) through a Czech Web-Based, Open-Access Initiative, drawing on the model of the

highly successful and award-winning Français interactif. This key part of the project will develop digital materials, such as Pdf's, websites, and print-on-demand books that would accompany the interactive, video-conferenced classes and thereby significantly enhance the experience and learning process for all the students, not only those interested in ES LCTLs at UT, but also those at our partner institutions. The Provost of UT has already committed \$50,000 initially through a Curriculum Innovation Grant (see p. 19) for CES and CREEES, along with funds from the Czech endowment, to develop the Czech Web-Based, Open-Access Initiative in 2014-18 with COERLL and to ensure ongoing success in training teachers nationally in the adaptation of the UT-generated materials for widespread classroom use.

**FLAC.** CES will enhance its existing FLAC program (see p. 14) with a focus on courses devoted to modern European topics and a concentration on business political, historical, and social issues. Over the four-year period, 4 additional courses will be created with a focus directed at students in LBJ's RDI program, integrating language and area study in courses on diplomacy. Through periodic oral proficiency testing, students will demonstrate their competence in the target language and a cross-cultural understanding of the field being studied in the course. The FLAC program will be monitored by CES, FR&IT, GRS, and S&P and developed in consultation with TLC over the grant period through constant feedback assessment and adaptation.

***Increase Interdisciplinary ES Courses, Study Abroad Opportunities, and Linkages with***

***Professional Schools.*** CES will partner with McSB's International Business [IB] program and CIBER to create four new interdisciplinary undergraduate courses devoted to business operations in Europe and the EU (1) "The Commercial Environment in the EU"; (2) "Culture and the Fashion Industry in Modern Europe"; (3) "Corporations, Management Strategies, and 'Mitbestimmung'/Co-Determination in Germany"; and (4) "Europe as a Single Market: Potential and Prospects." These courses will be available for the large undergraduate population invested

in Europe in IB, IRG, CES, and the newly designed Certificate in Global Business, which the Director of CES helped create with CIBER. Moreover, CES will be partnering with LBJ, Law, History, CREEES, and Govt. to develop over the grant cycle the following four new interdisciplinary graduate courses: (1) “Lessons and Legacies of European and American Statecraft”; (2) “Religion, Ethics, and International Affairs in a Transatlantic Context”; (3) “Classics of European International Thought and Diplomatic Strategy”; and (4) “Geopolitics of Energy: Europe and Russia” (see Table 6 for a sample of existing RDI courses that significantly engage ES content). Each of these courses draws on the expertise of scholars from across campus; each is devoted to ES; and each serves to enhance the new RDI program aimed at training diplomats. Additionally, we will be organizing yearly Distinguished EU Diplomatic Lectures to accompany each class (see Table 16), drawing on the resources of CES, CREEES, EUCE, and LBJ.

## *II. Outreach Development: See Appendix 1 for Costs*

**Teacher Training and Workshops.** Since becoming an NRC in 2010, CES has devoted significant resources to develop a large-scale K-12 teacher-training program, which is essential to the Absolute Priority of Title VI. In the new grant cycle we will continue to enhance CES’s long-term outreach mission by hosting: (1) two one-day K-12 teacher-training workshops per academic year focusing on Europe; (2) four yearly ES language-training workshops with TLC; (3) at least one yearly collaborative teacher-training workshop on the HRC’s European materials; and (4) a yearly, day-long EU event at UT for high school students. Additionally it will provide ES language-teaching workshops across the state and in the southwest for the new methodology for hybrid foreign language pedagogy, as described above (see pp. 26-27). We will also now be extending our Brussels Program (see p. 21) to ACC and MSI faculty, sending at least one such faculty to participate, per Competitive Preference Priority 1. All teacher-training workshops will be evaluated through continuous feedback and adaptation and monitored by CES’s Coordinator.

**Hemispheres (see 21-22) and Additional Teacher-Training.** CES is a core member of Hemispheres, a unique, collaborative outreach program at UT that focuses on essential world studies through strategic campus resource sharing. Hemisphere’s collective mission is organized by the outreach coordinators of the five main area studies programs at UT: CES, CREEES, LLILAS, SAI, and CMES. Table 13 lists the seven main activities that Hemispheres will be engaged in over the four-year period and provides a synthetic description of each project and its scope, and it indicates which activities meet the Absolute Priority and Competitive Preference Priorities.

<b>Table 13. Hemispheres Activities</b>	
<b>1. Hemispheres Summer Institute for K-12 Educators. Meets Absolute Priority</b>	Each Hemispheres Summer Institute focuses on essential world studies course topics drawn from the Texas teaching standards and state-mandated assessments (e.g., women in world history, human rights issues, challenges in the developing world, etc.). The Institutes consist of content enrichment sessions led by faculty and offer models of integration of concepts in the classroom. Hemispheres curriculum unit topics, designed for K-12 educators, stem from summer institute themes, thereby extending the resource to a wider audience nationally.
<b>2. Hemispheres Regional Training Sessions. Meets Absolute Priority</b>	The Regional Training Sessions will be conducted at locations across the southwest (at the Annual Texas Council for Social Studies and National Council for Social Studies meetings) or through distance learning and video-conferencing technology. These sessions allow the Hemispheres team to reach educators not able to attend Austin-based programs. Funding will cover travel costs for Outreach staff and/or guest speakers and related expenses or technology and video-conferencing room fees. Building on the success of the past five years, Hemispheres will focus now also on school districts in faraway parts of Texas and in neighboring states.
<b>3. Hemispheres Curriculum Development. Meets Competitive Preference Priority 1</b>	The Hemispheres Curriculum Development project will provide grants (2 at \$1,000 yearly) to educators who work in MSIs or otherwise underserved school districts. Underserved districts are here defined as schools or school districts with a significant percentage of its student population who are identified to be economically disadvantaged (EcD—eligible for free or reduced meals programs) or have limited English proficiency (LEP). Hemispheres will work with selected educators to create and pilot new curriculum units. Those units will be created in alignment with state and national teaching standards and in consultation with classroom and district- and state-level educators. Hemispheres will also work with the selected educators to distribute the academic units to a wider audience and work to integrate them into other classrooms and schools in the wider district.
<b>4. Hemispheres Promotional Program.</b>	The Hemispheres Promotional Program includes the production and distribution of print materials (brochures, postcards, etc.) and promotional items, as well as exhibit expenses at regional and national conferences. The brochures and postcards are designed to raise awareness of Hemispheres' services for educators. Funding will also be used for exhibit fees for state, regional, and national conferences (e.g. Texas Council for the Social Studies, Oklahoma Council for the Social Studies) geared toward K-12 educators.
<b>5. Hemispheres Summer Institute for Postsecondary Institutions and Educators. Meets Competitive Preference Priority 1</b>	The Hemispheres Summer Institute for Postsecondary Institutions and Educators will provide for collaborative two-day summer institutes dedicated to serving two-year community colleges and MSIs.
<b>6. Hemispheres Pre-Service Collaboration with Texas State University, Department of Curriculum and Instruction in the College of Education. Meets Competitive Preference Priority 1 and Competitive Preference Priority 2</b>	Please see a full description of this activity in the <b>Competitive Preference Priority 2</b> paragraph on pp. 49-50.

**7. Hemispheres Digital Speakers Bureau and "15 minute history" podcasts.**  
 During the grant cycle, we will also be adding 5 new talks to the heavily trafficked “15 minute History” podcasts organized by Hemispheres and targeted for, and easily adaptable for, K-12 curricular use, and we will be adding at least 10 units to our digital speakers bureau, which contains short 6- to 15-minute videos for K-12 use.

***Community Development in Higher Education, Collaborating with MSIs in Austin.*** In keeping with Competitive Preference Priority 1, CES will continue to support Huston-Tillotson U [HTU], an accredited, four-year, historically black college, by furnishing it with ES classes—one each semester—on European politics and history, beginning in fall 2015 with a new course on “Current Events in Europe” (for prior and future CES classes with HTU, *see* Tables 14 and 15).

This collaboration, implemented in the prior grant cycle, represents the first full formal linkage between these two institutions. With Michael

Hirsh, an ES sociologist and Director of the Adult Degree Program of HTU, CES and HTU now plan to build on that collaboration by integrating UT faculty more directly into HTU’s activities. We shall do this in three key ways. First, we will have UT faculty participate directly in the ES courses our PhD students teach each semester at HTU by delivering individual lectures in them tailored to the needs and interests of HTU faculty and

**Table 14. CES-Sponsored Courses Taught at HTU from 2011-14**

2011 spring	Modern Europe
2011 fall	International Politics in Europe
2012 spring	The European Union
2012 fall	Comparative Government in Europe
2013 spring	Modern European History
2013 fall	European Politics
2014 spring	War and Peace in Europe

**Table 15. CES-Sponsored Courses To Be Taught at HTU from 2014-18**

2014 fall	Current Events in Europe
2015 spring	Modern Europe
2015 fall	European Global Politics
2016 spring	European Women’s History
2016 fall	The EU and European Government
2017 spring	Cold War European History
2017 fall	The Politics of the EU
2018 spring	European Migration History

students. Second, we will offer select foreign language foreign classes to HTU (as well as St.Ed) students through our consortium (*see* pp. 26-28). And third, we will have UT faculty serve as mentors for HTU faculty in the development of new HTU courses with a significant focus on Europe to be taught in a self-sustaining manner by the HTU faculty themselves. This will allow HTU

faculty to create, in collaboration with SAI, LLILAS, CREEES, and CMES, a full-fledged International Studies major at their home institution. We will also be providing MSI faculty invested in Europe with access to research funds; CES initiated this project in the prior grant cycle with great success at HTU but will now extend it more broadly to all of the key MSIs in the region. Lastly, we will develop conferences with St.Ed, per Competitive Preference Priority 1 (see Table 16) and integrate Ben Carrington's (Sociology Department) workshop on "Sports and Race in Europe" (see pp. 36 and 48) into the events of local MSIs, such as St.Ed and HTU.

***Assisting MSIs Beyond Texas.*** Building off the Georgia State U Global Business Studies [GBS] program for MSIs, CES will collaborate during the grant cycle—per Competitive Preference Priority 1—with UT's CIBER to design and deliver two teaching workshops at separate GBS annual programs. Using CES faculty, the workshops will focus on differing philosophies regarding individual privacy and commerce regulations in the EU and the implications that has for US businesses operating in the Eurozone. Moreover, CES will provide in-person and virtual mentoring services to participating MSIs. Mentees in this important constituency will receive training in our ES materials and IB teaching methods created in collaboration with McSB to help their faculty and students maximize cultural learning in ES and European study abroad programs. Training will initiate with workshops at the Georgia State U GBS conference, and then develop and host webinars to assist in implementation by MSIs. Our aim is to have a national impact through this initiative and provide, per the Absolute Priority, teacher training. Indeed, in 2013, 58 MSI faculty attended this conference, with comparable numbers anticipated.

***Library Plans.*** Recognizing the need for both our own communities as well as those throughout the nation (especially those at MSIs), we propose to identify, create and make accessible significant international, including European, content. Such a project enables cross-regional and interdepartmental partnerships at UT; builds upon and leverages faculty engagement and

enthusiasm for building international studies library- and intellectual-strengths; harnesses the “open access imperative” for outreach and common public good; and creates opportunities for training and recruiting future area studies librarians to the profession. A pilot 4-year project will be seeded in Years One and Two by UTL and CoLA with funding for Years Three and Four coming from UT’s NRC applicants. This pilot project, funded by a combination of campus resources, would place a diverse set of unique content on the Internet and establish a methodology for moving international digital resources forward at UT. CES will also work with UTL bibliographers to acquire targeted materials published in Europe with special emphasis on supporting ES faculty and graduate research. Finally, CES will work with HTU to acquire books for their library targeted to the classes subsidized by CES on a regular basis (see Table 15).

***Other Business Outreach Plans.*** (1) First, along with TEUBS and our business lecture series (see p. 24), we will now be organizing the *Doing Business in Europe Workshop* with IC<sup>2</sup>. The IC<sup>2</sup> Institute, a multidisciplinary research center at UT that focuses on science and technology entrepreneurship, will host with CES a yearly workshop in Austin for entrepreneurs interested in doing business in Europe. Topics will include financing, licensing, and market assessment and research and will draw on the experience of program managers from the Institute’s European programs. In addition, a Roundtable discussion hosted by the Institute’s Austin Technology Incubator will feature “lessons learned” by European firms moving to Austin. The first workshop will have a special emphasis on Portugal (2015), followed by France (2016), Poland (2017), and Turkey (2018). (2) Second, CES will be participating in the new *Global Entrepreneurship Training Program for Exporting* (GET Exporting) in collaboration with UT’s four other Title VI grant applicants: LLILAS, CREEES, CMES, and SAI. The five area studies centers will join CIBER to develop a resource guide describing the economic, cultural, and regulatory environments of the countries associated with each center’s focus. The resource guide will facilitate

market analysis by students and entrepreneurs in the GET Exporting program and will be made available for download by others engaged in international research. Furthermore, materials created will be disseminated to a national audience of enterprises and business educators through conferences and media resources of the National Association of Small Business International Trade Educators (NASBITE) as well as the outreach media of collaborating NRCs.

**News.** To publicize the opportunities available through CES, we publish our news through monthly newsletters; the EUCE and CP national websites; and Hemispheres's weekly e-bulletin. We also publicize through our partnerships with McSB, LBJ, AChC, and WACA, and our TEUBS website. We post videos, papers, and blogs of our conferences on our CES website, and employ social media to engage the community. Notably, in the past three years, CES activities have received recognition from major news media: three of our conferences, for instance, were covered by *La Pais*, *Le Monde*, *Swiss Public Radio*, *Eleftheriotypia*, *O Globo*, and *Scientific American*. Our recent co-sponsored "Crisis in the Eurozone" was televised widely in Greece.

### ***III. Scholarly Events: See Appendix 1 for Costs***

During the grant period CES will host a total of twelve large-scale thematically unified, interdisciplinary conferences with a number of professional schools (LBJ, Law, CSoE, CoC, and McSB) to provide for the UT community and the broader public a more integrated understanding of Europe in the context of global pressures and concerns, partnering in the coordination and development of several events, per Competitive Preference Priority 1, with St.Ed, a designated Title III and V Hispanic-Serving institution. Moreover, one of the driving concerns behind RDI, which is housed in LBJ with support of CES, is that very few professional diplomats, American or other, have taken or ever will take a course in diplomacy, strategy, or statecraft. To this end, CES has been working with LBJ to create graduate courses with significant ES content that train our students in RDI precisely in a shared vocabulary of diplomatic practice (**see** Table 6).

However, more professional training of this nature needs to be done at home by building on UT's extensive European and US partnerships. Hence, CES plans with LBJ to host every January, beginning in 2015, "The Austin Seminar" (TAS) for 16 practitioners and scholars of diplomacy—½ from the US, ½ from Europe—who will come to UT for four days of ES-focused readings, case studies, and organized discussions, as well as a daylong crisis simulation similar to those that LBJ has already successfully done with the War College. The aim of TAS is (1) to develop a shared language of diplomacy and (2) to work directly with participating UT graduate students as observers, rapporteurs, and team members of the crisis simulation. TAS workshops

<b>Table 16. Conferences, Workshops, Seminars, and Cultural Events Planned for Four-Year Grant Cycle</b>		
<b>Year</b>	<b>Event (Detailed Budget page as "B")</b>	<b>Major Co-Sponsors</b>
<b>I. Yearly Lecture Series</b>		
yearly	<i>Distinguished EU Business and Public Policy Lectures</i> B-3	McSB, LBJ, Govt., Strauss Center
yearly	<i>Distinguished EU Cultural Lectures</i> B-3	Anthropology, Sociology
yearly	<i>Distinguished EU Diplomatic Lectures</i> B-3	LBJ, History, Govt., St.Ed
<b>II. Yearly Summits, Seminars, Workshops</b>		
yearly	<i>Texas-EU Business Summit (TEUBS)</i> B-3	McSB, St.Ed, ACC, AchC, CoA
yearly	<i>The Austin Seminar (TAS)</i> B-3	LBJ, Govt., Strauss Center
yearly	<i>Doing Business in the EU Workshop</i> B-3	IC <sup>2</sup> , WACA, McSB, AchC
yearly	<i>Sports and Race in Europe Workshop</i> B-3	Sociology, GRS
yearly	<i>GET Exporting</i> B-3	CIBER and all NRCs at UT
<b>III. Eight Large Area Studies Conferences</b>		
<b>Theme for 2014-15: Migration and Security Issues</b>		
Year 1	<i>EU-US International Migration and Social Policy</i> B-4	Govt., LBJ, Law, Sociology
Year 1	<i>EU-US Security Practices</i> B-4	CREEES, LBJ, Govt., St.Ed
Year 1	<i>Whose Black Sea? Culture, Politics, Security</i> B-4	CREEES, Hist., Govt., St.Ed.
<b>Theme for 2015-16: Economic and Energy Issues</b>		
Year 2	<i>The Future of the Eurozone</i> B-4	LBJ, Economics, St. Ed, McSB
Year 2	<i>Decarbonization in the US and Europe</i> B-4	CSoE, McSB, Geography
Year 2	<i>Focusing on Everyday Economics in Europe and Russia</i> B-5	CREEES, Hist., St.Ed, HRC
<b>Theme for 2016-17: Environment and Human Rights Issues</b>		
Year 3	<i>Mediated Discourse of Climate Change in Europe</i> B-5	CoC, Geography, CMES
Year 3	<i>Europe, Human Rights, and the US</i> B-5	Law, Hist., Govt., St.Ed
Year 3	<i>Mediating Human Rights in Russia, Europe, and West</i> B-5	CREEES, CMES, Law, Hist., CoC
<b>Theme for 2017-18: Religion and Migrancy Issues</b>		
Year 4	<i>Varieties of Religious Experience in Europe</i> B-6	CREEES, CMES, SAI
Year 4	<i>Representations of Migrant Communities in Europe</i> B-6	Jewish Studies, CES, CMES, CoC
Year 4	<i>Religion and US/European Foreign Policy</i> B-6	CREEES, CMES, Hist., HRC

will be organized in collaboration with the Strauss Center for International Security and Law; Clements Center on History, Strategy and Statecraft; Texas Foreign Service; War College, and

Austin Council of Foreign Affairs. TAS will be evaluated through continuous feedback and adaptation and monitored by CES's Outreach Coordinator, as well as through external reviews. Relevant papers, findings, and videos will be posted on the RDI and CES websites and disseminated through their social media. Finally, our yearly "Sports and Race in Europe" Workshop, organized by Carrington, will integrate its work—per Competitive Preference Priority 1—with the ongoing teaching needs of MSI's in the area. Table 16 lists the major events CES will be the principal organizer and sponsor of for the grant cycle, along with our partners.

**8 C and D. Costs and Long-term Impacts.** In the grant cycle, CES will expand ES LCTLs and area studies at UT, while improving the quality of them, thereby addressing the needs of students in a range of majors interested in taking ES and in perfecting their language skills. CES will also collaborate with LBJ and RDI to better prepare students for professional diplomatic work focusing on Europe through the creation of new courses and TAS. CES will work actively with TLC and COERLL to strengthen foreign language education through: (1) the uses of technology in the creation of user-friendly websites for learners at all levels, and (2) the development of intensive computer-enhanced materials that will be used for teacher training throughout Texas and the southwest. CES will also increase current LCTL offerings by partnering with institutions in strategic resource-sharing collaborations; by so doing, CES will increase the number of students across the US studying LCTLs and foster a more expansive, nuanced, and sophisticated understanding of the hybrid nature of contemporary Europe. CES will work closely with MSIs in the area, principally HTU, St.Ed, and ACC, developing new courses and connections; in the process, UT will use its resources in ES to strengthen curricular development at those institutions and enhance scholarly interactions. CES will strengthen linkages with other Title VI NRCs, CIBER, and professional schools at UT, to create transnational connections across campus, thus enhancing interdisciplinary studies at UT generally. CES will strategically use the vast UTL

collection to reach MSIs with fewer resources in ES. CES will maintain its business outreach

<b>Table 17. Title VI Evaluation Plan for CES Four-Year Grant Cycle</b>			
<b>Activity</b>	<b>P</b>	<b>Impact</b>	<b>Measure</b>
"P" column designates the "Absolute Priority" as AP and Competitive Preference Priorities as CPI and CP 2			
<b>CATEGORIES</b>			
<b>Language &amp; Area Studies Development</b>			
<b>Introduce</b> Finish, Yiddish, and Bulgarian, and Ukrainian with aims to introduce additional LCTLs through strategic resource sharing (Budget, B-1, Narrative, 14, 26-28)		- Expand LCTLs and cultural reach of ES at UT and nationally - Increase proficiency	- # courses offered - # students - Proficiency results
<b>Assist TLC/COERLL/LAITS</b> in disseminating technology in classrooms; intensifying language instruction; developing LCTLs, workshops, and UT-specific benchmarks for foreign language education; creating open access web-based teaching tools; and establishing a consortium for LCTL sharing, along with MSIs.  Projects include: (1) " <i>Lingua da Gente</i> " (2) " <i>New Models of Language Learning and Teacher Training (K-16) in Hybrid Educational Contexts,</i> " and (3) " <i>Czech Web-Based, Open-Access Initiative</i> "  (Budget, B-2-3, Narrative, 25-28)	AP CPI	- Increase skills and proficiency using state-of-the-art technology - Intensify introductory language sequences - Disseminate foreign language materials and best practices - Create a community of scholars, teachers, and learners interested in exploring foreign language education -Support language teaching, applied linguistics, and pedagogy through lecture series, training workshops, demonstrations, and model classrooms - Train teachers at UT - Train teachers outside UT	- # of classes - # of intensive classes - # of students - # of web-based programs developed and hits on websites - # of workshops and attendees/participants - Computer-generated user survey - Proficiency results - # of specialists in LCTLs # of awards - # of teachers trained - # of educators who report using materials - Post workshop survey
<b>Develop 4 new FLAC courses</b> in conjunction with RDI in LBJ. (Budget, B-2, Narrative, 28)		Increase proficiency - Expand opportunities to learn - Develop language skills across disciplines, esp. in LBJ now	- # courses offered - # students - Proficiency results - Participant follow-up
<b>Course Development and Related Materials</b>			
<b>New interdisciplinary course offerings</b> , especially with the professional schools McSB and LBJ (Budget, B-1 and B-2, Narrative, 28-29)	P3	- Expand range of ES courses, especially with the professional schools of McSB and LBJ	- # of linkages with professional schools - # of courses - # of students
<b>Outreach Development</b>			
<b>Hemispheres K-12 Development</b> in Texas: K-12 teacher workshop; Regional Training Sessions; Local Workshops; new ES podcasts; Curriculum Development; Promotional Program; Uteach Pre-Service Training (Budget, B-2, Narrative, 30-31)	AP CP2	- Strengthen European expertise among elementary and secondary school teachers - Enhance collaboration among UT's area studies Centers through outreach	- # of attendees - # of teaching certificates awarded - Post workshop survey - Participant follow-up - # of podcasts with ES content
<b>K-16 Teacher Training languages</b> in Czech and Portuguese in conjunction with SLA specialists (Budget, B-2 and B-3, Narrative, 25-28)	AP	- Strengthen ES language instruction among elementary and secondary school teachers and undergraduate institutions	- # of attendees - # institutions reached - Post workshop survey - Participant follow-up
<b>K-12 Teacher Training languages</b> , in conjunction with TLC and by CES (Budget, B-2, Narrative, 29)	AP	- Strengthen European language instruction among elementary and secondary school teachers	- # of attendees - Post workshop survey - Participant follow-up

<b>Table 17. Title VI Evaluation Plan for CES Four-Year Grant Cycle</b>			
<b>Activity</b>	<b>P</b>	<b>Impact</b>	<b>Measure</b>
<b>Business Outreach:</b> TEUBS and Business/Public Policy Lectures; new workshop with IC <sup>2</sup> ; and GBS initiative with MSI faculty (Budget, B-3, Narrative, 24 and 33-34)	AP CP1	- Increase links with area professionals, diplomats, & leaders - Assist in developing linkages between Europe and the US	- # of businesses - # of attendees - Workshop survey - Participant follow-up
<b>ACC, St.Ed, HTU Projects, and TSU Project:</b> Classes, grants, and Mentoring Program for Minority-Serving Institutions [MSI] (Budget, B-1, B-2, Narrative, 31-32 and 48-50)	AP CP1 CP2	- Strengthen ES expertise in local community offerings - Strengthen ties with community in ES studies - Expand outreach to MSI throughout Texas - Expand research in ES statewide	# of courses # of students - Participant follow-up - Quality survey of attendees # of mentors # of grants awarded
<b>Library Project</b> (Budget, B-1, Narrative, 32-33)	P1	- Build collaborations between UT and MSIs through library materials - Increase ES library materials available beyond UT	# of users # of materials digitized # of libraries using materials digitized
<b>Conferences, Workshops, Events Development</b>			
<b>Conferences, Workshops, Seminars, Collaborations, Lectures, and Summits</b> (Budget, B-406, Narrative, 34-36) <b>See Table 16.</b>	P1	- Enhance collaboration among Title VI Centers at UT - Build collaborations between UT and MSIs - Publications - Dissemination of ES through major media coverage	# of events # of attendees # of speakers - Quality survey of attendees - # of papers published - # of media coverage

through TEUBS and enhance it through our new highly specialized workshops with IC<sup>2</sup>. CES will also work with Colleges of Education in its pre-service project through Hemispheres. CES's conferences, lectures, and workshops will reach across campus to foster interdisciplinary exchange among faculty and students, as well as enhance institutional collaboration between ES graduate students at UT and the work done at targeted institutions in Europe. CES will increase by 20% over the grant cycle the number of high schools participating in our EU event at UT, and we will reach more high school students: (1) by offering more teacher-training programs in ES; (2) by adding to the "15 minute history" podcast program and digital speakers program with usable, teacher-friendly talks on ES topics taught by UT experts in the field; and (3) through our ongoing participation in Hemispheres. For costs, see Budget. See Table 17 for the impacts and measures of CES's development plan for the grant as an NRC.

**CRITERION 9. Impact and Evaluation**

**9 A. Impact of Center Activities.** ES activities at UT have significantly impacted UT, the local community, the region, and the nation, and they have made CES the most important resource for ES in the southwest, as well as the only such NRC in the area between Florida, Utah, Colorado, and California. Because of CES's success, the EU Delegation made CES in 2011 an EU Center of Excellence—one of only ten in the entire US. With a recent enrollment of 18,776 in 2012-13, ES content courses at UT during the previous grant cycle have now successfully reached more students than ever before, with a broader range to them than ever before, and with a much more notable increase of them in such professional schools as McSB (thanks to CES's input in creating four new classes for IB) and LBJ (thanks to CES's ongoing investment in RDI). Our development of technology-based language instruction in ES is on the vanguard, thanks to CES's and LAITS's investment in COERLL, and it reaches out beyond the university through CES's K-12 language-training workshops and to the entire nation through UT's Open Access Initiative. The students enrolled in 10 different lower-level ES LCTLs in 2012-13 (Table 5) is also testament to our commitment to attracting students to LCTLs generally, and the number of students reaching intermediate to superior proficiency in them has remained steady. Through CES's collaborations with TLC's professionalizing workshops, we have better trained our faculty in innovative strategies to teach for more precisely defined proficiency expectations required of all students taking all levels of European language classes. The addition of Finnish, Yiddish, Bulgarian, and Ukrainian will broaden and strengthen our commitment to LCTLs, while enhancing cooperation among major universities nationally through strategic resource sharing. Through our FLAC program we have for the first time systematically and institutionally integrated language studies into non-language ES courses at UT not only in CoLA but also McSB. Additionally, through CES's events, we impact the local and state community, drawing

participants and attendees from around the nation and Europe. Over 6,334 people attended our events just last year, and 200 follow us regularly through social media. During the grant cycle, two peer-review law journals published the proceedings of two of our conferences dedicated to the EU, thus giving wider national exposure to CES's activities sponsored during the previous grant cycle. In the same period, CES trained 1,131 Texas K-12 teachers in ES and European languages in 36 workshops that have been uniformly well received in post-evaluation surveys. For the first time, CES also began to have a major impact on MSIs by furnishing HTU with seven new courses over the last four years devoted to ES, thus bringing UT's resources to 110 students at an historically Black university. Our commitment to business outreach is especially strong, bringing together AChC, WACA, CoA, and ACC in a shared mission: our groundbreaking work in this area has attracted the attention of European diplomats and companies alike seeking to forge new and more durable ties with Texas and the southwest.

**9 B. Equal Access.** UT is committed to providing equal access and treatment for eligible students who are members of traditionally underrepresented groups, which complies with Section 427 of the General Education Provisions Act (**see** form Gepa). UT policy guarantees admission to 75% of all Texas high school students graduating in the top 10% of their class to increase access to higher education for historically underrepresented groups. In the past year, UT increased recruiting trips for programs offering student financial support. In 2012-13, UT's total enrollment was 55,100; the number of Hispanic students increased from 9,535 in 2011-12 to 10,220 in 2012-13; and African American students rose from 2,476 to 2,520. UT awards more PhDs to Hispanic students than any other university in the US and ranks 16th in awarding advanced degrees to African-Americans.

**9 Ci. Evaluation.** For the grant cycle, CES will focus on four goals. **See** also Appendix 4.

**Goal 1 is to increase by 10% opportunities for teacher training in foreign language,**

**area, and international studies.** CES will focus on increasing the numbers of professionals participating in training workshops and distance learning opportunities for area studies (performance measure 1) and for languages (performance measure 2), and (3) increasing the numbers of online resources for teacher training in areas studies and language. For all activities we will track the numbers of activities, attendees (and their level of experience), and feedback from participants in training/users of online resources on usefulness of information, intention to use, and suggestions for future activities.

**Goal 2 is to increase by 15% the opportunities for training in foreign language, area, and international studies at partner MSI universities and two-year colleges.** CES will focus on increasing the numbers of (1) collaborative events, activities, and courses with Huston-Tillotson University (HTU; MSI) (performance measure 1) and (2) collaborative events, activities, and courses with other area MSIs and two-year colleges (performance measure 2). For all activities we will track the numbers of activities, partners, and attendees as well as feedback from partners and participants on usefulness of information/activities, intention to use, and suggestions for future activities.

**Goal 3 is to increase by 10% the opportunities for student training in foreign language, area, and international studies.** CES will focus on increasing the numbers of (1) students participating in language and area study activities, courses, programs, and degree plans related to priority languages at UT Austin (performance measure 1) and (2) students who graduate with degrees related to priority languages and area studies at UT Austin (performance measure 2). Although we cannot use under-served or under-resourced student status a requirement or hold positions for under-served and under-resources students for inclusion in programs (as per guidelines from UT Austin), we will promote study abroad, research abroad, job placement programs, courses, FLAS programs, and degree programs related to European

Studies within the campus-based student organizations and services across UT with an emphasis on under-served and under-resourced students. We will continue to track student enrollment and grades in courses, students in degree programs, and graduated students, but we will add the tracking of information by under-served and under-resourced status.

**Goal 4 is to increase by 10% the opportunities for training in foreign language, area, and international studies within collaborations across colleges and NRCs at UT Austin.**

CES will focus on increasing the numbers of (1) collaborative efforts that integrate foreign language and area studies within other disciplines (performance measure 1) and (2) collaborative efforts with broad and interdisciplinary impact in ES language and area studies (performance measure 2). For all activities, we will track numbers of activities and partners, and obtain feedback from partners and participants on usefulness of activities and information, intention to use, and suggestions for future activities.

For all goals, the schedule of evaluation activities is shown in Table 18. CES staff and faculty will be responsible for collecting and tracking data for (1) activities and attendance on paper or electronic sign-in sheets designed for this project; (2) student enrollment and grades in courses, enrollment in CES-related degree programs, and graduation status and future plans for students in CES-related programs from various entities at the University at the end of each semester; and (3) feedback from participants and partners on paper or electronic surveys designed for this project. CES staff and faculty will also be responsible for amassing and entering data in each of these areas into spreadsheets created for this project at the end of each semester. Jessica Hartos (PhD, 1997; Associate Professor U of North Texas), whose training and expertise are in the areas of program development and evaluation and applied research and statis-



tics, will serve as the external program evaluator for CES. She will be responsible for designing paper or electronic sign-in sheets, paper or electronic feedback surveys for partners and participants, and spreadsheets for entering data at the beginning of the project. She will also be responsible for receiving and assessing data and reporting results for the project annually. Finally, she will be available year-round for questions/concerns related to evaluation activities.

UT Online Assessment Tracking System TracDat implemented in 2009 manages the collection, presentation, and periodic update processes of outcomes-based assessment information for all graduate and undergraduate course work. All academic programs utilize outcomes-based assessment, providing continuous feedback to improve the quality of educational programs. Both academic programs and administrative units supporting student learning have clearly articulated mission statements, with a clear assessment process and stated educational objectives. Evaluations consist of comparing the outcome measures to the stated unit goals, and taking action to improve measures and outcomes as well as inform program goals.

CES will also track ES students in the following cooperating departments or schools over the grant cycle: Anthropology, CL, DoAH, Economics, English, FRIT, Govt., GRS, History, Sociology, S&P, and LBJ. These volunteer assessment responses will more accurately measure how UT is performing in terms of increasing ES specialists. CES will report the percentage of CES FLAS participants who have found employment that utilizes their language and area skills in ES. FLAS fellows will be requested to provide voluntary, anonymous yearly reports for four years after graduation on employment status, and if employed, report the industry, position type, and an estimate of the percentage of time that they use their language and area skills on the job.

**9 Cii. Improvements as a Result of Evaluations.** The Center for Teaching and Learning [CTL] at UT has overseen CES's measurement and evaluation. CES's Executive Committee is charged with overseeing the implementation of all recommendations resulting from evaluations. The CTL

evaluations, along with those generated through TracDat, have led CES to: (1) increase LCTLs over the next four years, in part through strategic partnerships with institutions of higher learning across the US; (2) build on the successful TEUBS by implementing a separate focused training course with IC<sup>2</sup> dedicated to the practice of doing business in Europe; (3) expand existing outreach efforts to MSIs and develop new ones in Austin (ACC and St.Ed) and nationally through participation in the Georgia State U GBS Program; and (4) increase the number of interdisciplinary area studies courses with LBJ (RDI program) and McSB (IB program).

**9 D/E. Improved Supply of Specialists/National Needs.** Since 2010, CoLA has placed a broad range of ES graduate students in academic positions at US institutions of higher learning (see

<b>Table 19. Placement of Trained ES Specialists from CoLA in Academic Institutions of Higher Learning in US</b>	
<b>1. US Universities and Institutes</b>	
Binghamton U (SUNY); U of Colorado; U of Cincinnati; Wichita State U; Stephen F. Austin U; St. Texas Christian U (2); Grand Valley State U; Illinois State U; Baylor U (2); McMurry U; Furman U; Truman State U; Sam Houston State U; Texas State U; U of Miami; U of Wisconsin-Madison Law Institute for Legal Studies; Sanford U; Oregon State U; U of Oklahoma; Washington & Miami U; Georgia Institute of Technology; Arizona State U; U of Wisconsin-La Crosse; McNeese State U; Santa Clara U; Georgia State U; Southwestern U (2); Georgia Southern U; Arizona State U; St. Edwards U; U of Hawaii; U of Kansas; Oklahoma State U; Fordham U; Villanova U; U of South Florida; U of South Carolina; and U of Alabama.	
<b>2. US Colleges</b>	
Dartmouth College; Whitman College; John Fisher College; Bridgewater College; Jefferson College; Grinnell College; Mary Baldwin College; and Nazareth College	

Table 19). Additionally, through its RDI program, developed with and supported by CES, LBJ has placed its graduates focusing on ES in five important institutions: (1) the Rectorat de Paris, (2) the Ludwig Boltzmann Institute in Vienna, (3) U of Southern California’s Roybal Institute on Aging, and (4) the Alexander Von Humboldt Foundation in Bonn. Most recently (5), Rahel Kahlert (PhD, 2012)—a bilingual scholar with a focus on ES at LBJ—was made deputy director of the Ludwig Boltzmann Institute Health Promotion Research in Vienna, where her tasks include organizing research agendas, co-authoring scientific articles, being in charge of quality assurance across the institute, and designing a research plan, for 2015, that focuses on demographic change, health inequality, and civil society in collaboration with partners at European and

US research institutions. During the prior grant cycle LBJ also strategically positioned its graduate students focusing on ES in the following eleven career-training internships in Europe that address significant national needs: the German Institute for Economic Research in Berlin; the US State Department in Madrid, Berlin, and Ankara; the German Institute for Economic Research in Berlin; the Association d'Insertion Scolaire Tunisia-France in Paris; the US Mission to NATO in Brussels; the Mediterranean Academy of Diplomatic Studies in Malta; the Minority Rights Group International in Budapest; the World Wildlife Federation in Gland; and the UN Office of Humanitarian Affairs in Geneva. In the same period, four Law students had semester internships with the International Criminal Tribunal for the Former Yugoslavia (ICTY) in the Hague, and one with the NGO Protimos (Lawyers against Poverty) in London. Meredith Wright (PhD French Linguistics, 2010) works at the Organization for Economic Co-operation and Development in Paris, while Dr. Michael Dennis (PhD Govt., 2012) currently works for the US Army as an intelligence specialist at the National Ground Intelligence Center. Since 2010, three graduates from the Department of English have found employment in areas that have a direct impact on national needs: Dr. Matt Gertken (PhD 2013) works for Stratfor, a global intelligence think tank, and Thomas Barrett Ward (MA 2012, pursuing a PhD) teaches at the US Military Academy at West Point, as does Dr. David Harper (PhD 2012), a colonel in the US Army.

**9 F. FLAS and National Needs.** As outlined below (see 47-48), CES plans to award FLAS fellowships not only to students developing language skills in traditional European languages (French, German, Italian, Portuguese, and Spanish, for instance), but expand award opportunities to students developing language skills in non-European priority languages (Arabic, Persian, Hindi, and Chinese) where those skills would deepen and broaden understanding European populations generally. CES is investing FLAS fellowships innovatively to enhance our understanding of traditionally non-European cultures now residing and working throughout

Europe. Awarding FLAS fellowships in this manner will address national needs. UT will also train a body of students who will be invested in diplomacy and the Eurozone crisis through RDI and be able to use their linguistic/area skills to examine and document the demographic shifts in Europe due to large immigrant populations and geopolitical and economic pressures—shifts that are producing fundamental changes in business, foreign policy, and national security that have major repercussions in those nations' relationships with the US and our sustaining alliances.

#### **CRITERION 10. FLAS Awardee Selection Procedures**

The CES FLAS competition will be posted on the CES website in mid January. It will be advertised through our social media; distributed to faculty, department chairs, students, and local colleges; and announced to all advisers and coordinators and open to new and current undergraduates and graduate students. Applicants must submit a fellowship application including a statement of purpose articulating career and research goals, two letters of recommendation, current GPA, SAT scores for undergraduates and GRE scores for graduates (selection will be based on these elements), as well as transcripts and a written agreement to provide CES with details of future employment for the purposes of measurement and evaluation by mid March, with awards announced April 1. The FLAS selection committee will be composed of two SLA faculty and three faculty of the CES executive committee whose members represent a broad distribution of disciplines originating in different units across campus. The CES executive committee will ensure that: (1) fellowships are awarded to graduate and undergraduate students in a variety of humanities and social science disciplines, as well as professional fields, and (2) students will be ineligible for fellowships if they have already achieved language fluency equivalent to educated native speakers in the language for which the award is sought or if they are taking the first 12 semester hours or the equivalent in commonly taught languages. The awards for FLAS fellowships will go to the most deserving students regardless of specific areas

of interests; those studying LCTLs and with financial need will have priority. CES will state priorities and scoring elements in notification materials. FLAS awardees are expected to increase language competency by one level per year as measured through pre- and post-assessment OPIs conducted to ACTFL-inspired standards developed by the relevant language departments at UT.

### Competitive Preference Priorities

**NRC Competitive Preference Priority 1.** CES has been a campus leader in developing partnerships with MSIs, and over the grant cycle we will both consolidate our gains and implement new measures in order to enhance and develop our linkages. As outlined above, CES has—and will continue to offer—a class each semester dedicated to modern Europe at HTU, a local, historically black MSI (*see* Tables 14 and 15), but we will also now more actively integrate CES's and UT's ES expertise into HTU's curricular planning in the following three ways: (1) we will have a UT faculty member serve as an ES mentor in the creation of two new ES classes at HTU as we assist HTU faculty and administration in the creation of a fully operational and self-sustaining International Studies major at HTU by the end of the grant cycle; (2) we will have UT faculty members take part in the actual teaching of the classes CES subsidizes at HTU by delivering 6 class lectures annually (3 classes per semester); and (3) and we will engage UT's sociologist, Ben Carrington, to conduct at HTU (as well as at other local MSIs) teacher-training workshops for MSI faculty invested in the topic of racism and ethnicity in the globalizing of sports in Europe (Carrington, it is worth noting, already successfully took part in HTU's activities in 2013 centered on this topic to great acclaim). Additionally, CES will work closely with St.Ed, a Hispanic-serving MSI of higher learning, in two key ways: (1) we will integrate our major conferences with the interests of St.Ed faculty, particularly with the renowned Kozmetsky Center of Global Finance (*see* Table 16); (2) we plan to incorporate St.Ed into our language consortium devoted to the collaborative and strategic sharing of LCTL classes (*see* pp. 26-28);

and (3) we will continue to work with Sharyl Cross at St.Ed in the oversight of TEUBS, a summit that CES integrates into business classroom activities with an international and European focus. Finally, as indicated in Competitive Preference Priority 2 section (directly below), we will be working with additional MSIs in Texas in the context of Colleges of Education. For additional activities meeting this priority, **see** p. 32, with respect to GBS, and **see** p. 29 with respect to teaching-training connected to our Brussels program trip organized through EUCE.

**NRC Competitive Preference Priority 2.** The “Hemispheres Pre-Service Collaboration with Texas State University [TSU]” program is an outgrowth of a partnership between CMES Outreach and the Department of Curriculum and Instruction in the College of Education at TSU, a Title III/Title V eligible Hispanic-Serving Institution located in San Marcos, Texas, about thirty miles south of Austin. The social studies education program at TSU is one of the best in the state of Texas, producing and placing social studies teachers all over the state and beyond, and many institutions in the San Marcos–San Antonio corridor participate in the TSU mentorship program. Over the past grant cycle, CMES outreach both on its own and through the Hemispheres consortium has participated in pre-service educator training events on an ad hoc basis, visiting classrooms at TSU and, through the TSU mentorship program, pre-service classrooms at Baylor U in Waco, to workshop with students on global studies content and appropriate exploratory activities. In this grant cycle, this partnership will be expanded to include the entire Hemispheres consortium and be formalized institutionally. UT area studies experts will regularly visit TSU to work with their education students in the College of Education and, through TSU’s network, to workshop with education students at the University of Texas San Antonio, San Antonio College (both Title III/Title V eligible MSIs), and Texas A&M University at San Antonio. This collaboration will involve the introduction of area studies content into the curriculum for pre-service social studies educators, the purchase of resources and appropriate

training for classroom usage by these educators, and working with pre-service educators doing their student teaching along with their classroom mentors. Many of the educators reached through TSU's mentorship network work in minority Title I districts.

**FLAS Competitive Preference Priority 1.** In awarding fellowships, preference will be given to undergraduate and graduate students who demonstrate financial need as indicated by the students' expected family contribution, as determined by part F of title IV of the HEA. This need determination will be based on the students' financial circumstances and not on any other aid. All students eligible for such aid preference based on financial need must demonstrate potential for academic success and excellence through grade point average, class ranking, SAT scores for undergraduates and GRE scores for graduates, and the strength of support voiced in letters of recommendation from professors closely acquainted with the students' scholarly achievements.

**FLAS Competitive Preference Priority 2.** CES will award over 25% of FLAS fellowships to undergraduate and graduate students developing language skills in priority languages in accordance with FLAS Competitive Preference Priority 2. Where appropriate, CES will award FLAS fellowships to students studying non-European priority languages, such as Arabic, Persian, Chinese, and Hindi, when a contemporary application of those skills will significantly enhance their work as ES scholars. By awarding fellowships in this manner, CES will open up many more opportunities for scholars pursuing ES studies beyond conventional academic or professional boundaries, while making use of UT's exceptional facilities for the acquisition of priority languages at advanced levels. CES will thereby develop additional ties with the two current Title VI NRCs on campus, as well as the Hindu-Urdu Flagship Program and Arabic Flagship Program at UT, and fashion a more nuanced and expansive understanding of Europe. In all instances, awards for FLAS fellowships will go to the most deserving students regardless of specific areas of interests, and those studying LCTLs and with financial need will have priority.



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

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

Name of Institution/Organization  
**The University of Texas at Austin**

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$52,340	\$78,805	\$85,314	\$86,869		\$303,328
2. Fringe Benefits	\$14,655	\$22,065	\$22,888	\$23,323		\$82,932
3. Travel	\$18,750	\$18,750	\$18,750	\$18,750		\$75,000
4. Equipment						
5. Supplies	\$8,000	\$8,000	\$8,000	\$8,000		\$32,000
6. Contractual						
7. Construction						
8. Other	\$160,847	\$126,971	\$119,640	\$117,650		\$525,107
9. Total Direct Costs (lines 1-8)	\$254,592	\$254,592	\$254,592	\$254,595		\$1,018,367
10. Indirect Costs*	\$20,367	\$20,367	\$20,367	\$20,367		\$81,469
11. Training Stipends	\$245,000	\$245,000	\$245,000	\$245,000		\$980,000
12. Total Costs (lines 9-11)	\$519,959	\$519,959	\$519,959	\$519,959		\$2,079,837

**\*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: 09/01/2013 To: 08/31/2014 (mm/dd/yyyy)

Approving Federal agency:  ED  X  Other (please specify): DHHS  The Indirect Cost Rate is 54.5 %

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

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

Name of Institution/Organization

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

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (Lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (Lines 9-11)						

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

# Instructions for ED 524

## General Instructions

This form is used to apply to individual U.S. Department of Education (ED) discretionary grant programs. Unless directed otherwise, provide the same budget information for each year of the multi-year funding request. Pay attention to applicable program specific instructions, if attached. You may access the Education Department General Administrative Regulations, 34 CFR 74 – 86 and 97-99, on ED's website at: <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>

**You must consult with your Business Office prior to submitting this form.**

## Section A - Budget Summary U.S. Department of Education Funds

All applicants must complete Section A and provide a break-down by the applicable budget categories shown in lines 1-11.

Lines 1-11, columns (a)-(e): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If funding is requested for only one project year, leave this column blank.

Line 12, columns (a)-(e): Show the total budget request for each project year for which funding is requested.

Line 12, column (f): Show the total amount requested for all project years. If funding is requested for only one year, leave this space blank.

Indirect Cost Information: If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office. (1) Indicate whether or not your organization has an Indirect Cost Rate Agreement that was approved by the Federal government.  
If you checked "no," ED generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:

(a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after ED issues a grant award notification; and  
(b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

(2) If you checked "yes" in (1), indicate in (2) the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, another Federal agency (Other) or State agency issued the approved agreement. If you check "Other," specify the name of the Federal or other agency that issued the approved agreement.

(3) If you are applying for a grant under a Restricted Rate Program (34 CFR 75.563 or 76.563), indicate whether you are using a restricted indirect cost rate that is included on your approved Indirect

Cost Rate Agreement or whether you are using a restricted indirect cost rate that complies with 34 CFR 76.564(c)(2). Note: State or Local government agencies may not use the provision for a restricted indirect cost rate specified in 34 CFR 76.564(c)(2). Check only one response. Leave blank, if this item is not applicable.

## Section B - Budget Summary Non-Federal Funds

If you are required to provide or volunteer to provide cost-sharing or matching funds or other non-Federal resources to the project, these should be shown for each applicable budget category on lines 1-11 of Section B.

Lines 1-11, columns (a)-(e): For each project year, for which matching funds or other contributions are provided, show the total contribution for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If non-Federal contributions are provided for only one year, leave this column blank.

Line 12, columns (a)-(e): Show the total matching or other contribution for each project year.

Line 12, column (f): Show the total amount to be contributed for all years of the multi-year project. If non-Federal contributions are provided for only one year, leave this space blank.

## Section C - Budget Narrative [Attach separate sheet(s)] Pay attention to applicable program specific instructions, if attached.

1. Provide an itemized budget breakdown, and justification by project year, for each budget category listed in Sections A and B. For grant projects that will be divided into two or more separately budgeted major activities or sub-projects, show for each budget category of a project year the breakdown of the specific expenses attributable to each sub-project or activity.

2. For non-Federal funds or resources listed in Section B that are used to meet a cost-sharing or matching requirement or provided as a voluntary cost-sharing or matching commitment, you must include:

- The specific costs or contributions by budget category;
- The source of the costs or contributions; and
- In the case of third-party in-kind contributions, a description of how the value was determined for the donated or contributed goods or services.

[Please review ED's general cost sharing and matching regulations, which include specific limitations, in 34 CFR 74.23, applicable to non-governmental entities, and 80.24, applicable to governments, and the applicable Office of Management and Budget (OMB) cost principles for your entity type regarding donations, capital assets, depreciation and use allowances. OMB

cost principle circulars are available on OMB's website at: <http://www.whitehouse.gov/omb/circulars/index.html>]

3. If applicable to this program, provide the rate and base on which fringe benefits are calculated.

4. If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office. Specify the estimated amount of the base to which the indirect cost rate is applied and the total indirect expense. Depending on the grant program to which you are applying and/or your approved Indirect Cost Rate Agreement, some direct cost budget categories in your grant application budget may not be included in the base and multiplied by your indirect cost rate. For example, you must multiply the indirect cost rates of "Training grants" (34 CFR 75.562) and grants under programs with "Supplement not Supplant" requirements ("Restricted Rate" programs) by a "modified total direct cost" (MTDC) base (34 CFR 75.563 or 76.563). Please indicate which costs are included and which costs are excluded from the base to which the indirect cost rate is applied.

When calculating indirect costs (line 10) for "Training grants" or grants under "Restricted Rate" programs, you must refer to the information and examples on ED's website at: <http://www.ed.gov/fund/grant/apply/appforms/appforms.html>.

You may also contact (202) 377-3838 for additional information regarding calculating indirect cost rates or general indirect cost rate information.

5. Provide other explanations or comments you deem necessary.

## **Paperwork Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0008**. The time required to complete this information collection is estimated to vary from 13 to 22 hours per response, with an average of 17.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to (insert program office), U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

**CENTER FOR EUROPEAN STUDIES**  
**UNIVERSITY OF TEXAS AT AUSTIN**  
**DETAILED BUDGET**

Key: AP = Absolute Priority, CPP1 = Competitive Preference Priority 1, CPP2 = Competitive Preference Priority 2

Page Ref.	CATEGORIES	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	All Years 2014-18
<b>1. PERSONNEL</b>						
18	1. Sr. Program Coordinator (Sally Dickson, MPAff): Principal duties include all outreach; collaborating with Hemispheres; interface with faculty, students, and UT staff; coordinating lectures, seminars, workshops, summits, and conferences; communicating with US NRC's; and general overall program coordination. Calculation over the grant period includes 3% annual raise. The amount requested represents 50% of salary for the Sr. Program Coordinator.	26,455	27,249	28,066	28,908	110,678
18	2. Program Coordinator (New Hire Replacement in progress): Principal duties include overseeing all finances; coordinating lectures, seminars, workshops, and conferences; and working with faculty, students, and UT staff. Includes 3% annual raise calculation. The amount requested represents 50% of salary for the Administrative Associate.	22,385	23,057	23,748	24,461	93,650
28-29	3. Instructor (to be selected) @ \$3,500 for each yearly interdisciplinary class offered in the Business School in conjunction with CES. The selected instructor will teach four completely new courses over the grant cycle. The \$3,500 covers 50% the cost of the instructor; McSB has pledged to cover the other 50%.	3,500	3,500	3,500	3,500	14,000
32-33	4. Library Staff Personnel for Library Digitizing Project. (To be selected, and paid for, in collaboration with UTL, CoLA, LLLILAS, SAI, CMES, CES, and CREEES). Principal duties for the librarian occupying the position would be to create open access, online, cross-regional ES digitalized resources for universities nationally, particularly MSIs.			5,000	5,000	10,000
39	5. Full-time Ukrainian Language and Area Studies Instructor. (To be selected in collaboration with, and with the financial assistance of, CREEES). The course load for the Ukrainian language instructor will include a combination of first- through third-year Ukrainian, "Ukrainian through Russian," and possibly a content course on Ukraine in year two.		25,000	25,000	25,000	
<b>Total for Personnel:</b>		<b>52,340</b>	<b>78,805</b>	<b>85,314</b>	<b>86,869</b>	<b>303,328</b>
<b>2. FRINGE BENEFITS</b>						
	1. Fringe Benefits for Program Coordinator, Sr. Program/Outreach Coordinator, Instructor for Business Classes, and Library Staff Personnel @ 28%.	14,655	22,065	22,488	22,923	82,132
	2. Fringe Benefits for Library Staff Personnel @ 8%.			400	400	800
<b>Total for Fringe:</b>		<b>14,655</b>	<b>22,065</b>	<b>22,888</b>	<b>23,323</b>	<b>82,932</b>
<b>3. TRAVEL</b>						
	1. Program/Outreach Coordinator (travel & professional development related to teacher training). AP	2,000	2,000	2,000	2,000	8,000
	2. Director's Administrative Travel in conjunction with NRC duties.	1,000	1,000	1,000	1,000	4,000
	3. Foreign Travel for UT faculty members for area studies research (2 awards each year @ \$2,000).	4,000	4,000	4,000	4,000	16,000
	4. Domestic Travel for UT faculty members for area studies research (2 awards each year @ \$1,000).	2,000	2,000	2,000	2,000	8,000
30-31	5. Travel stipend for select faculty participating in the "Hemispheres Summer Institute for Postsecondary Educators." 4 stipends @ \$1,000 each. AP	4,000	4,000	4,000	4,000	16,000
32	6. Travel for 3 faculty members of a local MSI to conduct research on a European topic (3 awards each year @ \$1,000) CPP1	3,000	3,000	3,000	3,000	18,000
32	7. Travel for one UT faculty to present at the Georgia State U Global Business Studies [GBS] program for MSIs. CPP1		1,000		1,000	2,000
	8. Travel for Assistant Director in conjunction with NRC duties.	1,000		1,000		2,000
29	9. Travel (international) for faculty member from an MSI or Community College to participate in the Brussels Program. CPP1	1,750	1,750	1,750	1,750	7,000
<b>Total for Travel:</b>		<b>18,750</b>	<b>18,750</b>	<b>18,750</b>	<b>18,750</b>	<b>75,000</b>
<b>4. SUPPLIES</b>						
26-28	1. Printing/copying/equipment for "New Models of Language Learning and Teacher Training (K-16)," "Lingua da Gente," and "Czech Web-Based, Open-Access Initiative."	500	500	500	500	2,000
	2. Acquisitions for CES Lending Library	500	500	500	500	2,000
33	3. Library materials for HTU classes subsidized by CES (see below) CPP1	2,000	2,000	2,000	2,000	8,000
33	4. Library acquisitions (Support for targeted materials published in Europe with special attention on supporting faculty and graduate research).	5,000	5,000	5,000	5,000	20,000
<b>Total for Supplies:</b>		<b>8,000</b>	<b>8,000</b>	<b>8,000</b>	<b>8,000</b>	<b>32,000</b>

<b>8. OTHER</b>								
<b>8.1. Outreach</b>								
30-31	<i>Hemispheres</i>							
	1.	Hemispheres Summer Institute for K-12 Educators. <b>AP</b>	2,500	2,500	2,500	2,500	10,000	
	2.	Hemispheres Regional Training Sessions. <b>AP</b>	2,500	2,500	2,500	2,500	10,000	
	3.	Hemispheres Curriculum Development.	2,000	2,000	2,000	2,000	8,000	
	4.	Hemispheres Promotional Program.	1,000	1,000	1,000	1,000	4,000	
	5.	Hemispheres Summer Institute for Postsecondary Institutions and Educators. <b>AP</b>	2,000	2,000	2,000	2,000	8,000	
	6.	Hemispheres Digital Speakers Bureau and "15 Minute History" podcasts.	4,000	4,000	4,000	4,000	16,000	
	7.	Hemispheres Pre-Service Collaboration with Texas State University College of Education. <b>CPPI</b> and <b>CPP2</b>	2,000	2,000	2,000	2,000	8,000	
		<i>Subtotal for Hemispheres:</i>	16,000	16,000	16,000	16,000	64,000	
<i>Collaborative Teaching at Huston-Tillotson (HTU)</i>								
31	These funds will be used to subsidize two courses per year, one each semester, at \$3,000 each, for the students at Huston-Tillotson (HTU). In the fall, the course will typically be on European History, in the spring on European Politics. <u>Additionally</u> , we will fund 6 UT faculty annually to share their research on Europe with students in these organized classes at HTU, at \$200 per lecture.							
	1.	Two classes per year @ \$3,000 each. <b>CPPI</b>	6,000	6,000	6,000	6,000	24,000	
	2.	6 Lectures, 3 each semester, at \$200 each. <b>CPPI</b>	1,200	1,200	1,200	1,200	4,800	
		<i>Subtotal for Collaborative Teaching:</i>	7,200	7,200	7,200	7,200	28,800	
<i>Teacher-Training Workshops</i>								
29	1.	K-12 Teacher Training Area Studies Workshops in Texas. <b>AP</b>	1,250	1,250	1,250	1,250	5,000	
29	2. Oral Proficiency Interview (OPI) Teacher-Training Workshops for University Faculty with TLC. In this project, faculty and graduate student instructors will be offered training in the ILR/ACTFL proficiency guidelines, conducting and scoring OPI, and integrating formative proficiency-based assessment throughout instruction. Participants will review and practice scoring ratable samples in English and in their target languages for evaluation, training, and quality control. <b>AP</b>							
			2,500	2,500	2,500	2,500	10,000	
		<i>Subtotal for Teacher-Training Workshops:</i>	3,750	3,750	3,750	3,750	15,000	
<b>8.2. Non-Language and Language Area Studies</b>								
<i>Course Development Projects</i>								
29-30	1.	Four Course Development Awards for new "Reinventing Diplomacy Initiative" (RDI) classes @ \$3,000 each over four years.	3,000	3,000	3,000	3,000	12,000	
31-32	2.	Two Course Development Awards for new classes with a focus on Europe to be developed and taught at HTU, with UT faculty assisting as an ES areas studies mentor in the development, but not actual teaching, of those classes. \$3,000 to HTU faculty member, \$2,000 to UT faculty mentor. <b>CPPI</b>	5,000	5,000			10,000	
28	3.	Four new FLAC courses to be developed in conjunction with courses devoted to LBJ's Reinventing Diplomacy Initiative (RDI). \$2,000 per class.	2,000	2,000	2,000	2,000	8,000	
		<i>Subtotal for Course Development Projects:</i>	10,000	10,000	5,000	5,000	30,000	
<i>Language Instruction and Development for Teacher Training and Workshops with COERLL</i>								
26	1. New Models of Language Learning and Teacher Training (K-16) in hybrid educational contexts. <b>AP</b>							
	a.		Content Development for Website (will collect and analyze classroom and learner-based data).	7,500	5,000	5,000	5,000	22,500
	b.		Technical Support. Web-design & Maintenance: will design materials to be disseminated to K-16 instructors nationally; will maintain the site, respond to technical questions, and manage materials submitted by researchers and contributors.	7,500	5,000	5,000	5,000	22,500
	c.		Faculty Stipend for Day-Long Summer Intensive Teacher Training Workshop, two workshops each year, for New Models of Language Learning and Teacher Training (K-16).	4,000	4,000	4,000	4,000	16,000
25-26	2. Lingua da Gente. <b>AP</b>							
a.		Content Development for Website (will collect and analyze classroom and learner-based data).	8,000	2,820			10,820	
b.		Technical Support. Web-design & Maintenance: will design materials to be disseminated to K-16 instructors nationally; will maintain the site, respond to technical questions, and manage materials submitted by researchers and contributors.	5,197	2,002	1,990		9,188	
c.		Faculty Stipend for Day-Long Summer Intensive Teacher Training Workshop, one workshop each year, for Lingua da Gente (K-16).	2,000	2,000	2,000	2,000	8,000	
26-28	3. Czech Web-Based, Open-Access Initiative. <b>AP</b>							
a.		Content Development for Website (will collect and analyze classroom and learner-based data).	16,500	1,500	1,500	1,500	21,000	
b.		Technical Support. Web-design & Maintenance: will design materials to be disseminated to K-16 instructors nationally; will maintain the site, respond to technical questions, and manage materials submitted by researchers and contributors.	6,500	1,500	1,500	1,500	11,000	

		<i>Subtotal for Language Instruction...COERLL:</i>	59,197	25,822	22,990	21,000	129,008
		<b>8.3. Lectures, Seminars, Summits, Collaborations, Workshops, and Conferences</b>					
35		<i>Yearly lecture series</i>					
		1. Distinguished EU Business and Public Policy Lectures.	1,500	1,500	1,500	1,500	6,000
		2. Distinguished EU Cultural Scholarly Lectures.	1,500	1,500	1,500	1,500	6,000
		3. Distinguished EU Diplomatic Lectures.	1,500	1,500	1,500	1,500	6,000
		<i>Subtotal for Yearly Lecture Series:</i>	4,500	4,500	4,500	4,500	18,000
		<i>Yearly "The Austin Seminar"</i>					
35-36		1. The Austin Seminar will consist of 16 participants, 8 from Europe, 8 from US. 8 international airfares @ \$1,750 each, 8 domestic airfares @ \$500 each; 16 participants 4 nights at hotel @ \$180 per night. Food and stipends for instructors not included in this amount. <u>Costs: We anticipate a total cost of over \$45,000, which will be covered by UT beyond the amount requested from Title VI funding.</u>	20,000	20,000	20,000	20,000	80,000
		<i>Subtotal for Yearly "The Austin Seminar":</i>	20,000	20,000	20,000	20,000	80,000
		<i>Yearly "Sports and Race in Europe" Workshop</i>					
32,36, 38		1. Ben Carrington (Sociology Department), a specialist in the sociology of sports and racism, will lead an annual workshop and related public lecture that will address the globalizing significance of race and sports in Europe, paying particular attention to questions related to the media, diversity in sports organizations, the role of mega-events, and what policy changes are needed for more effective forms of anti-racist action in the context of Europe. Each workshop will bring together leading scholars, anti-racist campaigners, sports media experts, athletes and those from the sports industries to discuss these key issues with a goal of formulating strategies for change. Linked to each workshop will be a public lecture. The public lecture will engage as broad an audience as possible and feature a leading expert on that year's topic. We will also work with St. Edwards University, Austin Community College, and Huston-Tillotson University to plan teacher-training events around each of the themes. We envisage producing a special issue of a journal on each workshop theme as well as policy recommendations for sports governing bodies. <u>Costs: We anticipate a total cost of approximately \$15,000, which will be covered by UT beyond the \$5,000 amount requested from Title VI funding. CPPI</u>	5,000	5,000	5,000	5,000	20,000
		<i>Subtotal for Yearly "Sports and Race in Europe" Workshops:</i>	5,000	5,000	5,000	5,000	20,000
		<i>Texas-EU Business Summit</i>					
24		1. The annual Texas-EU Business Summit, now successfully in its third year, will provide small businesses, policy makers, and economic development professionals with an overview of how to target and expand business opportunities in Europe. We work closely with the World Affairs Council of Austin, St. Edwards University, the City of Austin, local consulates in Houston, the Austin Chamber of Commerce, and the Office of the Governor. Our target audience is small and medium business firms from throughout Texas, including new-to-export and existing exporters that want to grow their international operations, professionals from international trade assistance organizations, local and EU chambers of commerce, manufacturing associations, agricultural-focused organizations, renewable energy companies, and financial services providers. We project that 150 to 200 small businesses, economic development entities, and government officials from throughout Texas will attend it. <u>Costs: The costs come to typically \$10,000 per summit; we are requesting \$3,000 of assistance to partly cover the full-day room fee at the ATT Conference Center for the anticipated 150-200 attendees.</u>	3,000	3,000	3,000	3,000	12,000
		<i>Subtotal for Texas-EU Business Summit:</i>	3,000	3,000	3,000	3,000	12,000
		<i>Doing Business in Europe Workshop and GET Exporting</i>					
33		1. The IC2 Institute—a multidisciplinary research center at UT Austin that focuses on science and technology entrepreneurship—will host with CES a one-day workshop in Austin for entrepreneurs interested in doing business in Europe. Topics will include financing, licensing, market assessment, and research, and will draw on the extensive experience of program managers from the IC2 Institute's European programs. In addition, a Roundtable discussion hosted by the IC2 Institute's Austin Technology Incubator will feature "lessons learned" by European firms moving to Austin. We project that 25 small businesses, economic development entities, and government officials from throughout Texas will attend it. <u>Costs: 7 Presenters @ \$1,000 each plus full-day room fee at ATT Conference Center @ \$3,000 for 50 attendees.</u>	10,000	10,000	10,000	10,000	40,000
33-34		2. GET-Exporting, in collaboration with CIBER. The costs are for data collection.	200	200	200	200	800
		<i>Subtotal for Doing Business in Europe Workshop and GET Exporting:</i>	10,200	10,200	10,200	10,200	40,800
35		<i>Conferences (3 each year, typically one small, two large)</i>					
		<i>Year One Theme (2014-15): Migration and Security Issues</i>					

<p><b>1. EU-US International Migration and Social Policy Conference.</b> Fall 2014. <b>Principal Organizers:</b> Gary Freeman and Terri Givens (Govt. UT-Austin) and Sharyl Cross (Director of Kozmetski Center, St.Ed). <b>Abstract:</b> The conference will address one of the most controversial issues in contemporary European and North American politics. Mass immigration into the leading western economic powers over the last forty to fifty years has fundamentally reshaped their demography and political topography. The expansion of the EU east and has stimulated a secondary migration into the new member states from outside the EU. This makes them an important transit point given the (eventual) availability of free movement once inside Europe. Meanwhile, migration from the new members themselves to the more prosperous western countries supplements labor markets but may impose its own costs on receiving states. The conference will focus on just one broad question with many components. What effects are these complex migration flows having on the financial stability and political sustainability of Western welfare states? Do immigration and the social tensions that attend it threaten the comprehensive social policies of the countries to which they move? Or, are they a potential salvation for aging societies? Are the possible economic and financial benefits of migration sufficient to override the ethnic conflicts they engender on the political right? To answer this question we draw on scholars from a range of disciplines and nationalities who will present original papers at an October 2014 conference in Austin. They will then be published by Edward Elgar as a <i>Handbook on Migration and Social Policy</i>. <b>Costs: <u>We anticipate the total costs will be approximately \$40,000, and we are requesting \$10,000 to help defray expenses.</u></b></p>	10,000	10,000
<p><b>2. EU-US Security Practices Conference.</b> Spring 2015. <b>Principal Organizers:</b> Michael Mosser (Govt., UT-Austin), Lorinc Redei (LBJ, UT-Austin), and Sharyl Cross (Director of Kozmetski Center, St.Ed). <b>Abstract:</b> This conference is designed to lay the intellectual groundwork for reconceptualizing European security. It will build on prior work done at the International Studies Association Annual Meeting in March 2014 in support of manuscripts designed to serve as a special journal issue in which aspects of the European Foreign and Security Policy Architecture are analyzed and scrutinized, with a conceptual introduction and conclusion written by Drs. Mosser and Redei shaping the direction of the issue. The workshop, which will include members of the UT faculty as well as those from outside the university, will consist of papers presented by panelists and commented on by UT faculty. It will conclude with a sponsored session, open to the public. We expect that the collaboration between these participants and across departments will generate new lines of inquiry as well as potential answers. The cross-cutting debates we bring to campus will also contribute to UT's mission to promote the free and open exchange of ideas across disciplinary lines. <b>Costs: <u>We anticipate the total costs will be approximately \$25,000, and we are requesting \$7,500 to help defray expenses.</u></b></p>	7,500	7,500
<p><b>3. Whose Black Sea?: Culture, Politics, Security.</b> Spring 2015. <b>Principal Organizer:</b> Tatjana Lichtenstein (Hist, UT-Austin) and Robert Moser (Govt., UT-Austin) <b>Abstract:</b> The Black Sea has long been a context for vibrant cultural and economic exchange, but also conflict. The recent events in the Crimea highlight the geopolitical importance of the Black Sea, as well as its potential as a site of geopolitical dispute, based on sovereignty, self-determination, and historical sphere of influence. This conference will bring together scholars working on historical and contemporary transnational issues related to the Black Sea states (and former Empires), highlighting the implications for contemporary engagements and regional security in and about Europe. <b>Costs: <u>We anticipate the total costs will be approximately \$12,000, and we are requesting \$2,000 to help defray expenses.</u></b></p>	2,000	2,000
<b>Year Two Theme (2015-16): Economic and Energy Issues</b>		
<p><b>4. The Future of the Eurozone Conference.</b> Fall 2015. <b>Principal Organizers:</b> Jamie Galbraith and Yanis Varoufakis (LBJ, UT-Austin). <b>Abstract:</b> Leading analysts, rising political figures, and experienced observers of the Eurozone and its economic difficulties will gather in Austin to assess the future of the Eurozone, with particular emphasis on the long-term consequences of austerity, the ECB's monetary and public debt strategy, and the recently-agreed to banking union. The conference will build on two highly successful and heavily media-covered events developed by the same organizers, and which most recently featured among others the Deputy Secretary General of the OECD and former prime minister of Belgium. <b>Costs: <u>We anticipate the total costs will be approximately \$50,000, and we are requesting \$9,000 to help defray expenses.</u></b></p>	9,000	9,000
<p><b>5. Decarbonization in the US and Europe.</b> Spring 2016. <b>Principal Organizer:</b> Michael Webber (Mechanical Engineer, CSOE, UT-Austin). <b>Abstract:</b> Climate change is the global context in which many energy decisions will be made in the 21st century, yet the decarbonization pathways in the US and Europe are poised to be very different. This conference will look at the carbon policies, technologies, and facts on the ground today while presenting a forward-looking outlook for prospects for tomorrow. Speakers will be from academia, industry practitioners, government, business leaders, and the media. Interestingly enough, the US is decarbonizing even though it doesn't have a policy to do so, while in Europe it is, strikingly, the other way around. <b>Costs: <u>We anticipate the total costs will be approximately \$40,000, and we are requesting \$9,000 to help defray expenses.</u></b></p>	9,000	9,000

**6. Focusing on Everyday Economics in Europe and Russia, 19th to 21st Century.** Spring 2016. **Principal organizer:** Steven Hoelscher (American Studies, UT-Austin). **Abstract:** Widespread international curiosity about everyday economic life in Russia and Eastern Europe has produced an enormous global archive of photographs of all kinds taken by local and foreign artists, photojournalists, and ordinary people. This conference will bring together an array of international scholars to discuss the history, character, and implications of the photography of everyday subjects in this region from its mid-19c invention through today's Instagram and Tumblr in light of economic shifts in Russia and Europe. These scholars, working with archival and private collections of photograph—including the vast HRC collection of Magnum photos from the late-communist period—will explore various modes of representation across the region, in the shadow of dramatic economic changes, over these periods. **Costs: We anticipate the total costs will be approximately \$10,000, and we are requesting \$1,000 to help defray expenses.**

1,000

1,000

**Year Three Theme (2016-17): Environment and Human Rights Issues**

**7. Mediated Discourses of Climate Change in Europe Conference.** Fall 2016. **Principal Organizers:** Paul Adams (Geography and Environment, UT-Austin) and Joe Straubaur (CoC, UT-Austin). **Abstract:** Climate change is difficult to understand from first-hand experience because the concept relates to global changes over the long term, whereas personal experience is focused on local changes over the short term. Mediated communication is necessary in order to render climate change understandable, relevant, and actionable. The need for mediation in the realm of climate change often goes unmet, however, because of various factors inherent to mediated communication such as an institutional aversion to ideological controversy, dependence on corporate endowments and advertising, political pressure, obsession with audience ratings, the journalistic trope of personalization, and the fact that journalists often lack scientific training. The need for more effective coverage of climate change issues presents an intriguing set of puzzles for scholars studying journalism and media, public opinion, public policy, geographical worldviews, human-environment relations, and understandings of risk. European scholars have valuable insights to offer on this issue and there is an unmet opportunity to build stronger ties between scholars studying climate change discourses in the US and in Europe. **Costs: We anticipate the total costs will be approximately \$40,000, and we are requesting \$10,000 to help defray expenses.**

10,000

10,000

**8 Europe, Human Rights, and the US.** Spring 2017. **Principal Organizer:** Karen Engle (Law, UT-Austin). **Abstract:** This conference will bring people together to imagine a new legal architecture for the global protection of human rights, with special attention to the roles of Europe and the US. In particular, we will focus on issues like climate change—including food and water security—and global supply chains that cut across regional divides. We will consider these issues not only with an eye toward how to bring a human rights framework to the **environment and labor rights, but to challenge those very meanings we normally attribute to a “human rights framework.”** The realities of climate change and the structure of labor through global supply chains, for example, provide vivid examples of globalized causes and effects, and yet they do not necessarily demand a global—as in universal—public law response. Rather, they require a coordinated focus on private law, on the distribution of wealth and resources, and on regulation at domestic as well as international levels—always with an eye toward understanding the consequences of such regulation on those in other regions. They also require attention to the populations who are the most vulnerable, without losing sight of the root causes of their vulnerability. Because European scholars and policy-makers have been at the forefront of some of the most important thinking about food, water and labor (and the relationship of internal European policies to effects outside Europe), the conference would bring together experts from Europe and the US to consider some of these issues and the global impact of policy proposals in the global north. In the process we will consider both the short- and long-term consequences of European regulation of genetically modified food and the extent to which such a focus has implicated and should implicate its foreign relations—from policies and practices involving trade to humanitarian aid. **Costs: We anticipate the total costs will be approximately \$30,000 to 25,000, and we are requesting \$7,500 to help defray expenses.**

7,500

7,500

**9. Mediating Human Rights in Russia, Europe, and the West: Fascination, Repulsion, and Conspiracy.** Spring 2017. **Principal Organizers:** Mary Neuburger (Hist., UT-Austin) and Karen Engle (Law, UT-Austin). **Abstract:** This symposium examines the current human rights conflicts between Russia, Europe, and the West through the prism of each country's cultural imaginary. The media's exclusive focus on the geo-political and economic aspects of the conflict has overshadowed the fact that Russia's complicated relationship with the West has significant cultural and historical underpinnings that have had a profound impact on our understanding of human rights. Western perceptions of Russia as a political/economic throwback are part of an older tradition of Orientalist representations stretching back to the 19th century. From the Russian side, the current overproduction of paranoid theories about the West mirrors the country's long tradition of repulsion and fascination toward its cultural Other, all of which get played out in the context of human rights. **Costs: We anticipate the total costs will be approximately \$12,000, and we are requesting \$2,000 to help defray expenses.**

2,000

2,000

**Year Four Theme (2017-18): Religion and Migration Issues**

<p><b>10. Varieties of Religious Experience in Europe Conference.</b> Fall 2017. <b>Principal Organizers:</b> Bob Abzug (Hist. and Jewish Studies, UT-Austin), Douglas Biow (CES and FRIT, UT-Austin) and Karin Wilkins (CMES, UT-Austin). <b>Abstract:</b> Europe has always been a key geographical space where various religious experiences have collided and been transformed, reshaping the cultural landscape, sometimes dramatically and even horrifyingly so. This conference will examine the enormous shifts that are currently taking place in contemporary European culture by focusing on the religious changes that have swept through the continent and how they have profoundly altered cultural practices. <b>Costs:</b> <u>We anticipate the total costs will be approximately \$30,000, and we are requesting \$10,000 to help defray expenses.</u></p>	10,000	10,000			
<p><b>11. Representations of Migrant Communities in Europe.</b> Spring 2018. <b>Principal Organizers:</b> Karin Wilkins, Joe Straubbar, and Sharon Strove (CoC, UT-Austin), Mary Neuburger (CREEES, SES, and Hist., UT-Austin), and Douglas Biow (CES and FRIT, UT-Austin). <b>Abstract:</b> Migrant communities, particularly from the regions of the Middle East and Northern Africa, reside in territories where they have little political or social power. The degree of their inclusion varies distinctly across the European region, but a key factor across countries is that host communities may know little about these marginalized groups, and thus rely on mediated communication as sources of information. Research comparing both host and migrant communities, within particular structural and normative contexts of countries and media systems, explore the degree to which the media might offer complex and informative portraits, as opposed to limited stereotypes, and how mediated texts might be facilitating or distancing the conditions of migrant communities in Europe. <b>Costs:</b> <u>We anticipate the total costs will be approximately \$25,000, and we are requesting \$7,500 to help defray expenses.</u></p>	7,500	7,500			
<p><b>12. Religion and US/European Foreign Policy: Believing Diplomats in and after the Cold War.</b> Spring 2018. <b>Principal Organizers:</b> Jeremi Suri and William Inboden (LBJ, UT-Austin). <b>Abstract:</b> This conference will gather international scholars to explore the ways in the ways in which religion has been a factor in American foreign policy decisions—in relation to Russia and Eastern Europe, from the 19th century-the present. In what ways do American secularism, or, alternatively, publically deployed religious sentiments, translate into foreign policy decisions. Scholars will answer questions like, is American foreign policy truly secular? In what ways did religion direct US policies and priorities before the Cold War? Was religious freedom, for example, privileged over other kinds of human rights abuses in American rhetoric and actions taken in relation to the former Soviet Union and Eastern Europe? Are there incidents in which American foreign policy has run against the grain of religiously informed American public opinion? <b>Costs:</b> <u>We anticipate the total costs will be approximately \$12,000, and we are requesting \$2,000 to help defray expenses.</u></p>	2,000	2,000			
<i>Subtotal for Conferences:</i>	19,500	19,000	19,500	19,500	77,500
<b>8.4. Measurement and Evaluation</b>					
<p><b>Measurement and Evaluation.</b> Jessica Hartos, who will serve as CES's external evaluator, received her PhD in Developmental Psychology from the University of Houston in 1998. Her training and expertise are in the areas of program development and evaluation and applied research and statistics. She is currently Associate Professor, Department of Physician Assistant Studies at the University of North Texas Health Science Center. She was formerly Research Associate with the College of Natural Sciences at The University of Texas at Austin, the Evaluation Coordinator for the TX Mental Health Transformation Project for the Texas Department of State Health Services; Associate Professor in the Department of Public Health Sciences at The University of North Carolina at Charlotte; and Research Fellow at the National Institute of Child Health and Human Development. Her research interests focus on program development/evaluation and translation research (putting research findings into practice) related to higher education academic and professional programs.</p>	2,500	2,500	2,500	2,500	10,000
<i>Subtotal for Measurement and Evaluation:</i>	2,500	2,500	2,500	2,500	10,000
<b>Total for Other:</b>	160,847	126,972	119,640	117,650	525,108
<b>9. TOTAL DIRECT COSTS</b>					
<b>Total Direct Costs:</b>	254,592	254,592	254,592	254,592	1,018,368
<b>10. INDIRECT COSTS @ 8%</b>					
<b>Total for Indirect Costs @ 8%:</b>	20,367	20,367	20,367	20,367	81,469
<b>TOTAL FOR EACH GRANT YEAR FOR NRC</b>					
<b>TOTAL FOR GRANT CYCLE FOR NRC</b>	274,959	274,959	274,959	274,959	1,099,837
<b>11. TRAINING STIPENDS</b>					
<b>Academic Year</b>					
<b>Graduate</b>					
1. Institutional Payments					
5 @ \$18,000	80,000	80,000	80,000	80,000	320,000
2. Subsistence Allowances					
5 @ \$15,000	75,000	75,000	75,000	75,000	300,000
<b>Undergraduate</b>					
1. Institutional Payments					
5 @ \$10,000	50,000	50,000	50,000	50,000	200,000
2. Student Stipends					
5 @ \$5,000	25,000	25,000	25,000	25,000	100,000
<i>Subtotal for Academic Year</i>	230,000	230,000	230,000	230,000	920,000

<b>Summer</b>					
<b>Graduate and Undergraduate</b>					
1. Institutional Payments					
2 students @ \$5,000	10,000	10,000	10,000	10,000	40,000
2. Students Stipends					
2 students @ \$2,500	5,000	5,000	5,000	5,000	20,000
	<i>Subtotal for Summer</i>				
	15,000	15,000	15,000	15,000	60,000
<b>TOTAL FOR EACH GRANT YEAR FOR TRAINING STIPENDS</b>	<b>245,000</b>	<b>245,000</b>	<b>245,000</b>	<b>245,000</b>	<b>980,000</b>
<b>12. TOTAL COSTS</b>	<b>519,959</b>	<b>519,959</b>	<b>519,959</b>	<b>519,959</b>	<b>2,079,837</b>

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<b>Study Abroad and Maymesters</b>	<b>A2-33</b>

*Note: All spring 2015 classes cannot be calculated reliably.*

Course	Title	Crosslisted Depts. and Courses	%	Credit Hours Offered	Term Offered	Enrollment 2012 - 2013 UG	G	Offered 2013-2014	Offered Fall 2014
<b>European Studies (EUS)</b>									
EUS 305	Introduction to European Studies	---	100%	3	F/S	101	0	X	X
EUS 306	Introduction To the History And Culture Of Spain	HIS 306N, AHC 310	100%	3	F	67	0	X	X
EUS 306	Jewish Civilization: 1492-Present	HIS 306N, JS 304N, RS 313N	75%	3	S	32	0	X	---
EUS 306	Reason and Its Discontents	CTI 310, HIS 317N	100%	3	S	16	0	---	---
<i>Themes and methods used in the study of European Intellectual History</i>									
EUS 306	Roots of Religious Toleration	CTI 310, HIS 317N, JS 311, RS 306	75%	3	S	16	0	---	---
<i>Focuses on Western and Central Europe</i>									
EUS 307	European Folktales	ANT 310L, GRC 301, SCA 302	100%	3	S	82	0	X	---
EUS 307 (MS)	Introduction to Western Music	MUS 302L	100%	3	F/S/Su	401	0	X	X
EUS S307	Movies Go to War, WWI - Vietnam	AMS S315C, GRC S311	50%	3	Su	12	0	---	---
EUS 346	Early Western Colonialism	HIS 362G	100%	3	S	51	0	X	---
EUS 346	Enlightenment And Revolution	HIS 350L	100%	3	S	20	0	X	---
EUS 346	French Revolution And Napoleon	HIS 353	100%	3	F	61	0	---	X
EUS 346	Globalization	SOC 340C	25%	3	F/Su	49	0	X	---
EUS 346	Heretics and Freedom Fighters, 1350-1650	HIS 362G, RS 357, REE 325, CZ 324	100%	3	S	22	0	X	---
EUS 346	Historical Backgrounds of German Civilization	GER 340C	100%	3	F	21	0	X	---
EUS 346	History Of Britain: 1783 Thru WWI	HIS 358M	100%	3	S	63	1	---	---
EUS 346	History Of Britain: Restoration-1783	HIS 334J	100%	3	F	33	0	X	---
EUS 346	History Of Rome: The Empire	AHC 325, HIS 321	100%	3	S	47	0	X	---
EUS 346	Marx And Western Marxism	CTI 335, HIS 362G	100%	3	F	14	0	X	X
EUS 346	Northern Lands And Cultures	GRG 356T, REE 345	25%	3	F	27	1	X	X
EUS 346	Regions And Cultures Of Europe	GRG 326, REE 345	100%	3	F	48	0	X	X
EUS 346	Southeast Europe In the 20th Century	HIS 362G, JS 364, REE 335	100%	3	S	31	1	---	---
EUS 346	Spinoza And Modernity	CTI 335, HIS 362G, JS 364, PHL 354	100%	3	S	17	0	---	---
EUS 346	Stuart England, 1603-1689	HIS 375L	100%	3	S	41	0	---	---

European Studies (EUS) Continued

EUS 346	The Church And The Jews	HIS 362G, JS 364, RS 357	75%	3	F	28	0	---	---
EUS 346	The Spanish Inquisition	HIS 350L, RS 357	100%	3	F	14	0	---	---
EUS 346	Tudor England, 1485-1603	HIS 375K	100%	3	F	76	0	X	---
EUS 346	Witches, Workers, And Wives <i>Experiences of gender and family in early modern Europe</i>	HIS 343W, WGS 345	100%	3	F	72	0	X	X
EUS 346 (MS)	History Of Greece To 146 BC	AHC 325, CC 354D, HIS 354D	100%	3	S	40	0	---	---
EUS W346	Germany and Europe Since 1945	GER W330C, GRC W327E	100%	3	Su	15	0	---	---
EUS F346	Introduction to the Holocaust	HIS F362G, JS F364, REE F335	100%	3	Su	36	0	---	---
EUS S346	Italian Renaissance, 1350-1550	HIS S343G, RS S357	100%	3	Su	18	0	---	---
EUS 347	19th-Century Polish Literary and Cultural Film	CL 323, POL 324, REE 325	100%	3	F	13	0	---	---
EUS 347	Art and the City in Renaissance Italy	ITC 349, ARH 364	100%	3	S	43	1	---	---
EUS 347	Art In Lives Ordinary Romans	ARH 327R	100%	3	S	38	0	---	---
EUS 347	Dutch Culture Too Tolerant?	GRC 327E, WGS 340	100%	3	S	22	0	X	---
EUS 347	Fictions Of The Self And Other	CL 323, CTI 345, FC 349, WGS 345	100%	3	F	17	0	---	---
EUS 347	Films Of Ingmar Bergman	CL 323, SCA 327	100%	3	S/Su	40	0	X	---
EUS 347	France and the Francophone World Today	FR 340T	100%	3	S	22	0	---	---
EUS 347	Introduction to Germanic Religion & Myth	GRC 340E, RS 365	100%	3	F	23	0	---	---
EUS 347	Introduction to Italian Literature	ITL 321	100%	3	F	21	0	---	---
EUS 347	Isak Dinesen - Karen Blixen	CL 323, GRC 323E, SCA 372, WGS 345	100%	3	F	11	0	---	---
EUS 347	Northern Renaissance Art, 1500-1600	ARH 333L, RS 357	100%	3	F/S	60	0	X	---
EUS 347	Prague As A Literary Topos	CL 323, HIS 362G, REE 325, CZ 324	100%	3	S	8	0	---	---
EUS 347	Renaissance Art: Benvenuto Cellini	ARH 364, ITC 349	100%	3	F	33	0	---	---
EUS 347	Scandinavian Contribution To World Literature	CL 323, GRC 323E, SCA 373	100%	3	S	21	0	X	X
EUS 347	The European Novel	E 356	100%	3	F	24	0	X	---
EUS 347	Turks In Europe	ISL 372, MEL 321	100%	3	S	11	1	---	---
EUS 347	Us and Them: Czechs And Strangers <i>How Czechs are perceived by others and how they relate</i>	CZ 324, REE 325	100%	3	F	7	2	---	---

<u>European Studies (EUS) Continued</u>									
EUS 348	Classical Quest For Justice	CTI 335, GOV 351C	100%	3	S	36	0	---	---
	<i>Introduction to the political thought of classical Greek antiquity</i>								
EUS 348	Comprehensive Notion of European Security	---	100%	3	F	31	0	---	X
EUS 348	European Union and Regional Integration	GOV 365N	100%	3	F/S	52	0	X	X
EUS 348	European Environmental Politics	GOV 365N	100%	3	S	32	0	X	---
EUS 348	Fundamentals Of Business In The EU	IB 372	100%	3	S	27	0	---	---
EUS 348	Hegel and the Formation Of Modern European Identity	CTI 335, GOV 335M	100%	3	S	20	0	X	---
EUS 348	Life And Works Of Adam Smith	MKT 372, CTI 366, HMN 350	100%	3	S	7	0	---	---
EUS 348	Might And Right Among Nations	CTI 323, GOV 351J	25%	3	F	42	0	---	---
	<i>Study of international relations with strong focus on Europe's past and present</i>								
EUS 348	Sweden In The European Union	GRC 360E, GOV 365N	100%	3	S	15	0	---	---
EUS 348	Swedish Politics After EU Membership	GOV 365N	100%	3	F	5	0	X	---
EUS 348 (MS)	International Trade	IB 350	75%	3	F/S	283	0	X	X
EUS 350	Government and Politics Of Western Europe	GOV 324L	100%	3	F/S	137	0	X	X
EUS 375	Capstone Research In European Studies	---	100%	3	F/S	14	0	X	X

**College of Liberal Arts****American Studies (AMS)**

AMS S315C	Movies Go to War, WWI - Vietnam	EUS S307, GRC S311	50%	3	Su	EUS	0	---	---
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**Anthropology (ANT)**

ANT 310L	European Folktales	EUS 307, GRC 301, SCA 302	100%	3	S	EUS	0	X	X
ANT 320L	German Language - A Historical Perspective	GER 369, LIN 373	100%	3	F	2	0	X	---
ANT 324L	The Archaeology, Art and Analysis of Greco-Roman and Aegean pottery	CC 340	100%	3	S	2	0	---	---
ANT 324L	Gypsy Language And Culture	E 350E, LJM 322, MES 342, REE S325	100%	3	F/Su	9	0	---	---

**Ancient History and Classical Civilization (AHC/CC)**

AHC 310	Introduction To History And Culture Of Spain	EUS 306	100%	3	F	EUS	0	X	X
AHC 319	Ancient Mediterranean World <i>Civilizations of Greece, Rome, Near East and Egypt</i>	HIS 319 D, CC 319D	100%	3	F/S	41	0	X	X
AHC 325	History Of Rome: The Empire	EUS 346, HIS 321	100%	3	S	EUS	0	X	---
AHC 325	History Of Rome: The Republic	HIS 321M	100%	3	F	33	0	X	X
AHC 325 (MS)	History of Greece to the End of the Peloponnesian War	CC 354C (MS), CTI 375, HIS 354C	100%	3	F	17	0	X	X
AHC 325 (MS)	History Of Greece To 146 BC	CC 354D, EUS 346, HIS 354D	100%	3	S	EUS	0	---	X
AHC 330	Mystics, Visionaries and Heretics of Medieval Europe	HIS 350L, RS 375S	100%	3	F	4	0	---	---
AHC 378	Athenian Empire	HIS 350L	100%	3	S	12	0	---	---
CC 301	Introduction To Ancient Greece	CTI 310	100%	3	F/S	696	0	X	X
CC 302	Introduction To Ancient Rome	CTI 310	100%	3	F/S	696	0	X	X
CC 303 (MS)	Introduction To Classical Mythology	---	100%	3	F/S	749	0	X	X
CC 304C	Ancient Philosophy	PHL 301K	100%	3	F/S	3	0	X	X
CC 307C	Introduction To Greek Archaeology	---	100%	3	S	36	0	X	---
CC 307D	Introduction To Roman Archaeology	---	100%	3	F	56	0	X	X
CC 319D	Ancient Mediterranean World <i>Civilizations of Greece, Rome, Near East and Egypt</i>	AHC 319, HIS 319D	100%	3	F/S	40	0	X	X

<u>Ancient History and Classical Civilization (AHC/CC) Continued</u>										
CC 322	Ancient Epic	CTI 345	100%	3	S	18	0	X	---	---
CC 340	The Archaeology, Art and Analysis of Greco-Roman and Aegean Pottery	ANT 324L	100%	3	S	2	0	---	---	---
CC 340	Archaeology: Hellenistic World	---	100%	3	F	28	0	---	---	---
CC 340	Pompeii	---	100%	3	S	22	0	---	---	---
CC 348	Ancient Greek Medicine	---	100%	3	S	30	0	---	---	---
CC 348	History Of Ancient Philosophy	PHL 329	100%	3	F/S	8	0	X	X	X
CC 348	Women In Classical Antiquity	WGS 345	100%	3	S	15	0	---	---	---
CC 354C	History of Greece To End of the Peloponnesian War	AHC 325, CTI 375, HIS 354C	100%	3	F	13	0	X	---	---
CC 354D (MS)	History Of Greece To 146 BC	AHC 325, EUS 346, HIS 354D	100%	3	S	EUS	0	X	---	---
CC 380	Roman Architecture	ARC 388R	100%	3	S	0	6	---	---	---
CC 383	Greek History Survey	---	100%	3	F	0	10	---	---	X
<u>Comparative Literature (CL)</u>										
C L 315	Masterworks Of World Literature	E 316K	50%	3	F/S/Su	28	0	X	---	X
C L 323	Twentieth-Century Drama	E 369, REE 325	75%	3	F	3	0	---	---	---
CL 323	19th-Century Polish Literary and Cultural Film	EUS 347	100%	3	F	EUS	0	---	---	---
CL 323	Contemporary Drama	E 379, REE 325	100%	3	S	2	0	---	---	---
<i>Focus on European avant-grade theatre</i>										
CL 323	Fictions Of The Self And Other	CTI 345, EUS 347, FC 349, WGS 345	100%	3	F	EUS	0	---	---	---
CL 323	Films Of Ingmar Bergman	EUS 347, SCA 327	100%	3	S/Su	EUS	1	X	---	---
CL 323	Holocaust Aftereffects-Honors	LAH 250, WGS 340	100%	3	F	1	0	---	---	---
CL 323	Isak Dinesen - Karen Blixen	EUS 347	100%	3	F	EUS	0	---	---	---
CL 323	Prague As A Literary Topos	EUS 347, HIS 362G, REE 325, CZ 324	100%	3	S	EUS	0	---	---	---
CL 323	Scandinavian Contributions To World Literature	EUS 347, GRC 323E, SCA 373	100%	3	S	EUS	0	---	---	---
CL 381	Backgrounds Of Modernism	E 392M	50%	3	S	0	3	---	---	---
<i>"High modernism" of Britain and America</i>										
CL 381	The Modern Metropolis	GER 392	100%	3	F	0	2	---	---	X
CL 385	History of Theory: Building Theory Canon	---	90%	3	S	0	11	---	---	---
<i>Foundations of Western literary theory, specifically European</i>										

**Core Text and Ideas (CTI)**

CTI 301	Ancient Philosophy And Literature-Honors	---	100%	3	S	18	0	X	---
CTI 303	Competing Visions Of Good Life	GOV 314	100%	3	S	13	0	X	---
CTI 310	Early Modern Philosophy	PHL 301L (MS)	100%	3	F	6	0	X	---
CTI 310	Introduction To Ancient Greece	CC 301	100%	3	F/S	24	0	X	X
CTI 310	Introduction To Ancient Rome	CC 302	100%	3	F/S	8	0	X	X
CTI 310	Reason and Its Discontents	EUS 306, HIS 317N	100%	3	S	EUS	0	---	X
	<i>Themes and methods used in the study of European Intellectual History</i>			3					
CTI 310	Roots Of Religious Toleration	EUS 306, HIS 317N, JS 311, RS 306	75%	3	S	EUS	0	---	---
CTI 320	Classical Quest For Justice	GOV 351C	100%	3	F	6	0	X	X
CTI 323	<i>Introduction to the political thought of classical Greek antiquity</i>	EUS 348	50%	3	F	EUS	0	X	X
CTI 335	<i>Study of internatinal relations with strong focus on Europe's past and present</i>	EUS 348, GOV 351C	100%	3	S	EUS	0	---	---
CTI 335	<i>Introduction to the political thought of classical Greek antiquity</i>	GOV 335M	100%	3	S	8	0	X	---
	<i>Close readings of early European fiction describing utopia and its consequences</i>								
CTI 335	Hegel and the Formation Of Modern European Identity	EUS 348, GOV 335M	100%	3	S	EUS	0	---	X
CTI 335	Marx And Western Marxism	EUS 346	100%	3	F	EUS	0	---	---
CTI 335	Philosophy Of David Hume	PHL 375M	100%	3	S	3	0	---	---
CTI 335	Spinoza And Modernity	EUS 346, HIS 362G, JS 364, PHL 354	100%	3	S	EUS	0	---	---
CTI 345	Ancient Epic	CC 322	100%	3	S	2	0	X	---
CTI 345	Fictions Of The Self And Other	CL 323, EUS 347, FC 349, WGS 345	100%	3	F	EUS	0	---	---
CTI 350	Masterworks Of World Drama	---		3	F	26	0	X	X
CTI 366	Life And Works Of Adam Smith	MKT 372, EUS 348, HMN 350	100%	3	S	EUS	0	X	X
CTI 375	History of Greece To End of the Peloponnesian War	AHC 325 (MS), CC 354C (MS), HIS 354C (MS)	100%	3	F	1	0	X	X
	<b>Economics (ECO)</b>								
ECO 327	Comparative Economic Systems	---	30%	3	F	21	0	X	X
ECO 339L	International Finance	---	25%	3	F	42	1	X	X
ECO 339K	International Trade And Investment	---	25%	3	F/S	125	0	X	---



**English (E) Continued**

E 371K	Twentieth-Century Poetry <i>Includes British poets Yeats, Hardy, Lawrence, Auden, and Larkin</i>	---	25%	3	F	21	0	X	---
E 375K	English And American Satire	---	50%	3	F/S	41	1	X	---
E 375L	Victorian Literature	---	100%	3	F	15	0	---	---
E 376	Chaucer	---	100%	3	F	14	0	X	X
E 379L	Contemporary Drama <i>Focus on European avant-grade theatre</i>	CL 323, REE 325	100%	3	S	8	1	---	---
E 379R	Envisioning England: 20-Century Literary Film	---	100%	3	F	16	0	---	---
E 379R	Travel Literature	---	50%	3	F	14	0	X	X
E 387R	Medieval Rhetoric And Poetics	---	100%	3	F	0	11	---	---
E 392M	Backgrounds Of Modernism <i>"High modernism" of Britain and America</i>	CL 381	50%	3	S	0	11	---	---
E 392M	British Cultural Studies, Literature, And Film	---	100%	3	F	0	14	---	---
E 392M	British History, Literature, and Politics	GOV 390L, HIS 384K, MES 385	100%	3	S	1	0	X	---
E 392M	Chaucer: Criticism And Theory	---	100%	3	F	0	7	---	---
E 392M	Eighteenth-Century Poetry Poetics	---	100%	3	S	0	6	---	---
E 392M	Excluding Chaucer: The Alliterative Fourteenth Century	---	100%	3	S	0	8	---	---
E 392M	Shakespeare And Marlowe	---	100%	3	F	0	7	---	---
E 392M	Victorian Triple Decker	WGS 393	100%	3	F	0	9	---	---
E 603A (MS)	Composition And Reading In World Literature <i>Course looks almost exclusively at British Literature</i>	---	75%	6	F	177	0	X	X
E 603B (MS)	Composition And Reading In World Literature <i>Course looks almost exclusively at British Literature</i>	---	75%	6	S	174	0	X	X
<b>Geography (GRG)</b>									
GRG 356T	Northern Lands And Cultures	EUS 346	100%	3	F	EUS	0	X	X
GRG 326	Regions And Cultures Of Europe	EUS 346	100%	3	F	EUS	3	X	X
GRG 327	Geography Of Former Sov Union <i>Includes history of interaction with Central and Western Europe</i>	REE 345	50%	3	S	26	0	X	---
GRG 350K	Geographies Of Globalization <i>Explores how issues today were shaped by previous ideas, many with European origins</i>	---	50%	3	F/S	43	0	X	X

<u>Government (GOV)</u>										
GOV 314-6	Competing Visions of the Good Life <i>Study of the works of Socrates, Plato, Aristotle, Hobbes, and Locke</i>	---	25%	3	S	13	0	X	---	
GOV 365N	Swedish Politics After EU Membership	EUS 348	100%	3	F	EUS	0	---	---	
GOV 324L	Government and Politics of Western Europe	EUS 350	100%	3	F/S	EUS	0	X	X	
GOV 335M	Early Modern Political Philosophy <i>Close readings of early European fiction describing utopia and its consequences</i>	CTI 335	100%	3	S	12	0	---	---	
GOV 335M	Hegel and the Formation Of Modern European Identity	CTI 335, EUS 348	100%	3	S	EUS	0	X	---	
GOV 351C	Classical Quest For Justice <i>Introduction to the political thought of classical Greek antiquity</i>	CTI 320	100%	3	F/S	EUS	0	X	X	
GOV 351J	Might And Right Among Nations <i>Study of international relations with strong focus on Europe's past and present</i>	EUS 348	50%	3	F	EUS	0	X	X	
GOV 360N	International Politics of Economic Crisis <i>International political causes and consequences of key economic crisis</i>	---	25%	3	S	17	0	X	---	
GOV 360N	International Political Economy <i>Markets and political behavior in the international system</i>	---	25%	3	F/Su	97	0	X	X	
GOV 365N	European Union Regional Integration	EUS 348	100%	3	F/S	EUS	0	X	X	
GOV 365N	European Environmental Politics	EUS 348	100%	3	S	EUS	0	X	---	
GOV 365N	Immigration and Comparative Politics <i>Focus on Western Europe after the World War II</i>	---	50%	3	S	65	0	---	---	
GOV 365N	Sweden In The European Union	EUS 348, GRC 360E	100%	3	S	EUS	0	X	---	
GOV 379S	US Foreign Policy: Past and Present <i>Includes interaction with European countries and EU</i>	---	25%	3	F	0	6	---	---	
GOV 382M	Plato's Republic	---	100%	3	F	0	10	X	---	
GOV 382M	Thucydides On War And Empire I	---	100%	3	S	0	10	---	---	
GOV 382M	Xenophon And Machiavelli	---	100%	3	S	0	5	---	---	
GOV 390L	British History, Literature and Politics	E 392M, HIS 384K, MES 385	100%	3	S	0	2	X	---	
<u>History (HIS)</u>										
HIS 306N	Introduction to the History and Culture of Spain	EUS 306	100%	3	F	EUS	0	X	X	
HIS 306N	Jewish Civilization: 1492-Present	EUS 306, JS 304N, RS 313N	75%	3	S	EUS	0	X	X	
HIS S306N	Magic and Power in Prague	CZ S301K, RS S306, REE S302	100%	3	Su	8	0	---	---	
HIS 309K	Western Civilization In Medieval Times-Plan II	---	100%	3	S	13	0	X	X	

**History (HIS) Continued**

HIS 309L	Western Civilization In Modern Times-Plan II	---	75%	3	S	15	0	---	X
HIS 309L	Western Civilization In Modern Times	---	75%	3	F	31	0	X	X
HIS 317N	Reason and Its Discontents <i>Themes and methods used in the study of European Intellectual History</i>	CTI 310, EUS 306	100%	3	S	EUS	0	---	X
HIS 317N	Roots Of Religious Toleration	CTI 310, EUS 306, JS 311, RS 306	75%	3	S	EUS	0	---	---
HIS 319D	<i>Focuses on Western and Central Europe</i> Ancient Mediterranean World	AHC 319, CC 319D	100%	3	F/S	42	0	X	X
HIS 321	<i>Civilizations of Greece, Rome, Near East and Egypt</i> History Of Rome: The Empire	AHC 325, EUS 346	100%	3	S	EUS	0	X	---
HIS 321M	History Of Rome: The Republic	AHC 325	100%	3	F	10	0	X	X
HIS 334J	History Of Britain: Restoration-1783	EUS 346	100%	3	F	EUS	0	X	X
HIS 337N	Germany In 20th Century-Honors	LAH 350, REE 335	100%	3	F	6	1	X	X
HIS 343W	Witches, Workers, And Wives <i>Experiences of gender and family in early modern Europe</i>	EUS 346, WGS 345	100%	3	F	EUS	0	X	X
HIS S343G	Italian Renaissance, 1350-1550	EUS S346, RS S357	100%	3	Su	EUS	0	---	---
HIS 350L	Athenian Empire	AHC 378	100%	3	S	2	0	---	---
HIS 350L	Controversies in the History of Imperialism: From Empires to Globalization	LAH 350	75%	3	S	4	0	---	---
HIS 350L	<i>Heavy emphasis on British and French imperialism</i>			3					
HIS 350L	Decolonizati On British Empire	LAH 350	100%	3	S	5	0	X	---
HIS 350L	Enlightenment And Revolution	EUS 346	100%	3	S	EUS	0	X	---
HIS 350L	Germany Since Hitler	JS 364	100%	3	S	19	0	X	---
HIS 350L	History Of Imperialism-Honors	LAH 350	50%	3	F	8	0	---	---
HIS 350L	Metropolis In Modern Europe	---	100%	3	F	12	0	---	---
HIS 350L	Mystics, Visionaries and Heretics of Medieval Europe	AHC 330, RS 375S	100%	3	F	8	0	---	---
HIS 350L	The Galileo Affair	RS 357	100%	3	F	14	0		X
HIS 350L	The Spanish Inquisition	EUS 346	100%	3	F	EUS	0	---	---
HIS 350R	Debating The American Revolution	---	25%	3	S	15	0	---	---
HIS 353	French Revolution And Napoleon	EUS 346	100%	3	F	EUS	1	---	X
HIS 354C	History of Greece To End of the Peloponnesian War	AHC 325, CC 354C, CTI 375	100%	3	F	16	0	X	X
HIS 354D (MS)	History Of Greece To 146 BC	AHC 325, CC 354D, EUS 346	100%	3	S	EUS	0	X	---

**History (HIS) Continued**

HIS 354N	France In Modern Times	---	100%	3	S	20	0	---	---
HIS 358M	History Of Britain: 1783 - WWI	EUS 346	100%	3	S	EUS	EUS	---	---
HIS 362G	Early Western Colonialism	EUS 346	100%	3	S	EUS	0	---	---
HIS 362G	First World War	---	100%	3	F	77	0	X	---
HIS 362G	Heretics and Freedom Fighters, 1350-1650	EUS 346, RS 357, REE 325, CZ 324	100%	3	S	EUS	0	---	---
HIS 362G	History of Film Music in 20th-Cen Eur	---	100%	3	F	29	0	---	---
HIS 362G	Marx And Western Marxism	EUS 346	100%	3	F	EUS	0	---	X
HIS 362G	Modern European Food History	---	100%	3	F/S	86	0	---	---
HIS 362G	Prague As A Literary Topos	CL 323, EUS 347, REE 325, CZ 324	100%	3	S	EUS	0	---	---
HIS 362G	Reading Prague: Literature, Art, History	EUS 347, REE 325, CZ 324	100%	3	S	EUS	0	---	---
HIS 362G	Southeast Europe In 20th Century	EUS 346, JS 364, REE 335	100%	3	S	EUS	EUS	---	---
HIS 362G	Spinoza And Modernity	CTI 335, EUS 346, JS 364, PHL 354	100%	3	S	EUS	0	---	---
HIS 362G	The Church And The Jews	EUS 346	75%	3	F	EUS	0	---	---
HIS F362G	Introduction to the Holocaust	EUS F346, JS F364, REE F335	100%	3	Su	EUS	0	X	---
HIS 366N	British History, Literature, And Politics	LAH 350, TC 325	100%	3	F	1	0	X	X
HIS 375K	Tudor England, 1485-1603	EUS 346	100%	3	F	EUS	0	X	---
HIS 375L	Stuart England, 1603-1689	EUS 346	100%	3	S	EUS	0	---	---
HIS 376G	Hitler, Nazism, and World War II	---	100%	3	S	20	0	X	---
HIS 380L	European Imperialism and the British Empire	ANS 391, MES 385	100%	3	F	0	3	X	X
HIS 381	The Long Cold War, 1919-1991	PA 388K, REE 385	75%	3	F	0	6	---	---
HIS 381	Transnational Mediterranean	MES 385	100%	3	F	0	4	---	---
HIS 382T	Introductory Conference Course: European History	---	100%	3	F/S	0	4	X	X
HIS 384K	Britain, Capitalism, Modernity	---	100%	3	F	1	6	---	---
HIS 384K	British Literature, History and Politics	E 392M, GIV 390L, MES 385	100%	3	S	1	4	X	---
HIS 384K	Seminar in British History	---	100%	3	S	0	6	---	X

**Humanities (HIMN)**

HMN 350	Drama Queens-Honors <i>Expressions of femininity in Western theatrical tradition</i>	LAH 350	50%	3	F	I	0	X	---
HMN 350	Life And Works Of Adam Smith	MKT 372, CTI 366, EUS 348	100%	3	S	EUS	0	X	X

**International Relations and Global Studies (IRG)**

IRG 301	Introduction to International Relations and Global Studies	---	25%	3	F/S/Su	245	0	X	X
IRG 320F	Foundations in International Relations and Global Studies	---	25%	3	F/S	238	0	X	X

**Jewish Studies (JS)**

JS 304N	Jewish Civilization: 1492-Present	EUS 306, HIS 306N, RS 313N	75%	3	S	EUS	0	X	X
JS 311	Roots Of Religious Toleration	CTI 310, EUS 306, HIS 317N, RS 306	75%	3	S	EUS	0	---	---
JS 364	<i>Focuses on Western and Central Europe</i>			3					
JS 364	Germany Since Hitler	HIS 350L	100%	3	S	2	0	---	---
JS 364	Southeast Europe In 20th Century	EUS 346, HIS 362G, REE 335	100%	3	S	EUS	EUS	---	---
JS 364	Spinoza And Modernity	CTI 335, EUS 346, HIS 362G, PHL 354	100%	3	S	EUS	0	---	---
JS 364	The Church And The Jews	EUS 346	75%	3	F	EUS	0	---	X
JS F364	Introduction to the Holocaust	EUS F346, HIS F362G, REE F335	100%	3	Su	EUS	0	X	---

**Liberal Arts Honors (LAH)**

LAH 350	British History, Literature and Politics	HIS 366N, TC 325	100%	3	F	9	0	X	X
LAH 350	British Novel In 20th Century	E 362L	100%	3	S	2	0	---	---
LAH 350	Comic Renaissance: A View From Below	TC 357	100%	3	S	3	0	---	---
	<i>The Renaissance's adaption of folk traditions of the middle ages</i>								
LAH 350	Decolonizati On Of British Empire	HIS 350L	100%	3	S	9	0	X	---
LAH 350	Drama Queens-Honors	HMN 350	50%	3	F	8	0	X	---
	<i>Expressions of femininity in Western theatrical tradition</i>								
LAH 350	Edmund Spenser-Honors	E 349S	100%	3	S	2	0	---	---
LAH 350	Germany In 20th Century-Honors	HIS 337N, REE 335	100%	3	F	8	0	---	X

**Liberal Arts Honors (LAH) Continued**

LAH 350	History Of Imperialism-Honors	HIS 350L	50%	3	F	7	0	---	---
LAH 350	Holocaust Aftereffects-Honors	CL 323, WGS 340	100%	3	F	6	0	X	X
LAH 350	Controversies in the History of Imperialism: From Empires to Globalization	HIS 350L	50%	3	S	10	0	---	---
	<i>Heavy emphasis on British and French imperialism</i>								
LAH 350	Melodromatic Impulse: 19th-Century Victorian Literature	E 350R	100%	3	S	2	0	---	---
LAH 350	Shakespeare In Leadership	---	100%	3	S	6	0	---	---
LAH 350	US Foreign Policy: Past and Present	---	25%	3	F	7	0	---	---
	<i>Includes interaction with European countries and EU</i>								

**Latin American Studies (LAS)**

LAS 322	Global Media	RTF 342	25%	3	S	4	0	---	---
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**Linguistics (LIN)**

LIN 322	Gypsy Language And Culture	ANT 324L, E 350E, MES 342, REE S325	100%	3	F	14	0	---	---
LIN 373	German Language: A Historical Perspective	ANT 320 L, GER 369	100%	3	F	2	0	X	---
LIN 383	Introduction to Romance Linguistics	FR 396K, PO 396K, SPN 396K	100%	3	F	0	1	---	X
LIN 383	Sociolinguistic Language: Contact Death	GER 393K	100%	3	F	0	2	---	---
	<i>Language contact and analysis of endangered dialects, particularly Texas German</i>								

**Middle Eastern Studies (MES)**

MES 342	Gypsy Language And Culture	ANT 324L, E 350E, LIN 322, REE S325	100%	3	F/Su	0	0	---	---
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**Philosophy (PHL)**

PHL 301K	Ancient Philosophy	CC 304C	50%	3	F/S	53	0	X	X
PHL 301L (MS)	Early Modern Philosophy	CTI 310	100%	3	F/S	55	0	X	X
PHL 329 (MS)	History Of Ancient Philosophy	CC 348	100%	3	F/S	72	0	X	X
	<i>Focuses on ancient Greek philosophy</i>			3					
PHL 329L (MS)	Early Modern Philosophy: Descartes-Kant	-----	100%		F/S	65		X	X
PHL 354	Spinoza And Modernity	CTI 335, EUS 346, HIS 362G, JS 364	100%	3	S	EUS	0	---	---
PHL 375M	Philosophy Of David Hume	CTI 335	100%	3	S	17	0	X	---
PHL 381	Hellenistic Philosophy	GK 390	100%	3	F	1	0	---	---

**Religious Studies (RS)**

RS 306	Roots Of Religious Toleration <i>Focuses on Western and Central Europe</i>	CTI 310, EUS 306, HIS 317N, JS 311	75%	3	S	EUS	0	---	---	
RS 313N	Jewish Civilization: 1492-Present	EUS 306, HIS 306N, JS 304N	75%	3	S	EUS	0	X	X	
RS 357	Heretics and Freedom Fighters, 1350-1650	EUS 346, HIS 362G, REE 325, CZ 324	100%	3	S	EUS	0	X	---	
RS 357	Northern Renaissance Art, 1500-1600	ARH 333L, EUS 347	100%	3	S	EUS	0	X	---	
RS 357	The Art Of Late Antiquity	ARH 363	100%	3	F	2	0	X	---	
RS 357	The Church And The Jews	EUS 346	75%	3	F	EUS	0	---	X	
RS 357	The Galileo Affair	HIS 350L	100%	3	F	2	0	---	---	
RS 357	The Spanish Inquisition	EUS 346	100%	3	F	EUS	0	---	---	
RS 355K	Bible In British And Amer Lit	E 358K	50%	3	S	4	0	---	---	
RS 365	Introduction Germanic Religion Myth	EUS 347	100%	3	F	EUS	0	---	---	
RS 375S	Mystics, Visionaries and Heretics of Medieval Europe	AHC 330, HIS 350L	100%	3	F	5	0	---	---	
RS S306	Magic and Power in Prague	CZ S30IK, HIS S306N, REE S302	100%	3	Su	2	0	---	---	
RS S357	Italian Renaissance, 1350-1559	EUS S346, HIS S343G	100%	3	Su	EUS	0	---	---	
<b><u>Russian, East European, Eurasian Studies (REE)</u></b>										
REE S302	Magic and Power in Prague	CZ S30IK, HIS S306N, RS S306	100%	3	Su	2	0	---	---	
REE 325	19th-Century Polish Literary and Cultural Film	EUS 347	100%	3	F	EUS	0	---	---	
REE 325	Contemporary Drama <i>Focus on European avant-grade theatre</i>	CL 323, E 379L	100%	3	S	1	0	---	---	
REE 325	Heretics and Freedom Fighters, 1350-1650	EUS 346, HIS 362G, RS 357, CZ 324	100%	3	S	EUS	0	X	X	
REE 325	Prague As A Literary Topos	CL 323, EUS 347, HIS 362G, CZ 324	100%	3	S	EUS	0	---	---	
REE 325	Reading Prague: Literature, Art, History-Czech	EUS 347, HIS 362G, CZ 324	100%	3	S	EUS	0	---	---	
REE 325	Southeast Europe In 20th Century	EUS 346, HIS 362G, JS 364	100%	3	S	EUS	EUS	---	---	
REE 325	Twentieth-Century Drama	CL 323, E 369	75%	3	F	2	0	---	---	
REE 325	Us and Them: Czechs And Strangers <i>How Czechs are perceived by others and how they relate</i>	EUS 347	100%	3	F	EUS	EUS	---	---	

**Russian, East European, Eurasian Studies (REE) Continued**

REE S325	Gypsy Language And Culture	ANT 324L, E 350E, LIN 322, MES 342	100%	3	Su	1	0	---	---
REE 335	Germany In 20th Century-Honors	LAH 350, HIS 337N	100%	3	F	3	0	---	X
REE F335	Introduction to the Holocaust	EUS F346, HIS F362G, JS F364	100%	3	Su	EUS	0	X	---
REE 345	Geography Of Former Soviet Union <i>Includes history of interaction with Central and Western Europe</i>	GRG 327	50%	3	S	17	4	X	---
REE 345	Northern Lands And Cultures	EUS 346	100%	3	F	EUS	EUS	X	X
REE 345	Regions And Cultures Of Europe	EUS 346	100%	3	F	EUS	0	X	X
REE 385	Eastern Enlargement Of The EU	---	100%	3	S	0	3	---	---
REE 385	Post-Totalitarian Eastern and Central Europe	PA 388K	100%	3	F	0	1	---	---
REE 385	The Long Cold War, 1919-1991	HIS 381, PA 388K	75%	3	F	0	6	---	---

**Sociology (SOC)**

SOC 321K	Globalization and Social Media	---	25%	3	F	3	0	---	---
SOC 340C	Globalization	EUS 346	25%	3	F/Su	EUS	0	X	---

**Tutorial Course (Plan II)**

TC 325	British History, Literature, And Politics	LAH 350, HIS 366N	100%	3	F	3	0	X	X
TC 357	Comic Renaissance: View From Below <i>The Renaissance's adaptation of folk traditions of the middle ages</i>	LAH 350	100%	3	S	8	0	---	---
TC 357	Remembering the Holocaust	---	100%	3	F	16	0	---	X
TC 357	Shakespeare in Performance	---	100%	3	F	15	0	X	X
TC 357	Fourth Dimension 20th-Century Art and Culture <i>Study of art including European works and authors</i>	---	50%	3	S	12	0	---	---

**Women and Gender Studies (WGS)**

WGS 345	Witches, Workers, And Wives <i>Experiences of gender and family in early modern Europe</i>	EUS 346, HIS 343W	100%	3	F	EUS	0	---	X
WGS 345	Fictions Of The Self And Other	CL 323, CTI 345, EUS 347, FC 349	100%	3	F	EUS	0	---	---
WGS 345	Isak Dinesen - Karen Blixen	EUS 347	100%	3	F	EUS	0	---	---
WGS 340	Holocaust Aftereffects-Honors	LAH 350, CL 323	100%	3	F	2	0	---	---
WGS 340	Dutch Culture: Too Tolerant?	EUS 347, GRC 327E	100%	3	S	EUS	0	X	---
WGS 393	Victorian Triple Decker	E 392M	100%	3	F	0	1	---	---

**Women and Gender Studies (WGS) Continued**

WGS 345	Women In Classical Antiquity	CC 348	100%	3	S	1	0	---	---
WGS 345	Virginia Woolf	E 349S	100%	3	S	4	0	---	X
WGS 345	Women In 20th-Century Literature and the Visual Arts	E 370W	100%	3	S	2	0	---	---
WGS 393	Queer History Of Pleasure <i>Non-idealistic German tradition of aesthetic beauty</i>	GER 382N	100%	3	S	0	7	---	---

**Professional Schools****School of Architecture (ARC)**

ARC 318K (MS)	World Architecture: Origins to 1750	---	50%	3	S	143	0	X	---
ARC 318L (MS)	World Architecture: Industrial Revolution to Present	---	50%	3	F	104	0	X	X
ARC 368R	Central European Architecture, 1648-Present	---	100%	3	F	9	0	---	---
ARC 368R	Four Masters Of Modernism	---	50%	3	S	4	0	---	---
ARC 368R	History of Architecture Since 1985	---	50%	3	F/S	17	0	X	X
ARC 368R	Loos And Mies	---	100%	3	S	3	0	---	---
ARC 368R	Modern European Architecture	---	100%	3	F	22	0	X	---
ARC F368R	18th-Century Cities and Landscapes	---	75%	3	Su	7	0	---	---
ARC F388R	18th-Century Cities and Landscapes	---	75%	3	Su	0	13	---	---
ARC 387F	World Architecture: Origins to 1750	---	50%	3	S	0	15	---	---
ARC 387G	World Architecture: Industrial Revolution to Present	---	50%	3	F	0	21	---	X
ARC 388R	Central European Architecture, 1648-Present	---	100%	3	F	0	11	---	X
ARC 388R	Classical Tradition In Early Modern Architecture	---	50%	3	S	0	3	---	---
ARC 388R	Four Masters Of Modernism	---	50%	3	S	0	4	---	---
ARC 388R	History Of Arch Since 1985	---	70%	3	F/S	0	9	X	---
ARC 388R	Loos And Mies	---	100%	3	S	0	14	---	---
ARC 388R	Roman Architecture	CC 380	100%	3	S	0	3	---	---

**McCombs School of Business (IB/MKT)**

IB 320 F (MS)	Foundations Of International Business	---	25%	3	F/S	337	0	X	X
IB 350 (MS)	International Trade	EUS 348 (MS)	75%	3	F/S	EUS	0	X	X
IB 372	Fundamentals Of Business In The EU	EUS 348	100%	3	S	EUS	0	---	---
IB 395	Emerging Markets	---	25%	3	F/S	38	0	X	---
MKT 372	Life And Works Of Adam Smith	CTI 366, EUS 348, HMN 350	100%	3	S	EUS	0	X	X

**School of Law (LAW)**

LAW 243E	Emergence Of Modern European Law	---	100%	2	S	0	9	X	---
LAW 348E	International Human Rights Law	---	25%	3	F	0	21	X	---
LAW 379M	International Criminal Law	---	25%	3	S	0	27	---	---
LAW 382D	International Trade	---	25%	3	S	0	19	---	---
LAW 382N	Comparative Law	---	100%	3	S	0	11	---	---

**School of Law (LAW) Continued***Comparative look and civil law of France and Germany*

LAW 397S	International Art Law <i>Includes "key art trading countries" of Europe</i>	---	25%	3	S	0	7	X	---
<b><u>LBJ School of Public Affairs (PA)</u></b>									
PA 188G	Human Rights And Democracy	---	25%	1	S	0	14	---	---
PA 188G	UT Energy Symposium: International Energy	---	25%	1	F/S	0	62	---	X
PA 387G (MS)	Nature Of The Internatl System	---	25%	3	F	0	57	---	---
PA 388K	Ethics and International Affairs	---	25%	3	F	0	18	---	X
PA 388K	Global Economic Governance	---	25%	3	F	0	25	---	---
PA 388K	International Development	---	25%	3	S	0	27	X	---
PA 388K	National & International Transportation Policies, Plans, and Programs	---	25%	3	S	0	8	---	---
PA 388K	Post-Totalitar East Centr Eur	REE 385	100%	3	F	0	2	---	---
PA 388K	The Long Cold War, 1919-1991	HIS 381, REE 385	75%	3	F	0	6	---	---
PA 393H	International Economics	---	25%	3	S	0	48	X	---
PA 393L	European Financial Crisis	---	100%	3	S	0	15	X	X

**College of Communication****Radio, Television, Film (RTF)**

RTF 331M	Globalization and Social Media	J 349T	25%	3	F	9	2	---	---
RTF 342	Global Media	LAS 322	25%	3	S	19	1	---	---

**Journalism (J)**

J 349T	Globalization and Social Media	RTF 331M	25%	3	F	2	0	---	---
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**College of Fine Arts****Department of Art and Art History (ARH)**

ARH 301 (MS)	Introduction To Visual Arts	---	50%	3	F/S	533	0	X	X
	<i>Visual elements in painting, sculpture, and architecture</i>								
ARH 302 (MS)	Survey of Ancient Thru Medieval Art	---	75%	3	F/S	553	0	X	X
ARH 303 (MS)	Survey Of Renaissance Thru Modern Art	---	75%	3	F/S/SU	481	0	X	X
ARH 327R	Art In Lives Ordinary Romans	EUS 347	100%	3	S	EUS	0	---	---
ARH 332K	Northern Renaissance Art, 1350-1500	EUS 347	100%	3	F	EUS	0	X	---
ARH 333L	Northern Renaissance Art, 1500-1600	EUS 347, RS 357	100%	3	S	EUS	0	X	---
ARH 337K	20th-Century European Art To 1940	---	100%	3	F	43	0	---	X
ARH 362	Art And Politics In Imperial Rome	---	100%	3	F	42	2	X	---
ARH 363	The Art Of Late Antiquity	RS 357	100%	3	F	21	0	X	---
ARH 364	Art and The City In Renaissance Italy	EUS 347	100%	3	S	EUS	0	---	---
ARH 364	Renaissance Art: Benvenuto Cellini	EUS 347	100%	3	F	EUS	0	---	---
ARH 366J	Issues In 19th Century Art	---	100%	3	S	79	0	---	---
ARH 366J	Manet And Napoleonic Violence	---	100%	3	F	15	0	---	---
ARH 383	Exhibiting Byzantium	---	100%	3	S	0	10	---	---
ARH 383	Women In Medieval Art	---	100%	3	F	0	5	---	---
ARH 384	Benvenuto Cellini	ITL 382	100%	3	S	0	1	---	---
ARH 385	Rembrandt and the Art Of Amsterdam	---	100%	3	F	0	5	---	---
ARH 386J	European Photography 1839-1930	---	100%	3	S	0	6	---	---
ARH 386N	Duchamp By Decade	---	100%	3	S	0	6	---	---
ARH 385	Rembrandt and the Art Of Amsterdam	---	100%	3	F	0	5	---	---

**School of Music (MUS)**

MUS 302L (MS)	Introduction To Western Music	EUS 307	100%	3	F/S/Su	EUS	0	X	X
MUS 387L	Italian Opera: Rossini To Verdi	---	100%	3	S	0	18	---	---
MUS 303M	Introduction to Traditional Music in World Culture		50%	3	S	60	0	X	X
MUS 307 (MS)	History Of Rock Music	---	25%	3	F/S/Su	508	0	X	X
MUS 311J	Italian For Musicians	---	100%	3	S	19	3	X	---
MUS 313M (MS)	History Of Music I	---	75%	3	F/S	164	0	X	X
MUS 330L (MS)	History Of Music III	---	75%	3	F	76	0	X	X
MUS 379K	18th-Century Sonata To Mozart	---	100%	3	F	6	0	---	---
MUS 379K	Music and Meaning in Renaissance	---	100%	3	S	14	0	---	---

**School of Music (MUS)**

MUS 379K	Operas Of Mozart	---	100%	3	F	12	0	---	---
MUS 379K	Quartets Of Beethoven to Bartok	---	100%	3	F	5	0	---	---
MUS 380	Advanced Studies Historical Music: 18th Century	---	100%	3	F	0	16	X	X
MUS 380	Advanced Studies Historical Music: 19th Century	---	100%	3	S	0	18	X	---
MUS 380	Advanced Studies Historical Music: 20th Century	---	100%	3	F/S	1	43	X	X
MUS 380	Advanced Studies Historical Music: Baroque	---	100%	3	F	0	15	X	---
MUS 380	Advanced Studies Historical Music: Medieval	---	100%	3	S	0	22	X	X
MUS 380	Advanced Studies Historical Music: Renaissance	---	100%	3	F	0	12	---	X
MUS 385	History Of Music Theory After 1750	---	75%	3	S	0	7	---	---
MUS 387L	18th-Century Sonata To Mozart	---	100%	3	F	0	3	---	---
MUS 387L	German Art Song	---	100%	3	F	0	11	---	---

**School of Undergraduate Studies (UGS)**

UGS 302	Philosophy And Tolkien	---	100%	3	S	15	0	---	---
UGS 302	Reel Horror: Holocaust Film	---	100%	3	S	18	0	---	---
UGS 302	Scandinavian Cinema	---	100%	3	S	17	0	---	---
UGS 302	Shakespeare Everywhere	---	100%	3	S	18	0	---	---
UGS 302	Shakespeare Pursuits Of Happiness	---	100%	3	S	17	0	---	---
UGS 302 (MS)	Parthenon Through The Ages	---	100%	3	S	17	0	---	---
UGS 303	France In Popular American Culture	---	100%	3	F	17	0	X	---
UGS 303	Odysseus' Odysseys	---	100%	3	F	18	0	---	---
UGS 303	Romani Reality: Gypsy and Myth	---	100%	3	F	17	0	---	---
UGS 303	Sex In European Novel, 1800-1925	---	100%	3	F	15	0	---	---
UGS 303	The Man - Odysseus	---	100%	3	F	18	0	---	---
UGS 303	The Pope's City	---	100%	3	F	18	0	X	---
UGS 303 (MS)	Classics Of World Poetry	---	50%	3	S	46	0	---	---
UGS 303 (MS)	Dante's Hell And Its Afterlife	---	100%	3	S	47	0	X	---
UGS 303 (MS)	Films And Filmmakers Of Italy	---	100%	3	F	151	0	---	---
UGS 303 (MS)	Homer's Banquet	---	100%	3	S	51	0	---	---
UGS 303 (MS)	Ideas Of The Twentieth Century	---	50%	3	F	113	0	---	---
UGS 303 (MS)	Shakespeare's Pursuits Of Happiness	---	100%	3	F	48	0	---	X
UGS 303 (MS)	Technology In The Greek Roman World	---	100%	3	F	66	0	---	---
UGS 303 (MS)	Voyages That Changed The World	---	75%	3	F	94	0	---	---

**Foreign Languages****Czech (CZ)**

CZ S301K	Magic and Power in Prague	HIS S306N, RS S306, REE S302	100%	3	Su	2	0	---	---
CZ 324	Us and Them: Czechs And Strangers <i>How Czechs are perceived by others and how they relate</i>	EUS 347	100%	3	F	EUS	EUS	---	---
CZ 324	Heretics and Freedom Fighters, 1350-1650	EUS 346, HIS 362G, RS 357, REE 325	100%	3	S	EUS	0	X	---
CZ 324	Prague As A Literary Topos	CL 323, EUS 347, HIS 362G, REE 325	100%	3	S	EUS	2	---	---
CZ 324	Reading Prague: Literature, Art, and History-Czech	EUS 347, HIS 362G, REE 325	100%	3	S	EUS	0	---	---
CZ 506	First-Year Czech I	---	100%	5	F	6	0	X	X
CZ 507	First-Year Czech II	---	100%	5	S	5	0	X	---
CZ 412K	Second-Year Czech I	---	100%	4	F	5	0	X	X
CZ 412L	Second-Year Czech II	---	100%	4	S	5	0	X	---
CZ 325	Third-Year Czech I	---	100%	3	F	2	1	---	X
CZ 326	Third-Year Czech II	---	100%	3	S	2	1	---	---

**Danish (DAN)**

DAN 604	Accelerated First-Year Danish	---	100%	6	F	19	0	X	X
DAN 612	Accelerated Second-Year Danish	---	100%	6	S	16	0	X	---

**Dutch (DCH)**

DCH 604	Accelerated First-Year Dutch	---	100%	6	F	12	0	X	X
DCH 612	Accelerated Second-Year Dutch	---	100%	6	S	7	0	X	---
DCH 379	Conference Course in Dutch Language or Literature	---	100%	3	F/S	2	0	---	X

**French Civilization (FC)**

FC 345	Recent French African Film	---	100%	3	S	17	1	---	---
FC 349	Fictions Of The Self And Other	CL 323, CTI 345, EUS 347, WGS 345	100%	3	F	EUS	0	---	---

**French (FR)**

FR 120M	Advance Practice In Spoken French I	---	100%	1	F/S	29	1	---	---
FR 130D	French Across Disciplines	---	100%	1	F	5	0	---	---

**French (FR) Continued**

FR 180P	Introduction To Studies In Literature and Culture	ITL 180P	100%	1	F	0	3	---	X
FR 317C	Enhancing French Skills	---	100%	3	F/S	128	3	X	X
FR 320E (MS)	Advanced French I	---	100%	3	F/S	128	2	X	X
FR 322E (MS)	Advanced French II	---	100%	3	F/S	106	0	X	X
FR 324L	Practical Phonetics	---	100%	3	F/S	70	0	X	X
FR 326K	Introduction to French Literature I: Middle Ages to 18th-Century	---	100%	3	F/S	45	0	X	X
FR 326L	Introduction to French Literature II: French Revolution to Present	---	100%	3	F/S	42	0	X	X
FR 340C	The Arts In France	---	100%	3	F	23	0	X	X
FR 340P	Making And Identity Of France	---	100%	3	F	23	0	X	---
FR 340T	France: Francophn World Today	---	100%	3	S	EUS	0	X	---
FR 357	The Worlds Out Of This World	---	100%	3	S	16	0	---	---
	<i>Relationship between fiction and reality through French readings</i>								
FR 358	African Francophone Literature: Women's Voice	---	100%	3	F	11	0	X	---
FR 364L	Introduction To French Linguistics	---	100%	3	F	21	0	X	X
FR 372	Comparative Stylistics	---	100%	3	S	19	2	X	---
FR 378H	Honors Tutorial Course	---	100%	3	F	30	0	---	X
FR 383M	Structure Of French Syntax And Semantics	---	100%	3	S	0	5	---	---
FR 385L	Conference Course in French Language and Literature	---	100%	3	F/S	0	16	X	X
FR 390K	Introduction To 16th-Ceturyrn French Literature	---	100%	3	F	0	5	---	---
FR 390L	French Classicism	---	100%	3	S	0	6	---	---
FR 390M	20th-Century French Novel	---	100%	3	F	0	9	---	---
FR 392K	French In Contact	---	100%	3	F	0	7	---	---
FR 396K	Introduction To Romance Linguistics	LIN 383, POR 396K, SPN 396K	100%	3	F	0	10	---	X
FR 396K	Romance Phonology and Morphology	---	100%	3	F	0	5	---	---
FR 398R	Master's Report	---	100%	3	F/S	0	214	X	X
FR 398T	Supervised Teaching In French	---	100%	3	S	0	11	---	X
FR 399R	Dissertation	---	100%	3	F/S	0	361	X	X
FR 601C (MS)	Beginning French	---	100%	6	F/S	562	0	X	X
FR 611C	Intermediate French	---	100%	6	F/S	489	5	X	X
FR 679HA	Honors Tutorial Course	---	100%	6	F	55	0	X	X
FR 698A	Thesis	---	100%	6	F/S	0	948	X	X

<b><u>French (FR) Continued</u></b>										
FR 699R	Dissertation	---	100%	6	F/S	0	196	X	X	X
FR 999R	Dissertation	---	100%	9	F/S	0	497	X	X	X
FR F317C	Enhancing French Skills	---	100%	3	Su	11	0	---	---	X
FR F317C	Enhancing French Skills-France	---	100%	3	Su	16	0	---	---	X
FR F320E	Advanced French I	---	100%	3	Su	5	0	X	X	X
FR F320E	Continuity and Change In Modern France-France	---	100%	3	Su	18	0	---	---	---
FR N385L	Conference Course in French Language and Literature	---	100%	3	Su	0	4	---	---	---
FR N601C (MS)	Beginning French	---	100%	6	Su	34	1	X	X	X
FR N611C (MS)	Intermediate French	---	100%	6	Su	30	1	X	X	X
FR S301	French For Graduate Students In Other Dept	---	100%	3	Su	0	10	---	---	---
<b><u>German Civilization (GRC)</u></b>										
GRC 301	European Folktales	ANT 310L, EUS 307, SCA 302	100%	3	S	EUS	0	X	---	---
GRC S311	Movies Go to War, WWI - Vietnam	AMS S315C, EUS S307	50%	3	Su	EUS	0	---	---	---
GRC 323E	Isak Dinesen- Karen Blixen	EUS 347	---	3	F	EUS	0	---	---	---
GRC 323E	Scandinavian Contributions To World Literature	CL 323, EUS 347, SCA 373	100%	3	S	EUS	0	---	---	---
GRC 327E	Dutch Culture: Too Tolerant?	EUS 347, WGS 340	100%	3	S	EUS	0	X	---	---
GRC W327E	Germany and Europe Since 1945	EUS W346, GER W330C	100%	3	Su	EUS	0	---	---	---
GRC 340E	Introduction to Germanic Religion & Myth	EUS 347	100%	3	F	EUS	0	---	---	---
GRC 360E	Sweden In The European Union	EUS 348, GOV 365N	100%	3	S	EUS	0	X	---	---
<b><u>German (GER)</u></b>										
GER 130D	German Across Disciplines	---	100%	1	S	8	0	---	---	---
GER 149T	Introduction To Teaching German	---	100%	1	S	3	0	X	X	X
GER 185	Conference Course in German Language and Literature	---	100%	1	S	0	1	---	---	---
GER 328	Advanced German Grammar	---	100%	3	F/S	58	1	X	X	X
GER 331L	Adv Conversation, Composition and Literature	---	100%	3	F/S	42	0	X	X	X
GER 340C	Historical Backgrounds Of German Civilization	EUS 346	100%	3	F	EUS	0	X	X	---
GER 343C	Contemporary German Civilization	---	100%	3	S	15	0	X	X	---
GER 346L	German Literature: Enlightenment-Present	---	100%	3	F	15	0	X	X	X
GER 348D	German Play: Student Production	---	100%	3	S	41	0	---	---	---

**German (GER) Continued**

GER 369	German Language: Historical Perspective	ANT 320L, LIN 373	100%	3	F	8	0	X	---
GER 369	Structure Of German Language	---	100%	3	S	11	0	---	---
GER 373	The German Pop-Novel	---	100%	3	F	12	0	---	---
GER 379	Conference Course in German Language and Literature	---	100%	3	S	1	0	---	---
GER 381	Honors Tutorial Course	Various	100%	3	F	85	0	---	---
GER 381	Intro To Synchronic Linguistics: German	---	100%	3	S	0	5	---	---
GER 382M	Transformation of Europe: Court/City/Nature	---	100%	3	F	0	5	---	---
GER 382N	Queer History Of Pleasure	WGS 393	100%	3	S	1	6	---	---
	<i>Non-idealistic German tradition of aesthetic beauty</i>	---							
GER 385	Conference Course in German Language and Literature	---	100%	3	F/S	0	15	X	X
GER 386	German Literary and Cultural Naturalism Since 1890	---	100%	3	F	1	5	---	---
GER 392	Cultures Of Nationalism	---	100%	3	S	3	0	---	---
	<i>National identity of Germany</i>	---							
GER 392	The Modern Metropolis	CL 381	100%	3	F	0	11	---	---
GER 393K	Older Languages and Cultures: Gothic	---	100%	3	S	2	3	X	X
GER 393K	Sociolinguistic Language Contact Death	LIN 383	100%	3	F	0	5	---	X
	<i>Language contact and analysis of endangered dialects, particularly Texas German</i>								
GER 397P	Second Language Writing:	---	100%	3	S	0	6	---	---
	<i>Theory/Research/Pedagogy</i>								
GER 398R	Master's Report	Various	Varies	3	F/S	0	214	X	X
GER 398T	Supervised Teaching In German	---	100%	3	F	0	9	---	---
GER 399R (MS)	Dissertation	Various	Varies	3	F/S	0	1071	X	X
GER 506	First-Year German I	---	100%	5	F/S	218	1	X	X
GER 507	First-Year German II	---	100%	5	F/S	177	1	X	X
GER 604	Accelerated First-Year German	---	100%	6	F	21	1	X	X
GER 612 (MS)	Accel Sec-Yr Ger Read Mod Ger	---	100%	6	F/S	161	2	X	X
GER 698A	Thesis	Various	Varies	6	F/S	0	948	X	X
GER F506	First-Year German I	---	100%	5	Su	15	4	---	---
GER N612	Accelerated Second-Year German: Reading Modern German	---	100%	6	Su	7	1	---	---
GER S301K	Magic And Power In Prague	---	100%	3	Su	2	0	---	---
GER S385	Conference Course in German Language and Literature	---	Varies	3	Su	0	1	---	---

**German (GER) Continued**

GER S507	First-Year German II	---	100%	5	Su	17	3	---	---
GER W330C	Germany and Europe Since 1945	EUS W346, GRC W327E	100%	3	Su	EUS	0	---	---
GER W330C	Germany: Europe Since 1945-Germany	---	100%	3	Su	1	0	---	---
GER W379	Conference Course in German Language and Literature	---	Varies	3	Su	1	0	---	---
GER W385	Conference Course in German Language and Literature	---	Varies	3	Su	0	3	---	---
GER W612	Germany: Europe Since 1945-Germany	---	100%	6	Su	6	0	---	---

**Greek (GK)**

GK W804	Intensive Beginning Greek	---	100%	6	Su	11	1	---	---
GK 311	Intermediate Greek I	---	100%	3	F	10	2	X	X
GK 312K	Intermediate Greek II	---	100%	3	S	10	2	X	---
GK 312K	Life Of Themistocles	---	100%	3	S	5	0	---	---
GK 312L	Intermediate Greek II: Biblical Greek	---	100%	3	S	11	1	---	---
GK W412	Intensive Greek	---	100%	4	Su	11	1	---	---
GK 324	Euripides	---	100%	3	F	7	0	---	---
GK 328	Pauline Epistles	---	100%	3	F	1	1	---	X
GK 365	Aristotle On Tragedy	---	100%	3	S	8	0	---	---
GK 365	Plato And Greek Prose	---	100%	3	F	2	5	X	---
GK 370	Advanced Conference Course	---	100%	3	F	3	0	---	X
GK 383K	Current Concepts: Research In Greek	---	100%	3	S	0	3	---	X
GK 386K	Conference Course In Greek Literature	---	100%	3	F/S	0	14	X	X
GK 389R	Master's Report	---	Varies	3	F/S	0	214	X	X
GK 390	Apollonius	---	100%	3	S	0	6	---	---
GK 390	Hellenistic Philosophy	PHL 381	100%	3	F	0	5	---	---
GK 390	War & Violence: The Ancient Greek and Modern Western Experience	---	100%	3	F	0	4	---	---
GK 395	Aristotle On Tragedy	---	100%	3	S	0	5	---	---
GK 399R	Dissertation	Various	Varies	3	F/S	0	379	X	X
GK 506	First-Year Greek I	---	100%	3	F	33	2	X	X
GK 507	First-Year Greek II	---	100%	3	S	19	1	X	---
GK 699R	Dissertation	Various	Varies	6	F/S	0	202	X	X
GK 999R	Dissertation	Various	Varies	9	F/S	0	490	X	X

**Italian Civilization (ITC)**

ITC 349	Renaissance Art: Benvenuto Cellini	EUS 347	100%	3	F	EUS	0	---	---
ITC 349	Art & The City In Renaissance Italy	EUS 347	100%	3	S	EUS	1	---	---
<b>Italian (ITL)</b>									
ITL 180P	Introduction to Studies in Literature and Culture	FR 180P	100%	1	F	0	2	---	X
ITL N601C	Beginning Italian	---	100%	6	Su	13	0	---	X
ITL N611C	Intermediate Italian	---	100%	6	Su	17	0	---	X
ITL 321	Introduction To Italian Literature	EUS 347	100%	3	F	EUS	0	X	X
ITL 328 (MS)	Composition and Conversation	---	100%	3	F/S	44	1	X	X
ITL F328	Composition and Conversation-Ita	---	100%	3	Su	18	1	---	---
ITL 329	Advanced Composition And Conversation	---	100%	3	S	13	0	---	---
ITL 330K	Italian Translation Workshop	---	100%	3	F	20	0	---	X
ITL 365 (MS)	Conference Course in Italian Language and Literature	---	Varies	3	F/S	3	12	X	X
ITL F365	Conference Course in Italian Language and Literature - Italy	---	Varies	3	Su	5	0	X	X
ITL 375	Contemporary Italian Culture and Society	---	100%	3	S	13	0	---	---
ITL 382	Benvenuto Cellini	ARH 384	100%	3	S	0	6	---	---
ITL 382	Culture Of Art in Renaissance Italy	---	100%	3	F	0	8	---	---
ITL 382	Postwar Italian Cinema	---	100%	3	F	0	6	---	---
ITL F385L	Conference Course in Italian Language and Literature	---	Varies	3	Su	0	1	X	X
ITL W385L	Conference Course in Italian Language and Literature	---	Varies	3	Su	0	2	X	X
ITL S385L	Conference Course in Italian Language and Literature	---	Varies	3	Su	0	1	X	X
ITL 396H 9MS)	Honors Tutorial Course	Various	Varies	3	F/S	58	0	---	X
ITL 398R (MS)	Master's Report	Various	Varies	3	F/S	0	214	X	X
ITL 399R (MS)	Dissertation	Various	Varies	3	F/S	0	379	X	X
ITL 601C (MS)	Beginning Italian	---	100%	6	F/S	262	2	X	X
ITL 611C (MS)	Intermediate Italian	---	100%	6	F/S	191	2	X	X
ITL 678H (MS)	Honors Tutorial Course	Various	Varies	6	F/S	102	0	---	---
ITL 698A (MS)	Thesis	Various	Varies	6	F/S	0	948	X	X
ITL 699R (MS)	Dissertation	Various	Varies	6	F/S	0	202	X	X
ITL 999R (MS)	Dissertation	Various	Varies	9	F/S	0	490	X	X

<b>Latin (LAT)</b>												
LAT 324	Advanced Latin Grammar & Composition	---	100%	3	S	11	0	X	---			
LAT 370	Advanced Conference Course	---	Varies	3	S	7	0	---				
LAT 322 (MS)	Advanced Latin I	---	100%	3	F/S	22	0	X				
LAT 601C (MS)	Beginning Latin	---	100%	6	F/S	24	0	X				
LAT 323	Cicero: Orator, Philosopher, Politician	---	100%	3	F	17	0	X				
LAT 386L	Conference Course in Latin Language and Literature	---	Varies	3	F	0	1	---				
LAT 386	Conference Course in Latin Language and Literature	---	100%	3	F/S	0	6	X				
LAT 399R (MS)	Dissertation	---	Varies	3	F/S	0	379	X				
LAT 699R (MS)	Dissertation	---	Varies	6	F/S	0	202	X				
LAT 999R (MS)	Dissertation	---	Varies	9	F/S	0	490	X				
LAT 323	Elegy	---	100%	3	S	12	0	---				
LAT 365	Epyllion And Epos	---	100%	3	F	9	0	---				
LAT 385	Epyllion And Epos	---	100%	3	F	0	2	---				
LAT 506 (MS)	First-Year Latin I	---	100%	5	F/S	98	0	X				
LAT 507 (MS)	First-Year Latin II	---	100%	5	F/S	59	1	X				
LAT 383 (MS)	Grading and Reading Latin Prose	---	100%	3	F	0	6	---				
LAT 679H (MS)	Honors Tutorial Course	---	Varies	6	F	85	0	X				
LAT 311 (MS)	Intermediate Latin I	---	100%	3	F/S	57	1	X				
LAT 312K (MS)	Intermediate Latin II	---	100%	3	F/S	62	0	X				
LAT 316	Intermediate Latin II Poetry	---	100%	3	S	6	9	---				
LAT 390	Inventing Trajan	---	100%	3	S	0	7	---				
LAT 390	Latin Epigraphy	---	100%	3	F	0	8	---				
LAT 398R (MS)	Master's Report	---	Varies	3	F/S	0	214	X				
LAT 365	Plautus And Early Latin	---	100%	3	S	5	0	---				
LAT 385	Plautus And Early Latin	---	100%	3	S	0	4	---				
LAT 398T	Supervised Teaching In Latin	---	100%	3	S	0	3	X				
<b>Norwegian (NOR)</b>												
NOR 604	Accelerated First-Year Norwegian	---	100%	6	F	28	0	X				
NOR 612	Accelerated Second-Year Norwegian	---	100%	6	S	24	0	X				
<b>Polish (POL)</b>												
POL 312K	Second-Year Polish I	---	100%	3	Fall	11	0	X				
POL 312L	Second-Year Polish II	---	100%	3	Spring	9	0	X				

**Polish (POL) Continued**

POL 324	19th-Century Polish Literary and Cultural Film	CL 323, EUS 347, REE 325	100%	3	Fall	4	0	X	---
POL 506	First-Year Polish I	---	100%	5	Fall	8	1	---	X
POL 507	First-Year Polish II	---	100%	5	Spring	6	0	---	---

**Portuguese (POR)**

POR 362	Advanced Composition	---	100%	3	Spring	13	1	X	---
POR 396K	Introduction To Romance Linguistics	---	100%	3	Fall	0	1	---	X
POR 398T	Supervised Teaching In Spanish	---	100%	3	Fall	0	2	---	---
POR 601D	Introductory Portuguese	---	100%	6	Fall	41	2	X	X
POR 610D	Intermediate Portuguese I	---	100%	6	F/S	53	1	X	---
POR 610S	Portuguese For Spanish Speakers I	---	100%	6	F/S	46	9	X	X
POR 611D	Intermediate Portuguese II	---	100%	6	F/S	24	0	X	X
POR 611S	Portuguese For Spanish Speakers II	---	100%	6	F/S	26	6	X	X
POR F604	Accelerated First-Year Portuguese	---	100%	6	Su	5	2	---	---
POR S612	Accelerated Second-Year Portuguese: Oral Exam and Reading Comprehension	---	100%	6	Su	4	1	---	---

**Scandinavian (SCA)**

SCA 327	Films Of Ingmar Bergman	CL 323, EUS 347	100%	3	S/Su	EUS	0	X	---
SCA 379	Conference Course in Scandinavian Language or Literature	---	100%	3	F/S	3	0	X	---
SCA 373	Scandinavian Contribution to World Literature	CL 323	100%	3	S	EUS	0	---	---
SCA 302	European Folktales	ATN 310L, EUS 307, GRC 301	100%	3	S	EUS	0	X	---

**Serbo-Croatian (SC)**

SC 312K	Second Year Serbian-Croatian	---	100%	3	F	8	0	X	---
SC 312L	Second Year Serbian-Croatian II	---	100%	3	S	7	0	---	---

**Spanish (SPN)**

SPN 130D	Spanish Across Disciplines	---	100%	3	F/S	11	1	X	X
SPN 295L	Comprehensive Exam Preparation	---	100%	2	F	0	2	---	X
SPN 301	Spanish For Grad Students in Other Departments	---	100%	3	F	0	9	X	X
SPN 322K (MS)	Civilization Of Spanish America	---	100%	3	F/S	133	0	X	X
	Introduction to Spanish American Literature thru Modern								

**Spanish (SPN) Continued**

SPN 325K (MS)	Introduction to Spanish American Literature thru Modern	---	100%	3	F/S	41	0	X	X
SPN 325L (MS)	Introduction to Spanish American Literature since Modern	---	100%	3	F/S	62	0	X	X
SPN 326K (MS)	Introduction to Spanish American Literature before 1700	---	100%	3	F/S	67	1	X	X
SPN 326L (MS)	Introduction to Spanish American Literature since 1700	---	100%	3	F/S	85	0	X	X
SPN 327G	Advanced Grammar and Composition, Bilingual - Cultural Speaker	---	100%	3	F	11	1	---	---
SPN 327G	Advanced Grammar and Composition I	---	100%	3	F/S	277	2	X	X
SPN 327G (MS)	Advanced Grammar and Composition I - Bilingual Bicultural	---	100%	3	F	10	1	X	X
SPN 327W	Advanced Grammar and Composition II - Bilingual Bicultural	---	100%	3	F/S	15	2	X	X
SPN 327W (MS)	Advanced Grammar and Composition II	---	100%	3	F/S	175	0	X	X
SPN 328 (MS)	Spanish Civilization	---	100%	3	F/S	77	0	X	---
SPN 346	Practical Phonetics	---	100%	3	F/S	108	0	X	---
SPN 351	Don Quijote	---	100%	3	F/S	42	0	X	X
SPN 351	Golden Age Drama	---	100%	3	F	13	0	---	---
SPN 352	Contemporary Indigenous Literature	---	100%	3	F	10	0	---	---
SPN 364L	Applied Linguistics	---	100%	3	F/S	41	0	---	---
SPN 365K	Contemporary Spanish American Prose	---	100%	3	F	18	0	X	X
SPN 365L	19th-Century Spanish Literature	---	100%	3	S	0	0	---	---
SPN 366K	Advanced Oral Experience for Teachers	---	100%	3	S	15	0	---	---
SPN 367K	Rhetoric and Composition for Native Speakers	---	100%	3	F/S	23	1	X	---
SPN 367K	Spanish for Health Care Professionals	---	100%	3	F	11	0	X	---
SPN 367K	Translation Principal and Practices	---	100%	3	S	13	1	X	---
SPN 367K	Spanish Language Structure	---	100%	3	S	15	0	---	---
SPN 368L	Introduction to Contemporary Spanish Thought	---	100%	3	S	18	0	X	---
SPN 372	Fiction & Non-Fiction From Margins	---	100%	3	F	4	0	---	---
SPN 380K	Interaction: Second Language Acquisition	---	100%	3	S	0	6	---	---
SPN 383M	Spanish In Texas	---	100%	3	F	0	9	---	---
SPN 383M	Measurement: Second Language Competence	---	100%	3	S	0	12	---	---
SPN 383N	Seminar On Interfaces In Spanish	---	100%	3	S	0	8	---	---
SPN 383N	Poetics For The 21st Century	---	100%	3	F	0	5	---	---

**Spanish (SPN) Continued**

SPN 385M	Violence In Medieval Spanish Literature	---	100%	3	F	0	6	---	---
SPN 387	Transnational Legacy of Early Modern Spain	---	100%	3	F	0	12	---	---
SPN 391	Methods of Study in Spanish Linguistics	---	100%	3	S	0	3	---	---
SPN 393T	Teaching Spanish for Special Purposes	---	100%	3	F	0	7	---	---
SPN 393T	Comprehensive Exam Preparation	---	100%	3	F	0	13	---	---
SPN 395L	Introduction To Romance Linguistics	---	100%	3	F/S	0	58	X	---
SPN 396K	Supervised Teaching In Spanish	---	100%	3	F	0	2	---	X
SPN 398T	Introduce Spanish-Bilingual & Bicultural	---	100%	3	F	0	17	---	---
SPN 601D	Introductory Spanish	---	100%	6	F/S	44	0	---	---
SPN 601D (MS)	Intermediate Spanish I	---	100%	6	F/S	1130	1	X	X
SPN 610D (MS)	Intermediate Spanish I - Bilingual & Bicultural	---	100%	6	F/S	764	1	X	X
SPN 610D (MS)	Intermediate Spanish II	---	100%	6	F/S	69	0	---	---
SPN 611D (MS)	Intermediate Spanish II - Bilingual & Bicultural	---	100%	6	F/S	522	1	X	X
SPN 611D (MS)	Honors Tutorial Course	---	100%	6	F/S	84	0	---	---
SPN 679HA (MS)	Introductory Spanish	---	100%	6	F/S	4	0	---	---
SPN F601D (MS)	Intermediate Spanish I	---	100%	6	Su	124	0	---	---
SPN F610D (MS)	Intermediate Spanish II	---	100%	6	Su	66	0	---	---
SPN F611D (MS)	Introduction To Spanish Literature Before 1700	---	100%	6	Su	38	0	---	---
SPN F326K	Advanced Grammar And Composition I	---	100%	3	Su	12	0	---	---
SPN F327G	Advanced Grammar And Composition II	---	100%	3	Su	14	1	---	X
SPN F327W	Spanish Civilization	---	100%	3	Su	15	0	---	X
SPN F328	Practical Phonetics-Spn	---	100%	3	Su	6	1	---	---
SPN F346	Comprehensive Exam Preparation	---	100%	3	Su	10	0	---	---
SPN F395L	Introductory Spanish	---	100%	3	Su	0	9	---	---
SPN S601D	Intermediate Spanish I	---	100%	6	Su	35	0	X	X
SPN S610D	Intermediate Spanish II	---	100%	6	Su	53	0	X	X
SPN S611D	Civilization Of Spanish America	---	100%	6	Su	56	0	X	X
SPN S322K	Introduction to Spanish American Literature Modern	---	100%	3	Su	11	0	---	---
SPN S325L	Adv Grammar & Compositn I-Spn	---	100%	3	Su	8	0	---	---
SPN S327G	Advanced Grammar And Composition I	---	100%	3	Su	3	0	---	---
SPN S327G	Practical Phonetics	---	100%	3	Su	12	0	---	---
SPN S346	Don Quijote	---	100%	3	Su	12	0	---	---
SPN S351	Comprehensive Exam Preparation	---	100%	3	Su	8	2	---	X
SPN S395L	Comprehensive Exam Preparation	---	100%	3	Su	0	2	---	X

**Swedish (SWE)**

SWE 604	Accelerated First-Year Swedish	---	100%	6	F	24	0	X	X
SWE 612	Accelerated Second-Year Swedish	---	100%	6	S	19	0	---	---

**Turkish (TUR)**

TUR 601C	Intensive Turkish I	---	100%	6	F	9	0	X	X
TUR 611C	Intensive Turkish II	---	100%	6	S	6	0	---	---
TUR 320K	Intermediate Turkish I	---	100%	3	F	4	1	---	X
TUR 320L	Intermediate Turkish II	---	100%	3	S	4	0	---	---
TUR 389	Conference Course in Turkish Studies	---	100%	3	F/S	0	2	X	---

**Study Abroad Programs and Maymesters**

EUS 346	Sport And English Society-England	KIN 350, SOC 321K	100%	3	S	15	0	X	---
KIN 350	Sport And English Society-England	EUS 346, SOC 321K	100%	3	S	EUS	0	X	---
SOC 321K	Sport And English Society-England	EUS 346, KIN 350	100%	3	S	EUS	0	X	---
EUS 347	Reading Prague Literature, Art and History-Czech	HIS 362G, REE 325, CZ 324	100%	3	S	11	0	---	---
ANT F662	Field Archaeology-Portugal	---	100%	6	Su	6	0	X	---
ARC 479	Archaeological Research-Europe	---	100%	4	F	22	0	X	X
ARC 479	Archaeological Research-Italy	---	100%	4	F	4	0	X	X
ARC 560R	Advanced Design-Europe	---	100%	5	F	22	0	X	---
ARH F374	The Painter's Practice in Medieval and Renaissance Italy - Italy	---	100%	3	Su	0	24	---	---
E S321	Shakespeare Select Plays - England	---	100%	3	Su	16	0	---	---
HIS 362G	Vienna: Memory The City-Austria	AMS 370, GRG 356T, URB 354	100%	3	S	18	0	---	---
IB F320F	International Marketing - France	---	100%	3	Su	15	0	X	---
J 370K	Maymester Seminar Prague	---	100%	3	S	16	0	---	---
MKT F372	International Marketing - France	---	100%	3	Su	12	0	X	---
HIS 362G	Reading Prague: Literature, Art, History-Czech	EUS 347, REE 325, CZ 324	100%	3	S	EUS	0	---	---

(MS) Indicates multiple sections in one or more semesters



**DIRECTOR****DOUGLAS BIOW**

Superior Oil Company—Linward Shivers Centennial Professor, Co-Director of the EU Center of Excellence,  
& Director of the France-UT Institute. Professor, tenured

**EDUCATION**

1990: PhD, Italian Language and Literature, Johns Hopkins University

**LANGUAGES**

Italian, 4+; Latin, 2; French, 2+

**EXPERIENCE ABROAD**

Over ten years experience abroad in Europe: teaching in UT summer programs, and researching in Italy, England, and France with Guggenheim, Fulbright, NEH, Delmas, and Javits fellowships

**SPECIALIZATION**

Early modern Europe, Renaissance Italy and Europe, History and Culture of period

**ACADEMIC POSITIONS**

- 2009-: Courtesy Appointment, History Department, University of Texas at Austin
- 2008-: Director, Center for European Studies, University of Texas at Austin
- 2008-: Superior Oil Company—Linward Shivers Centennial Professor
- 2003-: Professor, Department of French and Italian, University of Texas at Austin
- 2002: Acting Director, Plan II Honors Program, University of Texas (*fall semester*)
- 1998-05: Associate Director, Plan II Honors Program, University of Texas at Austin

**DISTINCTIONS: ACADEMIC HONORS, FELLOWSHIPS, AND AWARDS**

- 2008-9: Gladys Kriebel Delmas Foundation for Research in Venice and the Veneto (*winter*)
- 2007: Recipient of a Choice Magazine Outstanding Academic Title (*The Culture of Cleanliness in Renaissance Italy*)
- 2007: Gladys Kriebel Delmas Foundation for Research in Venice and the Veneto (*summer*)
- 2006-7: John Simon Guggenheim Fellowship Foundation
- 2006: Gladys Kriebel Delmas Foundation for Research in Venice and the Veneto (*summer*)
- 2003: Recipient of a Robert W. Hamilton Book Award (*Doctors, Ambassadors, Secretaries*)
- 1996-97: National Endowment for the Humanities Fellowship
- 1996-97: National Humanities Center Fellowship (declined)
- 1988-89: Fulbright-Hays Doctoral Dissertation Research Abroad Program, US Department of Education
- 1986-88: The Jacob K. Javits Fellowship, US Department of Education

**PUBLICATIONS****Books**

1. *On the Importance of Being an Individual in Renaissance Italy*. Philadelphia: University of Pennsylvania Press, 2015.
2. *In Your Face: Professional Improprieties and the Art of Being Conspicuous in Sixteenth-Century Italy*. Stanford: Stanford University Press, 2010.
3. *The Culture of Cleanliness in Renaissance Italy*. Ithaca and London: Cornell University Press, 2006.
4. *Doctors, Ambassadors, Secretaries: Humanism and Professions in Renaissance Italy*. Chicago and London: University of Chicago Press, 2002.
5. *Mirabile Dictu: Representations of the Marvelous in Medieval and Renaissance Epic*. Ann Arbor: University of Michigan Press, 1996.

**COURSES (100% on Europe)**

Italian Cinema, Italian Civilization, Renaissance Epic, Critical Theory (focus on Europe)





**Sally Dickson** serves as the full-time Senior Program Coordinator for CES, where she has worked since the inception of the European Studies major at UT in 2006. Previously she worked in the School of Law. She received a Masters from the LBJ School of Public Policy.

Until June 16, 2012, **Charlotte Harris** served as the second Program Coordinator for CES, at which point she took over the position of Senior Interface Manager of the Central Business Office for the entire university. We are currently in the process of hiring a replacement.

**Mariah Wade** serves as CES's Associate Director. Please see faculty bio.

**Philippa Levine** serves as the Co-Director of the EU Center of Excellence, which is housed in CES. Please see faculty bio.

**Mary Neuburger** serves as the Associate Director of the EU Center of Excellence, which is housed in CES. Please see faculty bio.

**Tim Ashlock** currently serves as the undergraduate academic advisor for CES.

**Merry Burlingham** (Bibliographer for CES) currently serves as the Chief Bibliographer and Collections Officer and French/Italian Bibliographer, as well as the primary library liaison for CES, though many subject specialists within the University of Texas Libraries provide instruction, outreach and reference for individual disciplines encompassed by European studies. Merry Burlingham manages the Current Books funds for French and Italian language materials, departmental funds for French and Italian, and works closely with specialists for other European languages to insure that teaching and research needs are met, regardless of format. She is a member of the CES executive committee.



## FACULTY LIST

Faculty	Department/School/College	Position/Rank	Page Number
1 Hoelscher, Steven	American Studies	Professor	A3-8
2 Hartigan, John	Anthropology	Professor	A3-8
3 Merabet, Sofian	Anthropology	Assistant Professor	A3-9
4 Wade, Mariah	Anthropology	Associate Professor	A3-9
5 Chambers, Edward	Art History	Associate Professor	A3-10
6 Charlesworth, Michael	Art History	Professor	A3-10
7 Clarke, John	Art History	Professor	A3-11
8 Davies, Penelope	Art History	Associate Professor	A3-11
9 Henderson, Linda	Art History	Professor	A3-12
10 Holladay, Joan	Art History	Professor	A3-12
11 Johns, Ann	Art History	Senior Lecturer	A3-13
12 Papalexandrou, Nassos	Art History	Associate Professor	A3-13
13 Peers, Glenn	Art History	Professor	A3-14
14 Shiff, Richard	Art History	Professor	A3-14
15 Smith, Jeffrey	Art History	Professor	A3-15
16 Waldman, Louis	Art History	Associate Professor	A3-15
17 Beck, Deborah	Classics	Assistant Professor	A3-16
18 Carter, Joseph	Classics	Professor	A3-16
19 Carusi, Cristina	Classics	Assistant Professor	A3-17
20 Dean-Jones, Lesley	Classics	Associate Professor	A3-17
22 Galinsky, Karl	Classics	Professor	A3-18
23 Haimson-Lushkov, Ayelet	Classics	Assistant Professor	A3-18
24 Hubbard, Thomas	Classics	Professor	A3-19
25 Palaima, Thomas	Classics	Professor	A3-19
26 Perlman, Paula	Classics	Professor	A3-20
27 Rabinowitz, Adam	Classics	Assistant Professor	A3-20
28 Riggsby, Andrew	Classics	Professor	A3-21
29 Taylor, Rabun	Classics	Associate Professor	A3-21
30 White, Stephen	Classics	Professor and Chair	A3-22
31 Gil de Zuniga, Homero	College of Communications	Associate Professor	A3-22
32 Reese, Stephen	College of Communications	Professor	A3-23
33 Schiesari, Nancy	College of Communications	Professor	A3-23
34 Straubhaar, Joseph	College of Communications	Professor	A3-24
35 Strover, Sharon	College of Communications	Professor	A3-24
36 Sylvie, George	College of Communications	Associate Professor	A3-25
37 Tyner, Kathleen	College of Communications	Associate Professor	A3-25
38 Baker, Samuel	English	Associate Professor	A3-26
39 Barchas, Janine	English	Professor	A3-26
40 Barret, Jennifer	English	Assistant Professor	A3-27
41 Bertelsen, Lance	English	Professor	A3-27
42 Birkholz, Daniel	English	Associate Professor	A3-27
43 Blockley, Mary	English	Professor	A3-28
44 Bruster, Douglas	English	Professor	A3-28
45 Carter, Mia	English	Associate Professor	A3-29
46 Carver, Larry	English	Professor	A3-29
47 Christian, George	English	Adjunct Professor	A3-30
48 Cullingford, Elizabeth	English	Professor and Chair	A3-30
49 Friedman, Alan	English	Professor	A3-31
50 Garcia, Patricia	English	Lecturer	A3-31
51 Harlow, Barbara	English	Professor	A3-32
52 Hedrick, Elizabeth	English	Associate Professor	A3-32
53 Heinzelman, Kurt	English	Professor	A3-33
54 Heinzelman, Susan	English	Associate Professor	A3-33
55 Heng, Geraldine	English	Associate Professor	A3-34
56 Lochlin, James	English	Professor	A3-34
57 MacDuffie, Allen	English	Assistant Professor	A3-35

	<b>Faculty</b>	<b>Department/School/College</b>	<b>Position/Rank</b>	<b>Page Number</b>
58	MacKay, Carol	English	Professor	A3-35
59	Mallin, Eric	English	Associate Professor	A3-36
60	Moore, Lisa	English	Professor	A3-36
61	Rebhorn, Wayne	English	Professor	A3-37
62	Richmond-Garza, Elizabeth	English	Associate Professor	A3-37
63	Rumrich, John	English	Professor	A3-38
64	Scala, Elizabeth	English	Associate Professor	A3-38
65	Staley, Thomas	English	Professor	A3-39
66	Walker, Jeffrey	English	Professor and Chair	A3-39
67	Whigham, Frank	English	Professor	A3-40
68	Wojciehowski, Hannah	English	Professor	A3-40
69	Woods, Marjorie	English	Professor	A3-41
70	Bini, Daniela	French and Italian	Professor and Chair	A3-41
72	Birdsong, David	French and Italian	Professor	A3-42
73	Biow, Douglas	French and Italian	Professor and Director	A3-2
74	Bizer, Marc	French and Italian	Associate Professor	A3-42
75	Blyth, Carl	French and Italian	Associate Professor	A3-43
76	Bonifazio, Paola	French and Italian	Assistant Professor	A3-43
77	Bullock, Barbara	French and Italian	Professor	A3-44
78	Del Fattore-Olson, Antonella	French and Italian	Distinguished Senior Lecturer	A3-44
79	Guilloteau, Nancy	French and Italian	Lecturer	A3-45
80	Kelton, Karen	French and Italian	Senior Lecturer	A3-45
81	Montreuil, Jean-Pierre	French and Italian	Professor	A3-46
82	Pagani, Karen	French and Italian	Assistant Professor	A3-46
83	Picherit, Hervé	French and Italian	Assistant Professor	A3-47
84	Raffa, Guy	French and Italian	Associate Professor	A3-47
85	Russi, Cinzia	French and Italian	Associate Professor	A3-48
86	Tissieres, Hélène	French and Italian	Associate Professor	A3-48
87	Wettlaufer, Alexandra	French and Italian	Professor	A3-49
88	Beach, Sheryl	Geography and Environment	Professor and Chair	A3-49
89	Arens, Katherine	Germanic Studies	Professor	A3-50
90	Belgum, Kirsten	Germanic Studies	Associate Professor	A3-50
91	Boas, Hans	Germanic Studies	Professor	A3-51
92	Bos, Pascale	Germanic Studies	Associate Professor	A3-51
93	Hake, Sabine	Germanic Studies	Professor	A3-52
94	Hess, Peter	Germanic Studies	Associate Professor	A3-52
95	Hoberman, John	Germanic Studies	Professor	A3-53
96	Pierce, Marc	Germanic Studies	Assistant Professor	A3-53
97	Straubhaar, Sandra	Germanic Studies	Senior Lecturer	A3-54
98	Urlaub, Per	Germanic Studies	Assistant Professor	A3-54
99	Wilkinson, Lynn	Germanic Studies	Associate Professor	A3-55
100	Barany, Zoltan	Government	Professor	A3-55
101	Evans Case, Rhonda	Government	Adjunct Associate Professor	A3-56
102	Freeman, Gary	Government	Professor	A3-56
103	Givens, Terri	Government	Associate Professor	A3-57
104	Gregg, Benjamin	Government	Associate Professor	A3-57
105	Luskin, Robert	Government	Associate Professor	A3-58
106	McDonald, Patrick	Government	Associate Professor	A3-58
107	Moser, Robert	Government	Professor and Chair	A3-59
108	Mosser, Michael	Government	Lecturer	A3-59
109	Pangle, Lorraine	Government	Professor	A3-60
110	Pangle, Thomas	Government	Professor	A3-60
111	Pedahzur, Ami	Government	Professor	A3-61
112	Stauffer, Dana	Government	Lecturer	A3-61
113	Stauffer, Devin	Government	Associate Professor	A3-62
114	Viroli, Maurizio	Government	Professor	A3-62
115	Weyland, Kurt	Government	Professor	A3-63
116	Wlezien, Christopher	Government	Assistant Professor	A3-63

Faculty	Department/School/College	Position/Rank	Page Number
117 Wolford, Michael	Government	Assistant Professor	A3-64
118 Abzug, Robert	History	Professor	A3-65
119 Bodian, Marion	History	Professor	A3-65
120 Brower, Benjamin	History	Associate Professor	A3-66
121 Canizares-Esguerra, Jorge	History	Professor	A3-66
122 Charumbira, Ruramisai	History	Assistant Professor	A3-67
123 Coffin, Judith	History	Associate Professor	A3-67
124 Crew, David	History	Professor	A3-68
125 Frazier, Alison	History	Associate Professor	A3-68
126 Hardwick, Julie	History	Professor	A3-69
127 Hunt, Bruce	History	Associate Professor	A3-69
128 Kamil, Neil	History	Associate Professor	A3-70
129 Levack, Brian	History	Professor	A3-70
130 Levine, Philippa	History	Professor	A3-71
131 Lichtenstein, Tatjana	History	Assistant Professor	A3-71
132 Louis, Wm. Roger	History	Professor	A3-72
133 Matysik, Tracie	History	Associate Professor	A3-72
134 Neuburger, Mary	History	Professor and Chair	A3-73
135 Newman, Martha	History	Associate Professor	A3-73
136 Spellberg, Denise	History	Associate Professor	A3-74
137 Vaughn, James	History	Assistant Professor	A3-74
138 Villalon, Andrew	History	Senior Lecturer	A3-75
139 Busby, Josh	LBJ School of Public Affairs	Associate Professor	A3-75
140 Galbraith, James	LBJ School of Public Affairs	Professor	A3-76
141 Hutchings, Robert L.	LBJ School of Public Affairs	Professor and Dean	A3-76
142 Inboden, Will	LBJ School of Public Affairs	Associate Professor	A3-77
143 Kuperman, Alan	LBJ School of Public Affairs	Associate Professor	A3-77
144 Redei, Lorinc	LBJ School of Public Affairs	Adjunct Professor	A3-78
145 Suri, Jeremi	LBJ School of Public Affairs	Professor	A3-78
146 Varoufakis, Yanis	LBJ School of Public Affairs	Visiting Professor	A3-79
147 Weaver, Catherine	LBJ School of Public Affairs	Associate Professor	A3-79
148 Ali, Samer	Middle Eastern Studies	Associate Professor	A3-80
149 Okur, Jeannette	Middle Eastern Studies	Lecturer	A3-80
150 Higgins, Kathleen	Philosophy	Professor	A3-81
151 Koons, Robert	Philosophy	Professor	A3-81
152 Martinich, Aloysius	Philosophy	Professor	A3-82
153 Proops, Ian	Philosophy	Professor	A3-82
154 Woodruff, Paul	Philosophy	Professor	A3-83
155 Alofsin, Anthony	School of Architecture	Professor	A3-83
156 Atkinson, Simon	School of Architecture	Professor	A3-84
157 Benes, Mirka	School of Architecture	Associate Professor	A3-84
158 Cleary, Richard	School of Architecture	Professor	A3-85
159 Long, Christopher	School of Architecture	Professor	A3-85
160 Milovanovic-Bertram, Smilja	School of Architecture	Associate Professor	A3-86
161 Udovicki-Selb, Danilo	School of Architecture	Associate Professor	A3-86
162 Gerber, Linda	School of Business	Senior Lecturer	A3-87
163 Jarvenpaa, Sirkka	School of Business	Professor	A3-87
164 Martins, Luis	School of Business	Associate Professor	A3-88
165 Rindova, Violina	School of Business	Professor	A3-88
166 Robert, Marvin Kirby	School of Business	Lecturer	A3-89
167 Webber, Michael	School of Engineering	Associate Professor	A3-89
168 Bobbitt, Philip	School of Law	Distinguished Senior Lecturer	A3-90
169 Dammann, Jens	School of Law	Professor	A3-90
170 Engle, Karen	School of Law	Professor	A3-91
171 Ferreres, Victor	School of Law	Visiting Professor	A3-91
172 Jinks, Derek	School of Law	Professor	A3-92
173 Markovits, Inga	School of Law	Professor	A3-92
174 Pratter, Jonathan	School of Law	Lecturer	A3-93

	<b>Faculty</b>	<b>Department/School/College</b>	<b>Position/Rank</b>	<b>Page Number</b>
175	Ankowitz, Elliott	School of Music	Professor	A3-93
176	Buhler, Jim.	School of Music	Associate Professor	A3-94
177	Dell'Antonio, Andrew	School of Music	Professor	A3-94
178	Drott, Eric	School of Music	Associate Professor	A3-95
179	Hunter, David	School of Music	Senior Lecturer	A3-95
180	Nardini, Luisa	School of Music	Associate Professor	A3-96
181	Olivieri, Guido	School of Music	Lecturer	A3-96
182	Seeman, Sonia	School of Music	Associate Professor	A3-97
183	Tusa, Michael	School of Music	Professor	A3-97
184	Garza, Thomas	Slavic and Eurasian Studies	Associate Professor	A3-98
185	Hopkins, Mark	Slavic and Eurasian Studies	Lecturer	A3-98
186	Jordan, Bella	Slavic and Eurasian Studies	Lecturer	A3-99
187	Kaminska, Bernadeta	Slavic and Eurasian Studies	Lecturer	A3-99
188	Kuzmic, Tatiana	Slavic and Eurasian Studies	Assistant Professor	A3-100
189	Rappaport, Gilbert	Slavic and Eurasian Studies	Professor	A3-100
190	Adut, Ari	Sociology	Associate Professor	A3-101
191	Carrington, Benjamin	Sociology	Associate Professor	A3-101
192	Charrad, Mounira	Sociology	Associate Professor	A3-102
193	Harney, Michael	Spanish and Portuguese	Associate Professor	A3-102
194	Kelm, Orlando	Spanish and Portuguese	Associate Professor	A3-103
195	Reed, Cory	Spanish and Portuguese	Associate Professor	A3-103
196	Robbins, Jill	Spanish and Portuguese	Professor	A3-104
197	Sutherland-Meier, Madelin	Spanish and Portuguese	Associate Professor	A3-104

**PROFICIENCY SCALE  
IN LANGUAGES**

**READING and/or SPEAKING**

Scale (+ equals more advanced)	ACTFL Scale
5	Native
4+, 4	Distinguished
3+, 3	Superior
2+, 2	Advanced
1+, 1	Intermediate
0+, 0	Novice



**American Studies****Steven Hoelscher**  
**Professor**

**Appointment:** 2002 Tenured

**Education:** 1995 Ph.D., University of Washington-Madison, Geography

**Academic Experience:** 2009-Present: Professor, 2002-09: Associate Professor, 2000-01: Assistant Professor, UT Austin; 1996-99: Assistant Professor, Louisiana State University

**Overseas Experience:** 2003-04: Senior Fulbright Professor, Nordamerikastudienprogram, Universität Bonn, Germany

**Language Proficiency:** German 3+ **Percentage Dedicated To Area Studies:** 25%

**Relevant Courses:** Memory and Place; Vienna: Memory and the City, from Imperial Capital to Global Metropolis; International Learning Seminar; The Cultures of Cities; The Geography of Europe

**Current Research:** North American and European Urbanism, Social constructions of space and place, landscape and region

**Recent Publications:** *Reading Magnum: A Visual Archive of the Modern World* (University of Texas Press, 2013); *Picturing Indians: Photographic Encounters and Tourist Fantasies* in H.H. Bennett's *Wisconsin Dells* (University of Wisconsin Press, 2008); *Textures of Place: Exploring Humanist Geographies* (University of Minnesota Press, 2001), co-edited with Paul Adams and Karen Till

**Dissertations/Theses Supervised in Past 5 Years:** 8

**Distinctions:** 2012: Subvention Grant Award, UT Austin; 2011-12: Shpilman Institute for Photography Research Grant; 2009: Book Award of Merit for *Picturing Indians*, Wisconsin Historical Society; 2004-05: President's Associates Teaching Excellence Award, UT Austin; 2003: Fellow, Humanities Institute, UT Austin

**Anthropology****John Hartigan**  
**Professor**

**Appointment:** 2001 Tenured

**Education:** 1995 Ph.D., University of California, Santa Cruz

**Academic Experience:** 2010-Present: Professor, 2007-Present: Director, Américo Paredes Center for Cultural Studies, 2002-09: Associate Professor, 2001-02: Assistant Professor, UT Austin; 1999-01: Assistant Professor, University of North Texas

**Overseas Experience:** 2011-13: Ethnographic fieldwork in Spain

**Language Proficiency:** Spanish 3+, French 3+ **Percentage Dedicated To Area Studies:** 40%

**Relevant Courses:** Urban Cultures; Introduction to Race and Ethnicity

**Current Research:** Efforts at 'rewilding' Europe by restoring decimated, untamed species

**Recent Publications:** *Anthropology of Race: Biology, Genes, and Culture* (School of Advanced Research Press, 2013); *What Can you Say? America's National Conversation on Race* (Stanford University Press, 2010); *Race in the 21st Century: Ethnographic Approaches* (Oxford University Press, 2010)

**Dissertations/Theses Supervised in Past 5 Years:** 5

**Distinctions:** 2013: Wenner-Gren Foundation Post-Ph.D. Grant; 2011: Honorable Mention, American Ethnological Society Junior Book Prize; 1994: Harry Frank Guggenheim Foundation Fellowship for Studies of Human Dominance, Aggression, and Violence; 1994: Smithsonian Institution Predoctoral Fellowship

**Anthropology****Sofian Merabet  
Assistant Professor**

**Appointment:** 2009 Tenure Track

**Education:** 2009 Ph.D., Columbia University, Anthropology

**Academic Experience:** 2009-Present: Assistant Professor, UT Austin; 2007-09: Assistant Professor, Faculty Fellow, New York University; 2006-07: Visiting Instructor, University of Louisville

**Overseas Experience:** Extensive travel in the Middle East, North and East Africa, North and South America, South Asia, and Europe

**Language Proficiency:** Arabic 4+, French 4+, German 4+, Spanish 4+ **Percentage Dedicated To Area Studies:** 33%

**Relevant Courses:** Muslims in Europe: The Complex Politics of Ethics and Leadership

**Current Research:** Queer studies, transnational migration

**Recent Publications:** *Queer Beirut* (The University of Texas Press, 2014)

**Dissertations/Theses Supervised in Past 5 Years:** None

**Distinctions:** 2009-10: Faculty Fellow, Center for Women's and Gender Studies, UT Austin; 2007-09: Faculty Fellowship, Hagop Kevorkian Center, New York University; 2004-06: Teaching and Faculty Fellowships, Columbia University; 1995, 2005: Scheps Summer Research Fellowship, Columbia University

**Anthropology****Mariah Wade  
Associate Professor**

**Appointment:** 2001 Tenured

**Education:** 1998 Ph.D., UT Austin, Anthropology-Archaeology

**Academic Experience:** 1992-2002: Research Engineer - Science Associate IV - Publications Director, Institute of Classical Archaeology, UT Austin

**Overseas Experience:** 2008-Present: Associate Professor, 2002-08: Assistant Professor, 2001: Lecturer, UT Austin; 2008-14: Director, The Portugal Archaeology Program; 1991-01, Supervisor/Director, ICA Department of Classics Summer Field School

**Language Proficiency:** Portuguese 5, Spanish 4+, French 4+, Italian 4 **Percentage Dedicated To Area Studies:** 70%

**Relevant Courses:** Bronze and Iron Ages in Atlantic Europe; Archaeology of Bronze Age/Iron Age in Europe (graduate course); Great Discoveries in Archaeology; The Inquisition: Ethnicity and Gender

**Current Research:** European Prehistory and History, Iberian Archaeology, Native American History

**Recent Publications:** *Missionaries and Native Americans: Long-Term Processes and Daily Practices* (University Press of Florida, 2008); *The Native Americans of the Texas Edwards Plateau: 1582-1799* (University of Texas Press, 2003).

**Dissertations/Theses Supervised in Past 5 Years:** 9

**Distinctions:** 2009, 2011: Undergraduate Research Apprenticeship; 2006-07, 2008-09: Graduate Recruitment Fellowship; 2004: The Texas Old Forts and Missions Restoration Association; 2003: Dean's Fellowship, College of Liberal Arts, UT Austin

**Art History****Edward Chambers****Associate Professor**

**Appointment:** 2010 Tenured

**Education:** 1998 Ph.D., Goldsmiths College, University of London

**Academic Experience:** 2013-Present: Associate Professor, 2010-13: Assistant Professor, UT Austin; 2003, 2005-06, 2008-09: Visiting Professor, Emory University

**Overseas Experience:** Short stints at Edna Manley College of the Visual and Performing Arts, Kingston, Jamaica (1999-2002); Barbados Community College (2000)

**Language Proficiency:** None **Percentage Dedicated To Area Studies:** 80%

**Relevant Courses:** British Artists of the African Diaspora; Contemporary Artists of the African Diaspora

**Current Research:** Book project, *Black Artists in British Art: A History from 1950 to the Present*

**Recent Publications:** *Things Done Change: The Cultural Politics of Recent Black Artists in Britain* (Rodopi Editions, 2012); "Black Artists in Europe," *Critical Interventions* 12 (Fall 2013)

**Dissertations/Theses Supervised in Past 5 Years:** 2

**Distinctions:** 2013-14: Fellow, Leslie Waggner Associate Professorship, UT Austin; 2011-12: John D. Murchison Fellowship in Art

**Art History****Michael Charlesworth****Professor**

**Appointment:** 1993 Tenured

**Education:** 1991 Ph.D., University of Kent at Canterbury, England

**Academic Experience:** 2008-Present: Professor, 1999-2008: Associate Professor; 1993-99: Assistant Professor; 1992: Visiting Lecturer, University of Southern California; 1988-90: Part-time Lecturer, University of Kent

**Overseas Experience:** 1988-90: Part-time Lecturer, University of Kent; 1991, PhD, University of Kent; Graduate Certificate in Education, University of Leeds; Master of Arts, University of Manchester

**Language Proficiency:** French 4+; Italian 2+ **Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** 19th Century European Painting and Photography; Survey of Renaissance thru Modern Art; Derek Jarman and David Hockney;

**Current Research:** Nineteenth Century Europe; History of landscape gardens

**Recent Publications:** "Theories of the Picturesque", *A Companion to British Art and Architecture* (2013); "Types of Garden during the Enlightenment, 1650-1800", *The Cultural History of Gardens, Vol. IV, the Enlightenment* (2013) "Lord Strafford's Need for a Past and British National Identity", (2012) *Wentworth Castle and Georgian Political Gardening; Derek Jarman* (2011)

**Dissertations/Theses Supervised in Past 5 Years:** 2

**Distinctions:** 2009-10: Houston Endowment and Kimbell Foundation grants for work on a critical biography of Derek Jarman; 2005-06: Summer Creativity Grant University of Texas, College of Fine Arts; 2004: Research Support Grant (The Paul Mellon Centre for Studies in British Art, London)

**Art History****John Clarke****Annie Laurie Howard Regents Professor in  
Fine Arts**

<b>Appointment:</b>	1980 Tenured		
<b>Education:</b>	1973 Ph.D., Yale University, History of Art		
<b>Academic Experience:</b>	1986-Present: Professor, 1980-86: Associate/Assistant Professor, UT Austin; 1975-80: Assistant Professor, Yale University; 1974-75: Assistant Professor, University of California, San Diego		
<b>Overseas Experience:</b>	Average of two months per year with residence in Rome since 1970; Research travel in Finland, France, Germany, Greece, Portugal, Spain, UK, and Turkey		
<b>Language Proficiency:</b>	Latin 3+, Greek 3+, Sanskrit 0+, Italian 4, German 2+, French 2+, Spanish 2+	<b>Percentage Dedicated To Area Studies:</b>	100%
<b>Relevant Courses:</b>	Art-Historical Methodology; Constructions of Humor in Ancient Art: Sociology, Psychology; Interpreting Ancient Visual Culture: Sociology, Philosophy; Constructions of Sexuality in Visual Culture		
<b>Current Research:</b>	Art and Culture of ancient Greece and Rome; Art-Historical Methodology		
<b>Recent Publications:</b>	<i>Roman Life: 100 BC - AD 200</i> (Harry N. Abrams, 2007); <i>"The House of the Vettii at Pompeii: An Interactive Visit"</i> (Harry N. Abrams, 2007); <i>Looking at Laughter: Humor, Power, and Transgression in Roman Visual Culture, 100 B.C. - A.D. 250</i> (University of California Press, 2007)		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	6		
<b>Distinctions:</b>	2009-10: National Endowment for the Humanities Collaborative Research Grant (\$150,000); 1995: John Simon Guggenheim Fellowship; 1999: National Endowment for the Humanities Fellowship		

**Art History****Penelope Davies****Associate Professor**

<b>Appointment:</b>	1994 Tenured		
<b>Education:</b>	1994 Ph.D., Yale University, Classical Archaeology		
<b>Academic Experience:</b>	2001-Present: Associate Professor, 1994-01: Assistant Professor, UT Austin; 1988: Excavation Supervisor, La Piana Excavations, near Siena, Italy; 1987: Field Archaeologist, Paros Excavations, Koukounaries, Greece		
<b>Overseas Experience:</b>	Multiple research trips and fieldwork in Western Europe, particularly Italy and Greece		
<b>Language Proficiency:</b>	Latin 4+, French 4, Greek 3	<b>Percentage Dedicated To Area Studies:</b>	100%
<b>Relevant Courses:</b>	Art and Politics in Republican Rome; Art and Politics in Imperial Rome; Building Empire: Architecture and Politics in Second Century BCE Rome; After the Gracchi: Art and Politics in Late Republican Rome		
<b>Current Research:</b>	Greek and Roman Archaeology, particularly public monuments of Rome and their propagandistic functions		
<b>Recent Publications:</b>	<i>Janson's A Basic History of Art</i> , with F.F. Hofrichter, J. Jacobs, A.M. Roberts, and D. L. Simon (Prentice Hall, 2013); <i>Janson's History of Art. The Western Tradition</i> , with F.F. Hofrichter, J. Jacobs, A.M. Roberts, and D. L. Simon (Prentice Hall, 2011); <i>Janson's A Basic History of Art</i> , with F.F. Hofrichter, J. Jacobs, A.M. Roberts, and D. L. Simon (Prentice Hall, 2009)		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	9		
<b>Distinctions:</b>	2014: Subvention Award, UT Austin; 2011, 2013: Research Grant, UT Austin; 2007-09: Sabbatical Fellowship, American Philosophical Society; 2008: Fellow, Society of Antiquaries, London; 2008: Last Fellowship, The British School at Rome; 2007-08: American Council of Learned Societies Fellowship		

**Art History****Linda Henderson****David Bruton, Jr. Centennial Professor in Art History**

<b>Appointment:</b>	1975 Tenured		
<b>Education:</b>	1975 Ph.D., Yale University, History of Art		
<b>Academic Experience:</b>	2000-Present: David Bruton Jr. Centennial Professor in Art History, 1991-Present: Professor, 1984-91: Associate Professor, 1978-84: Assistant Professor, UT Austin; 1975-76: Visiting Lecturer, University of St. Thomas		
<b>Overseas Experience:</b>	Presentations in Herne Bay, England (2013), Venice (2013), University of York, England (2013), Henry Moor Institute, Leeds, England (2013), Paris (2012), Berlin (2011); Yale University Fellowship for Study Abroad (1973)		
<b>Language Proficiency:</b>	French 3, German 3	<b>Percentage Dedicated To Area Studies:</b>	100%
<b>Relevant Courses:</b>	European Modern Art; Duchamp		
<b>Current Research:</b>	Twentieth-century European and American Art		
<b>Recent Publications:</b>	"The Fourth Dimension in Twentieth-Century Art and Culture," In <i>La Matematica: Suoni, parole, forme [Mathematics: Sounds, Words, Shapes]</i> , ed. Claudio Bartocci and Piergiorgio Odifreddi (Giulio Einaudi, 2011): 377-408		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	12		
<b>Distinctions:</b>	2014: Berlin Prize Fellowship; 2010-2011: Senior Fellow, International Research Institute for Cultural Technologies and Media Philosophy, Bauhaus University, Weimar, Germany; 2009: Regents' Outstanding Teaching Award; 1999: Robert W. Hamilton Author Awards, First Prize, for <i>Duchamp in Context</i>		

**Art History****Joan Holladay****Professor**

<b>Appointment:</b>	1985 Tenured		
<b>Education:</b>	1982 Ph.D., Brown University, History of Art		
<b>Academic Experience:</b>	2002-Present: Professor, 1992-2002: Associate Professor, 1985-1992: Assistant Professor, UT Austin; 2003-2004: Dorothy K. Hohenberg Chair of Excellence in Art History, University of Memphis		
<b>Overseas Experience:</b>	Dissertation research in Germany funded by DAAD Fellowship; Universität Köln & Universität Marburg, 1978-1980		
<b>Language Proficiency:</b>	German 4+, French 3+, Italian 1	<b>Percentage Dedicated To Area Studies:</b>	100%
<b>Relevant Courses:</b>	Romanesque Art; Gothic Court Art; The Gothic Cathedral		
<b>Current Research:</b>	Romanesque and Gothic Art		
<b>Recent Publications:</b>	"Jean Pucelle and His Patrons," in Kyunghye Pyun and Anna D. Russakoff (eds.), <i>Jean Pucelle: Innovation and Collaboration in Manuscript Painting</i> (Brepols, 2013): 17-26; "Kings, Notaries, and Merchants: Audience and Image in the Grand Salle of the Palace at Paris," in Gerhard Jaritz (ed.), <i>Ritual, Images, and Daily Life: The Medieval Perspective</i> (LIT, 2012): 75-93		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	9		
<b>Distinctions:</b>	Spring 2014: NEH Professor in the Humanities, Colgate University; 2008: College of Fine Arts Distinguished Teaching Award; 1998: Honorable Mention from jurors of Dallas Museum of Art's Vasari Award for Illuminating the Epic; July 2 - August 30, 1992: Paul H. Mellon Visiting Senior Fellowship		

**Art History****Ann Johns  
Senior Lecturer**

**Appointment:** 1978 Non-Tenure

**Education:** 2000 Ph.D., UT Austin, Art History

**Academic Experience:** 2006-Present: Program Director, Learning Tuscany Program, UT Austin; 2001-2003: Assistant Professor, Southwestern University

**Overseas Experience:** Italy every summer as Director of Learning Tuscany Program, UT Austin

**Language Proficiency:** Italian 3, French 2, German 2  
**Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** Art & the City in Renaissance Italy; The Pope's City: St. Peter's and the Vatican through the Millennia

**Current Research:** Gothic/Renaissance art, architecture of Siena, role of monasticism in the arts

**Recent Publications:** "Cistercian 'Gothic' in a Civic Setting: the Translation of the Pointed Arch in Sieneese Architecture," in *Siena: Art as Politics* (Ashgate, 2013); "Ideology and Meaning in Building Materials: The Use of Brick at Siena's Palazzo Pubblico," *Conference on Early Italian Art: 1250-1425* (The University of Georgia, 1996)

**Dissertations/Theses Supervised in Past 5 Years:** 0

**Distinctions:** 2013: College of Fine Arts Distinguished Teaching Award; 2011: Regents Teaching Award; 1996-1997: Houston Endowment President's Excellence Fellowship; 1996: Marshall Wells Scholarship; 1996: Eleanor Greenhill Scholarship

**Art History****Nassos Papalexandrou  
Associate Professor**

**Appointment:** 2008 Tenured

**Education:** 1998 Ph.D., Princeton University, Classical Art and Archaeology

**Academic Experience:** 2007-Present: Associate Professor, 2001-2007: Assistant Professor, UT Austin; 1999-2001: Visiting Assistant Professor, University of Michigan - Ann Arbor

**Overseas Experience:** 1990-Present: Excavations and research in Cyprus, Greece, and Italy; Summer 2014: Gertrude Smith Professor, American School of Classical Studies, Athens, Greece

**Language Proficiency:** Greek 5, English 4+, French 4+, German 3, Italian 3, Spanish 3, Ancient Greek 3, Latin 3  
**Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** Mediterranean Islands: Cyprus, Crete, Sicily; The Parthenon Throughout the Ages; Art and Archaeology of Greek Sanctuaries

**Current Research:** Early Greece and its cultural interconnections with its eastern and western neighbors

**Recent Publications:** "Messenian Tripods: A Boiotian Contribution to the Symbolic Construction of the Messenian Past?" *Attitudes towards the past in Antiquity. Creating identities. Proceedings of an International Conference held at Stockholm University, 15 -17 May 2009* (Acta Universitatis Stockholmiensis. Stockholm Studies in Classical Archaeology, 14), eds. B. Alroth & C. Scheffer, Stockholm 2013, 127-137 (in press)

**Dissertations/Theses Supervised in Past 5 Years:** 5

**Distinctions:** 2014: Gertrude Smith Professor, ASCSA, Athens; 2013: Art and Art History Teaching Excellence Award; 2010: Humanities Institute Fellow, UT Austin; 2001-02: Fellow, Harvard Center for Hellenic Studies; 1989-1998: Fulbright

**Art History****Glenn Peers****Professor**

**Appointment:** 1998 Tenured

**Education:** 1995 Ph.D., John Hopkins University, Art History

**Academic Experience:** 2009-Present: Professor, 2004-2009: Associate Professor, 1998-2004: Assistant Professor, UT Austin; 1997-1998: Assistant Professor, University of Western Ontario, London, Ontario

**Overseas Experience:** Presentations at American University in Beirut (2009), University of Manchester (2009), Berlin (2008), Universiteit Leiden, Netherlands (2008), Kunsthistorisches Institut, Florence, Italy (2005)

**Language Proficiency:** French 4, German 4, Italian 4, Modern, Ancient, and Medieval Greek 4, Turkish 4 **Percentage Dedicated To Area Studies:** 50%

**Relevant Courses:** Byzantine Art; High Renaissance Art; Early Medieval Art; Art & Faith in Medieval Mediterranean; Byzantine Things

**Current Research:** Early Medieval and Byzantine Art

**Recent Publications:** *Byzantine Things in the World*, Houston: The Menil Collection (Yale University Press, 2013); "Forging Byzantine Animals: Manuel Philes in Renaissance France," *Rivista di studi bizanti e neoellenici* 49 (2012): 79-103; "Under Gods: Stories from the Soho Road, Photographs by Liz Hingley," *Material Religion* 9.2 (2013): 261-4

**Dissertations/Theses Supervised in Past 5 Years:** 3

**Distinctions:** 2014: Summer Fellowship, Internationales Kolleg für Kulturtechnikforschung und Medienphilosophie, Weimar, Germany; 2011-2013: Elizabeth A. Whitehead Professor, American School of Classical Studies, Athens, Greece; 2007-2008: Fellow, Institute for Advanced Study, Princeton; 2002: Dumbarton Oaks Summer Fellowship

**Art History****Richard Shiff****Effie Marie Cain Regents Chair in Art**

**Appointment:** 1989 Tenured

**Education:** 1973 Ph.D., Yale University

**Academic Experience:** 1989-Present: Professor of Modern and Contemporary Art of Europe & America, UT Austin

**Overseas Experience:** Fulbright to France, 1969-1970

**Language Proficiency:** French 3+, German 3+ **Percentage Dedicated To Area Studies:** 50%

**Relevant Courses:** French theory; German theory; Seminar on poststructuralism and critical theory, with an emphasis on its relevance to problems in the interpretation of visual images

**Current Research:** Post-Structuralism, Critical Theory, and the Visual Arts, Art Criticism, Theory, and Contemporary Art

**Recent Publications:** *Doubt* (Routledge, 2007); "Risible Cézanne," in Eik Khang, ed., *The Repeating Image in French Painting from David to Matisse* (Walters Art Museum, 2007): 127-71; "Force of Myself Looking," in Gary Garrels, ed., *Plane Image: A Brice Marden Retrospective* (Museum of Modern Art, 2006): 28-75

**Dissertations/Theses Supervised in Past 5 Years:** 7

**Distinctions:** 1985-1986: John Simon Guggenheim Fellowship; 1986: National Humanities Center Fellow; 1979-1980: Mellon Fellow in the Humanities, University of Pennsylvania

**Art History****Jeffrey Smith****Kay Fortson Chair in European Art**

**Appointment:** 1979 Tenured

**Education:** 1979 Ph.D., Columbia University

**Academic Experience:** 1979-Present: Assistant Professor, Full Professor, and Kay Fortson Chair in European Art, Department of Art and Art History, UT Austin; 1978: Visiting Assistant Professor, University of Pittsburgh

**Overseas Experience:** Germany, Austria, and the Low Countries

**Language Proficiency:** Dutch 4, French 4, German 3, Latin 0 **Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** Northern Renaissance Art, 1350-1500; Northern Renaissance Art, 1500-1600; The Age of Rembrandt and Rubens: Northern Baroque Art; Augsburg and Nuremberg; Rembrandt and the Art of Amsterdam

**Current Research:** Art of Northern Europe, 1400-1700, especially in the Netherlands and Germany

**Recent Publications:** *Dürer* (Phaidon Press, 2012); Co-editor with Larry Silver, *The Essential Dürer* (University of Pennsylvania Press, 2010); "Albrecht Dürer as Collector," *Renaissance Quarterly* 64.1 (Spring 2011): 1-49

**Dissertations/Theses Supervised in Past 5 Years:** 4

**Distinctions:** Awards from the Alexander von Humboldt Stiftung (2 years), American Academy in Berlin, Deutscher Akademischer Austausch Dienst, Guggenheim, ACLS Foundation, Kimbell Art Foundation

**Art History****Louis Waldman****Associate Professor**

**Appointment:** 2000 Tenured

**Education:** 1999 Ph.D., New York University

**Academic Experience:** 2007-10: Assistant Director for Programs, Villa I Tatti, Harvard Center for Italian Renaissance Studies; 2007-Present: Associate Editor of *I Tatti Studies*; 2006-Present: Associate Professor, 2000-06: Assistant Professor, UT Austin

**Overseas Experience:** Member of the Scientific Committee of the exhibition *Bronzino*, Florence, Palazzo Strozzi (October 2010); Assistant Director for the Programs of Villa I Tatti, The Harvard Center for Italian Renaissance Studies

**Language Proficiency:** Italian 3+, Latin 3, German 3, French 3, Spanish 2, Hungarian 1, Japanese 1 **Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** Renaissance Italy; Renaissance Florence; Italian Portraiture; Benevenuto Cellini; Issues in Museum Studies

**Current Research:** Painting and sculpture of fifteenth- and sixteenth-century Tuscany; patronage in and around the Medici court

**Recent Publications:** *Renaissance Studies in Honor of Joseph Connors* (ed.) 2 vols. (Florence, 2013); *The Anglo-Florentine Renaissance: Art for the Early Tudors* (ed.), (New Haven, 2012); "Botticelli and His Patrons: The Arte del Cambio, the Vespucci, and the Compagnia dello Spirito Santo in Montelupo," in *Sandro Botticelli and Herbert Horne: New Research*, ed. Rab Hatfield (Florence, 2009): 105-135

**Dissertations/Theses Supervised in Past 5 Years:** 6

**Distinctions:** 2008: Texas Blazers Faculty Excellence Award; 2005-2006: Rush H. Kress Fellow, Harvard Center for Italian Renaissance Studies at Villa I Tatti; 2005: Department of Art and Art History Teaching Excellence Award

**Classics****Deborah Beck****Assistant Professor**

<b>Appointment:</b>	2009 Tenure Track		
<b>Education:</b>	1997 Ph.D., Harvard University		
<b>Academic Experience:</b>	2009-Present: Assistant Professor, UT Austin; 2013: Visiting Member, Corpus Christi College Centre for the Study of Greek and Latin Antiquity, University of Oxford; 2008-09: Visiting Scholar, Harvard University		
<b>Overseas Experience:</b>	Volunteer Excavator, Ashkelon, Israel; Presentation in Greece (2007)		
<b>Language Proficiency:</b>	Latin 4+, Greek 4+, Italian 3+, French 3+, German 3+	<b>Percentage Dedicated To Area Studies:</b>	75%
<b>Relevant Courses:</b>	Beginning Latin and Greek; Intermediate Latin; Intermediate Greek; Advanced Greek; Classical Mythology; Ancient Epic; Introduction to Western Literature		
<b>Current Research:</b>	Archaic Greek literature, especially Homeric epic; Augustan Latin poetry		
<b>Recent Publications:</b>	<i>Speech Presentation in Homeric Epic</i> (University of Texas Press, 2012); <i>Homeric Conversation</i> (Harvard University Press, 2005)		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	5		
<b>Distinctions:</b>	2013: George P. Macatee III Centennial Lectureship, University of Texas; 2011: College Research Fellowship, University of Texas; 2010-2011: Robert M. Armstrong Centennial Fellow, University of Texas; 2010-2011: Faculty Development Award, University of Texas		

**Classics****Joseph Carter****Jacob and Frances Mossiker Chair in the Humanities**

<b>Appointment:</b>	1971 Tenured		
<b>Education:</b>	1971 Ph.D., Princeton University		
<b>Academic Experience:</b>	2013-Present: Jacob and Frances Mossiker Chair in the Humanities, 1978-Present: Director, Institute of Classical Archaeology, 1985-13: Centennial Professor of Classical Archaeology, 1983-Present: Professor, UT Austin		
<b>Overseas Experience:</b>	Excavations at territories of Chersonesos, Metaponto, and Croton; 1992-Present: Excavation and research of Greek colonies on the Black Sea		
<b>Language Proficiency:</b>	Italian 4+, Latin 4+, Ancient Greek 4+, German 3+, French 3+, Russian 3+	<b>Percentage Dedicated To Area Studies:</b>	100%
<b>Relevant Courses:</b>	None Recently		
<b>Current Research:</b>	Greek and Roman Art and Archaeology		
<b>Recent Publications:</b>	<i>The Chora of Metaponto 3: Archaeological Field Survey - Bradano to Basento</i> , with Alberto Prieto, 4 vols. (University of Texas Press, 2011); <i>Discovering the Greek Countryside at Metaponto</i> (University of Michigan Press, 2006); <i>Crimean Chersonesos: City, Chora, Museum and Environs</i> , with Glenn Mack (Institute of Classical Archaeology, 2003)		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	1		
<b>Distinctions:</b>	2011: University Co-op Career Research Excellence Award (Nominated), Austin, Texas; 1973-74, 1985-86, 1999-00: National Endowment for the Humanities Fellowships; 1999: James R. Wiseman Book Award, Archaeological Institute of America; 1994-95: Guggenheim Fellowship; 1978-79: ACLS		

**Classics****Cristina Carusi**  
**Assistant Professor**

**Appointment:** 2013 Tenure Track

**Education:** 2006 Ph.D., Scuola Normale Superiore, Pisa, Italy

**Academic Experience:** 2013-Present: Assistant Professor, UT Austin

**Overseas Experience:** Ph.D. from Scuola Normale Superiore, Pisa, Italy; 2012-13: Researcher at Laboratorio di Scienze dell'Antichità, Scuola Normale Superiore, Pisa; 2006-10: Research Fellow, University of Parma

**Language Proficiency:** Italian 5, English 4+, French 4+, Spanish 3, Greek 3, German 2, Ancient Greek 3+, Latin 3+ **Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** Classical Historiography and Greek Prose; History of Greece to 146 BC; History of Greece to the End of the Peloponnesian War; Herodotus; Economies of the Greek Cities

**Current Research:** Greek history; law, economy, and institutions of Greek city-states; Greek epigraphy; documentary papyrology

**Recent Publications:** "The lease of the Piraeus theatre and the lease terminology in classical Athens," *ZPE* 188 (2014): 111-135; *Nuove ricerche sulla legge granaria ateniese del 374-3 a.C.*, with A. Magnetto and D. Erdas (ETS, 2010); *Il sale nel mondo greco (VI a.C. - III d.C.). Luoghi di produzione, circolazione commerciale, regimi di sfruttamento nel contesto del Mediterraneo antico* (Edipuglia, 2008)

**Dissertations/Theses Supervised in Past 5 Years:** 0

**Distinctions:** 2011-12: CHS Fellowship in Hellenic Studies; 2006: Appointed "Cultore della materia" in Greek History for outstanding achievement in research, University of Parma; 2006-10: Research Fellowship; University of Parma; 2004: Giorgio Pasquali Fellowship, Scuola Normale Superiore, Pisa

**Classics****Lesley Dean-Jones**  
**Associate Professor**

**Appointment:** 1987 Tenured

**Education:** 1986 Ph.D., Stanford University

**Academic Experience:** 1994-Present: Associate Professor, 1987-1994: Assistant Professor, UT Austin; October-November 1990: Fellow, Institute for the Humanities, University of Michigan

**Overseas Experience:** None

**Language Proficiency:** Ancient Greek 4+, Latin 4+, French 3, German 3, Italian 3, Modern Greek 3 **Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** Seminar in Antigones; Plato and Greek Prose; Ancient Medicine

**Current Research:** Ancient Greek Medicine, Ancient Philosophy, Women in Greco-Roman Antiquity

**Recent Publications:** "The Child Patient of the Hippocratics: Early Pediatrics?" in *Oxford Handbook on Childhood in Antiquity*, eds. Tim Perkins and Judith Evans Grubbs (Oxford University Press, 2013): 108-124; "Clinical gynecology and Aristotle's biology: the composition of HA X," *Apeiron* 45 (2012): 180-99

**Dissertations/Theses Supervised in Past 5 Years:** 3

**Distinctions:** 2009: Loeb Foundation Award; 2009: Faculty Research Award, UT Austin; 2004, 2008: Rachel & Ben Vaughan Fellowship, UT Austin; 2002: Texas Classical Association Professional Scholarship

**Classics****Karl Galinsky****Floyd A. Cailloux Centennial Professor of Classics**

<b>Appointment:</b>	1966 Tenured		
<b>Education:</b>	1966 Ph.D., Princeton University		
<b>Academic Experience:</b>	1991-Present: Floyd A. Cailloux Centennial Professor; 2009-2012: Ruhr-Universität Bochum; 1998: Visiting Professor, Johannes-Gutenberg Universität Mainz; 1994: Visiting Mellon Professor, Tulane University		
<b>Overseas Experience:</b>	Extensive work in Italy and Germany		
<b>Language Proficiency:</b>	German 5, Italian 4+, French 3, Ancient Greek 3, Latin 3, Spanish 3	<b>Percentage Dedicated To Area Studies:</b>	100%
<b>Relevant Courses:</b>	Introduction to Ancient Greece: Greece and Rome in Film; Introduction to the Ancient World: Rome; Values and Leadership in Antiquity		
<b>Current Research:</b>	Roman Literature and Civilization; Classical Tradition in Popular Culture; Roman Religion, Literature and Art		
<b>Recent Publications:</b>	<i>Augustus</i> (Cambridge University Press, 2012; <i>Memoria Romana: Memory in Rome and Rome in Memory</i> , Memoirs of the American Academy in Rome Suppl. 10 (2014)		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	4		
<b>Distinctions:</b>	2009-2013: Max Planck International Research Prize in the Humanities (EUR 750,000); 2000: Institute for Advanced Study, Princeton; 1992, 1998: Humboldt; 1993-94: NEH; 1972-1973: Guggenheim; 1968-1969: ACLS		

**Classics****Ayelet Haimson-Lushkov****Assistant Professor**

<b>Appointment:</b>	2009 Tenure Track		
<b>Education:</b>	2009 Ph.D., Yale University		
<b>Academic Experience:</b>	2009-Present: Assistant Professor, UT Austin; 2009: Lecturer, Dartmouth College		
<b>Overseas Experience:</b>	Presentations in Edinburgh (2014) and London (2014); B.A. from Tel-Aviv University, Israel		
<b>Language Proficiency:</b>	Hebrew 5, Italian, French, German, Latin, Ancient Greek	<b>Percentage Dedicated To Area Studies:</b>	100%
<b>Relevant Courses:</b>	Livy: Book 22 and the Third Decade; The Fragmentary Roman Historians; Survey of Roman History; Rome and its Civil Wars; The Roman Republic; The Ancient Historians; Battle Scenes in Roman Literature		
<b>Current Research:</b>	Classical historiography, Latin literature, classical reception		
<b>Recent Publications:</b>	<i>Exemplarity and Public Office: Magistracy and the Historiography of the Roman Republic</i> (Cambridge University Press, under contract); <i>Reception and the Classics: An Interdisciplinary Approach to the Classical Tradition</i> , co-edited with W. Brockliss, P. Chaudhuri, and K. Wasdin (Yale Classical Studies 36; Cambridge University Press, 2012)		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	2		
<b>Distinctions:</b>	2015: Margo Tytus Visiting Research Fellow, University of Cincinnati; 2013: Special Research Grant, UT Austin; 2013: George P. Macatee III Centennial Lectureship Fund, UT Austin; 2012-13: Visiting Fellow, Dartmouth College; 2012-13: College Research Fellowship, UT Austin; 2011: Summer Research Award, UT Austin		

**Classics****Thomas Hubbard  
Professor**

**Appointment:** 1988 Tenured

**Education:** 1980 Ph.D., Yale University, Classics

**Academic Experience:** 1988-Present: Professor of Classics, UT Austin; 1986-1987: James Hutton Assistant Professor of Classics, Cornell University

**Overseas Experience:** France, Germany, Greece, Netherlands, Switzerland, UK

**Language Proficiency:** Latin 4+, Greek 4+, German 3+, French 3, Italian 3 **Percentage Dedicated To Area Studies:** 95%

**Relevant Courses:** Latin (all levels); Greek (all levels); Classical Literature in Translation; World Literature and Composition; Etymology; Cultural History of Homosexuality from Renaissance to 1933

**Current Research:** Greek lyric Poetry; Attic drama; Roman elegy and lyric; lesbian and gay studies

**Recent Publications:** *A Companion to Greek and Roman Sexualities* (Wiley, 2014); *Censoring Sex Research* (Left Coast Press, 2013); *Homosexuality in Greece and Rome: A Sourcebook of Basic Documents* (University of California Press, 2003); *Masculinity and the Foundation of Greek Culture* (Cambridge University Press, under commission); "The Paradox of 'Natural' Heterosexuality with 'Unnatural' Women," *Classical World* 102 (2009) 249-58

**Dissertations/Theses Supervised in Past 5 Years:** 5

**Distinctions:** 2004-2005: National Endowment for the Humanities Fellowship for University Teachers; Spring 2003: Alexander von Humboldt Resumption Fellowship, Free University of Berlin; Fall 2002: Member, Institute for Advanced Study, Princeton

**Classics****Thomas Palaima  
Robert M. Armstrong Centennial Professor**

**Appointment:** 1986 Tenured

**Education:** 1994 Ph.D., University of Uppsala, *honoris causa*; 1980 Ph.D., University of Wisconsin, Classics

**Academic Experience:** 1991-Present: Raymond F. Dickson Centennial Professor, 1986-Present: Director, PASP, 1994-98: Chair, Department of Classics, UT Austin

**Overseas Experience:** Fulbright Professorship, Universidad Autonoma de Barcelona, February-June 2007; Visiting Professor, University of Uppsala, April-May 1992; Fulbright Gatsprofessor, Institut für alte Geschichte, University of Salzburg, 1992-93

**Language Proficiency:** Greek (Modern and Ancient) 4+, Latin 4+, Spanish 3+, French 3+, German 3+ **Percentage Dedicated To Area Studies:** 80%

**Relevant Courses:** The History of Aegean Prehistory; Hittite and Mycenaean Culture Through Texts; Stories of War; Greek and Roman Culture; Mythology; Greek Myths and Our Lives; Greek Literary and Historical Texts of War and Violence

**Current Research:** Aegean scripts and prehistory, Greek language, war and violence studies, public intellectual writing

**Recent Publications:** "Robert Graves's War Poems," in Roger Louis ed., *Irrepressible Adventures with Britannia* (2013); Co-written with Larry Tritle, "The Legacy of War in the Classical World," in Brian Campbell and Larry Tritle eds., *The Oxford Handbook of Warfare in the Classical World* (Oxford University Press, 2013): 726-742; "Tom Palaima on the Power of Mentors," *Times Higher Education* 14 Nov 2013

**Dissertations/Theses Supervised in Past 5 Years:** 3

**Distinctions:** 1985-90: MacArthur Fellow; 2014: Oscar Broneer National Traveling Lecturer, Archaeological Institute of America; 2007: Fulbright Professorship, Universidad Autonoma de Barcelona; 2007: Society of Antiquaries of London, elected a fellow; 2005: Chad Oliver Teaching Award, Plan II Honors Program, UT Austin

**Classics****Paula Perlman****Professor**

**Appointment:** 1984 Tenured

**Education:** 1984 Ph.D., University of California, Berkeley

**Academic Experience:** 2006-Present: Professor, 1992-06: Associate Professor, 1984-92: Assistant Professor, UT Austin; 2000-01: Whitehead Professor, American School of Classical Studies, Athens, Greece

**Overseas Experience:** 2000-2001: Whitehead Professor, American School of Classical Studies, Athens, Greece; Presentations in Stockholm (2009), Denmark (2004), Crete (2003), Greece (2000)

**Language Proficiency:** Spanish 4+, Modern Greek 4+, Ancient Greek 4+, Latin 4+, Italian 3+, German 3+, French 3+ **Percentage Dedicated To Area Studies:** 90%

**Relevant Courses:** Graduate Survey of Greek History; Attic Prose and Athenian Society; History of Greece 404-246 B.C.; Writing Ancient History Today

**Current Research:** Greek history of the Archaic and Classical periods, Greek historiography, ancient law, ancient religion, Greek

**Recent Publications:** "Of battle, booty, and citizen women. A 'new' inscription from Axos, Crete," *Hesperia* 2009; "Imagining Crete," in M.H. Hansen (ed.) *The Imaginary Polis. Acts of the Copenhagen Polis Centre* vol. 7 (2005): 282-334; *Inventory of the Greek Poleis* (Oxford University Press)

**Dissertations/Theses Supervised in Past 5 Years:** 5

**Distinctions:** 2005, 1988-89: NEH; 1996-1997: American School in Athens

**Classics****Adam Rabinowitz****Associate Professor**

**Appointment:** 2004 Tenured

**Education:** 2004 Ph.D., University of Michigan

**Academic Experience:** 2014-Present: Associate Professor, 2006-2014: Assistant Professor, 2004-2006: Lecturer, Department of Classics, UT Austin; 2004-Present: Assistant Director, Institute of Classical Archaeology, UT Austin

**Overseas Experience:** Field Co-Director, Excavations at the Tauric Chersonesos, Sevastopol, Ukraine, 2004-2006; Workshop organizer at Chersonesos, 2007, 2008, 2011; Publications coordination at Chersonesos, 2009

**Language Proficiency:** French 4+, Italian 4+, Russian 4, German 3+, Ancient Greek 4+, Latin 4+ **Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** Tales of the Trojan War: From Bronze Age to Silver Screen; Food, Health, and Culture in the Ancient Mediterranean; Introduction to Ancient Greece; Beginning Greek II

**Current Research:** Greek colonization, culture-contact, ancient food and drink, archaeology of daily life

**Recent Publications:** Review of "Brisart, Un art citoyen. Recherches sur l'orientalisation des artisanats en Grèce proto-archaïque (Académie Royale de Belgique, 2011)," *Journal of Hellenic Studies* 133 (2013): 262-263; Review of "Stolba and Rogov, Panskoye I, Volume 2: The Necropolis. Archaeological investigations in Western Crimea (Aarhus University Press, 2012)," *Bryn Mawr Classical Review* 2013

**Dissertations/Theses Supervised in Past 5 Years:** 1

**Distinctions:** 2013: University of Texas Summer Research Assignment; 2011: Trust for Mutual Understanding Grant for workshop at Chersonesos; 2009-10: University of Texas Liberal Arts Instructional Technology Grant; 2009-10: Loeb Classical Library Foundation Grant; 2010: University of Texas College Research Fellowship

**Classics****Andrew Riggsby  
Professor**

**Appointment:** 1993 Tenured

**Education:** 1993 Ph.D., University of California, Berkeley

**Academic Experience:** 2006-Present: Professor, 2000-06: Associate Professor, 1993-00: Assistant Professor, UT Austin; 2013-14: Stanley Kelley, Jr. Visiting Professor for Distinguished Teacher of Classics, Princeton University

**Overseas Experience:** 2010-2011: Fellow, American Academy in Rome

**Language Proficiency:** Latin 4+, Greek 4+ **Percentage Dedicated To Area Studies:** 90%

**Relevant Courses:** Cognitive History of Ancient World; Genre and Politics; Caesar

**Current Research:** Roman Cultural History, Latin Prose, Linguistics

**Recent Publications:** *Roman Law and the Legal World of the Romans* (Cambridge University Press, 2010); *Caesar in Gaul and Rome: War in Words* (University of Texas Press, 2006); "Rhetoric," in A. Barchiesi and W. Scheidel (eds.), *Oxford Handbook of Roman Studies* (Oxford University Press, 2010): 389-402

**Dissertations/Theses Supervised in Past 5 Years:** 4

**Distinctions:** 2010: National Endowment for the Humanities, Roger A. Hornsby Post-Doctoral Rome Prize; 2006: Excellence, Classics and Ancient History, Award from Association of American Publishers, Professional/Scholarly Publishing Division; 2006: Rachel and Ben Vaughan Faculty Fellowship in Classics

**Classics****Rabun Taylor  
Associate Professor**

**Appointment:** 2007 Tenured

**Education:** 1997 Ph.D., University of Minnesota, Classical Studies

**Academic Experience:** 2011-Present: Associate Professor, 2007-11: Assistant Professor, UT Austin; 2003-07: Associate Professor, 1998-03: Assistant Professor, Harvard University; 1998: Instructor, University of Minnesota

**Overseas Experience:** Extensive travel in Italy; Seminar at Fondation Hardt, Geneva (2013)

**Language Proficiency:** Italian 4+, Spanish 4+, French 1+, German 1+, Latin 4+, Ancient Greek 4+ **Percentage Dedicated To Area Studies:** 50%

**Relevant Courses:** Topography and Monuments of Ancient Rome; Pompeii; Roman Art and Society; Greeks and Romans on the Bay of Naples; Ostia

**Current Research:** Ancient Greek and Roman archaeology, art, urbanism, architecture, social history, and material culture

**Recent Publications:** "The Temple of the Dioscuri and the Origins of the Neapolis," in *Remembering Parthenope: Reception of Classical Naples from Antiquity to the Present*, (eds.) Claudio Buongiovanni and Jessica Hughes (Oxford UP, forthcoming); "The Cult of the Sirens and Greek Colonial Identity in Southern Italy," in *Attitudes Toward the Past in Antiquity: Creating Identities?* (Stockholm, forthcoming); *The Moral Mirror of Roman Art* (Cambridge University Press, 2008)

**Dissertations/Theses Supervised in Past 5 Years:** 7

**Distinctions:** Fall 2014: Faculty Research Assignment, UT Austin; Spring 2013: Liberal Arts Council Faculty Endowment Award, UT Austin; Spring 2013: Undergraduate Research Apprenticeship Faculty Grant, UT Austin; 2012: Franklin Research Grant, American Philosophical Society; 2010-11: Rachel and Ben Vaughn Faculty Fellowship, UT Austin

**Classics****Stephen White  
Professor**

<b>Appointment:</b>	1988 Tenured		
<b>Education:</b>	1987 Ph.D., University of California, Berkeley, Classics		
<b>Academic Experience:</b>	2005-Present: Professor, 2007-13 Department Chair, 1996-Present: Director, Joint Classics and Philosophy Graduate Program in Ancient Philosophy, 1995-05: Associate Professor, 1988-95: Assistant Professor, UT Austin		
<b>Overseas Experience:</b>	Research and presentations in Budapest, Cyprus, France, Germany, Greece, United Kingdom		
<b>Language Proficiency:</b>	French 2, German 1, Italian 1, Ancient Greek 4+, Latin 4+	<b>Percentage Dedicated To Area Studies:</b>	100%
<b>Relevant Courses:</b>	Greek from beginning to graduate; Latin from intermediate to graduate; Topics in classical culture; Ancient Greek and Roman philosophy; Ancient Greek literature		
<b>Current Research:</b>	Classical antiquity		
<b>Recent Publications:</b>	"Clearchus on Love," in <i>Clearchus of Soloi</i> , ed. W.W. Fortenbaugh (Transaction Publishers, forthcoming); "Philosophy After Aristotle," in <i>Blackwell Companion to Hellenistic Literature</i> , ed. J. Clauss and M. Cuypers (Oxford University Press, 2010): 366-83		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	6		
<b>Distinctions:</b>	2003-2004: Vaughan Faculty Fellow, UT Austin; 2000: Dean's Fellow, UT Austin; 1990-92: Institute for Advanced Studies; 1990-91: ACLS		

**College of Communications****Homero Gil de Zuniga  
Associate Professor**

<b>Appointment:</b>	2007 Tenured		
<b>Education:</b>	2008 Ph.D., University of Wisconsin - Madison		
<b>Academic Experience:</b>	2014-Present: Medienwandel Chair Professor, University of Vienna; 2013-Present: Associate Professor, 2007-12: Assistant Professor, UT Austin		
<b>Overseas Experience:</b>	B.A. (Licenciatura), Universidad Complutense de Madrid, Spain (1999); Postgraduate studies, EMEFE, Madrid, Spain (2000); Ph.D., Universidad Europea de Madrid, Spain (2006); UT-Universidad de Navarra Exchange Program		
<b>Language Proficiency:</b>	Spanish 5	<b>Percentage Dedicated To Area Studies:</b>	33%
<b>Relevant Courses:</b>	Digital Storytelling; Fundamentals of Multimedia Journalism; Theories of Mass Communication; Internet and Democracy; Experimental Design in Mass Communication; Journalism, Society, and Citizen Journalism		
<b>Current Research:</b>	New technologies and digital media and their effects on society		
<b>Recent Publications:</b>	<i>New Agendas in Communication: New Technologies and Civic Engagement</i> (Routledge, in press); <i>Comunicación y Ciudadanía</i> , co-edited with H. Rojas, D. Mazorras, and M. Wojcieszak (Universidad Externado de Colombia, 2011); <i>Comunicación y Comunidad</i> , co-edited with H. Rojas and I. Pérez (Universidad Externado de Colombia, 2010)		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	19		
<b>Distinctions:</b>	2014: National Science Foundation and the Asian Office of Aerospace Research & Development; 2013: Top Faculty Research Paper Award; 2013: Baskett Mosse Award for Faculty Development; 2013: Faculty Research Award, UT Austin; 2012: Faculty Research Travel Grant, UT Austin		

**College of Communications****Stephen Reese****Jesse H. Jones Professor in Journalism**

<b>Appointment:</b>	1982 Tenured		
<b>Education:</b>	1982 Ph.D., University of Wisconsin - Madison, Mass Communications		
<b>Academic Experience:</b>	2005-Present: Associate Dean for Academic Affairs, College of Communication, 2005-Present: Jesse H. Jones Professor, 1993-04: Professor, 1988-93: Associate Professor, 1982-88: Assistant Professor, UT Austin		
<b>Overseas Experience:</b>	Fellow, Salzburg Global Seminar, 2008-Present; Kurt Baschwitz Professor Visiting Appointment, University of Amsterdam, The Netherlands, Spring 2004		
<b>Language Proficiency:</b>	Spanish 1, French 1	<b>Percentage Dedicated To Area Studies:</b>	25%
<b>Relevant Courses:</b>	None recently		
<b>Current Research:</b>	Wide range of issues concerning media effects and press performance		
<b>Recent Publications:</b>	Stephen Reese and Jae Kook Lee, "Understanding the content of news media," in H. Semetko and M. Scammel (eds.) <i>Handbook of political communication</i> (Sage, in press); "Managing the symbolic arena: The media sociology of Herbert Gans," in <i>Festschrift for Klaus Schoenbach</i> (in press)		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	3		
<b>Distinctions:</b>	2008-11: Elected by membership to Standing Committee on Research, Association for Education in Journalism and Mass Communication; 2008-Present: Fellow, Salzburg Global Seminar; 2004: Edith Fox King Award, for contributions to scholastic journalism, Texas Interscholastic League Press Conference		

**College of Communications****Nancy Schiesari****Professor**

<b>Appointment:</b>	1993 Tenured		
<b>Education:</b>	1978 M.F.A., Royal College of Art, London		
<b>Academic Experience:</b>	2006-Present: Professor, 1998-06: Associate Professor, 1993-98: Assistant Professor, UT Austin; 1991-92: Visiting Lecturer, California College of Arts and Crafts, Oakland; 1983-91: Professor, The London Institute		
<b>Overseas Experience:</b>	BFA and MFA from UK; BFA from Italy; Lectures at Harrow College of Art, London (1987), Slade School of Art, London (1986)		
<b>Language Proficiency:</b>	None	<b>Percentage Dedicated To Area Studies:</b>	30%
<b>Relevant Courses:</b>	Narrative Filmmaking: 16-mm; Narrative Production; Advanced Study in Communication; Cinematography; Film Production; Advanced Photojournalism		
<b>Current Research:</b>	Filmmaking, cinematography		
<b>Recent Publications:</b>	<i>Tattooed Under Fire</i> , Producer and Director (PBS, 2009); <i>Hansel Mieth: Vagabond Photographer</i> , Producer and Director (PBS and Independent Lens, 2004); <i>Matrin Scorsese, History Man</i> , Director and Cinematographer (BBC4, 2003); <i>Loaves and Fishes</i> , Producer and Director (PBS Showcase, 2000)		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	3		
<b>Distinctions:</b>	2005, 2007, 2012: Texas Film Production Fund; 2011: USA Awards Nominee; 2009: Women Film Critics Circle Award for 'Courage in Filmmaking'; 2003: Kodak Faculty Award; 2002: Emmy Nomination for Outstanding Cinematography; 1998: Academy Award Nomination; 1997: Dean's Fellowship, UT Austin		

**College of Communications****Joseph Straubhaar****Amon G. Carter, Sr. Centennial Professor of Communications**

<b>Appointment:</b>	2001 Tenured		
<b>Education:</b>	1981 Ph.D., Fletcher School of Law and Diplomacy, Tufts University		
<b>Academic Experience:</b>	1998-Present: Professor, 2002-05: Director, Brazil Center, Lozano Long Institute for Latin American Studies, 2001-02: Associate Dean for Academic Affairs, College of Communication, UT Austin		
<b>Overseas Experience:</b>	Multiple visiting appointments including: Summer 2009 and 2010: EU Action 2 CoMundus scholar, University of Florence; Fall 2007: Visiting Professor, Aarhus University, Denmark		
<b>Language Proficiency:</b>	Portuguese 4+, Spanish 3, German 2, Danish 2	<b>Percentage Dedicated To Area Studies:</b>	30%
<b>Relevant Courses:</b>	Global Media		
<b>Current Research:</b>	Global media, international communication and cultural theory, information societies and the digital divide		
<b>Recent Publications:</b>	Sinclair, John and Joseph Straubhaar. <i>Television Industries in Latin America</i> , (BFI Press, 2013); Karin Wilkins, Joseph Straubhaar, and Shanti Kumar, (eds.). <i>Global Communication: New Agendas in Communication</i> , (Routledge, 2013); <i>Inequity in the Technopolis: Race, Class, Gender and the Digital Divide in Austin</i> , eds. Joseph Straubhaar, Zeynep Tufekci, and Rebecca Lentz (University of Texas Press, 2012)		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	16		
<b>Distinctions:</b>	2009-11: Research Grant, with Cristina Ponte and Jose Azevedo, National Scientific and Technological Foundation, Portugal; 2009-10: European Union CoMundus Fellowship; 2007: Faculty Research Assignment Award, UT Austin		

**College of Communications****Sharon Stover****Professor**

<b>Appointment:</b>	1985 Tenured		
<b>Education:</b>	1982 Ph.D., Stanford University		
<b>Academic Experience:</b>	2001-Present: Professor, 2000-Present: Director, Telecommunication and Information Policy Institute, 2003-10: Chair, Department of Radio, Television, and Film, 1991-01: Associate Professor, 1985-90: Assistant Professor, UT Austin		
<b>Overseas Experience:</b>	2005: Visiting Professor, Aarhus University, Denmark; 2010, 2013: Visiting Professor, New University of Lisbon; Presentations in Germany (2006), Portugal (2007-2014), Sweden (2008)		
<b>Language Proficiency:</b>	French 4, Spanish 2+	<b>Percentage Dedicated To Area Studies:</b>	25%
<b>Relevant Courses:</b>	Communication Theory and Literature; Communication Policy; Interactivity; Technology and Culture		
<b>Current Research:</b>	Internet architecture; connected viewing; broadband networks		
<b>Recent Publications:</b>	"The impact of rural broadband development: lessons from a natural field experiment," Robert LaRose, Sharon Stover, Jennifer Gregg, Joe Straubhaar <i>Government Information Quarterly</i> Fall 2010; "Closing the rural Broadband Gap: Promoting Adoption of the Internet in Rural America Telecommunications Policy," Robert La Rose, Jennifer Gregg, Sharon Stover, and Joe Straubhaar <i>Telecommunications Policy</i> Volume 31 (2007): 359-373		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>			
<b>Distinctions:</b>	2013: Nominee for President, International Communication Association; 2010: Top Paper Award, International Communication Association; 2010: Philip G. Warner Regents Professor of Communication; 2009: Center for Rural Strategies Grant; 2007-12: Research Grant, Government of Portugal; 2002-08: Edward D. Collier Fellowship		

**College of Communications****George Sylvie  
Associate Professor**

**Appointment:** 1992 Tenured

**Education:** 1988 Ph.D., University of Texas at Austin

**Academic Experience:** 1998-Present: Associate Professor, 1992-1998: Assistant Professor, UT Austin; 1990-1992: Assistant Professor, Kent State University; 1987-1990: Assistant Professor, Louisiana State University in Shreveport

**Overseas Experience:** Fall 2006: Research Fellowship, May-June 2012: Visiting Scholar, Media Management Transformation Centre, Jönköping International Business School, Jönköping University, Jönköping, Sweden

**Language Proficiency:** French 4 **Percentage Dedicated To Area Studies:** 50%

**Relevant Courses:** Media Management; Innovation and the Newsroom

**Current Research:** Technology, change, innovation, and decision-making in the newspaper industry

**Recent Publications:** *Media Management: A Casebook Approach* (5th ed.) A. Hollifield, J. Wicks, G. Sylvie, and Lowrey, W. (eds.) (Routledge, 2014); *Newsroom decision-making: Under New Management*, G. Sylvie and M. Goyanes (Media XXI, 2014); "Customer orientation on online newspaper business models with paid content strategies: An empirical study," G. Sylvie and A. Schmitz Weiss, *First Monday* 19 (4), 2012

**Dissertations/Theses Supervised in Past 5 Years:** 2

**Distinctions:** International Academy of Media Management's Who's Who of World's Leading Experts in IDTV, Media Management and Economics

**College of Communications****Kathleen Tyner  
Assistant Professor**

**Appointment:** 2004 Tenure Track

**Education:** 1986 M.A., San Francisco State University, Communication Arts

**Academic Experience:** 2004-Present: Assistant Professor, UT Austin

**Overseas Experience:** Projects and speaking engagements at The United Nation's Alliance of Civilizations - Media Literacy Clearinghouse, Universidade do Lisboa and Universidade do Braga, Portugal, and British Film Institute, London

**Language Proficiency:** Spanish 2+ **Percentage Dedicated To Area Studies:** 25%

**Relevant Courses:** None recently

**Current Research:** Research, evaluation and development of new media, media arts, and STEM programs

**Recent Publications:** *Media Literacy* (Routledge, 2010); "Breaking Out and Fitting In: Strategic Uses of Digital Literacy by Youth," in S. Livingstone (ed.) *Digital Literacies: Tracing the Implications for Learners and Learning, Economic and Social Research Council Seminar Series* (March), 3, pp. 28-36

**Dissertations/Theses Supervised in Past 5 Years:** 1

**Distinctions:** 2008: College of Communication New Agendas Series Conference, Media Literacy, UT Austin; 2008: College of Communication Undergraduate Mentor Award; 2007: Judge's Choice Award for the Multiliteracy Mandala Poster Session

**English****Samuel Baker**  
**Associate Professor**

**Appointment:** 2001 Tenured

**Education:** 2001 Ph.D., University of Chicago, English Language and Literature

**Academic Experience:** 2009-Present: Associate Professor, 2001-09: Assistant Professor, UT Austin; 1997-01: Instructor, University of Chicago

**Overseas Experience:** Presentations in Scotland (2008), Italy (2008), and UK (2007)

**Language Proficiency:** French 3, Latin 3 **Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** Introduction to Greek Political Thought; Introduction to French Literature: Middle Ages-18th Century; Medieval and Renaissance Stories; Introduction to British Studies

**Current Research:** Samuel Prout, Elizabeth Bishop, and Raul Ruiz

**Recent Publications:** *Written on the Water: British Romanticism and the Maritime Empire of Culture* (The University of Virginia Press, 2010); "The Transmission of Affect: Philosophy, Feeling, and the Media of *Udolpho*," in *Political Emotions: Affect and the Public Sphere*, eds. Janet Staiger, Ann Cvetkovich, and Ann Reynolds (Routledge, 2010)

**Dissertations/Theses Supervised in Past 5 Years:** 3

**Distinctions:** 2009: Fellowship, The School of Criticism and Theory, Cornell University; 2008-09: National Endowment for the Humanities (NEH) Digital Humanities Start-Up Grant; 2007: Raymond Dickson Centennial Endowed Fellowship Teaching Award, UT Austin; 2008-09: Fellow, Cornell University Society for the Humanities

**English****Janine Barchas**  
**Professor**

**Appointment:** 2002 Tenured

**Education:** 1995 Ph.D., University of Chicago, English Language and Literature

**Academic Experience:** 2013-Present: Professor, 2006-2013: Associate Professor, 2002-2006: Assistant Professor, UT Austin; 2001: Senior Lecturer, 1997-2000: Lecturer, University of Auckland, New Zealand

**Overseas Experience:** 1997-2001: Teaching at University of Auckland, New Zealand; Summer 2014: Director, Oxford Summer Program, UT Austin

**Language Proficiency:** Dutch 4+, German 3, French 2+ **Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** Major Writers of the Restoration and Eighteenth Century; The English Novel in the Eighteenth Century

**Current Research:** Eighteenth-century literature and culture, the British novel, book history, textual studies, Jane Austen

**Recent Publications:** *Matters of Fact in Jane Austen* (John Hopkins University Press, 2012); "What Jane Saw," A digital humanities website that reconstructs a London Museum exhibition from 1813; *Graphic Design, Print Culture, and the Eighteenth-Century Novel* (Cambridge University Press, 2003)

**Dissertations/Theses Supervised in Past 5 Years:** 4

**Distinctions:** 2007-08: ACLS; 2005: Alpha of Texas Award for Distinction in Teaching; 2004: Society for the History of Authorship, Reading, and Publishing Book History Prize for Best Book of 2003, awarded for *Graphic Design, Print Culture, and the Eighteenth-Century Novel*

**English****Jennifer Barret**  
**Assistant Professor**

<b>Appointment:</b>	2009 Tenure Track		
<b>Education:</b>	2008 Ph.D., Princeton University, English		
<b>Academic Experience:</b>	2009-Present: Assistant Professor, UT Austin		
<b>Overseas Experience:</b>	Presentation in Italy (2010)		
<b>Language Proficiency:</b>	French 3, Italian 3, Latin 3, Spanish 3	<b>Percentage Dedicated To Area Studies:</b>	100%
<b>Relevant Courses:</b>	Shakespeare; Spenser; Mirrors and Doubling in Renaissance Literature; Elizabethan Poetry and Prose; Renaissance Romance		
<b>Current Research:</b>	Sixteenth- and Seventeenth-century poetry and poetics; the English Renaissance		
<b>Recent Publications:</b>	"Vacant Time in <i>The Faerie Queene</i> ," <i>ELH</i> 81 (2014): 1-27; "The Fiction of the Future: Dangerous Reading in <i>Titus Andronicus</i> ," <i>English Literary Renaissance</i> 44.3 (Autumn 2014, forthcoming); "'My Promise Sent Unto Myself': Futurity and the Language of Obligation in Sidney's Old Arcadia," in <i>The Uses of the Future in Early Modern Europe</i> , ed. Andrea Brady and Emily Butterworth (Routledge, 2010)		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	7		
<b>Distinctions:</b>	2014: Summer Research Fellowship, UT Austin; 2013-14: Special Research Grant, UT Austin; 2013: NEH Summer Seminar Stipend; Fall 2012: College Research Fellowship, UT Austin; 2012: Summer Fellowship, UCLA; 2011-12: Solmsen Fellowship, University of Wisconsin; 2010-11: Faculty Fellowship, UT Austin		

**English****Lance Bertelsen**  
**Professor**

<b>Appointment:</b>	1979 Tenured		
<b>Education:</b>	1979 Ph.D., University of Washington, English		
<b>Academic Experience:</b>	2008-Present: Iris Howard Regents Professor, 2001-Present: Professor, 1986-2001: Associate Professor, 1979-1986: Assistant Professor, UT Austin		
<b>Overseas Experience:</b>	5 times director of English Dept.'s Oxford Summer Program (Brasenose and Wadham--since 2012—Colleges, w/trips throughout England); 4 times faculty on the Normandy Scholar Program: Normandy, Paris, the Somme		
<b>Language Proficiency:</b>	French 3, German 2+	<b>Percentage Dedicated To Area Studies:</b>	80%
<b>Relevant Courses:</b>	Jane Austen on Location (course given onsite in Oxford); Masterworks of English Literature through the Eighteenth-Century; Masterworks of Literature (British); Literature and Art in England, 1640-1780; The English Novel		
<b>Current Research:</b>	Eighteenth-century British literature and culture; Representations of World War II		
<b>Recent Publications:</b>	"Revolutionary Sympathy on Cook's Resolution: The Transatlantic Education of Lieutenant James King, 1766-1776." <i>Eighteenth-Century Life</i> , forthcoming; "Patronage and the Pariah of Captain Cook's Third Voyage: Captain John Williamson, Sir William Jones, and the Duchess of Devonshire." <i>Journal for Eighteenth-Century Studies</i> , forthcoming		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	6		
<b>Distinctions:</b>	2012: Thomas Cable Upper-Division Teaching Award, UT Austin; 2009-12: Undergraduate Research Apprenticeship Mentor Award; 2011: Summer Research Award; 2009: Rapoport-King Fellowship: Advisor Grant; 2009, 2007: Faculty Research Assignment; 2007: Grant Proposal Fellowship		

**English****Daniel Birkholz  
Associate Professor**

<b>Appointment:</b>	2003 Tenured
<b>Education:</b>	1999 Ph.D., University of Minnesota
<b>Academic Experience:</b>	2009-Present: Associate Professor, 2003-2009: Assistant Professor, UT Austin; 1999-2003: Assistant Professor, Pomona College, CA
<b>Overseas Experience:</b>	Visiting Professor, Université de Paris Ouest Nanterre La Défense, France, January-July 2012; Downing College, Cambridge (UK)/Pomona College (Calif.) Faculty Exchange Fellowship, 2002
<b>Language Proficiency:</b>	Anglo-Saxon/Old English 3, Old French 3, Modern French 3, Old Norse 3, Icelandic 3 <b>Percentage Dedicated To Area Studies:</b> 90%
<b>Relevant Courses:</b>	British Literature: Beginnings to Renaissance; Viking Literature; Chaucer; Fiction and Medievalism; Classical and Biblical Backgrounds of English and American Literature; France, England, and the Literature of the 100 Years War
<b>Current Research:</b>	Medieval and Early Modern Studies
<b>Recent Publications:</b>	"Hereford Maps, Hereford Lives: Biography and Cartography in an English Cathedral City," <i>Mapping Medieval Geographies: Geographical Encounters in the Latin West and Beyond: 300-1600</i> , ed. K. D. Lilley (Cambridge UP, 2014), 225-49; "Biography After Historicism: The Harley Lyrics, the Hereford Map, and the Life of Roger de Breynon," <i>The Post-Historical Middle Ages</i> , ed. E. Scala & S. Federico (Palgrave Macmillan, 2009), 161-89
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	5
<b>Distinctions:</b>	2009-10: Solmsen Post-Doctoral Fellowship, Institute for Research in the Humanities, University of Wisconsin-Madison; 2008: The President's Associates Teaching Excellence Award, UT Austin; 2002: Wig Distinguished Professorship Award, Pomona College; 2001: The Nebenzahl Prize, Newberry Library (Chicago)

**English****Mary Blockley  
Professor**

<b>Appointment:</b>	1985 Tenured
<b>Education:</b>	1984 Ph.D., Yale University
<b>Academic Experience:</b>	2002-Present: Professor, 1992-02: Associate Professor, 1985-92, Assistant Professor, UT Austin; 1974-85: Acting Instructor/Lecturer, Yale College; 1982-84: Instructor, Smith College; 1981-82: Assistante, Université de Genève
<b>Overseas Experience:</b>	Assistante Université de Genève (1981-2), Exchanges with Queens University, Belfast NI (2004), Universität München (2007), Blockseminaren (2008, 2010), and NUI Galway (2014)
<b>Language Proficiency:</b>	French 1+, German 1+ <b>Percentage Dedicated To Area Studies:</b> 90%
<b>Relevant Courses:</b>	English as a World Language; Old English; History of the English Language
<b>Current Research:</b>	Northern Medieval Europe 700 to 1300; history of the English language
<b>Recent Publications:</b>	"Essential Linguistics," in <i>A Companion to the History of the English Language</i> , eds. Haruka Momma and Michael Matto (Wiley-Blackwell, 2008) 18-23; <i>Year's Work in Old English Studies</i> coeditor, 2004-2006; "Old English Phonology and Syntax," <i>Old English Newsletter</i> 39.2 2005//2006, 57-63
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	2
<b>Distinctions:</b>	2009-2013: MLA Executive Committee Language Theory; 2004-2007: Int'l Society of Anglo-Saxonists Advisory board

**English****Douglas Bruster**  
**Professor**

**Appointment:** 1999 Tenured

**Education:** 1990 Ph.D., Harvard University, English

**Academic Experience:** 1999-Present: The University of Texas; 1995-1999: The University of Texas at San Antonio; 1991-1995: The University of Chicago; 1990-1991: Harvard University

**Overseas Experience:** University of Paris

**Language Proficiency:** French 3, Italian 1, Latin 2, Classical Greek 2  
**Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** Shakespeare: Selected Plays; Shakespeare's Comedies; Shakespeare's Tragedies; English Drama to 1642; Contemporary Drama; Masterworks of Literature: British; Composition and Reading in World Literature

**Current Research:** Shakespeare; Drama; Renaissance literature

**Recent Publications:** *A Midsummer Night's Dream* (ed.) (Cengage, 2012); "Everyman" and "Mankind," *Arden Early Modern Drama Series*, co-edited with Eric Rasmussen (Arden, 2009); *Shakespeare and the Power of Performance: Stage and Page in the Elizabethan Theatre* (Cambridge University Press, 2008)

**Dissertations/Theses Supervised in Past 5 Years:** 3

**Distinctions:** 2010: Faculty Research Assignment, UT Austin; 2007-2008: Special Research Grant, UT Austin; 2005-2006: Liberal Arts Instructional Technology Grant, UT Austin; 2000: Faculty Research Assignment (awarded), UT Austin; 2000: Summer Research Assistantship, UT Austin; 2000-2001: NEH

**English****Mia Carter**  
**Associate Professor**

**Appointment:** 1991 Tenured

**Education:** 1992 Ph.D., University of Wisconsin-Milwaukee, English and Modern Studies

**Academic Experience:** 1997-Present: Associate Professor, 2005-06, 2000-03: Interim Director, The Center for Asian American Studies, 1992-97: Assistant Professor, 1991-92: Instructor, UT Austin

**Overseas Experience:** Visiting Professor at Université Paul Valéry, Montpellier, France, Spring Semester 1998; Paris III, The Sorbonne, Institut du Monde Anglophone; Oxford Summer, Brasenose College, 2009; Toulouse, Le Mirail, 2011

**Language Proficiency:** French 3  
**Percentage Dedicated To Area Studies:** 75%

**Relevant Courses:** Postcolonial Literature; Post-Colonial Women Writers; Women Writers of the World; Twentieth Century British Novel; Imperial Cities, Global Cities: Cultural Studies, Theory, Film; Writer-Directors: European Literary Cinema

**Current Research:** British and European modernism, imperial studies, British and European cinema, postcolonial studies

**Recent Publications:** *Modernism and Literature: An Introduction and Reader*, co-edited with Alan Friedman, 2012; "In Mene's World: Ken Saro-Wiwa's Vision of the Mercenary Marketplace," *ELN: English Language Notes* (50.1) Spring/Summer 2012: 123-30; "James Kelman: Critical and Polemical Writing," in S. Hames (Ed.), *The Edinburgh Companion to James Kelman* (Edinburgh University Press, 2010): 53-64, 137-40

**Dissertations/Theses Supervised in Past 5 Years:** 7

**Distinctions:** 2010: Regents' Outstanding Teaching Award; 2001: University Distinguished Teaching Professor, UT Austin; 2000: Texas Excellence Teaching Award, UT Austin; 1999: Chancellor's Teaching Award, UT Austin; 1995: Chad Oliver Plan II Teaching Award, UT Austin; 1994: Jean Holloway Award for Excellence in Teaching, UT Austin

**English****Larry Carver  
Professor**

**Appointment:** 1990 Tenured

**Education:** 1973 Ph.D., University of Rochester

**Academic Experience:** 2001-Present: Director, Liberal Arts Honors Program; 1983-90, 2001-Present: Director, Humanities Program; 1994-Present: Director, Junior Fellows Program; 1999-2002: Associate Dean, College of Liberal Arts

**Overseas Experience:** Visiting Professor, Université de Paul Valéry, Montpellier, France (1983)

**Language Proficiency:** French 3 **Percentage Dedicated To Area Studies:** 75%

**Relevant Courses:** Reacting to the Past; Great Speeches in History; Our Lives in Fiction

**Current Research:** John Wilmot, 2nd Earl of Rochester

**Recent Publications:** "The Controversial Portraits of Feliks Topolski," in *Penultimate Adventures with Britannia Personalities, Politics and Culture in Britain*, ed. Wm. Roger Louis (I.B. Tauris, 2007): 229-243

**Dissertations/Theses Supervised in Past 5 Years:** 0

**Distinctions:** 2010: The Eyes of Texas Excellence Award; 2006 Plan II Parlin Fellow; 2006: Pro Bene Meritis Award; 2001-2002: Friar Centennial Teaching Fellowship

**English****George Christian  
Adjunct Professor**

**Appointment:** 2005 Non-Tenure

**Education:** 2000 Ph.D., UT Austin, English

**Academic Experience:** 2005-Present: Adjunct Professor, 1997-1998: Assistant Instructor, 1996-1997: Teaching Assistant, UT Austin

**Overseas Experience:** None

**Language Proficiency:** French 3+, German 3+, Spanish 3 **Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** Plan II World Literature and Composition; Law, Literature, and Society in Nineteenth-Century Britain; The English Novel in the Nineteenth Century; Masterworks of British Literature

**Current Research:** Relationship of law and literature in the 19-th century English novel; History of Scotland

**Recent Publications:** "Texas Politics, English Literature, British History," *Burnt Orange Britannia*, Wm. Roger Louis, ed. London, 2005; "What is ME?" - The Invisible Laughing Man in Sartor Resartus," *Carlyle Studies Annual* 21, 2004: 7-25

**Dissertations/Theses Supervised in Past 5 Years:** 0

**Distinctions:** 2009: E316K Teaching Award, Department of English, UT Austin; 2003: The George Eliot Fellowship Essay Prize; 2001: Junior Fellow, British Studies Program, UT Austin; 1997: Outstanding Master's Report, Department of English, UT Austin

**English****Elizabeth Cullingford****Chair of Department of English, Centennial Professor**

<b>Appointment:</b>	1982 Tenured
<b>Education:</b>	1977 Ph.D., St. Anne's College, University of Oxford
<b>Academic Experience:</b>	2006-Present: Chair, Department of English, 1979-Present: Centennial Professor, UT Austin; 2005: Professeur Associé, Université de Paris III, Sorbonne Nouvelle; 2000: Professeur Associé, Université de Paris IV, Sorbonne
<b>Overseas Experience:</b>	Taught in Paris (1990, 2000, 2005), Ireland (1988-1990, 1985-1987), England (1977-1982, 1974-1977, 1970-1973); Associate Director of the Oxford Summer Program for UT Austin (1998-1999)
<b>Language Proficiency:</b>	French 4 <span style="float: right;"><b>Percentage Dedicated To Area Studies:</b> 100%</span>
<b>Relevant Courses:</b>	Masterworks of British Literature; Yeats and Eliot; Reactions to Modernism; Masterworks of English
<b>Current Research:</b>	Irish literature, politics, and culture; Modern poetry; Women's Studies; Drama and Film; Shakespeare
<b>Recent Publications:</b>	<i>The Only Child: Literary Representations</i> (in progress); <i>Ireland's Others: Ethnicity and Gender in Irish Literature and Popular Culture</i> (Cork UP and Notre Dame UP, 2001); <i>Gender and History in Yeats's Love Poetry</i> (Cambridge University Press, 1993) (A Choice Outstanding Academic Book)
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	7
<b>Distinctions:</b>	2006: Carole and Gordon Segal Visiting Professorship of Irish Literature at Northwestern University (Declined); 2006: UT Austin Faculty Research Award; 2002: American Conference for Irish Studies Robert Rhodes Prize for Books on Literature Awarded to <i>Ireland's Others: Ethnicity and Gender in Irish Literature and Popular Culture</i>

**English****Alan Friedman****A.J. and W.D. Thaman Professor of English and Comparative Literature**

<b>Appointment:</b>	1964 Tenured
<b>Education:</b>	1966 Ph.D., University of Rochester, English
<b>Academic Experience:</b>	2002-Present: Arthur J. Thaman and Wilhelmina Doré Professor of English and Comparative Literature, 1978-02: Professor, 1969-78: Associate Professor, 1964-69: Instructor, UT Austin
<b>Overseas Experience:</b>	Visiting Professor in France (2000, 1985), Ireland (1995), and England (1977-78)
<b>Language Proficiency:</b>	French 3+ <span style="float: right;"><b>Percentage Dedicated To Area Studies:</b> 50%</span>
<b>Relevant Courses:</b>	Shakespeare in Performance; Backgrounds of Modernism; Ford and Conrad; Joyce and Beckett; Joyce's Voices; Twentieth-Century British Novel
<b>Current Research:</b>	Samuel Beckett and Surrealism
<b>Recent Publications:</b>	<i>Literary Modernisms: An Introduction and Reader</i> (Routledge, 2013); "Durrell's Orientalism: Sex, Race, and Politics in <i>The Alexandria Quartet</i> ," in Donald P. Kaczvinsky (ed.), <i>Durrell and the City</i> (Fairleigh Dickinson University Press, 2011): 171-88; "One Word Less: Questioning Samuel Beckett," in Dale Salwak (ed.), <i>AfterWord: Conjuring the Literary Dead</i> (University of Iowa Press, 2011): 202-11
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	9
<b>Distinctions:</b>	2011-12: President's Associates Teaching Excellence Award, UT Austin; 2009: UT's Civitatis Award; 2008: English Department's Faculty Service Award; 2005-2006: "Beckett's Musicals," nominated by English Department for Best Essay of the Year award; 2003: Humanities Institute Faculty Fellow, UT Austin

**English****Patricia Garcia****Lecturer**

**Appointment:** 2009 Non-Tenure

**Education:** 2006 Ph.D., Texas A&M University - College Station, English

**Academic Experience:** 2009-Present: Lecturer, UT Austin; 1995-2009: Associate Professor, Our Lady of the Lake University

**Overseas Experience:** None

**Language Proficiency:** Spanish 3 **Percentage Dedicated To Area Studies:** 70%

**Relevant Courses:** Masterworks of Literature: British

**Current Research:** English Catholicism in the Early Modern Period, Latina writers, Pedagogy in the literature classroom

**Recent Publications:** Review of Philip Lorenz, *The Tears of Sovereignty: Perspectives of Power in Renaissance Drama*, *Choice Review Online*; Review of Helen Hackett, *A Short History of English Renaissance Drama*, *Choice Review Online*

**Dissertations/Theses Supervised in Past 5 Years:** 1

**Distinctions:** None

**English****Barbara Harlow****Louann and Larry Temple Centennial Professor of English**

**Appointment:** 1985 Tenured

**Education:** 1977 Ph.D., SUNY Buffalo

**Academic Experience:** 2000-Present: Louann and Larry Temple Centennial Professor of English; 2006-2007: Visiting Professor/Acting Head of Department, English and Comparative Literature, American University in Cairo

**Overseas Experience:** Graduate study in Paris and Berlin; Teaching: American University in Cairo 1977-1983, 2006-2007; University College Galway 1992; University of Natal Pietermaritzburg 1998; University of Natal Durban 2002

**Language Proficiency:** French 2, Arabic 2, German 1+ **Percentage Dedicated To Area Studies:** 60%

**Relevant Courses:** Imperialism and Orientalism; Literature and Human Rights; The Nineteenth Century English Novel; The European Novel

**Current Research:** Europe, Africa, Middle East

**Recent Publications:** "Apartheid or Not Apartheid? The Russell Tribunal on Palestine, South Africa Session, November 2011," *Law, Culture, and the Humanities* 9,3 (2013): 412-20; "From Flying Carpets to No-Fly Zones: Libya's Elusive Revolution (s), According to Ruth First, Hisham Matar, and the International Criminal Court," *Journal of Arabic Literature* 2-3, 43 (2012): 431-57; "Child Soldiers as 'High-Profile Legal Subjects'", *English Language Notes* 50,1 (2012): 135-9

**Dissertations/Theses Supervised in Past 5 Years:** 4

**Distinctions:** 1998: Outstanding Graduate Teacher; Award from ITAC: First Honorable Mention for "Literary Contests and Contexts," with Bret Benhamin and Mary Harvan; 1985-1986: Society for the Humanities Fellow, Cornell University

**English****Elizabeth Hedrick  
Associate Professor**

**Appointment:** 1985 Tenured

**Education:** 1986 Ph.D., Columbia University, English

**Academic Experience:** 1992-Present: Associate Professor, 1985-1992: Assistant Professor, University of Texas; 1982-1983: Senior Preceptor, 1980-1982: Teaching Assistant, Columbia University

**Overseas Experience:** None

**Language Proficiency:** French 3, German 3 **Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** Masterworks of Literature: British; Major Writers of the Eighteenth Century; English Novel, Defoe through Scott; English Drama, 1660 to 1900

**Current Research:** Feminist theory since 1970; gender and science; 18th-century novel and drama; Samuel Johnson

**Recent Publications:** "The Duties of the Scholar: Samuel Johnson and Piozzi's *Anecdotes*," in *Some Varieties of Mentoring Experience: Mentoring in Eighteenth-Century British Literature and Culture*, ed. Anthony Lee (Ashgate Publishing, 2009)

**Dissertations/Theses Supervised in Past 5 Years:** 3

**Distinctions:** 2009: University of Texas President's Associates Teaching Excellence Award; 2004: Outstanding Professor Award, Alpha Lambda Delta and Phi Eta Sigma; 2004: W.O.S. Sutherland Teaching Award; 2003: RGK Foundation Academic Innovation Award in Nonprofit and Philanthropic Studies

**English****Kurt Heinzelman  
Professor**

**Appointment:** 1978 Tenured

**Education:** 1978 Ph.D., University of Massachusetts, Amherst

**Academic Experience:** 1978-Present: Professor, Associate Professor, and Assistant Professor, UT Austin; 2009-10: Interim Director of Education, Blanton Museum of Art, UT Austin; Resident Faculty, James A. Michener Center for Writers, Austin

**Overseas Experience:** Professeur invité, Institut du monde anglophone, Sorbonne Nouvelle, Université de Paris III (1997-98)

**Language Proficiency:** French 3 **Percentage Dedicated To Area Studies:** 80%

**Relevant Courses:** Early Romantic Period, 1780-1815

**Current Research:** British Romanticism 1750-1850, Poetry and Poetics, Archives and Collecting

**Recent Publications:** *Intimacies and Other Devices* (Pinyon Publishing, 2013); *Demarcations*, transl. of Jean Follain *Territoires* (Host Publications, 2011); *The names They Found There* (Pecan Grove Press, 2011); "Art is Inspiration: The Blanton Poetry Project," with D'Arcy Randall, *Articulate* (Summer 2008), 9-11; "On Dana Levin's 'The Heroics of Style,'" *American Poetry Review*, vol. 35, no. 4 (July/August 2006), 54

**Dissertations/Theses Supervised in Past 5 Years:** 3

**Distinctions:** 2006-Present: Judge, Dylan Thomas Prize; 2009: Judge (with Ian McMillan), 2009 Cardiff International Poetry Competition; 2008: Texas Poetry Calendar 2008 Awards, second place, for "Midday, Midsummer"; 2005: Fellow, Texas Institute of Letters, elected

**English****Susan Heinzelman  
Associate Professor**

<b>Appointment:</b>	1977 Tenured		
<b>Education:</b>	1978 Ph.D., University of Western Ontario		
<b>Academic Experience:</b>	2009-Present: Director, 2005-2008: Associate Director, Center for Women's and Gender Studies, UT Austin; 1996-Present: Associate Professor, 1988-1995: Senior Lecturer, 1986-1987: Lecturer, Department of English, UT Austin		
<b>Overseas Experience:</b>	Taught at Brasenose College, Oxford University (3 times); Taught for 6 months at Universit of Nanterre, Paris, France		
<b>Language Proficiency:</b>	French 3	<b>Percentage Dedicated To Area Studies:</b>	50%
<b>Relevant Courses:</b>	Introduction to British Literature; British Women Writers; Masterworks of Literature: British; Eighteenth-Century British Novel; Nineteenth-Century British Novel		
<b>Current Research:</b>	Law, Literature, Eighteenth-Century English Novel and Feminism		
<b>Recent Publications:</b>	<i>Riding the Black Ram: Law, Literature and Gender</i> (Stanford University Press, 2010); "The Novel and The Law" in <i>Cambridge Companion to Law and Humanities</i> (Cambridge University Press, 2009); "Statues, Statutes, and Queens on Trial" in <i>Cardozo Law Review</i> 26:6 (2005): 2379-2401		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	5		
<b>Distinctions:</b>	2007: Leadership Texas; 2005: Sutherland Teaching Award for Lower-Division English; 2005-2006: Nominated, Friar's Award (UT Undergraduates); 2001-2002: President's Associates Teaching Award; 1996: Faculty University Research Institute Award; 1992-1993: Finalist, ASECS Teaching Competition		

**English****Geraldine Heng  
Associate Professor**

<b>Appointment:</b>	1994 Tenured		
<b>Education:</b>	1990 Ph.D., Cornell University, English		
<b>Academic Experience:</b>	2006-Present: Perceval Professorship, 2002-2005, 2007-2009: Director and Graduate Advisor, Medieval Studies, UT Austin; 2002-Present: Associate Professor, 1994-2002: Assistant Professor, UT Austin		
<b>Overseas Experience:</b>	MA in English from University of Singapore (1980) and BA (1979); Organizer/Chair, New Chaucer Society meeting, Siena, Italy (2010)		
<b>Language Proficiency:</b>	French 2, Latin 2, German 2, Old French 2	<b>Percentage Dedicated To Area Studies:</b>	75%
<b>Relevant Courses:</b>	The Idea of England; Worlds of Travel: The Middle Ages; Geographies & Places: The Medieval World; Robin Hood & Medieval Outlaw Tradition; Middle English Romances		
<b>Current Research:</b>	Medieval romance; the literatures of medieval England; literatures and cultures of the Crusades; Chaucer		
<b>Recent Publications:</b>	<i>The Invention of Race in the European Middle Ages</i> (University of Toronto Press, 2015, forthcoming); <i>Empire of Magic: Medieval Romance and the Politics of Cultural Fantasy</i> (Columbia University Press, 2003, 2004, 2012); Early Globalities, Global Literatures: Introducing a Special Issue on the Global Middle Ages," <i>Literature Compass</i> , the Global Circulation Project (Spring 2014)		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	3		
<b>Distinctions:</b>	2006-Present: Holder, Perceval Endowment in Medieval Romance, Historiography, and Culture, UT Austin; 2012-13: David Michael Winton & Penny Rand Winton Chair, University of Minnesota; 2013-15: Andrew Mellon/CLIR Grant; 2012: Sydney E. Mezes Award, UT Austin; 2008-09, 2011: NEH		

**English****James Loehlin****Shakespeare at Winedale Regents Professor**

<b>Appointment:</b>	1999 Tenured		
<b>Education:</b>	1993 Ph.D., Stanford University		
<b>Academic Experience:</b>	2000-Present: Director, 1999-08: Associate Professor, Shakespeare at Winedale Program, 2008-Present: Shakespeare at Winedale Regents Professor; 1995-99: Associate Professor, Dartmouth College		
<b>Overseas Experience:</b>	Research in Western Europe		
<b>Language Proficiency:</b>	Russian 2	<b>Percentage Dedicated To Area Studies:</b>	100%
<b>Relevant Courses:</b>	Shakespeare Winedale		
<b>Current Research:</b>	Shakespeare in Performance (stage and film); Renaissance drama, modern drama		
<b>Recent Publications:</b>	"Kate Duchêne," in <i>The Routledge Companion to Actors' Shakespeare</i> , ed. John Russell Brown (Routledge, 2011): 40-48; <i>The Cambridge Introduction to Chekhov</i> (Cambridge University Press, 2010); <i>Henry IV, Parts I and II</i> , The Shakespeare Handbooks (Palgrave Macmillan, 2008); <i>Chekhov: The Cherry Orchard</i> (Cambridge University Press, 2006)		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	2		
<b>Distinctions:</b>	2009: Selected for the Academy of Distinguished Teachers; 2008: Runner-up, University Co-op Robert W. Hamilton Book Awards; 2006: President's Associates Teaching Award, UT Austin; 2006: Chad Oliver Teaching Award, Plan II Honors Program; 2005: Harry H. Ransom Teaching Award		

**English****Allen MacDuffie****Assistant Professor**

<b>Appointment:</b>	2008 Tenure Track		
<b>Education:</b>	2006 Ph.D., Harvard University, English Literature		
<b>Academic Experience:</b>	2008-Present: Assistant Professor, 2007-2008: Harry Ransom Center Postdoctoral Fellow, University of Texas; 2007: Preceptor, Harvard University		
<b>Overseas Experience:</b>	None		
<b>Language Proficiency:</b>	Spanish 4, French 3, Russian 2, Latin 4	<b>Percentage Dedicated To Area Studies:</b>	95%
<b>Relevant Courses:</b>	The Novels of Joseph Conrad; Victorian Evolutionary Narratives; The Post-Darwin Novel		
<b>Current Research:</b>	Lamarckian evolutionary discourse and Victorian literature		
<b>Recent Publications:</b>	<i>Victorian Literature, Energy, and the Ecological Imagination</i> (Cambridge University Press, forthcoming, 2014); "The Jungle Books: Rudyard Kipling's Lamarckian Fantasy," <i>PMLA</i> 129:1 (January 2014); "Joseph Conrad's Geographies of Energy," <i>ELH</i> 6, 2009; "Irreversible Transformations: Robert Louis Stevenson's Dr. Jekyll and Mr. Hyde and Scottish Energy Science," <i>Representations</i> 96, 2009		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	2		
<b>Distinctions:</b>	2013: University of Texas Regents Outstanding Teaching Award; 2007: Howard Mumford Jones Dissertation Prize, Harvard University; 2007: Derek Bok Center CUE Teaching Award, Harvard University ("Expository Writing 20"); 2006: Boston Ruskin Prize, Harvard University Faculty of Arts and Sciences		

**English****Carol MacKay**  
**J.R. Millikan Centennial Professor**

<b>Appointment:</b>	1979 Tenured		
<b>Education:</b>	1979 Ph.D., UCLA, English		
<b>Academic Experience:</b>	2014-Present: J.R. Millikan Centennial Professor, 2002-2014: Professor, 1986-2002: Associate Professor, 1979-1986: Assistant Professor, UT Austin		
<b>Overseas Experience:</b>	Research in UK and Ireland		
<b>Language Proficiency:</b>	French 3+, German 3+	<b>Percentage Dedicated To Area Studies:</b>	75%
<b>Relevant Courses:</b>	Charles Dickens; Nineteenth Century Melodrama; Women's Autobiographical Writing; British Women Writers; The Novel in the Nineteenth Century; The Brontes: Self and Society		
<b>Current Research:</b>	Victorian fiction; women's autobiographies; Friends of the Dickens Project (organizational affiliation)		
<b>Recent Publications:</b>	<i>Autobiographical Sketches of Annie Besant</i> , ed. (Broadview Press, 2009); <i>Creative Negativity: Four Victorian Exemplars of the Female Quest</i> (Stanford University Press, 2001); <i>Dramatic Dickens</i> (St. Martin's Press, 1989)		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	14		
<b>Distinctions:</b>	2011: Regents' Outstanding Teaching Award; 2005: Alice Mackie Scott Tacquard Centennial Lectureship; 2003: Distinguished Teaching Academy; 2003: Harry Ransom Humanities Center Research Grant; 2000-2001: President's Associates Award for Teaching Excellence; 1992: Harry Ransom Teaching Excellence Award		

**English****Eric Mallin**  
**Associate Professor**

<b>Appointment:</b>	1987 Tenured		
<b>Education:</b>	1986 Ph.D., Stanford University		
<b>Academic Experience:</b>	1994-Present: Associate Professor, 1987-1993: Assistant Professor, UT Austin		
<b>Overseas Experience:</b>	Research in UK		
<b>Language Proficiency:</b>	German 2, Latin 2, Italian 1	<b>Percentage Dedicated To Area Studies:</b>	100%
<b>Relevant Courses:</b>	New Directions for Shakespearean Studies		
<b>Current Research:</b>	Shakespeare; 16th- and 17th-century English drama; new historicism; psychological theory & early modern texts		
<b>Recent Publications:</b>	"Othello, Marriage, Middle Age," in Will MacKenzie and Theodora Papadopoulous, eds., <i>Shakespeare and I</i> (Continuum, 2011): 20-40; "On Game Playing and the Uses of Uncertainty," <i>English Language Notes</i> 47.1 (2009): 125-34; <i>Godless Shakespeare</i> (Continuum, 2007); <i>Shakespeare and Marlowe, 1592: A "Reacting to the Past" historical game and study</i> . Completed and under consideration (W. W. Norton & Co., 2014)		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	0		
<b>Distinctions:</b>	2006: Chancellor's Council Centennial Professorship in the Book Arts; 2005-06: Raymond Dickson Centennial Endowed Teaching Fellowship; 2002: Alpha Lambda Delta/Phi Eta Sigma Teaching Award; 1997: Texas Ex-Students' Teaching Excellence Award		

**English****Lisa Moore  
Professor**

<b>Appointment:</b>	1991 Tenured		
<b>Education:</b>	1991 Ph.D., Cornell University		
<b>Academic Experience:</b>	2012-Present: Professor, 1997-2012: Associate Professor, 1991-1997: Assistant Professor, University of Texas; 2002: Visiting Professor, Université de Paris X (Nanterre)		
<b>Overseas Experience:</b>	2011, 2012: Department of English Oxford Summer Program; 2002: Visiting Professor, Université de Paris X (Nanterre)		
<b>Language Proficiency:</b>	French 4, Spanish 3	<b>Percentage Dedicated To Area Studies:</b>	50%
<b>Relevant Courses:</b>	Classic to Romantic: The English Landscape; Masterworks of Literature: British; The English Novel from Defoe through Scott; Reading and Composition in World Literature; Sister Arts		
<b>Current Research:</b>	Transatlantic eighteenth-century and Romantic literatures, Anglo-American women's literature <i>Transatlantic Feminisms in the Age of Revolutions</i> . co-edited with J. Brooks and C. Wigginton (Oxford University Press, 2012); <i>Sister Arts: The Erotics of Lesbian Landscapes</i> (University of Minnesota Press, 2011); "Virtual Delville as Archival Research: Rendering Women's Garden History Visible," <i>Visualizing the Archive</i> . Spec. issue of <i>Poetess Archive Journal</i> 2.1 (2010)		
<b>Recent Publications:</b>			
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	17		
<b>Distinctions:</b>	2013: Liberal Arts Student Council Endowed Teaching Award, UT Austin; 2012: Choice Academic Book of the Year; 2012: Lambda Literary Foundation Award for LGBT Studies; 2012: Art/Lines Ekphrastic Poetry Prize; 2011: Outstanding Graduate Student Teaching Award; 2010: Silver Spurs Teaching Fellowship Award		

**English****Wayne Rebhorn  
Celanese Centennial Professor in English**

<b>Appointment:</b>	1973 Tenured		
<b>Education:</b>	1968 Ph.D., Yale University		
<b>Academic Experience:</b>	1987-Present: Celanese Centennial Professor; 2000: Visiting Professor, Université de Paris X (Nanterre); 198: Visiting Professor, Bread Loaf School of English, Middlebury College, summer		
<b>Overseas Experience:</b>	1993, 1998, 2003: Department of English Summer Program, Oxford University; 2000: Visiting Professor, University de Paris X (Nanterre); 1988: Visiting Professor, Université Paul Valéry, Montpellier, France		
<b>Language Proficiency:</b>	France 4+, Italian 4, Spanish 2, German 1+	<b>Percentage Dedicated To Area Studies:</b>	100%
<b>Relevant Courses:</b>	Introduction to the European Renaissance; Self and Society in the European Renaissance; Masterworks of Literature: British		
<b>Current Research:</b>	European Renaissance literature and rhetoric <i>Giovanni Boccaccio, The Decameron</i> (Norton, 2013); <i>George Puttenham, The Arte of English Poesy</i> (Cornell University Press, 2007); <i>Sir Thomas More, Utopia translated by Ralph Robinson with The Life of Sir Thomas More by William Roper</i> (Barnes and Noble World Classics, 2005); <i>Niccoló Machiavelli, The Prince and Other Writings</i> (Barnes and Noble World Classics, 2003)		
<b>Recent Publications:</b>			
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	13		
<b>Distinctions:</b>	1992-93: Guggenheim; 1988-90: Marraro Prize; 1973-74: ACLS		

**English****Elizabeth Richmond-Garza****Associate Professor**

<b>Appointment:</b>	1990 Tenured		
<b>Education:</b>	1992 Ph.D., Columbia University, Comparative Literature		
<b>Academic Experience:</b>	1990-Present: Lecturer, Assistant Professor, Associate Professor, University of Texas; 1989-1990: Instructor, Department of English, Columbia University		
<b>Overseas Experience:</b>	Throughout Western and Eastern Europe		
<b>Language Proficiency:</b>	French 3+, German 3+, Italian 3+, Russian 2+, Latin 2+, Greek 2+, Hebrew 1, Spanish 1	<b>Percentage Dedicated To Area Studies:</b>	75%
<b>Relevant Courses:</b>	The Romantic Stage; The Shakespeare-Effect in European Drama; Europe in 1900; Staging Modern Britain at Home and Abroad; Masterworks of Literature		
<b>Current Research:</b>	Nineteenth and twentieth century European drama, Renaissance drama, Oscar Wilde		
<b>Recent Publications:</b>	"The Double Life of Salomé: Sexuality, Nationalism and Self-Translation in Oscar Wilde," in <i>Refiguring Oscar Wilde's Salomé</i> , (ed.) Michael Y. Bennett (Rodopi, 2011): 21-36; "Lagniappe," Forward, <i>Creoles Diasporas and Cosmopolitanisms: Creolization of Nations, Cultural Migrations, Global Languages and Literatures</i> , (ed.) David Gallagher (Academia Press, 2011): vii-xii		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	17		
<b>Distinctions:</b>	Fall 2014: Special Research Appointment, College of Liberal Arts; Spring 2014: Special Research Appointment: Provost's office; 2013-14: President's Associates Teaching Excellence Award; 2011: Texas Exes Teaching Award; 2009: Recipient, Regents' Outstanding Teaching Award, UT Board of Regents; 2008: Minnie Piper Stevens Prof.		

**English****John Rumrich****A.J. and W.D. Thaman Professor**

<b>Appointment:</b>	1984 Tenured		
<b>Education:</b>	1981 Ph.D., University of Virginia, English Literature		
<b>Academic Experience:</b>	2001-Present: A.J. and W.D. Thaman Professorship, 1995-2001: Professor, 1990-1995: Associate Professor, 1984-1990: Assistant Professor, University of Texas; 1981-1984: Assistant Professor, Fordham University		
<b>Overseas Experience:</b>	Visiting Professor: Université Paris 2 (2003); University of Natal, PMB, South Africa (1999); University College Galway, Ireland (1995); Université Paul Valéry, France (1992)		
<b>Language Proficiency:</b>	French 2, Greek 1, Latin 1	<b>Percentage Dedicated To Area Studies:</b>	100%
<b>Relevant Courses:</b>	The Poetry of Milton; Shakespeare: Selected Plays; Seventeenth-century British Poetry		
<b>Current Research:</b>	John Milton in his political and religious setting, seventeenth-century British poetry until the Restoration,		
<b>Recent Publications:</b>	<i>The Essential Prose of John Milton</i> , ed. with William Kerrigan and Stephen Fallon (Random House, 2013); <i>Paradise Regained, Samson Agonistes, and Complete Shorter Poems of John Milton</i> , ed. with William Kerrigan and Stephen Fallon (Random House, 2012); <i>Paradise Lost</i> , ed. with William Kerrigan and Stephen Fallon (Random House, 2008)		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	10		
<b>Distinctions:</b>	2013: Honored Scholar of the Milton Society; 2005-08: LAITS Technology Grant, multimedia audiotext, <i>Paradise Lost</i> , 1-2; 2006: Innovative Instruction Technology Prize (silver), Resource Development		

**English****Elizabeth Scala**  
**Associate Professor**

<b>Appointment:</b>	1995 Tenured		
<b>Education:</b>	1994 Ph.D., Harvard University		
<b>Academic Experience:</b>	2003-Present: Associate Professor, 1995-2002: Assistant Professor, University of Texas; 2009: Professeur Invitee, Université de Paris III		
<b>Overseas Experience:</b>	Presentations in Paris (2013), London (2011), and Siena (2010); Professeur Invitee, Université de Paris III (2009)		
<b>Language Proficiency:</b>	French 3, Italian 3, Latin 3	<b>Percentage Dedicated To Area Studies:</b>	100%
<b>Relevant Courses:</b>	Chaucer, <i>The Canterbury Tales</i> ; Chaucer and Shakespeare, The Multi-Media Middle Ages; Novel Interventions; Love and Death in Late Medieval English Literature		
<b>Current Research:</b>	Chaucer, the history of Chaucer studies, and the textual environments of medieval literature		
<b>Recent Publications:</b>	<i>Desire in the Canterbury Tales</i> , (Ohio State University Press, forthcoming); "Desire." <i>A Handbook to Middle English Studies</i> . Ed. Marion Turner (Wiley-Blackwell, 2013), 49-62; "Seeing Red: The Ellesmere Iconography of Chaucer's Nun's Priest," <i>Word &amp; Image</i> 26.4 (2010): 381-92; "Yeoman Services: the Knight, his Critics, and the Pleasures of Reading Historically," <i>Chaucer Review</i> 45 (2010): 194-211		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	6		
<b>Distinctions:</b>	2011: CELJ Phoenix Award; 2008: Faculty Research Assignment; 2004-2005: Research Grant, UT Austin; 2001, 2003, 2004: Harry Ransom Fellowship, UT Austin; 1999-2000, 2000-2001, 2007-2008, 2009-2010: Special Research Grant, UT Austin		

**English****Thomas Staley**  
**Professor**

<b>Appointment:</b>	1988 Tenured		
<b>Education:</b>	1962 Ph.D., University of Pittsburgh		
<b>Academic Experience:</b>	1992-Present: Director of the Harry Ransom Humanities Research Center; 1988-Present: Professor; 1988-92: Chancellor's Council Centennial Professor in the Book Arts, University of Texas		
<b>Overseas Experience:</b>	Fulbright Professor, University of Trieste, spring, 1971; Fulbright Research Professor, Trieste, Italy, 1966-67		
<b>Language Proficiency:</b>	Italian 3	<b>Percentage Dedicated To Area Studies:</b>	85%
<b>Relevant Courses:</b>	James Joyce; Modern British Literature		
<b>Current Research:</b>	James Joyce, Modern British Literature, Humanistic Research, Building Library Collections		
<b>Recent Publications:</b>	"A Life with Joyce," <i>Joyce Studies Annual</i> , 2008; <i>Introduction. Collecting the Imagination: The First Fifty Years of the Ransom Center</i> , ed. Megan Barnard (University of Texas Press, 2007); "The Ransom Center and 50 Years of Collecting," <i>Carl Hertzog Lecture Series</i> (Texas Western Press, 2004); "The Winds of Aeolus: In the Heart of the Joyce Metropolis," <i>Joyce and the Joyceans</i> , ed. Morton P. Levitt (Syracuse University Press, 2002), 8-12		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	2		
<b>Distinctions:</b>	2008: Pro Bene Meritus Award, University of Texas; 2006-Present: Board member, AFI Dallas International Film Festival; 2003-Present: Board member, Christopher Isherwood Foundation; 2003-Present: Board member, American Prose Fiction; 2000-Present; Honorary Trustee, James Joyce Foundation		

**English****Jeffrey Walker  
Professor**

**Appointment:** 2004 Tenured

**Education:** 1985 Ph.D., University of California, Berkeley

**Academic Experience:** 2004-Present: Professor, UT Austin; 2000-2004: Professor, Emory University; 1991-2000: Associate Professor, 1985-1991: Assistant Professor, Pennsylvania State University

**Overseas Experience:** Spring 2000: Study Abroad Program, Athens, Greece; Spring 1992: Fulbright, Athens, Greece; 1978-80: Teaching English, Al-Fateh University, Tripoli, Libya

**Language Proficiency:** French 3, Spanish 1+, Italian 1+, Classical Greek 2+. Latin 2      **Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** History of Rhetoric; Sophistry and the Invention of Rhetoric; Declamation and Civic Theater

**Current Research:** Ancient rhetorical education, Byzantine rhetoric (11th-15th centuries)

**Recent Publications:** *The Genuine Teachers of This Art: Rhetorical Education in Antiquity* (University of South Carolina Press, 2011)

**Dissertations/Theses Supervised in Past 5 Years:** 5

**Distinctions:** Dumbarton Oaks Summer Fellowship (Byzantine Studies), Washington D.C.

**English****Frank Whigham  
A.J. and W.D. Thaman Professor of English  
and Comparative Literature**

**Appointment:** 1985 Tenured

**Education:** 1976 Ph.D., University of California, San Diego

**Academic Experience:** 2001-Present: Arthur J. Thaman and Wilhelmina Doré Thaman Professor of English, 1992-2001: Professor, 1985-1992: Associate Professor, University of Texas

**Overseas Experience:** None

**Language Proficiency:** French 3, Italian 1      **Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** Masterworks of Literature: British; English Drama to 1642-Honors; Elizabethan Poetry and Prose; Edmund Spenser

**Current Research:** Early modern British literature and culture

**Recent Publications:** *George Puttenham. The Art of English Poesy: A Critical Edition*, Ed. Frank Whigham and Wayne A. Rebhorn (Cornell Univ. Press, 2007); "Reluctant Agency in The Witch of Edmonton" (in revision; solicited); "'At a Stand': The Actuarial Landscape of A Mad World, My Masters" (in revision; solicited)

**Dissertations/Theses Supervised in Past 5 Years:** 4

**Distinctions:** 2004-06: Liberal Arts ITS award for E316K Efiles project, UT Austin; 2002: Liberal Arts ITS award for E316K Computer/Media Development, UT Austin; 2000: Ransom Research Fellowship, UT Austin

**English****Hannah Wojciehowski  
Professor**

<b>Appointment:</b>	1985 Tenured		
<b>Education:</b>	1984 Ph.D., Yale University, Renaissance Studies		
<b>Academic Experience:</b>	2012-Present: Professor, 1992-12: Associate Professor, 1985-92: Assistant Professor, UT Austin; 2003, 2007: Guest Faculty, Telluride Association Summer Program; 2002, 1994: Professeur Invite, Universite Paul Valery, France		
<b>Overseas Experience:</b>	UT Austin Oxford Summer Program; 1994: Professeur Invite, Universite Paul Valery, France		
<b>Language Proficiency:</b>	French 4+, Spanish 4+, Italian 4+, Greek 2, Latin 2	<b>Percentage Dedicated To Area Studies:</b>	60%
<b>Relevant Courses:</b>	Approaches to Disciplinary Inquires; Medieval and Early Women Writers; Renaissance Travel Narratives; Renaissance Representations of Islam; The Dr. Faustus Legend in Fiction and Film		
<b>Current Research:</b>	Cognitive and affective approaches to literary studies; East-West exchanges in the 16th and 17th centuries		
<b>Recent Publications:</b>	<i>Cymbeline. New Kittredge Shakespeare</i> , Series ed. James H. Lake (Focus Publishing, 2014, forthcoming); "Petrarch and His Friends," <i>The Cambridge Companion to Petrarch</i> , ed. Albert Ascoli and Unn Falkeid (Cambridge University Press, 2014, forthcoming); <i>Group Identity in the Renaissance World</i> (Cambridge University Press, 2011)		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	16		
<b>Distinctions:</b>	2014: Finalist, Regents' Award, University of Texas System (pending); 2011: President's Associates Teaching Excellence Award; 2013: University Research Institute Faculty Research Award, UT Austin; 2012-15: Humanities Research Award, UT Austin; 2011, 2013: Special Research Grant, UT Austin		

**English****Marjorie Woods  
Jane and Roland Blumberg Centennial  
Professor of English**

<b>Appointment:</b>	1991 Tenured		
<b>Education:</b>	1977 Ph.D., University of Toronto		
<b>Academic Experience:</b>	2011-Present: University Distinguished Teaching Professor, 2011-Present: Jane and Roland Blumberg Centennial Professor of English, 2009-Present: Professor, 1991-2009: Associate Professor, UT Austin		
<b>Overseas Experience:</b>	Spring 1996 and 2001: Professeur Invité, Université Paul Valéry, Montpellier III		
<b>Language Proficiency:</b>	Latin 3, French 2, Italian 2, German 2, Spanish 2	<b>Percentage Dedicated To Area Studies:</b>	100%
<b>Relevant Courses:</b>	Medieval Rhetoric and Poetics; Classical Backgrounds of Medieval and Renaissance Literature; Literature of the Middle Ages in Translation; Women Writers of the Middle Ages; History of the English Language		
<b>Current Research:</b>	Medieval literature; Medieval and Renaissance rhetoric and pedagogy		
<b>Recent Publications:</b>	"Where's the Manuscript?" <i>The Swerve: How the World Became Modern. Exemplaria</i> 25.4 (2013): 321-24. "What are the Real Differences between Medieval and Renaissance Commentaries?" In <i>The Classics in the Medieval and Renaissance Classroom: The Role of Ancient Texts in Arts Curriculum as Revealed by Surviving Manuscripts and Early Printed Books</i> . Ed. Juanita Ruys, John O. Ward, and Melanie Heyworth. (Brepols, 2013): 329-341		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	5		
<b>Distinctions:</b>	Spring 2015: Visiting Fellowship, All Souls College, Oxford; 2011-12: Member, School of Historical Studies, Institute for Advanced Study, Princeton; 2011-Present: Member, Academy of Distinguished Teachers, UT Austin; 2011: Rhetoric Society of America Book Award		

**French and Italian****Daniela Bini****Professor**

**Appointment:** 1978 Tenured

**Education:** 1978 Ph.D., University of Texas - Austin, Comparative Literature

**Academic Experience:** 1998-Present: Professor, 2003-2011: Chair of Department of French and Italian, 1992-1998: Associate Professor, 1987-1992: Assistant Professor, 1981-1987: Lecturer, 1978: Instructor, UT Austin

**Overseas Experience:** Born in Italy; Extensive research in Europe, Laurea in Philosophy, University of Rome, Italy, 1967; Taught at University of Rome (1967-1968); Rome Study Program, UT Austin, Summer 2012 and 2013

**Language Proficiency:** Italian 5+, English 4+ **Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** Sicily in Literature and Film; Italy Through the Arts; Narrative/Dramatic Discourse in Pirandello; Writing Fascism, the War, the Resistance; Introduction to Italian Literature II: 18th Century-Present

**Current Research:** Modern Italian Culture and Film

**Recent Publications:** "High and Low Art, Inadequacy of Words, Self-referentiality in Pasolini's Che cosa sono le nuvole?" *Italica* 90(2) 2013, 227-44; "Operative Appearances in Marco Bellocchio," *Esperienze Letterarie* 3 (XXXVII) 2012, 42-54; "Marco Tutino's *La Lupa*: A Neo-Romantic, Postmodern Opera" in *La terra di Babele: Saggi sul purilinguismo nella cultura italiana*, eds. D. Brnacato and M. Ruccolo (Legas, 2011): 31-42

**Dissertations/Theses Supervised in Past 5 Years:** 1

**Distinctions:** 2009: Liberal Arts Council Teaching Award; 2007: Cavaliere (Ordine della Stella della Solidarietà Italiana) conferred by the President of the Italian Republic, Giorgio Napolitano; 2006-07, 2005-06, 2004-05, 2002-03: Who's Who Among America's Teachers; 2003: Dean's Fellow, 2002: Harry H. Ransom Teaching Award; 1995-96: NEH

**French and Italian****David Birdsong****Professor and Chair of Department of French and Italian**

**Appointment:** 1991 Tenured

**Education:** 1979 Ph.D., Harvard University, Romance Languages

**Academic Experience:** 2011-Present: Chair of Department of French and Italian, 2003-Present: Professor, 1991-2002: Associate Professor, UT Austin; 1989-1991: Associate Professor, 1986-1989: Assistant Professor, University of Florida

**Overseas Experience:** Summer 2000: Instructor, Cursos de Verano, University of the Basque Country, Spain; Research Fellow, Max Planck Institute for Psycholinguistics, Nijmegen, NL

**Language Proficiency:** French 4+, Spanish 3 **Percentage Dedicated To Area Studies:** 75%

**Relevant Courses:** Practical Phonetics

**Current Research:** Second Language Acquisition and French Linguistics

**Recent Publications:** with R. Reichle, "Processing focus structure in L1 and L2 French: L2 proficiency effects on ERPs," *Studies in Second Language Acquisition* (in press); with L. Gertken, "In faint praise of folly: A critical review of native/non-native comparisons, with examples from native and bilingual processing of French complex syntax," *Language, Interaction and Acquisition* 4 (2013): 107-133

**Dissertations/Theses Supervised in Past 5 Years:** 5

**Distinctions:** Max Planck Society, Scientific Commission (Fachbeirat), 2007-2013; Visiting Research Fellow, Max Planck Institute for Psycholinguistics, 2002-2008; Dickson Endowed Teaching Fellowship, 2007; Rappoport-King Award, 2004; Undergraduate Research Fellowship, 2004; Faculty Research Award, 2003;

**French and Italian****Marc Bizer  
Professor**

**Appointment:** 1993 Tenured

**Education:** 1993 Ph.D., Princeton University, Romance Languages and Literature

**Academic Experience:** 2014-Present: Professor, 2001-2014: Associate Professor, 1993-2001: Assistant Professor, UT Austin

**Overseas Experience:** Research in Western Europe, particularly France and English

**Language Proficiency:** French 5, German 3, Italian 2, Latin 4, Greek 1  
**Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** First-year French; Second-year French; Second-year French grammar and reading, taught in English; Advanced French II: Oral Emphasis; Introduction to French Literature (Middle Ages-20th century)

**Current Research:** The political and social uses of classical texts in early modern France

**Recent Publications:** *Homer and the Politics of Authority in Renaissance France* (Oxford University Press, 2011); "From Lyric to Epic and Back: Joachim Du Bellay's Epic *Regrets*," *Modern Language Quarterly* 71.2 (2010): 107-127 (peer-reviewed); "Homer, La Boétie, Montaigne, and the Question of Sovereignty," in "*Esprit généreux, esprit pantagruélique*": *Essays by His Students In Honor of François Rigolot*, eds. Zahi Zalloua and Reiner Leushuis (Droz, 2008): 259-277.

**Dissertations/Theses Supervised in Past 5 Years:** 1

**Distinctions:** 2007-2008: Loeb Classical Library Foundation Fellowship; Dean's Fellowship; Renaissance; Society of America Research Grant for Senior Scholars; 2002-2003: Sabbatical Fellowship, American Philosophical Society; 2001: Marandon Fellowship, Society of American Professors of French, 6 mos.

**French and Italian****Carl Blyth  
Associate Professor**

**Appointment:** 1993 Tenured

**Education:** 1990 Ph.D., Cornell University, French Linguistics

**Academic Experience:** 2010-Present: Director, Center for Open Educational Resources and Language Learning, 2006-10: Director, Texas Language Technology Center, 2000-Present: Associate Professor, 1992-00: Assistant Professor, UT Austin

**Overseas Experience:** France, Switzerland; 1989-1990: Chercheur Invité, Université du Québec à Montréal

**Language Proficiency:** French 4+  
**Percentage Dedicated To Area Studies:** 50%

**Relevant Courses:** Introduction to French Linguistics; Computer Mediated Communications; First Year French; Third Semester French Applied linguistics; French linguistics; Discourse Studies, Ethnolinguistics

**Current Research:** Applied linguistics, Discourse analysis, French linguistics

**Recent Publications:** "Exploring the affordances of digital social reading for L2 literacy: The case of eComma," *CALICO Journal* (in press); "Grammatical constructions and interactive frames," with D. Koike, in *Perspectives on Linguistic Structure and Context: Studies in Honor of Knud Lambrecht*, eds., S. Katz and L. Myers (John Benjamins, 2014); Megharbi, N., S. Pellet, C. Blyth & S. Forester, *Pause-café: French in Review* (McGraw-Hill, 2008)

**Dissertations/Theses Supervised in Past 5 Years:** 4

**Distinctions:** 2013: Provost Teaching Fellow; 2009: Exemplary Online Learning Resource Award (given to TLTC), Multimedia Educational Resource for Learning and Online Teaching; 2009: Access to Language Education Award (given to Français interactif); 2006: Best of the Humanities on the Web (given to Français interactif), NEH

**French and Italian****Paola Bonifazio**  
**Assistant Professor**

**Appointment:** 2009 Tenure Track

**Education:** 2008 Ph.D., New York University, Italian Studies

**Academic Experience:** 2009-Present: Assistant Professor, UT Austin; 2008-09: Visiting Assistant Professor, Dickinson College; 2008: Adjunct Faculty, Barnard College

**Overseas Experience:** Research in several archives in Italy; Teaching at NYU Florence, Italy; Directing Dickinson College Summer Program in Bologna, Italy; Fellow, NEH-Andrew Mellon Rome Prize at the American Academy in Rome, 2011-12

**Language Proficiency:** Italian 5, English 4+ **Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** The Cinema of Modernization: Italian Films from the Reconstruction to the Economic Miracle; The Woman's Film in Italy; Contemporary Italian Culture and Society

**Current Research:** Italian Cinema; Italian Literature-Modern; Italian Cultural Studies; Film Theory and history, including documentary *Schooling in Modernity: The Politics of Sponsored Films in Postwar Italy* (University of Toronto Press, in press, 2014); "Documenting Work: Manuela Pellarin's Non-Fiction Films in the Industrial Veneto," *Studies in European Cinema* 8:2 (2012): 141-152; "Work, Welfare, Biopolitics: Italian and American Film Propaganda in the Age of Neorealism," *The Italianist* 31:2 (2011): 155-180

**Recent Publications:**

**Dissertations/Theses Supervised in Past 5 Years:** 2

**Distinctions:** 2013: ISSNAF Award for the Humanities; 2012-13: Special Research Grant, UT Austin; 2011-12: NEH/Andrew W. Mellon Rome Prize; 2010, 2014: Summer Research Assignment, UT Austin; 2007: Penfield Fellowship, NYU; 2006: Andrew Sauter Fellowship for Pre-Doctoral Student in the Humanities and Social Sciences, NYU

**French and Italian****Barbara Bullock**  
**Professor**

**Appointment:** 2009 Tenured

**Education:** 1991 Ph.D., University of Delaware

**Academic Experience:** 2009-Present: Professor, UT Austin; 2004-2009: Professor, Pennsylvania State University

**Overseas Experience:** Research and presentations in Western Europe

**Language Proficiency:** French 4+ **Percentage Dedicated To Area Studies:** 75%

**Relevant Courses:** Advanced French II: Oral Emphasis

**Current Research:** Romance linguistics, History of French, Societal and individual bilingualism, Phonology and phonetics

**Recent Publications:** *The Cambridge Handbook of Linguistic Code-Switching*, co-editor with Almeida Jacqueline Toribio (Cambridge University Press, 2009); *Formal perspectives on Romance linguistics*, ed. with J.-Marc Authier and Lisa Reed (John Benjamins, 1999)

**Dissertations/Theses Supervised in Past 5 Years:** 5

**Distinctions:** Editor, *Journal of French Language Studies*; 2013-2015: NSF #1322320, Doctoral Dissertation Improvement Grant (Rebeka Post, French); 2012-2014: NSF #1226964, Doctoral Dissertation Improvement Grant (Mark Amengual, Spanish); 2006-2007: Child Youth and Family Consortium, Level 2 Research Funding with J. Toribio & N. Sagarra

**French and Italian****Antonella Del-Fattore-Olson**  
**Distinguished Senior Lecturer**

<b>Appointment:</b>	1984 Non-Tenure		
<b>Education:</b>	1978 Laurea, University La Sapienza, Rome, Italy		
<b>Academic Experience:</b>	2008-Present: Distinguished Senior Lecturer, 1994-2008: Senior Lecturer, 1984-1994: Lecturer, University of Texas; Summer 1996-Present: Senior Lecturer, Rome Study Program		
<b>Overseas Experience:</b>	Director of a study abroad program; Teaching experience in summer programs in Italy: Castiglione Fiorentino (UT), Florence (University of Pennsylvania, Bryn Mawr College), Rome (UT)		
<b>Language Proficiency:</b>	Italian 5, English 4, Spanish 1+	<b>Percentage Dedicated To Area Studies:</b>	100%
<b>Relevant Courses:</b>	Italian Drama Workshop; Rome Study Program; Italian Drama: From the Page to the Stage		
<b>Current Research:</b>	Italian Language and Culture; Teaching Methodology; Play Production; Contemporary Italian Theatre		
<b>Recent Publications:</b>	"Community, Culture, and Body Language: Staging the Female Voice in the Italian Drama Workshop," in <i>Set the Stage! Teaching Italian through Theater. Theories, Methods, and Practices</i> (Yale University Press, 2009); <i>In viaggio, Moving Toward Fluency in Italian</i> , co-author with Eric Edwards and Sharon Foerster (McGraw-Hill, 2003); "Dacia Maraini e la problematica femminile nel laboratorio teatrale di italiano" in <i>Italica</i> 81.4 (Winter 2004)		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	4		
<b>Distinctions:</b>	2012: Regents' Outstanding Teaching Award; 2012: Professional Development Award - Texas Language Center; 2009: The Texas Exes Teaching Award-College of Liberal Arts; 2004-07: LAITS Grant, UT Austin; 2000, 2004-05: Who's Who Among America's Teachers, 2001: Harry H. Ransom Award for Teaching Excellence in Liberal Arts		

**French and Italian****Nancy Guilloteau**  
**Senior Lecturer**

<b>Appointment:</b>	1998 Non-Tenure		
<b>Education:</b>	1977 Ph.D., UT Austin, French Linguistics		
<b>Academic Experience:</b>	2014-Present: Senior Lecturer, 2006-Present: Director, French Language Program, 1998-2014: Lecturer, UT Austin; Summer 1998 and 1999: Lecturer, L'Ecole Supérieure de Commerce de Paris		
<b>Overseas Experience:</b>	Summer 1998 and 1999: Lecturer, L'Ecole Supérieure de Commerce de Paris; Summer 2007 and 2013: Associate Director, UT French Summer Program in Lyon		
<b>Language Proficiency:</b>	French 5	<b>Percentage Dedicated To Area Studies:</b>	100%
<b>Relevant Courses:</b>	Intensive Beginning French; Intensive Intermediate French; Enhancing French Skills; Practical Phonetics; Supervised Teaching of French for Graduate Students		
<b>Current Research:</b>	Pedagogy and Online Language Instruction		
<b>Recent Publications:</b>	Blyth, C., N. Guilloteau, K. Kelton, and E. Eubank. <i>Français interactif</i> . <a href="http://www.laits.utexas.edu/fi">http://www.laits.utexas.edu/fi</a> An online first year French program that includes streaming video, podcasts, downloadable mp3 audio files, readings, internet activities, and online polls		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	0		
<b>Distinctions:</b>	2013: Texas Language Center Professional Development Award; 2009: Liberal Arts Instructional Technology Grant; 2009: Access to Language Education, presented by the Computer Assisted Language Instruction Consortium (CALICO); 2008: Texas Higher Education Coordinating Board (THECB) grant		

**French and Italian****Karen Kelton  
Senior Lecturer**

**Appointment:** 1981 Non-Tenure

**Education:** 1975 M.L.S., University of Texas at Austin

**Academic Experience:** 1981-Present: Senior Lecturer, University of Texas; 2006-2013: Research Fellow, Texas Language Technology Center, University of Texas

**Overseas Experience:** UT French Summer Program in Lyon, Asst. Dir. 2001, Director, 2002, 2004-2014; On-site liaison, Summer Paris Program 2000, CIBER, UT School of Business

**Language Proficiency:** French 4+, German 3+ **Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** First Year French II; Continuity and Change in Modern France

**Current Research:** Technology and Language Instruction

**Recent Publications:** Websites/Software: *Français Interactif* (with C. Blyth, N. Guilloteau, and E. Eubank) 2004 and 2011. First-Year French at UT: <http://www.laits.utexas.edu/fi>; *Tex's French Grammar: grammaire de l'absurde* (with C. Blyth, E. Eubank, Y. Munn, L. Myers, W. Moore, and C. Delyfer) 2000. <http://www.laits.utexas.edu/tex/>

**Dissertations/Theses Supervised in Past 5 Years:** 0

**Distinctions:** 2009: CALICO Access to Language Education Award, from CALICO, (Computer Assisted Language Instruction Consortium), Lernu.net and the Esperantic Studies Foundation for *Français Interactif*, for a website offering exceptional access to language learning resources

**French and Italian****Jean-Pierre Montreuil  
Professor**

**Appointment:** 1981 Tenured

**Education:** 1977 Ph.D., UT Austin, Romance Linguistics

**Academic Experience:** 2003-Present: Professor, 1988-02: Associate Professor, 1981-88: Assistant Professor, UT Austin; 1977-81: Assistant Professor, Harvard University

**Overseas Experience:** Extensive research in France; Spring 2010: Visiting Professor, Universit of Paris-Ouest; Spring 2008: Visiting Professor, Université de Montpellier-3, Paul Valéry; Spring 2004: Visiting Professor, Université de Toulouse II

**Language Proficiency:** French 5, English 4+ **Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** Romance Linguistics

**Current Research:** French language (synchrony, diachrony), English phonology, morphology & prosody, General dialectology

**Recent Publications:** *Phonology*, 2nd edition. co-authored with Philip Carr. Palgrave Modern Linguistics Series (Palgrave MacMillan, 2013); "Assimilation and Opacity in Cotentinois and Island Norman: the derivational perspective," Philip Carr, Chantal Lyche, Colin Ewen and Sylvain Detey, eds. Language Sciences series (Elsevier Publications, 2013)

**Dissertations/Theses Supervised in Past 5 Years:** 5

**Distinctions:** None

**French and Italian****Karen Pagani**  
**Assistant Professor**

**Appointment:** 2008 Tenure Track

**Education:** 2007 Ph.D., The University of Chicago, Comparative Literature

**Academic Experience:** 2008-Present: Assistant Professor, UT Austin

**Overseas Experience:** Lived and researched in France; affiliated with France Chicago Center; studied at the Sorbonne, Paris IV

**Language Proficiency:** French 4+, Italian 3+ **Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** Second Year French I: Four Skills; Advanced French II; Selfishness and (or as) Virtue; Voltaire, Diderot, and Rousseau

**Current Research:** Seventeenth- and eighteenth-century moral theory (British, French, German)

**Recent Publications:** *Forgiving Men and Citizens: Conflict and Subjectivity in the Thought of Jean-Jacques Rousseau* (forthcoming); "Living Well is the Best Revenge: Rousseau's *Reveries* and the (non)Problem of Forgiveness," *Eighteenth-Century Studies* (forthcoming); "And if Voltaire Ceased to be Voltaire?: The Influence of Fénelon's Quietism on Voltaire's Later Works," *Fénelon in the Enlightenment* (Rodopi Press, 2014)

**Dissertations/Theses Supervised in Past 5 Years:** 0

**Distinctions:** 2012: Nomination, Foreign Language Teaching Excellence Award for Advanced French; 2010: College Research Fellowship, UT Austin; 2009: Summer Research Award, UT Austin; 2009: The Humanities Institute Faculty Fellowship, UT Austin; 2007: Stuart Tave Teaching Fellowship; 2006: Camargo Foundation Residential Fellowship

**French and Italian****Hervé Picherit**  
**Assistant Professor**

**Appointment:** 2012 Tenure Track

**Education:** 2008 Ph.D., Stanford University, French

**Academic Experience:** 2012-Present: Assistant Professor, UT Austin; 2008-12: Assistant Professor, University of Wyoming

**Overseas Experience:** N/A

**Language Proficiency:** French 5, Spanish 3 **Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** Looking Back on Modernism; 20th Century French Novel

**Current Research:** 20th century French literature, French cinema, the novel, the avant-garde, philosophies of fiction

**Recent Publications:** "Une Madelein peut en cacher une autre: Un dialogue mythique sur le temps entre Marcel Proust, Alfred Hitchcock, et Chris Marker," *French Studies* 2012, 66 (2): 193-207

**Dissertations/Theses Supervised in Past 5 Years:** 0

**Distinctions:** N/A

**French and Italian****Guy Raffa**  
**Associate Professor**

**Appointment:** 1992 Tenured

**Education:** 1991 Ph.D., Indiana University, Italian

**Academic Experience:** 1999-Present: Associate Professor, 1992-1999: Assistant Professor, University of Texas

**Overseas Experience:** Conducted research in Italian state archives; Taught on Rome summer program; Semester in London (writing, researching); Invited speaker at Cambridge University (UK)

**Language Proficiency:** Italian 4+, Latin 2, French 2 **Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** Dante's *Inferno*; Introduction to Italian Literature: Middle Ages to 18th Century; Contemporary Italian Fiction; Italian Civilization; Dante's Hell and Its Afterlife; Eco and Calvino; Dante I and II

**Current Research:** Medieval Italian literature, with emphasis on Dante; Literature and the history and philosophy of science

**Recent Publications:** "Calvino's Scientific Humanism," in *Approaches to Teaching the Works of Italo Calvino*, ed. Franco Ricci (Modern Language Association, 2013): 37-41; "A Beautiful Friendship: Dante and Vergil in the *Commedia*," *MLN* 127.1 (Supplement, 2012): 72-80; *The Complete Danteworlds: A Reader's Guide to the "Divine Comedy"* (University of Chicago Press, 2009); *Danteworlds: A Reader's Guide to the "Inferno"* (University of Chicago Press, 2007)

**Dissertations/Theses Supervised in Past 5 Years:** 1

**Distinctions:** 2011-12: ACLS; 2011-12: NEH; 2009: Raymond Dickson Centennial Endowed Teaching Fellowship; 2008: University of Texas Dean's Fellowship; 200: Teaching with technology Gold Award for *Danteworlds: Purgatory and Paradise*; 2003: Teaching with Technology Silver Award for *Danteworlds: Inferno*

**French and Italian****Cinzia Russi**  
**Associate Professor**

**Appointment:** 2004 Tenured

**Education:** 2003 Ph.D., University of Washington, Linguistics

**Academic Experience:** 2010-Present: Associate Professor, 2004-10: Assistant Professor, UT Austin; 2003-04: Lecturer, University of Arizona; 1999-03: Instructor, University of Washington

**Overseas Experience:** Taught in Italy (home country); participated in international (peer-reviewed) linguistics conferences; five invited lectures

**Language Proficiency:** Italian 5, English 4+, Russian 2+, Estonian 2, French 2, Latin 2, Spanish 2 **Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** Introduction to Romance Linguistics; Introduction to Italian Linguistics; Grammaticalization in Italian; Grammaticalization in Romance; Introduction to Italian Sociolinguistics; History of Italian; Romance Morphosyntax

**Current Research:** Historical linguistics, Grammaticalization, language variation and Italian dialects, comparative Romance linguistics

**Recent Publications:** "On the relationship between Sentence Focus Category, Subject-Verb Order and Genericity: A preliminary analysis of some Italian unaccusatives," in S. Katz Bourms and L. Myers, eds., *Perspectives on Linguistic Structure and Context. Studies in honor of Knud Lambrecht* (John Benjamins, 2014): 39-55; *Building a bridge between linguistics communities*, with Chiyo Nishida (Rodopi, 2012)

**Dissertations/Theses Supervised in Past 5 Years:** 3

**Distinctions:** 2014: College Research Fellowship, UT Austin; 2007: Dean's Fellowship Research Award, UT Austin; 2006: Summer Research Award, UT Austin

**French and Italian****Helene Tissieres  
Associate Professor**

**Appointment:** 2010 Tenured

**Education:** 2000 Ph.D., New York University

**Academic Experience:** 2010-Present: Associate Professor, 2001-09: Associate Professor, University of Texas; 2000-01: Visiting Professor, Kent University, Geneva, Switzerland

**Overseas Experience:** 2011 (Spring): Invited Associate Professor (Kwara State University, Ilorin, Nigeria); 2000 (Fall) Guest faculty (New York University, Paris, France); 2003-05: Fulbright research/lecturer grant (Cheikh Anta Diop University, Dakar,

**Language Proficiency:** French 5, English 4, Italian 2+, German 2 **Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** Arts in France and the Francophone World, Recent French and African Cinema, Advanced French

**Current Research:** French and African film, Recent French literature, African literature written in French

**Recent Publications:** *Créations et défis au Sénégal: Diop, Sembene, Diadji and Awadi* (2013); *Transmigrational Writings between the Maghreb and Sub-Saharan Africa: Literature, Orality, Visual Arts* (2012)

**Dissertations/Theses Supervised in Past 5 Years:** 4

**Distinctions:** 2008: Dean's Fellowship; 2003-05: Fulbright research/lecturer grant; 2002: Travel grant (American Institute for Maghrib Studies;

**French and Italian****Alexandra Wettlaufer  
Professor**

**Appointment:** 1992 Tenured

**Education:** 1993 Ph.D., Columbia University, Comparative Literature

**Academic Experience:** 2012-Present: Professor, 2000-2012: Associate Professor, 1992-1999: Assistant Professor, UT Austin; 1985-1992: Preceptor, Columbia University

**Overseas Experience:** Reid Hall Fellow in Paris, 1987; Bourse Marandon for research in France, 1997; Lived, studied, given talks, and executed research in France, Italy and UK extensively over the past 20 years

**Language Proficiency:** French 4+, Italian 3, German 2+, Spanish 1+ **Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** French Literature 1750-Present; The Author as Art Critic; Women, Family, Society in 19th-Century France; From Romanticism to Realism; Painting, Literature, Criticism in 19th-Century France

**Current Research:** 19th-century French and Comparative Literature; the relationship between art and literature; gender studies

**Recent Publications:** *Portraits of the Artist as a Young Woman: Painting and the Novel in France and Britain, 1800-1860* (Ohio State University Press, 2011); *Pen vs. Paintbrush: Girodet, Balzac and the Myth of Pygmalion in Postrevolutionary France* (St. Martin's Press, 2001); *In the Mind's Eye: The Visual Impulse in Diderot, Braudel and Ruskin* (Rodopi, 2003)

**Dissertations/Theses Supervised in Past 5 Years:** 10

**Distinctions:** 2009: Nineteenth-Century Studies Association Article Prize Honorable Mention for "She is Me: Tristan, Gauguin and the Dialectics of Colonial Identity"; 2007-08: National Humanities Center, Florence Gould Foundation Fellowship, Research Triangle Park, NC; 2007-08: Dean's Fellow; 1996-97: ACLS

**Geography and the Environment****Sheryl Beach  
Professor and Chair**

<b>Appointment:</b>	2014 Tenured		
<b>Education:</b>	1990 Ph.D., University of Minnesota - Minneapolis, Geography		
<b>Academic Experience:</b>	2014-Present: Professor, UT Austin; 1993-2014: Professor, George Mason University; 1991-1993: Visiting Assistant Professor, University of Georgia; 1990-1991: Visiting Assistant Professor, Humboldt State University		
<b>Overseas Experience:</b>	1993-Present: Geoarchaeological and Hydrologic Field Research in Iceland, Mediterranean Environments (Modern Turkey), and Director/PI of NSF Funded Mesoamerican research projects		
<b>Language Proficiency:</b>	French 4	<b>Percentage Dedicated To Area Studies:</b>	25%
<b>Relevant Courses:</b>	Geographic Thought; Geoarchaeology; Physical Geography; Water Resources		
<b>Current Research:</b>	Icelandic Paleofloods, Geoarchaeology of the Ancient Mediterranean World, Geoarchaeology of Mesoamerica		
<b>Recent Publications:</b>	"Analysis of Desertification in the Upper East Region (UER) of Ghana Using Remote Sensing, Field Study and Local Knowledge," with A.B. Owusu and G. Cervone, <i>Cartographica</i> 48.1 (2013): 22-37; "Wetland fields as mirrors of drought and the Maya abandonments," with T.P. Beach and N.P. Dunning, <i>Proceedings of the National Academy of Sciences</i> 109.10 (2012): 3652-3657		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	9		
<b>Distinctions:</b>	2014-Present: C. B. Smith, Sr. Centennial Chair in United States-Mexico Relations #2; 2012: College of Science Publication Excellence Award, George Mason University; 2010: Grove Karl Gilbert Award for Excellence in Geomorphological Research, Association of American Geographers Geomorphology Specialty Group		

**Germanic Studies****Katherine Arens  
Professor**

<b>Appointment:</b>	1980 Tenured		
<b>Education:</b>	1980 Ph.D., Stanford University, German Studies and Humanities Special Programs		
<b>Academic Experience:</b>	1993-Present: Professor, 1986-93: Associate Professor, 1980-86: Assistant Professor, UT Austin; 1976-80: Teaching Fellow, Stanford University		
<b>Overseas Experience:</b>	Vienna, Austria (1978-79); various short term visits to Germany (especially Berlin) and Austria		
<b>Language Proficiency:</b>	German 4, French 2	<b>Percentage Dedicated To Area Studies:</b>	100%
<b>Relevant Courses:</b>	The Movies Go to War; From Restoration to Revolution: Building 1968; Germanisch-deutsche Kultur vom Untergang Roms bis zur Frühneuzeit		
<b>Current Research:</b>	German Idealism, European Romanticism, Intellectual & cultural history (18th-20th centuries)		
<b>Recent Publications:</b>	<i>Vienna's Dreams of Europe: Thinking Beyond the Nation State</i> (Continuum, 2014); <i>Belle Necropolis: Ghosts of Imperial Vienna</i> (Lang, 2014); <i>Remapping the Foreign Language Curriculum: A Multi-Literacies Approach</i> (Modern Language Association, 2005); <i>Empire in Decline: Fritz Mauthner's Critique of Wilhelminian Germany</i> (Peter Lang, 2001); <i>Austria and Other Margins: Reading Culture</i> (Camden House, 1996)		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	11		
<b>Distinctions:</b>	2011: Elected Member, European Academy of Science and Arts; 2010-11: Who's Who in America; 2009: Excellence in Mentorship Award, Graduate Caucus of the American Society for Eighteenth-Century Studies (for graduate student mentoring); 2007-2008: Raymond Dickson Centennial Endowed Teaching Fellowship		

**Germanic Studies****Kirsten Belgium****Associate Professor and Chair of Department of Germanic Studies**

<b>Appointment:</b>	1989 Tenured		
<b>Education:</b>	1989 Ph.D., University of Wisconsin at Madison		
<b>Academic Experience:</b>	2014-Present, 2001-05: Chair, 1996-Present: Associate Professor, 2006-08: Interim Director; 1989-96: Assistant Professor, UT Austin		
<b>Overseas Experience:</b>	University Faculty Exchange, European University Viadrina (Summer 2013); Research in Germany and Brazil		
<b>Language Proficiency:</b>	German 4+, French 3, Portuguese 2	<b>Percentage Dedicated To Area Studies:</b>	100%
<b>Relevant Courses:</b>	German Nationalisms; German Literature: Enlightenment-Present; Contemporary German Civilization; Cultures of Nationalism; German Travel Literature		
<b>Current Research:</b>	German nationalism, European Travel Literature, Cultural/Literary History		
<b>Recent Publications:</b>	"Censorship and Piracy: Publication and State Control in Early Nineteenth-century Germany," <i>Censorship and Exile</i> (Vandenhoeck & Ruprecht, forthcoming); "Distant Reception: Bringing Germany Book to America," <i>Digital Humanities</i> . Ed. Lynne Tatlock and Matt Erlin (Camden House, forthcoming)		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	4		
<b>Distinctions:</b>	2013: Distinction in Teaching Award, Phi Beta Kappa, Alpha of Texas Chapter; 2012: Humanities Research Award; 2011: President's Associates Teaching Excellence Award; 2010: College Research Fellowship, College of Liberal Arts; 2010: Silver Spurs Teaching Fellowship; 2010: Professional Development Award - Texas Language Center		

**Germanic Studies****Hans Boas****Raymond Dickson, Alton C. Allen, and Dillon Anderson Centennial Professor**

<b>Appointment:</b>	2001 Tenured		
<b>Education:</b>	2000 Ph.D., University of North Carolina at Chapel Hill, Linguistics		
<b>Academic Experience:</b>	2012-Present: Director, Linguistics Research Center; 2012-Present: Professor, 2007-12: Associate Professor, 2001-07: Assistant Professor, UT Austin		
<b>Overseas Experience:</b>	Born in Germany; Zwischenprüfung (B.A. equivalent), Georg-August-Universität Göttingen, Germany; Lectures in Finland, France, Germany, Spain		
<b>Language Proficiency:</b>	German 5, English 4+, French 3	<b>Percentage Dedicated To Area Studies:</b>	50%
<b>Relevant Courses:</b>	Introduction to Synchronic Linguistics; Introduction to German Linguistics; The Structure of German; Language and Society in German-speaking Countries		
<b>Current Research:</b>	Syntax, Lexical Semantics, Computational Lexicography, Language Contact and Variation, Contrastive Linguistics		
<b>Recent Publications:</b>	<i>Sign-based Construction Grammar</i> , eds. Hans C. Boas and Ivan A. Sag (CSLI Publications, 2012); <i>Contrastive Studies in Construction Grammar</i> , ed. Hans C. Boas (John Benjamins, 2010); <i>The life and death of Texas German</i> (Duke University Press, 2009); <i>A Constructional Approach to Resultatives</i> (CSLI Publications, 2003)		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	7		
<b>Distinctions:</b>	2011: Leonard Bloomfield Book Award; 2010: Humboldt Research Fellowship for Experienced Researchers; 2003, 2008, 2010: Dean's Fellow Award, UT Austin 2007: Hugo-Moser Förderpreis für Germanistische Sprachwissenschaft; 2005: National Endowment for the Humanities Fellowship; 2000, 2001: Postdoctoral Fellowships		

**Germanic Studies****Pascale Bos**  
**Associate Professor**

**Appointment:** 1998 Tenured

**Education:** 1998 Ph.D., University of Minnesota Twin Cities, Comparative Literature

**Academic Experience:** 2005-Present: Associate Professor, 1998-2005: Assistant Professor, UT Austin

**Overseas Experience:** Born and trained in Amsterdam, the Netherlands; BA and MA degrees in Comparative Literature, Philosophy, and Gender Studies from the University of Amsterdam, the Netherlands

**Language Proficiency:** Dutch 5, German 4, French 3  
**Percentage Dedicated To Area Studies:** 75%

**Relevant Courses:** Too Tolerant? Understanding Dutch Culture in International Perspective; After Effects: The Holocaust in Culture, Philosophy and Literature after 1945; Sexual Violence and War; Introduction to European Studies

**Current Research:** After effects of wartime violence and trauma with special emphasis on the Holocaust and gender

**Recent Publications:** "Her flesh is branded: 'For Officers Only' Imagining and Imagined Sexual Violence against Jewish Women during the Holocaust," Karl Schleunes and Hilary Earl (eds.), *Lessons and Legacies XI: Expanding Perspectives on the Holocaust in a Changing World* (Northwestern University Press, forthcoming 2014)

**Dissertations/Theses Supervised in Past 5 Years:** 3

**Distinctions:** 2014-2016: Humanities Research Grant

**Germanic Studies****Sabine Hake**  
**Professor and Texas Chair of German Literature and Culture**

**Appointment:** 2004 Tenured

**Education:** 1984 Ph.D., University of Hannover, German Literature

**Academic Experience:** 2004-Present: Professor and Texas Chair of German Literature and Culture, UT Austin; 1995-2004: Professor, 1992-95: Associate Professor, 1988-92: Assistant Professor, University of Pittsburgh

**Overseas Experience:** Born in Germany. Ph.D. (German Literature), M.A. (German Literature) and B.A. (Architecture) from University of Hannover, Germany; Visiting Professor, Europa-University Viadrina, Germany (2008)

**Language Proficiency:** German 5, French 2, Latin 2  
**Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** Film and Fascism; Berlin, World City; Bertolt Brecht; Survey of German Literature: Nationalism to the Present; Culture of the Metropolis: Berlin; Film and History

**Current Research:** History of media convergence in the European context, two-volume book project on the Imaginary Proletariat  
*Screen Nazis: Cinema, History, and Democracy* (University of Wisconsin Press, 2012); *Turkish German Cinema in the New Millennium: Sites, Sounds, and Screens*, co-edited with Barbara Mennel (Berghahn Books, 2012); *Berlin Divided City, 1949-89*, co-edited with Philip Broadbent (Berghahn Press, 2010); *Topographies of Class: Urban Architecture and Mass Utopia in Weimar Berlin* (University of Michigan Press, 2008)

**Recent Publications:**

**Dissertations/Theses Supervised in Past 5 Years:** 5

**Distinctions:** 2012, 2008, 2003: DAAD Faculty Research Visit; 2010-11: National Humanities Center Fellowship; 2010: Rice University Humanities Research Center Fellowship; 2004: Fulbright German Studies Seminar; 2004: Rockefeller Residency Bellagio; 2003-04: National Endowment for the Humanities Fellowship

**Germanic Studies****Peter Hess**  
**Associate Professor**

<b>Appointment:</b>	1987 Tenured		
<b>Education:</b>	1984 Ph.D., University of Michigan, German Literature		
<b>Academic Experience:</b>	1987-92: Assistant Professor, 1992-Present: Associate Professor, 2004-05: Interim Director, Center for European Studies, UT Austin		
<b>Overseas Experience:</b>	BA in German, French, and History, Universität Zürich, Switzerland (1977); Würzburg Summer Program, UT Austin (1992-95, 2000, 20002, 2004, 2008)		
<b>Language Proficiency:</b>	German 5, French 4, Spanish 4, Latin 3+	<b>Percentage Dedicated To Area Studies:</b>	100%
<b>Relevant Courses:</b>	Historical Backgrounds of German Civilization; German Literature, Beginning-Baroque; German Literature, Enlightenment-Present; German Literature and Culture		
<b>Current Research:</b>	Early modern German and European literary and cultural history (1450 to 1750), early modern gender issues, poetics		
<b>Recent Publications:</b>	“Small-Country Soccer and the Integration Debate: The Case of Switzerland,” <i>Soccer &amp; Society</i> 15:3 (2014): 334-352; “Sprachkrise und Identität: Der Teutsche Michel als Leseanleitung für den Simplicissimus-Roman,” <i>Simpliciana. Schriften der Grimmelshausen-Gesellschaft</i> 35 (2013): 107-125; <i>Fortress Lilliput: Small Country Nationalism in an Age of Global Competition</i> (with John Hoberman)		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	1		
<b>Distinctions:</b>	2007: Faculty Research Assignment; 2007: Thyssen Foundation Grant; 1996: Dean’s Fellow; 1991: Summer Research Award, University Research Institute, UT Austin		

**Germanic Studies****John Hoberman**  
**Professor**

<b>Appointment:</b>	1985 Tenured		
<b>Education:</b>	1975 Ph.D., University of California, Berkeley, Scandinavian languages and literatures		
<b>Academic Experience:</b>	1992-Present: Professor, 1985-92: Associate Professor, 1979-85: Assistant Professor, Department of Germanic Studies, UT Austin; 1976-79: Assistant Professor, 1975-76: Lecturer, Harvard		
<b>Overseas Experience:</b>	2001-2006: Visiting Researcher, Institut for idræt og biomekanik, Syddansk Universitet (University of Southern Denmark, Odense); semi-annual visits for the purpose of research		
<b>Language Proficiency:</b>	Norwegian 4+, German 4+	<b>Percentage Dedicated To Area Studies:</b>	25%
<b>Relevant Courses:</b>	Introduction to European Studies; Social Dramas of Henrik Ibsen; Advanced Norwegian Language and Culture; Accelerated First Year Norwegian; Second-Year Norwegian; The Tales of Isak Dinesen		
<b>Current Research:</b>	European cultural and intellectual history with special interests in Sportwissenschaft		
<b>Recent Publications:</b>	“Scandinavia and Globalization,” <i>SCA</i> 335 (Fall 2013); <i>Age of Globalization</i> (edX MOOC, Sep. 15- Dec. 15); “Think Again: The Olympics,” <i>Foreign Policy</i> (July/August 2008); “Medical Racism and the Rhetoric of Exculpation: How Do Physicians Think About Race?” <i>New Literary History</i> 38 (Summer 2007): 505-525		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	10		
<b>Distinctions:</b>	1994: University Research Institute, Faculty Research Assignment, UT Austin; 1989: University Research Institute Faculty Research Assignment, UT Austin; 1989: University Research Institute Research Grant, UT Austin; 1988: President’s Associates Teaching Excellence Award, UT Austin		

**Germanic Studies****Marc Pierce**  
**Associate Professor**

**Appointment:** 2007 Tenured

**Education:** 2002 Ph.D., University of Michigan

**Academic Experience:** 2013-Present: Associate Professor, 2007-2013: Assistant Professor, UT Austin

**Overseas Experience:** Multiple research trips to Germany Finland, Sweden; Director, Department of Germanic Studies Wuerzburg Exchange Program, Summer 2013

**Language Proficiency:** German 4+, Swedish 4+, French 3, Danish 3, Norwegian 3 **Percentage Dedicated To Area Studies:** 60%

**Relevant Courses:** Gothic; Old Saxon; Old High German; The Faust Legend: From the Magus to Today; Language and Society in the German-Speaking Countries; Historical Backgrounds of German Civilization; Grimms' Fairy Tales

**Current Research:** Historical linguistics, German linguistics and philology, history of linguistics, phonology, Scandinavian studies

**Recent Publications:** "Syllable Weight in Gothic," *Indogermanische Forschungen* 118 (2013): 213-226; "The Onset Principle in Finnish," *Nordic Prosody: Proceedings of the XIth Conference, Tartu 2012* eds. Eva Liina Asu and Pärtel Lippus (2013): 183-391; "Zum Status des Onset-Prinzips im Altenglischen" *Anglia* 310 (2012): 526-532

**Dissertations/Theses Supervised in Past 5 Years:** 1

**Distinctions:** 2012: Fulbright Baden-Württemberg Seminar for American Faculty in German and Germanic Studies; 2012: Humanities Research Award, UT Austin; 2011: Society for Teaching Excellence, UT Austin; 2011: Swedish Excellence Endowment Grant in Support of Germanic Linguistics Annual Conference

**Germanic Studies****Sandra Straubhaar**  
**Distinguished Senior Lecturer**

**Appointment:** 1998 Non-Tenure

**Education:** 1982 Ph.D., Stanford University

**Academic Experience:** 2013-Present: Distinguished Senior Lecturer, 2007-13: Senior Lecturer; 1998-07: Lecturer, UT Austin; 1994-98: Assistant Professor, Brigham Young University; 1987-89: Assistant Professor, Michigan State University

**Overseas Experience:** 1989: Lecturer, University of São Paulo; 1977-78: Fulbright Foundation/Icelandic Government Grant, University of Iceland, Reykjavík, Iceland

**Language Proficiency:** Norwegian 4, German 3+, Portuguese 3, Swedish 3, Danish 3, Icelandic 2+ **Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** The European Folk Tale; Germanic Religion and Myth; Accelerated First-Year Norwegian; Medieval German Literature; Old Norse; Eddic Poetry; Alterity and Identity in Europe

**Current Research:** Construction of identity/nationality in northern Europe, early-modern to nineteenth-century

**Recent Publications:** *Old Norse Women's Poetry: The Voices of Female Skalds* (Boydell and Brewer, 2011); "Iarpskamr: Tribal Taxonomy and Transgressive Exogamy in the Fornaldar Sögur," in *Fornaldarsögur norðurlanda IV: Uppruni og þróun*, ed. Ármann Jakobsson, Annette Lassen and Agneta Ney (Háskólaútgáfan, 2012).

**Dissertations/Theses Supervised in Past 5 Years:** 2

**Distinctions:** 2007: Visiting Scholar, Nordisk Institut, Aarhus Universitet, Århus, Denmark; 2002: Wakonse Fellow, Wakonse-South (Wakonse Conferences on College Teaching); 1997: Participant in N.E.H. Summer Institute, "The Literary Traditions of Medieval Women," under the direction of Dr. Jane Chance, at Rice University, Houston, Texas

**Germanic Studies****Per Urlaub  
Assistant Professor**

**Appointment:** 2009 Tenure Track

**Education:** 2008 Ph.D., Stanford University

**Academic Experience:** 2009-Present: Assistant Professor, UT Austin; 2008-09: Assistant Professor, Southern CT State University

**Overseas Experience:** Born and educated in Germany; Teaching position and pedagogical consultant at the 'Stanford in Berlin'-program at the Freie Universität, Berlin (2006)

**Language Proficiency:** German 5, English 4+, French 3 **Percentage Dedicated To Area Studies:** 80%

**Relevant Courses:** Intro to European Studies; German for Reading Knowledge; Advanced German Grammar; Learning German on the Fast Track; An Autoethnographic Self-Discovery; Supervised Teaching in German; Reading in the Second Language

**Current Research:** Reading process and development in the second language; literary reading in the second language

**Recent Publications:** *The Interconnected Language Curriculum: Critical Transitions and Interfaces in Articulated K-20 Contexts*, co-edited with J. Watzinger-Tharp (Cengage, forthcoming); *Transforming the Foreign Language Curriculum in Higher Education: Critical Perspectives from the United States*, co-edited with J. Swaffar (Springer, forthcoming)

**Dissertations/Theses Supervised in Past 5 Years:** 0

**Distinctions:** 2013: Summer Research Assignment, UT Austin; 2010-2013: Texas Language Center, Professional Development Grant, UT Austin; 2013: College Research Fellowship, Spring 2013; 2010: Summer Research Assignment, UT Austin; 2006: Centennial Teaching Award, Stanford (university-wide)

**Germanic Studies****Lynn Wilkinson  
Associate Professor**

**Appointment:** 1996 Tenured

**Education:** 1983 Ph.D., University of California, Berkeley, Comparative Literature

**Academic Experience:** 1996-Present: Associate Professor, 1988-96: Assistant Professor, UT Austin; 1985-87: Lecturer, UC Berkeley; 1983-85: Mellon Assistant Professor, Vanderbilt University

**Overseas Experience:** Various Visiting Professor and Researcher positions including: Uppsala University, Sweden; Danish Institute for Advanced Studies in the Humanities, Copenhagen, Denmark; Mälardalen University, Sweden

**Language Proficiency:** Swedish 4+, French 3 **Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** Arendt and De Beauvoir; Modernism in North and Central Europe; Ibsen and Fin-de-Siècle Theatre; Nordic Light; Films of Ingmar Bergman

**Current Research:** Nineteenth- and early-twentieth-century European literature, culture, and film; women writers

**Recent Publications:** *Anne Charlotte Leffler and Modernist Drama: True Women and New Women on the Fin-de-Siècle Scandinavian Stage* (Welsh Academic Press, 2011); "Playful Performances: Ingmar Bergman's Bildmakarna and Film Authorship," *Tijdschrift voor Skandinavistiek* 3,1 (2009): 269-304; "Marriage, Remarriage, and Other Language Games: Emma Gad's Ægtestand and De unge Drømme and the Comedy of Remarriage," *Orbis litterarum* 63.3 (2008): 177-194

**Dissertations/Theses Supervised in Past 5 Years:** 0

**Distinctions:** 1992: University of Texas Research Institute Summer Research Award; 1990: University of Texas Research Institute Summer Research Award; 1978-79: University of California Fellowship

**Government**

**Zoltan Barany**  
**Frank C. Erwin, Jr. Centennial Professor in Government**

**Appointment:** 1991 Tenured

**Education:** 1991 Ph.D., University of Virginia, Politics

**Academic Experience:** 2007-Present: Fellow of the Centennial Chair in Liberal Arts, 2001-Present: Professor, 1996-2001: Associate Professor, 1991-1996: Assistant Professor, UT Austin

**Overseas Experience:** Summer 2007: Visiting Professor, University of Edinburgh; Summer 2003: Senior Visiting Research Fellow, Centre for International Studies, University of Oxford

**Language Proficiency:** Hungarian 5, German 2, Russian 2 **Percentage Dedicated To Area Studies:** 25%

**Relevant Courses:** None recently

**Current Research:** Comparative civil-military relations (especially during systemic political change)

**Recent Publications:** "Building National Armies after Civil War: Lessons from Bosnia, El Salvador, and Lebanon," *Political Science Quarterly*, forthcoming; *The Soldier and the Changing State: Building Democratic Armies in Africa, Asia, Europe, and the Americas*, (Princeton University Press, 2012); *Is Democracy Exportable?* (Cambridge University Press, 2009); "Stretching the Umbrella: NATO's Eastern Expansion," *European View*, 8:2, 2009

**Dissertations/Theses Supervised in Past 5 Years:** 0

**Distinctions:** 2007-09: W. Glenn Campbell and Rita Ricardo-Campbell National Fellow; 2007-09: Susan Louise Dyer Peace Fellow, Hoover Institution, Stanford University; 2006: CHOICE Outstanding Academic Title (Ethnic Politics after Communism), American Library Association

**Government**

**Rhonda Evans Case**  
**Adjunct Associate Professor**

**Appointment:** 2012 Non-Tenure

**Education:** 2004 Ph.D., University of Texas at Austin; 1995 J.D., University of Pittsburgh

**Academic Experience:** 2012-Present: Adjunct Associate Professor, 2012-Present: Interim Director, Clark Center for Australian and New Zealand Studies, UT Austin; 2012-Present: Associate Professor, East Carolina University (on leave)

**Overseas Experience:** Australia and New Zealand

**Language Proficiency:** None **Percentage Dedicated To Area Studies:** 25%

**Relevant Courses:** None recently

**Current Research:** Charting a Socio-legal Research Agenda for Legal Mobilization in Europe

**Recent Publications:** *Legislating Equality: The Politics of Antidiscrimination Policy in Europe* (Oxford University Press, 2014)

**Dissertations/Theses Supervised in Past 5 Years:** 0

**Distinctions:** 2013-18: Fulbright Specialist Roster Candidate; East Carolina University; 2012: Board of Governors Distinguished Professor for Teaching Award, East Carolina University; 2012: Finalist, University Alumni Association Award for Excellence in Teaching, East Carolina University; 2009: College Research Award

**Government****Gary Freeman  
Professor**

**Appointment:** 1976 Tenured

**Education:** 1975 Ph.D., University of Wisconsin-Madison, Political Science

**Academic Experience:** 1996-Present: Professor, 2006-13: Chair, Department of Government, 2003-05: Director, Public Policy Institute, 1984-96: Associate Professor, 1976-84: Assistant Professor, UT Austin

**Overseas Experience:** Visiting scholar in Australia at Australia National University, Defence Force Academy, and Monash University

**Language Proficiency:** French 3 **Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** Western European Politics; British Politics; Politics of the Welfare State; Immigration and Comparative Politics; Comparative Public Policy; Problems of the Advanced Societies

**Current Research:** Western European Politics, Politics of the Welfare State, Politics of Immigration

**Recent Publications:** *Immigration and Public Opinion in Liberal Democracies*, edited by Gary P. Freeman, Randall Hansen, and David L. Leal (Routledge, 2013); "Comparative Analysis of Immigration Politics: A Retrospective," *American Behavioral Scientist* 55/2 (2011): 1541-1560; *Immigration Policy and Security: US, European, and Commonwealth Perspectives*, edited by Terri E. Givens, Gary P. Freeman, and David L. Leal (Routledge, 2009)

**Dissertations/Theses Supervised in Past 5 Years:** 2

**Distinctions:** 1995: Visiting Fellow, Australian Defence Force Academy; 1990: Visiting Research Fellow, Australian National University; 191-82: German Marshall Fund Fellow; 1978: National Endowment for the Humanities Fellow

**Government****Terri Givens  
Associate Professor**

**Appointment:** 2004 Tenured

**Education:** 1999 Ph.D., UCLA, Political Science

**Academic Experience:** 2006-Present: Associate Professor, 2006-2009: Vice-Provost, 2004-2006: Director, Center for European Studies, 2003-06: Assistant Professor, UT Austin; 1999-03: Assistant Professor, University of Washington

**Overseas Experience:** Conducted extensive research in Europe, particularly in France, Germany, Austria, and Denmark

**Language Proficiency:** French 3, German 3 **Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** Introduction to Comparative Politics; Western European Politics; Comparative Immigration Politics; European Union Politics; Comparative Political Parties; Transatlantic Relations

**Current Research:** Radical right parties, immigration politics, and the politics of race in Europe

**Recent Publications:** *Legislating Equality: The Politics of Antidiscrimination Policy in Europe* (Oxford University Press, 2014); "Legal Opportunity Structure: The Starting Line Group and the Politics of the Racial Equality Directive" with Rhonda Evans Case, *Journal of Common Market Studies*, 2010; "Immigration and Anti-discrimination Policy: Regulating the 'New Face of Europe,'" with Rhonda Evans Case and Carrie Humphreys, 2009

**Dissertations/Theses Supervised in Past 5 Years:** 5

**Distinctions:** 2006: Selected as a German Marshall Fund Fellow at the Bellagio Dialogue on Migration, Rockefeller Foundation Study and Conference Center on Lake Como, Italy; 2006: Fellowship to attend the Fulbright Scholar Program German Studies, Berlin and Strasbourg

**Government****Benjamin Gregg  
Associate Professor**

<b>Appointment:</b>	1995 Tenured		
<b>Education:</b>	1996 Ph.D., Princeton University, Political Science; 1985 Ph.D., Free University of Berlin, Philosophy		
<b>Academic Experience:</b>	2003-Present: Associate Professor, 1995-02: Assistant Professor, UT Austin; 2009: Visiting Professor, Europa Universität Viadrina, Frankfurt an der Oder, Germany; 1994-95: Lecturer, Princeton University		
<b>Overseas Experience:</b>	University of Innsbruck, Austria (2013); Europa Universität Viadrina, Frankfurt an der Oder, Germany (2009), 2012, 2013, 2014)		
<b>Language Proficiency:</b>	German 5, French 3+, Italian 3+, Chinese 3	<b>Percentage Dedicated To Area Studies:</b>	60%
<b>Relevant Courses:</b>	Empire and Early Modern Theory; Early Modern Political Theory; Plato, Augustine, Spinoza: What Is The Political?; Formation of Modern European Identity: Politics and Society in Hegel		
<b>Current Research:</b>	Social integration in complex modern societies; problems and prospects of contemporary forms of justice		
<b>Recent Publications:</b>	<i>The Human Rights State</i> (University of Pennsylvania Press, 2014); <i>Human Rights as Social Construction</i> (Cambridge University Press, 2012); "Teaching Human Rights in the College Classroom as a Cognitive Style," in J. Shefner, H. Dahms, R. Jones, and A. Jalata, eds., <i>Social Justice and the University</i> (Palgrave, 2014): 253-279		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	3		
<b>Distinctions:</b>	2014-16: Humanities Research Award, UT Austin, for research on book; 2008: Research fellowship from the Friedrich-Naumann-Stiftung, Berlin-Babelsberg, Germany, undertaken at the Humboldt Universität zu Berlin; 1999: College of Liberal Arts Silver Spurs Fellow for outstanding scholarship and teaching		

**Government****Robert Luskin  
Associate Professor**

<b>Appointment:</b>	1988 Tenured		
<b>Education:</b>	1983 Ph.D., University of Michigan		
<b>Academic Experience:</b>	1994-Present: Associate Professor, 1988-94: Assistant Professor, UT Austin; 2005-07, 2008-09: Visiting Associate Professor, Stanford University; 1987-88: Visiting Assistant Professor, Princeton University		
<b>Overseas Experience:</b>	ECPR Summer School in Methods and Techniques, University of Ljubljana, Slovenia; Lectures at CEVIPOF, Sciences-Po, Paris (2013), University of Warsaw (2012) and First European Conference, Sofia, Bulgaria (2011)		
<b>Language Proficiency:</b>	French 3+	<b>Percentage Dedicated To Area Studies:</b>	25%
<b>Relevant Courses:</b>	Public Opinion; Political Psychology; Public Opinion and Voting Behavior		
<b>Current Research:</b>	Public opinion, voting behavior, political psychology, and statistical methods		
<b>Recent Publications:</b>	"Europolis and the European Public Sphere: Empirical Explorations of a Counterfactual Idea," James S. Fiskin, Robert C. Luskin, and Alice Siu, <i>European Union Politics</i> , forthcoming; "Deliberating across Deep Divides," Robert C. Luskin, Ian O'Flynn, James S. Fiskin, and David Russell, <i>Political Studies</i> 62 (2014): 116-135		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	4		
<b>Distinctions:</b>	2014: Chercheur Associé, CEVIPOF, Sciences-Po, Paris; 2013: Faculty Research Grant, Center for European Studies, UT Austin; 2002: Fellowship, Center for Advanced Study in the Behavioral Sciences, Stanford University; 2001-02: Faculty Research Assignment, University Research Institute, UT Austin		

**Government****Patrick McDonald  
Associate Professor**

**Appointment:** 2004 Tenured

**Education:** 2002 Ph.D., The Ohio State University, Political Science

**Academic Experience:** 2011-Present: Associate Professor, 2004-2011: Assistant Professor, UT Austin; 2002-2004: Post-doctoral Fellow, University of Pennsylvania

**Overseas Experience:** Archival research in UK (2005), fieldwork in China and Taiwan (2005)

**Language Proficiency:** None **Percentage Dedicated To Area Studies:** 33%

**Relevant Courses:** International Security; International Relations Theory; International Political Economy; American Foreign Policy

**Current Research:** Structural theories of international politics

**Recent Publications:** "The Domestic Politics of Strategic Retrenchment, Power Transitions, and Preventive War," with Terrence L. Chapman and Scott Moser *International Studies Quarterly* (forthcoming); "Capitalism, Commitment, and Peace," *International Interactions* 36.2 (2010): 146-168; *The Invisible Hand of Peace: Capitalism, the War Machine, and International Relations Theory* (Cambridge University Press, 2009)

**Dissertations/Theses Supervised in Past 5 Years:** 4

**Distinctions:** 2013: College of Liberal Arts Council Teaching Award, UT Austin; 2010: Joseph S. Leggold Book Prize; 2010: Robert Jervis and Paul Schroder Best Book Prize; 2008: Dean's Fellowship, College of Liberal Arts, UT Austin; 2005: Research Grant, Office of Vice President for Research, UT Austin

**Government****Robert Moser  
Professor**

**Appointment:** 1995 Tenured

**Education:** 1995 Ph.D., University of Wisconsin

**Academic Experience:** 2013-Present: Professor, 2001-13: Associate Professor, 1995-01: Assistant Professor, UT Austin

**Overseas Experience:** Russia

**Language Proficiency:** Russian 3 **Percentage Dedicated To Area Studies:** 25%

**Relevant Courses:** Politics and New Democracies; Democratization in Comparative Perspective; Comparative Political Institutions

**Current Research:** Study of electoral systems, political parties, women's and minority representation, Russian politics

**Recent Publications:** *Electoral Systems and Political Context* (co-authored with E. Scheiner) (Cambridge University Press, 2012); "Electoral Rules and Political Inclusion," (with Mona Lena Krook) *Perspectives on Politics*, Vol. 10, No. 3 (2013): 814-818; "Ethnic Federalism, Electoral Systems, and the Representation of Ethnic Minorities: Evidence from Russia," in Oleh Protsyk and Benedikt Harzl (eds.) *Managing Ethnic Diversity in Russia* (Routledge, 2012)

**Dissertations/Theses Supervised in Past 5 Years:** 4

**Distinctions:** 2013: University of Texas Academy of Distinguished Teachers, Nominated; 2012: University of Texas Regents' Outstanding Teaching Award, Nominated; 2010: University of Texas Silver Spurs Endowed Teaching Fellowship; 2009: Raymond Dickson Centennial Endowed Teaching Fellowship, Nominated

**Government****Michael Mosser  
Lecturer**

**Appointment:** 2009 Non-Tenure

**Education:** 2002 Ph.D., University of Wisconsin - Madison, Political Science

**Academic Experience:** 2009, 2012-Present: Lecturer, UT Austin; 2009-12: Visiting Professor, Southwestern University; 2006-08: Assistant Professor, US Army Command and General Staff College, Ft. Leavenworth, Kansas

**Overseas Experience:** None

**Language Proficiency:** None **Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** The European Union and Regional Integration; The Comprehensive Notion of European Security; European Environmental Politics

**Current Research:** Military art and science, military sociology

**Recent Publications:** "The Promise and the Peril: The Social Construction of American Military Technology," *Whitehead Journal of International Diplomacy and International Relations* vol. XI, no. 2 (Summer/Fall 2010): 91-104; "Puzzles Versus Problems: The Alleged Disconnect between Academics and Military Practitioners," *Perspectives on Politics* 8:4 (2010): 1077-1086

**Dissertations/Theses Supervised in Past 5 Years:** 0

**Distinctions:** 2013: Faculty Research Grant, UT Austin; 2009-2010: Military-Education Liaison, Robert S. Strauss Center for International Security and Law, UT Austin; 2008: US Army Superior Civilian Service Award; 2008: Command and General Staff College Silver Pen Award

**Government****Lorraine Pangle  
Professor**

**Appointment:** 2004 Tenured

**Education:** 1999 Ph.D., University of Chicago

**Academic Experience:** 2010-Present: Professor, 2004-10: Associate Professor, UT Austin; 2003-04: Associate Professor, 2001-03: Postdoctoral Fellow, 2000-01: Adjunct Professor, University of Toronto

**Overseas Experience:** Germany

**Language Proficiency:** German 3, Greek 2 **Percentage Dedicated To Area Studies:** 90%

**Relevant Courses:** Ancient Philosophy and Literature; Human Nature and Human Excellence in Classical Thought; An Introduction to Greek Political Thought; The Classical Quest for Justice; The Theoretical Foundations of Modern Politics

**Current Research:** Ancient, early modern, and American political philosophy, with special interests in ethics

**Recent Publications:** *Virtue is Knowledge: The Moral Foundations of Socratic Political Philosophy* (University of Chicago Press, forthcoming, spring 2014); *The Political Philosophy of Benjamin Franklin* (John Hopkins University Press, 2007); *Aristotle and the Philosophy of Friendship* (Cambridge University Press, 2003)

**Dissertations/Theses Supervised in Past 5 Years:** 3

**Distinctions:** 2013: UT Subvention Grant for *Virtue is Knowledge*; 2013: Fellow, George W. Littlefield Professorship in American History; 2011: UT College Research Fellowship; 2006: UT Subvention grant for *The Political Philosophy of Benjamin Franklin*; 2005: Earhart Fellowship; 2001-02: National Endowment for the Humanities Fellowship

**Government****Thomas Pangle  
Professor, Joe R. Long Endowed Chair in  
Democratic Studies**

**Appointment:** 2004 Tenured

**Education:** 1972 Ph.D., University of Chicago

**Academic Experience:** 2004-Present: Joe R. Long Chair, UT Austin; 1979-2004: Associate Professor/Professor, University of Toronto; 1971: Lecturer/Associate Professor, Yale University

**Overseas Experience:** Carl Friedrich von Siemens Research Fellow, Siemens Stiftung, Munich (1997-98); Scholar in Residence, The Rockefeller Foundation Study and Conference Center, Bellagio, Italy (1985)

**Language Proficiency:** French 2+, Italian 2+, German 2, Latin 2, Ancient Greek 2, Biblical Hebrew 2 **Percentage Dedicated To Area Studies:** 95%

**Relevant Courses:** Might and Right Among Nations; Competing Visions of the Good Life and the Just Society

**Current Research:** Political theory

**Recent Publications:** *The Theological Basic of Liberal Modernity in Montesquieu's Spirit of the Laws* (University of Chicago Press, 2010); "Socratic Political Philosophy in Xenophon's Symposium," *American Journal of Political Science* 54:1. Jan. 2010; "The Morality of Exporting Democracy: An Historical-Philosophical Perspective," *Is Democracy Exportable?*

**Dissertations/Theses Supervised in Past 5 Years:** 3

**Distinctions:** 2009: The Inaugural Ross M. Lence Master Teacher Residency, The Honors College at the University of Houston; 2008: The Lynde and Harry Bradley Distinguished Lectureship, Boston College; 2007: Werner Heisenberg Memorial Prize Lecture, Bavarian Academy of Sciences, Munich

**Government****Ami Pedahzur  
Arnold Chaplik Professor in Israel and  
Diaspora Studies**

**Appointment:** 2005 Tenured

**Education:** 1999 Ph.D., The University of Haifa, Israel

**Academic Experience:** 2013-Present: Arnold Chaplik Professor in Israel and Diaspora Studies, 2010-Present: Professor, 2009-Present: Distinguished Fellow, Robert S. Strauss Center for International Security and Law, UT Austin

**Overseas Experience:** The University of Luneberg, Germany ECPR 2002

**Language Proficiency:** Hebrew 5 **Percentage Dedicated To Area Studies:** 25%

**Relevant Courses:** Comparative Government and Politics; Research on Terrorism; War, Technology and Strategy

**Current Research:** Terrorism, radicalism and the response to them

**Recent Publications:** *The Triumph of Israel's Radical Right* (Oxford University Press, 2012); *Jewish Terrorism in Israel* (Columbia University Press, 2011); *The Israeli Secret Services and the Struggle Against Terrorism* (Columbia University Press, 2010); *Suicide Terrorism* (Polity Press, 2005)

**Dissertations/Theses Supervised in Past 5 Years:** 20

**Distinctions:** 2013: Research Grant, UT Austin VP for Research; 2010: President's Associates Teaching Excellence Award, UT Austin; 2009: Raymond Dickson Centennial Endowed Teaching Fellowship, UT Austin; 2009: Distinguished Scholar, Robert S. Strauss Center for International Security and Law UT Austin

**Government****Dana Stauffer**  
**Lecturer and Research Fellow**

**Appointment:** 2005 Non-Tenure

**Education:** 2005 Ph.D., University of Toronto, Political Science

**Academic Experience:** 2009-Present: Research Fellow, 2005-Present: Lecturer, UT Austin

**Overseas Experience:** None

**Language Proficiency:** French 2+, German 2+, Ancient Greek 2+ **Percentage Dedicated To Area Studies:** 85%

**Relevant Courses:** Morality and Politics; Constitutional Principles and Core Texts: Democracy in America; The Classical Quest for Justice; Women in the History of Political Thought

**Current Research:** Nineteenth-Century French political thought, history of political thought, women in political thought

**Recent Publications:** "Women, War, and Piety in Plato's *Laws*," in *The Pious Sex: Essays on Women and Religion in the History of Political Thought*, Andrea Radasanu, ed. (Lexington, 2010)

**Dissertations/Theses Supervised in Past 5 Years:** 0

**Distinctions:** Spring 2007: Eyes of Texas Teaching Excellence Award

**Government****Devin Stauffer**  
**Associate Professor**

**Appointment:** 2004 Tenured

**Education:** 1998 Ph.D., Boston College, Political Science

**Academic Experience:** 2007-Present: Associate Professor, 2005-07: Assistant Professor, 2004-05: Visiting Senior Lecturer, UT Austin; 1999-05: Assistant Professor, Kenyon College

**Overseas Experience:** 2013-14: Research Fellowship, Carl von Siemens Foundation, Munich

**Language Proficiency:** Ancient Greek 3+, Latin 3+, German 2+ **Percentage Dedicated To Area Studies:** 95%

**Relevant Courses:** Socratic Political Thought; Hobbes: Origins of Modern Natural Right; Theoretical Foundations of Modern Politics, The Quest for Justice

**Current Research:** Classical and early modern political philosophy, classical thought, origins of liberalism

**Recent Publications:** "Of Religion' in Hobbes's *Leviathan*," *Journal of Politics*, forthcoming; "Thrasymachus' Attachment to Justice?" *Polis: The Journal for Ancient Greek Political Thought* (2009); "Reopening the Quarrel between the Ancients and the Moderns: Leo Strauss's Critique of Hobbes's 'New Political Science,'" *American Political Science Review* (2007)

**Dissertations/Theses Supervised in Past 5 Years:** 2

**Distinctions:** 2012-13: Raymond Dickson Award for Teaching Excellence; 2009-10: President's Associates Teaching Excellence Award, UT Austin; 2008: Faculty Research Assignment Award, The University of Texas at Austin; 2006: Award in recognition of excellence of scholarship: George Mason Law & Economics Center

**Government****Maurizio Viroli  
Professor**

**Appointment:** 2014 Tenured

**Education:** 1985 Ph.D., European University Institute, Florence

**Academic Experience:** 2014-Present: Professor, UT Austin; 2013-Present: Professor of Politics (Emeritus), 1997-13: Professor, 1994-96: Associate Professor, 1987-93: Assistant Professor, Princeton University

**Overseas Experience:** Italy, Switzerland, Germany, Scotland

**Language Proficiency:** Italian 5, French 4+ **Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** Modern Political Thought; Politics and Religion; Patriotism and Nationalism

**Current Research:** History of political thought, classical republicanism and neo-republicanism, Niccolo Machiavelli, patriotism  
*Redeeming the Prince: The Meaning of Machiavelli's Masterpiece* (Princeton University Press, 2013); *The liberty of servants: Berlusconi's Italy*, translated by Antony Shugaar, with a new preface by the author (Princeton University Press, 2011); *As If God Existed: Religion and Liberty in the History of Italy*, translated by Alberto Nones (Princeton University Press, 2012)

**Recent Publications:**

**Dissertations/Theses Supervised in Past 5 Years:** 5

**Distinctions:** 2010-2011: Credit Suisse Award for Best Teaching, University of Italian Switzerland; 2002-2005: Cotsen Faculty Fellow in recognition of 'distinguished career both in teaching and scholarship in Princeton'

**Government****Kurt Weyland  
Lozano Long Professor of Latin American  
Politics**

**Appointment:** 2001 Tenured

**Education:** 1991 Ph.D., Stanford University

**Academic Experience:** 2004-Present: Professor, 2001-2004: Associate Professor, UT Austin; 2000-01: Associate Director, 1998-2001: Associate Professor, 1991-98: Assistant Professor, Vanderbilt University

**Overseas Experience:** Archival research in Portugal; Extensive field research in Argentina, Bolivia, Brazil, Chile, Costa Rica, Peru, and Venezuela

**Language Proficiency:** German 5, Spanish 4, Portuguese 4 **Percentage Dedicated To Area Studies:** 33%

**Relevant Courses:** Issues and Policies in American Government: The U.S. in Comparative Perspective; Comparative Study of Political Systems

**Current Research:** Democratization, market reform, social policy and policy diffusion, and populism in Latin America and Europe  
*Making Waves: Democratic Contention in Europe and Latin America since the Revolutions of 1848* (Cambridge University Press, in production, forthcoming April 2014); "Diffusion Waves in European Democratization: The Impact of Organizational Development," *Comparative Politics*, 45:1 (October 2010): 24-45; "The Diffusion of Regime Contention in European Democratization, 1830-1940," *Comparative Political Studies* 43:8/9 (2010): 1148-76

**Recent Publications:**

**Dissertations/Theses Supervised in Past 5 Years:** 10

**Distinctions:** 2013: Mary Parker Follett Prize, APSA Section on Politics and History; 2007: Robert W. Hamilton Book Award, runner-up, UT Austin; 2004-05: Residential Fellowship, Kellogg Institute, University of Notre Dame; 2004: 2002 runner-up for Robert W. Hamilton Book Award, UT Austin; 2003: Outstanding Academic Title, Choice Magazine

**Government****Christopher Wlezien**  
**Hogg Professor of Government**

**Appointment:** 2013 Tenured

**Education:** 1989 Ph.D., University of Iowa, Political Science

**Academic Experience:** 2013-Present: Professor, UT Austin; 2005-2013: Professor, Temple University; 2001-2005: Reader, Oxford University; 1989-2001: Assistant Professor/Associate Professor, University of Houston

**Overseas Experience:** 2013-14 Visiting Professor, University of Mannheim; 2010: Visiting Scholar, European University Institute; 2009-10: Hallsworth Visiting Professor, University of Manchester; 2008: Visiting Scholar, Instituto Empresa University

**Language Proficiency:** None **Percentage Dedicated To Area Studies:** 33%

**Relevant Courses:** Comparative Political Behavior; Comparative Methods: Political Representation; Public Opinion and Public Policy

**Current Research:** Electoral systems and opinion representation, the timeline of elections in comparative perspective

**Recent Publications:** *Degrees of Democracy: Politics, Public Opinion and Policy*, with Stuart Soroka (Cambridge University Press, 2010); "Polls and the Vote in Britain," with W. Jennings, S. Fisher, R. Ford, and M. Pickup, *Political Studies* 61 (2013); "Political Institutions and the Opinion-Policy Link," with Stuart Soroka, *West European Politics* 35 (2012)

**Dissertations/Theses Supervised in Past 5 Years:** 0

**Distinctions:** 2012: Temple University Faculty Research Award; Various book awards and best article/paper awards and various research grants; founding editor of the *Journal of Elections, Public Opinion and Parties*; associate editor of *Public Opinion Quarterly*; board member of numerous other journals

**Government****Scott Wolford**  
**Associate Professor**

**Appointment:** 2011 Tenured

**Education:** 2008 Ph.D., Emory University

**Academic Experience:** 2014-Present: Associate Professor, 2011-14: Assistant Professor, UT Austin; 2008-11: Assistant Professor, University of Colorado

**Overseas Experience:** Fieldwork in the Hague, Summer 2012

**Language Proficiency:** None **Percentage Dedicated To Area Studies:** 40%

**Relevant Courses:** World War I in Real Time (100 Years Later)

**Current Research:** International Conflict, International Institutions, Game Theory

**Recent Publications:** "Bargaining and the Effectiveness of International Criminal Regimes," with Emily Hencken Ritter, *Journal of Theoretical Politics*, forthcoming; "Arms, Intelligence, and War," with Philip Arena, *International Studies Quarterly*, forthcoming; "Information, Commitment, and War," with Dan Reiter and Clifford J. Carrubba, *Journal of Conflict Resolution* 55.4 (2011): 556-579

**Dissertations/Theses Supervised in Past 5 Years:** 3

**Distinctions:** 2010: Department of Political Science Legacy Fund Research Grant; 2009: Best Paper in International Relations, Annual Meeting of the Midwest Political Science Association; 2008-09: Faculty Research Grant, University of Colorado; 2007-08: Dean's Teaching Fellowship, Emory University

**History****Robert Abzug**

Oliver H. Radley Regents Professor and Audre and Bernard Rapoport Regents Chair of Jewish Studies

**Appointment:** 1978 Tenured

**Education:** 1977 Ph.D., University of California at Berkeley, History

**Academic Experience:** 2007-Present: Director, Schusterman Center for Jewish Studies, 1990-Present: Professor, 1989-90: Director, Religious Studies Program, 1984-90: Associate Professor, 1978-84: Assistant Professor, UT Austin

**Overseas Experience:** Eric Voegelin Visiting Professorship at University of Munich

**Language Proficiency:** French 3, German 1+ **Percentage Dedicated To Area Studies:** 25%

**Relevant Courses:** The Holocaust

**Current Research:** Holocaust related research and publication

**Recent Publications:** Edition of William James, *The Varieties of Religious Experience* (Bedford-St. Martins, 2011); "The Transatlantic Dialogue in Religion and Psychology: Paul Tillich, Erich Fromm, Rollo May and the Reformulation of Personal Meaning, 1934-1960," in Jürgen Gebhardt, *Political Cultures and the Culture of Politics: A Transatlantic Perspective* (Universitätsverlag Winter, 2010)

**Dissertations/Theses Supervised in Past 5 Years:** 4

**Distinctions:** 2003: Dean's Fellowship; 2000-01: John Simon Guggenheim Memorial Foundation Fellowship; 2000-01: Faculty Research Assignment; 1998: German-American Academic Council Foundation Lectureship Grant

**History****Miriam Bodian  
Professor**

**Appointment:** 2009 Tenured

**Education:** 1988 Ph.D., Hebrew University, Jerusalem, Jewish History

**Academic Experience:** 2009-Present: Professor, UT Austin; 2004-08: Professor, Touro College; 2003-04: Harry Starr Fellow, Harvard University; 1998-2004: Associate Professor, Pennsylvania State University

**Overseas Experience:** Archival work in Jerusalem, Lisbon, Madrid, Mexico City

**Language Proficiency:** Hebrew 4+, Spanish 3+, Portuguese 3+, French 3+, Dutch 3 **Percentage Dedicated To Area Studies:** 80%

**Relevant Courses:** Jewish Civilization; Roots of Religious Tolerance; Spanish Inquisition; The Origins of Zionism

**Current Research:** Spanish and Portuguese Inquisitions; post-Expulsion Sephardic Jewry; Jews and the Reformation

**Recent Publications:** *Dying in the Law of Moses; Crypto-Jewish Martyrdom in the Iberian World* (Indiana University Press, 2007); *Hebrews of the Portuguese Nation: Conversos and Community in Early Modern Amsterdam* (Indiana University Press, 1997)

**Dissertations/Theses Supervised in Past 5 Years:** 3

**Distinctions:** 2008: Fellow, Fundagio Luso-Americana para o Desenvolvimento, Lisbon; 2003-04: Harry Starr Fellowship, Center for Jewish Studies; 1998: First annual Koret Jewish Book Award in History; 1998: Harvard University National Jewish Book Award in History

**History****Benjamin Brower**  
**Associate Professor**

<b>Appointment:</b>	2009 Tenured		
<b>Education:</b>	2005 Ph.D., Cornell University		
<b>Academic Experience:</b>	2012-Present: Associate Professor, 2009-12: Assistant Professor, UT Austin; 2005-09: Assistant Professor, Texas A&M University; 1997-2003: Teaching Assistant, Cornell University		
<b>Overseas Experience:</b>	France		
<b>Language Proficiency:</b>	French 4+, Arabic 3+, Spanish 3+, German 3	<b>Percentage Dedicated To Area Studies:</b>	50%
<b>Relevant Courses:</b>	Writing Violence in History; French Empire: The "West" and "Islam"; Western Civilization in Modern Times; Modern World; Rethinking History in a Transnational Mediterranean; Secularism and Critical Theory		
<b>Current Research:</b>	Historian of modern France and its colonies with a focus on Algeria; the colonial situation		
<b>Recent Publications:</b>	"The Colonial Hajj: France and Algeria, 1830-1962," in Venetia Porter and Liana Saif, eds., <i>The Hajj: Collected Essays</i> (British Museum Press, 2013): 108-14; "Just War and Jihad in the French Conquest of Algeria," in Sohail H. Hashmi ed., <i>Just Wars, Holy Wars, and Jihads: Christian, Jewish, Muslim Encounters and Exchanges</i> (Oxford University Press, 2012): 221-245		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	6		
<b>Distinctions:</b>	2012-15: Humanities Research Award, College of Liberal Arts, UT Austin; 2010: Albert Hourani Book Award, Middle East Studies Association for <i>A Desert Named Peace</i> , best book in Middle East Studies; 2010: David H. Pinkney Prize, Society for French Historical Studies for <i>A Desert Named Peace</i> , best book in French History		

**History****Jorge Canizares-Esguerra**  
**Alice Drysdale Sheffield Professor in History**

<b>Appointment:</b>	2005 Tenured		
<b>Education:</b>	1995 Ph.D., University of Wisconsin		
<b>Academic Experience:</b>	2008-Present: Alice Drysdale Sheffield Professor in History, 2005-08: Professor, UT Austin; 2002-05: Associate Professor, 1999-02: Assistant Professor, SUNY-Buffalo; 1995-99: Assistant Professor, Illinois State University		
<b>Overseas Experience:</b>	Research in Spain		
<b>Language Proficiency:</b>	Spanish 5, Portuguese, Italian, Latin	<b>Percentage Dedicated To Area Studies:</b>	50%
<b>Relevant Courses:</b>	History of Early Modern Atlantic		
<b>Current Research:</b>	Early Modern Atlantic History; History of Science and Colonialism; History of Knowledge		
<b>Recent Publications:</b>	<i>The Black Urban Atlantic, in the Era of the Slave Trade</i> , co-editor with James Sidbury and Matt Childs (University of Pennsylvania Press, 2013); "Las justificaciones hispánicas de los peregrinos (circa 1620) y puritanos (circa 1630) para colonizar America" Francisco Castilla Urbano (ed.), <i>Discursos de conquista y colonización al sur y al norte de América</i> (Universidad de Alcalá, 2014)		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	16		
<b>Distinctions:</b>	Fall 2015: Dean's Fellowship, UT Austin; 2014-15: Fellow, Kellogg Institute, University of Notre Dame; Fall 2014: Dean's Fellowship, UT Austin; 2012-13: Fellow, Institute of Historical Research, Department of History, UT Austin; 2009-10: Mellon Senior Fellow, John Carter Brown Library		

**History****Ruramisai Charumbira****Assistant Professor**

**Appointment:** 2008 Tenure Track

**Education:** 2006 Ph.D., Yale University, History

**Academic Experience:** 2008-Present: Assistant Professor, UT Austin; 2006-08: Assistant Professor, Denison University

**Overseas Experience:** 2010-11: Postdoctoral Fellow, Bielefeld University, Germany

**Language Proficiency:** English 5, Zulu 5, German 3

**Percentage Dedicated To Area Studies:** 50%

**Relevant Courses:** History and Memory; Becoming African: Europeans in Southern African History

**Current Research:** European immigrants in the British Empire since 1800; Young adults/children of immigrants born in Germany

**Recent Publications:** *Imagine-Nation: History and Memory in Making Zimbabwe* (University of Virginia Press, forthcoming); "Becoming Imperial: Swiss Identity in British Southern Africa since 1880," in Patricia Purtschert, Harald Fischer-Tiné, eds., *Colonial Encounters of the Swiss Kind: Imperial Entanglements and Postcolonial Assemblages* (forthcoming)

**Dissertations/Theses Supervised in Past 5 Years:** 3

**Distinctions:** 2010-11: Postdoctoral Fellow, Bielefeld University, Germany; 2010: Summer Pacific Fellow, Huntington Library, Pasadena, California

**History****Judith Coffin****Associate Professor**

**Appointment:** 1994 Tenured

**Education:** 1985 Ph.D., Yale University, History

**Academic Experience:** 2002-Present: Visiting Professor, Institute for French Studies, NYU; 1997-Present: Associate Professor, 1994-97: Assistant Professor, UT Austin; 1987-94: Assistant Professor, University of California, Riverside

**Overseas Experience:** Research in France; Faculty, Normandy Scholars Study Abroad Program, 2011-13

**Language Proficiency:** French 4

**Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** European Gender History and Theory; Europe Since 1919; The French Revolution

**Current Research:** European social and cultural history, especially 20th-century France; gender, sexuality and history of feminism

**Recent Publications:** "Sex, Love, and Letters: Writing Simone de Beauvoir, 1949-1963," *The American Historical Review*, October (2010): 1061-1088; "Beauvoir, Kinsey, and Mid-Century Sex," *French Politics, Culture, and Society* 28. 2 (Summer 2010): 18-37; "Sartre and Beauvoir," *H-France Review* 10.13 (January 2010)

**Dissertations/Theses Supervised in Past 5 Years:** 1

**Distinctions:** 2008-09: Fellow, Radcliffe Institute for Advanced Study; 2006: William David Blunk Memorial Professor Award; 2005-06: Faculty Research Award, runner up, American Council of Learned Societies; 2004: Fellow, Humanities Institute, University of Texas at Austin, seminar on modernism

**History****David Crew  
Professor**

<b>Appointment:</b>	1984 Tenured		
<b>Education:</b>	1975 Ph.D., Cornell University, History		
<b>Academic Experience:</b>	2009-Present: Distinguished Teaching Professor, 1998-Present: Professor, 1987-98 Associate Professor, 1984-87: Assistant Professor, UT Austin; 1980-84: Fellow in History and Lecturer, Cambridge		
<b>Overseas Experience:</b>	Germany		
<b>Language Proficiency:</b>	German 4, French 3+	<b>Percentage Dedicated To Area Studies:</b>	75%
<b>Relevant Courses:</b>	Hitler, Nazism, and WWII; Germany Since Hitler, 1933-Present; Remembering the Holocaust; Germany in the 20th Century		
<b>Current Research:</b>	History of popular culture and consumerism in twentieth-century Germany and Europe		
<b>Recent Publications:</b>	"Mourning, Denial, Celebration. The Visual Work of West German Reconstruction after 1945," in Georg Wagner-Kyora (Hg.), <i>Wiederaufbau europäischer Städte. Rekonstruktionen, die Moderne und die lokale Identitätspolitik seit 1945/Rebuilding European Cities. Reconstructions, Modernity and the Local Politics of Identity-Construction since 1945</i> (Franz Steiner Verlag, 2014): 232-250		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	6		
<b>Distinctions:</b>	2009: Academy of Distinguished Teachers; 2009: Liberal Arts Council Teaching Award; 2009: The Eyes of Texas Excellence Award Spring Semester; 2007-08: Chancellor's Council Outstanding Teaching Award; 2006: President's Associates Teaching Excellence Award		

**History****Alison Frazier  
Associate Professor**

<b>Appointment:</b>	1996 Tenured		
<b>Education:</b>	1997 Ph.D., Columbia University, History		
<b>Academic Experience:</b>	2004-Present: Associate Professor, 1996-2004: Assistant Professor, UT Austin; 1995-96: Visiting Assistant Professor, Dartmouth College		
<b>Overseas Experience:</b>	Research in Western Europe, particularly Italy		
<b>Language Proficiency:</b>	Latin 4, Italian 3, French 3, German 2	<b>Percentage Dedicated To Area Studies:</b>	100%
<b>Relevant Courses:</b>	Western Civilization; Italian Renaissance; Europe and the Mediterranean		
<b>Current Research:</b>	Europe 1250-1550, Intellectual And Religious History		
<b>Recent Publications:</b>	"Humanist Lives of St. Catherine of Siena," in J. Hamburger and G. Signori (eds.), <i>Catherine of Siena: The Creation of a Cult</i> (Brepols, 2013): 109-34; "Who Wrote the First Life of Lorenzo de Medici?" in M. Israëls and L. Waldman (eds.), <i>Renaissance Studies in Honor of Joseph Connors</i> (Olschki, 2013): 58-63		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	1		
<b>Distinctions:</b>	2006-2007: Guggenheim Foundation Fellowship; 2005-2006: Harvard University/Villa I Tatti, Resident Fellow; 2003-2004: President's Associates Teaching Excellence Award, UT Austin		

**History****Julie Hardwick**  
**Professor**

**Appointment:** 2001 Tenured

**Education:** 1991 Ph.D., John Hopkins University, History

**Academic Experience:** 2009-Present: Professor, 2007-13: Director, Institute of Historical Studies, 2001-2009: Associate Professor, UT Austin; 1997-01: Associate Professor, 1993-97: Assistant Professor, Texas Christian University

**Overseas Experience:** B.A. (with first class honors) Medieval and Modern History, Nottingham University, England, 1984

**Language Proficiency:** French 3, Italian 3  
**Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** Witches, Wives, and Workers; History and Society in Early Modern Europe; Law and Society in Early Modern Europe; Literary European History: Early Modern Period

**Current Research:** Early modern social and cultural history, legal history, and women's history

**Recent Publications:** "Gender," in *France in the Old Regime*, William Doyle, ed., (Oxford University Press, 2011); "Family matters: gender, sexuality, and family around the early modern Atlantic," *History Compass* 8.3 (2010): 248-57; *Family Business: litigation and the political economies of daily life in seventeenth-century France* (Oxford University Press, 2009)

**Dissertations/Theses Supervised in Past 5 Years:** 3

**Distinctions:** 2011: College of Liberal Arts Raymond Dickson Centennial Teaching Fellowship; 2007-08: Liberal Arts Instructional Technology Grant; 2007: University of Texas Humanities Institute Fellow; 2003-04: University of Texas at Austin Faculty Research Assignment; 2003-04: National Endowment for the Humanities Fellowship

**History****Bruce Hunt**  
**Associate Professor**

**Appointment:** 1985 Tenured

**Education:** 1984 Ph.D., John Hopkins University

**Academic Experience:** 1992-Present: Associate Professor, 1985-92: Assistant Professor

**Overseas Experience:** Research in UK and Ireland

**Language Proficiency:** French 2, German 2  
**Percentage Dedicated To Area Studies:** 50%

**Relevant Courses:** The Scientific Revolution of the 17th Century; History of the Atomic Bomb; The Galileo Affair; The Literature of Modern European History

**Current Research:** History of science, development of electrical science and technology, British telegraph industry

**Recent Publications:** "Victorian Physics meets Industrial Capitalism," *Metascience* (2012) 21: 119-24; "Oliver Heaviside: A First-Rate Oddity," *Physics Today* (November 2012) 65: (11) 48-54; *Pursing Power and Light: Technology and Physics from James Watt to Albert Einstein* (John Hopkins University Press, 2010); "'Our Friend of Brilliant Ideas': G.F. Fitzgerald and the Maxwellian Circle," *European Review* 15 (2010): 531-44

**Dissertations/Theses Supervised in Past 5 Years:** 3

**Distinctions:** 2013: UT College of Liberal Arts Raymond Dickson Centennial Endowed Teaching Fellowship; 2007: Awarded a UT History Department fellowship; 2002: UT Faculty Research Assignment; 2002: UT President's Associates Teaching Excellence Award; 2001: College of Liberal Arts Dean's Fellowship

**History****Neil Kamil**  
**Associate Professor**

**Appointment:** 1990 Tenured

**Education:** 1989 Ph.D., John Hopkins University, History

**Academic Experience:** 2000-Present: Associate Professor, 1992-2000: Assistant Professor, 1990-93: Lecturer, UT Austin; 1988-90: N.E.H. Postdoctoral Fellow, University of Maryland at College Park

**Overseas Experience:** Research in France

**Language Proficiency:** French 3 **Percentage Dedicated To Area Studies:** 50%

**Relevant Courses:** Germanic Reformation and Atlantic Culture

**Current Research:** History and material culture

**Recent Publications:** *Fortress of the Soul: Metaphysics, and Material Life in the Huguenots' New World, 1517-1751* (John Hopkins University Press, 2005); "Matter of Politeness: Furniture of Expectation in the Huguenot Atlantic" (forthcoming); "Of Animal History and Human Cruelty in the New England Tradition," *Reviews in American History* 34, 2006.

**Dissertations/Theses Supervised in Past 5 Years:** 1

**Distinctions:** 2013: NEH Summer Research Grant; 2012-13: NEH Resident Fellowship; 2005: Chipstone Foundation Subvention Grant; 1988-90: N.E.H. Research Associate and Postdoctoral Fellow in Early American History and Culture, University of Maryland; 1988-89: Postdoctoral Fellow and Member of the Folger Institute Seminar

**History****Brian Levack**  
**John E. Green Regents Professor in History**

**Appointment:** 1969 Tenured

**Education:** 1970 Ph.D., Yale University

**Academic Experience:** 1994-Present: John E. Green Regents Professor in History, 1987-94: Professor, 1974-87: Associate Professor, 1970-74: Assistant Professor, 1969-70: Instructor, UT Austin

**Overseas Experience:** Research in Europe, primarily UK

**Language Proficiency:** Latin 3+, German 3+, French 3+, Spanish 3+, Italian 3, Dutch 3 **Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** Tudor English, 1485-1603; Stuart England, 1603-1689; Seminar in Tudor-Stuart History; The History of Witchcraft

**Current Research:** Trust in public institutions in early modern Europe

**Recent Publications:** *The Devil Within: Possession and Exorcism in the Christian West* (Yale, 2013); *The Oxford Handbook of Witchcraft in Early Modern Europe and Colonial America* (Oxford, 2013); "Witch-Lynching Past and Present," in *Swift to Wrath: Lynching in Global Historical Perspective* (Virginia, 2013); *Witch-hunting in Scotland, Law, Politics and Religion* (Routledge, 2008)

**Dissertations/Theses Supervised in Past 5 Years:** 8

**Distinctions:** 2011: Regents Outstanding Teaching Award; 2004: Academy of Distinguished Teachers; 1994: Scholar in Residence, Frances Lewis Law Center, Washington and Lee University School of Law; 1985: Raymond Dickson Teaching Fellowship; 1975-76: Guggenheim Fellowship; 1971, 1973: American Philosophical Society

**History****Philippa Levine****Mary Helen Thompson Centennial Professor  
in the Humanities**

<b>Appointment:</b>	2010 Tenured		
<b>Education:</b>	1983 Ph.D., St. Antony's College, University of Oxford		
<b>Academic Experience:</b>	2010-Present, UT Austin; 1991-2009: University of Southern California; 1987-1991: Florida State University; 1983-1985: University of East Anglia		
<b>Overseas Experience:</b>	Born in England; Education from UK; Various visiting fellowships in Australia, Britain, Ireland, and Canada; 2007: Derek J. Brewer Visiting Fellow, Emmanuel College, University of Cambridge		
<b>Language Proficiency:</b>	French 4+, German 2+, Russian 1, Ancient Latin 2, Greek 2, Hindi 1	<b>Percentage Dedicated To Area Studies:</b>	90%
<b>Relevant Courses:</b>	Introduction to Historical Inquiry; Histories of Race and Sex; Science, Ethics, and Society; The World of the Victorians; Britain in the Twentieth Century		
<b>Current Research:</b>	British Empire; intersections of race and gender; science, medicine and society		
<b>Recent Publications:</b>	<i>The British Empire, Sunrise to Sunset</i> , 2nd Revised Addition (Routledge, 2013)  2013: <i>The Rise and Fall of Modern Empires</i> , four-volume anthology (Ashgate, 2013); <i>The Ashgate Research Companion to Modern Imperial Histories</i> , co-edited with John Marriott (Ashgate, 2012); 2010: <i>The Oxford Handbook of the History of Eugenics</i> , co-edited with Alison Bashford (Oxford University Press, 2010)		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	6		
<b>Distinctions:</b>	2013: National Science Foundation Award; 2013-15: CARTI International Scholar; 2012: Elain Stavro Distinguished Visiting Scholar, Trent University, Canada; 2011: Cantemir Prize; 2011: Visiting Fellow, École des hautes études en sciences sociales, Paris; 2011: George A. Miller Visiting Professor, University of Illinois Urbana-Champaign		

**History****Tatjana Lichtenstein****Assistant Professor**

<b>Appointment:</b>	2009 Tenure Track		
<b>Education:</b>	2009 Ph.D., University of Toronto, History		
<b>Academic Experience:</b>	2009-Present: Assistant Professor; 2008-2009: Schusterman Teaching Fellow in Jewish Studies, Jewish Studies Program, American University		
<b>Overseas Experience:</b>	Research in Europe, Czech Republic and Germany; Taught UT Maymester abroad "Uncovering Jewish Prague, Past and Present," (2012)		
<b>Language Proficiency:</b>	Danish 5, Czech 5, English 4+, German 3+, Polish 2+, Yiddish 2+, Hebrew 2+	<b>Percentage Dedicated To Area Studies:</b>	100%
<b>Relevant Courses:</b>	War and Memory in Eastern Europe; Eastern Europe in the 20th Century; World War II in Eastern Europe; Nations and Nationalism in Eastern Europe; Jews of Eastern Europe; Introduction to the Holocaust		
<b>Current Research:</b>	Jews in the Bohemian Lands - 20th Century		
<b>Recent Publications:</b>	"Jewish Power and Powerlessness: Prague Zionists and the Paris Peace Conference," in <i>East European Jewish Affairs</i> (forthcoming, 2014); "Racializing Jewishness: Zionist Responses to National Indifference in Interwar Czechoslovakia," in <i>Austrian History Yearbook</i> vol. 43 (Spring 2012): 75-97		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	0		
<b>Distinctions:</b>	2012-13: Frankel Institute for Advanced Judaic Studies, University of Michigan, Ann Arbor; 2009-10: Scholarly Activities Grant, UT Austin; 2009-10: Special Research Grant, Office of the Vice President for Research, UT Austin		

**History****Wm. Roger Louis****Kerr Chair in English History and Culture**

<b>Appointment:</b>	1970 Tenured		
<b>Education:</b>	1962 Ph.D., Oxford University		
<b>Academic Experience:</b>	1975-Present: Director of British Studies, 1970-85: Professor, UT Austin; 1986-99: Upernumerary Fellow, St. Antony's College, Oxford; 1962-1970: Assistant and Associate Professor, Yale University		
<b>Overseas Experience:</b>	Yearly research trips to Europe, particularly Britain		
<b>Language Proficiency:</b>	French 3, German 3	<b>Percentage Dedicated To Area Studies:</b>	75%
<b>Relevant Courses:</b>	Decolonization of the British Empire; British History, Literature, and Politics; European Imperialism: British Empire		
<b>Current Research:</b>	British Empire and Commonwealth and the comparative history of colonialism, Belgian, French, Dutch <i>History of Oxford University Press</i> (2013); <i>Irrepressible Adventures</i> (2013); <i>The 1967 Arab-Israeli War</i> , with Avi Shlaim (2012); <i>Resurgent</i> (2011); <i>Ends of British Imperialism: The Scramble for Empire, Suez, and Decolonization</i> (2006); <i>Ultimate Adventures</i> (2009); <i>Penultimate Adventures</i> (2007); <i>Yet More Adventures</i> (2005); <i>Still More Adventures</i> (2003); <i>More Adventures</i> (1998); <i>Adventures with Britannia</i> (1995); <i>Ends of British Imperialism</i> (2006)		
<b>Recent Publications:</b>			
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	6		
<b>Distinctions:</b>	2014: Distinguished Alumnus, University of Oklahoma; 2013: Benson Medal, Royal Society of Literature; 2011: American Academy of Arts and Sciences; 2010: Kluge Chair, Library of Congress; 1999: Commander of the British Empire (awarded by the Queen for professional achievement); 2005: UT Lifetime Research Award		

**History****Tracie Matysik****Associate Professor**

<b>Appointment:</b>	2003 Tenured		
<b>Education:</b>	2001 Ph.D., Cornell University, History		
<b>Academic Experience:</b>	2009-Present: Associate Professor, 2002-09: Assistant Professor, UT Austin; 2002-03: James Bryant Conant Fellow Harvard University; 2001-02: Mellon Postdoctoral Fellow, Cornell University		
<b>Overseas Experience:</b>	Fellow-in-Residence, Nietzsche-Kolleg (2006); Gastdozent, Viadrina Universitaet at Frankfurt/Oder (Summer 2007, Summer 2010); Forschungsstipendium, Deutsches Literaturarchiv, Marbach am Neckar (Summer 2011)		
<b>Language Proficiency:</b>	German 3+, French 1	<b>Percentage Dedicated To Area Studies:</b>	100%
<b>Relevant Courses:</b>	European Intellectual History: Enlightenment-Nietzsche; Marx and Nietzsche; Spinoza and Modernity; Reason and its Discontents: Introduction to European Intellectual History; Marx and Western Marxism		
<b>Current Research:</b>	Modern European intellectual history, German intellectual history "Decentering Sex: Reflections on Freud, Foucault and Subjectivity in Intellectual History," in Sam Moyn and Darrin McMahon, eds., <i>New Directions in European Intellectual History</i> (Oxford University Press, 2013): 173-192; "Spinoza and Classical Monism: Perspectives from within and without the Monist Movement" in Todd Weir, ed., <i>The Riddle of Monism</i> (Palgrave, 2012): 107-134		
<b>Recent Publications:</b>			
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	4		
<b>Distinctions:</b>	December 2006: Fellow-in-Residence, Kolleg-Friedrich-Nietzsche, Weimar, Germany; Summer 2006: Maria Sibylla Merian Fellowship, Universität Erfurt, Germany; Summer 2000: German Academic Exchange Service (DAAD) Short-Term Research Fellowship		

**History****Mary Neuburger**  
**Associate Professor**

**Appointment:** 1997 Tenured

**Education:** 1997 Ph.D., University of Washington

**Academic Experience:** 2006-Present: Associate Professor, 1997-2006: Assistant Professor, UT Austin

**Overseas Experience:** At least 10 research trips to Bulgaria since 1996

**Language Proficiency:** Russian 4, Bulgarian 4, Macedonian 4, Turkish 2, German 2, Serbo-Croatian 2      **Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** Jews of Eastern Europe; Empire and Nation in the City; Balkan History Since 1453; Origins of War in Bosnia and Kosovo

**Current Research:** Modern eastern Europe with a specialization in southeastern Europe

**Recent Publications:** *Balkan Smoke: Tobacco and the Making of Modern Bulgaria* (Cornell University Press, 2013); *Communism Unwrapped: Consumption in Postwar Eastern Europe*, co-edited with Paulina Bren (Oxford University Press, 2012); "Smoke and Beers: Touristic Escapes and Places to Party in Communist Bulgaria, 1956-1976," in *Socialist Escapes: Places of Leisure in Postwar Eastern Europe*, edited by Cathleen Giusitno (Berghahn Press, 2012)

**Dissertations/Theses Supervised in Past 5 Years:** 6

**Distinctions:** 2011: East European Studies Conference Grant, American Council of Learned Societies; 2009-10: National Council for Eurasian and East European Research (NCEEER), academic year grant; 2007-08: American Council of Learned Societies, Postdoctoral Fellowship in Southeastern European Studies, academic year grant

**History****Martha Newman**  
**Associate Professor**

**Appointment:** 1988 Tenured

**Education:** 1988 Ph.D., Stanford University, Medieval History

**Academic Experience:** 2007-Present, Chair, Department of Religious Studies, 1996-Present: Associate Professor, 1988-96: Assistant Professor, UT Austin; 1988: Acting Lecturer, Stanford University

**Overseas Experience:** France (Paris, Dijon), Belgium (Brussels, Bruges), Germany (Munich, Bamberg, Wurtzburg)

**Language Proficiency:** French 3, German 3, Latin 3      **Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** Medieval History

**Current Research:** Monastic miracle collections and monastic attitudes toward women and the poor

**Recent Publications:** "Making Cistercian Exempla or, the Problem of the Monk Who Wouldn't Talk," *Cistercian Studies Quarterly* 46.1 (2011): 45-66; "Labor: Insights from a Medieval Monastery," in *Why the Middle Ages Matters: Medieval Light on Modern Injustice*, ed. Celia Chazelle, Felice Lifshits, Simon Doubleday (Routledge Press, 2011): 106-120

**Dissertations/Theses Supervised in Past 5 Years:** 3

**Distinctions:** 2006-07: Member, School of Historical Studies, Princeton, NJ; 2005: Fellow, University of Texas Humanities Institute; 003: Dad's Association Centennial Teaching Fellowship; 2006: Eyes of Texas Excellence Award

**History****Denise Spellberg  
Professor**

**Appointment:** 1996 Tenured

**Education:** 1989 Ph.D., Columbia University

**Academic Experience:** 2014-Present: Professor, 1996-2013: Associate Professor, UT Austin

**Overseas Experience:** Research in Turkey, Italy, France, Ireland, Great Britain; CES Exchange with EHESS Paris, France, March 2014; Seminar at EHESS 2004; Invited seminar at the European Union University, Florence, Italy, March 2014

**Language Proficiency:** French 4, Italian 4, Spanish 3 **Percentage Dedicated To Area Studies:** 45%

**Relevant Courses:** Islamic Spain and North Africa to 1492; Islam in Europe and America

**Current Research:** Islam in the Atlantic world, early American treaties with North Africa

**Recent Publications:** *Thomas Jefferson's Qur'an: Islam and the Founders* (Knopf, 2013)

**Dissertations/Theses Supervised in Past 5 Years:** 5

**Distinctions:** 2009-2010: Carnegie Scholarship for research on the Islamic World

**History****James Vaughn  
Assistant Professor**

**Appointment:** 2008 Tenure Track

**Education:** 2008 Ph.D., University of Chicago, History

**Academic Experience:** 2008-Present: Assistant Professor, UT Austin; 2011-12: Jack Miller Fellow, MacMillan Center for International and Area Studies, Yale University

**Overseas Experience:** None

**Language Proficiency:** French 3+, German 2 **Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** History of Britain from the Restoration to 1783; History of Britain from 1783 to World War I; Liberalism and the British Empire; Enlightenment and Revolution in the Atlantic World; Britain, Capitalism, Modernity

**Current Research:** History of Britain and the British Empire, c. 1650-1850; history of the British East India Co.

**Recent Publications:** Co-author (with Ralph A. Austen), "The Territorialization of Empire: Social Imperialism and Britain's Moves into India and Tropical Africa," in *Africa, Empire and Globalization: Essays in Honor of A. G. Hopkins*, eds. Toyin Falola and Emily Brownell (Carolina Academic Press, 2011); "1776 in World History: The American Revolution as Bourgeois Revolution," in *Platypus Review*, no. 62, December 2013-January 2014

**Dissertations/Theses Supervised in Past 5 Years:** 5

**Distinctions:** 2011-12: Jack Miller Fellowship, MacMillan Center for International and Area Studies, Yale University; 2008-Present: Junior Fellowship, Program in British Studies, UT Austin; 2007: Jacob M. Price Visiting Research Fellowship, University of Michigan at Ann Arbor; 2006-07: Mellon Foundation Dissertation-Year Fellowship

**History****Andrew Villalon****Senior Lecturer**

**Appointment:** 2006 Non-Tenure

**Education:** 1984 Ph.D., Yale University

**Academic Experience:** 2006-Present: Senior Lecturer, UT Austin; 2005-06: Professor, 1995-04: Associate Professor, 1990-95: Assistant Professor, 1985-89: Adjunct Assistant Professor, 1980-84: Adjunct Instructor, University of Cincinnati

**Overseas Experience:** Research in Spain

**Language Proficiency:** Spanish 3+, French 3+, German 3+ **Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** First World War; Medieval Warfare; Introduction to History and Culture of Spain; Western Civilization in Modern Times

**Current Research:** Late Medieval and Early Modern European history

**Recent Publications:** "Appendix I: A Synopsis of the Hundred Years War," in *The Hundred Years War (Part II): Different Vistas*, L.J. Andrew Villalon and Donald J. Kagay, eds. (Brill, 2008); (Co-edited with Donald J. Kagay), *The Hundred Years War (Part II): Different Vistas* (Brill, 2008)

**Dissertations/Theses Supervised in Past 5 Years:** 0

**Distinctions:** 2001: Professional-Scholarly Activity award, University College, University of Cincinnati; 1998: Dillwyn F. Ratcliff Award for Distinguished Service in the Cause of Academic Freedom; 1994: Robert E. Kennedy Award conferred by the Ohio State Conference of the American Association of University Professors

**LBJ School of Public Affairs****Joshua Busby****Associate Professor**

**Appointment:** 2006 Tenured

**Education:** 2004 Ph.D., Georgetown University

**Academic Experience:** 2009-Present: Associate Professor; 2006-09: Lecturer, UT Austin; 2005-06: Research Fellow, Center for Globalization and Governance, Woodrow Wilson School, Princeton

**Overseas Experience:** Marshall Scholar at the University of East Anglia, Norwich, England; BA (with Honors) in Development Studies, University of East Anglia (1995)

**Language Proficiency:** French 2 **Percentage Dedicated To Area Studies:** 25%

**Relevant Courses:** Nature of the International System

**Current Research:** Climate change, national security, and energy policy

**Recent Publications:** *Moral Movements and Foreign Policy* (2010); "Making Markets for Merit Goods: The Political Economy of Antiretrovirals"(2010); "Feeding Insecurity? Weak States, Poverty, and Climate Change" (2009)

**Dissertations/Theses Supervised in Past 5 Years:** 0

**Distinctions:** Life Member in the Council on Foreign Relations, Marshall Scholar

**LBJ School of Public Affairs****James Galbraith**  
**Professor, Lloyd M. Bentsen, Jr. Chair in**  
**Government and Business Relations**

**Appointment:** 1985 Tenured

**Education:** 1981 Ph.D., Yale University

**Academic Experience:** 2002-Present: Lloyd M. Bentsen, Jr. Chair in Government, Business Relations, 1990-02: Professor, 1986-90: Associate Professor, 1985-86: Visiting Associate, UT Austin

**Overseas Experience:** Research in Western Europe; 1974-75: Marshall Scholar, King's College, University of Cambridge, England

**Language Proficiency:** French 4+ **Percentage Dedicated To Area Studies:** 25%

**Relevant Courses:** None recently

**Current Research:** Inequality, Macroeconomic policy, Comparative economic and development policy

**Recent Publications:** *Inequality and Instability: A Study of the World Economy Just Before the Great Crisis* (Oxford University Press, 2012); *The Affluent Society and Other Writings 1952-1967* (The Library of America, 2010); *Predator State: How Conservatives Abandoned the Free Market and Why Liberals Should Too* (The Free Press, 2008); *Unbearable Cost: Bush, Greenspan and the Economics of Empire* (Palgrave MacMillan, 2006)

**Dissertations/Theses Supervised in Past 5 Years:** 3

**Distinctions:** 2003-04: Carnegie Scholars Program; 2001: Fulbright Distinguished Lecturer, China; 1990: Texas Excellence in Teaching Award; 1974-75: Marshall Scholar, King's College, University of Cambridge, England

**LBJ School of Public Affairs****Robert Hutchings**  
**Professor and Dean of LBJ School of Public**  
**Affairs**

**Appointment:** 2010 Tenured

**Education:** 1979 Ph.D., University of Virginia

**Academic Experience:** 2010-Present: Dean, LBJ School of Public Affairs, UT Austin; 2005-2010: Diplomat-in-Residence, 2007-2010: Faculty Chair, Master in Public Policy Program, Princeton University

**Overseas Experience:** 1979-85: Deputy Director, Radio Free Europe, Munich, Germany; 1969-74: Various assignments in the Atlantic and Mediterranean, United States Navy

**Language Proficiency:** German 2+, Spanish 2+, Russian 1, Czech 1 **Percentage Dedicated To Area Studies:** 75%

**Relevant Courses:** Policy Making in a Global Age; The Long Cold War, 1919-91

**Current Research:** International Affairs

**Recent Publications:** *Foreign Policy Breakthroughs: Case Studies in Successful Diplomacy*, with Jeremi Suri (Oxford University Press, under review); "Reinventing Diplomacy: Bridging the Gap between Theory and Practice," *LBJ Journal of Public Affairs* Vol. 21 (Fall 2013); "Is There a Map to the Future?" *Foreign Policy* online, August 31, 2011; "A Trans-Atlantic Transition," *Project Syndicate* online, April 5, 2010

**Dissertations/Theses Supervised in Past 5 Years:** 0

**Distinctions:** 2006: Woodrow Wilson Center Public Policy Fellow; 2005: Distinguished Intelligence Medal of Achievement; 1998: Order of Merit (with Commander's Cross), Republic of Poland; 1993-94: Woodrow Wilson Center Fellow; 1993: Superior Honor Award, U.S. Department of State

**LBJ School of Public Affairs****William Inboden****Associate Professor, Executive Director: Clements Center for History, Strategy, and Statecraft**

**Appointment:** 2010 Tenured

**Education:** 1989 Ph.D., Yale University

**Academic Experience:** 2010-Present: Associate Professor; 2010-Present: Executive Director, Clements Center for History, Strategy, and Statecraft, LBJ School of Public Affairs, UT Austin

**Overseas Experience:** 2007-10: Vice President, Legatum Institute, London based company

**Language Proficiency:** French 2 **Percentage Dedicated To Area Studies:** 25%

**Relevant Courses:** Ethics and International Affairs; Policy Making in a Global Age

**Current Research:** National Security, U.S. Foreign Policy

**Recent Publications:** "Statecraft Decision Making, and the Varieties of Historical Experience: A Taxonomy" (2013); "The Prophetic Conflict: Reinhold Niebuhr, Christian Realism and World War II" (2013); "The Irony of the Globalizing Future" (forthcoming)

**Dissertations/Theses Supervised in Past 5 Years:** 0

**Distinctions:** None

**LBJ School of Public Affairs****Alan Kuperman****Associate Professor**

**Appointment:** 2005 Tenured

**Education:** 2002 Ph.D., Massachusetts Institute of Technology, Political Science

**Academic Experience:** 2005-Present: Associate Professor, UT Austin; 2002-05: Resident Assistant Professor, John Hopkins University

**Overseas Experience:** Summer 2006: Lecturer, European University Viadrina; 1999, 2000, 2007: Field research in Balkans; 2002-2005: Lived and worked in Italy

**Language Proficiency:** Italian 3, French 2+ **Percentage Dedicated To Area Studies:** 40%

**Relevant Courses:** Nuclear Nonproliferation Policy; Military Strategy; The Nature of the International System; Conflict Management; Ethnic Conflict and Humanitarian Intervention

**Current Research:** International Relations, International Security, Trade

**Recent Publications:** *Nuclear Terrorism and Global Security: The Challenge of Phasing out Highly Enriched Uranium* (Routledge, 2013); *Gambling on Humanitarian Intervention: Moral Hazard, Rebellion and Civil War*, ed. (Routledge, 2006); *The Limits of Humanitarian Intervention: Genocide in Rwanda* (Brookings Institution Press, 2001)

**Dissertations/Theses Supervised in Past 5 Years:** 2

**Distinctions:** 2013-14: U.S. Institute of Peace, Jennings Randolph Senior Fellowship (resident), Washington, DC; 2009-10: Woodrow Wilson International Center for Scholars, Resident Fellowship; 2008: Woodrow Wilson International Center / IREX, Finalist for Regional Policy Symposium

**LBJ School of Public Affairs****Lorinc Redei****Lecturer**

**Appointment:** 2013 Non-Tenure

**Education:** 2013 Ph.D., Central European University, Budapest

**Academic Experience:** 2013-Present: Lecturer, 2011-13: Adjunct Instructor, UT Austin; 2010, 2012-13: Instructor, Southwestern University

**Overseas Experience:** 2005-08, 2011: Press Officer, European Parliament, Brussels

**Language Proficiency:** English 5, French 5, German 5, Hungarian 5, Dutch 2, Spanish 2 **Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** Transatlantic Relations in the 21st Century; The European Union in Global Governance

**Current Research:** European Parliament and EU Foreign Policy, European Union in Global Governance

**Recent Publications:** None recently

**Dissertations/Theses Supervised in Past 5 Years:** None

**Distinctions:** 2013: Faculty Summer Research Grant, Center for European Studies, UT Austin

**LBJ School of Public Affairs****Jeremi Suri****Professor, Mack Brown Distinguished Chair for Leadership in Public Affairs**

**Appointment:** 2011 Tenured

**Education:** 2001 Ph.D., Yale University, History

**Academic Experience:** 2011-Present: Professor, UT Austin; 2009-11: E. Gordon Fox Professor of History, 2007-09: Professor, 2005-07: Associate Professor, 2001-05: Assistant Professor, University of Wisconsin-Madison

**Overseas Experience:** Presentations in Denmark (2009), France (2012), Germany (2009, 2010, 2012), UK (2009, 2011)

**Language Proficiency:** French 4+, German 3, Russian 3 **Percentage Dedicated To Area Studies:** 40%

**Relevant Courses:** Strategy and Decision-Making in Global Policy; International History since 1898

**Current Research:** The formation and spread of nation-states; the emergence of modern international relations

**Recent Publications:** *History and Foreign Policy: How Leaders Can Use History to Make Better Policies*, co-edited with Henry Brands (Harvard University Press, under contract); *Foreign Policy Breakthroughs: Case Studies in Effective Diplomacy*, co-edited with Robert Hutchings (Oxford University Press, under review); *The Search for a Sustainable Foreign Policy*, co-edited with Benjamin Valentino (Cambridge University Press, under review)

**Dissertations/Theses Supervised in Past 5 Years:** 2

**Distinctions:** 2013: Visiting Research Fellowship, Hiroshima University, Japan; 2012: Visiting Research Fellowship, Ludwig-Maximilians-Universität, Munich, Germany; 2011: Visiting Research Fellowship, Nobel Institute, Oslo, Norway; 2010: Senior Fellow, Heidelberg Center for American Studies, Heidelberg, Germany

**LBJ School of Public Affairs****Yanis Varoufakis**  
**Visiting Professor**

**Appointment:** 2000 Tenured

**Education:** 1987 Ph.D., University of Essex, Economics

**Academic Experience:** 2012-Present: Visiting Professor, UT Austin; 2006-Present: Professor, 2000-06: Associate Professor, University of Athens; 1990-02: Senior Lecturer, University of Sydney; 1995-96: Senior Lecturer, University of Glasgow

**Overseas Experience:** England, Scotland, Belgium, Australia, Greece

**Language Proficiency:** Greek 5, French 3 **Percentage Dedicated To Area Studies:** 80%

**Relevant Courses:** European Financial Crisis; Issues in International Macroeconomics

**Current Research:** European crisis, history of the European Union

**Recent Publications:** *Europe Unhinged: The next phase of the global crisis* (Nation Books, forthcoming); *The Global Minotaur: America, Europe and the future of the World Economy* (Zed Books, 2011, 2013)

**Dissertations/Theses Supervised in Past 5 Years:** 0

**Distinctions:** None

**LBJ School of Public Affairs****Catherine Weaver**  
**Associate Professor**

**Appointment:** 2009 Tenured

**Education:** 2003 Ph.D., University of Wisconsin - Madison

**Academic Experience:** 2010-Present: Associate Professor, 2009: Assistant Professor, UT Austin; 2002-2008: Assistant Professor, University of Kansas; 2001-2002: Research Fellow, Brookings Institution, Washington, D.C.

**Overseas Experience:** Multiple research trips and presentations in the UK, Sweden, Denmark, Belgium, France, Germany

**Language Proficiency:** Russian 3+, Polish 2, French 2 **Percentage Dedicated To Area Studies:** 50%

**Relevant Courses:** International Development; Global Economic Governance; Crisis and Change in International Organizations

**Current Research:** Reform of global economic governance, aid transparency and open data in international development

**Recent Publications:** *Handbook of Global Economic Governance*, Manuella Moschella and Catherine Weaver, eds. (Routledge Press, 2013); *International Political Economy and the Transatlantic Divide*, Catherine Weaver and Nicola Phillips, eds. (Routledge Press, 2010); Catherine Weaver and J.C. Sharman. "RIPE, the American School and Diversity in Global IPE," *Review of International Political Economy* 20(6), (2013)

**Dissertations/Theses Supervised in Past 5 Years:** 20

**Distinctions:** 2012-2017: Principal Investigator, USAID Higher Education Solutions Network AidData Center for Development Policy; 2009-2015: Core Researcher, Minerva Program Grant on "Climate Change and African Political Stability," US Department of Defense; 2014-2015: Research award, Policy Research Institute, LBJ School of Public Affairs

**Middle Eastern Studies****Samer Ali**  
**Associate Professor**

<b>Appointment:</b>	2001 Tenured		
<b>Education:</b>	2002 Ph.D., Indiana University, Near Eastern Languages and Cultures		
<b>Academic Experience:</b>	2008-Present: Associate Professor, 2001-2008: Assistant Professor, UT Austin; 2000-2001: Visiting Lecturer, Free University Berlin		
<b>Overseas Experience:</b>	Archival research in Egypt, Morocco, Kuwait, Spain, France, and Germany		
<b>Language Proficiency:</b>	Arabic 4+, German 3, Persian 2, French 2, Spanish 2	<b>Percentage Dedicated To Area Studies:</b>	25%
<b>Relevant Courses:</b>	Arabic in Europe; Arabic in Sicily		
<b>Current Research:</b>	Reception of Arabic culture in medieval Europe, Arabo-Islamic humanism in the 10th century		
<b>Recent Publications:</b>	<i>Arabic Literary Salons in the Islamic Middle Ages</i> (University of Notre Dame Press, 2010); "Early Islam - Monotheism or Henotheism," (Brill); "Boon Companion," (Brill); "The Rise of the Abbasid Public Sphere," (Consejo Superior); "Literary Salons," "Medieval Court Poetry," (Oxford, 2013)		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	5		
<b>Distinctions:</b>	1989-90, 2004-05, 2009-10: Fulbright Scholar; 2008-09: Diversity Mentoring Award; 2009-10: Faculty Research Assignment; 2004: Dean's Fellowship; 2003: American Institute of Maghrib Studies Award; 2002, 2004: George Mitchell Award		

**Middle Eastern Studies****Jeannette Okur**  
**Lecturer**

<b>Appointment:</b>	2010 Non-Tenure		
<b>Education:</b>	2007 Ph.D., Ankara University, German Language and Literature		
<b>Academic Experience:</b>	2010-Present: Lecturer, 2010-Present: Turkish Program Coordinator, UT Austin; 2007-2009: Tenure-Track Faculty, TOBB Economy and Technology University, Ankara, Turkey		
<b>Overseas Experience:</b>	Faculty Coordinator, Turkey Study Abroad Summer Program, UT Austin (2012); Doctoral Student, Ankara University, Turkey (2002-2007); Austrian Teaching Certificate, Karl-Franzens University, Graz, Austria (1995)		
<b>Language Proficiency:</b>	Turkish 4+, German 4, French 1+	<b>Percentage Dedicated To Area Studies:</b>	70%
<b>Relevant Courses:</b>	From Guest Workers to Transnational Citizens: Turks in Europe; Love in the East and West; Intensive Turkish I-II; Intermediate Turkish I-II; Advanced Turkish I-II		
<b>Current Research:</b>	Effective L2 pedagogy and online curricular development, Reception of modern Turkish literature and film in Europe		
<b>Recent Publications:</b>	English translation of Dr. Ali Fuat Bilkan's <i>Marallar İncece Suyu [When the Does Descend to the Water]</i> (London Books, Inc., 2014, publication pending); English translation of Mustafa Kutlu's <i>Sir [The Secret]</i> (Texas University Press, publication pending); <i>Tales from Rumi. Mathnawi Selections for Young Readers.</i> Ed. Ali Fuat Bilkan (The Light Publ., 2008), English translation		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	0		
<b>Distinctions:</b>	2000-2001: Edith M. Deuss Fellowship, University of Wisconsin-Madison; 1999: Belmont Foundation for Education Excellence in Teaching Award, Belmont, Massachusetts; 1992-1993: Fulbright Scholar, Karl-Franzens-Universität, Graz, Austria		

**Philosophy****Kathleen Higgins  
Professor**

**Appointment:** 1982 Tenured

**Education:** 1982 Ph.D., Yale University, Philosophy

**Academic Experience:** 1995-Present: Professor, 1989-95: Associate Professor, 1983-89: Assistant Professor, 1982-83: Instructor, UT Austin; 1986-87: Visiting Assistant Professor, UC Riverside

**Overseas Experience:** Visiting Fellow, Katholieke Universiteit Leuven, Belgium (April 2013); Visiting Professor, University of Helsinki (March 2000); Visiting Professor, University of Auckland (Various Dates, 1992-2006)

**Language Proficiency:** German 1+, Spanish 1+, French 0+ **Percentage Dedicated To Area Studies:** 30%

**Relevant Courses:** Nietzsche

**Current Research:** Nineteenth and Twentieth Century Continental Philosophy

**Recent Publications:** *Nietzsche's "Zarathustra,"* (Temple University Press, 1987), revised edition (Lexington Books, 2010); *The Music of Our Lives* (Temple University Press, 1991), reissued (Lexington Books, 2011); *The Music between Us: Is Music the Universal Language?* (Chicago University Press, 2012)

**Dissertations/Theses Supervised in Past 5 Years:** 5

**Distinctions:** 2013: American Society for Aesthetics Outstanding Monograph Prize (for *The Music between Us*); Spring 2013: College Research Fellowship, UT Austin; 1997, 2011: Rappaport-King Scholar Mentor Award, UT Austin; 2004: Dean's Fellowship, UT Austin; 2003: Distinguished Teacher in Undergraduate Course Award, UT Austin

**Philosophy****Robert Koons  
Professor**

**Appointment:** 1987 Tenured

**Education:** 1987 Ph.D., UCLA, Philosophy

**Academic Experience:** 2000-Present: Professor, 1993-2000: Associate Professor, 1987-93: Assistant Professor, UT Austin

**Overseas Experience:** Research in UK, Italy, Czech Republic

**Language Proficiency:** German 3+, Classical Greek 3+ **Percentage Dedicated To Area Studies:** 80%

**Relevant Courses:** Medieval and Renaissance Philosophy; Philosophy of Religion

**Current Research:** Metaphysics and Epistemology; Philosophical Logic; Philosophy of Religion

**Recent Publications:** "Eros and Agape Revisited: Reconciling Classical Eudaemonism with Christian Love," in *Reason, Revelation, and the Civic Order: Political Philosophy and the Claims of Faith*, P. de Hart & C. Holloway (eds.), (Northern Illinois University, 2014); *The Waning of Materialism: New Essays* (Oxford UP, 2008); "Epistemological Foundations for the Cosmological Argument," in (ed.) Jonathan Kvanvig, *Oxford Studies in the Philosophy of Religion* (Oxford, 2008)

**Dissertations/Theses Supervised in Past 5 Years:** 3

**Distinctions:** 2014-15: James Madison Fellow, Princeton University; 2001: Philosopher-in-Residence, Valparaiso University; 1992: Gustave O. Arlt Award; 1987: Carnap Prize (UCLA); 1985-87: Richard M. Weaver Fellow; 1987: Carnap Prize (UCLA)

**Philosophy****Aloysius Martinich****Roy Allison Vaughan Centennial Professor in Philosophy**

<b>Appointment:</b>	1973 Tenured		
<b>Education:</b>	1973 Ph.D., University of California San Diego		
<b>Academic Experience:</b>	1999-Present: Roy Allison Vaughan Centennial Professor in Philosophy, 1985-99: Professor of Philosophy, 1979-85: Associate Professor, 1973-79: Assistant Professor, UT Austin		
<b>Overseas Experience:</b>	Research in England		
<b>Language Proficiency:</b>	French 3+, Latin 3+	<b>Percentage Dedicated To Area Studies:</b>	60%
<b>Relevant Courses:</b>	Hobbes, Locke, and Rousseau; Hobbes and Locke		
<b>Current Research:</b>	History of political philosophy, Hobbes, Locke, Hume, philosophy of language, medieval philosophy		
<b>Recent Publications:</b>	"Law and Self-Preservation in Leviathan: On Misunderstanding Hobbes's Philosophy, 1650-1700," in <i>The Religious Enlightenment</i> , ed. Nathan Jacobs and Chris Firestone (University of Notre Dame Press, forthcoming 2010); "The Total Content of What a Speaker Communicates," in <i>Meaning and Analysis: New essays on Gice</i> , 2010		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	2		
<b>Distinctions:</b>	2009: Advisory Board, Comparative Philosophy; 2008: Plan II Honors Chet Oliver Teaching Award; 2002: Dean's Scholar, UT Austin; 2002: Honorary Professor, Capital Normal University, Beijing, China; 2001: Finalist, Distinguished Career Award, UT Austin		

**Philosophy****Ian Proops  
Professor**

<b>Appointment:</b>	2009 Tenured		
<b>Education:</b>	1998 Ph.D., Harvard University, Philosophy		
<b>Academic Experience:</b>	2011-Present: Professor, 2009-2011: Associate Professor, UT Austin; 2004-2008: Associate Professor, 1998-2004: Assistant Professor, University of Michigan		
<b>Overseas Experience:</b>	Presentations in UK, Sweden, Croatia, Germany, Canada,		
<b>Language Proficiency:</b>	German, French, Latin	<b>Percentage Dedicated To Area Studies:</b>	100%
<b>Relevant Courses:</b>	Leibniz's Metaphysics; Leibniz; Russell 1900-1914; Kant's <i>Critique of Pure Reason</i> ; Hegel's <i>Phenomenology of Spirit</i> ; Early Modern Philosophy; Introduction to Philosophy		
<b>Current Research:</b>	Kant's Theoretical Philosophy, History of Analytic Philosophy, Metaphysics, Epistemology, Philosophy of Language		
<b>Recent Publications:</b>	"Kant on the Ontological Argument," <i>Nous</i> , forthcoming; "Kant on the Cosmological Argument," <i>Philosophers' Imprint</i> , forthcoming; "Russellian Acquaintance Revisited," <i>Journal of the History of Philosophy</i> , forthcoming; "Acquaintance, Self-evidence, and the Error in Russell's <i>Problems of Philosophy</i> ," <i>New Essays on Bertrand Russell's The Problems of Philosophy</i> , (Ed.) Bernard Linsky and Donovan Wishon (CSLI Publications, forthcoming)		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	0		
<b>Distinctions:</b>	2012-13: GlaxoSmithKlein Fellow, National Humanities Center; 2012-13: Supplemental College Research Fellowship, UT Austin; 2009: Dean's Fellowship, UT Austin; 2007: Excellence in Education Award, University of Michigan; 2000: Rackham Summer Fellowship and Grant, University of Michigan		

**Philosophy****Paul Woodruff****Darrell K. Royal Professor in Ethics and American Society**

<b>Appointment:</b>	1973 Tenured		
<b>Education:</b>	1973 Ph.D., Princeton University, Philosophy		
<b>Academic Experience:</b>	1973-Present: Faculty; 2006-2012: Dean of Undergraduate Studies; 1991-2006: Director, Plan II Honors Program, 1988-91: Chairman, Department of Philosophy, UT Austin		
<b>Overseas Experience:</b>	Marshall Scholar (1965-68); studied in Germany (1965)		
<b>Language Proficiency:</b>	French 1+, German 1+, Ancient Greek 4+, Latin 3+	<b>Percentage Dedicated To Area Studies:</b>	95%
<b>Relevant Courses:</b>	Seminar: Sophocles		
<b>Current Research:</b>	Ancient Greek ethical theories, Philosophy of Theater, the Art of Sophocles, Thucydides' history		
<b>Recent Publications:</b>	<i>The Ajax Dilemma</i> (Oxford University Press, 2011); <i>The Necessity of Theater: The Art of Watching and Being Watched</i> (Oxford University Press, 2008); <i>First Democracy</i> ; <i>The Challenge of an Ancient Idea</i> (Oxford University Press, 2005)		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	4		
<b>Distinctions:</b>	2006: Runner Up, Hamilton Book Award; 2006: Civitatis Award, University of Texas; 2004: Darrel K. Royal Professor in Ethics and American Society; Pro Bene Meritis Award, College of Liberal Arts; 1997: Member, Academy of Distinguished Teachers		

**School of Architecture****Anthony Alofsin****Roland Gommel Roessner Centennial Professor in Architecture**

<b>Appointment:</b>	1987 Tenured		
<b>Education:</b>	1987 Ph.D., Columbia University		
<b>Academic Experience:</b>	1999-Present: Roland Gommel Roessner Centennial Professor, 1998-99: Martin S. Kermacy Centennial Professor, 1991-97: Sid Richardson Centennial Professor, 1987-91: Sid Richardson Centennial Teaching Fellow, UT Austin		
<b>Overseas Experience:</b>	Extensive work in Europe		
<b>Language Proficiency:</b>	French 3+, Italian 3, Spanish 3, German 2+, Latin 2, Ancient Greek 2	<b>Percentage Dedicated To Area Studies:</b>	30%
<b>Relevant Courses:</b>	Central European Architecture, 1848-1933; Historiography of Modernism; Introduction to Architectural Theory; Origins of Architecture		
<b>Current Research:</b>	Frank Lloyd Wright, Modernism, Ornament: History and Practice, Central European Architecture		
<b>Recent Publications:</b>	<i>Dream Home: What You Need to Know Before You Buy</i> (nerformsLtd.com, 2013); <i>Frank Lloyd Wright: Art Collector</i> (University of Texas Press, 2012); <i>Architektur beim Wort nehmen. Bildhaft sprechende Baukunst des Habsburgerreiches und seiner Nachfolgestaaten 1967-1933</i> (Verlag Anton Pustet, 2011); <i>A Modernist Museum in Perspective: The East Building, National Gallery of Art</i> (Yale University Press and National Gallery of Art, 2009)		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	2		
<b>Distinctions:</b>	2013: National Member, Bogliasco Foundation Fellowship Advisory Committee; 2009. 2013: Faculty Research Assignment; 2012: School of Architecture Research Grant, UT Austin; 2011: Fellow, Helen Riaboff Whiteley Center; 2010, 2006: Fellow, MacDowell Colony, Peterborough, NH. 2008-09: Outstanding Scholarship Award, UT Austin		

**School of Architecture****Simon Atkinson****Mike Hogg Centennial Professor**

<b>Appointment:</b>	1982 Tenured		
<b>Education:</b>	1989 Ph.D., University of Sheffield, Urban Design		
<b>Academic Experience:</b>	1982-Present: Professor, UT Austin; 2008-Present: Visiting Professor, NC State University; 1992-93: Adjunct Professor, University of Sheffield, 1971-82: Head of Joint Centre for Urban Design, Oxford Brookes University		
<b>Overseas Experience:</b>	British citizen, educated in the UK, licensed architect and town planner. Led School of Architecture study abroad program to Oxford and London since 1983, Urban designer and architect in England and Gibraltar		
<b>Language Proficiency:</b>	Spanish 3	<b>Percentage Dedicated To Area Studies:</b>	50%
<b>Relevant Courses:</b>	Garden City to New Community; Design of Sustainable Communities; London Advanced Studio		
<b>Current Research:</b>	Design of sustainable cities, neighborhoods and housing in the UK, Sweden, Germany, and the Netherlands		
<b>Recent Publications:</b>	<i>The Design of Three Neighborhoods for Children</i> , The Child in the City, Odense, Denmark (2014); "Surge City," with C. Lewis, <i>Design Interventions for Changing Climates</i> , joint meeting of Subtropical Cities 2013 and ACSA Fall Conference, Ft. Lauderdale (October 2013); "Designing Inner City Neighborhoods," <i>2A Architecture and Art</i> , Issue 13 (2010)		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	10		
<b>Distinctions:</b>	Mike Hogg Centennial Professorship, School of Architecture, UT Austin		

**School of Architecture****Mirka Benes****Associate Professor**

<b>Appointment:</b>	2006 Tenured		
<b>Education:</b>	1989 Ph.D., Yale University		
<b>Academic Experience:</b>	2006-Present: Associate Professor, UT Austin; 2000-05: Senior Lecturer in the History of Landscape Architecture, Harvard University, Graduate School of Design		
<b>Overseas Experience:</b>	Multiple presentations, 2006, Conference: "Architettura e Paesaggio" Politecnico di Bari, Bari, Italy; 2005, Presentation, The British School of Rome; 2005, Presentation, University of Edinburgh		
<b>Language Proficiency:</b>	French 4, Italian 4, German 4, Latin 3, Spanish 3	<b>Percentage Dedicated To Area Studies:</b>	100%
<b>Relevant Courses:</b>	Professional Design and Practice in Baroque Rome; Italian Renaissance Villa and Garden		
<b>Current Research:</b>	Renaissance and Baroque, Italy and France; History of European Cities and the Rural Environments		
<b>Recent Publications:</b>	"The Study of Italian Gardens and Landscapes: An Expanding Field," in <i>Recent Issues in Italian Garden Studies</i> , edited by Mirka Benes and Michael G. Lee [Dumbarton Oaks Colloquium XXXI] (Dumbarton Oaks Research Library and Collection, 2010)		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	1		
<b>Distinctions:</b>	2000-2001: The Graham Foundation for Advanced Studies in the Fine Arts		

**School of Architecture****Richard Cleary**  
**Professor, Page Southerland Page Fellow in**  
**Architecture**

<b>Appointment:</b>	1995 Tenured		
<b>Education:</b>	1986 Ph.D., Columbia University, Art History		
<b>Academic Experience:</b>	1995-Present: Professor, UT Austin; 2007: Instructor, Tecnológico de Monterrey; 1992-1995, 1999, 2003-2006: Guest Curator, Carnegie Museum of Art; 1989-1995: Associate Professor, Carnegie Mellon University		
<b>Overseas Experience:</b>	2003: Faculty, UT Summer in Italy Program; Fall 2007: Drop-In Instructor, School of Architecture Italy Program, UT Austin; Fall 2013: Drop-In Instructor, School of Architecture Paris Program, UT Austin		
<b>Language Proficiency:</b>	French 4+, Italian 3+, German 3+	<b>Percentage Dedicated To Area Studies:</b>	33%
<b>Relevant Courses:</b>	World Architecture: Industrial Revolution to Present; Architecture in the Age of the Baroque; Architecture in the Age of Revolution; Eighteenth-Century Cities		
<b>Current Research:</b>	History of Architecture Survey, Architectural Theory, History of Building Technology		
<b>Recent Publications:</b>	"Gloire, Embellissement, Utilité, and the Places Royales of Louis XV," in Miguel Figueira de Faria, ed., <i>Praças Reais: Passado, Presente e Futuro</i> , proceedings of the Colóquio Internacional Praças Reais: Passado, Presente et Futuro (Lisbon, 2006; Livros Horizonte, 2008)		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	3		
<b>Distinctions:</b>	2011: Regents' Outstanding Teaching Award, University of Texas System; Fellowship from the National Endowment for the Humanities and the American Council of Learned Societies; 2009: Annual Essay Award, Southeast Chapter of the Society of Architectural Historians		

**School of Architecture****Christopher Long**  
**Professor**

<b>Appointment:</b>	1995 Tenured		
<b>Education:</b>	1993 Ph.D., University of Texas at Austin, History		
<b>Academic Experience:</b>	2009-Present: Professor, 2003-2009: Associate Professor, 1999-2003: Assistant Professor, 1995-1999: Lecturer, UT Austin; 1994-95: Visiting Professor, Central European University, Prague, Czech Republic		
<b>Overseas Experience:</b>	1994-95: Visiting Professor, Central European University, Prague, Czech Republic		
<b>Language Proficiency:</b>	German 4+, Czech 3+, French 3, Italian 3, Serbo-Croatian 2	<b>Percentage Dedicated To Area Studies:</b>	70%
<b>Relevant Courses:</b>	World Architecture: Origins to 1750		
<b>Current Research:</b>	Central European Architecture and Design; History of Historic Preservation		
<b>Recent Publications:</b>	<i>Kim Weber</i> (Yale University Press, forthcoming 2014); <i>Paul T. Frankl: Autobiography</i> , ed. with Aurora McClain (DoppelHouse Press, 2013); <i>Josef Frank: Schriften/Josef Frank: Writings</i> , 2 vols. ed. with Tano Bojankin and Iris Meder (Metro Verlag, 2012); <i>The Looshaus</i> (Yale University Press, 2011); <i>Paul T. Frankl and Modern American Design</i> (Yale University Press, 2007); <i>Josef Frank: Life and Work</i> (University of Chicago Press, 2002)		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	None		
<b>Distinctions:</b>	2012: Kjell och Märta Beijers Stiftelse, Stockholm, publication grant for <i>Josef Frank: Gesammelte Schriften/Complete Writings</i> ; 2012: Architectural Research Support Grant, UT Austin; 2011: Best Scholarly Book Award, Texas Institute of Letters; 2011: Harwell Hamilton Harris Professorship, UT Austin		

**School of Architecture****Smilja Milovanovic-Bertram**  
**Associate Professor**

**Appointment:** 1992 Tenured

**Education:** 1974 M.Arch., Harvard University

**Academic Experience:** 2009-Present: Associate Professor, 2003-2009: Assistant Professor, UT Austin; 2000-Present: Associate Professor and Director, Study in Italy Program, UT Austin

**Overseas Experience:** Italy, Study in Italy Program (2011-2014)

**Language Proficiency:** Slovenian 5, Serbian 5, Portuguese 4, French 3, Italian 3  
**Percentage Dedicated To Area Studies:** 50%

**Relevant Courses:** Italian Architecture; Italian Experience

**Current Research:** Construction I; Design Process; Undergraduate Design; Graduate Design; Visual communication

**Recent Publications:** *Roman Spaces: Conversations on the Eternal City & Contemporary Architecture* (University of Texas Press, forthcoming); "Learning from Rome", *Travel, Space, Architecture*, ed, Akkach, Mitrasinovic, Traganous (Ashgate Publishing, 2009)

**Dissertations/Theses Supervised in Past 5 Years:** None

**Distinctions:** 2009: Board of Regents' Outstanding Teaching Award; 2009: MacDowell Colony Fellowship; 2009: Nomination for Hamilton Book Author Award; 2008-2009: Fulbright Fellowship Alternate for Italy

**School of Architecture****Danilo Udovicki-Selb**  
**Associate Professor**

**Appointment:** 1990 Tenured

**Education:** 1996 Ph.D., MIT, History, Theory and Criticism of Architecture

**Academic Experience:** 1990-Present: Associate Professor, UT Austin

**Overseas Experience:** Profession Degree in Architecture and M. Arch. & Urban Design, University of Belgrade; Editorial board of the *Giornale dell'Architettura* (Carlo Olmo Director) Turin, Italy

**Language Proficiency:** French 5, Serbo-Croatian 5, Spanish 4, Italian 4, English 3+, Russian 2+, Portuguese 2+  
**Percentage Dedicated To Area Studies:** 80%

**Relevant Courses:** Brunelleschi, Our Contemporary; Le Corbusier/Espirit Nouveau; Advanced Theory, History, Criticism Of Architecture; Modernism in France 1920s-1930s; Italian Architecture 1400-1600

**Current Research:** Critical History and Theory of Modern Architecture, Architectural Culture in France -1930s

**Recent Publications:** "Les Constructivistes face à Staline: Sanatoriums méconnus des Années Trente de Moscou au Caucase," in *Les Hôpitaux Modernes: survie et restauration* (Cité de l'Architecture / Palais de Chaillot / DOCOMOMO International, 2007); "Les Vicissitudes du camouflage du Palais de Chaillot: Paris1937" in *La Colline de Chaillot et ses palais* (Cité de l'Architecture, 2007)

**Dissertations/Theses Supervised in Past 5 Years:** 2

**Distinctions:** 2005: Research Grant, UT Vice-President for Research; 2005: Research Grant (CREEES); 2005: Three Research/Travel Grants, UT School of Architecture; 2004: CASVA, Mellon Bruce Senior Fellow, National Gallery of Art; Faculty Research Assignment, UT Austin

**School of Business****Linda Gerber  
Senior Lecturer**

**Appointment:** 1990 Non-Tenure

**Education:** 1983 Ph.D., University of Texas at Austin, Marketing

**Academic Experience:** 1997-Present: Senior Lecturer, 2008-Present: Director, International Business Program, 1991-99: Director of Academic Program, Center for International Business Education and Research, 1990-97: Lecturer, UT Austin

**Overseas Experience:** Teaching in Germany, France, and Finland

**Language Proficiency:** German 1+, Spanish 1+ **Percentage Dedicated To Area Studies:** 25%

**Relevant Courses:** International Marketing and Consumer Behavior in Europe; International Business Operations; International Trade and Investment; International Corporate Management

**Current Research:** Strategic marketing, global marketing, international business, business education

**Recent Publications:** "Title VI-B BIE Funding: A Survey of Success," in *A Field Guide to Internationalizing Business Education*, (Eds.) Robert F. Scherer, Sarah T. Beaton, M. Fall Ainina, and Jeffrey F. Meyer (2000); "Toward Global Education: Strategic Partnerships with Overseas Institutions," *Selections* (1997); "Strategic Partnerships for Global Education: Linkages with Overseas Business Schools," with Robert T. Green, *Journal of International Marketing* (1996)

**Dissertations/Theses Supervised in Past 5 Years:** None

**Distinctions:** 2008: Outstanding Faculty Advisor, National Academic Advising Association - UT Nominee; 1995-97: Undergraduate International Studies and Foreign Language Grant Program, U.S. Department of Education; 1993-96, 1996-99, 1999-02: Center for Int'l Business Education and Research Grant Program, U.S. Department of Education

**School of Business****Sirkka Jarvenpaa  
Professor and James L. Bayless/Rauscher Pierce  
Refsnes, Inc. Chair in Business Administration**

**Appointment:** 1986 Tenured

**Education:** 1986 Ph.D., University of Minnesota, Minneapolis

**Academic Experience:** 1999-Present: James L. Bayless/Rauscher Pierce Refsnes, Inc. Chair in Business Administration, 1997-Present: Professor, 1991-97: Associate Professor, 1986-91: Assistant Professor, UT Austin

**Overseas Experience:** Visiting Professor, Chalmers University of Technology/University of Gothenburg, Sweden (Jan 2014-Present); Finnish Distinguished Professor, Helsinki University of Technology/Aalto University, Finland (2008-2012)

**Language Proficiency:** Finnish 5 **Percentage Dedicated To Area Studies:** 50%

**Relevant Courses:** Managing Innovation in a Global Company

**Current Research:** Open innovation models

**Recent Publications:** "How do IT Outsourcing Vendors Respond to Shocks in Client Demand? A Resource Dependence Perspective," with F. Su and J-Y. Mao, *Journal of Information Technology*, forthcoming; "How Finnair Socialized Customers for Service Co-Creation with Social Media," with V.K. Tuunainen, *MIS Quarterly Executive* 12.3 (September 2013): 125-36

**Dissertations/Theses Supervised in Past 5 Years:** 2

**Distinctions:** Honorary Doctorate, University of Gothenburg; Honorary Doctorate, Aalto University/Helsinki School of Economics; Honorary Doctorate, Jyväskylä University

**School of Business****Luis Martins**  
**Associate Professor**

**Appointment:** 2010 Tenured

**Education:** 1997 Ph.D., New York University

**Academic Experience:** 2010-Present: Associate Professor, UT Austin; 2002-10: Associate Professor, Georgia Institute of Technology; 1992-02: Assistant Professor, University of Connecticut

**Overseas Experience:** Entrepreneur in India (1988-1989)

**Language Proficiency:** French 2, Portuguese 2, Spanish 2 **Percentage Dedicated To Area Studies:** 25%

**Relevant Courses:** Organizational Behavior

**Current Research:** Gender diversity programs, organizational diversity management approaches

**Recent Publications:** "A Contingency View of the Effects of Cognitive Diversity on Team Performance: The Moderating Roles of Team Psychological Safety and Conflict," with M.C. Schilpzand, B. L. Kirkman, S. Ivanaj, and V. Ivanaj, *Small Group Research* 44(2): 96-126

**Dissertations/Theses Supervised in Past 5 Years:** 2

**Distinctions:** 2013-14: Joe D. Beasley Teaching Excellence Award, UT Austin; 2012-13: Fawn and Vijay Mahajan Teaching Excellence Award, UT Austin; 2012-13, 2013-14: MBA Faculty Honor Roll, McCombs School of Business, UT Austin; Appointed the Juanita Drebelbis Fellow in Business, McCombs School of Business, UT Austin

**School of Business****Violina Rindova**  
**Ralph B. Thomas Professor of Business**

**Appointment:** 2006 Tenured

**Education:** 1999 Ph.D., New York University

**Academic Experience:** 2010-Present: Ralph B. Thomas Professor of Business, 2009-Present: Professor, 2006-09: Associate Professor, UT Austin; 2005-06: Associate Professor, 2000-05: Assistant Professor, University of Maryland

**Overseas Experience:** J.D. from Sophia University, Sofia, Bulgaria (1990); MBA from Madrid Business School, University of Houston, Madrid, Spain (1992); Presentations in UK (2006, 2008) Italy (2003, 2004, 2005, 2007), Sweden (2004)

**Language Proficiency:** None **Percentage Dedicated To Area Studies:** 30%

**Relevant Courses:** Contemporary Issues in Strategic Management; Strategic Management; Entrepreneurship; General Management and Strategy

**Current Research:** Strategy, firm culture, value creation and reputation, especially in the context of emerging markets

**Recent Publications:** "No news is bad news: Sensegiving activities, media attention, and venture capital funding of new technology organizations," with A. Petkova and A. Gupta, *Organization Science* 24 (3), 2013: 865-888; "The cultural side of value creation," with D. Ravasi and E. Dalpiaz, *Strategic Organization* 10 (2012): 231-239

**Dissertations/Theses Supervised in Past 5 Years:** 4

**Distinctions:** 2012: Award for Scholarly Contribution by *Strategic Organization* for Best Article; 2011: Oxford University Centre for Corporate Reputation Award for Best Paper; 2011, 2013: Nominee, Outstanding Research Contribution Career Award, UT Austin; 2009-10: Humanities Institute Fellow, UT Austin

**School of Business****Marvin Kirby Roberts  
Lecturer**

**Appointment:** 2010 Non-Tenure

**Education:** 2007 LL.M., The University of Edinburgh, International Law; 2007 J.D., University of Texas at Austin

**Academic Experience:** 2010-Present: Lecturer, UT Austin; 2005, 2007: Research Assistant, UT Austin; 2006: Teaching Assistant, UT Austin; 2000: Teaching Assistant, Webster University, Geneva, Switzerland

**Overseas Experience:** 2000: Teaching Assistant, Webster University, Geneva, Switzerland

**Language Proficiency:** French 3, German 3, Spanish 3 **Percentage Dedicated To Area Studies:** 65%

**Relevant Courses:** European Union Commercial Environment; Fundamentals of Doing Business in the EU; Dynamics of the European Union Business Environment; International Business Foundations

**Current Research:** FCPA, International Licensing Law, International Information Technology Law, International Business Law

**Recent Publications:** None Recently

**Dissertations/Theses Supervised in Past 5 Years:** 0

**Distinctions:** None

**School of Engineering****Michael Webber  
Associate Professor, Josey Centennial Fellow  
in Energy Resources**

**Appointment:** 2007 Tenured

**Education:** 2001 Ph.D., Stanford University, Mechanical Engineering

**Academic Experience:** 2013-Present: Co-Director, Clean Energy Incubator, 2012-Present: Deputy Director, Energy Institute, 2012-Present: Associate Professor, 2007-2012: Assistant Professor, UT Austin

**Overseas Experience:** None

**Language Proficiency:** None **Percentage Dedicated To Area Studies:** 25%

**Relevant Courses:** Energy Technology and Policy; How Things Work

**Current Research:** Convergence of energy, policy, and commercialization

**Recent Publications:** E.A. Grubert, A.S. Stillwell and M.E. Webber, "Where Does Solar-Aided Seawater Desalination Make Sense? A Method For Identifying Sustainable Sites," *Desalination* 339 (2014): 10-17; M.E. Clayton, A.S. Stillwell, and M.E. Webber, "Implementation of brackish groundwater desalination using wind-generated electricity: A case study of the energy-water nexus in Texas," *Sustainability* (special issue *The Energy Sustainability Nexus*) 6 (2014): 758-778

**Dissertations/Theses Supervised in Past 5 Years:** 22

**Distinctions:** 2012-Present: Josey Centennial Fellow in Energy Resources, UT Austin; 2014: Harrington Fellowship, UT Austin; 2014: Inaugural recipient of the John S. Butler Distinguished Alumni Award, Austin Technology Incubator, UT Austin

**School of Law****Philip Bobbitt**  
**Distinguished Senior Lecturer**

**Appointment:** 2010 Non-Tenure

**Education:** 1979 Ph.D. Oxford University; 1983 JD, Yale University

**Academic Experience:** Present: Fellow, American Academy of Arts and Sciences; Former trustee of Princeton University

**Overseas Experience:** Former member of Oxford University Modern History Faculty and the War Studies Department of Kings College, London; Ph.D., Oxford University

**Language Proficiency:** French 2 **Percentage Dedicated To Area Studies:** 25%

**Relevant Courses:** Terror and Consent: Constitutional and International Law

**Current Research:** International and Constitutional Law

**Recent Publications:** "The New Rules of Engagement: Nine Imperatives for Our Post-9/11 World" (2010); *Terror and Consent: The Wars for the Twenty-First Century* (2008); *The Shield of Achilles: War, Peace and the Course of History* (2002)

**Dissertations/Theses Supervised in Past 5 Years:** None

**Distinctions:** 1990-Present: Endowed the Rebekah Johnson Bobbitt National Prize for Poetry, awarded biennially by the Library of Congress; 2004: Named one of Britain's Top 100 Public Intellectuals by Prospect Magazine

**School of Law****Jens Dammann**  
**William Stamps Farish Professor in Law**

**Appointment:** 2005 Tenured

**Education:** 2005 Habilitation (Post-Doctoral Degree), 2005 Dr.jur., Johan Wolfgang Goethe-Universität; 2003 J.S.D., Yale

**Academic Experience:** 2010-Present: William Stamps Farish Professor in Law, 2005-10: Assistant Professor; UT Austin; 2009: Visiting Assistant Professor, University of Chicago; 2004-05: Visiting Assistant Professor, Cornell University

**Overseas Experience:** 2002-05: Fellow, Max Planck Institute for Intellectual Property, Competition, and Tax Law

**Language Proficiency:** German 5, English 4+, French 4+, Italian 2 **Percentage Dedicated To Area Studies:** 25%

**Relevant Courses:** Introduction to European Union Law

**Current Research:** Preliminary Rulings Procedure in the European Union

**Recent Publications:** "The Banking Union: Flawed by Design," *Geo. J. Int'l L.* (forthcoming, 2014); "The Mandatory Law Puzzle: Redefining American Exceptionalism in Corporate Law," *Hastings L.J.* 65 (2014): 441-499; "The Right to Leave the Eurozone," *Tex. Int'l L.J.* 48 (2013): 126-53; "Place aux Dames: The Ideological Divide Between American and European Gender Discrimination Laws," *Cornell Int. L. J.* 45 (2012): 25-76

**Dissertations/Theses Supervised in Past 5 Years:** None

**Distinctions:** 2006: Walter-Kolb-Gedächtnispreis 2005, awarded by the city of Frankfurt am Main

<b>School of Law</b>	<b>Karen Engle</b> <b>Minerva House Drysdale Regents Chair in Law</b>		
<b>Appointment:</b>	2009 Tenured		
<b>Education:</b>	1989 J.D., Harvard Law School		
<b>Academic Experience:</b>	2009-Present: Minerva House Drysdale Regents Chair In Law; Founder and Co-Director, Bernard and Audre Rapoport Center for Human Rights, UT Austin		
<b>Overseas Experience:</b>	Advanced study at European University Institute, Florence, Italy (1991)		
<b>Language Proficiency:</b>	Spanish 4	<b>Percentage Dedicated To Area Studies:</b>	45%
<b>Relevant Courses:</b>	Public International Law; International Human Rights; European and North American Approaches to Human Rights; Law and Social Justice		
<b>Current Research:</b>	International human rights law, international humanitarian law, international law		
<b>Recent Publications:</b>	“Anti-Impunity and the Turn to Criminal Law in Human Rights,” in K. Engle, D. Davis, and Z. Miller, eds., <i>Anti-Impunity and the Human Rights Agenda</i> (Cambridge University Press, forthcoming 2015); <i>The Elusive Promise of Indigenous Development: Rights, Culture, Strategy</i> (Duke University Press, 2010); <i>After Identity: A Reader in Law and Culture</i> , edited with Dan Danielsen (Routledge, 1995)		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	0		
<b>Distinctions:</b>	2010: Best Book Award, American Political Science Association Section on Human Rights, selected in 2011 for <i>The Elusive Promise of Indigenous Development</i> ; 2009: Resident Scholar, Rockefeller Foundation Bellagio Center; 1990-92: Ford Fellowship in Public International Law, Harvard Law School		

<b>School of Law</b>	<b>Victor Ferreres</b> <b>Visiting Professor</b>		
<b>Appointment:</b>	2000 Tenured		
<b>Education:</b>	1990 Licenciature en Derecho (Law Degree), Universitat de Barcelona; 1992 LL.M., 1996 J.S.D., Yale Law School		
<b>Academic Experience:</b>	1994-Present: Professor, Universitat Pompeu Fabra, Barcelona, Spain; 2001-2011: Professor, Escuela Judicial; 2005, 2009-14: Visiting Professor, UT Austin; 2001, 2003, 2007: Visiting Professor, New York University		
<b>Overseas Experience:</b>	Professor at Universitat Pompeu Fabra, Barcelona, Spain; Law Degree from Universitat de Barcelona		
<b>Language Proficiency:</b>	Spanish 5, Catalan 5, English 4+, French 3	<b>Percentage Dedicated To Area Studies:</b>	40%
<b>Relevant Courses:</b>	European Union Law; European Constitutionalism; Globalization; Institutional Design		
<b>Current Research:</b>	European integration, investment treaty arbitration		
<b>Recent Publications:</b>	<i>Constitutional Courts and Democratic Values: A European Perspective</i> (Yale University Press, 2009); <i>The Constitution of Spain: A Contextual Analysis</i> (Hart Publishing, 2013)		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	2		
<b>Distinctions:</b>	1996: Francisco Tomás y Valiente Prize, awarded by the Spanish Constitutional Court and the Centro de Estudios Políticos y Constitucionales, for the book <i>Justicia constitucional y democracia</i> , 2012: Cruz de San Raimundo de Peñafort, awarded by the Spanish Minister of Justice		

**School of Law****Derek Jinks****Marrs McLean Professor in Law**

**Appointment:** 2005 Tenured

**Education:** 1998 J.D., Yale Law School

**Academic Experience:** 2007-Present: Marrs McLean Professor in Law, 2005-07: Assistant Professor, UT Austin; 2009-10: Charles H. Stockton Chair of International Law, United States Naval War College

**Overseas Experience:** International law issues throughout Europe -- from legal issues arising in NATO military operations to legal issues arising out of cyberconflicts in Estonia and Georgia

**Language Proficiency:** None **Percentage Dedicated To Area Studies:** 25%

**Relevant Courses:** Public International Law; International Humanitarian Law

**Current Research:** Public International Law, International Law of Armed Conflict, Human Rights Law

**Recent Publications:** *Socializing States: Promoting Human Rights through International Law*, with Ryan Goodman (Oxford University Press, 2013); *Understanding Social Action, Promoting Human Rights*, co-edited with Ryan Goodman and Andrew K. Woods (Oxford University Press, 2012)

**Dissertations/Theses Supervised in Past 5 Years:** 0

**Distinctions:** 2007: Frederick Douglass Human Rights Award, Southern Center for Human Rights, (joint recipient); 2007: Excellence in Public Interest Award, Texas Law Fellowships; 1998: Thomas Emerson Prize, Yale Law School

**School of Law****Inga Markovits****Professor, The Friends of Joe Jamail Regents Chair in Law**

**Appointment:** 1969 Tenured

**Education:** 1969 LL.M., Yale

**Academic Experience:** 1976-Present: Centennial Professor of Law, UT Austin

**Overseas Experience:** 1997: Visiting Scholar, Zentrum for Zeithistorische Forschung, Potsdam, Germany

**Language Proficiency:** German 5, English 4+, French 3 **Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** Comparative Constitutional Law; East European Law In Transition,

**Current Research:** Comparative law, socialist legal regimes, law reform in Eastern Europe, history of East German law

**Recent Publications:** "Juristen – böse (Christen) Sozialisten?" Die Juristische Fakultät der Humboldt Universität in den DDR-Jahren, in: Zeitschrift der Savigny-Stiftung für Rechtsgeschichte (forthcoming); "Professor Sendler und der Unrechtsstaat," in Eckertz-Höfer/Sellner, eds., *Gedächtnisschrift für Horst Sendler* (Cologne, 2011)

**Dissertations/Theses Supervised in Past 5 Years:** 1

**Distinctions:** 2012: Ellen Maria Garrison Fellow, The American Academy in Berlin; 2011: Willard Hurst Prize, Law & Society Association; 2000: Henry Morris Lecturer, Chicago-Kent College of Law; 2000: Bacon-Kilkenny Chair for Distinguished Visiting Professors, Fordham Law School

**School of Law****Jonathan Pratter  
Lecturer**

**Appointment:** 1985 Non-Tenure

**Education:** 1985 M.S.L.I.S., University of Illinois, 1980 J.D., University of Nebraska

**Academic Experience:** 1993-Present: Lecturer, 1986-Present: International and Foreign Law Librarian, 1985-86: Reserve Room Librarian, UT Austin

**Overseas Experience:** None

**Language Proficiency:** French 4, Spanish 3, German 4 **Percentage Dedicated To Area Studies:** 25%

**Relevant Courses:** Advanced Research in Foreign and International Law

**Current Research:** International Law

**Recent Publications:** Chapter 21, International Law in *Fundamentals of Legal Research*, 9th ed. (Foundation Press, 2009); Appendix C in *Fundamentals of Legal Research*, 9th ed. (Foundation Press, 2009); "Civil Jurisdiction Rules of the EU and Their Impact on Third States," book review, 36 *Int'l J. Legal Information* 524-526 (2008)

**Dissertations/Theses Supervised in Past 5 Years:** 0

**Distinctions:** 2001-02: Carl H. Fulda Award, Texas International Law Journal, "for his contribution to the scholarship of international law"

**School of Music****Elliott Antokoletz  
Professor**

**Appointment:** 1976 Tenured

**Education:** 1975 Ph.D., City University of New York

**Academic Experience:** 1976-Present: Professor, UT Austin

**Overseas Experience:** Research in Hungary

**Language Proficiency:** German, French **Percentage Dedicated To Area Studies:** 25%

**Relevant Courses:** History of Music II; Advanced Topics in Music Literature; Topics in Instrumental Chamber Music; Topics in Symphonic Tradition

**Current Research:** The Russian ballets of Igor Stravinsky, structural proportions in the music of Béla Bartók

**Recent Publications:** *A History of Twentieth-Century Music in a Theoretic-Analytical Context* (Routledge, 2013); *The Musical Language of the Twentieth Century, the Discovery of a Missing Link: The Music of Georg von Albrecht* (Verlag Peter Lang, 2012); *Musical Symbolism in the Operas of Debussy and Bartók: Trauma, Gender, and the Unfolding of the Unconscious* (Oxford University Press, 2004)

**Dissertations/Theses Supervised in Past 5 Years:** 15

**Distinctions:** 1994-1995: E. W. Doty Professorship in Fine Arts; 1984-85: Alice Mackie Scott Taquard Endowed Professorship in Fine Arts; 1981: Béla Bartók Memorial Plaque and Diploma (awarded by Hungarian Government)

**School of Music****James Buhler**  
**Associate Professor**

**Appointment:** 1999 Tenured

**Education:** 1996 Ph.D., University of Pennsylvania, Music

**Academic Experience:** 2005-Present: Associate Professor, 1999-2005: Assistant Professor, UT Austin; 1997, 1999: Visiting Assistant Professor, Carleton College; 1998: Lecturer, University of Wisconsin - Madison

**Overseas Experience:** None

**Language Proficiency:** German 3+, French 3 **Percentage Dedicated To Area Studies:** 50%

**Relevant Courses:** Analytical Techniques; Post-Tonal Analysis; Music and Film Sound; Introduction to Music and Film Sound

**Current Research:** Music and Film Sound; Music and Critical Theory; the music of Gustav Mahler

**Recent Publications:** *Theories of the Soundtrack* (Oxford University Press, under contract); *Hearing the Movies* (Oxford, 2010); "Psychoanalysis, Apparatus Theory, and Subjectivity," in *Oxford Handbook of Film Music Studies*, edited by David Neumeyer (Oxford, 2013); "Mahler and the Myth of the Total Symphony," in *Rethinking Mahler*, edited by Jeremy Barham (Oxford, Forthcoming)

**Dissertations/Theses Supervised in Past 5 Years:** 7

**Distinctions:** None

**School of Music****Andrew Dell'Antonio**  
**Professor and Associate Dean of Undergraduate Studies**

**Appointment:** 1997 Tenured

**Education:** 1991 Ph.D., University of California at Berkeley

**Academic Experience:** Associate Dean of Undergraduate Studies, College of Fine Arts, 2010-Present: Professor, 2003-10: Associate Professor, 1997-03: Assistant Professor, UT Austin; 1996-97: Adjunct Professor, Bucknell University

**Overseas Experience:** July 2012: Chair and Speaker, International Musicology Society Conference, Rome, Italy; 2001-02: Fellow at the Villa I Tatti Harvard center for Renaissance Studies in Florence, Italy

**Language Proficiency:** Italian 5, French 3+, German 3+ **Percentage Dedicated To Area Studies:** 90%

**Relevant Courses:** Monteverdi and His World; Advances Studies Historical Music: Baroque

**Current Research:** Musical repertoires of early modern Europe, with a focus on seventeenth-century Italy

**Recent Publications:** "Listening as Noble, Spiritual, Manly Understanding," in Theodora Psychoyou, ed., *Le comparatisme comme stratégie discursive dans les écrits sur la musique au xvii siècle* (Mardaga, forthcoming); *The Enjoyment of Music: Second Essential Listening Edition*, co-author (Norton, 2013); *The Enjoyment of Music: Twelfth Edition*, co-author (Norton, in preparation); *Listening as Spiritual Practice in Early Modern Italy* (University of California Press, 2010)

**Dissertations/Theses Supervised in Past 5 Years:** 3

**Distinctions:** Academy of Distinguished Teachers, UT Austin; 2009: Regents' Outstanding Teaching Award, UT Austin; 2008: Faculty Research Assignment, UT Austin; 2007: College of Fine Arts Distinguished Teaching Award, UT Austin; 2006-07: E.W. Doty Faculty Research Fellowship in the Fine Arts, UT Austin

**School of Music****Eric Drott****Associate Professor**

**Appointment:** 2004 Tenured

**Education:** 2001 Ph.D., Yale University, Music Theory

**Academic Experience:** 2011-Present: Associate Professor, 2004-11: Assistant Professor, UT Austin; 2002-04: Assistant Professor, 2002-04: Visiting Assistant Professor, Yale University

**Overseas Experience:** Germany

**Language Proficiency:** French 5 **Percentage Dedicated To Area Studies:** 80%

**Relevant Courses:** Music and Politics; Analyzing Popular Music; Contemporary Styles and Techniques; 20th Century Music Analysis; Sociology of Music

**Current Research:** European and American avant-garde music from the 1960s to the present

**Recent Publications:** "Music, the *Fête de l'Humanité*, and Demographic Change in Postwar France," in *Red Strains: Music and Communism outside the Communist Bloc after 1945* (Oxford University Press, 2013); *Music and the Elusive Revolution: Cultural Politics and Political Culture in France, 1968-1981* (University of California Press, 2011)

**Dissertations/Theses Supervised in Past 5 Years:** 4

**Distinctions:** 2009: Research Grant, UT Austin; 2008-09: National Endowment for the Humanities Fellowship; 2007: Dean's Fellowship; 2006-07: College of Fine Arts Research Grant (UT Austin)

**School of Music****David Hunter****Senior Lecturer**

**Appointment:** 1988 Non-Tenure

**Education:** 1989 Ph.D., University of Illinois, Urbana-Champaign

**Academic Experience:** 1988-Present: Music Librarian, 1990-95: Instructor and Lecturer, 2004: Curator, Historical Music Recordings Collection, 2005: Senior Lecturer, School of Music, UT Austin

**Overseas Experience:** Research conducted in UK and Ireland; 1982: Consultant to Museum of Modern Art, Oxford, on creation of a library; 1981-82: Bodleian Library, Oxford; 1981: University of St. Andrews, Scotland

**Language Proficiency:** French 3, German 3, Welsh 3, Latin 3 **Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** None recently

**Current Research:** Historical audience, particularly in 18th century London; Handel; connections between slavery and music

**Recent Publications:** *Handel's Enemies: or The Life and Lives of George Frideric Handel* (under consideration by publisher); "Rode the 12,000? Counting Coaches, People and Errors En Route to the Rehearsal of Handel's Music for the Royal Fireworks at Spring Gardens, Vauxhall in 1749," *London Journal* 37 (2012): 13-26; "Handel's Students, Two Lovers and a Shipwreck," *Early Music* 39 (2011): 157-164

**Dissertations/Theses Supervised in Past 5 Years:** 0

**Distinctions:** 2013-14: Research Leave, UT Austin; 2009: Society for Theatre Research, award; 2006: Music & Letter Trust, grant; 2005: Music & Letters Trust, grant. G.P. Macatee Lectureship, UT Austin; 2004: G.P. Macatee Lectureship, UT Austin

**School of Music****Luisa Nardini  
Associate Professor**

**Appointment:** 2006 Tenured

**Education:** 2001 Ph.D., Università degli Studi "La Sapienza" di Roma, Italy

**Academic Experience:** 2011-Present: Associate Professor, 2006-2011: Assistant Professor, UT Austin

**Overseas Experience:** Born and educated in Italy; Associate Faculty, Università degli Studi "Tor Vergata" di Roma, Italy, 2006-Present; Associate Faculty, Centro di Studi sull'Ars Nova Italiana del Trecento, Certaldo, Italy, 2007-Present

**Language Proficiency:** Italian 5, English 4+, French 3, Spanish 3, German 3 **Percentage Dedicated To Area Studies:** 80%

**Relevant Courses:** Advanced Studies in Historical Music: Medieval Music; Historical Imagination and Medieval Music

**Current Research:** Medievalist with special interests in the later development of chant repertoires in Western Europe

**Recent Publications:** *Neo-Gregorian Chant in Beneventan Manuscripts: The Proper for Mass* (Pontifical Institute of Mediaeval Studies, University of Toronto, 2014, forthcoming); "God is Witness: Dictation and the Copying of Chants in Medieval Monasteries," *Musica Disciplina* (2012): 47-76; "The St. Peter Connection and the Acquisition of a Roman Offertory in Bologna and Benevento," *Mediaeval Studies* 72 (2010): 39-74

**Dissertations/Theses Supervised in Past 5 Years:** 9

**Distinctions:** 2009-10: Creative Research Grant, College of Fine Arts, UT Austin; 2010: Big XII Fellowship, UT Austin; 2008: Fellowship granted to visit the University of Colorado, Boulder, to pursue research and present lectures on medieval music; 2008: Summer Research Stipend, Dean's Office, UT Austin

**School of Music****Guido Olivieri  
Senior Lecturer**

**Appointment:** 2006 Non-Tenure

**Education:** 2005 Ph.D., University of California, Santa Barbara

**Academic Experience:** 2005-06: Visiting Assistant Professor, University of Michigan; 2004-05: Research Fellow, Columbia University; 1992-02: Teaching Assistant, 2002-03: Lecturer, University of California at Santa Barbara

**Overseas Experience:** International Summer Early Music Academy Study Abroad Program, Fossacesia, Italy (2011-12); Diploma (DMA), Conservatory of Salerno, Italy (1994); Laura (BA), Università degli Studi 'Federico II', Naples, Italy (1993)

**Language Proficiency:** Italian 5, French 4+, English 4+, German 3, Spanish 3 **Percentage Dedicated To Area Studies:** 90%

**Relevant Courses:** Concerto in 18th Century; Sacred Music of the 18th Century; History of the Sonata to Mozart; Music of the Classic Era

**Current Research:** Music and musicians in eighteenth-century Italy

**Recent Publications:** "I manoscritti di musica italiana dello Hary Ransom Center di Austin," in *Da Napoli a Napoli. Musica e musicologia senza confini* (LIM, 2013); "The Gagliano: First Documents on the Activity of an Italian Family of Violin-Makers," in *Sleuthing the Muses* (Pendragon Press, 2012)

**Dissertations/Theses Supervised in Past 5 Years:** 3

**Distinctions:** Awarded a Mellon Postdoctoral Fellowship, University of Michigan

**School of Music****Sonia Seeman  
Associate Professor**

**Appointment:** 2006 Tenured

**Education:** 2002 Ph.D., UCLA

**Academic Experience:** 2013-Present: Associate Professor, 2006-13: Assistant Professor, UT Austin; 2004-06: Lecturer, UC Santa Barbara; 2005: Lecturer, UCLA; 2002-04: Post-Doctoral Faculty Fellow, UC Santa Barbara

**Overseas Experience:** Research trip to Macedonia and Turkey (Summer 2013); Research in Macedonia and Southeastern Europe (1985-87, 1989) and in Turkey (1995-99, 2003) on Rom, Turkish, and transnational music practices

**Language Proficiency:** Macedonian 4+, Serbian 4, Bulgarian 3, Turkish 3+, French 2      **Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** Introduction to Pop Music in World Cultures; Music and Gender; Music, Gender, Sexuality; Introduction to Music Cultures of the World; Issues in Romani Music and Representation; Introduction to Music of the Middle East

**Current Research:** Transnationalism and cosmopolitanism; minority communities; recording industry; post-structuralism

**Recent Publications:** "Macedonian Čalgija: A Musical Refashioning of National Identity," *Ethnomusicology Forum* (2012): 1-32; Review of *Romani Routes: Cultural Politics and Balkan Music in Diaspora* by Carol Silverman, *Ethnomusicology Forum* (2014); "A Politics of Culture: Turkish Romani Music and Dance at the Dawn of European Union Accession," in *Voices of the Weak: Music and Minorities*, (NGO Slovo 21, 2009)

**Dissertations/Theses Supervised in Past 5 Years:** 6

**Distinctions:** 2010: Fellowship, Humanities Institute, UT Austin; 2009: Walter and Gina Ducloux and Dean's Fellowship; 2007: Fellowship, Humanities Institute, UT Austin; 2006-07: Fellowship, Center for Women's and Gender Studies, UT Austin

**School of Music****Michael Tusa  
Professor**

**Appointment:** 1981 Tenured

**Education:** 1983 Ph.D., Princeton University, Musicology

**Academic Experience:** 1997-Present: Professor, 1987-97: Associate Professor, 1984-87: Assistant Professor, 1981-84: Instructor, UT Austin

**Overseas Experience:** International Research and Exchanges Board (IREX) Fellowship for Dissertation Research in the German Democratic Republic, 1979-80; Research visits

**Language Proficiency:** German 4+, French 3+, Italian 3      **Percentage Dedicated To Area Studies:** 90%

**Relevant Courses:** Beethoven; Advanced Studies Historical Music: 19th Century; Operas of Mozart; Piano Music of Chopin, Liszt, Schumann and Brahms; Operas of Wagner; Italian Opera from Rossini to Verdi; Nineteenth-Century German Opera

**Current Research:** Nineteenth-century opera, the study of the compositional process, and the history of piano music

**Recent Publications:** *National Traditions in Nineteenth-Century Opera II: Central and Eastern Europe*. [edited volume] Ashgate Library of Essays in Opera Studies, vol. 5 (Ashgate, 2010); "Reading a Relationship: Solo-Tutti Interaction and Dramatic Trajectory in Beethoven's Second Piano Concerto," *Journal of Musicology* 29, no. 1 (Winter, 2012): 44-84

**Dissertations/Theses Supervised in Past 5 Years:** 1

**Distinctions:** 2009: Sarah and Ernest Butler School of Music Teaching Excellence Award; 1996: University Research Institute Faculty Research Assignment; 1995-96, 1994-95, 1992-93: Grace Hill Milam Centennial Fellowship in Fine Arts; 1991: College of Fine Arts Teaching Excellence Award, UT Austin

**Slavic and Eurasian Studies****Thomas Garza**  
**Associate Professor**

**Appointment:** 1990 Tenured

**Education:** 1987 Ed.D., Harvard University, Foreign Language Education

**Academic Experience:** 1990-Present: Associate Professor, UT Austin; 1987-88: Visiting Assistant Professor, University of Maryland

**Overseas Experience:** 2000-Present: Director of Moscow Plus summer program; 1979-Present: Annual trips to Russia; 1987-90: US Department of State Language Training Supervisor, Yugoslavia; 1985-90: Summer EFL teacher trainer, Hungary

**Language Proficiency:** Russian 4+, Serbo-Croatian 2, Spanish 1+ **Percentage Dedicated To Area Studies:** 25%

**Relevant Courses:** Vampires in Slavic Cultures; Bulgakov and the Western Tradition; Post-Soviet Youth Cultures

**Current Research:** Masculinity in Russia and Mexico, New European Borderlands and Language Policy

**Recent Publications:** "From Russia with Blood: Imagining the Vampire in Contemporary Russian Popular Culture," in *The Universal Vampire Series Vol. 1: Origins and Evolution of a Legend*, Barbara Brodman and James Doan, eds. (Farleigh Dickinson University Press, Rowman and Littlefield Publishers, 2013): 195-208

**Dissertations/Theses Supervised in Past 5 Years:** 35

**Distinctions:** 2012: ACTR Service to the Profession Award; 2009: UT Burnt Orange Award for Pedagogy; 2009: Regent's Outstanding Teacher Award; 2003: Academy of Distinguished Teachers

**Slavic and Eurasian Studies****Mark Hopkins**  
**Lecturer**

**Appointment:** 2013 Non-Tenure

**Education:** 2013 Ph.D., University of Texas - Austin

**Academic Experience:** 2013-Present: Lecturer, 2008-2013: Assistant Instructor, UT Austin

**Overseas Experience:** Russian language study at Irkutsk State Linguistic University, Russia (2010); Coursework at Charles University, Prague, Czech Republic (2008), Moscow International University (2007), Smolny Institute, St. Petersburg (2006)

**Language Proficiency:** Czech 2+, Russian 2+, German 0+, Spanish 0+ **Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** First Year Czech; Second Year Czech; Puppets, Pubs, and Polyglots

**Current Research:** Czech and Russian studies, second language vocabulary acquisition, music and video in language education

**Recent Publications:** "Rockin' Russian: An Argument for the Development of a Russian Language Course through Rock Music," South Central Modern Language Association Annual Conference, 2006

**Dissertations/Theses Supervised in Past 5 Years:** 0

**Distinctions:** 2011: David Bruton, Jr. Graduate School Fellowship; 2010: Texas Language Center Professional Development Award; 2009: Czech Ex-Students Association of Texas Scholarship; 2007: Department of State Title VIII Scholarship; 2006-2007: McIlhany Presidential Fellowship

**Slavic and Eurasian Studies****Bella Jordan  
Lecturer**

**Appointment:** 2010 Non-Tenure

**Education:** 2002 Ph.D., University of Texas at Austin, Geography

**Academic Experience:** 2010-Present: Lecturer, UT Austin

**Overseas Experience:** 2005, led UT students on a 5-week Oxford program; 1986 B.A., Yakutsk State University, English Philology

**Language Proficiency:** Russian 5, Italian 3, French 2+, German 2  
**Percentage Dedicated To Area Studies:** 25%

**Relevant Courses:** Cultures and Regions of Europe

**Current Research:** Policies of integration, immigration issues in the EU

**Recent Publications:** *European Culture Area*, co-authored with Alexander Murphy and Terry G. Jordan-Bychkov (Rowman & Littlefield, 6th ed., 2014)

**Dissertations/Theses Supervised in Past 5 Years:** 7

**Distinctions:** 1995-Present: Association of American Geographers; 2011: Fulbright Committee, UT Austin; 2010: COMLAND Specialty Group, International Geographic Congress

**Slavic and Eurasian Studies****Bernadeta Kaminska  
Lecturer**

**Appointment:** 2008 Non-Tenure

**Education:** 1988 M.A., Adam Mikiewicz University, Poznan, Poland

**Academic Experience:** 2008-Present: Lecturer, UT Austin

**Overseas Experience:** B.A. and M.A. in German Studies from Adam Mikiewicz University, Poznan, Poland

**Language Proficiency:** Polish 5, German 4+, Russian 1  
**Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** 19th-Century Contemporary Polish Literature and Culture in Film; First and Second Year Polish; First and Second Year German; Introduction to Russian, East European, and Eurasian Studies

**Current Research:** Polish language and culture

**Recent Publications:** None recently

**Dissertations/Theses Supervised in Past 5 Years:** 0

**Distinctions:** 2014: Texas Language Center Professional Development Award; 2006: ACC Teaching Excellence Award

**Slavic and Eurasian Studies****Tatiana Kuzmic**  
**Assistant Professor**

<b>Appointment:</b>	2008 Tenure Track	
<b>Education:</b>	2008 Ph.D., University of Illinois, Comparative Literature	
<b>Academic Experience:</b>	2008-Present: Assistant Professor, UT Austin; 2008: Russian Language Teaching Assistant, 2002-08: Serbian and Croatian Instructor and Language Program Supervisor, University of Illinois	
<b>Overseas Experience:</b>	"GRINT" Center of Russian Language and Area Studies, Moscow, 2006; "Zeitgenössische Philosophie in Deutschland," University of Tübingen, 2004, "Arts and the Sacred" Summer Field Study, St. Petersburg, 2002	
<b>Language Proficiency:</b>	Bosnian 4, Croatian 4, Serbian 4, Russian 3, German 3	<b>Percentage Dedicated To Area Studies:</b> 25%
<b>Relevant Courses:</b>	Introduction to Russian, Eastern European, and Eurasian Studies; Sex and Gender in the Long Nineteenth Century; Slavic Women's Writing; Slavs in Western Imagination from the Enlightenment to Post-Modernism	
<b>Current Research:</b>	Nineteenth century novel (Russian, south and West Slavic, English, German), realism	
<b>Recent Publications:</b>	"The German, The Slave, and the Semite": Eastern Europe in the Imagination of George Eliot," <i>Nineteenth-Century Literature</i> 68 (4), 2013: 513-541; "Serbian - Vronsky's Last Love": Reading <i>Anna Karenina</i> in the Context of Empire," <i>Toronto Slavic Quarterly</i> 43 (2013): 40-66; "The Mind, the Body, and the Love Triangle in <i>Anna Karenina</i> ," <i>Tolstoy Studies Journal</i> 19 (2007): 2-13	
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	6	
<b>Distinctions:</b>	2012: Humanities Institute Fellowship, UT Austin; 2011: College Research Fellowship, UT Austin; 2011: Summer Research Assignment, UT Austin; 2010: British Studies Society Junior Fellowship, UT Austin; 2009-2010: Women's and Gender Studies Faculty Fellowship, UT Austin	

**Slavic and Eurasian Studies****Gilbert Rappaport**  
**Professor**

<b>Appointment:</b>	1979 Tenured	
<b>Education:</b>	1979 Ph.D., University of California, Slavic Languages and Literatures	
<b>Academic Experience:</b>	2003-Present: Professor, 1986-03: Associate Professor, 1979-86: Assistant Professor, UT Austin; 2005-07: Visiting Scholar, Stony Brook University, NY; 1999-00: Visiting Scholar, University of British Columbia	
<b>Overseas Experience:</b>	Extensive research in Europe, particularly Poland	
<b>Language Proficiency:</b>	Russian 4, Polish 4, French 3, Czech 2, German 2	<b>Percentage Dedicated To Area Studies:</b> 50%
<b>Relevant Courses:</b>	Modern Polish History and Culture; First-year Polish	
<b>Current Research:</b>	Linguistic theory: Syntax, morphology, and grammatical categories, Structure of Russian and Polish, Slavic culture	
<b>Recent Publications:</b>	"Toward a Multi-level Theory of Morphology: How Polish Gender Works," <i>Generative Investigations: Syntax, morphology, and phonology</i> , ed. by Piotr Bański, Beata Łukaszewicz, and Monika Opalińska (Cambridge Scholars Publishing, in press); "The Slavic Noun Phrase," <i>Glossos</i> , vol. 10 (2010)	
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	5	
<b>Distinctions:</b>	2013: Dean's Research Fellowship, UT Austin; 2009: Invited keynote speaker, "Toward a Minimalism Morphology: Squaring the Circle," Eighth European Conference on <i>Formal Description of Slavic Languages</i> , University of Potsdam, Germany; 2007, 2008: Course Development Grants, UT Austin; 1997: Dean's Fellowship, UT Austin	

**Sociology****Ari Adut****Associate Professor**

**Appointment:** 2004 Tenure Track

**Education:** 2004 Ph.D., University of Chicago, Sociology

**Academic Experience:** 2010-Present: Associate Professor, 2004-10: Assistant Professor, UT Austin; 2003-04: Preceptor, 2000-02: Lecturer, 1988-01: Research Assistant, University of Chicago

**Overseas Experience:** Born in Turkey; BA and Advanced degree in Turkey and France; Research in UK and France

**Language Proficiency:** Turkish 5, French 4+ **Percentage Dedicated To Area Studies:** 70%

**Relevant Courses:** Sociological Theory; Current Debates in Social Theory

**Current Research:** Violence during the French revolution, Violence in civil wars, Public sphere, Commodification, Political prediction

**Recent Publications:** *On Scandal: Moral Disturbances in Society, Politics, and Art* (Cambridge University Press, 2008); "Interest, Collusion, and Alignment: A Critical Evaluation of Ruling Oneself Out," *Social Science History Journal* 34 (2010)

**Dissertations/Theses Supervised in Past 5 Years:** 4

**Distinctions:** 2009: Honorable Mention, Mary Douglas Book Award, Sociology of Culture Section of the American Sociological Association, for *On Scandal: Moral Disturbances in Society, Politics, and Art*

**Sociology****Ben Carrington****Associate Professor**

**Appointment:** 2004 Tenured

**Education:** 2004 Ph.D., Leeds Metropolitan University, UK

**Academic Experience:** 2010-Present: Associate Professor, 2004-10: Assistant Professor, UT Austin; 2003-04: Senior Lecturer, 1997-03: Lecturer, University of Brighton, UK

**Overseas Experience:** Research associate, University of London; Visiting Research Fellow in the Carnegie Faculty of Sport and Education at Leeds Metropolitan University, England; 2011-16: Professor, Leeds Maymester, UT Austin

**Language Proficiency:** None **Percentage Dedicated To Area Studies:** 50%

**Relevant Courses:** Critical Theories on Race and Racism; Cultural Theories: British Cultural Studies; Sociology of Sport

**Current Research:** Cultural Sociology, Sociology of Race, Sociology of Sport and Popular Culture, Masculinity and Gender

**Recent Publications:** *A Companion to Sport*, with D. Andrews (Blackwell, 2013); "The Critical Sociology of Race and Sport: The first fifty years," *Annual Review of Sociology* 39 (2013); *Marxism, Cultural Studies and Sport*, with I. McDonald (Routledge, 2009); "Race", *Sport and British Society*, with I. McDonald (Routledge, 2001)

**Dissertations/Theses Supervised in Past 5 Years:** 6

**Distinctions:** 2014: Review, The Council for the Humanities of Netherlands Organisation for Scientific Research; 2009-10: President's Associates Teaching Excellence Award, UT Austin; 2009: American Sociological Association, Oliver Cromwell Cox Article Award: Honorable Mention; 2006-07: Humanities Institute Fellow, UT Austin

**Sociology****Mounira Charrad****Associate Professor**

**Appointment:** 2000 Tenured

**Education:** 1980 Ph.D., Harvard University, Sociology

**Academic Experience:** 2005-Present: Associate Professor, 2000-05: Assistant Professor, UT Austin; 2014-Present: Non-Resident Fellow, Baker Institute, Rice University; 1999-2000: Visiting Scholar, Georgetown University

**Overseas Experience:** BA (equivalent) in Sociology, Sorbonne, University of Paris, France; MA (equivalent) in Sociology, Ecole Pratique des Hautes Etudes, Paris

**Language Proficiency:** French 5 **Percentage Dedicated To Area Studies:** 25%

**Relevant Courses:** The Veil; What is Power?; Comparative & Historical Methods

**Current Research:** Gender and Women's Rights; Political Sociology; Theory; Colonialism; Comparative-Historical Sociology

**Recent Publications:** "Equal or Complementary? Women in the New Tunisian Constitution after the Arab Spring," Mounira M. Charrad and Amina Zarrugh, *Journal of North African Studies* 18 (5), forthcoming; "Sustained Reforms of Islamic Family Law: Tunisia under Authoritarian Regions, 1950s to 2010," Mounira M. Charrad and Hyun Jeong Ha in *Family Law and Gender in the Modern Middle East*, A. Wing and H. Kassim (eds.), (Cambridge University Press, forthcoming)

**Dissertations/Theses Supervised in Past 5 Years:** 9

**Distinctions:** 2013: Keynote Addresses at the University of Bergen, Norway and State Department, Washington D.C.; 2012: Speaker at the White House; 2012: Expert for the United Nations, Division for Social Policy and Development; 2009: Regional Advisor, Survey of Women's Rights in the Middle East and North Africa, Freedom House, NY

**Spanish and Portuguese****Michael Harney****Associate Professor**

**Appointment:** 1986 Tenured

**Education:** 1983 Ph.D., University of California, Berkeley, Comparative Literature

**Academic Experience:** 1994-Present: Associate Professor, 1986-94: Assistant Professor, UT Austin; 1993-94: Visiting Associate Professor, University of Oregon; 1978-80: Teaching Assistant, 1974-77: Teaching Assistant

**Overseas Experience:** Research in Spain

**Language Proficiency:** Spanish 5, French 4+ **Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** Early Spanish Literature; Medieval and Early Modern Spanish Literature; Spanish Civilization

**Current Research:** Medieval and Renaissance Spanish Literature, Comparative literature, literary theory, cultural theory

**Recent Publications:** "The Cantar de Mio Cid as Pre-War Propaganda," *Romance Quarterly* 60 (2013): 74-88; "Amadis, Superhero," *Lo Corónica* 40 (2012): 291-318; *The Epic of the Cid. Translation, with introduction and notes* (Hackett Publishing, 2011)

**Dissertations/Theses Supervised in Past 5 Years:** 6

**Distinctions:** 2003: Dean's Fellowship, UT Austin; 1997: Faculty Research Assignment, University Research Institute, UT Austin; 1992, 2004: Finalist, Friar Centennial Teaching Award, UT Austin; 1988-89: Teacher of the Year, 1988-89, University of Texas Liberal Arts Council, UT Austin

**Spanish and Portuguese****Orlando Kelm****Associate Professor**

<b>Appointment:</b>	1989 Tenured		
<b>Education:</b>	1989 Ph.D., University of California at Berkeley		
<b>Academic Experience:</b>	1995-Present: Associate Professor, 1989-94: Assistant Professor, UT Austin; 1985-89: Graduate Student Instructor, UC Berkeley; 1983-85: Graduate Student Instructor, Brigham Young University		
<b>Overseas Experience:</b>	Led study abroad programs to Spain, Venezuela, Chile Brazil; Visiting Professor at La Universidad Católica in Santiago Chile in January of 2009		
<b>Language Proficiency:</b>	Portuguese 4+, Spanish 4, Italian 2, German 2, Catalan 1, Chinese 1+, Japanese 1	<b>Percentage Dedicated To Area Studies:</b>	25%
<b>Relevant Courses:</b>	Practical Phonetics; Introduction to Spanish Phonology and Phonetics		
<b>Current Research:</b>	Language and Linguistics, Language for Professional Purposes, Business Culture		
<b>Recent Publications:</b>	"Portuguese for L1 English-L2 Spanish Speakers: <i>Tá Falado</i> ," in Laura Callahan (ed.), <i>Spanish and Portuguese Across Time, Place, and Borders: Studies in Honour of Milton M. Azevedo</i> (Palgrave Macmillan, 2014); <i>Conversa Brasileira</i> , Reproduced and distributed on demand by COERLL, UT Austin (2013); "Online blogs: teaching the cultural aspects of international business," <i>Journal of International Education in Business</i> 2.1 (2009): 33-47		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	3		
<b>Distinctions:</b>	2014: MERLOT Award for Exemplary Online Learning Resources; 2009: "McCombs School of Business Elective Faculty Honor Roll," Outstanding MBA Class Instruction; 2008: Mobile Technologies for Construction Education Gold award Winner at Innovative Instructional Technology awards Program (IITAP)		

**Spanish and Portuguese****Cory Reed****Associate Professor**

<b>Appointment:</b>	1989 Tenured		
<b>Education:</b>	1989 Ph.D., Princeton University		
<b>Academic Experience:</b>	1995-Present: Associate Professor, 1989-1995: Assistant Professor, UT Austin		
<b>Overseas Experience:</b>	UT Faculty-Led Program in Santander, Spain (2009); Maymester Abroad in Sevilla, Spain (2006); Faculty Director Tracking Cultures Program 1996-2005 (study abroad components in Spain, Mexico, Morocco, and the Southwest)		
<b>Language Proficiency:</b>	Spanish 4+, French 2, German 1	<b>Percentage Dedicated To Area Studies:</b>	100%
<b>Relevant Courses:</b>	Transatlantic Legacies of Early Modern Spain; Performing Conquest, Empire, and Identity in Early Modern Spanish Drama; Encounters with the Other in Golden Age and Colonial Literature; Don Quijote		
<b>Current Research:</b>	Technology and instrumentality in Early Modern literature and culture		
<b>Recent Publications:</b>	"Staging the Page: Performing Technologies of the Book in Massenet's <i>Don Quichotte</i> ," <i>Comedia Performance</i> 11 (2014); "Science, Instrumentality, and Chaotics in Early Modern Spanish Drama." in <i>A Companion to Early Modern Hispanic Theater</i> , Ed. Hilaire Kallendorf (Brill, 2014, in press): 283-98.		
<b>Dissertations/Theses Supervised in Past 5 Years:</b>	1		
<b>Distinctions:</b>	2013: Information Literacy Enhancement Grant, UT Austin; 2011: Newberry Renaissance Consortium Grant, 2011, Newberry Library Chicago; 2011: College Research Fellowship, UT Austin; 2004: Dean's Fellowship, UT Austin; 2004: Spanish Ministry of Culture, travel grant; 2000: Instructional Technologies Services, UT Austin		

**Spanish and Portuguese****Jill Robbins****Professor and Chair of Department of Spanish and Portuguese**

**Appointment:** 2007 Tenured

**Education:** 1992 Ph.D., University of Kansas

**Academic Experience:** 2010-Present: Chair, Department of Spanish and Portuguese; 2011-Present: Professor; 2007-11: Assistant Professor, 2008-2010: Associate Chair of Graduate Studies, UT Austin; 1999-2007: Associate Professor, UC Irvine

**Overseas Experience:** Spain

**Language Proficiency:** Spanish 4+, Portuguese 3, French 2

**Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** Spain on the Red Carpet; Bearing Witness to Acts of Terror; Violence in Spanish Film; Space in Contemporary Spanish Literature; Spanish Literature: 1700-Present; Contemporary Spanish Poetry

**Current Research:** 20th Century Spanish Culture, Spanish Poetry, Trans-Atlantic Studies, Ethics, Gender

**Recent Publications:** *Crossing Through Chueca: lesbian Literary Identities in Queer Madrid (1988-2005)* (University of Minnesota Press, 2011); "Poetry, Terror and Memory: *Madrid, once de marzo: Poemas para el recuerdo and 11-M: Poemas contra el olvido*," Special Issue of *Studies in 20th/21st Century Literature on Contemporary Spanish Poetry* 36.2 (2012)

**Dissertations/Theses Supervised in Past 5 Years:** 6

**Distinctions:** 2009-10: Participant, Women and Gender Studies Faculty Development Program; 2009: Finalist, IITAP Awards Program for Teaching With Technology' 2008: LAITS Technology Support Grant; 2005-2006, 2004-2005: Research and Travel Award, UC Irvine; 2004: Computer Initiative Grant, UC Irvine

**Spanish and Portuguese****Madeline Sutherland-Meier****Associate Professor**

**Appointment:** 1986 Tenured

**Education:** 1983 Ph.D., University of California, San Diego

**Academic Experience:** 1992-Present: Associate Professor, 2008-09: Interim Department Chair; 1993-01: Department Chair; 1986-92: Assistant Professor, UT Austin; 1984-86: Assistant Professor, Stanford University

**Overseas Experience:** Research Assistant, Cátedra-Seminario Menéndez Pidal, Universidad Complutense, Madrid 1977-1978; Studied at Institute of European Studies, Madrid 1972

**Language Proficiency:** Spanish 4+

**Percentage Dedicated To Area Studies:** 100%

**Relevant Courses:** Advanced Grammar and Composition; Spanish Civilization; The Spain of the Three Cultures; Alternate First-Year Spanish II; Second-Year Spanish I; Second-Year Spanish II; Introduction to Spanish Literature before 1700

**Current Research:** The *Romancero*; eighteenth-century Spanish literature and culture, the Spanish periodical press

**Recent Publications:** "La Guerra de Independencia en el escenario: Las comedias patrióticas de Antonio Valladares de Sotomayor," Forthcoming in *Actas del Coloquio Internacional del Cincuentenario de la Asociación Internacional de Hispanistas*; "Censura y prensa periódica a finales del siglo XVIII: El caso del Semanario Erudito (1787-1791)," *Revista de Literatura* 75: 150 (2013): 495-514

**Dissertations/Theses Supervised in Past 5 Years:** 2

**Distinctions:** 2002: Special Research Grant (Office of the Vice President for Research, UT Austin); 2001: Research Grant (Program for Cultural Cooperation Between Spain's Ministry of Education, Culture and Sports and United States Universities); 2001: Mellon Fellowship (Harry Ransom Humanities Research Center, UT Austin)



	<ul style="list-style-type: none"><li>• Track new and returning pre-service and service professionals for activities</li><li>• Obtain feedback for activities from participants on usefulness of information, intention to use, and suggestions for future activities</li></ul>								
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1. GOAL 1: Increase by 10% opportunities for teacher training in foreign language, area, and international studies								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3
1C) Increase by 10% the number of online resources for teacher training in areas studies and language	<ul style="list-style-type: none"> <li>Develop and disseminate teaching and assessment materials through CES's Open Access Initiative to K-16</li> <li>Work with Hemispheres on a Digital Speakers Bureau and adding "15 Minute History" podcasts for K-12 use</li> <li>Work with hemispheres on distance learning and video-conferencing technology.</li> <li>Track use of materials</li> <li>Obtain feedback for materials on usefulness of information, intention to use, and suggestions for future materials</li> </ul>							



1. GOAL 2: Increase by 15% opportunities in partner MSI universities and two-year colleges								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3
<p>2B) Increase by 15% the number of collaborative events, activities, and courses with other area MSIs and two-year colleges</p>	<ul style="list-style-type: none"> <li>Develop and offer select foreign language classes to St. Edwards (MSI) through the consortium</li> <li>Provide and coordinate research funds for MSI faculty in the region invested in Europe</li> <li>Work with Hemispheres in curriculum development with selected educators in underserved or under-resourced areas to create and pilot new curriculum units.</li> <li>Distribute the above created academic units to a wider audience and work to integrate them into other classrooms and schools in the wider district.</li> <li>Work with Hemispheres on the Summer Institute for Postsecondary Institutions and Educators dedicated to serving two-year community colleges and MSIs</li> <li>Work with Hemispheres in the Pre-Service Collaboration</li> </ul>							

	<p>with Texas State University College of Education to develop pre-service training</p> <ul style="list-style-type: none"><li>• Extend our Brussels Program to ACC and MSI faculty</li><li>• Develop annual ES conferences with St. Edwards</li><li>• Integrate workshop on “Sports and Race in Europe” at ACC and St. Edwards</li><li>• Obtain feedback for activities from partners on usefulness of activities, intention to incorporate them, and suggestions for future activities</li></ul>							
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	<ul style="list-style-type: none"> <li>• Subsidize research to be developed in the applied linguistics programs of FRIT, GRS, and S&amp;P for ES language pedagogy</li> <li>• Organize with IC<sup>2</sup> the Doing Business in Europe Workshop in Austin for entrepreneurs interested in doing business in Europe</li> <li>• Participate in the new Global Entrepreneurship Training Program for Exporting (GET Exporting)</li> <li>• Disseminate resources from above through the National Association of Small Business International Trade Educators (NASBITE) and outreach media of collaborating NRCs</li> <li>• Design and deliver teaching workshops at separate GBS annual programs</li> <li>• Obtain feedback for activities from partners on usefulness of activities, intention to incorporate them, and suggestions for future activities</li> </ul>								
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## COLLEGE OF LIBERAL ARTS

Office of the Dean

*Dorothy L. Gebauer Building • 116 Inner Campus Dr., Stop G6000 • Austin, Texas 78712-1257  
512-471-4141 • FAX 512-471-4518*

June 9, 2014

U.S. Department of Education  
Application Control Center  
Attention: CFDA Numbers 84.015A and 84.015B  
LBJ Basement Level 1  
400 Maryland Avenue SW  
Washington, DC 20202-4260

To the NRC/FLAS Selection Committee:

The College of Liberal Arts (CoLA) offers its strongest support for the Center for European Studies (CES) to be a National Resource Center. In the past four years, CES—which is also notably an EU Center of Excellence—has managed to become the key resource center in the entire Southwest, with a national reputation that has allowed CoLA to attract major scholars in European Studies to our campus and increasingly recruit new ones.

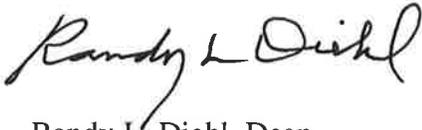
Committed to interdisciplinarity, CES partners with virtually all of the professional colleges and schools on campus, perhaps most notably the LBJ School of Public Affairs, whose Dean, Ambassador Robert Hutchings, works closely with CES's Director Douglas Biow on initiatives in creating innovative European Studies-based programs and seminars dedicated to the training of diplomacy with a career and historical focus. CES is on the vanguard at The University of Texas at Austin in establishing formal linkages with Minority Serving Institutions through its vigorous outreach activities. CES is also on the forefront of new developments with the business community through its Texas-EU Business Summit, and with the K-12 community through its many teacher-training initiatives. In addition, thanks to its collaboration with both the Center for Open Access Language Learning and Research (COERLL) and the Center for Russian, East European, and Eurasian Studies (CREEES), CES is working with major US universities invested in building a resource-sharing consortium devoted to increasing the availability of LCTLs at all levels of study.

I am convinced that the major language projects initiated by CES in partnership with COERLL, the Texas Language Technology Center, and CREEES will be overwhelmingly positive for language instruction in general and have an impact nationwide. These projects, which have already received support from the Office of the Provost, will integrate technology into a comprehensive language pedagogy, drawing on the considerable expertise of key faculty whose primary focus has been—and will continue to be—devising innovative strategies for enhancing second language education. Moreover, CES's projects will benefit both undergraduate and graduate students. Graduate students will become trained specifically in UT-designed methods of hybrid second-language teaching—methods that will become increasingly in demand as

universities across the country adopt new strategies for teaching languages in a more cost-effective manner with the assistance of technology and through the use of “smart” classrooms. Thus, we aim for no less than to become a national model of excellence in technology enhanced second-language education, particularly in European Studies.

I hope you will see fit to recommend the Center for European Studies for NRC/FLAS funding.

Sincerely,

A handwritten signature in black ink that reads "Randy L. Diehl". The signature is written in a cursive style with a large, prominent "R" and "D".

Randy L. Diehl, Dean  
David Bruton, Jr. Regents Chair in Liberal Arts



June 12, 2014

Dear Dr. Biow:

As President of Huston-Tillotson University (HT), I am writing to express my support for the Center for European Studies's (CES) grant proposal to the US Department of Education for the Title VI NRC and FLAS Fellowship programs. Our University in partnership with CES and UT's other NRCs is committed to expanding international content for courses and programs on campus that will lead to the development of a new global studies major for HT students. We have already benefitted from CES's role in coordinating and participating in the teaching of European content courses at HT over the past four years (one course each semester on both European history and European politics), and in expanding CES's library with purchases that increase student access to textbooks and related course materials.

Continuing the partnerships with CES and UT's other NRCs would be highly advantageous to the educational interests of our unique institution as a Historically Black College and University. We believe there is strong faculty and student interest in expanding global content and other opportunities for international and foreign language training proposed as part of our partnership with CES. We look forward to deepening connections between CES and HT through the addition of new collaborative activities aimed at increasing faculty development including: faculty lectures, faculty research grants, curriculum partnerships, course revisions, and other professional development opportunities. These activities are highly welcome as campus resources for international research, programs, and curriculum development are generally sparse at HT, although the interest in Europe on the part of students and faculty is keen.

The partnership will also greatly enhance HT student learning and professionalization, as we work together to developed and identify appropriate international internships, study abroad and other global training opportunities related to Europe.

HT is committed to a sustained collaboration with CES at UT, not just for this program but in future endeavors to expand international programming and faculty development at HT.

Sincerely,



Larry Earvin, Ph.D.  
President and CEO

cc: Dr. Archibald Vanderpuye, Interim Provost and Vice President for Academic and Student Affairs, Huston-Tillotson University

OFFICE OF THE PRESIDENT

900 CHICON STREET • AUSTIN, TEXAS 78702-2795 • P 512.505.3002 • F 512.505.3195 • WWW.HTU.EDU

TEXAS  STATE  
UNIVERSITY

*The rising STAR of Texas*

To Whom it May Concern:

I am writing to support the Title VI National Resource Center grant proposals put forth by the University of Texas at Austin.

Texas State University's Department of Curriculum and Instruction will collaborate with the Center for European Studies, Teresa Lozano Long Institute of Latin American Studies, Center for Middle Eastern Studies, Center for Russian, East European & Eurasian Studies, and South Asia Institute at the University of Texas at Austin to workshop with students on global studies content and appropriate exploratory activities.

Beginning in 2014-2015, UT area studies experts will regularly visit TSU to work with pre-service education students and, through TSU's network, to workshop with education students from other institutions in south central Texas. This collaboration will involve the introduction of area studies content into the curriculum for pre-service social studies educators, the purchase of resources and appropriate training for classroom usage by these educators, and working with pre-service educators doing their student teaching along with their classroom mentors.

We are excited about expanding and formalizing our current collaboration and look forward to entering this next phase of our partnership.

Sincerely,



Jo Beth Oestreich, PhD  
Senior Lecturer