

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 # P015A140167 P015B140167

Univ of Washington

University of Washington



Application for

West European Studies

Title VI

National Resource Centers
And Fellowships Programs
CFDA numbers 84.015A & B

2014-2018

TABLE OF CONTENTS

I. Cover Sheet	6. Quality of Staff Resources	18
II. Supplemental Forms & Assurances	A. Staff Qualifications.....	18
III. Abstract	B. Center Oversight Arrangements.....	19
IV. Budget	C. Employment of Under-represented Groups.....	20
IV. Program Narrative	7. Outreach Activities.....	20
1. Commitment to West European Studies.....	A. Elementary and Secondary Schools,..	21
A. Financial and Other Support.....	B. Post-Secondary Institutions.....	22
B. Financial Support to Graduate Students.....	C. Business, Media, Government and the General Public.....	23
2. Quality of Curriculum Design.....	8. Program Planning and Budget.....	27
A. Undergraduate Programs.....	A. Curriculum Development.....	31
B. Graduate Programs.....	B. Enhancement of Language Training.....	32
C. Academic and Career Advising.....	C. Faculty and Graduate Development,..	33
D. Study Abroad Arrangements.....	D. Outreach Programming.....	34
E. Access to Other Institutions’ Programs	E. Assuring Quality Assessment and Impact.....	36
3. Quality of Center’s Non-Language Instructional Program.....	9. Impact and Evaluation.....	37
A. Courses.....	A. Impact.....	37
B. Depth of Specialized Course Coverage.....	B. Provisions for Equal Access.....	39
C. Interdisciplinary Courses.....	C. Evaluation Plan.....	41
D. WES Faculty.....	D. Use of Recent Evaluations.....	43
4. Quality of Center’s Language Instructional Program.....	E. National Needs.....	45
A. Extent of Instruction.....	10. FLAS Awardee Selection Procedures.....	46
B. Levels of Training.....	A. How Awards Will Be Advertised.....	46
C. Language Faculty.....	B. How Students Apply.....	47
D. Measurements of Quality— Performance-Based Instruction.....	C. Selection Criteria.....	47
5. Strength of Library.....	D. Who Selects the Fellows.....	48
A. Holdings.....	11. Competitive Priorities.....	48
B. Financial Support.....	V. Appendix A: Course List.....	A-1
C. Access to Research Materials.....	VII. Appendix B: Faculty Biographical Information.....	B-1
D. Access for Students and Faculty of Other Institutions.....	VIII. Appendix C: Objectives and Evaluation Framework.....	C-1



University of Washington
OFFICE OF SPONSORED PROGRAMS

*Office of Research
Office of Sponsored Programs*

June 27, 2014

Kate Maloney
US Department of Education (DOEd)
Application Control Center
Attn: (CFDA numbers 84.015A & B)
LBJ Basement Level 1
400 Maryland Avenue SW
Washington, DC 20202-4260
USA

Dear Kate Maloney:

The University of Washington is pleased to submit this letter in support of the application entitled "Comprehensive National Resource Center and Foreign Language Area Studies Fellowship Programs." This application was prepared by Professor Christine Ingebritsen, from the department of Scandinavian Lang.

We present this application for your review and request support in the amount of \$1,793,238 for the period August 15, 2014 through August 14, 2018.

The University of Washington reserves the right to negotiate the Terms and Conditions of the award should this application be funded.

Thank you for your consideration.

Sincerely,

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

Please reference our **#A95327** on all correspondence concerning this application.

WE/E

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		
* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision		
* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>		
* 3. Date Received: <input type="text"/>		4. Applicant Identifier: <input type="text" value="A95327"/>
5a. Federal Entity Identifier: <input type="text"/>		5b. Federal Award Identifier: <input type="text"/>
State Use Only:		
6. Date Received by State: <input type="text"/>		7. State Application Identifier: <input type="text"/>
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="University of Washington"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="916001537"/>		* c. Organizational DUNS: <input type="text" value="0428035360000"/>
d. Address:		
* Street1: <input type="text" value="Office of Sponsored Programs"/>		
Street2: <input type="text" value="4333 Brooklyn Avenue NE"/>		
* City: <input type="text" value="Seattle"/>		
County/Parish: <input type="text" value="King"/>		
* State: <input type="text" value="WA"/>		
Province: <input type="text"/>		
* Country: <input type="text" value="USA: UNITED STATES"/>		
* Zip / Postal Code: <input type="text" value="98195-9472"/>		
e. Organizational Unit:		
Department Name: <input type="text" value="Henry M. Jackson School of International Studies"/>		Division Name: <input type="text"/>
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text"/>		* First Name: <input type="text" value="Lynette"/>
Middle Name: <input type="text"/>		
* Last Name: <input type="text" value="Arias"/>		
Suffix: <input type="text"/>		
Title: <input type="text" value="Director, Office of Sponsored Programs, Assistant Vice Provost for Research"/>		
Organizational Affiliation: <input type="text" value="University of Washington"/>		
* Telephone Number: <input type="text" value="206 543-4043"/>		Fax Number: <input type="text" value="206-685-1732"/>
* Email: <input type="text" value="osp@uw.edu"/>		

Application for Federal Assistance SF-424

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

H Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

US Department of Education

11. Catalog of Federal Domestic Assistance Number:

ED-GRANTS 84.015 A & B

CFDA Title:

National Resource Centers & Foreign Language & Studies Fellowships Program

*** 12. Funding Opportunity Number:**

NRC: 053014-001 FLAS: 053014-002

* Title:

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

13. Competition Identification Number:

FR Doc: 2014-125581

Title:

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

N/A

Add Attachment

Delete Attachment

View Attachment

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

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

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="452956"/>
* b. Applicant	<input type="text"/>
* c. State	<input type="text"/>
* d. Local	<input type="text"/>
* e. Other	<input type="text"/>
* f. Program Income	<input type="text"/>
* g. TOTAL	<input type="text" value="452956"/>

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

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

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

Yes No

If "Yes", provide explanation and attach

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

**** I AGREE**

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

Authorized Representative:

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

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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

INSTRUCTIONS FOR THE SF-424

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

<p>1. Type of Submission: (Required) Select one type of submission in accordance with agency instructions.</p> <ul style="list-style-type: none"> ▶ Pre-application ▶ Application ▶ Changed/Corrected Application – Check if this submission is to change or correct a previously submitted application. Unless requested by the agency, applicants may not use this form to submit changes after the closing date. 	<p>10. Name Of Federal Agency: (Required) Enter the name of the federal agency from which assistance is being requested with this application.</p>
<p>2. Type of Application: (Required) Select one type of application in accordance with agency instructions.</p> <ul style="list-style-type: none"> • New: An application that is being submitted to an agency for the first time. • Continuation: An extension for an additional funding/budget period for a project with a projected completion date. This can include renewals. • Revision: Any change in the federal government's financial obligation or contingent liability from an existing obligation. If a revision, enter the appropriate letter(s). More than one may be selected. If "Other" is selected, please specify in text box provided. <p style="margin-left: 20px;"> A. Increase Award D. Decrease Duration B. Decrease Award E. Other (specify) C. Increase Duration </p>	<p>11. Catalog Of Federal Domestic Assistance Number/Title: Enter the Catalog of Federal Domestic Assistance number and title of the program under which assistance is requested, as found in the program announcement, if applicable.</p>
<p>3. Date Received: Leave this field blank. This date will be assigned by the Federal agency..</p>	<p>12. Funding Opportunity Number/Title: (Required) Enter the Funding Opportunity Number (FON) and title of the opportunity under which assistance is requested, as found in the program announcement.</p>
<p>4. Applicant Identifier: Enter the entity identifier assigned by the Federal agency, if any, or the applicant's control number if applicable.</p>	<p>13. Competition Identification Number/Title: Enter the competition identification number and title of the competition under which assistance is requested, if applicable.</p>
<p>5a. Federal Entity Identifier: Enter the number assigned to your organization by the federal agency, if any.</p>	<p>14. Areas Affected By Project: This data element is intended for use only by programs for which the area(s) affected are likely to be different than the place(s) of performance reported on the SF-424 Project/Performance Site Location(s) Form. Add attachment to enter additional areas, if needed.</p>
<p>5b. Federal Award Identifier: For new applications, enter NA. For a continuation or revision to an existing award, enter the previously assigned federal award identifier number. If a changed/corrected application, enter the federal identifier in accordance with agency instructions.</p>	<p>15. Descriptive Title of Applicant's Project: (Required) Enter a brief descriptive title of the project. If appropriate, attach a map showing project location (e.g., construction or real property projects). For pre-applications, attach a summary description of the project.</p>
<p>6. Date Received by State: Leave this field blank. This date will be assigned by the state, if applicable.</p>	<p>16. Congressional Districts Of: 16a. (Required) Enter the applicant's congressional district. 16b. Enter all district(s) affected by the program or project. Enter in the format: 2 characters state abbreviation – 3 characters district number, e.g., CA-005 for California 5th district, CA-012 for California 12 district, NC-103 for North Carolina's 103 district. If all congressional districts in a state are affected, enter "all" for the district number, e.g., MD-all for all congressional districts in Maryland. If nationwide, i.e. all districts within all states are affected, enter US-all. If the program/project is outside the US, enter 00-000. This optional data element is intended for use only by programs for which the area(s) affected are likely to be different than place(s) of performance reported on the SF-424 Project/Performance Site Location(s) Form. Attach an additional list of program/project congressional districts, if needed.</p>
<p>7. State Application Identifier: Leave this field blank. This identifier will be assigned by the state, if applicable.</p>	<p>17. Proposed Project Start and End Dates: (Required) Enter the proposed start date and end date of the project.</p>
<p>8. Applicant Information: Enter the following in accordance with agency instructions:</p> <p>a. Legal Name: (Required) Enter the legal name of applicant that will undertake the assistance activity. This is the organization that has registered with the Central Contractor Registry (CCR). Information on registering with CCR may be obtained by visiting www.Grants.gov.</p> <p>b. Employer/Taxpayer Number (EIN/TIN): (Required) Enter the employer or taxpayer identification number (EIN or TIN) as assigned by the Internal Revenue Service. If your organization is not in the US, enter 44-4444444.</p>	<p>18. Estimated Funding: (Required) Enter the amount requested, or to be contributed during the first funding/budget period by each contributor. Value of in-kind contributions should be included on appropriate lines, as applicable. If the action will result in a dollar change to an existing award, indicate only the amount of the change. For decreases, enclose the amounts in parentheses..</p>

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

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

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr	Christine		Ingebritsen	

Address:

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

Phone Number (give area code)	Fax Number (give area code)
206-543-1675	

Email Address:
ingie@uw.edu

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

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

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
----------------------	----------------	-------------------	-----------------

INSTRUCTIONS FOR DEPARTMENT OF EDUCATION SUPPLEMENTAL INFORMATION FOR SF 424

1. Project Director.

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

2. Novice Applicant.

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

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

3. Human Subjects Research.

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

If Not Human Subjects Research.

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

If Human Subjects Research.

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

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

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

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

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

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

3a. Human Subjects Assurance Number.

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

NOTE ABOUT

INSTITUTIONAL REVIEW BOARD APPROVAL.

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

PAPERWORK BURDEN STATEMENT

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

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

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

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

DEFINITIONS FOR DEPARTMENT OF EDUCATION SUPPLEMENTAL INFORMATION FOR SF 424

(Attachment to Instructions for Supplemental Information for SF 424)

DEFINITIONS

Novice Applicant (See 34 CFR 75.225).

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

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

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

PROTECTION OF HUMAN SUBJECTS IN RESEARCH

I. Definitions and Exemptions

A. Definitions.

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

—Research

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

to develop or contribute to generalizable knowledge." *If an activity follows a deliberate plan whose purpose is to develop or contribute to generalizable knowledge it is research.*

Activities which meet this definition constitute research whether or not they are conducted or supported under a program that is considered research for other purposes. For example, some demonstration and service programs may include research activities.

—Human Subject

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

B. Exemptions.

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

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

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

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

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

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

II. Instructions for Exempt and Nonexempt Human Subjects Research Narratives

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

A. Exempt Research Narrative.

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

B. Nonexempt Research Narrative.

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

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

- characteristics of the subject population, including their anticipated number, age range, and health status. Identify the criteria for inclusion or exclusion of any subpopulation. Explain the rationale for the involvement of special classes of subjects, such as children, children with disabilities, adults with disabilities, persons with mental disabilities, pregnant women, prisoners, institutionalized individuals, or others who are likely to be vulnerable
- (2) **Sources of Materials:** Identify the sources of research material obtained from individually identifiable living human subjects in the form of specimens, records, or data. Indicate whether the material or data will be obtained specifically for research purposes or whether use will be made of existing specimens, records, or data.
- (3) **Recruitment and Informed Consent:** Describe plans for the recruitment of subjects and the consent procedures to be followed. Include the circumstances under which consent will be sought and obtained, who will seek it, the nature of the information to be provided to prospective subjects, and the method of documenting consent. State if the Institutional Review Board (IRB) has authorized a modification or waiver of the elements of consent or the requirement for documentation of consent.
- (4) **Potential Risks:** Describe potential risks (physical, psychological, social, legal, or other) and assess their likelihood and seriousness. Where appropriate, describe alternative treatments and procedures that might be advantageous to the subjects.
- (5) **Protection Against Risk:** Describe the procedures for protecting against or minimizing potential risks, including risks to confidentiality, and assess their likely effectiveness. Where appropriate, discuss provisions for ensuring necessary medical or professional intervention in the event of adverse effects to the subjects. Also, where appropriate, describe the provisions for monitoring the data collected to ensure the safety of the subjects.
- (6) **Importance of the Knowledge to be Gained:** Discuss the importance of the knowledge gained or to be gained as a result of the proposed research. Discuss why the risks to subjects are reasonable in relation to the anticipated benefits to subjects and in relation to the importance of the knowledge that may reasonably be expected to result.
- (7) **Collaborating Site(s):** If research involving human subjects will take place at collaborating site(s) or other performance site(s), name the sites and briefly describe their involvement or role in the research.
- Copies of the Department of Education's Regulations for the Protection of Human Subjects, 34 CFR Part 97 and other pertinent materials on the protection of human subjects in research are available from:
- Grants Policy and Oversight Staff
Office of the Chief Financial Officer
U.S. Department of Education
Washington, DC 20202-4250
- Telephone: 202-245-6120
- and on the U.S. Department of Education's Protection of Human Subjects in Research Web Site:
- www.ed.gov/about/offices/list/OCFO/humansub.html
- NOTE:** The **State Applicant Identifier** on the SF 424 is for State Use only. Please complete it on the OMB Standard 424 in the upper right corner of the form (if applicable).

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

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

Name of Institution/Organization

University of Washington, Center for West European Studies, FY 2014-2017

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	94140	103894	100600	111153		409787
2. Fringe Benefits	23281	25746	24971	27636		101634
3. Travel	17100	12000	12000	12000		53100
4. Equipment						
5. Supplies	16199	16439	16438	16325		65401
6. Contractual						
7. Construction						
8. Other	60350	51800	44000	41000		197150
9. Total Direct Costs (lines 1-8)	211070	209879	198009	208114		827072
10. Indirect Costs*	16886	16790	15841	16649		66166
11. Training Stipends	225000	225000	225000	225000		900000
12. Total Costs (lines 9-11)	452956	451669	438850	449763		1793238

***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: 03/5/2013 To: (mm/dd/yyyy)

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

The Indirect Cost Rate is 8 %.

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

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

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	<input type="text"/>	<input type="text"/>				
2. Fringe Benefits	<input type="text"/>	<input type="text"/>				
3. Travel	<input type="text"/>	<input type="text"/>				
4. Equipment	<input type="text"/>	<input type="text"/>				
5. Supplies	<input type="text"/>	<input type="text"/>				
6. Contractual	<input type="text"/>	<input type="text"/>				
7. Construction	<input type="text"/>	<input type="text"/>				
8. Other	<input type="text"/>	<input type="text"/>				
9. Total Direct Costs (lines 1-8)	<input type="text"/>	<input type="text"/>				
10. Indirect Costs	<input type="text"/>	<input type="text"/>				
11. Training Stipends	<input type="text"/>	<input type="text"/>				
12. Total Costs (lines 9-11)	<input type="text"/>	<input type="text"/>				

SECTION C - BUDGET NARRATIVE (see instructions)

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
 <p style="text-align: center;">Laurie Salehi Grant and Contract Administrator Authorized Signing Official Office of Sponsored Programs</p>	<p style="text-align: center;">Director, Office of Sponsored Programs</p>
APPLICANT ORGANIZATION	DATE SUBMITTED
<p style="text-align: center;">University of Washington</p>	<p style="text-align: center;">6/27/14</p>

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

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

Laurie Salehi

6/27/14

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name: University of Washington

* Street 1: Office of Sponsored Programs Street 2: 4333 Brooklyn Avenue NE

* City: Seattle State: WA Zip: 98115

Congressional District, if known: WA-007

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

N/A

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

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

10. a. Name and Address of Lobbying Registrant:

Prefix [] * First Name: N/A Middle Name []

* Last Name: N/A Suffix []

* Street 1 [] Street 2 []

* City [] State [] Zip []

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

Prefix [] * First Name: N/A Middle Name []

* Last Name: N/A Suffix []

* Street 1 [] Street 2 []

* City [] State [] Zip []

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

* Signature: Completed on submission to Grants.gov *Laurie Salehi*

* Name: Prefix [] * First Name: Lynette Middle Name []
 * Last Name: Arias Suffix []

Title: Director, Office of Sponsored Programs Telephone No.: 206-543-4043 Date: Completed on submission to Grants.gov *6/27/14*

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

Plan for Ensuring Equity of Access and Participation in Grant Activities (Section 427 of GEPA)

The University of Washington reaffirms its policy of equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam era veteran. This policy applies to all programs and facilities, including, but not limited to, admissions, educational programs, employment, and patient and hospital services.

The University of Washington is committed to providing access and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. The following statement appears in all Center for West European Studies publications and promotions:

“The University of Washington is committed to providing access, equal opportunity and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. To request disability accommodation, contact the Disability Services Office at least ten days in advance at: 206.543.6450/V, 206.543.6452/TTY, 206.685.7264 (FAX), or e-mail at dso@u.washington.edu.”

The deans and department chairs are provided an Affirmative Action Update annually, which includes reports on faculty workforce, utilization, and goals for minorities and women. Goals are established by each school or college and University-wide and are updated annually. Where there are goals, special efforts are made to recruit and hire minorities and women. The University also sets goals for persons age 40 and over, persons with disabilities, disabled veterans, and Vietnam era veterans; the goals are set University-wide; special efforts are made to recruit and hire from these groups in goal areas. UW Human Resources has hired a diversity specialist to concentrate on staff hiring and retention, while the Associate Vice Provost for Faculty Advancement and Office for Faculty Advancement are focused on the recruitment and retention of faculty of color. On an annual basis, deans review with department chairs the status of each department in meeting affirmative action goals.

Answering a request by students groups to reaffirm the University's commitment to diversity in the wake of Washington state initiative I-200, the UW President, Board of Regents, student leaders, and administrators signed a Diversity Compact in 2000. They pledged to enhance the diversity of the campus through specific initiatives in outreach, retention, curriculum, and climate. The UW puts much effort into the recruiting of minority, economically disadvantaged, or other underrepresented groups. A few highlights of the Universities efforts include:

- UW minority students have increased their presence in area high schools, some working in established tutor/mentor programs and others visiting especially to encourage underrepresented students to think about attending the UW.
- UW created a new staff position in student outreach and community relations, which has greatly increased university access to and interaction with a wide range of minority groups and organizations in the community.
- UW has established a Center on the campus of Heritage College in Eastern Washington, an independent college with which UW has already built a strong educational partnership. Heritage serves primarily Indian and Hispanic students in the agricultural Yakima Valley and our Center there will help us reach those populations.

- UW Office of Minority Affairs, in collaboration with various student organizations, is hosting hundreds of overnight visits on the UW campus for minority high-school and community college students.
- UW has established Disability Studies within the College of Arts & Sciences.

The Center for West European Studies is committed to equitable access to all programming via the following policies:

- No student, educator, or member of the general public shall be turned away from program attendance due to being economically disadvantaged or for any other reason related to the six barriers that can impede equitable access to programming.
- Any special needs attendees at events will be accommodated through physical access to rooms and visual and auditory needs.
- Working with the UW International Programs and Exchanges office and overseas partners, we will continue to ensure students with disabilities are able to participate fully in our foreign study programs.
- CWES will continue to participate in programs designed to include underrepresented groups in center programming, such as our providing speakers at the Creative Retirement Institute for seniors, and our new study abroad programs being developed in partnership with the UW Office of Minority Affairs and Diversity.

In the next grant cycle, CWES will continue to work with the Jackson School and partner UW NRCs on programs that address issues related to the six barriers to educational access. The Jackson School has partnered closely with the Association of Professional Schools of International Affairs in its efforts to reach out to students from HBCUs and Hispanic-serving institutions. The Jackson School's office of Student Services has been active in seeking out minority students, including by participating in college fairs in areas where underrepresented minority students show up in sizable numbers.

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***

Center for West European Studies activities have always encouraged the presentation and discussion of diverse perspectives in its programming, particularly in activities focusing on contemporary policy issues such as transatlantic relations and immigration. For example, our 2006 conference on "Terrorism and Transatlantic Relations" featured representatives of the US State Department, the RAND Corporation, and the US Joint Military Intelligence College, and US and European academics. Through such events, students and members of the public learned how the US and Europe, along with various expert groups, can sometimes diverge in how they conceive of and respond to the threat of terrorism. Our 2012 Policy Forum for educators, teachers learned how both Europe and the US face the challenge of spiraling health care and entitlement costs, and the different mix of government and private sector solutions which might help tackle these problems.

Activities in our upcoming grant will continue the practice of exposing students and the public to diverse perspectives on major transatlantic issues, and offer new activities designed to help educators present and debate these topics in their classes. Our Policy Forum series will bring in experts from academia, government and the private sector to assess the economic and societal impacts of the Transatlantic Trade and Investment Partnership currently in negotiations. A similar approach will be taken in our Meeting Environmental Challenges Policy Forum, which will focus on such issues as

climate change and energy options. Both events will look at different European and US ideas for action, including potential economic and political trade-offs, as well as what lessons or policies might be shared across the Atlantic. All issues and accompanying materials will be presented so that teachers can convene policy debates on these subjects in their classes.

- 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.**

Activities proposed in the Center for West European Studies grant will encourage service in areas of national need by educating US students and teachers about Europe's relationship with critical strategic areas (e.g. Middle East and Eastern Europe), and by providing crucial preparation for graduate students entering careers in the public and private sectors. For example, our European Neighborhood initiative will offer a range of integrated activities to include courses, language training, educator workshops and academic conferences designed to better groom the next generation of Americans for careers requiring a sophisticated understanding of the languages and politics of these regions and their strategic relationship with Europe. Our new courses on European democracy and security will train students in issues vital to US and European security, such as the reemergence of Russia as a regional power and the growing strategic importance of the Mediterranean-Black Sea area.

Activities in our grant also stress Europe's growing involvement in Arctic affairs and the regions importance to the US. CWES programs will train students and professionals in the environmental, economic and security issues involving the Arctic region along with the broader strategic importance of the region. Our program will also present these issues in local high schools, community colleges and to the general public

as part of broader effort to encourage engagement with these topics, but also with careers in the environment, trade, and policymaking.

In addition to programs focusing on Europe's relationship with major strategic regions, CWES will offer activities designed to prepare students for careers focused on America's vital strategic relationship with Europe. Our Brussels program and new Task Force course on European security exposes students to policy practitioners and encourages them to pursue careers in policymaking. CWES support for Portuguese language training and a new conversation module will encourage more UW professional school students (especially in Health Sciences) to study this critical world language. Our outreach to the business community stresses the pivotal significance of EU-US economic ties, including the importance of EU-US trade for the continued health of the US and Washington state economies.

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

Name of Applicant Institution and Center: University of Washington, Center for West European Studies

Name/Title of Authorized Representative (Printed):

Title: Director, Office of Sponsored Programs Telephone: 206-543-4043

Signature:  E-mail: osp@uw.edu

Date: 6/27/14

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

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

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

APPLICATION TYPE

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

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

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

Language	Eligible Now? Y/N
Arabic	N
Danish	Y
Estonian	Y
Finnish	Y
French	Y
German	Y
Italian	Y
Latvian	Y
Lithuanian	Y
Norwegian	Y
Portuguese	Y
Spanish	Y
Swedish	Y
Turkish	Y

University of Washington, Seattle Comprehensive NRC: Western Europe NRC & FLAS Budget: FY 2014-2017					Title VI Funds					Page Number/ Priority #				
					Fiscal Yr:		Academic Yr:		Total					
					Year 1 2014	Year 2 2015	Year 3 2016	Year 4 2017				Year 1 2014-15	Year 2 2015-16	Year 3 2016-17
I. SALARIES														
					Benefits									
					Year 1	Year 2	Year 3	Year 4						
A. Administrative														
Associate Director (P.Shekleton) 30% of salary, 100% of 12 months Benefits 27.70					5,494	5,714	5,942	6,180	19,835	20,628	21,453	22,311	84,227	p.18
Database Manager (D. Craig) Benefits 27.70%					1,004	1,045	1,086	1,130	3,626	3,771	3,922	4,079	15,398	
Curriculum & Exchange Program Coordinator (M. Di Virgilio) 26% of salary, 50% of 12 months Benefits 33.8%					4,009	4,169	4,336	4,509	11,860	12,334	12,827	13,340	50,361	p.18
Subtotal, Administration									35,321	36,733	38,202	39,730	149,986	
B. Language Instruction														
Language Trailer Section for International Studies in Spanish or Portuguese Contribution to salary (Teaching Associate) Benefits					1,317	0	1,424	0	6,393		6,915		13,308	p.32
Portuguese Lecturer Contribution to salary (C. Zubelli) Benefits 22.7%					3,121	3,246	3,376	3,511	13,750	14,300	14,872	15,467	58,389	p.29 FCP2
Subtotal, Language Instruction									20,143	14,300	21,787	15,467	71,697	
C. Area and Other Instruction														
Greece and Europe after the Crisis, 3 months, 50% Contribution to salary (N. Klapaki) Benefits 22.7%					1,771	1,841	1,915	1,991	7,800	8,112	8,436	8,773	33,121	p.28
Migration and Multiculturalism in Mediteranean course, 3 months, 50% Contribution to salary (N. Klapaki) Benefits 22.7%					1,771	1,841	1,915	1,991	7,800	8,112	8,436	8,773	33,121	p.28
Securing Europe: Task Force course, 3 months, 50% Contribution to salary (A. Cirtautas) Benefits 22.7%						1,002		1,083		4,412		4,773	9,185	p.29 #1
Post-Conflict States and Societies in Europe , 3 months, 50% Contribution to salary (A. Cirtautas) Benefits 22.7%						1,002		1,083		4,412		4,773	9,185	p.29 #1
Democratization in Europe, 3 months, 50% Contribution to salary (A. Cirtautas) Benefits 22.7%						1,002		1,083		4,412		4,773	9,185	p.29 #1
Subtotal, Area and Other Instruction									15,600	29,460	16,872	31,865	93,797	
D. Outreach Personnel														
Outreach Coordinator (E.Dunn) 15-25% of salary, 65-75% of 12 months Benefits 27.70%					2,254	2,344	2,437	2,535	8,136	8,461	8,799	9,151	34,547	p.18
Graduate Staff Assistant 720 hours @ \$14.50/hour									10,440	10,440	10,440	10,440	41,760	p.34

**University of Washington, Seattle
Comprehensive NRC: Western Europe
NRC & FLAS Budget: FY 2014-2017**

					Title VI Funds					Page Number/ Priority #		
					Fiscal Yr:		Year 1	Year 2	Year 3		Year 4	Total
					Academic Yr:		2014	2015	2016		2017	
					2014-15	2015-16	2016-17	2017-18				
Benefits 17.0%	1,775	1,775	1,775	1,775								
Undergraduate Staff Assistant 360 hrs @ \$12.50/hr Benefits 17.0%	765	765	765	765	4,500	4,500	4,500	4,500	18,000	p.34		
Subtotal, Outreach Personnel					23,076	23,401	23,739	24,091	94,307			
SALARIES SUBTOTAL					94,140	103,894	100,600	111,153	409,787			
2. FRINGE BENEFITS	% of Salaries											
Faculty	22.70%	152,181			6,663	9,934	7,206	10,742	34,545			
Classified staff	33.80%	50,364			4,009	4,169	4,336	4,509	17,023			
Professional staff	27.70%	134,170			8,752	9,103	9,465	9,845	37,165			
Graduate student appointments	20.60%	13,306			1,317	0	1,424	0	2,741			
Hourly assistance	17.00%	59,765			2,540	2,540	2,540	2,540	10,160			
		409,786										
FRINGE BENEFITS SUBTOTAL					23,281	25,746	24,971	27,636	101,634			
3. TRAVEL												
A. Foreign Travel												
EU Summer Study Abroad Programs with UW Sociology and Office of Minority Affairs												
Administrative Travel												
Travel to Europe 1 @ \$1600					1,600	1,600	1,600	1,600	6,400	p.28		
Lodging 1 @ \$1500					1,500	1,500	1,500	1,500	6,000	#1		
Faculty to Europe for development exchange program/presentation												
Travel to Europe 2 @ \$1600					3,200	3,200	3,200	3,200	12,800	p.33		
Lodging and Per Diem 2 @ \$800					1,600	1,600	1,600	1,600	6,400			
Arctic and Scandinavia lecture												
Travel from Europe 1 @ \$1600					1,600				1,600	p.31		
Lodging 1 @ \$600					600				600			
Professional services 1 @ \$500					500				500			
B. Domestic Travel												
Faculty to professional mtgs/workshops: 7 @ \$500					3,500	3,500	3,500	3,500	14,000	p.33		
Regional Faculty Travel Fund Grants for Northwest Faculty to Travel to UW for Research and Events 3 @ \$200					600	600	600	600	2,400	p.33		
CWES Staff to NRC/FLAS Directors' Meeting (Fall 2014)												
Airfare 2 @ \$600					1,200				1,200	p.33		
Lodging and Per Diem 2 @ \$600					1,200				1,200			
TRAVEL SUBTOTAL					17,100	12,000	12,000	12,000	53,100			
5. SUPPLIES												
A. Library Acquisitions					12,000	12,000	12,000	12,000	48,000			
Teacher Workshops:												
Facility Rental					500	500	500	500	2,000	p.34-36		
Supplies & Materials					350	350	350	350	1,400	AB		
B. Other Center Service/Supply Costs:												

**University of Washington, Seattle
Comprehensive NRC: Western Europe
NRC & FLAS Budget: FY 2014-2017**

Title VI Funds

	Fiscal Yr:				Total	Page Number/ Priority #
	Year 1 2014	Year 2 2015	Year 3 2016	Year 4 2017		
	Academic Yr: 2014-15	2015-16	2016-17	2017-18		
Mail & Air Express	1,200	1,200	1,200	1,200	4,800	
Photocopies	1,249	1,489	1,488	1,375	5,601	
Long distance & fax	150	150	150	150	600	
Misc. office supplies & services	750	750	750	750	3,000	
SUPPLIES SUBTOTAL	16,199	16,439	16,438	16,325	65,401	
8. OTHER						
Language Pedagogy and Outreach						
Language Pedagogy Workshops: for high school & UW language instructors	1,000	1,000	1,000	1,000	4,000	p.33
UW in the High School: Co-sponsorship of language workshops with UW Ed. Outreach	750	750	750	750	3,000	p.33 AB
ACTFL training for UW language instructors with priority for Turkish and Portuguese	2,200	2,200	2,200	2,200	8,800	p.33
Startalk training for teachers of Portuguese with UW Language learning Center	500	500	500	500	2,000	p.32
Language training modules and online instructional tools for priority languages (Portuguese) and LCTLs	4,000		4,000		8,000	
Teacher Training and Outreach						
REECAS-CWES Master Teacher Series: Year 1 Europe's Transformative Century, Year 3 Europe and Propaganda. Co-sponsored with REECAS. Professional Services, 2 @ \$250, Travel and per diem for teachers, 2 @ \$250		500		500	1,000	p.29
		500		500	1,000	AB
Policy Forum for High School and Community College Educators: workshops with EU Center Domestic travel for speakers, 1 @ \$500 Hotel and per diem for speakers 1 @ \$500 Professional services for instructors, 2 @ \$250 Travel and per diem for teachers, 2 @ \$200	500	500	500	500	2,000	p.27-29
	500	500	500	500	2,000	AB
	500	500	500	500	2,000	
	400	400	400	400	1,600	
Community College Master Teacher Institute Materials and Professional Services	1,000	1,000	1,000	1,000	4,000	p.36 AB, NCP1
EU Visit Program to Brussels for Community College Instructors Travel to Europe 1 @ \$1600 Hotel and per diem 1 @ \$1,000	1,600	1,600	1,600	1,600	6,400	p.50 AB, NCP1
	1,000	1,000	1,000	1,000	4,000	
Conference Co-Sponsorship: Midwest Institute for International & Intercultural Education: Workshops for Community College instructors	2,500	2,500	2,500	2,500	10,000	p.50 AB, NCP1
Postsecondary Outreach:						
West Coast Model EU with EU Center Materials and Room Rental	1,000	1,000	1,000	1,000	4,000	p.31
Graduate Research Workshop on EU with EU Center Materials and Room Rental		500			500	p.34

University of Washington, Seattle Comprehensive NRC: Western Europe NRC & FLAS Budget: FY 2014-2017		Title VI Funds					Page Number/ Priority #	
		Fiscal Yr:	Year 1	Year 2	Year 3	Year 4		Total
		Academic Yr:	2014 2014-15	2015 2015-16	2016 2016-17	2017 2017-18		
Conference: 25 Years of German Unity co-sponsored with Germanics Travel from Europe 2 @ \$1600 Lodging and per diem, 2 @ \$600 Professional Services 2 @ \$250			3,200				3,200	p.30
Conference: Mobilizing Gender in an Expanded Europe For Invited Speakers/Instructors: Travel from Europe, 2 @ \$1600 Domestic Travel, 2 @ \$500 Lodging and per diem, 4 @ \$600 Professional Services, 4 @ \$250			3,200				3,200	
Conference: Reforming Europe For Invited Speakers/Instructors: Travel from Europe, 2 @ \$1,600 Domestic Travel, 4 @ \$500 Lodging and per diem, 6 @ \$600 Professional Services, 6 @ \$250				3,200			3,200	p.28
Conference: Greek Cinema & The Economic Crisis For Invited Speakers/Instructors: Travel from Europe, 1 @ \$1,600 Domestic Travel, 4 @ \$500 Lodging and per diem, 5 @ \$600 Professional Services, 5 @ \$250			1,600				1,600	p.28
VCM - Videoconference Course Modules for European Studies courses Professional services, 4 @ \$250			1,000	1,000	1,000	1,000	4,000	p.32
Jackson School Joint Outreach								
JSIS Graduate Professional Development Initiative			1,000	1,000	1,000	1,000	4,000	p.34
Washington State Council for the Social Studies Annual Retreat: Travel expenses for presenter			300	300	300	300	1,200	p.36 AB
Climate Change Impact & the Arctic Interdisciplinary course with Honors and Ida B Wells School			0	2,000	2,000	2,000	6,000	p.31
International Education Policy course with UW Bothell Education Program			0	2,000	2,000	2,000	6,000	p.36 AB, NCP2
Community College Master Teachers Institute			1,000	1,000	1,000	1,000	4,000	p.36 AB, NCP1
Classroom Country Profiles for Educators			200	200	200	200	800	p. 36 AB
Outreach partnership with Global Affairs Center at Shoreline CC			300	300	300	300	1,200	p.50 AB,NCP1
SIFF European film co-sponsorships, 2 @ \$500			1,000	1,000	1,000	1,000	4,000	p.36
Arctic & International Affairs Summer Institute			3,000	3,000	3,000	3,000	12,000	p.30
National NRC/FLAS web portal			250	250	250	250	1,000	p.46
Business, Media and the General Public								

University of Washington, Seattle Comprehensive NRC: Western Europe NRC & FLAS Budget: FY 2014-2017		Title VI Funds					Page Number/ Priority #	
		Fiscal Yr:	Year 1	Year 2	Year 3	Year 4		Total
		Academic Yr:	2014 2014-15	2015 2015-16	2016 2016-17	2017 2017-18		
Creative Retirement Institute for Seniors Professional Services for Speakers 1 @ \$250 Language through Film program with SIFF Italian and French film festival co-sponsorships, 2 @ \$500 Opportunities in Europe Business Program Facility Rental MELL: Mapping and Enhancing Language Learning with OSPI <i>Program Evaluation</i> Office of Educational Assessment NRC Impact Evaluation:		250	250	250	250	1,000	p.36	
		1,000	1,000	1,000	1,000	4,000	p.36	
		750	750	750	750	3,000	p.36	
		500	500	500	500	2,000	p.33	
		12,000	12,000	12,000	12,000	48,000	p.41-43	
OTHER SUBTOTAL		60,350	51,800	44,000	41,000	197,150		
9. TOTAL DIRECT COSTS		211,070	209,879	198,009	208,114	827,072		
10. INDIRECT COSTS @ 8% OF ALL DIRECT COSTS		16,886	16,790	15,841	16,649	66,166		
TOTAL		227,956	226,669	213,850	224,763	893,238		
FLAS FELLOWSHIPS	Number							
Acad. Year Graduate Subsistence Allowances @ \$15,000	5	75,000	75,000	75,000	75,000	300,000		
Acad. Year Undergrad Subsistence Allowances @ \$5,000	2	10,000	10,000	10,000	10,000	40,000		
Acad. Year Institutional Payments @ \$18,000/each	5	90,000	90,000	90,000	90,000	360,000		
Acad. Year Institutional Payments @ \$10,000/each (includes medical insurance for graduate awards)	2	20,000	20,000	20,000	20,000	80,000		
Total, Academic Year:	7	195,000	195,000	195,000	195,000	780,000		
Summer Subsistence Allowances 4 @ \$ 2,500/each	4	10,000	10,000	10,000	10,000	40,000		
Summer Institutional Payments 4 @ \$5,000/each (includes medical insurance for graduate awards)	4	20,000	20,000	20,000	20,000	80,000		
Total, Summer:	4	30,000	30,000	30,000	30,000	120,000		
Total Requested FY 2014		225,000						
Total Requested FY 2015			225,000					
Total Requested FY 2016				225,000				
Total Requested FY 2017					225,000			
TOTAL REQUESTED, 4 YEARS						900,000		

University of Washington, Seattle Comprehensive NRC: Western Europe NRC & FLAS Budget: FY 2014-2017					Title VI Funds					Page Number/ Priority #		
					Fiscal Yr:		Year 1	Year 2	Year 3		Year 4	Total
					Academic Yr:		2014-15	2015-16	2016-17		2017-18	
I. SALARIES												
	Benefits											
	Year 1	Year 2	Year 3	Year 4								
A. Administrative												
Associate Director (P.Skeleton) 30% of salary, 100% of 12 months Benefits 27.70	5,494	5,714	5,942	6,180	19,835	20,628	21,453	22,311	84,227	p.18		
Database Manager (D. Craig) Benefits 27.70%	1,004	1,045	1,086	1,130	3,626	3,771	3,922	4,079	15,398			
Curriculum & Exchange Program Coordinator (M. Di Virgilio) 26% of salary, 50% of 12 months Benefits 33.8%	4,009	4,169	4,336	4,509	11,860	12,334	12,827	13,340	50,361	p.18		
Subtotal, Administration					35,321	36,733	38,202	39,730	149,986			
B. Language Instruction												
Language Trailer Section for International Studies in Spanish or Portuguese Contribution to salary (Teaching Associate) Benefits	1,317	0	1,424	0	6,393		6,915		13,308	p.32		
Portuguese Lecturer Contribution to salary (C. Zubelli) Benefits 22.7%	3,121	3,246	3,376	3,511	13,750	14,300	14,872	15,467	58,389	p.29 FCP2		
Subtotal, Language Instruction					20,143	14,300	21,787	15,467	71,697			
C. Area and Other Instruction												
Greece and Europe after the Crisis , 3 months, 50% Contribution to salary (N. Klapaki) Benefits 22.7%	1,771	1,841	1,915	1,991	7,800	8,112	8,436	8,773	33,121	p.28		
Migration and Multiculturalism in Mediterranean course, 3 months, 50% Contribution to salary (N. Klapaki) Benefits 22.7%	1,771	1,841	1,915	1,991	7,800	8,112	8,436	8,773	33,121	p.28		
Securing Europe: Task Force course , 3 months, 50% Contribution to salary (A. Cirtautas) Benefits 22.7%		1,002		1,083		4,412		4,773	9,185	p.29 #1		
Post-Conflict States and Societies in Europe , 3 months, 50% Contribution to salary (A. Cirtautas) Benefits 22.7%		1,002		1,083		4,412		4,773	9,185	p.29 #1		
Democratization in Europe , 3 months, 50% Contribution to salary (A. Cirtautas) Benefits 22.7%		1,002		1,083		4,412		4,773	9,185	p.29 #1		
Subtotal, Area and Other Instruction					15,600	29,460	16,872	31,865	93,797			
D. Outreach Personnel												
Outreach Coordinator (E.Dunn) 15-25% of salary, 65-75% of 12 months Benefits 27.70%	2,254	2,344	2,437	2,535	8,136	8,461	8,799	9,151	34,547	p.18		
Graduate Staff Assistant 720 hours @ \$14.50/hour					10,440	10,440	10,440	10,440	41,760	p.34		

**University of Washington, Seattle
Comprehensive NRC: Western Europe
NRC & FLAS Budget: FY 2014-2017**

					Title VI Funds				Total	Page Number/ Priority #	
					Fiscal Yr:	Year 1	Year 2	Year 3			Year 4
					Academic Yr:	2014	2015	2016			2017
					2014-15	2015-16	2016-17	2017-18			
Benefits 17.0%	1,775	1,775	1,775	1,775							
Undergraduate Staff Assistant 360 hrs @ \$12.50/hr Benefits 17.0%					4,500	4,500	4,500	4,500	18,000	p.34	
Subtotal, Outreach Personnel	765	765	765	765	23,076	23,401	23,739	24,091	94,307		
SALARIES SUBTOTAL					94,140	103,894	100,600	111,153	409,787		
2. FRINGE BENEFITS	% of Salaries										
Faculty	22.70%	152,181			6,663	9,934	7,206	10,742	34,545		
Classified staff	33.80%	50,364			4,009	4,169	4,336	4,509	17,023		
Professional staff	27.70%	134,170			8,752	9,103	9,465	9,845	37,165		
Graduate student appointments	20.60%	13,306			1,317	0	1,424	0	2,741		
Hourly assistance	17.00%	59,765			2,540	2,540	2,540	2,540	10,160		
		409,786									
FRINGE BENEFITS SUBTOTAL					23,281	25,746	24,971	27,636	101,634		
3. TRAVEL											
A. Foreign Travel											
EU Summer Study Abroad Programs with UW Sociology and Office of Minority Affairs											
Administrative Travel											
Travel to Europe 1 @ \$1600					1,600	1,600	1,600	1,600	6,400	p.28	
Lodging 1 @ \$1500					1,500	1,500	1,500	1,500	6,000	#1	
Faculty to Europe for development exchange program/presentation											
Travel to Europe 2 @ \$1600					3,200	3,200	3,200	3,200	12,800	p.33	
Lodging and Per Diem 2 @ \$800					1,600	1,600	1,600	1,600	6,400		
Arctic and Scandinavia lecture											
Travel from Europe 1 @ \$1600					1,600				1,600	p.31	
Lodging 1 @ \$600					600				600		
Professional services 1 @ \$500					500				500		
B. Domestic Travel											
Faculty to professional mtgs/workshops:											
7 @ \$500					3,500	3,500	3,500	3,500	14,000	p.33	
Regional Faculty Travel Fund Grants for Northwest Faculty to Travel to UW for Research and Events											
3 @ \$200					600	600	600	600	2,400	p.33	
CWES Staff to NRC/FLAS Directors' Meeting (Fall 2014)											
Airfare 2 @ \$600					1,200				1,200	p.33	
Lodging and Per Diem 2 @ \$600					1,200				1,200		
TRAVEL SUBTOTAL					17,100	12,000	12,000	12,000	53,100		
5. SUPPLIES											
A. Library Acquisitions					12,000	12,000	12,000	12,000	48,000		
Teacher Workshops:											
Facility Rental					500	500	500	500	2,000	p.34-36	
Supplies & Materials					350	350	350	350	1,400	AB	
B. Other Center Service/Supply Costs:											

University of Washington, Seattle Comprehensive NRC: Western Europe NRC & FLAS Budget: FY 2014-2017		Title VI Funds					Total	Page Number/ Priority #
		Fiscal Yr:	Year 1	Year 2	Year 3	Year 4		
		Academic Yr:	2014	2015	2016	2017		
		2014-15	2015-16	2016-17	2017-18			
Mail & Air Express		1,200	1,200	1,200	1,200	4,800		
Photocopies		1,249	1,489	1,488	1,375	5,601		
Long distance & fax		150	150	150	150	600		
Misc. office supplies & services		750	750	750	750	3,000		
SUPPLIES SUBTOTAL		16,199	16,439	16,438	16,325	65,401		
8. OTHER								
<i>Language Pedagogy and Outreach</i>								
Language Pedagogy Workshops: for high school & UW language instructors		1,000	1,000	1,000	1,000	4,000	p.33	
UW in the High School: Co-sponsorship of language workshops with UW Ed. Outreach		750	750	750	750	3,000	p.33 AB	
ACTFL training for UW language instructors with priority for Turkish and Portuguese		2,200	2,200	2,200	2,200	8,800	p.33	
Startalk training for teachers of Portuguese with UW Language learning Center		500	500	500	500	2,000	p.32	
Language training modules and online instructional tools for priority languages (Portuguese) and LCTLs		4,000		4,000		8,000		
<i>Teacher Training and Outreach</i>								
REECAS-CWES Master Teacher Series: Year 1 Europe's Transformative Century, Year 3 Europe and Propaganda. Co-sponsored with REECAS, Professional Services, 2 @ \$250, Travel and per diem for teachers, 2 @ \$250			500		500	1,000	p.29 AB	
Policy Forum for High School and Community College Educators: workshops with EU Center Domestic travel for speakers, 1 @ \$500 Hotel and per diem for speakers 1 @ \$500 Professional services for instructors, 2 @ \$250 Travel and per diem for teachers, 2 @ \$200		500	500	500	500	2,000	p.27-29 AB	
Community College Master Teacher Institute Materials and Professional Services		1,000	1,000	1,000	1,000	4,000	p.36 AB, NCP1	
EU Visit Program to Brussels for Community College Instructors Travel to Europe 1 @ \$1600 Hotel and per diem 1 @ \$1,000		1,600	1,600	1,600	1,600	6,400	p.50 AB, NCP1	
Conference Co-Sponsorship: Midwest Institute for International & Intercultural Education: Workshops for Community College instructors		2,500	2,500	2,500	2,500	10,000	p.50 AB, NCP1	
Postsecondary Outreach:								
West Coast Model EU with EU Center Materials and Room Rental		1,000	1,000	1,000	1,000	4,000	p.31	
Graduate Research Workshop on EU with EU Center Materials and Room Rental			500			500	p.34	

**University of Washington, Seattle
Comprehensive NRC: Western Europe
NRC & FLAS Budget: FY 2014-2017**

		Title VI Funds					
		Year 1	Year 2	Year 3	Year 4		Page
Fiscal Yr:	Academic Yr:	2014	2015	2016	2017	Total	Number/ Priority #
		2014-15	2015-16	2016-17	2017-18		
Conference: 25 Years of German Unity co-sponsored with Germanics							p.30
Travel from Europe 2 @ \$1600		3,200				3,200	
Lodging and per diem, 2 @ \$600		1,200				1,200	
Professional Services 2 @ \$250		500				500	
Conference: Mobilizing Gender in an Expanded Europe							
For Invited Speakers/Instructors:							
Travel from Europe, 2 @ \$1600		3,200				3,200	
Domestic Travel, 2 @ \$500		1,000				1,000	
Lodging and per diem, 4 @ \$600		2,400				2,400	
Professional Services, 4 @ \$250		1,000				1,000	
Conference: Reforming Europe							p.28
For Invited Speakers/Instructors:							
Travel from Europe, 2 @ \$1,600			3,200			3,200	
Domestic Travel, 4 @ \$500			2,000			2,000	
Lodging and per diem, 6 @ \$600			3,600			3,600	
Professional Services, 6 @ \$250			1,500			1,500	
Conference: Greek Cinema & The Economic Crisis							p.28
For Invited Speakers/Instructors:							
Travel from Europe, 1 @ \$1,600		1,600				1,600	
Domestic Travel, 4 @ \$500		2,000				2,000	
Lodging and per diem, 5 @ \$600		3,000				3,000	
Professional Services, 5 @ \$250		1,250				1,250	
VCM - Videoconference Course Modules for European Studies courses							
Professional services, 4 @ \$250		1,000	1,000	1,000	1,000	4,000	p.32
Jackson School Joint Outreach							
JSIS Graduate Professional Development Initiative		1,000	1,000	1,000	1,000	4,000	p.34
Washington State Council for the Social Studies Annual Retreat:							
Travel expenses for presenter		300	300	300	300	1,200	p.36 AB
Climate Change Impact & the Arctic							
Interdisciplinary course with Honors and Ida B Wells School		0	2,000	2,000	2,000	6,000	p.31
International Education Policy course with UW Bothell Education Program		0	2,000	2,000	2,000	6,000	p.36 AB, NCP2
Community College Master Teachers Institute		1,000	1,000	1,000	1,000	4,000	p.36 AB, NCP1
Classroom Country Profiles for Educators		200	200	200	200	800	p.36 AB
Outreach partnership with Global Affairs Center at Shoreline CC		300	300	300	300	1,200	p.50 AB,NCP1
SIFF European film co-sponsorships, 2 @ \$500		1,000	1,000	1,000	1,000	4,000	p.36
Arctic & International Affairs Summer Institute		3,000	3,000	3,000	3,000	12,000	p.30
National NRC/FLAS web portal		250	250	250	250	1,000	p.46
Business, Media and the General Public							

AB = Absolute Priority
FC = FLAS Competitive Priority

University of Washington, Seattle Comprehensive NRC: Western Europe NRC & FLAS Budget: FY 2014-2017		Title VI Funds					Page Number/ Priority #	
		Fiscal Yr:	Year 1	Year 2	Year 3	Year 4		Total
		Academic Yr:	2014 2014-15	2015 2015-16	2016 2016-17	2017 2017-18		
Creative Retirement Institute for Seniors Professional Services for Speakers 1 @ \$250		250	250	250	250	1,000	p.36	
Language through Film program with SIFF Italian and French film festival co-sponsorships, 2 @ \$500		1,000	1,000	1,000	1,000	4,000	p.36	
Opportunities in Europe Business Program Facility Rental		750	750	750	750	3,000	p.36	
MELL: Mapping and Enhancing Language Learning with OSPI		500	500	500	500	2,000	p.33	
Program Evaluation								
Office of Educational Assessment NRC Impact Evaluation:		12,000	12,000	12,000	12,000	48,000	p.41-43	
OTHER SUBTOTAL		60,350	51,800	44,000	41,000	197,150		
9. TOTAL DIRECT COSTS		211,070	209,879	198,009	208,114	827,072		
10. INDIRECT COSTS @ 8% OF ALL DIRECT COSTS		16,886	16,790	15,841	16,649	66,166		
TOTAL		227,956	226,669	213,850	224,763	893,238		
FLAS FELLOWSHIPS	Number							
Acad. Year Graduate Subsistence Allowances @ \$15,000	5	75,000	75,000	75,000	75,000	300,000		
Acad. Year Undergrad Subsistence Allowances @ \$5,000	2	10,000	10,000	10,000	10,000	40,000		
Acad. Year Institutional Payments @ \$18,000/each	5	90,000	90,000	90,000	90,000	360,000		
Acad. Year Institutional Payments @ \$10,000/each (includes medical insurance for graduate awards)	2	20,000	20,000	20,000	20,000	80,000		
Total, Academic Year:	7	195,000	195,000	195,000	195,000	780,000		
Summer Subsistence Allowances 4 @ \$ 2,500/each	4	10,000	10,000	10,000	10,000	40,000		
Summer Institutional Payments 4 @ \$5,000/each (includes medical insurance for graduate awards)	4	20,000	20,000	20,000	20,000	80,000		
Total, Summer:	4	30,000	30,000	30,000	30,000	120,000		
Total Requested FY 2014		225,000						
Total Requested FY 2015			225,000					
Total Requested FY 2016				225,000				
Total Requested FY 2017					225,000			
TOTAL REQUESTED, 4 YEARS						900,000		

Guide to Acronyms

ACTFL	American Council on the Teaching of Foreign Languages	MEC	Middle East Center
		MELL	Mapping and Enhancing Language Learning
		MOODLE	Modular Object-Oriented Dynamic Learning Environment
AP	Absolute Priority	MSU	Michigan State University
A&S	Arts & Sciences	NIEA	Northwest International Education Association
AVE	Aula Virtual de Espanol	NGO	Non-governmental organization
AY	Academic Year	NRC	National Resource Center
BA	Bachelor of Arts Degree	OEA	Office of Educational Assessment
BYU	Brigham Young University	OGA	Office of Global Affairs
CAS	College of Arts and Sciences	OMA&D	Office of Minority Affairs & Diversity
CC	Community College	OMSFA	Office of Merit Scholarships, Fellowships, and Awards
CCMTI	Community College Master Teacher Institute	OSPI	Office of the Superintendent of Public Instruction
CGS	Center for Global Studies	PhD	Doctor of Philosophy degree
CHID	Comparative History of Ideas	PNW	Pacific Northwest
CIBER	Center for International Business, Education and Research	REECAS	Russian, East European, and Central Asian Studies Center
CISB	Certificate in International Business	SAR	Student Aid Report
CoED	College of Education	SAAS	Society for the Advancement of Science
CRL	Center for Research Libraries	SSRC	Social Science Research Council
CTL	Center for Teaching and Learning	STEM	Science, Technology, Engineering and Mathematics
CWES	Center for West European Studies	TA	Teaching Assistant
DAAD	The German Academic Exchange Service	TASP	Transatlantic Studies Program
		TDA	Trade Development Alliance
DSO	Disabilities Services Office	UK	United Kingdom
EAC	East Asia Center	UN	United Nations
EU	European Union	US	United States
FCP2	FLAS Competitive Preference Priority 2	USED	United States Department of Education
FLAS	Foreign Language and Area Studies Fellowships	UW	University of Washington
		UWB	University of Washington Bothell Campus
FIPSE	Fund for the Improvement of Postsecondary Education	VCM	Videoconference course module
		WAC	World Affairs Council
FTE	Full-time Equivalent	WSCSS	Washington State Council for Social Studies
GEPA	General Education Provisions Act	WES	West European Studies
GO	Global Opportunities Grant		
GRE	Graduate Record Examination		
IP	Invitational Priority		
IPE	International Programs and Exchanges		
IS	International Studies		
JSIS	The Henry M. Jackson School of International Studies		
JSSA	Jackson School Students' Association		
LSAT\	Law School Admission Test		
LCTL	Less Commonly Taught Language		
LLC	Language Learning Center		
MA	Master of Arts degree		
MAIS	Master of Arts in International Studies		
MCAT	Medical College Admission Test		

ABSTRACT

CWES Mission: The UW Center for West European Studies is dedicated to promoting the study of Western Europe in the Northwest and throughout the nation with the overarching objective of enhancing the nation's capacity in West European Studies. The Center achieves this objective with a range of programs focused on training the next generation of Europe experts for work in education, government, the non-profit sector and private business.

Project Proposal & Activities: In this proposal, CWES presents an integrated program of new and enhanced project activities designed to increase national capacity in West European studies and languages in an effective and efficient manner. The proposed activities enhance national capacity by providing training in West European Studies to K-12 and community college instructors, by providing professional development opportunities to our faculty and graduate students, and by creating new learning options for students at the UW and across the US. Many of the new projects are integrated into three project themes: Crisis, Reform and Recovery in Europe; Security and Democracy in the European Neighborhood; and Economic Opportunities and Environmental Challenges in the Arctic. These themes all stress contemporary issues that directly relate to vital US economic and security interests, including EU-US trade and jobs, the future of NATO and European security, and the impact of climate change on US strategic interests. Over the next four years, CWES will develop and implement activities that will provide students, educators and professionals the skills they need to help the US meet these and other challenges. Some examples of activities CWES will offer:

- Innovative student learning opportunities, such as our EU Studies program in Brussels and complementing West Coast Model EU, plus a new Brussels study program and corresponding internships designed to provide students with the skills to engage with today's Europe.
- New Portuguese language courses and modules to increase the number of US students studying this vital world language, and grow the number of professionals and educators who can work or offer training in Portuguese.
- New undergraduate study abroad programs and courses emphasizing contemporary policy challenges and incorporating practitioner perspectives to expose students to careers in government service and policymaking.
- New annual Arctic Institute developed collaboratively by UW NRCs and CIBER to provide students and policymakers with the tools and training to meet the national need for experts able to work on policy issues related to this region of growing geostrategic importance.

Priorities and Impact: The activities noted above are complemented by programs that meet the NRC Absolute Priority of K-12 teacher training, plus the Competitive Priorities of engaging community colleges and schools of education to expand the scope and impact of our project. This proposal includes several new activities designed to provide K-14 educators and future teachers with professional development opportunities that will allow them to better integrate Western European themes and languages into their curriculum. Our FLAS program will meanwhile continue to emphasize LCTL training with a focus on priority languages per the second FLAS Competitive Priority. Our outreach to the Seattle business community will benefit from – and reinforce – our region's critical economic ties with Europe. All of these projects will demonstrate impact in terms of producing teachers, students and professionals with the language and area studies skills that will enhance their – and the nation's – ability to engage with Western Europe and the critical global issues and challenges of the 21st Century.

INTRODUCTION

The Center for West European Studies (CWES) at the University of Washington Henry M. Jackson School of International Studies is pleased to present this application for Title VI comprehensive NRC-FLAS funding for the 2014-18 grant cycle. Since its establishment in 1994, CWES has helped the University of Washington develop one of the largest and most successful West European Studies programs in the country, and spearheaded a diverse and extensive outreach program that has had significant regional and national impact. The proposed set of projects and activities laid out in this application for funding builds upon the Center's considerable strengths in these areas to set ambitious new goals to train the next generation of United States experts on Western Europe. CWES will realize these objectives through a thoughtfully constructed set of complementing projects focusing on Europe's role in meeting contemporary global challenges. Proposed activities include: extensive training in the less/least commonly taught and national priority languages (including Portuguese and Arabic); new courses and academic programs focusing on pressing policy and strategic issues; educator workshops and training programs to enhance K-14 area studies and language instruction; and an expansive and diverse public outreach program executed in partnership with fellow NRCs and an extensive range of local and regional collaborators. Over the past twenty years, the UW CWES has established a proven track record for developing and implementing successful and impactful programs, a level of excellence and expertise we look forward to applying to our new projects over the next four years.

I. COMMITMENT TO WEST EUROPEAN STUDIES

A. Financial and Other Support CWES's success is built upon the UW's robust and long-term commitment to West European Studies (WES) across a wide range of disciplines and through generous direct support to our Center. Table 1.1 provides financial evidence of this commitment; institutional support for West European Studies in 2013-14 totaled \$18,337,536.

UW President Michael Young has stated: "With our longstanding commitment to global research and citizenship, the University of Washington considers the Title VI programs of the US Department of Education to be an indispensable element of our strategic approach, particu-

larly with respect to our ability to serve students and citizens across the nation while also building deep area studies and language expertise in the next generation of US scholars, business professionals and government officials.” To support UW’s global mission, Young recently

Items	UW Expenditures on WES
WES Faculty Salaries	\$11,778,116
WES Grad Student Support (TA/RA Pay/Ben., Tuition Waivers)	\$1,553,433
CWES Administrative Salaries	\$99,916
JSIS Administrative Salaries	\$84,216
WES Library Staff Salaries	\$4,227,393
WES Library Acquisitions	\$594,462
Total	\$18,337,536

appointed Jeff Riedinger as the UW’s Vice Provost for Global Affairs. Riedinger, who is very familiar with NRC programs from his tenure as Dean of International Studies at Michigan State University, works closely with the Jackson School (JSIS) to maximize the impact of Title VI funding across all of the UW’s 17 schools and colleges and 3 campuses. The UW’s commitment to Title VI is evident from the high level of institutional support the Provost’s Office and the College of Arts and Sciences (A&S) have committed to support the NRCs in the upcoming grant period, including \$40,000 for evaluation of the Title VI programs. The Jackson School will support these efforts by providing \$5,000 per year in support of database development and through salary support for the full-time Career Services and FLAS Coordinator positions so that they can coordinate expanded NRC student and alumni data tracking efforts. New JSIS Communications Specialist and Web Developer positions will meanwhile enhance our Center’s ability to engage with the local and national public, as well as the media.

Our office staff has grown from less than 1.5 FTE in 1996 to approximately 2.5 currently. The UW funds our Director’s summer salary and corresponding research support, as well as 70% of our Associate Director’s salary and most of our Outreach Coordinator’s position. The Jackson School has recently arranged for us to share a 50% secretary position with another program, enabling us to provide greater support for our European Studies program.

UW expenditures on WES have been supplemented increasingly in recent years by grants from a wide range of European governments and agencies. The UW received \$422,600 from such sources in 2012-13 (see Table 1.2). The UW EU Center of Excellence is one of only four in the nation

Table 1.2: European Government/Agency Funding for WES at the UW (2012-13)			
Government/ Agency	Initial Funding	Central Purpose	Amount of Grant
Spain	1998	Center for Spanish Studies	\$120,000
Spain	2006	Cervantes Institute	\$ 70,000
European Union	1998	European Union Center	\$134,000
Germany (DAAD)	1987	50% of DAAD Professor	\$ 39,480
Finland	1996	50% of Finnish Lecturer and TA	\$ 29,490
Denmark	1997	50% of Danish Lecturer	\$ 29,630
Total	-----	-----	\$422,600

to have been funded six times by the EU Commission since 1998. The UW has also hosted 13 European Commission-funded EU Fellows since 1993. In 2006, the UW inaugurated a Spanish-funded Cervantes Institute – one of

four in the US and the only one located on a US university campus. It joins the Center for Spanish Studies, founded in 1998 with funding from the Spanish Ministry of Education. In 2010, the UW opened a new campus in León, Spain, after a \$30 million historical building renovation funded by the regional government.

Enrollments in WES non-language courses are strong and continue to rise, growing from 31,996 in 2008-09 to 33,337 in 2012-13 – a 4.2% increase. Our teaching staff of 172 non-language WES faculty offered over 500 courses in over two dozen departments and schools in 2012-13; 134 language instructors offered courses in 13 West European languages with a total 2012-13 enrollment of 6,848. Particularly impressive is the fact that the UW maintains such a strong commitment to less/least commonly taught WES languages during a period of fiscal constraint. The UW now offers three levels of Portuguese, along with options for introductory and intensive summer study of this language.

The UW's strength in West European Studies is reflected in a broad range of resources across the campus. The WES collection of the award-winning UW Libraries system is one of the largest in the country. In terms of linkages with institutions abroad, the UW now offers 80 university-wide and departmental exchanges with European partner universities, while the number of UW students receiving credits for study in Western Europe increased by 9.7% (1159 to 1233) between 2008-09 and 2012-13. As for outreach, the UW provides most of the funding for our Outreach Coordinator position while also co-funding (with the government of Spain and the Washington State Office

for the Superintendent of Public Instruction) the many activities of the Center for Spanish Studies.

Undergraduates in fields related to our Center's teaching programs receive travel grants for activities in the United States (e.g., participation in a Model EU) or for study abroad. In 2013-14, our EU Center will provide approximately \$15,000 in travel funding

to undergraduates. UW undergraduates may also apply for Mary Gates Research Scholarships, competitive awards to support collaborative student-faculty research projects; 201 were funded in 2012-13. Also during 2012-13, the UW distributed \$199,000 in Global Opportunities study abroad grants to 81 students demonstrating financial need, and an additional \$81,000 in Fritz grants to UW humanities and social science students studying overseas. There are now nearly 70 endowments at the UW designed exclusively to promote WES. Many of these endowments may be used to fund undergraduates and graduates (see Table 1.3). Jackson School endowments are available to provide grants to UW students pursuing Western Europe-focused study, internships, and study abroad; \$27,450 was awarded for these purposes between 2010 and 2013.

B. Financial Support to Graduate Students The UW provides \$1,553,433 in financial support for WES graduate students as well as travel grants on a competitive basis (see Table 1.1). WES graduate students receive travel funding from the Office of International Programs and Exchanges, the Graduate School and their home departments. Our EU Center provides approximately \$6,000 annually for graduate student travel and research, and the Graduate School awards grants - \$34,866 in 2013-14 - for study at West European partner universities.

2. QUALITY OF CURRICULUM DESIGN

A. Undergraduate Programs UW undergraduates are offered a rich menu of programs for the study of Western Europe. UW students may choose among 29 WES options: 8 language, literature,

Subject	# End.	Market Value 1/2014
Scandinavian Studies*	39	\$10,509,901
European History	4	\$184,160
Germanics	5	\$343,759
French & Italian Studies	13**	\$478,100
Hellenic Studies	6	\$1,732,606
Spanish Studies	1.5**	\$141,239
Comp. Lit (European)	1	\$306,764
Total	69.5	\$13,696,529

* NOTE: 8 in Norwegian, 3 in Danish, 3 in Swedish, 4 in Finnish, 1 in Baltic, 1 in Icelandic, and 9 in Scandinavian (general or shared). ** Shared endowment

and culture majors, 11 language minors, 2 majors and 3 minors in area studies, 2 certificate programs, 1 track within a broader major, and 1 concentration. (see Table 2.1). As of spring 2014, the programs attracted a total of 319 majors: Spanish 108, French 73, European Studies 56, Italian 20, German 28, Scandinavian Area Studies 9, Swedish 10, Norwegian 8, Finnish 4, and Danish 3. To our knowledge, the UW now

Majors/Minors in Language, Literature & Culture	Danish, Finnish, French, German, Italian, Norwegian, Spanish, Swedish, Estonian, Latvian, Lithuanian	Require 3-4 years of language for major, 2-3 for minor
Majors/Minors in Area Studies	European Studies, Scandinavian Studies, Baltic Studies	Require 2+ years of language
Certificates, Tracks, and Concentrations	EU Studies, Hellenic Studies, International Business, Trans-Atlantic Studies, WES Track-Int'l Studies	Generally require 0-3 years of language

has one of the largest European Studies degree programs in the US. All Euro Studies majors must study abroad for at least one quarter and achieve third-year language proficiency.

Three other interdisciplinary curricular options require study abroad. The Trans-Atlantic Studies program is fully described in Section 2.B. A Hellenic Studies concentration is offered to European Studies majors who take electives in Greek history, culture, and language, and study in Greece on the Hellenic Studies program in Athens & Nafplio. The Certificate of International Studies in Business (CISB), offered to undergraduate business majors, requires area studies course work, language proficiency at the third-year level, and study/internship abroad for at least one quarter. Of the 121 current CISB students, 62% (75) have opted to pursue one of the WES tracks (German, Spanish, French, or custom tracks such as Italian or Swedish). Many students pursuing the Certificate in European Union Studies program also study abroad, but those remaining in Seattle may opt instead for a Europe-related internship, a Model EU course, or a seminar taught by one of our EU Fellows (an EU official on leave). Students may also pursue a West European track (requiring four upper-division courses) within the International Studies (IS) major. The latter currently enrolls 13 students and is tied as the most popular of 8 regional IS tracks. There are also currently 9 students pursuing the European Studies minor, a program that requires the completion of the second year of WES language training and five courses.

B. Graduate Programs The UW offers 5 MA programs and 3 PhD programs in 11 national languages/literatures of Western Europe (see Section 4.A). WES graduate students must meet the language requirements of their departments: normally advanced proficiency in one language and intermediate proficiency in a second. Most non-language graduate students interested in WES at the UW pursue their degrees in disciplines such as History, Political Science, or Comparative Literature. In addition, students have the opportunity to gain WES familiarization through the Foster School's Global Business Certificate in their MBA program, which includes options for language proficiency and international experiences; and the Executive MBA, which includes a requirement for an international experience. The Global Business Center (CIBER) maintains exchanges with universities in 7 West European countries; the program sent 18 MBA students to Western Europe between 2010 and 2014, plus 39 students on two MBA study tours to Western Europe.

Our most innovative curricular options for graduate students are the two components of our Trans-Atlantic Studies Program (TASP), launched in 1997-98 with a Fund for the Improvement of Post-Secondary Education grant in collaboration with University of North Carolina-Chapel Hill and the Euromasters consortium: the universities of Bath, Siena, Sciences-Po (Paris), Charles University (Prague), and the Free and Humboldt Universities of Berlin. The first component of the program is designed for UW graduate students or advanced undergraduates, typically pursuing a degree in Political Science or International Studies. The students take Bath's Euromasters core module (an interdisciplinary program on European politics and society) in the fall and have the option to participate in a spring quarter UW module, along with an average of 3-4 European students pursuing Euromasters with Trans-Atlantic Track. At the UW, the Euromasters and participating TASP students take a core Europe-US comparative societies/foreign policy seminar as well as electives on American politics and culture.

C. Academic and Career Advising All WES students obtain advice and counseling from our CWES staff (see Section 6), the Office of International Programs and Exchanges, the UW Career Center, as well as their home departments. The JSIS Office of Career Services provides extensive support to Jackson School students and alumni through in-person advising, graduate student orientations,

and quarterly undergraduate career workshops. In the past year the office has created a new careers blog and booklet, hosted 38 career-oriented events, and developed programs to place more emphasis on Presidential Management Fellowships and careers with the State Department. Events focusing on federal jobs typically draw an average of 30-35 attendees while the larger events organized by the UW Career Center, such as their public service career fair, typically draw between 250-3,800 attendees. CWES staff and affiliated faculty proactively advise and recruit students by appearing multiple times each term in key WES courses to promote the Center's programs and answer questions. The CWES Associate Director additionally advises the Europe Track in the Foster School's CISB international business program on careers, coursework and study abroad options.

D. Study Abroad Arrangements The UW ranks seventh nationally in the number of students who participate in foreign study programs of a quarter or more but less than a full year, and eleventh in students studying for a full academic year. UW students are presented with one of the most extensive menus of West European study abroad options available anywhere in the United States. As of 2014, the UW offers 45 departmental and 35 university-wide exchanges (with some overlap between the two) in Western Europe (e.g. our University of Bath exchange). There are currently an additional 50 faculty-led UW programs to Western Europe. During 2012-13, 1,233 UW students – 9.7% more than in 2008-09 – received credit for study in Western Europe. Students enrolled for study in 16 different West European countries: Italy (360), Spain (218), France (145), UK (131), Ireland (58), Denmark (53), Germany (36), the Netherlands (30), Belgium (21), Greece (20), Iceland (20), Austria (18), Switzerland (18), Sweden (18), Norway (14), and Finland (2). An additional 71 students participated in multi-country programs in Western Europe. The impressive figure for Italy reflects continuing growth in the use of the UW Rome Center, a large instructional and residential facility that attracts students with programs in fields ranging from Italian Studies to Architecture and Education. In 2012-13, the Rome Center hosted 19 UW programs and 315 students, approximately half of whom will pursue Italian language training during their stay. The UW's new campus in León has hosted UW programs from the UW Spanish Studies, Education, Art, Honors and Law programs. In 2012-13, the Leon Center hosted 7 programs and 101 students.

CWES runs a successful Rome Center program focused on challenges in contemporary Italy, and is developing a new program at the Leon Center on contemporary Spain in conjunction with the UW Office of Minority Affairs and Diversity.

In 2006, our Center introduced a new intensive EU Studies Program in Brussels jointly administered with the University of Wisconsin EU Center and the Université Libre de Bruxelles (ULB). This capstone program, featuring courses taught by both US scholars and former EU officials, is open to advanced undergraduates from all across the US and Canada, and is geared toward students planning to pursue graduate training and/or careers in policy-related fields. This annual program has trained 160 students from 19 US colleges and universities. CWES is developing a new Brussels program focused on contemporary challenges in Europe to be offered through the UW Office of Minority Affairs and Diversity, geared toward underrepresented and first-generation university students.

In addition to sending a significant number of students to Europe each year, the UW hosts a large contingent of visiting European undergraduate students annually (207 from a dozen West European countries in 2013). European countries with the greatest representation at the UW in 2013 were: UK (16), Germany (15 students), France (15), Netherlands (11), Italy (10), and Spain (9). An additional 122 West European graduate exchange students came to the UW in 2012-13, including University of Bath students via our center's Trans-Atlantic Studies program. Since 2003, our Trans-Atlantic Program has sent 42 students to Bath and received 65 Bath students.

E. Access to Other Institutions' Programs The Jackson School FLAS Coordinator, IPE staff, and CWES staff all help to facilitate access to other institutions' study abroad and summer language programs. The UW offers 177 third-party programs (39 in Western Europe), which served 163 students between summer 2012 and spring 2013. Students concurrently enroll at the UW, maintain their financial aid eligibility and earn credits for their work at the non-UW programs.

3. QUALITY OF CENTER'S NON-LANGUAGE INSTRUCTIONAL PROGRAM

A. Courses The University of Washington currently offers West European Studies courses in 35 departments/schools in the College of Arts and Sciences and in 14 professional schools (see Table

3.1). The total number of non-language WES courses for 2012-13 was 523, of which 128 were at the graduate level. An assessment of UW WES offerings conducted for this application shows total non-language WES enrollment for 2012-13 growing to 33,337 – a 27.5% increase since 2004-05. The current country/region coverage of our non-language WES courses is as follows: Scandinavia (83), France (90), Germany (80), Spain (67), UK (76), and Italy (59) (see Appendix A). More

Table 3.1: WES Faculty, Courses and Enrollments in UW Departments & Schools (2012-13)							
Department/College/School	WES Faculty	WES Courses*	300-400 Courses*	Grad Courses	Crosslisted Courses	Undergrad Enrollment	Grad Enrollment
<i>College of Arts and Sciences</i>							
Anthropology	1	5	3	0	2	176	1
Art History	6	20	12	4	4	1738	37
Communications	2	2	1	0	2	122	0
Comparative Literature	5	25	15	4	1	2274	50
Drama	3	11	2	4	0	39	0
Economics	6	9	5	4	0	559	34
English	15	41	25	8	1	3984	149
Geography	1	3	0	0	0	337	0
Germanics	10	18	9	5	4	251	43
History	16	50	30	7	14	2372	75
Jackson School of International Studies	12	63	37	21	25	2240	245
Linguistics	2	8	6	0	8	70	3
Music	6	32	18	6	0	2575	111
Philosophy	13	10	8	1	1	259	8
Political Science	10	45	27	11	13	3969	88
Division of French & Italian Studies	18	29	14	8	4	500	97
Division of Spanish & Portuguese Studies	14	22	18	4	4	456	27
Scandinavian Studies	10	37	21	6	11	1828	37
Sociology	4	10	3	2	3	1976	18
Other Arts & Sciences	4	32	21	4	14	1645	28
<i>Professional Schools</i>							
College of Built Environments	6	9	5	1	1	2126	41
School of Business Administration	3	12	9	3	0	1118	293
School of Law	5	13	0	13	1	10	435
School of Medicine	0	2	1	1	1	23	1
Other Professional Schools	0	15	3	11	3	562	307
* Currently offered courses	172	Cross-listed courses counted multiple times				31209	2128

than 127 additional courses focus on smaller countries or deal comparatively with more than one West European country. Furthermore, the EU is a major focus in 20 different courses offered by 5 departments and 3 professional schools. Many UW students who wish to study a particular country in greater depth also take courses offered by one of our 130 programs in Western Europe (see Section 2.D).

At present, the UW offers 74 WES courses in professional schools. The UW schools offering the most WES courses are Law (21), Built Environments (20), and Business Administration (14). Built Environments (Architecture) and Business Administration have developed programs abroad (see Section 2) and Law and Communications students can each participate in specialized programs offered annually at the UW Rome Center. UW law students can also participate in a faculty-led UW study program at the Irish Centre for Human Rights (Galway) and The Hague focusing on international law issues related to human rights, war crimes, and genocide.

B. Depth of Specialized Course Coverage The UW currently offers a total of 585 advanced undergraduate courses with at least 25% WES content; 298 of these courses focus exclusively on Western Europe. Of the 246 UW graduate courses, 116 deal exclusively with West European countries

C. Interdisciplinary Courses Interdisciplinary instruction is the core concept not only of our European Studies program (see Section 2.A), but also of the other major programs (International Studies, Scandinavian Area Studies, and Germanics) that together represent the principal focus of CWES activities. Whichever degree option an aspiring West Europeanist might choose at the UW, it is certain that he/she will be offered a host of courses incorporating a variety of disciplinary approaches.

The core courses for our undergraduate European Studies major and our graduate Trans-Atlantic Studies (TAS) program are both interdisciplinary. The former is coordinated by a political scientist in International Studies, and normally includes lectures on a wide range of topics by 5 faculty from 3 different departments. CWES arranges numerous additional guest lectures by visiting European officials and journalists to provide practitioner perspectives. The TAS core module at the University of Bath is taught by more than a half-dozen European faculty and includes sociological,

political, and cultural dimensions (see Section 2.B). All of the assignments in these courses require students to reflect on the ways in which various disciplines provide contrasting or complementary perspectives on major issues relating to Western Europe.

D. WES Faculty The UW has one of the country's largest faculty contingents engaged in teaching and research on Western Europe. Table 3.1 indicates the distribution of the 172 non-language WES faculty currently teaching courses with at least 25% WES content throughout the UW. The WES faculty are particularly strong in regard to certain key subjects and countries/areas. No other center in the US can claim to have as many faculty working on Scandinavia. The UW Department of Scandinavian Studies offers courses taught by a social historian (Terje Leiren, a past president of the Society for the Advancement of Scandinavian Study (SASS)); a political scientist specializing in international political economy and security (Christine Ingebritsen, also a past president of SASS); a folklore/culture expert and Baltic studies specialist (Guntis Smidchens); and a cinema/cultural studies expert (Andrew Nestingen) as well as six literature and language specialists.

Our WES faculty working on the European Union are especially prominent (see Table 3.2). This fact was underscored in 2011 when the EU Commission funded the UW's EU Center for the sixth time since 1998, a distinction shared by only three other US universities. Our EU Studies faculty are regularly complemented by EU Fellows, visiting EU officials who all teach during their tenures. All Fellows teach at least one advanced EU course at the UW, providing students with practitioner perspectives on contemporary policy issues.

Political Science	James Caporaso , former Chair of EUSA; author of <i>The EU: Dilemmas of Regional Integration and Transforming Europe</i> ; editor, <i>Comparative Political Studies</i> .
Law & Society	Rachel Cichowski , author of <i>The European Court, Civil Society and European Integration</i> and co-editor of <i>The State of the EU: Law, Politics and Society</i> , 2008 Best Book Award, American Political Science Association, European Politics & Society Section.
Scandinavian Studies	Christine Ingebritsen , author of <i>The Nordic States and European Unity, Scandinavia and World Politics</i> , <i>The Scandinavian Way and Its Legacy in Europe</i> , and editor of <i>Small States in International Relations</i> .
International Studies	Sabine Lang , author of <i>NGOs, Civil Society, and the Public Sphere</i> currently researching how transnational advocacy networks in Europe are using digital media.
School of Law	Jane Winn , author of "Electronic Commerce Law: Direct Regulation, Co-Regulation and Self-Regulation," in <i>Cahiers du Centre de Recherches Informatique et Droit</i> and "The Impact of EU Unfair Contract Terms Law on U.S. Business-to-Consumer Internet Merchants" with Mark Webber in <i>The Business Lawyer</i> .

Pedagogy Training for Teaching Assistants. All TAs at the UW receive substantial pedagogical training. Departments provide orientation sessions for new TAs as well as offer special courses such as the Jackson School's popular SIS 580 Teaching International Studies. In addition, TAs are encouraged to arrange mid-quarter assessments by staff from the UW's Center for Teaching and Learning (CTL). The latter runs departmental TA workshops and an annual Conference on Teaching, Learning and Research for new and returning TAs. CTL staff are also available to consult on topics including grading, course design, student engagement and technology in the classroom.

4. QUALITY OF CENTER'S LANGUAGE INSTRUCTIONAL PROGRAM

A. Extent of Instruction Language training has long represented a signature strength of our program. Indeed, the UW compares favorably with virtually any other US university in terms of both breadth of coverage and depth of instruction in the languages of Western Europe. In 2012-13, the university offered 527 courses in 13 West European languages, with a total enrollment of 6,848 (see Table 4.1). The UW boasts one of the largest undergraduate French programs on the West Coast, and the Germanics Department is regularly rated among the top programs offering advanced degrees in German. The UW's strength in Scandinavian and Baltic languages is exceptional. The UW is one of only four universities in the country to offer 3 levels of all 4 major Nordic languages, and its Swedish program was ranked as one of the 2 best in the world by the Swedish Institute in Stockholm in 2003. The UW is the only US university to

Language	Language Training Courses	Other Courses Taught in Language	Instructors [†]	Enrollment
Danish	9	3	2	22
Estonian	6	0	1	10
Finnish	11	1	2	53
French	103	7	26	1632
German	86	9	26	1014
Mod. Greek	8	0	1	34
Italian	65	8	14	768
Latvian	9	1	2	13
Lithuanian	6	0	1	7
Norwegian	14	4	5	131
Portuguese	11	0	3	120
Spanish	180	16	45	2906
Swedish	19	4	5	138
Total	527	53	134	6848

[†] Includes only faculty, teaching associates, and teaching assistants providing language instruction in 2012-13.

regularly offer all 3 Baltic languages, and non-UW students can enroll in Baltic language courses through the non-degree program. UW students can pursue majors in Danish, Finnish, Norwegian, Swedish and Scandinavian Area Studies, as well as minors in Baltic Studies, Estonian, Latvian, Lithuanian, Danish, Norwegian, Finnish, Swedish, and Scandinavian Area Studies.

B. Levels of Training The UW currently offers 3 or more levels of training in 11 West European languages (French, German, Italian, and Spanish have 3 levels of direct language training; Danish, Finnish, Norwegian, Swedish, Latvian, Lithuanian, and Estonian have three or more levels of language training, including area studies courses taught in the language).

C. Language Faculty Our WES language instructors currently total 134. They teach all the major WES languages and at virtually all levels. The departmental breakdown (see Table 4.1) illustrates that there is ample instructor coverage for the languages and levels mentioned above.

Pedagogy Training. All UW language instructors are provided with language pedagogy training appropriate for performance-based teaching. The UW Language Learning Center provides workshops throughout the academic year for both TAs and language faculty. Many of our language-teaching faculty participate in language pedagogy workshops and conferences, publish on language teaching and related issues, and develop teaching materials. Spanish & Portuguese language TAs participate in a ten-day long departmental training seminar before the beginning of fall classes, then take a required teaching methodology course during autumn quarter taught by Ana Dabao (the Language Program Director for Spanish/Portuguese) and Phillip Markley (the Second-Year Language Coordinator for Spanish/Portuguese). Klaus Brandl (language pedagogy specialist, Germanics) teaches a pedagogy training seminar for Germanics, French & Scandinavian Studies, which these departments complement with their own language specific seminars.

D. Measurements of Quality, Performance-Based Instruction All modern language instruction at the UW is performance-based. The methodology employed in teaching WES languages is proficiency-based and communicative in accordance with ACTFL standards. Our language program directors guide instructors in producing high quality performance-based materials and assessments using new technologies. At least a dozen LCTL instructors at the UW serve on national committees

developing proficiency standards.

Resources for Language Teaching & Practice. All of our language programs direct students to the Language Learning Center (LLC), a state-of-the-art facility providing digital multimedia resources for language and culture. The LLC has over 130 computers, two self-study labs, two videoconference facilities, and two digital classrooms. Each classroom is equipped with a master console and 30 student positions, all running Sony/SANS Virtuoso software. Two other studios are dedicated to the digitization of analog audio and video materials. A half-dozen satellite channels containing world language news and programs (e.g. Deutsche Welle and French TV5) are digitized in real-time, and UW students can watch daily news broadcasts in over a half-dozen WES languages through SCOLA. The LLC's video conferencing facility allows UW students and faculty to meet with peers from around the world. Students also use video conferencing for overseas job interviews, dissertation committee meetings, and other job purposes. The UW has funded two dedicated high-speed, high-capacity servers to house an open-source course management system called MOODLE (Modular Object Oriented Dynamic Learning Environment) to deploy web-integrated text-, graphic-, audio-, video-learning and assessment resources for commonly taught languages. MOODLE allows students more flexibility in their learning by providing them with remote online access to learning materials. The quiz and testing features give online reading and listening comprehension assessments, and the LLC uses MOODLE as the system for testing student reading proficiency skills. The UW MOODLE system currently spans 12 WES languages: Danish, Estonian, Finnish, French, German, Icelandic, Italian, Latvian, Lithuanian, Norwegian, Spanish, and Swedish.

The LLC Director, Paul Aoki, holds a PhD in theoretical linguistics and serves as co-President of the Northwest Association of Language Laboratories. He supervises five graduate assistants from UW language departments and six operations staff, and together they develop and deploy web-based language learning resources to support the nearly 53 languages taught at the UW, including 13 WES languages. The UW has funded web-integrated courses for first-year German and Spanish, and offers introductory French and Spanish for distance learners through UW Online

Learning. These language resources are complemented by AVE (Aula Virtual de Español – Virtual Spanish Classroom), an online curriculum developed by the Spanish government and made available to the UW through its Cervantes Institute.

Proficiency Requirements. Students entering the UW are administered a language placement test. Language instructors then further evaluate students' language skills to place them at appropriate levels. Exit exams (written and oral) are generally administered to students at the end of all three levels of instruction; a 2.0 (out of 4.0) grade is required to move to the next level.

5. STRENGTH OF LIBRARY

A. Holdings With over 7 million print volumes, over 8 million microforms, and nearly 100,000 current serial subscriptions, the University of Washington Libraries ranks among the 15 largest research libraries in North America and is the largest comprehensive research library in the Pacific Northwest. The UW Libraries won the 2004 Excellence in Academic Libraries Award, presented by the Association of College and Research Libraries and Blackwell's Book Services, for leadership in the development of model programs emulated by other universities. Recent innovations include the opening in 2010 of the UW Libraries' Research Commons and the inclusion of Active Learning Classrooms in the 2013 renovation of the Odegaard Undergraduate Library.

The UW Libraries is one library system serving three campuses through 16 libraries. The main branch, the Suzzallo & Allen Libraries on the Seattle campus, houses most collections in the humanities, social sciences, and natural sciences, including foreign imprints. There are 5.2 million annual visits to the Libraries each year, 1.8 million check-outs from print and audiovisual media collections, and 50,000 reference questions answered at service desks. Seventy subject librarians support faculty and student research, teaching, and learning.

The Western European Studies collection in the UW Libraries is interdisciplinary and is estimated to total over 2 million catalogued volumes (excluding periodicals), over 500,000 government publications, and over 1 million microforms. Print holdings in the non-English languages of Western Europe currently total over 700,000 volumes. The breakdown by language is: Catalan 978; Celtic languages 934; Danish 19,375; Dutch 11,004; Faroese 336; Finnish 3,687; French

206,304; German 274,515; Greek (modern) 2,166; Icelandic 2,710; Italian 56,712; Norwegian 15,621; Portuguese 11,473; Spanish 84,363; Swedish 28,091; Yiddish 1,529. Additionally, the UW Libraries hold 32,340 volumes in Latin and 2,500 in Ancient Greek.

Of the core collections, the strongest are in history, political science, and language and literature collections for (British) English, German, Scandinavian, French, Spanish, and Italian. Expenditures on West European studies materials (excluding databases) in fiscal year 2013-14 is estimated at \$388,362. The Scandinavian collection is one of the strongest and most multi-faceted in North America. The UW is an official EU depository library, and the Government Publications division includes all publications of the European Union as well as the parliamentary papers for the United Kingdom, France, and Germany. The Microforms and Newspapers Section carries print subscriptions to 18 West European newspapers. The Libraries maintain web subscriptions to over 50 electronic databases that index materials on Europe, providing access to a variety of important information resources in multiple disciplines. JSTOR, Academic Search Complete, PAIS International, and MLA International Bibliography, among others, provide indexing and full text of scholarly literature for West European Studies. ProQuest Dissertations and Theses provides full text of thousands of digital dissertations and theses online. Access World News, SourceOECD, EIU.com, Europa World Plus, and Lexis Nexis Academic are critical resources for West European studies that are provided through a partnership between the Libraries and the UW's European Union Center of Excellence.

B. Financial Support The Libraries' annual expenditure on West European holdings in fiscal year 2013-14 is estimated at approximately \$594,462, including \$338,362 for books/serials and \$206,100 for databases. At least 57 people in the UW Libraries work directly with West European studies materials, including librarians, catalogers, specialists and technicians as well as the head of the gifts program. These Library workers are responsible for the selection, acquisition, and processing of West European studies materials in the arts, sciences, and humanities. The Libraries' expenditure on payroll and benefits for these personnel in the 2013-14 fiscal year was \$4,227,393. Many of the staff, including Dan Mandeville, the WES Librarian, have advanced degrees relevant

to West European Studies.

C. Access to Research Materials In keeping with its commitment to providing information and services as an “any time, any place” library, the UW Libraries delivers more and more online services and content alongside its print collections and face-to-face services. Over 100,000 libraries-licensed online journal titles, over half a million electronic books, and over 600,000 locally digitized items are available to the UW community online at all times. The Libraries provide 6 million licensed journal article downloads to users annually. In addition to assistance available at service desks during open hours, 15,000 reference and other questions are answered annually through the QuestionPoint library chat service, available online 24/7. The Libraries’ triennial survey showed in 2010 that 98% of library users rate the Libraries as very important to their work.

The UW Libraries participates in a wide range of consortial initiatives and cooperative agreements that broaden the array of scholarly resources available to our students, faculty, and staff. The Libraries is a member of the Orbis-Cascade Alliance, through which UW users have access to the holdings of 36 other college and university libraries in the Pacific Northwest. As a member of the Center for Research Libraries, the UW has access to the CRL’s 3.5 million volumes, foreign dissertations, and newspapers.

D. Access for Students and Faculty from Other Institutions The UW Libraries actively loan and borrow outside of the Orbis-Cascade Alliance; in 2012-13 the Libraries’ Interlibrary Loan department loaned over 36,000 UW items to other institutions and borrowed nearly 75,000 from other institutions for UW users. This makes the UW the #2 borrower in the United States of materials from other libraries. As a public institution, the UW provides free access and limited services to the general public; borrowing privileges are available at nominal annual rates. Borrowing privileges are free to all Washington state teachers, government employees, and health professionals. As of June 2014, 7,200 non-campus researchers are registered to borrow materials.

6. QUALITY OF STAFF RESOURCES

A. Staff Qualifications The UW WES faculty is well qualified to carry out CWES activities and training programs. Professor Christine Ingebritsen (Scandinavian Studies) has been CWES Direc-

tor since 2010. She is a political scientist and a former President of the Society for the Advancement of Scandinavian Study. Other nationally prominent WES faculty include John Toews (History, a MacArthur Award winner), Ben Schmidt (History, winner of the Book Prize from the Renaissance Society of America and recipient of an Andrew Mellon Foundation New Directions Fellowship), Steven Pfaff (Sociology, Winner of the European Academy for Sociology Prize for Outstanding Book), Richard Gray and Jane Brown (Germanics, both recipients of Humboldt Research Awards), Sabine Wilke (Germanics, a Guggenheim award winner), Rachel Cichowski (Political Science, American Political Science Association Best Book Award), Meredith Clausen (Architecture, Paul Mellon Senior Visiting Fellow, Center for Advanced Study in the Visual Arts, National Gallery of Art), and Anita Ramsastry (Law, Fulbright Fellow and UK Atlantic Fellow in Public Policy).

The CWES professional staff are well trained and highly experienced in program administration. Our Associate Director, Phil Shekleton, began as Assistant Director of our European Union Center in 1998 and was promoted to his current position in 2001; his credentials include a BA in European History and MA in Political Science. Shekleton was nominated at the university-wide level for a 2010 Distinguished Staff Award. Our Outreach Coordinator, Eva Dunn, is a former humanitarian affairs officer at UN headquarters in New York; she holds an MA in International Relations. Our Exchange Program Coordinator, Mark Di Virgilio, joined the Center in 2006 and has a BA in History and an MA in Infrastructure Planning and Management. He worked previously in the Seattle University International Student Center. One half-time Graduate Assistant and an Undergraduate Assistant round out the office staff. CWES and the 7 other Jackson School NRCs share the services of a Fiscal Administrator (Dvorah Oppenheimer, with 31 years of experience), a Fiscal Specialist (Filemon Gonzalez), and two Student Counselors (Linda Iltis and Joni Marts, with 21 and 16 years experience, respectively). CWES also shares the services of a full-time FLAS Coordinator (Robyn Davis). Dan Mandeville, the WES Librarian, serves as liaison between our Center and 25 subject librarians.

Professional Development. All UW assistant professors may apply for a Junior Faculty Development Grant (one month salary or equivalent in research support, plus one faculty

development quarter) during their first five years at the university. Humanities faculty may apply for Society of Scholars Research Fellowships from the UW Simpson Center for the Humanities; seven WES faculty received such awards since 2011-12. All faculty may also apply annually for Royalty Research Fund Grants (seven WES faculty received a total of \$139,510 in support from this fund over the past four years) and for travel grants from the UW-Bergen Faculty Exchange (five faculty from a variety of different departments/schools since 2009). The latter is supported by a \$30,000 endowment and a 100,000 Nkr travel fund to complement UW support. WES faculty are provided with abundant opportunities for teaching abroad, especially at our Rome Center. The Provost's Office of Global Affairs (OGA) offers \$7,000 awards for UW faculty wishing to develop or enhance faculty-led study abroad programs. OGA also provides grants to support UW faculty participation in faculty exchanges with partner universities. CWES professional staff are funded to take development courses and travel to Europe for conferences.

Commitment to Teaching, Supervision and Advising of Students. CWES faculty generally teach four or five courses per year in Seattle or at one of our programs abroad. Most serve on two or more MA or PhD committees per year, many serve as senior thesis advisers or (in JSIS) as members of thesis defense committees, and many also function as internship advisers. All WES faculty, including the CWES Director, spend three-five hours/week advising students on issues ranging from course selection to study abroad programs.

B. Center Oversight Arrangements The CWES Director reports to the Director of the Jackson School and is also chair of European Studies. The Director/Chair manages the European Studies program and CWES with the advice of an interdisciplinary Steering Committee. Statutory members include the CWES Director, the Associate Director; the chairs of Germanics, French and Italian Studies, and Spanish and Portuguese Studies; the Director of the EU Center; our visiting DAAD professor; and our EU Fellows. Approximately a half-dozen other members are chosen from a wide variety of departments and professional schools to assure disciplinary/country representation.

C. Employment of Under-represented Groups The UW is an Equal Opportunity Affirmative Action Employer. Currently, 18.6% of the university's faculty are people of color – 5.7% underrepresented

minorities - and 39.7% are women; 32.2% of the staff are people of color and 65.2% are women. The number of tenured and tenure-track faculty of color at the 3 UW campuses has more than doubled since 1997. The UW Human Resources maintains a diversity specialist position to concentrate on staff hiring and retention, while the Associate Vice Provost for Faculty Advancement is focused on the recruitment and retention of faculty of color. The Office of Faculty Advancement provides financial resources, training and guidance to campus units to help the UW attain its stated goal of a more inclusive faculty. It also managed the Faculty Recruitment Initiative, which makes supplemental contributions to salaries and research start-up packages of new hires whose work contributes to faculty diversity. The Dean of the College of Arts and Sciences encourages the hiring of traditionally underrepresented groups as part of the UW Affirmative Action Program. It backs this policy by requiring the chairs of departmental search committees to submit for her review the applications of the top women and top minority candidates for every position open in the college. Special funding is provided to interview candidates from underrepresented groups. With the assistance of enhanced UW support in these areas, the Jackson School has made noticeable gains during the current grant cycle. Three of the six new faculty appointments made since 2010 are female.

7. OUTREACH ACTIVITIES

CWES continues to offer an extensive outreach program that trains global leaders from diverse groups and has excelled in reaching all three audiences mandated by Title VI. Our location in the Jackson School and partnerships with faculty, other NRCs, UW CIBER, and Northwest community organizations with similar outreach missions allow us to target multiple audiences with extensive, creative, and influential programs. In the years 2010-14, CWES offered 206 separate events on Europe to K-12 educators, local and state government officials, business people, and other civil society outreach groups, reaching nearly 9,500 individuals during this period.

A. Elementary and Secondary Schools Building on our successful K-12 outreach program, our mission in this past grant round has been to expand and enhance our programs by reaching out to teachers of diverse subject areas, designing workshops to meet standards and school curricula, and

including the College of Education in activity planning and execution, as well as bringing in educators from the Seattle area community colleges in professional development and using professional evaluations to assess our impact. The twelve educator workshops organized by our Center between 2010-2014 attracted an average of 19 participants (236 total). All of these events offered free clock hours, and featured UW faculty experts, journalists, think tanks, and the consular community. Additionally, CWES staff met with educators at the 2011 Summit on K-20 Global Education for the State of Washington, which was attended by 150 teachers throughout the state, to inform them about global education programs on Europe. CWES participated in the 2012 National Conference on Social Studies held in Seattle, with UW Professor Jim Caporaso serving on a panel and CWES staffing a resource table at the two-day conference. CWES staff co-organized or participated in dozens of other educator events.

Important to the success of our K-12 outreach program is the cooperative spirit in which we collaborate with our co-sponsors and partner NRCs to reach a wide variety of audiences while eliminating duplication of effort and expense. CWES cooperates on up to four Joint Outreach workshops with our seven JSIS NRC partners each year, including the Digital Media Summer Seminar in 2010 and the yearly Community College Master Teacher Institute (average of 20-22 educators per year). The CCMTI has reached 275 community college educators since its creation in 2003. For the 2011 event, CWES arranged for our visiting Fulbright Scholar to speak on identity and social change in contemporary Europe. CWES will continue to contribute speakers and staff time to this very successful collaborative program.

CWES also works with the EU Center on “Team EU-28,” a project that sends European graduate students on our Trans-Atlantic Studies program into Puget Sound middle and high school classrooms to give EU-focused presentations and to lead class discussions on European topics. Team EU-28 presenters and other EU guests have made thirteen school visits since 2010, averaging 48 students per visit. Several visits were done partly in French or German to give secondary school students language practice with native speakers.

Educators from outside the Puget Sound area have a number of ways to benefit from CWES

programs and training. Educators from Washington and Oregon receive travel grants to participate in our workshops, and CWES is present at state and national teacher conferences, including the Washington State Council for Social Studies leadership retreat (all years) which reached an additional 125 to 150 teachers each year. CWES and the EU Center have developed a series of curricula that are distributed at these events and that are available online. Curricula we developed on EU & NATO enlargement and the Euro received over 1,500 downloads from the EU Centers network website.

We have made a consistent effort to support K-12 language instruction, working closely with campus and Washington state educational partners. We have provided language pedagogy training for high school French, German, and Spanish language teachers in the UW in the High School program, reaching out to an audience of 225 attendees from 2010 to 2014. We have continued language instruction in Washington through our Mapping and Enhancing Language Learning (MELL) program, a multi-year project in Washington high schools launched by CWES in cooperation with three other UW NRCs as well as the Office of Superintendent of Public Instruction (OSPI). The MELL project continues to collect data and has produced seven new policy reports available on-line for use by educators, policymakers and state officials.

CWES has worked with the Office of Educational Assessment (OEA) and a College of Education intern to design effective assessment tools for the yearly Community College Master Teacher Institute that trains community college educators on contemporary global issues. The College of Education intern additionally facilitated joint outreach workshops and presented workshop materials tailored for the curriculum needs of participating educators. Our K-16 outreach training utilized best practices for workshop delivery on international content for the classroom, tools to support teachers through curriculum development and the implementation of College of Education pedagogical practices at workshops. Additionally, CWES held a UW Office of Educational Assessment Teacher Focus Group in 2012 as part of our comprehensive OEA assessment to review and improve the impact of JSIS K-16 outreach.

B. Post-Secondary Institutions CWES has played a vital role in strengthening West European

Studies at the UW and partner campuses throughout the Western US. Nearly 275 students from over a dozen regional partner colleges and universities have participated in our Model EU program since 2010. This two-day simulation complements and reinforces the teaching of EU topics on our region's campuses, with many participants also enrolling in our annual EU Studies Summer Program in Brussels. Our partnerships with Brigham Young University, Claremont Colleges, University of Colorado, Boulder and the University of Arizona support continued recruitment of regional participants for the Brussels study abroad program. University of Colorado, Boulder, and the University of California, Berkeley, have alternated hosting our collaborative Western US Graduate Research Workshop on the EU with CWES. The four collaborative workshops have included 72 PhD students from seventeen states as well as Washington, DC. Several faculty serve on an informal network of scholars to extend our regional post-secondary outreach potential throughout the Western US region. Wade Jacoby, Brigham Young University; George Sheridan and Craig Parsons, University of Oregon; Birol Yesilada and Harry Anastasiou, Portland State University; Joe Jupille, University of Colorado, Boulder; Amir Abedi, Western Washington University; and Patricia Dillon, Claremont Colleges, regularly host our visiting European dignitaries and EU Fellows for public and course lectures as well as facilitate and advise university teams of undergraduates at our regional Model European Union event in Seattle every year. Our 2011-2012 EU Fellow spoke at 11 universities in 6 Western states, and our 2013 fellow lectured at 8 universities in 3 states. Our efforts to make resources available to a broad regional audience are documented in Table 7.1.

C. Business, Media, Government and the General Public CWES outreach to the business community, media, government, and the general public is extensive in its coverage and diverse in content and audiences reached. Our 95 events over the last four years reached a total of 4,812 individuals. Our long-standing partnerships include the Puget Sound area's international business community, local European chambers of commerce, the Trade Development Alliance of Greater Seattle, and the World Affairs Council. Our 2013 EU Fellow provided a briefing on the EU for a Trade Development Alliance delegation of 45 local leaders representing business, government, education, labor, and nonprofits prior to their departure on a trade mission to Paris. CWES partnered with the

French American Chamber of Commerce PNW and the non-profit Startup Weekend organization to organize a EuroSeattle Startup Weekend for 90 local Europeans and Americans starting out as business entrepreneurs. We cooperate with other NRCs and the World Affairs Council to bring current affairs lectures by high profile dignitaries to a broad public audience, including the EU Ambassador speaking on EU-US free trade and job creation. Between 2010 and 2014, the Center hosted 9 European ambassadors and 8 other prominent diplomats for campus and community engagements. We support community programs by co-sponsoring cultural events and organizing UW faculty and staff as speakers in a variety of public fora, including film series with the Seattle

Table 7.1: Regional Institutions with Ties to CWES

	Model European Union	Regional Faculty Travel Fund	Joint conference administration	Hosts Visitors & EU Fellows	Regional Post-Secondary Faculty Network
<i>Brigham Young University</i>	√		√	√	√
<i>Central Washington University</i>	√				
<i>Claremont Colleges</i>	√		√	√	√
<i>Eastern Washington University</i>		√			
<i>Gonzaga University</i>	√				
<i>Highline Community College</i>	√				
<i>Lewis and Clark State College</i>	√				
<i>North Seattle Community College</i>	√			√	
<i>Oregon State University</i>	√	√			√
<i>Portland State University</i>	√	√		√	√
<i>Seattle Pacific University</i>	√				
<i>Seattle University</i>	√				√
<i>University of Arizona</i>	√				
<i>University of California, Berkeley</i>			√		√
<i>University of Colorado, Boulder</i>	√		√	√	√
<i>University of Idaho</i>				√	
<i>University of Oregon</i>	√	√		√	√
<i>University of Puget Sound</i>				√	
<i>University of Utah</i>	√			√	
<i>Washington State University</i>	√	√		√	√
<i>Western Washington University</i>	√	√		√	

International Film Festival (SIFF), a sustainability conference with the non-profit Sustainergies and public lecture with the Seattle-Perugia Sister City Association. Table 7.2 illustrates through exemplary activities how our partnerships with such organizations enable our Center to offer varied programs reaching so many different audiences.

Our media outreach effort is spearheaded by the program begun in 2009 and conducted with EU Center funding to send one regional journalist to Brussels annually to enhance the quality and range of reporting on European issues of interest to Pacific Northwest

audiences. Our EU-Northwest Journalism Fellows have included Liam Moriarty, environment reporter with KPLU News; Brett Campbell, freelance journalist; Joni Balter, reporter, Seattle Times; and Steve Scher, KUOW-Radio journalist. Each spent over a week in Brussels and neighboring countries conducting research that led to articles in media publications throughout the Pacific Northwest as well as material on KUOW radio. Our 2012 journalism fellow, Steve

Table 7.2: Summary of CWES Business, Media/Government, and Public Outreach

	2010-2011			2011-2012			2012-2013			2013-2014		
	Business	Government/ Media/	Public	Business	Government/ Media/	Public	Business	Government/ Media/	Public	Business	Government/ Media/	Public
Events	2	6	2	3	3	27	8	3	19	2	2	14
Participants	47	139	196	162	19	1322	308	151	1019	133	18	679
Community Partners	Exemplary Events											
Chambers of Commerce, WAC, and Private Business	<ul style="list-style-type: none"> • Visits by EU Delegation officials featured at annual Europe Day downtown business lecture with European Chambers of Commerce. Visits also include meetings with corporate executives (e.g. Boeing, Microsoft) & local officials (2010-2014). • Meet Europe - Reception with top trade officials from 15 EU embassies and the EU Delegation to the U.S. (2011). • First annual Startup Weekend cosponsored with French American Chamber of Commerce to provide linkages between US businesses and the European expatriate community (2014). 											
Foreign Consulates & Embassies; Local and State Government	<ul style="list-style-type: none"> • Ambassador Gyorgy Szapary, Hungarian Ambassador to the U.S. gave Model EU keynote lecture (2011). • Maciej Pisarski, Deputy Chief of Mission, Embassy of the Republic of Poland in the US, presented on the Polish Presidency of the EU and Implications for Europe & Transatlantic Relations (2011). • EU fellow Tony Lockett briefed a Trade Development Alliance delegation of 45 leaders from Greater Seattle and Washington State including local government representatives and senior members of the business community for a trade mission to Paris (2013). • A Better Initiative: Washington State & Switzerland, a public lecture on Swiss and Washington State approaches to citizen based-infrastructures to direct democracy, cosponsored with the local Swiss consul (2012). 											
NRCs	<ul style="list-style-type: none"> • Community College Master Teacher Institute (2011-2014). • Let's Talk about Teaching Foreign Languages: A Workshop for Community College Foreign Language Faculty (2012). • Washington State Council for the Social Studies Lake Chelan Leadership Retreat (2010-2014). 											
Arts, Culture and Heritage Community Groups	<ul style="list-style-type: none"> • Seattle International Film Festival sponsorship (2011-2014). • Angelos Pangratis, Deputy Head, EU Delegation to the U.S. keynote speaker on the EU a fundraiser with the local Greek community (2010). • Picasso Looks at Degas: Homage, Mockery, or Theft? CWES Cultural Colloquium sponsored event with the Seattle Art Museum (2010). • Four course series taught at the Creative Retirement Institute, focused on main challenges facing the EU and European integration today (2012). 											

Scher of KUOW, hosted live interviews with the British Consul and EU Ambassador on his radio program that reaches an average daily audience of 15,000 listeners. Since 2010, CWES has also hosted nine European reporters researching stories in the US through a partnership with the Center for Strategic and International Studies. Reporters working with CWES regularly speak in UW European Studies classes about their work.

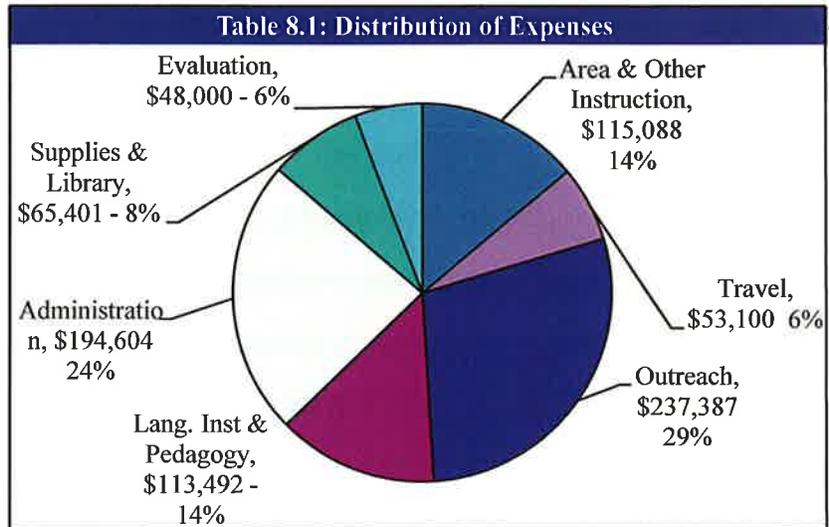
CWES works with the EU Center to ensure US and visiting European students have a chance to engage with EU and US officials on current policy issues. Every year, a group of 3 to 5 US and visiting Bath students on the Trans-Atlantic Studies program visit the offices of US Congressman Jim McDermott to discuss a wide range of contemporary topics ranging from trans-Atlantic relations to current US domestic policy debates. US students also meet with visiting European diplomats and EU officials, both on campus and at downtown business venues.

One constant in our general outreach program has been the dissemination of information to the UW community, regional teachers, and the public through our quarterly newsletter, WES Northwest, available online to our subscriber list, which includes 366 K-12 schools and teachers and 33 community college educators. The newsletter was recently transitioned to a new email and online format that will allow us to provide more current multimedia content. Additionally, we continue to add regular content to our CWES and EU Center websites, which together attracted a total of over 12,000 visits in the past year, over two-thirds of which were new visitors. Our Facebook pages and Twitter feed also attract 75 and 125 followers respectively, and the Twitter site includes our business partners, educators, and media outlets. Approximately 15% of our newsletter readers and 61% of our website visitors reside outside of Washington. The JSIS infrastructure upgrade completed in 2009-2010 greatly increased our networking capacity for videoconferencing and video streaming, and the UW Coursecasting system used in large lecture halls with Tegrity software will be replaced in 2014 with Panopto lecture capture, which will allow us to provide public lectures online through our website to audiences both across the Pacific Northwest as well as on a larger geographic scale. The Jackson School is hiring a new web specialist who will update center websites to include more interactive and multimedia features.

8. PROGRAM PLANNING AND BUDGET

During the 2014-18 cycle CWES will use Title VI funding to implement a complementary series of programs and activities focused on several basic objectives that will strengthen language and area studies training for undergraduates and graduates, faculty development, and teacher training in West European Studies (see Table 8.1 for a budget breakdown). These coordinated projects all serve the ultimate purpose of providing the crucial preparation young Americans need for global careers in private and public service. To this end, the integrated program CWES proposes is structured around thematically-linked curricular and outreach activities emphasizing Europe's growing role in the world and importance as a US strategic partner in tackling many pressing global challenges. Our 2014-18 program is guided by three substantive themes: (1) Economic Crisis, Recovery and Reform; (2) Security, Democracy, and the Construction of the European Neighborhood; and (3) Environmental Challenges and Economic Opportunities in the Arctic. These themes are intended to unite the teaching and research interests of faculty across the university, as well as to intersect with the interests of K-14 educators, regional academic partners, and Pacific Northwest business and professional groups. They combine with additional activities in outreach, curriculum development, faculty and graduate development, and language training to provide a comprehensive and impactful project for the 2014-18 cycle (see Table 8.2 for details).

Economic Crisis, Recovery and Reform: Europe is America's largest trade and investment partner, and so the full recovery of its economy after the recent crisis is critical to US exports, jobs and investment. CWES activities in the upcoming grant cycle will emphasize how economic reform and recovery in Europe is in the vital interest of both the US and the EU. These themes are inaugurated in Year 1 with a complementing course and conference focusing on Greece in the wake of the economic crisis. The conference, "Economic Crisis and Contemporary Greek Cinema: Filming the Catastrophe" explores the portrayal and reaction to the recent economic crisis in Greece. Recently produced Greek films will be screened for public audiences, in addition to the teaching of a course of Modern Greek Cinema in the Hellenic Studies program. CWES will develop a complementing course to provide UW students with a deeper understanding of the social, political and economic



aspects of the crisis. Some films will include faculty presentations designed to introduce the public to these same issues.

In Year 2 of our grant we will co-sponsor a conference exploring the challenges Greece and other Southern European countries face in reforming their

economies and governments in the wake of the economic crisis. The conference will bring together experts from diverse academic backgrounds to evaluate the ways in which these challenged economies are reforming their tax, labor and business sectors to spur growth and make them more competitive in the global economy. This conference will be closely linked to two study abroad programs being co-organized by CWES: the Challenges in Contemporary Spain program being created as a new offering at the UW Leon Center for early fall 2015, and our winter 2016 Italy Today program being run for the third time at the UW Rome Center. The curriculum of both programs will expose UW undergraduates to the major challenges Southern European countries face in recovering from the economic crisis, including high youth unemployment and stratified labor markets. The Leon program will be co-organized with the UW Office of Minority Affairs and Diversity as one of their study abroad offerings designed to encourage first-generation and underrepresented UW students to participate in overseas study.

These projects focusing on Southern Europe are complemented by our language priorities for the upcoming grant round. CWES will use the film series and conference to help market the new online Modern Greek courses being offered by UW Hellenic Studies and UW Educational Outreach. CWES will likewise continue its strong support of Portuguese language training, partnering with the Center for Global Studies and the College of Arts and Sciences to offer a new lecturer position in the language (see below).

Security, Democracy, and the Construction of the European Neighborhood: One of the principal issues facing contemporary Europe is bridging the cultural, economic, political, and security gaps that separate it from its neighbors. In collaboration with the UW Center for Russian, East European, and Central Asian Studies (REECAS), we will offer two new courses related to our proposal's European Neighborhood Initiative. Dr. Arista Cirtautas (JSIS), an expert on Eastern Europe and the EU's external affairs, will teach Post-Conflict States and Societies in Europe and Democratization in Europe in Years 2 and 4. These courses will explore the role European integration has played in stabilizing and democratizing Southern and Eastern Europe and are geared toward the growing number of UW undergraduate and graduate students focusing on issues related to European peace and stability. These students will be the principal audience for our capstone Task Force course on European security being offered in Years 2 and 4. The course will require students to make detailed policy recommendations for critical issues in European security such as relations with Russia and Turkey, EU defense policy, etc. Most critically, the course features practitioner reviewers that provide professional feedback and encourage students to consider careers in policymaking and government service.

The themes of European democracy and integration are echoed in the Year 1 conference CWES is co-organizing to mark the 25th anniversary of the fall of the Berlin Wall and the subsequent reunification of Germany and Europe. The conference will focus on contemporary developments in German society, as well as Germany's growing role in Europe and the world. A Year 1 REECAS-CWES Master Teacher workshop on European security and democracy in the 20th century will use this historic anniversary as a starting point for UW faculty to share expertise on these themes with high school and community college educators.

Environmental Challenges and Economic Opportunities in the Arctic. Dramatic geopolitical changes resulting from the end of the Cold War and ongoing climate change have greatly increased the strategic importance of the Arctic. Managing the many changes emerging from this shift – including environmental, economic and security issues – demands American expertise. Europe plays a vital role in the Arctic as a partner and potential competitor to the US. In order to

ensure the future security, stability and economic vitality of the United States, US experts need to be knowledgeable about the Arctic as an emerging world region and have the tools to work and research in this area.

The JSIS NRCs seek to meet this need with an innovative and integrated set of training and outreach projects. Partnering with the Center for International Business Education and Research in the UW Foster School of Business and the Woodrow Wilson International Center for Scholars, we will offer an annual training institute for professionals in the field. The Institute will also form a partnership with the Arctic Caucus, Pacific Northwest Economic Region, and the European Union Center in JSIS. Launching in Year 2, this one-week summer Institute is designed to train professionals from international affairs-related sectors, government, business, civic, and nonprofits in the United States as well as students from the new JSIS Master's in Applied International Studies and other graduate students. The Institute will provide a comprehensive training about Arctic issues including the science behind climate change, the geopolitics of the Arctic as it affects Europe, Asia and North America, and resource development and shipping. The Jackson School NRCs are partnering with the Woodrow Wilson Center's new Polar Initiative to offer an Arctic Institute in June 2016 in Washington DC during the US chairmanship on the Arctic Council. Graduates of the Seattle and DC programs will become part of a growing pool of Arctic experts prepared to meet national need.

The JSIS NRCs participating in the Arctic initiative will work to ensure that the program is innovative but also accessible. We will thus partner with the UW Honors Program to offer a course open to JSIS and Honors students in partnership with the Ida B. Wells High School at the UW. The Ida B. Wells School is part of the UW Office of Minority Affairs and Diversity and serves over 20 high school students from low-income families and student who may be the first to attend college. The new course will focus on climate change and how it will impact the Arctic and surrounding nations. It will be part of the UW's Dream Project through which UW students are trained to mentor underrepresented high school students and are encouraged to consider higher education. In addition to being a part of the Ida B. Williams curriculum, the course will fill a core science

requirement for the Honors Program and be an elective for the UW's new Arctic Minor.

CWES will inaugurate its participation in these activities, and highlight Europe's role in the Arctic, at the 2015 annual meeting of NORTANA (Norwegian Teachers and Researchers Association of North America) and the annual meeting of ASTRA (Association of Swedish Teachers and Researches in America) conference being organized by UW Scandinavian Studies. CWES will support the travel of the NORTANA keynote speaker, Dr. Astrid Ogilvie (Nanssen Professor of Arctic Studies at Akureyri University) from Iceland to speak on scientific and social issues centering on climate and the environment. The event will be open to the public, allowing the campus and Seattle community to engage with these topics and the JSIS NRCs broader Arctic program. We will continue to partner with the UW Future of Ice Initiative, whose inaugural public lecture series in 2013-14 attracted over 4,000 attendees.

A. Curriculum Development The courses proposed above build upon CWES's already considerable area studies curriculum development efforts. Our EU Studies Summer Program in Brussels, developed in cooperation with the Université Libre de Bruxelles and the University of Wisconsin CES, offers 20 US students each year the opportunity to study European integration in-depth and up-close with US faculty and EU officials. CWES will provide travel funding (see Section 3.A) for administrative support of this program and will also continue to cooperate with the EU Center and regional partners on the West Coast Model EU, a two-day simulation offered annually for over 50 undergraduates from a dozen universities. These two programs complement our growing EU Studies curriculum and provide advanced EU training for students from across the region and nation. A new Brussels study abroad program, Challenges in Contemporary Europe, will be offered in partnership with the UW Office of Minority Affairs & Diversity starting in 2016, with the goal of encouraging underrepresented students to study abroad and to consider pursuing degrees in European and International Studies. The new program will focus on contemporary societal issues in Europe, including immigration and integration, religious and cultural diversity, citizen's rights, as well as the complexities of democratic participation in today's integrated Europe. Our center will reach out to Brussels-based NGOs and organizations to develop internship opportunities for

UW students who participate in our programs there.

We will continue to enrich WES courses with guest lectures and Videoconference Course Modules (VCMs) featuring prominent European and US speakers sharing their expertise with UW students in learning modules built into course syllabi. CWES will also continue to organize guest speakers, business site visits, and networking opportunities for students in the Europe Track of the UW Foster School's Certificate in International Studies of Business (CISB) program.

B. Enhancement of Language Training Our 2014-18 proposal concentrates considerable resources on language training at the UW, particularly in the less and least commonly taught languages. We propose to share the costs of hiring a permanent lecturer position in Portuguese with the UW and Center for Global Studies (CGS), which will allow the UW to regularly offer a third year of Portuguese language training. CWES will partner with CGS to develop a module in Portuguese geared toward global development and health professionals to meet the needs of the growing number of practitioners in these fields being trained at the UW or based in Seattle.

CWES will provide additional opportunities for students and teachers to study Portuguese through the Startalk training program. Startalk is a national program offered by the National Foreign Language Center that provides critical language education for students K-16, professional development for critical language teachers, and resources for the world language teaching and learning field. CWES will partner with the UW Language Learning Center to ensure that Portuguese is available to local teachers and students through this program.

As part of our new European Neighborhood initiative, CWES will include Arabic as a supported FLAS language. Arabic can be regarded as a European language because of the several million Arabic speakers in West European countries, plus Europe's close historical and contemporary ties to the region. Accordingly, we will accept applications for both summer and academic year (AY) FLAS grants from prospective Arabic language and area learners, stipulating that the applicant's academic or professional plans must focus on West European Arab communities or European-Arab relations. CWES's inclusion of Arabic and Turkish as FLAS languages enhances the other activities of our European Neighborhood Initiative and bolsters our already strong record of support

LCTL training with our FLAS program.

Working with the Center for Global Studies will provide instruction in language across the curriculum through an annual Spanish or Portuguese language trailer section attached to an introductory International Studies course. Taught by UW PhD students, these sections provide undergraduates the opportunity to read and discuss course themes and region-specific content in the selected language. CGS and CWES will each sponsor one section in alternating years across the grant cycle.

We propose to continue our support for language pedagogy training. In order to bolster our language outreach efforts we will help fund language pedagogy workshops for UW and K-12 language instructors, and the UW in the High School program that trains and certifies Washington secondary school teachers of French, German and Spanish to teach courses that are the equivalent of first-year university level. CWES will also sponsor ACTFL Language Training for two UW instructors each year, with priority given to teachers of Turkish and Portuguese.

Our Center will continue its successful collaborative outreach with the Mapping & Enhancing Language Learning (MELL) project in Washington State. MELL worked with the state's Office of the Superintendent of Public Instruction (OSPI) to assemble the first comprehensive data set on the teaching of world languages in Washington. The data and resulting briefing papers (all available online) have been adopted by OSPI and have informed policy discussions concerning world language teaching in Washington high schools. Our Center will contribute limiting funding to MELL to produce additional briefing papers and conduct follow-up surveys.

C. Faculty and Graduate Development CWES funds will enhance the professional development of our faculty and staff by funding research travel and attendance at major professional meetings in the US and abroad (see Section 3). Our Regional Faculty Travel Fund will encourage faculty from Northwest colleges and universities to participate in our major activities and to further develop mutually beneficial research and curricular collaborations across our region. CWES will also supplement the UW Libraries' acquisitions budget related to WES (see Section 5), with priority given to newly available electronic databases vital to graduate student and faculty research. Our

WES Librarian will continue to offer research orientations for students, and CWES staff will work to familiarize K-12 teachers with our collection.

CWES and partner JSIS NRCs will offer an annual one-credit course for JSIS graduate students focused on professional job skills, such as memo writing, public speaking and job searching, with an emphasis on maximizing his/her area studies training. Each center will contribute a practitioner-speaker who will talk about their professional sector as well discuss a job skill. Center monies will go toward a memo writing clinic to help students create a solid memo writing sample. CWES will likewise support PhD student training through its participation in the annual Western US Graduate Research Workshop on the EU in partnership with our EU Center and its sister centers in Boulder and Berkeley. CWES will provide funding to help host the spring 2016 event on the UW campus, an event that will provide a dozen PhD students working on EU topics to share their research and receive feedback from faculty.

D. Outreach Programming The thematic teacher and public outreach activities outlined above are integrated into a comprehensive outreach program outlined in Section 7. NRC funds will be employed to support many facets of our outreach program, including our Outreach Coordinator and Graduate and Undergraduate Assistants, and to cover part of the expense of operating our office. Our CWES staff will organize a number of major conferences and educator workshops, most of which are co-sponsored with UW or external partners to maximize cost-effectiveness and are field to public outreach activities to maximize impact. We will also continue to cooperate with the other JSIS NRCs on Joint Outreach programming and other collaborative programs, including the annual educator training retreat offered with the Washington State Council for Social Studies; the Classroom Country Profiles developed to brief K-12 educators on nations and regions; and the new international education course that will be incorporated into UW Bothell's Education Program. The latter course, taught by Professor Cherry Banks, will be offered in Bothell's Masters in Education and new undergraduate degree in Educational Studies, providing future teachers with a background in education policies and challenges around the world, including Western Europe. Our Policy Forum for Educators series will meanwhile expose approximately 20 K-12 educators

Table 8.2 Timeline of Activities	Priorities	Year 1	Year 2	Year 3	Year 4
<i>Economic Crisis, Recovery, and Reform</i>					
Greek Film Conference		✓			
Greece and Mediterranean Courses		✓	✓	✓	✓
Southern European Economic Reform Conference			✓		
“Challenges in Contemporary Spain” Program in Leon			✓		
“Challenges in Contemporary Europe” Program in Brussels				✓	
“Italy Today” Study Program in Rome			✓		✓
<i>Security, Democracy & Construction of European Neighborhood</i>					
“25 Years of German Unity” Conference		✓			
“Post-Conflict States & Societies” course			✓		✓
“Democratization in Europe” course			✓		✓
Capstone Task Force Course in Jackson School			✓		✓
<i>Environmental Challenges & Economic Opportunities in Arctic</i>					
Arctic Lecture with NORTANA Conference		✓			
Arctic & Climate Change course with Ida B. Wells School			✓		✓
Arctic and International Affairs Institute (in DC Year 3)			✓	✓	✓
<i>Enhancement of Language Training and Pedagogy</i>					
New Portuguese Health & Professionals Module		✓		✓	
Startalk Teacher Training Program	AB	✓	✓	✓	✓
Language Trailer Section		✓		✓	
Portuguese Lecturer & Language Courses	FC2	✓	✓	✓	✓
U W in High School & Language Pedagogy Workshops	AB	✓	✓	✓	✓
<i>Curriculum Development</i>					
“Challenges in Contemporary Europe” Program in Brussels				✓	
EU Studies Brussels Program (with new internship options)		✓	✓	✓	✓
West Coast Model EU		✓	✓	✓	✓
<i>Faculty and Graduate Development</i>					
Faculty to Europe & Prof Meetings, Regional Faculty Travel		✓	✓	✓	✓
JSIS Graduate Professional Development Clinic		✓	✓	✓	✓
EU Graduate Research Workshop				✓	
<i>Teacher & Public Outreach</i>					
EU Visit Program for Community College Faculty	AB, NC1	✓	✓	✓	✓
UW Bothell Education Policy Course	AB, NC2	✓	✓	✓	✓
Outreach Partnership with Global Affairs at Shoreline CC	AB, NC1	✓	✓	✓	✓
Master Teacher Workshops with REECAS	AB	✓		✓	
Community College Master Teacher Institute	AB, NC1	✓	✓	✓	✓
Midwest Institute	AB, NC1	✓	✓	✓	✓
Policy Forum for Educators series	AB		✓		✓
SIFF Film and Opportunities in Europe Business Outreach		✓	✓	✓	✓
Creative Retirement Institute with Edmonds CC		✓	✓	✓	✓
KEY: Medium Purple--Enhanced Activity; Dark Purple--New Activity; NC=NRC Competitive Priority, AB= Absolute Priority, FC=FLAS Competitive Priority					

each year to contemporary European and EU-US issues, starting with the impact of EU-US trade on the US and Washington State economies.

CWES and the other JSIS NRCs will expand the training and resources for community college instructors. We will again offer our Community College Master Teacher Institute in partnership with the Northwest International Education Association. The annual event is designed for Northwest instructors interested in better integrating international studies into their curriculum, and regularly includes participation of faculty from local community colleges with high percentages of underrepresented students. CWES will provide funding annually for the Midwest Institute for International & Intercultural Education program to help it offer Europe-focused curricula for community college instructors across the US. CWES will also send one community college faculty each year to the EU Visit program to Brussels organized by our Chapel Hill partner CES. Our center requested that this excellent program be expanded to include community college as well as high school educators in order to provide the former with more professional training opportunities and to provide better exposure to pressing issues in contemporary Europe.

We continue to provide support and/or speakers for SIFF film programs, the Edmonds Community College Creative Retirement Institute, and for downtown business events. Through these activities CWES is able to reach out to diverse communities across our metropolitan area. Our Outreach Section describes these and related activities in full detail.

E. Assuring Quality Assessment and Impact CWES has a reputation for developing high quality programs that are consequential and cost-effective. Innovative projects like the Model EU and Brussels program have enhanced undergraduate training and attracted more students to European Studies at the UW and on regional partner campuses. Students from our Brussels and other study abroad programs have gone on to take internships with EU and US institutions in Brussels, as well as pursue careers with the US State Department. The strength of the UW European Studies major is a testament to the long-term impact of CWES. Projects in this proposal will only enhance what is already one of the most comprehensive WES undergraduate programs in the country. The new proposals also build on successes achieved in our graduate training as exemplified by the continu-

ing strength and diversity of our FLAS program. The comprehensive assessment plan detailed in Section 9 will allow us to methodically track the impact of our major programs on graduate and undergraduate training in particular.

9. IMPACT AND EVALUATION

A. Impact CWES continues to have a substantial impact at the local, regional, and national levels. From 2009-10 to 2012-13, enrollments in non-language WES courses at the UW increased by 11.2% to 33,337. These strong numbers are due in part to the strength of European Studies and other WES degree programs at the University of Washington. With 56 majors in spring 2014, the UW European Studies program is one of the largest such programs in the country. Other factors contribute to the strong WES enrollments, including the large number of WES courses taken by STEM majors. In 2008-09, STEM majors represented a mere 1.86% of students who had taken 30 or more credits of WES courses. By 2012-13, that percentage had increased to 10.95% - a near six-fold increase. This dramatic shift was revealed in a 2013 Impact Project study conducted by the JSIS NRCs. The study also revealed that approximately 41% of former UW students who had taken at least 15 credits of WES coursework were using knowledge of foreign language or cultures in their work. Approximately 10% of the currently employed students from this group work for local, state or federal government, or are in the military. An additional 53% work in the private for-profit sector, 13% in private not-for-private sector, and 12% in education. Overall, the Impact Project documents how the considerable influence of UW West European Studies extends far across campus and into the careers of our alumni.

In this past cycle, CWES enhanced language training capacity by supporting a Portuguese lecturer position; partially funding a Modern Greek lecturer position; sponsoring a series of language pedagogy seminars for high school instructors; and providing FLAS grants for well-qualified graduate students across the entire UW campus to pursue language training, primarily in less/least commonly taught languages. CWES gave 35% of its FLAS awards to professional students, and gave 59% of our FLAS awards for less/least commonly taught languages. Perhaps most impressive is the fact that in 2009-10 the UW offered only one intermediate course in Portuguese, but with

NRC support now offers a full intermediate sequence and one third-year course. One of our goals for the next grant cycle is to increase the number of intermediate and advanced Portuguese courses offered at the UW (See Appendix C - PMF 1).

In terms of the community and region, CWES has been able to provide some much-needed services and synergy. As one of only three West European NRCs in the Western US, the Center provides an exceptional range of resources to partner universities in our region, from our popular Model EU to numerous outreach visits by our EU Fellows. CWES is particularly strong in the area of business outreach, having arranged 17 business events for over 300 participants in the Seattle area between 2009-10 and 2013-14 (see Section 7). CWES reached an additional 1,179 teachers (and hundreds more students) during this same period through its educator outreach programs and school visits. CWES also has a significant impact in the Seattle community, routinely co-sponsoring (and providing UW expert speakers for) activities ranging from film festivals to senior learning courses. Strong event participation rates indicate the extent to which CWES activities have been appreciated by both the university community and the public.

CWES has enhanced its national and international impact through the publications of its faculty (many of our UW conferences produce edited volumes and related works) and the development of programs in collaboration with partner universities in the US and Europe. Our annual West Coast Model EU regularly attracts a dozen colleges and universities from California to Colorado, while US-based PhD students can participate in our EU Center's Graduate Research Workshop on the EU co-organized with the University of Colorado and UC Berkeley. Our EU Studies program in Brussels enrolls undergraduates from across the country, and students on the program have gone on to pursue Brussels-based internships with EU and US institutions, including the US Mission to the EU. Our partnerships with the Université Libre de Bruxelles and five other European universities in the Euromasters consortia have led to a variety of collaborative ventures and new study opportunities for US students. Our website provides additional national and international impact: over half of our visitors reside outside Washington, and our teacher curricula has been downloaded 1,500 times from the EU Center Network website.

Improving the Supply of WES Specialists. Various measures clearly illustrate that our WES graduate programs are making a substantial contribution to the national supply of specialists in our field. First, the UW regularly enrolls several thousand graduate students in WES courses: for 2012-13, 2,963 graduate students from 19 departments and 5 professional schools in area studies, and 321 students in language courses. Second, our students win a significant share of national fellowships for WES. Since 2010, UW students have received 22 Fulbrights for study in Western Europe, 12 DAAD Fellowships, and 1 Council for European Studies Pre-Dissertation Fellowship. In 2005, a UW graduate student also won one of the two inaugural Ernst Haas Dissertation Fellowships awarded by EUSA in a world-wide competition. One of our PhDs (now at the University of Colorado) won the EUSA Dissertation Award in 2001, and two other UW students won honorable mentions in the 2007 and 2009 competitions. Third, the UW places WES graduate students in a variety of important positions throughout the nation. Between 2010 and 2013, UW programs produced 47 MAs and 30 PhDs in specifically West European Studies-focused degree programs such as European history, French, and Germanics. Hundreds more PhD and MA students studied Europe as part of their graduate degree programs in general fields as diverse as law, political science, and sociology. Our graduate placement survey data show that nearly all of our PhD students (22 of 30) found positions in higher education, and approximately a quarter (12) of our MA students pursued further graduate studies. Other MA students were employed in elementary or secondary school positions (2), in higher education (4), in military service (2), and in the for-profit private sector (5). UW PhD placements since 2010 include University of Chicago, University of Illinois at Urbana-Champaign, Mankato State University, Seattle University, Seattle Pacific University, Oglethorpe University, Whitman College, and the UW. Joseph Jupille (2000 PhD) became the founding director of the University of Colorado EU Center in 2008, and Allison Johnston (2005 BA) is now an assistant professor of political science at Oregon State University. Both are noted EU researchers and participate actively in our Model EU and other center programs.

B. Provisions for Equal Access Washington State law (I-200) now disallows the use of race, ethnicity and gender in admission decisions and state-funded financial aid awards. However, the UW

remains committed to diversity, and CWES is committed to equitable access to all programming per GEPA Section 427 guidelines. The UW encourages student applicants who have varied cultural experiences or educationally or economically disadvantaged backgrounds to provide a statement concerning their personal history, the social and economic disadvantages that they have had to overcome, and the ways in which these experiences have affected them. Financial aid awards from the Minority Education Division are now based on the above factors. UW enrollment of underrepresented undergraduate students has increased from 10.8% of total enrolled students in Autumn 2001 to 16.2% in 2013, while underrepresented graduate enrollments have increased from 6.0% to 10.8% during this same period. As of 2012-13, underrepresented students represented 15.24% of students who had taken 30 or more credits of WES courses, compared to 10.78% in 2008-09. The Office of Minority Affairs and Diversity (OMA&D) provides a three-week Summer Bridge program for selected students who have been accepted at the UW and offers a wide range of mentoring and tutorial services. This office also offers a subsidized two-week spring break study program at the UW Rome Center.

One of center's goals for the next grant round is to increase the number of study abroad programs it offers and work with UW OMA&D to make all its programs more accessible to students from underrepresented backgrounds (See Appendix C - PMF 2). CWES has a strong record of recruiting underrepresented students for its faculty-led programs. Since its inception, our Rome program has averaged 33% minority students, compared to a national average of 22% (IIE Open Doors figures for 2010-11). Since 2012, approximately 10% of students on our center's faculty-led programs have been from an underrepresented background. Our center would like to greatly increase this number by expanding recruitment efforts to underrepresented students, and by offering two new faculty-led study programs in partnership with the UW Office of Minority Affairs and Diversity. While open to all UW students, programs offered through OMA&D attract a high number of underrepresented minority and first-generation university students. It is intended that our 2015 Challenges in Contemporary Spain program in Leon and our 2016 Challenges in Contemporary Europe program in Brussels will increase the percentage of underrepresented minority students on

our programs to 12% by 2016.

The UW complies with federal regulations by providing equal access for the disabled, and CWES publicity includes information to ensure access needs are met. All campus buildings are wheelchair accessible, and the UW's Disabled Student Services Office provides special needs personnel and services for disabled students or university event attendees. The UW Access program allows Washington residents over age 60 to audit UW courses for a minimal fee on a space available basis. The European Studies core course is very popular with Access students, and CWES normally participates in at least two off-campus senior learning programs annually.

C. Evaluation Plans CWES takes seriously our public responsibility to utilize resources effectively and efficiently by undertaking regular, comprehensive and objective evaluations of our programs and activities. The 2014-18 evaluation plan represents a joint effort between Office of Educational Assessment (OEA) and the eight UW NRCs, building upon collaboration over the last two grant cycles to develop evaluation methods for the JSIS NRCs. An institutional commitment of \$40,000 over the next four years will underwrite evaluation efforts and underscores the UW's dedication to assessment. By working together, UW NRCs can support a comprehensive evaluation program that would not be feasible or as efficient if each NRC worked independently. By working with each center's individual goals and program measures, OEA can provide project-specific information, on outcomes to project leaders, so they can make the changes—both long-term and mid-course—that are necessary to improve their work.

CWES will continue to demonstrate the impact of our programs and activities through an evaluation plan that is targeted toward our long- and short-term program goals and that is outcome-measure-oriented. Our evaluation plan will undertake longitudinal collection of data and use feedback to make corrections to existing programs and plan new activities. The evaluation plan will help us to track our progress in achieving our overarching objective of increasing national capacity in West European Studies, as well as our targeted PMF goals for 2014-18: (1) to increase capacity and student training in LCTL and priority languages, (2) to increase accessibility and career relevance of our West European study abroad programs, and (3) to expand outreach and

curricular collaboration with community college partners (See Appendix C - PMF 3). Table 9.1 outlines this evaluation plan.

The OEA worked with staff from CWES and other JSIS NRCs to develop our strategic goals; develop performance measures; and to help design an evaluation plan for NRC activities as well as

CWES Goal	Assessment Method	Sample Metrics & Purposes	Timeline & Benchmarks	USED Goal/ GPRA/ Priority
Build WES LCTL Training Capacity & Student Language Learning	Track language enrollments	Enrollment data for intermediate and advanced courses in LCTL and Priority Languages. Track intermediate and advanced course offerings in Portuguese	Years 2 & 4 (Annual 10% increase in Portuguese)	PMF 1, NRC GPRA 1.2, 1.3, FLAS CP2
Build WES Area Expertise and Student Learning	Affiliated student survey	Impact of NRC affiliation on skills, knowledge, and career pathway. Impact of CWES courses/activities on student learning; feedback for curricular changes	Year 1 & 3 surveys	Train experts in areas of national need
	JSIS Alumni Survey	Assess long-term impact of programs on skills development, knowledge and career plans. Assess quality of teaching and curriculum	Year 3	
	JSIS Exit Survey	Track immediate impact of programs on skill development, knowledge and career plans.	Years 1 & 3	
Increase WES Training Capacity among K-14 Educators	Focus Group & Survey	Impact of K-14 educator workshops on professional development and curriculum at high schools and community colleges Follow up survey to assess integration of information in curricula and lesson plans	Year 3	AB Priority, NRC CP 1, PMF 3
Increase Number & Training Capacity of WES educators	Survey	Assess impact of new International Education Policy course on UW Bothell Education students	Year 2	AB, NRC CP 2
Build WES Area Expertise and Student Language Learning	FLAS alumni biennial survey	Impact of FLAS on skills, knowledge and career Assessment of quality of undergraduate and graduate programs Survey of skills used in professional/volunteer work & update on career interests and history	Years 1 & 3 surveys	Train experts, FLAS GPRA 2.1
Increase Study Abroad Access & Career Relevance for Students	Survey	Assess demographic data and accessibility of CWES study abroad programs. Impact of WES study abroad on career pathway, degree choice, and language study	Years 2 & 4	PMF 2, USED Goal 4
Increase WES Capacity among Public & Professionals	Survey for outreach attendees	Assessment of impact of activities on knowledge and awareness. Number of attendees and breakdown by sector	All Years	Train experts

for FLAS fellowships with appropriate methods of data collection. For FLAS evaluation, we have developed project goals of increasing the participation of students who are (1) from professional schools; (2) training in intermediate/advanced levels of LCTL and priority languages; and (3) who demonstrate financial need. Our NRC and FLAS goals and performance measures are linked to the overarching US/ED goals of training experts to meet national needs.

The CWES four-year evaluation plan is designed so that assessment feedback is comprehensive, systematic, and geared for program improvement. Table 9.1 details the methods and timing of assessment, along target groups and sample assessment metrics. The individual evaluation activities are likewise linked to the US/ED goals and GPRA performance indicators and priorities they address. Unless otherwise noted, OEA will provide or nominate qualified, independent evaluators to complete these assessments. Baseline data are provided by course evaluations, enrollment data from the UW Registrar's Office, and the Jackson School's 2013 Impact Project. The evaluation plan includes JSIS exit and alumni surveys, and the biennial FLAS surveys. NRCs and their activities are also thoroughly assessed as part of the Jackson School's ten-year review. We believe that this integrated set of assessment activities will provide a thorough overview of our projects, produce objective measures of our impact, and generate feedback for continued improvement of our program.

D. Use of Recent Evaluations For the 2010-14 cycle, the UW NRCs worked with OEA to develop and implement both a quantitative assessment and qualitative measures to identify areas for improvement in the NRC and FLAS programs. OEA conducted initial surveys of Jackson School and FLAS alumni to help guide NRC program planning and implementation in the 2010-14 grant cycle. A 2013 impact study done by the Jackson School NRCs has provided further documentation of the impact of our programs on student training, along with insights on areas of opportunity and potential improvement moving forward into the next grant cycle.

The OEA 2011 survey of FLAS alumni assessed the self-rated impact of FLAS on recipients' skills, knowledge, and career opportunities brought about through the award. The survey yielded a range of results documenting the impact of the UW FLAS program, including in the areas of

employment and career development. Almost half (46%) of the employed respondents were working in higher education, with most of these (65%) in positions related to global studies and/or foreign languages. The majority of individuals working in higher education were in tenured or tenure-track faculty positions. An additional 14% were employed by the government, most in positions related to global affairs. Approximately 75% of respondents agreed or strongly agreed that their FLAS award helped them obtain their first paid position after graduating, and a strong majority (97%) of employed participants indicated that the FLAS award had at least some impact on their professional career as a whole. Over two-thirds (67%) stated they were able to function in the language effectively by the time they had completed their fellowship.

The Office of Educational Assessment likewise worked directly with CWES to develop a center-specific assessment plan. The latter included a comprehensive survey and assessment of our European and EU Studies programs conducted in spring 2011. The results from this survey highlight some of the strengths of both programs and provided valuable feedback for enhancing undergraduate training and maximizing CWES activities for future UW students. Survey responses showed a strong majority (84%) of European Studies students declaring the program's study abroad requirement a motivation for declaring the major, and likewise highlighted the demand for more study abroad funding opportunities. Nearly 63% of respondents reported having participated in Center activities, with 88% of these students stating their participation had improved their understanding of Europe. Nearly a quarter of respondents stated they had visited the Center for on-site consultations, often citing the Center staff's high level of knowledge and ability to provide useful information. Overall, the survey demonstrated that Center programs developed for undergraduates were having a significant impact on student learning, and that students were interested in more study and internship opportunities overseas.

CWES has used detailed online student feedback to make ongoing adjustments and improvements to our Trans-Atlantic Studies, Brussels, and Model EU programs. The extensive online feedback collected for each makes it possible to make cumulative improvements to these programs. Online surveys have, for instance, been valuable for making improvements to our Model

EU program, including the greater emphasis now placed on student preparation for the simulation in order to maximize student learning. We have also started providing more career and internship information as part of our Brussels program, and implemented many changes in the activities included in the second iteration of our new Rome study abroad program to create greater synergies between site visits and the curriculum. Close attention to student feedback has yielded many positive changes in our programs, helping keep them engaging and up-to-date.

E. National Needs Proposed Center activities for 2014-18 address a wide range of national needs by educating US students and teachers about Europe's relationship with critical strategic areas (e.g. Middle East and Eastern Europe) and by providing crucial preparation for graduate students entering careers in the public and private sectors. Our European Neighborhood initiative will offer a range of integrated activities to include courses, language training, educator workshops, and academic conferences designed to raise public and student understanding of Western Europe's strategic relationship with its neighbors. Our new courses on European democracy and security will train students in issues vital to US and European security, such as the reemergence of Russia as a regional power and the strategic importance of the Black Sea and Mediterranean. CWES funding of Portuguese will allow UW students to combine these area studies courses with advanced language training. CWES will also offer FLAS grants to students focusing on EU-Turkey relations or on Western Europe's Turkish or Arab communities. Finally, our Master Teacher workshops on "Europe's Transformative 20th Century" and "Propaganda in Europe" will provide K-14 educators with training and curricular materials to address themes of war and democracy in their classrooms, while regular public lectures by visiting academics and European officials will enhance public knowledge of these and other pressing contemporary challenges.

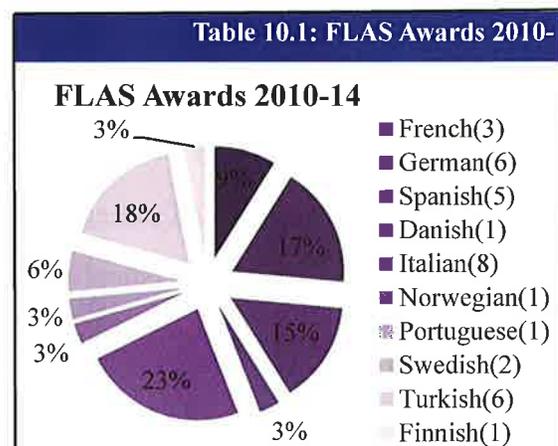
CWES will additionally offer activities designed to prepare students for careers focused on America's vital economic and strategic partnership with Europe. Our business workshops will help local professionals better understand and interact with the EU as one of the world's most important trade and regulatory actors. CWES support for Portuguese language training will encourage more UW professional school students (especially in Health Sciences) to study this critical world

language. CWES will build on its strong record of providing FLAS grants to the professional schools, placing priority on awards for Portuguese and Turkish. These CWES activities complement the UW having been recognized in 2009 as one of five US universities selected annually for a Call to Serve grant awarded by the Partnership for Public Service. This program seeks to encourage students to pursue careers with the federal government.

10. FLAS AWARDEE SELECTION PROCEDURES

A. How Awards Will Be Advertised The FLAS Coordinator reaches approximately 5,000 students each year with in-person advertising efforts, and various forms of advertising reach many more current and prospective students across the three UW campuses. The FLAS Coordinator works closely with advisors and faculty in a variety of departments and professional schools to explain FLAS fellowships so that they can effectively advertise the FLAS fellowship to their students and advise them on the application process. Email announcements are sent to student, faculty and staff listservs and posted on social media sites. The recently updated UW FLAS website contains extensive information about the FLAS fellowship and receives an average of 38 visitors per day. The two FLAS informational videos produced for this website have been viewed over 300 times during the most recent application cycle. Print flyers and posters are distributed across the UW campuses in departmental student services offices, classrooms, dorms, and student organization/support offices, including the Study Abroad Office, the Office of Minority Affairs, the Veterans Center, DO-IT Disability Opportunity Office, and the Offices of Graduate and Undergraduate Fellowship Advising. Print flyers are also distributed at orientations, all FLAS information sessions, and events (such as language club and ROTC meetings).

The FLAS Coordinator (FC) holds 10-15 FLAS information sessions annually at various locations across the UW campuses, and at least 5 sessions in professional schools. The FC visits foreign language and area/international studies classrooms, and speaks at new student orientations in departments such as



International Studies, Law, and Engineering. Tables with FLAS information are hosted at the UW Fellowships Fair and the UW Study Abroad Fair, and webinars and online advising provide information to students who are abroad and/or applying for admission to UW. The efforts of our FC and CWES staff have led to increasing application-to-award ratios. Between 2010 and 2014 the AY graduate application/award ratio increased from 9:1 to 11:1, while the summer application/award ratio increased from 10:1 to 12:1. The total number of FLAS applications increased from 42 (2011) to 49 (2012) to 56 (2013) over the last three years, and we received a total of 210 applications from 30 departments since 2010. By 2013-14, nearly half (48%) of our applications came from professional school students.

B. How Students Apply Students apply for FLAS fellowships through our online application system. The application, which is due in mid-January, gathers information relevant to the FLAS priorities in order to facilitate selection of FLAS fellows according to the priorities. Applicants must submit (1) transcripts from all colleges /universities attended; (2) relevant test scores (GRE, LSAT, MCAT); (3) list of career goals and previous employment; (4) awards received; (5) three letters of recommendation for graduate students and two letters of recommendation for undergraduate students, including one for both graduates and undergraduates which attests to the applicant's foreign language ability; (6) list of foreign languages spoken and at what level; and (7) a statement outlining the proposed course of study and describing how it will facilitate the student's academic and career goals. The FLAS Coordinator manages the application process and advises students on all steps in the application process.

C. Selection Criteria Our Committee evaluates applications according to the following criteria: (1) previous language training and demonstration of ability to learn language; (2) academic ability as demonstrated by transcripts, test scores and letters of recommendation; (3) interest in pursuing government service and/or meeting a critical national security need; (4) interest in a professional career; and (5) studying a priority LCTL. Efforts are also made to achieve a balance of funding across academic disciplines and professional schools. In line with the FLAS competitive priority, starting next year we will require applicants to submit a federal Student Aid Report (SAR) OR UW

Office of Financial Aid Award Letter.

Since 2010, CWES has awarded 19 AY and 15 Summer FLAS fellowships in Danish, Finnish, Swedish, Norwegian, Portuguese, Turkish, German, Italian, French, and Spanish to students from 17 different departments including 7 professional schools (see Table 10.1). A total of 59% of our FLAS fellowships have gone to the study of less/least commonly taught WES languages, up from 37% in the previous grant cycle. Our efforts to expand opportunities for professional students have also borne fruit, with 35% of our awards (43% of grad awards) in the current round going to professional school students, up from 28% in the 2006-10 grant period. Since 2011, 69% of our fellowships were awarded to applicants who demonstrated interest in government service. In keeping with the Competitive Priority, we will expand our FLAS program to include applications for Arabic to reflect the increasing UW student interest in studying Europe's relationship with the Arab world and the role of Arab immigrant communities in Europe. We will also make at least 25% of our awards in our priority LCTL languages of Portuguese, Arabic and Turkish.

D. Who Selects the Fellows The CWES FLAS Selection Committee meets in February, and funding decisions (contingent upon Program Officer approval where necessary) are announced in early March. The committee includes at least one language program and professional representative, and two other members selected to provide disciplinary and linguistic diversity. For 2014 the members were Andrew Nestingen (Scandinavian Studies), Debra Glassman (International Business – Foster School), Sabine Wilke (Germanics), and Nektaria Klapaki (Hellenic Studies – Jackson School). The committee members individually review and evaluate the proposals and then collectively rank the applicants in line with the criteria above. Our FLAS Coordinator attends the selection committee meeting to provide technical advice and answer questions.

II. COMPETITIVE PRIORITIES

The activities CWES proposes to implement over the next four years address the Absolute and Competitive Priorities. In accordance with the FLAS Competitive Priority 2, the CWES will emphasize the priority languages by providing co-funding for a Portuguese lecturer position (with UW Center for Global Studies) and by offering Arabic and Turkish FLAS Fellowships for stu-

dents studying these languages in a WES context. Moreover, we will award at least 25% of our FLAS awards in these three priority languages. Since 2010, CWES has made 21% of its FLAS awards (26% of AY awards) in Turkish and Portuguese. By growing our Portuguese program and adding Arabic as a FLAS language, we are confident that we can exceed the 25% priority LCTL threshold across the four years of the grant.

In support of FLAS Competitive Priority 1, we will require all FLAS applicants to submit a federal Student Aid Report (SAR) or UW Office of Financial Student Aid (OFSA) Award Letter in order to demonstrate student financial need. Both the SAR and UW OFSA award letter include the expected family contribution as determined under Part F of the Title IV of the HEA. We propose to delay our FLAS application deadline to the end of January, as students do not normally receive their SAR until the latter part of January. In our selections, CWES selections committee members will consider financial need among the other decision factors including academic record, quality of proposed project, selected language, and stated desire to pursue government service. A final review of FLAS selections by the CWES Director and JSIS FLAS Coordinator will ensure that all students selected for awards have potential for high academic achievement.

CWES and the other Jackson School NRCs will also ensure that the FLAS Fellowships are promoted to a broad range of student communities and campus programs. Our FLAS Coordinator already promotes FLAS Fellowships in a variety of campus venues, including by hosting a session through the Office of Minority Affairs & Diversity for the LSAMP program (Louis Stokes Alliance for Minority Participation) for underrepresented students in STEM fields. The FC also distribute FLAS flyers through the Minority Affairs Office, American Ethnic Studies program, and the DO-IT (Disability) Office. Starting next year, FLAS promotions will include minority student organizations such as the Society of Hispanic Professional Engineers, Pacific Islander Student Commission, and the TriO Program for low-income, first generation and disabled students. A broadening of the promotion efforts will increase our application numbers, access to STEM and professional school students, and increase the number of applicants demonstrating financial need.

CWES and the JSIS NRCs collaborate with community colleges through joint activities such as

the annual Community College Master Teacher Institute and through cooperation with Shoreline Community College's Global Affairs Center and other partners. The CCMTI provides Pacific Northwest community college faculty with training and tools to help them bring international issues into their curriculum. A total of 275 faculty have participated since the program's inception, many of them from community colleges meeting the Department of Education's eligibility for Title III and Title V. The CCMTI is co-sponsored by the Northwest International Education Association, a consortium of 15 regional community colleges working together to increase student and faculty opportunities for international exchange, education and training. CWES speakers at these events have focused on contemporary West European topics, such as European identity and social change, that faculty can incorporate into their curricula.

Our cooperation with Shoreline Community College's Global Affairs Center has meanwhile brought CWES and JSIS speakers to their campus to bring these topics directly to the community college audience through public lectures. In the coming grant cycle, we will deepen this relationship with the GAC by providing more speakers on contemporary European themes in support of their outreach programs. In fall 2014, for instance, we will arrange for a speaker to present on European perspectives on bioethics and biotechnology at part of a GAC symposium organized in cooperation with Shoreline CC's biotechnology program. These activities and the CCMTI support the incorporation of global dimensions into community college curriculum in line with NRC Competitive Priority 1.

CWES support for the 2014-18 Midwest Institutes further underscores our commitment to internationalizing community college curriculum by ensuring West European themes are addressed in their workshops for community college instructors. We will also sponsor one community college faculty member's participation in the annual EU Visit program to Brussels. This program takes educators to the EU capital to learn about the latest developments in European policymaking. All of these activities, plus our REECAS-CWES Master Teacher series, Policy Forum for Educators, and language pedagogy programs are examples of our continued dedication to the Absolute Priority of teacher training.

Course #	Course Title	% Area Content	Course Description (where available)	Cross Listed	Credits	Funded by Grant in 14-15	UG Enroll 12-13	G Enroll 12-13	UG Offered 13-14	Offered 14-15
<u>Undergraduate Interdisciplinary Programs</u>										
<u>Honors (HONORS)</u>										
251	Western Civilization I	100%	Introduction to ideas and society in Western Civilization.		5, max. 15					
252	Western Civilization II	100%	Introduction to ideas and society in Western Civilization.		5, max. 15					
253	Western Civilization III	100%	Introduction to ideas and society in Western Civilization.		5, max. 15					
<u>College of Arts and Sciences</u>										
<u>American Ethnic Studies</u>										
<u>American Ethnic Studies (AFS)</u>										
462	Comparative Race and Ethnic Relations	25%	Race and ethnicity as factors of social differentiation in a number of Western and non-Western societies in Europe, Africa, Asia, and the Americas.	SOC 426	5					
<u>Anthropology</u>										
<u>Anthropology (ANTH)</u>										
208	The Culture Concept	75%	History of the culture concept's emergence in European colonial expansion and contemporary debates about its place as the central concept defining the field of anthropology.		5		38	1	x	x
233	Introduction to Language and Society	25%	Provides an introduction to the study of language through culture and society, and raises awareness of the role that society and the individual play in shaping language via the systematic observation and critical discussion of linguistic phenomena	COM 233/ LING 233	5		19	0		
305	Anthropology of the Body	75%	Surveys classic anthropological literature examining the relationship between culture and the body.		5		34	0	x	x
321	Comparative Religion	25%	Anthropological approaches to religious experience and belief with emphasis on conceptual issues (ritual, symbolism, identify, ecstatic experience, revitalization movements, etc).	RELIG 321	5					
323	Human Rights Law in Culture and Practice	25%	Introduces complexities surrounding human rights and examines human rights concerns through critical analyses, taking into account legal, social, economic, and historical variables.	LSJ 321	5		51	0	x	
464	Language Politics and Cultural Identity			LING 464	3				x	

471	Colonialism and culture		Explores the cultural, political, and historical implications of the power to colonize. Readings include ethnographic, historical, and literary works on colonialism, nationalist responses, and postcolonial positions.		5		34	0				X
475	Perspectives in Medical Anthropology	50%	Introduction to medical anthropology and explores the relationship among culture, society, and medicine. Examples are from Western medicine as well as from other medical systems.	HSE RV 475	5							X
523	Seminar on Religious and Political Violence	25%	Employs ethnographic studies and anthropological theory to examine the relationships between culture and power in the analysis of religious and political violence.	JSIS B 523	5							

Art (ART)

234	History of Public Art and Public Space	25%	Survey of the melding of public art, architecture, and landscape architecture through the ages.		5							
300	History of Textiles	75%	Overview of Western textiles from Coptic tapestry through industrialization.		5							

Art History (ART H)

202	Survey of Western Art - Medieval and Renaissance	100%	The arts of the Byzantine Empire, Islam, and Western Christendom through 1520 AD.		5		195	0	X			
203	Survey of Western Art - Modern	75%	Western art from 1520 to the present.		5		456	2	X			X
250	Rome	100%	Rome as an historical, intellectual, and artistic world center. Examines literary and historic documents, visual arts, architecture, film, and opera. In English	ITAL 250 / HSTEU 250	5		55	0	X			
290	History of Architecture	50%	Introduction to the history of architecture across a broad range of cultural contexts.		5		63	0	X			
300	Ideas in Art	75%	Selected monuments of art and architecture in the Western tradition, studied in relation to the intellectual background of the ages and civilizations that produced them.	CHID 300	5							
309	Topics in Art History	Varies	Topics vary.		5		304	7	X			X
352	High and Late Medieval Art	100%	Art and architecture of western Christendom from the time of Charlemagne to the Renaissance.		5							
361	Italian Renaissance Art	100%	Sculpture, painting, and architecture from 1300 to 1600.		5		59	0	X			X
366	Northern Renaissance Art	100%	An overview of Netherlandish, French, and German art in the context of cultural developments circa 1400-1570.		5		23	0	X			
373	Southern Baroque Art	100%	Art of Italy and Spain, circa 1590 to circa 1710.		5		55	0	X			
374	Northern Baroque Art	100%	The art of northern Europe, circa 1590 to circa 1710.		5		40					

380	Nineteenth- and Twentieth-Century Art	50%	Arts and architecture of Europe and America from Romanticism to the present.		5		118	2	x		x
381	Art Since World War II	50%	Art of Europe and the United States in the decades since World War II: painting, sculpture, architecture, multiplication of new forms, changing context of patronage, publicity, and marketing.		5		54	0	x		x
397	Art in Rome: Augustus to Mussolini	100%	Survey of art in Rome; studies from original monuments. In Italy. Focuses on representative works from periods of Italian art: Ancient, Medieval, Renaissance, Baroque, Modern.		10						
400	Art History and Criticism	Varies	Courses on special topics, frequently by visiting faculty, which cannot be offered on a continuing basis.		5		148	1	x		x
455	Special Studies in Gothic Art and Architecture	100%	Detailed study of Gothic architecture and its accompanying sculpture and stained glass, with special emphasis on the twelfth and thirteenth centuries in France and England.	ARCH 455	3						
460	Topics in Northern European Art	100%	Approaches to the art of northern Europe through particular themes, genres, contexts, or other issues. Focus varies from year to year.		5						
471	Rome in the Seventeenth Century	100%	Painting, sculpture, and architecture; concentration on Caravaggio, Bernini, Poussin, and Borromini.		5				x		
480	Art Museums: History, Theory, Practice	50%	Explores the history of art museums in America and Europe from the nineteenth century to the present. Topics include connoisseurship and conservation, theories of design and display, architectural challenges, auction houses, dealers, curators, directors, impact of education departments, museums' changing relationship to public audiences, visual arts, and the law.		5		43	0			
484	Topics in Modern Art	Varies	Approach to art of the nineteenth and twentieth centuries through particular themes, genres, contexts, or other issues. Focus varies from year to year.		5		42	0	x		x
485	Italian Futurism, Dada, Surrealism	100%	Survey of three European early modern art movements whose ultimate objective was the collapse of bourgeois culture.		5						
490	Nineteenth-Century Architecture	75%	Includes theorists such as Ruskin, Viollet-le-Duc, and Semper; major movements, such as the Arts and Crafts, and the French Ecole des Beaux-Arts method of design.	ARCH 456	3						
491	Twentieth-Century Architecture	50%	Architecture in the twentieth century, mainly in Europe and the United States. Traces roots of Modernism, its demise and recent trends such as Post-Modernism and Deconstructivism.	ARCH 457	3				x		x

493	Architecture Since 1945	50%	Theories and forms in architecture from the end of World War II to present. Includes non-Western as well as Western trends.	ARCH 459	3		25	0						
494	Paris: Architecture and Urbanism	100%	Spans the architectural history of Paris, from its Gallic, pre-roman origins in the 2nd century BCE through the work of 21st century architects.	JSIS A 433	5		54	1	X					
495	Italian Fascism: Architecture and Power	100%	Fascism in Italy as studied within the broader European context of nationalism, imperialism, and modernization, with particular emphasis on the arts.	ITAL 475	5									
524	Topics in Baroque and Eighteenth Century Western Art	100%	Investigates a series of variable topics in baroque and Eighteenth century Western art.		5		0	3			X		X	
525	Topics in Modern and Contemporary Art and Architecture	Varies	Investigates a series of variable topics in modern and contemporary art and architecture.		5		0	3			X		X	
561	Seminar in Italian Renaissance Art	100%	Problems and in-depth study of selected topics of the art of the Italian Renaissance.		5						X			
566	Seminar in North European Art	100%	Deals with problems of style and iconography of the northern European masters of the fourteenth through seventeenth centuries.		5									
577	Seminar in Baroque Art	100%	Iconographic and stylistic problems of the art of the Baroque period, with emphasis on the principal research methods, theories, and types of literature dealing with art.		5						X			
581	Seminar in Modern Art	50%	Art historical problems of the nineteenth and twentieth centuries.		5		3	12			X		X	
591	Seminary in Twentieth-Century Architecture	Varies	Specific focus changes from quarter to quarter.	ARCH 558	5		1	6			X			
Astronomy (ASTR)														
313	Science in Civilization: Physics and Astrophysics Since 1850	50%	Focuses on the major unifying principles of physics and astronomy and the social and cultural settings in which they were created.	HIST 313	5		9	0						
Center for Studies in Demography and Ecology (CSDÉ)														
513	Demography and Ecology	25%	Theories and research on human fertility, mortality, migration, and urbanization in social/economic context. Comparative and historical materials on Europe, the US, and the Third World.	SOC 513	3		0	7						X
Center for the Humanities (HUM)														
205	Religion, Violence, and Peace: Patterns Across Time and Tradition	25%	Investigates the complex relationship between violence and peace in a variety of religious traditions (ancient Near East, medieval East Asia, contemporary West) from several disciplines.	RELIG 205 / NEAR E 205	5						X			X

401	Medieval Latin Literature to 1200	100%	Texts read in Latin; cultural and historical contexts discussed. Informal individual guidance available to members of class handling medieval or renaissance Latin texts in their research.		3						
402	Later Medieval and Renaissance Latin Literature	100%	Texts read in Latin; cultural and historical contexts discussed. Informal individual guidance available to members of class handling medieval or renaissance Latin texts in their research.		3						

Communications (COM)

222	Speech Communication in a Free Society	50%	Problems and arguments related to freedom of speech; early English writers on freedom of expression; background of freedom of speech in the United States; contemporary issues.		5						X
233	Introduction to Language and Society	25%	Provides an introduction to the study of language through culture and society, and raises awareness of the role that society and the individual play in shaping language via the systematic observation and critical discussion of linguistic phenomena	ANTH 233/ LING 233	5	19	0				X
302	The Cultural Impact of Information Technology	25%	Utilizing approaches from the history of technology, cultural studies, and literary theory, seeks to analyze the cultural and social impact of information technology.	CHID 370	5					X	
321	Communications in International Relations	25%	Examines communications in relations between international groups and states; the roles communication media play in international affairs, global issues, and intergroup relations.	POL S 330	5	103	0				
322	Global Communication	25%	Introduction to the history, purpose, channels, content, technologies, policy, and regulation of international communications systems.	POL S 329	5					X	X
331	The Rhetorical Tradition in Western Thought	50%	Principal emphasis is placed upon defining the nature and scope of rhetoric and upon analyzing the art's underlying assumptions about human beings as symbol users.		5					X	
420	Comparative Media Systems	25%	Uses comparative analysis to identify both similarities and differences among media structures of nations at different levels of development. Primary emphasis on broadcast media.	JIS B 419 / POL S 468	5					X	X
425	European Media Systems	100%	Examines media systems in selected countries in Europe and policy issues that link (or divide) members of the European Union and other major media producers.	JIS A 425	5						
426	International Media Images	25%	Ways in which media construct images of international peoples and events. Develops a set of critical tools for assessing media portrayals of international affairs and cultures.		5					X	X

314	The Psychoanalytic Revolution in Historical Perspective	50%	Genesis and evolution of Freudian theory and parallel developments in philosophy, literature, and social theory. Transformation of psychoanalysis in British, French, and American culture.	HIST 314	5		13	0					X
370	The Cultural Impact of Information Technology	25%	Utilizing approaches from the history of technology, cultural studies, and literary theory, seeks to analyze the cultural and social impact of information technology.	COM 302	5								X
380	The Nature of Religion and its Study	25%	Study of religion as a general human phenomenon. Manner in which different methods of inquiry illuminate different aspects of religion and shape our conceptions of its nature.	RELIG 380	5		34	0					X
390	Colloquium in the History of Ideas	25%	Basic theoretical issues in the comparative history of ideas as a disciplined mode of inquiry; examination of representative historical figures and problems.		5		49	0					X
444	Eye and Mind	25%	Investigates life as an emergent phenomenon across the disciplines of biophilosophy, art, art history, literary criticism, and information studies with an emphasis on interdisciplinary methods.		5		21	1					X
480	Special Topics: Advanced Study of the History of Ideas	Varies	Examines a different subject or problem from a comparative framework with an interdisciplinary perspective.		5		253	8					X
484	Colonial Encounters	75%	History of European colonialism, focusing on British, French, and Dutch colonial encounters from 1750s to 1950s. Units on colonial law, medicine, religion, sexuality, and commodity culture.	HSTEU 484	5		8	0					X
496	Focus Groups	Varies	Credit/no credit only.		2		77	2					X
498	Special Colloquia	Varies	Each colloquium examines a different subject or problem from a comparative framework.		5								X

Comparative Literature (CLIT)

200	Introduction to Literature	25%	Reading, understanding, and enjoying literature from various countries, in different forms of expression and of representative periods.		5		127	1					X
210	Literature and Science	50%	Introduces the rich and complex relationship between science and literature from the seventeenth century to the present day.		5		32	1					
211	Literature and Culture	25%	Study of literature in its relation to culture. Focuses on literature as a cultural institution, directly related to the construction of individual identity and the dissemination and critique of values.		5								
230	Introduction to Folklore Studies	75%	Comprehensive overview of the field of folkloristics, focusing on verbal genres, customs, belief, and material culture. Particular attention to the issues of community, identity, and ethnicity.	SCAND 230	5		62	0					X

240	Writing in Comparative Literature	25%	Comparative approach to literature and a workshop in writing comparative papers in English. Readings in English with an option to read selected texts in the original languages	5		666	0	x	x
270	Perspectives on Film: Introduction	50%	Introduction to film form, style, and techniques. Examples from silent film and from contemporary film.	5		115	0		x
271	Perspectives on Film: Great Directors	50%	Introduction to authorship in the cinema. The work of a major director or directors.	5		348	0	x	x
272	Perspectives on Film: Genre	50%	Introduction to study of film genre. Literary, mythic, and historic aspects of film genre.	5				x	x
300	Introduction to Comparative Literature: Forms, Genres, History	25%	Examines how literary forms and genres shape our reading of texts; how these change over time; and how literary forms and genres manifest themselves in different cultural traditions.	5				x	x
301	Theory of Film: Analysis	25%	Introduction to the analysis of film. Covers major aspects of cinematic form: mise en scene, framing and camera movement, editing, and sound and color.	5		29	0	x	x
302	Theory of Film: Critical Concepts	25%	Overview of the main conceptual problems in film criticism such as: "what is a film?", "what is the relationship between film and reality?", "does a film have a language?"	5		29	0	x	x
303	Theory of Film: Genre	50%	Introduction to the history and significance of film genres from the early days of film to the present.	5		31	0	x	x
310	History of Film: 1895-1929	50%	Topics include the invention of major film techniques, the creation of Hollywood and the studios, and movements such as expressionism, constructivism, and surrealism.	5		20	0		x
311	History of Film: 1930-1959	25%	Focuses mostly on the golden age of the Hollywood studios and on alternative developments after World War II in Italy (Neo-Realism), France (the New Wave), and Japan.	5		29	0	x	x
312	History of Film: 1960-1988	25%	Topics include the French New Wave, the New German Cinema, "New Hollywood", American independent film of the 80s, and the resurgence of Chinese filmmaking since 1980.	5		70	1	x	x
313	History of Film: 1989-Present	25%	Addresses the latest trends in international filmmaking typically with an emphasis on world cinema and issues of globalization and diaspora.	5		50	0	x	x
315	National Cinemas	Varies	Examines the cinema of a particular national, ethnic or cultural group, with films typically shown in the original language with subtitles.	5		266	2	x	x
320	Studies in European Literature	100%	Possible areas of study include literature from romantic fiction, the great realist classics, symbolism, expressionism and existentialism.	5		62	0	x	x

331	Folk Narrative	75%	Survey of various genres of folk narratives studied in performance contexts to reveal their socio-cultural functions in a variety of milieu.	SCAND 331	5							
334	Immigrant and Ethnic Folklore	75%	Survey of verbal, customary, and material folk traditions in ethnic context. Theories of ethnic folklore research applied to communities of Scandinavian, Baltic, or other European ancestry.	SCAND 334	5							
350	Themes in World Literature: Parents and Children	50%	Selections drawn from European, English, and American literature, not limited to period and genre. Focus upon the motive of generational conflict.		5							
351	Themes in World Literature: Love, Sex, and Murder	50%	Selections drawn from European, English, and American literature, not limited to period and genre. Focus upon the human potential for both great violence and extraordinary compassion.		5							
352	Themes in World Literature: Death and Transfiguration	50%	Theme of death, transfiguration, and new life in world literature. Selections from Tolstoy, D. H. Lawrence, Celine, E. M. Forster, and other major writers.		5							
357	Literature and Film	Varies	The film as an art form, with particular reference to the literary dimension of film and to the interaction of literature with the other artistic media employed in the form. Content varies.		5		41	0	X			
371	Literature and the Visual Arts	50%	Examines the relationship between text and image in a variety of art forms. Readings, in English, from a wide variety of national literatures.		5		48	0	X			
375	Images of Women in Literature	50%	Comparative study of the ways women's image, social role, and psychology have been portrayed by writers of various nationalities and literary periods. Works are read in English translation.		5							
396	Special Studies in Comparative Literature	Varies	Offered by visitors or resident faculty. Content varies.		5		46	1	X			X
397	Special Topics in Cinema Studies	Varies	Varying topics relating to film in social contexts. Offered by resident or visiting faculty.		5		138	0	X			X
400	Introduction to Theory and Criticism	25%	A selection of major theoretical statements in the history of literary theory and criticism, with texts drawn from literary studies, aesthetic theory, film studies, philosophy, and cultural studies.		5		45	1	X			X
410	Studies in Literary History	25%	Through the study of one aspect of literary history students gain a thorough understanding of a particular point of view, while exploring the breadth of contemporary approaches to literature.		5							X
424	The Epic Tradition	50%	Ancient and medieval epic and heroic poetry of Europe in English: the Iliad, Odyssey, Aeneid; the Roland; pre-Greek forerunners, later medieval and Renaissance developments.	CLAS 424	5				X			

576	Seminar in East-West Literary Relations	Varies	Comparative investigation of literary topics requiring the study of both Eastern and Western documents. Explores parallels and contradictions between the two. Emphasis varies.	5								
596	Special Studies in Comparative Literature	Varies	Offered occasionally by visiting or resident faculty. Course content varies.	5		5	26			X		X

Dance (DANCE)

250	Cross-Cultural Dance Studies	25%	Offers a cross-cultural and historical view of a variety of theatrical, vernacular, and sacred dance forms, and investigates the myriad ways that dance functions across societies.	1 - 5, max. 8		32	0		X			X
344	Early Dance History	100%	Explores Western theatre dance history from Renaissance court dance to development in ballet history through the mid-20th century. Examines dance practices in cultural/historical context.	3 - 5, max. 5					X			
345	Late Dance History	50%	Examines the development of social and performance-based dance from the beginning of the 20th century to the present.	3 - 5, max. 5		21	0					
544	Early Dance History	100%	Explores Western theatre dance history from Renaissance court dance to development in ballet history through the mid-20th century. Examines dance practices in cultural/historical context.	3 - 5, max. 5						X		
545	Late Dance History	50%	Examines the development of social and performance-based dance from the beginning of the 20th century to the present.	3 - 5, max. 5		0	2					

Digital Arts and Experimental Media (DXARTS)

200	Digital Art and New Media: History, Theory, and Practice	25%	Provides a historical and critical overview of artists and scientists pioneering the digital arts. Discusses important digital media issues.	5		86	0		X			
-----	--	-----	--	---	--	----	---	--	---	--	--	--

Drama (DRAMA)

371	Theatre History I	50%	Explores the history of European theatre and theatre culture from ancient Greece and Rome, through the High Middle Ages, to the emergence of the first professional theatres in Elizabethan England and Spain in the Golden Age.	5					X			X
373	Theater History III	50%	Focuses on major works, forms, and styles of drama in Western European theatre from the mid-nineteenth century to the present. Explores modern and contemporary theatre from the rise of realism to modernist innovations with reference to cultural contexts, interpretive problems, and dramatic criticism.	5					X			X
416	History of Western Dress	75%	Survey history of Western dress. Emphasis on use of this information by theatrical costume designers. Includes development of costume for drama, ballet, and opera.	5		8	0					X

471	History of the English Restoration and 18th Century Theatre	100%	Particular emphasis on the text performed, styles of acting, scenic elements, and the critical theories that influenced the theatre of the period.		5								
472	European and American Theatre, Revolution to Modernism (1780-1920)	50%	Social and political aspects of theatre, rise of Romanticism, melodrama, and variety entertainment through the 19th century to the artistic revolution that paved the way for modern theatre.		5								
473	Modern European Theatre and Drama	100%	Major movements and figures in contemporary European theatre from French absurdism to the present.		5	31	0						
475	Modern English Theatre and Drama	100%	Performers, dramatists, and designers who shaped the course of the theatre following the "angry young rebellion" of the 1950s.		5								
518	Studies in Historic Design	75%	Investigation of artistic principles and modes that influenced the art, architecture, furniture, and decor of selected historic periods.		5								x
519	Studies in Historic Design	75%	Investigation of artistic principles and modes that influenced the art, architecture, furniture, and decor of selected historic periods.		5								
564	Theatre Studies: History, Theory, Criticism	Varies	Special topics in history, theory, and criticism.		3							x	

Economics (ECON)

409	Undergraduate Seminar in Political Economy	50%	Marxian and public choice approaches to political economy.	POL S 409	5								x
464	Financial Crisis	25%	Causes, effects, and cures for financial crisis traced through history from the Tulip Bubble, to the Great Depression, to the East Asian Crisis of 1997, and beyond.		5	24	1	x					x
471	International Trade	25%	Theory of comparative advantage and different models of international trade. Trade and welfare. Factor mobility and trade flows. Economic integration. Theory and practice of commercial policy.		5	214	3	x					
472	International Macroeconomics	25%	International monetary theory and open economy macroeconomics. Balance of payments and foreign exchange markets. Money and international capital movements. Policy issues.		5	256	0	x					x
473	Topics in International Trade	25%	Advanced theory of trade and analysis of government trade policies. International trade and factor mobility. Theory of commercial policy.		5			x					
475	Economics of the European Union	100%	Explores the institutional aspects, coordination of social and economic policies (welfare, employment, commercial, fiscal, monetary) and the economic linkages between the EU and the world.		5	30	1	x					x

490	Comparative Economic Systems	25%	Study of resource allocation, growth, and income distribution in capitalist, market socialist, and centrally planned economies.		5		35	1	X		X
571	International Trade Theory	25%	Comparative advantage, resource allocation, income distribution, and foreign trade. Different theories of trade, with or without perfect competition and constant returns.		3		0	8			X
572	International Financial and Monetary Economics	25%	Analysis of open economy macro models with emphasis on exchange rates and balance of payments determination.		3		0	5		X	X
573	International Commercial Policy	25%	Analysis of welfare aspects of international trade and factor mobility. Costs and benefits of protection; implications of different government policies. Import competition and response.		3		0	6			X
574	International Macroeconomics	25%	One sector, multisector, and two-country international models discussed. Fiscal issues treated in depth. Stochastic aspects of literature on international real business cycles.		3		0	9		X	X

English (ENGL)

200	Reading Literature	50%	Examines works in English and American literature and considers such features of literary meaning as imagery, characterization, narration, and patterning in sound and sense.		5		1016	0	X		X
202	Introduction to the Study of English Language and Literature	25%	Gateway course designed for English pre-majors and majors. Introduces critical, historical, and theoretical frameworks important to studying the literature, language, and cultures of English.		5						
205	Method, Imagination, and Inquiry	50%	Examines ideas of method and imagination in a variety of texts; in literature, philosophy, and science, focus on methods of inquiry that have shaped modern Western literature.	CHID 205	5				X		
211	Medieval and Renaissance Literature	100%	Introduction to literature from a broadly cultural point of view, focusing on works that have shaped the development of literary and intellectual traditions from the Middle Ages to the 18th century.		5		59	0	X		
212	Literature of Enlightenment and Revolution	75%	Introduction to 18th- and 19th-century literature from a broadly cultural point of view, focusing on representative works that illustrate literary and intellectual developments of the period.		5		22	0	X		
213	Modern and Postmodern Literature	50%	Introduction to twentieth-century literature from a broadly cultural point of view, focusing on representative works that illustrate literary and intellectual developments since 1900.		5		159	0	X		X
225	Shakespeare	100%	Survey of Shakespeare's career as dramatist. Study of representative comedies, tragedies, romances, and history plays.		5		103	0	X		X

307	Cultural Studies: Literature and the Age	Varies	Works by major and minor authors in the context of cultural history; critical and theoretical approaches that have led to the idea of periodization. Emphasis varies.		5		43	0	X		X
312	Jewish Literature: Biblical to Modern	25%	Texts primarily organized around major themes: martyrdom and suffering; destruction and exile; messianism, Hasidism and Enlightenment, Yiddishism and Zionism.	J/SIS B 312	5						
313	Modern European Literature in Translation	100%	Fiction, poetry, and drama from the development of modernism to the present. Works by such writers as Mann, Proust, Kafka, Gide, Hesse, Rilke, Brecht, Sartre, and Camus.		5		6	0	X		
315	Literary Modernism	50%	Various modern authors, in relation to such major thinkers as Kant, Hegel, Darwin, Marx, Nietzsche and Wittgenstein, who have helped create the context and the content of modern literature.		5		18	0	X		X
320	English Literature: The Middle Ages	100%	Literary culture of Middle Ages in England, as seen in selected works from earlier and later periods, ages of Beowulf and of Geoffrey Chaucer.		5		41	0	X		
321	Chaucer	100%	Chaucer's Canterbury Tales and other poetry, with attention to Chaucer's social, historical, and intellectual milieu.		5				X		X
322	English Literature: The Age of Queen Elizabeth	100%	Poems by Shakespeare, Spenser, Sidney, and others; drama by Marlowe and other early rivals to Shakespeare; prose by Sir Thomas More and the great Elizabethan translators.		5		3	0	X		X
323	Shakespeare to 1603	100%	Shakespeare's career as dramatist before 1603 (including Hamlet). Study of history plays, comedies, and tragedies.		5		68	0	X		X
324	Shakespeare After 1603	100%	Shakespeare's career as dramatist after 1603. Study of comedies, tragedies, and romances.		5		124	1	X		
326	Milton	100%	Milton's early poems and the prose: Paradise Lost, Paradise Regained, and Samson Agonistes, with attention to the religious, intellectual, and literary contexts.		5						
327	English Literature: Restoration and Early Eighteenth Century	100%	Poems by John Dryden and Alexander Pope; plays by Dryden, William Congreve, and other wits; the great satires of Jonathan Swift, and the first stirring of the novel.		5				X		
328	English Literature: Later Eighteenth Century	100%	Essays, biography, and criticism by Samuel Johnson, Oliver Goldsmith, and others; comedies by Goldsmith and Richard Brinsley Sheridan; fiction by Henry Fielding and others.		5						

329	Rise of the English Novel	100%	Readings of the best of the novelists who founded the form, and some minor ones, from Defoe to Fielding, Richardson, and Sterne, early Austen, and the gothic and other writers.		5		21	0	x	
330	English Literature: The Romantic Age	100%	Readings from major authors in different literary forms; discussions of critical and philosophical issues in a time of change.		5		56	0	x	
331	Romantic Poetry I	75%	Blake, Wordsworth, Coleridge, and their contemporaries.		5				x	
332	Romantic Poetry II	75%	Byron, Shelley, Keats, and their contemporaries.		5				x	
333	English Novel: Early and Middle Nineteenth Century	100%	Studies in the novel in one of its classic phases. Authors include Austen, the Brontes, Dickens, Thackeray.		5				x	
334	English Novel: Later Nineteenth Century	100%	Studies in the novel as it passes from a classic format to formats more experimental. Authors include George Eliot, Thomas Hardy, Joseph Conrad, and others.		5		32	0	x	
335	English Novel: The Age of Victoria	100%	Readings range from works of Tennyson, Browning, Arnold, Shaw, to Dickens, Eliot, Hardy.		5		122	0	x	
336	English Literature: The Early Modern Period	100%	Experiments in fiction and poetry. Novels by Joyce, Woolf, Lawrence, and others; poetry by Eliot and Yeats and others.		5		14	0	x	x
337	The Modern Novel	50%	The novel on both sides of the Atlantic in the first half of the twentieth century. Includes such writers as Joyce, Woolf, Lawrence, Stein, Hemingway, Faulkner, and others.		5		51	1	x	
338	Modern Poetry	50%	Poetry in the modernist mode, including such poets as Yeats, Eliot, Pound, Auden, and Moore.		5					x
339	English Literature: Contemporary England	100%	Return to more traditional forms in such writers as Bowen, Orwell, Waugh, Caryl Chessman, Drabble.		5		4	0	x	
340	Modern Anglo-Irish Literature	100%	Principal writers in English of the modern Irish literary movement -- Yeats, Joyce, Synge, Gregory, and O'Casey among them -- with attention to traditions of Irish culture and history.		5		12	0		
342	Contemporary Novel	25%	Recent efforts to change the shape and direction of the novel by such writers as Murdoch, Barth, Hawkes, Fowles, and Atwood.		5				x	x
343	Contemporary Poetry	25%	Recent developments by such poets as Hughes, Heaney, Rich, Kinnell, and Hugo.		5				x	
345	Studies in Film	50%	Types, techniques, and issues explored by filmmakers. Emphasis on narrative, image, and point of view.		5		70	0		

346	Studies in Short Fiction	25%	The American and English short story, with attention to the influence of writers of other cultures. Aspects of the short story that distinguish it, in style and purpose, from longer fiction.		5					X		X
347	Studies in Non-Fiction Prose	25%	Explores the workings and evolution of non-fiction prose. Introduces the distinct styles and purposes on non-fiction prose such as autobiography, biography, personal essay, reflective and meditative writing, social and scientific inquiry, and persuasive writing. Recommended: one introductory literature course.		5	33	1			X		
348	Studies in Drama	75%	Investigation of one of the major types of drama: tragedy or comedy. Emphasis on drama prior to the twentieth century.		5					X		
349	Science Fiction and Fantasy	25%	The study of the development of and specific debates in the related genres of fantasy and science fiction literatures		5	111	0			X		X
363	Literature and the Other Arts and Disciplines	Varies	Relationships between literature and other arts, such as painting, photography, architecture, and music, or between literature and other disciplines, such as science. Content varies.		5					X		
365	Literature and Discourse on the Environment	25%	Pays attention to verbal expression; forms and genres; and historical, cultural, and conceptual contexts of the natural environment. Focuses on sites, nations, and historical periods.		5	15	0			X		
367	Gender Studies in Literature	25%	Examines special topics in the history and development of the major theoretical trends, including the relationship of certain theories of gender to relevant works of literature.		5							
368	Women Writers	50%	Study of the work of women writers in English and American literature.		5					X		
376	Introduction to Middle English Language	100%	Examines Middle English texts; the shifting roles of literacy in early England, the relationship to French and Latin, the regional dialects of English in the period, and manuscript culture.		5							X
422	Arthurian Legends	100%	Medieval romance in its cultural and historical setting, with concentration on the evolution of Arthurian romance.		5							
430	British Writers: Studies in Major Authors	100%	Concentration on one writer or a special group of British writers.		5							
431	Topics in British Literature	100%	Themes and topics of special meaning to British literature.		5							
440	Special Studies in Literature	Varies	Themes and topics offering special approaches to literature.		5					X		X

207	Economic Geography	25%	The changing locations and spatial patterns of economic activity.		5		90	0	x		x
208	Geography of the World Economy: Regional Fortunes and the Rise of Global Markets	25%	Examines the relationship between the globalization of economic activity and regional development.		5		162	0			
271	Geography of Food and Eating	25%	Examines food production, distribution, and consumption issues across geographic scales.		5		85	0	x		x
301	Cultural Geography	25%	Analysis of the role of culture in the formation of landscape patterns; components of culture that contribute to a "sense of place."		5				x		x
344	Migration in the Global Economy	50%	Analyzes the relationship between human mobility in the late 20th century and changes in the global economy.	JSIS B 344	5						
349	Geography of International Trade	25%	Introduces the theories and practice of international trade and foreign direct investment.		5						
350	Marketing and Retail Geographies	50%	Introduction to the geography of retailing and consumer behavior. Focuses on methods of analyzing market areas at multiple scales. Focus on the United States and Great Britain.		5						
375	Geopolitics	25%	An introduction to both political geography and geopolitics, addressing the fundamental links between power and space.	JSIS B 375	5				x		x
403	Modern European-Islamic Migration, Integration, and Citizenship	100%	Offers a theoretical and empirical understanding of migration processes and patterns in Europe, with a focus on Muslim immigration in the post WWII period.	JSIS B 403	5						
575	Advanced Political Geography	25%	Provides resources for theorizing how politics shapes and is shaped by geographical relationships..	JSIS B 575	5						
Germanics (GERMAN)											
190	Crime Scenes: Investigating Cinema and Its Cultures	100%	Teaches how to analyze film by closely studying crime scenes from historical and contemporary German and Scandinavian cinema.	SCAND 190	5						
220	Origins of the Germanic Languages	100%	Introduction to basic grammatical concepts, terminology, and linguistics with emphasis on German-English relationship. Taught in English.	LING 220	5		9	0	x		x
275	Crime Scenes: Investigating Cinema and Its Cultures	100%	Teaches how to analyze film by closely studying crime scenes from historical and contemporary German and Scandinavian cinema.	SCAND 275	5		27	0			x
293	Introduction to Contemporary German Culture	100%	Introduction to culture of today's German-speaking world focus on high and popular culture, its underlying beliefs and values, and its institutions and historical background. In English.		5						

295	The Contributions of German Jews to German Culture	100%	Contribution, assimilation and alienation of German-speaking Jews emphasizing the multi-cultural nature of that which is understood as "German culture."	J SIS A 295	5		30	0			X
298	Topics in Literature and Culture	100%	Introduces literary works and cultural artifacts from a variety of different traditions, cultures, and periods. Helps students to acquire basic tools for analyzing literature and culture.		5, max. 10		7	0	X		
304	Contemporary German Play	100%	Reading, analysis, and performance of one play by a contemporary German author. Taught in German.		5						X
311	Introduction to German Literary Studies	100%	Introduction to major critical concepts and basic methodological issues of literary studies. Readings from eighteenth- to twentieth-century literature.		5		20	0	X		X
312	Historical Approaches to German Literature	100%	German literature from the Middle Ages-present: Medieval Courtly period, Baroque, Enlightenment, Sturm und Drang, Classicism, Romanticism, Realism, Neoromanticism, Expressionism.		5						
322	Introduction to German Cultural Studies	100%	Questions addressed include: What is "German culture," how has it been defined and contested, and how and why do we study it? Interdisciplinary methods and readings.		5		43	1	X		X
323	Institutions and Their Ideas	100%	Analysis of central institutions of contemporary Germany in their historical development		5						
371	Special Topics: German Cinema	100%	Covers one or more German film directors, a specific genre, or a chosen theme. Topics vary. Readings and discussions in English.		5				X		X
390	German Studies in English	100%	Topics or figures of German literature or language.		5		47	0	X		X
411	Studies in Medieval Literature and Culture	100%	Rotating special topics in literature and culture of the Middle Ages, such as particular movements, authors, genres, themes, or problems.		5						
412	Studies in Renaissance and Baroque Literature and Culture	100%	Rotating special topics in literature and culture of the Renaissance and Baroque, such as particular movements, authors, genres, themes, or problems.		5						
421	Studies in Eighteenth-Century Literature and Culture	100%	Rotating special topics in literature and culture of the eighteenth century, such as particular movements, authors, genres, themes, or problems.		5		10	2	X		X
422	Studies in Nineteenth-Century Literature and Culture	100%	Rotating special topics in literature and culture of the nineteenth century, such as particular movements, authors, genres, themes, or problems.		5		14	0	X		X
423	Studies in Twentieth-Century Literature and Culture	100%	Rotating special topics in literature and culture of the twentieth century, such as particular movements, authors, genres, themes, or problems.		5		23	2	X		X
452	History of the German Language	100%	Traces the history of the German language from early Germanic to the present.	LING 415	5		6	3	X		X

250	Introduction to Jewish Cultural History	50%	Introductory orientation to the settings in which Jews have marked out for themselves distinctive identities as a people, a culture, and as a religious community.	JSIS B 250	5		25	0	x	
265	Modern Revolutions Around the World	25%	Introduces the causes, processes, and legacies of modern revolutions. Special attention given to how revolutions have shaped the modern world.		5		36	0		
269	The Holocaust: History and Memory	75%	Examines the origins of the Holocaust, perpetrators and victims, and efforts to come to terms with this genocide in Europe, Israel, and the United States.	JSIS B 269	5		143	1		
283	Introduction to Women's History	25%	Examines centers of women's activities, women's place in male-dominated spheres, women's impact on culture, and the effect of larger changes on women's lives.	WOMEN 283	5					
290	Topics in History	Varies	Examines special topics in history.		5		58	0		
309	Marx and Nietzsche: The Assault on Bourgeois-Christian Civilization	100%	Major dilemmas and conflicts of modern Western consciousness through historical analysis of Marx, Nietzsche, and the movements they spawned.	CHID 309	5				x	
310	Science and Religion in Historical Perspective	50%	Scientific and religious ideas have been two of the major forces shaping our modern view of the world.		5					
311	Science in Civilization: Antiquity to 1600	75%	From preclassical antiquity to the end of the Middle Ages, stressing the growth of scientific ideas, and the cultural context in which they take shape.		5		29	0	x	
312	Science in Civilization: Science in Modern Society	50%	Growth of modern science since the Renaissance, emphasizing the scientific revolution of the seventeenth century, and the development of methodology.		5		41	0	x	
313	Science in Civilization: Physics and Astrophysics Since 1850	50%	Organization and pursuit of the physical and astrophysical sciences, focusing on the major unifying principles of physics and astronomy.	ASTR 313	5		25	0		
314	The Psychoanalytic Revolution in Historical Perspective	75%	Genesis and evolution of Freudian theory in context of the crisis of liberal-bourgeois culture in central Europe and parallel developments in philosophy, literature, and social theory.	CHID 314	5		22	1		
315	History of Technology to 1940	75%	From the medieval foundations of metal working to the transformation of American rural life, domestic technology, and industry before World War II.		5					
320	Greek History: 7000 BC to Present	100%	History of Greece from its Neolithic village origins to the present. Examines the different forms of one of the most resilient cultures in the human story.	JSIS A 320	5				x	
345	War and Society	75%	Analysis of the techniques of war from the Renaissance to the present with consideration of the social, political, and economic consequences of war in the Western world.		5		31	0		
346	Images of War in History, Literature and Media	25%	Explores images of war generated by historians, writers, artists, filmmakers, television producers, and journalists.		5					

369	The Jewish Twentieth Century in Film	25%	Surveys twentieth-century Jewish history in its European, American, and Middle Eastern contexts by examining films produced in these settings.	JSIS B 369	5						
388	Colloquium: Introduction to History	Varies	Introduction to the discipline of history for new or prospective majors. Each seminar discusses a different subject or problem.		5, max. 10		167	3	X		X
390	Colloquium in History and Science	Varies	Study in the history of science to bridge the gap between the natural sciences and the humanities. Students should have a strong background both in history and in a natural science.		5		3	0	X		
395	Modern Historical Writing, Honors Seminar	Varies	New types of problems examined by historians and new techniques that have evolved for solution. Readings are in the theorists and in those who followed their lead.		5		7	0			
403	Scandinavian Immigration in History and Literature	100%	History and literature of Scandinavian immigration to North America, including immigrant life and culture, community structures and traditions, and the literature about and by immigrants.	SCAND 403	5						
406	Issues in World History to 1500		Topics include the spread of peoples and languages; the significance of technologies such as agriculture, writing, and the stirrup; links between trade and the spread of religions and diseases.		5		14	0			
412	Science and the Enlightenment	75%	The role of science in relation to intellectual, social, economic, and religious forces in the eighteenth century, and growth of the international community in science during the same period.		5						
420	The Olympics: The Merging of Old and New in Modern Greece	100%	Explores the role of the Olympic games in the history and culture of Greece, from Bronze Age pre-Olympiads to the 2004 Athens Games.	JSIS A 420	5						
449	Issues in Comparative Labor History	50%	Emphasis on the centrality of workers' struggles in the evolution of national societies on the conceptual, research, and expository strategies.		5						
467	Nations and States in the Modern World	75%	Development of national consciousness in the "old nations" of Europe before the French Revolution and the replacement by new nationalism.	JSIS B 467	5						
481	Economic History of Europe	100%	Origins of the modern European economy; historical analysis of economic change and growth from medieval times that stresses the preconditions and consequences of industrialization.	ECON 460	5						
485	Comparative Colonialism	50%	Explores the historic roots and practices of colonialism throughout the world, focusing on the roles of nationalism, cosmopolitanism, and imperial domination.		5		25	12	X		
490	Topics in History	Varies	Examines special topics in history.		5, max. 10		54	1	X		
494	Colloquium in Historiography	Varies	Advanced seminar examining central issues in historiography. Emphasizes reading, discussion, and writing.		5, max. 15		52	0	X		X

498	Colloquium in History	Varies	Each seminar examines a different subject or problem.		5, max. 15		137	0	x		x
506	Issues in World History to 1500	50%	Topics include the spread of peoples and languages; the significance of technologies such as agriculture, writing, and the stirrup; links between trade and the spread of religions and diseases.		5		3	0			
590	Topics in History	Varies	Seminar on selected topics in general history, with special emphasis on preparation for field examinations. Topics vary according to interests of students and instructor.		5, max. 15		1	27			x
History of the Americas (HSTAA)											
331	American Indian History I: European Discovery to 1840	25%	History of Indigenous peoples and their descendants in the area that now constitutes the United States, from the eve of European discovery of the Americas to 1840.		5		15	0			x
385	Colonial Society and the Negotiation of Rule in Latin America and the Caribbean	50%	Examines the transition to Spanish and Portuguese rule in Latin America and the establishment, and eventual demise, of colonial systems linking Latin America to Europe and Africa.		5		28	0			
Modern European History (HSTEU)											
210	Paris	100%	Paris" is an interdisciplinary course spanning the entire history of the city of Paris, from its real and mythical origins to the present. Will emphasize political, cultural, and urban history.		5		156	0			
211	France: A Portrait	100%	Abandons the conventional chronological format in favor of a constellation of topics and themes that, taken together and in historical perspective, make up a portrait of France.		5						
234	Nazi Germany	100%			5						x
250	Rome	100%	Literary and historic documents, visual arts, architecture, film, and opera used to explore the changing paradigms of the Eternal City. In English.	ART H 250 / ITAL 250	5		54	0			x
273	Women and Gender in Modern Europe	100%	Examines European women's changing social role and competing views of femininity from the Enlightenment to the end of the cold war.		5						
274	Twentieth Century Europe	100%	Introduction to themes in 20th-century European history, including the histories of fascism, world war, communism, decolonization, and the fate of Europe under the European Union.		5		82	0			x
275	Life in England	100%	Social history of England from the Norman conquest to the present, seen through letters, autobiographies, novels, and plays of the time.		5						

378	The Making of Contemporary France	100%	Historical origins and subsequent development of nine contemporary problems and characteristics of French government and politics, economy, and society.		5								
380	History of Scandinavia to 1720	100%	Scandinavian history from the Viking Age to 1720, with an emphasis on the political, social, and economic development from the Middle Ages to the Enlightenment.	SCAND 380	5	20	0						x
381	History of Scandinavia Since 1720	100%	Scandinavian history from the Enlightenment to the Welfare State with emphasis on the political, social, and economic development of the modern Scandinavian nations.	SCAND 381	5	20	0					x	
415	Europe in the Second World War	100%	Inquiry to discover what the war of 1939-45 was about and what it did to more than five hundred million Europeans.		5	57	1						
422	The French Revolution and Napoleon: 1789 - 1815	100%	Transformation of France under the Revolution of 1789; the Reign of Terror and Napoleon; the impact of the revolution and Napoleon upon Europe.		5	64	1					x	
435	World War I	100%	Long term consequences of the war on European social, political, and economic institutions. Impact of the war on non-European world. The war in European literature.		5							x	
440	History of Communism	100%	Communism from its origins in the Bolshevik faction of Russian social democracy to the present, treating the development of the ideology, the various communist parties and states.	JSIS D 440	5							x	
454	Baltic History	100%	Overview of the history of the area occupied by the Baltic countries of Latvia, Lithuania, and Estonia. Emphasizes their emergence as modern European nation-states.	SCAND 454	5	10	0						
464	The Jews in Spanish History	100%	Sephardic Jews in Spanish politics, economy, and culture, emphasizing the medieval Golden Age and the Inquisition.	JSIS A 468	5								
466	The Sephardic Diaspora: 1492 - Present	50%	Examines the history and culture of Sephardic Jewry from the expulsion from the Iberian Peninsula in 1492 to the present.	JSIS B 466	5								
469	Enlightenment, Emancipation, Antisemitism: History of the Jews, 1770 - 1914	100%	Focus on the debates surrounding Jewish emancipation, the reception of Jews within European society, modern antisemitism, nationalist movements, mass migration, and war.	JSIS B 463	5								
474	England in the Nineteenth Century	100%	Political, social, and cultural development; the agrarian, industrial, and French revolutions; the rise of parliamentary democracy; the Victorian age; Irish home rule.		5							x	
484	Colonial Encounters	100%	History of European colonialism from the 1750s to the present, with an emphasis on British and French colonial encounters.	CHID 484	5	25	4					x	

433	Paris: Architecture and Urbanism	100%	Spans the architectural history of Paris, from its Gallic, pre-Roman origins in the second century BCE through the work of twenty-first century architects. Focuses on changing patterns of the physical fabric of the city and its buildings, as seen within the context of the broader political, social, economic, and cultural history.	ARCH 458/ART H 494		4	0					
442	War and Occupation in Northern Europe: History, Fiction, and Memoir	100%	The study of literary representations (fiction, memoirs, and personal narratives) dealing with World War II and the occupation of the Nordic and Baltic countries.	SCAND 445	5	6	0	X				
455	Baltic States Since 1991	100%	Intensive interdisciplinary survey of social, political, and economic developments in Estonia, Latvia, and Lithuania since 1991.	SCAND 455	5	0	2	X				
465	International Humanitarian Law	50%	Investigates International Humanitarian Law (sometimes called the Law of Armed Conflict), the field concerned with rules developed by civilized nations to protect the victims of armed conflict, including the Geneva Conventions. Case studies include the conflict between Israel and the Palestinians, as well as developments in Afghanistan and Iraq.		5	23	0	X				
480	Kierkegaard and Decadence in European Literature	100%	Reading and discussion of core texts by Soren Kierkegaard, as well as a consideration of the relationship between Kierkegaardian thought and the literary practice of various writers.	SCAND 480	5			X				
494	Senior Seminar	100%	Introduction to research into European topics and to the analysis of problems.		5	28	4	X				X
495	Thesis Seminar	100%	Writing and discussion of senior thesis.		5	4	0	X				X
516	North Atlantic Treaty Organization	50%	Explores the history of NATO since 1949. Case studies include German unification; evolving security relationship between NATO, the USSR, and its successor states; process of NATO enlargement; emergence of human rights as a priority in NATO's security interactions with non-member states; and NATO's role in ethno-nationalist-religious conflicts in the Balkans.		5							X
529	Eco-Capitalism	75%	Explores the idea of environmentalism and sustainability across societies. Compares and contrasts how prominent authors in the field assess the risks and opportunities of human effects on climate and ecology. Questions explored include: will ecological solutions be critical to the revival of the global economy? Why do place such as Europe adapt more readily to environmental challenges?		5							X

International Studies (ISIS)

123	Introduction to Globalization	25%			5	66	0	X				X
-----	-------------------------------	-----	--	--	---	----	---	---	--	--	--	---

200	States and Capitalism: The Origins of the Modern Global System	75%	Interacting forces of politics and economics around the globe, with particular attention to key periods of expansion and crisis.	5		214	0	x		x
201	The Making of the 21st Century	50%	Focuses on interdisciplinary social science theories, methods, and information relating to global processes and on developing analytical and writing skills.	5		245	0	x		x
202	Cultural Interactions in an Interdependent World	25%	Cultural interaction among societies and civilizations, particularly Western and non-Western. Intellectual, cultural, social, and artistic aspects; historical factors.	5		267	0	x		
478	Special Topics	varies	Content varies from quarter to quarter.	5		360	17	x		x
479	Special Topics: Jewish Studies	50%	Jewish art from antiquity to the modern era.	5		62	5			
487	Special Topics	varies	Content varies from quarter to quarter.	5						
488	Special Topics	varies	Content varies from quarter to quarter.	5		22	2	x		
495	Task Force	Varies	Small-group seminars address current problems in international affairs, each focusing on one specific policy question and producing a joint task force report.	5		137	0	x		
498	Readings in International Studies	Varies	Reading and discussion of selected works of major importance in interdisciplinary international studies.	5		123	0	x		x
500	Seminar: Origins of the Modern Global Systems	50%	Development of global interdependence from the fifteenth century to World War II. Interrelationship of politics and economics.	3		0	14			
501	Seminar: Comparative International Studies	25%	Focuses on comparison across geographical areas including comparative political economy, comparative cultures, and comparative institutions.	3		0	13		x	x
511	Research Design and Methods for International Studies	varies	Review of the approaches to posing and answering research questions in the disciplines affiliated with international studies. Explores epistemological approaches and associated methodologies to prepare students to effectively read across the literature of international studies, develop their own research design based on a research question, and write a research proposal.	5		0	13		x	
578	Special Topics: Global	varies	Content varies from quarter to quarter.	5		5	59		x	x
591	Colloquium in International Studies	varies	Required colloquium for first-year Master in International Studies (MAIS) students. Informal introduction to the faculty and major avenues of research in international studies. Credit/no-credit only.	2		0	21		x	x
592	Colloquium in International Studies	varies	Required colloquium for first-year Master in International Studies (MAIS) students. Informal introduction to the faculty and major avenues of research in international studies. Credit/no-credit only.	2		0	18		x	

593	Colloquium in International Studies	varies	Required colloquium for first-year Master in International Studies (MAIS) students. Informal introduction to the faculty and major avenues of research in international studies. Credit/no-credit only.		2		0	14		X	
594	International and Area Studies	varies	Exposes students to the four-fold thematic intellectual rubric of the school, and to the wide range of teaching and research agendas represented in the Jackson School. Required common course for all first-year graduate and doctoral students. Credit/no-credit only.		2					X	X
596	Field Seminar in Religions, Cultures and Civilizations	25%	Exposes students to the diversity of cultural and religious life through world area studies; histories; cultural and political movements; and religious institutions and practices. Topics include religions, cultures, power, colonialism, empire, communities, nations, states, identities, alterities, civilizations, social movements, resistance, development, and security.		5					X	
597	Field Seminar in States, Markets, and Societies	25%	Exposes students to theoretical and empirical debates about engagement of states with their societies and with transnational actors in their historical, political, and social settings. Topics include state formation, social change, development, state-market relations, globalization, identities, ethnicities, gender, revolutions, democratization, corruption, clientalism, civil societies, NGOs, and social movements.	SOC 597	5					X	X
598	Field Seminar in Peace, Violence, and Security	25%	Exposes students to theoretical and foreign policy debates about global security challenges, conflicts, and violence, and issues of their prevention. Topics include balance of power, nationalism, ethnic conflict, genocide, offense-defense balance, weaponry, intelligence, invasions, interventions, peacekeeping, arms control, and national security.		5					X	
599	Field Seminar in Law, Rights, and Governance	25%	Exposes students to theoretical and foreign policy debates about global security challenges, conflicts, and violence, and issues of their prevention. Topics include balance of power, nationalism, ethnic conflict, genocide, offense-defense balance, weaponry, intelligence, invasions, interventions, peacekeeping, arms control, and national security.		5					X	
International Studies: Global and Thematic Studies (ISIS B)											
100	Issues in International Studies	varies	Global Engagements		5		13	0			
111	Global Youth	25%	Examines how a focus on young people might inform our understanding of key aspects of global social and political change.	GEOG 111	5						

200	States and Capitalism: The Origins of the Modern Global System	75%	Interacting forces of politics and economics around the globe, with particular attention to key periods of expansion and crisis.		5								
201	Introduction to World Religions: Western Traditions	25%	Primary attention to the Semitic religions (Judaism, Christianity, Islam) and to their ancient world background with emphasis on basic conceptual and symbolic structures.	RELIG 301	5	62	0						
216	Science and Society	25%	Investigation of the relationship between science, technology, and society. Nuclear physics and molecular biology serve as concrete examples of fields with significant impact on society.	PHYS 216	5	12	0	x					
250	Introduction to Jewish Cultural History	50%	Introductory orientation to the settings in which Jews have marked out for themselves distinctive identities as a people, a culture, and as a religious community.	HIST 250	5	23	0	x					
269	The Holocaust: History and Memory	100%	Examines the origins of the Holocaust, perpetrators and victims, and efforts to come to terms with this genocide in Europe, Israel, and the United States.	HIST 269	5	31	0						
301	War	50%	Origins and conduct of war; readings from anthropology, political science, economics, and history, as well as novels and some recent works on the arms-control controversy.	SOC 301	5								
307	Religion and World Politics	25%	Explores the intersection of religion and politics in various regions of the world, including the U.S., Europe, Middle East, Latin America, and other regions.	POL S 307	5	50	0						
311	Myth of War	50%	Explores war as a concept in international political economy. Examines interpretations of war as put forth by proponents of the key theoretical constructs of mercantilism, liberalism, and Marxism. Explores contemporary challenges to the prevailing, dominant theories of war.		5	26	0	x					
324	Immigration	50%	Introduces key theoretical debates in international migration. Examines immigrants' political, economic, religious, and social integration into host societies, and continued ties to homelands. Experiences of voluntary and involuntary immigrants, of the second generation, and of incorporation into America and Europe. Designed around interdisciplinary texts and fieldwork in Seattle.		5	41	0	x					x
329	Religion, Identity, and Cultural Pluralism	varies			5	3	0						
330	International Political Economy	25%	Establishment, maintenance, and decay of the post-1945 international economic order. Political economy of international trade, monetary relations, inflation, and North-South relations.		5			x					
332	Political Economy of International Trade and Finance	25%	Theoretical and historical analysis to explore the causes and effects of the rise and decline of four major international trade and monetary regimes.		5	36	0	x					x

333	Gender and Globalization	25%	Theoretical, historical, and empirical analysis of how current processes of globalization are transforming the actual conditions of women's lives, labor, gender ideologies, and politics in complex and contradictory ways. Topics include feminist exploration of colonialism, capitalism, economic restructuring policies, resistance in consumer and environmental movements.	GWSS 333	5	15	0			
337	Collective Violence and the State	25%	Readings include case materials drawn from Russian pogroms of the nineteenth and twentieth centuries, Hindu-Muslim riots in modern India, and race riots in the US and Great Britain.	POL S 337	5	8	0	X		
340	The Cold War	25%			5			X		
342	Social Theory in International Context	75%	Comparative, historical introduction to the foundations of modern social theory in the work of Max Weber, Sigmund Freud, and Claude Levi-Strauss.		5					
344	Migration in the Global Economy	25%	Analyzes the relationship between human mobility in the late 20th century and changes in the global economy.	GEOG 344	5	14	0			X
350	Environmental Norms in International Politics	50%	Surveys development of international environmental consciousness from 1960s to present. Models of "green development"; ways in which norms for resource use have entered global politics.	ENVIR 360 / SCAND 350	5					
362	Law and Justice: An Introduction to Social Theory	50%	Provides conceptual tools for understanding law and its role in society by acquainting students with major currents of social theory.	LSJ 362	5					
366	Comparative Law, Societies, and Courts: Global and Local Perspectives	25%	Explores global issues of comparative law, societies, politics, and courts. Uses criteria, methodologies, and theories to compare legal settings internationally.	LSJ 366	5					
375	Geopolitics	25%	An introduction to both political geography and geopolitics, addressing the fundamental links between power and space.	GEOG 375	5			X		X
380	The Nature of Religion and its Study	25%	Study of religion as a general human phenomenon. Manner in which different methods of inquiry illuminate different aspects of religion and shape our conceptions of its nature.	CHID 380	5	4	0			
401	International Political Economy	50%	Establishment, maintenance, and decay of the post-1945 international economic order. Political economy of international trade, monetary relations, Inflation, and North-South relations.		5					
416	Psychoanalysis and International Studies	25%	Explores the relation of trauma to memory and cultural production, focusing on historical, literary, and filmic treatments of hysteria and repression, shell shock, and the effects of war, terrorism, and psychic trauma. Uses psychoanalytical theory to analyze the commentary on international issues that lies in texts, films, and other cultural phenomena.		5			X		

418	Jewish Philosophy	25%	Introduces the central concepts and themes of Jewish philosophy. Focuses either on debates within a particular historical period or on a topic.	PHIL 418	5			2	0		
419	Comparative Media Systems	25%	Uses comparative analysis to identify both similarities and differences among media structures of nations at different levels of development.	COM 420 / POL S 468	5					x	
421	National Security and International Affairs	25%	Major military aspects of contemporary international politics. Uses and limitations of military capabilities for sustaining a stable international order and national security.		5						
422	International Trade and Security	25%	Examines international trade's potential threat to national security. Covers basic elements and limitations of export controls used to protect national security and international stability. Focuses on export controls to prevent proliferation of weapons of mass destruction, and to limit other governments' ability to develop capabilities that jeopardize regional or international stability.		5					x	
424	International Law and Arms Control	25%	Surveys the political, legal, and technological history of 20th-century arms control agreements with emphasis on the treaties which ended the Cold War.		5					x	
425	International Law and Arms Control	25%	Surveys the political, legal, and technological history of 20th-century arms control agreements with emphasis on the treaties which ended the Cold War.		5			47	0		
426	World Politics	25%	Nation-state system and its alternatives; world distributions of preferences and power; structures of international authority; historical world societies and their politics.	POL S 426	5					x	
427	Weapons of Mass Destruction: Development, Deployment, and Detection	25%	Practical understanding of the development of nuclear, biological, and chemical weapons plus missile delivery systems. Proliferation detection technology and its limitations.		5			15	0	x	
429	Nuclear Nonproliferation and International Safeguards	25%	Examines the technologies of nuclear energy, the institutions that have been deployed to address the security threats related to peaceful uses of nuclear energy, and the issues and challenges confronting those institutions today.		5					x	x
431	International Negotiation Simulation	25%	Research and writing in small groups to prepare policy documents on a current international issue, followed by simulated negotiations with students representing different nations, following instructions from and reporting to national leaders.		5					x	
432	Population and Modernizations	25%	Approach is historical, focusing on populations of developed countries since 1700, and analytic, stressing attempts made by different disciplines to model demographic relationships.	SOC 432	3						

436	Ethnic Politics and Nationalism in Multi-Ethnic Societies	25%	Provides a broad theoretical base, both descriptive and analytical, for the comparative study of ethnicity and nationalism. Examples drawn from ethnic movements in different societies.	POL S 436	5				X		
439	Law and Political Power: Global and Local Issues	50%	Studies theory of law and political power; development of the concept of 'rule of law'; development and boundaries of civil democratic supervision; political corruption.	LSJ 439	5						
440	History of Communism	50%	Communism from its origins in Bolshevik faction of Russian social democracy to the present, treating the development of the ideology, the various communist parties and states.	HSTEU 440	5				X		
441	Forced Migrations	25%	Provides an interdisciplinary understanding of the causes, characteristics, and consequences of forced migration experiences across the global system. Explores how international policy makers, humanitarian workers, and scholars have constructed forced migration as a problem for analysis and action, including some of the ethical dilemmas involved.		5	37	0		X		X
444	Peasants in Politics	50%	Peasant involvement in an increasingly independent world. Rebellion and revolution, impact of the international market, agricultural development.	POL S 446	5						
446	History, Memory, and Justice	25%	Focuses on the complex interactions between history and historical representation, remembrance and commemoration, memory and identity, and notions of justice and reconciliation.		5	24	0				X
452	Law and Politics of International Trade	25%	Survey of global trade politics in the context of the World Trade Organization (WTO), with attention to positive and negative aspects of its governance.		5						
467	Nations and States in the Modern World	50%	Development of national consciousness in the "old nations" of Europe before the French Revolution and replacement by the new nationalism.	HIST 467	5						
470	Economic History of Jews	50%			5	1	0				
472	Electoral Systems	25%	Explores a fundamental link between citizens and political representation: how electoral systems shape party systems, what kinds of people become candidates, how parties work, representation, and policy. Covers effects and mechanics of the various voting systems.	POL S 472	5				X		X
476	Comparative International Political Economy	50%	Comparative analysis of four major approaches to international political economy: mercantilism, Marxism, liberalism, and evolutionary approach.		5						
490	Special Topics	Varies	Content varies from quarter to quarter.		1 - 5, max. 15						

502	Religion in Comparative Perspective	Varies	Analysis of selected theme or symbols in relation to several different religious traditions. Topics vary.		5, max. 15				10		
512	Task Force in International Affairs	Varies	Seminar addressing a current problem in international affairs and resulting in a joint task-force report. Results presented to, and critiqued by, a distinguished outside evaluator at end of term.		3						
522	Special Topics in Ethnicity and Nationalism	Varies	Topics vary, but always focus on ethnic group relations and nationalism viewed from a broad, comparative, interdisciplinary perspective.		3, max. 6					x	
523	Seminar on Religious and Political Violence	25%	Employs ethnographic studies and anthropological theory to examine the relationships between culture and power in the analysis of religious and political violence.	ANTH 523	5						
524	International Security	25%	Covers traditional issues in international security such as alliances and the causes of war, as well as some of the new and important questions.	POL S 524	5					x	
527	Weapons of Mass Destruction: Development, Deployment, and Detection	25%	Practical understanding of the development of nuclear, biological, and chemical weapons plus missile delivery systems. Proliferation detection technology and its limitations.		5				7	x	
529	Nuclear Nonproliferation and International Safeguards	25%	Examines the technologies of nuclear energy, the institutions that have been deployed to address the security threats related to peaceful uses of nuclear energy, and the issues and challenges confronting those institutions today.		5					x	x
531	International Negotiation Simulation	25%	Research and writing in small groups to prepare policy documents on a current international issue, followed by simulated negotiations with students representing different nations, following instructions from and reporting to national leaders.		5					x	
534	International Affairs	25%	Students explore U.S. foreign policy and theories of major international actors in international trade, security, and strategic concerns, refugee policy, and conflict resolution.	PB AF 530/POL S 534	3						
541	Forced Migrations	25%	Provides an interdisciplinary understanding of the causes, characteristics, and consequences of forced migration experiences across the global system. Explores how international policy makers, humanitarian workers, and scholars have constructed forced migration as a problem for analysis and action, including some of the ethical dilemmas involved.		5				7	x	

542	Seminar: State and Society	25%	Examines the mutually conditioning relationship between states and the societies they seek to govern. Studies states as large, complex organizations and their interactions with society on different levels. Shows that interactions on any level affect the nature of the state on other levels as well.	POL S 542	5		0	7					
549	International Investment Law	25%	Examines the rise of international investment law and practice, including topics such as Bilateral Investment Treaties (BITs), standards of treatment, investor-state arbitrations, and social and political controversies related to the governance of foreign direct investment (FDI) in developed and developing countries.	LAW E 549			0	2				X	
556	International Human Rights Clinic	varies	Interdisciplinary clinical training in international human rights. Includes seminar component on legal issues, practice skills, and reflections on human rights projects. Fieldwork on human rights projects tests, develops, and enhances skills training through real-world human rights practice with cross-campus, U.S., and international partnerships. Credit/no-credit only.	LAW E 556								X	
572	Electoral Systems	25%	Explores a fundamental link between citizens and political representation: how electoral systems shape party systems, what kinds of people become candidates, how parties work, representation, and policy. Covers effects and mechanics of the various voting systems.	POL S 572	5							X	X
575	Advanced Political Geography	25%	Examines how politics are situated in complex material and discursive geographies that are partly reproduced through political negotiations.		5		0	1					
590	Special Topics	Varies	Seminar. Course content varies. Offered occasionally by visiting or resident faculty.		2 - 5, max. 10								
598	Comparative Religion	25%	Anthropological approaches to religious experience and belief with emphasis on conceptual issues such as ritual, symbolism, identity, ecstatic experience, and revitalization movements.		5		0	28					
International Studies (ISIS D)													
317	Scandinavian Crime Fiction	100%	Studies Scandinavian crime-fiction literature and cinema since 1965, approaching crime fiction as a changing cultural artifact. Analyzes major issues and texts in the genre and its public status, while also training students in critical approaches to study of popular literature and culture.	SCAND 315	5		8	0				X	
Law Societies, and Justice (LSJ)													
320	The Politics and Law of International Human Rights	50%	Studies the international human rights movement in its legal and political context. Focuses on institutions which influence, enable, and constrain the international promotion of human rights.	POL S 368	5		116	0				X	X

321	Human Rights Law in Culture and Practice	50%	Examines human rights concerns through critical analyses, taking into account legal, social, economic, and historical variables.	ANTH 323	5		100	0	x		x
327	Women's Rights as Human Rights	50%	Women's rights in comparative perspective, focusing on varying settings that alter the meaning and practical application.	POL S 327	5		47	0	x		x
362	Law and Justice: An Introduction to Social Theory	50%	Provides conceptual tools for understanding law and its role in society by acquainting students with major currents of social theory.	JSIS B 362	5						
363	Law in Society	25%	Examines general theories of law, the workings of legal institutions, and the character of legally constituted practices and relationships in diverse terrains of social life.	POL S 363	5		107	0	x		x
366	Comparative Law, Societies, and Courts: Global and Local Perspectives	25%	Explores global issues of comparative law, societies, politics, and courts. Uses criteria, methodologies, and theories to compare legal settings internationally.	JSIS B 366	5						
367	Comparative Law and Courts	25%	Introduction to comparative judicial politics, focusing on the relationship between law and politics in cross-national perspective.	POL S 367	5		127	0	x		x
377	Punishment: Theory and Practice	50%	Examines the philosophical reasoning that underlies punishment practices such as sentencing, imprisonment, or capital punishment.		5				x		x
380	Contemporary Issues in Law, Societies, and Justice	25%	Theoretical, empirical, and comparative aspects of such topics as human rights, socio-legal concepts, justice, and legal policy.		5, max. 10		33	0			
428	Women's Rights in an Integrated Europe	100%	Examines the transformation in women's rights policy within the European community from the late 1950s through the present.	POL S 415	5						
490	Special Topics in Law, Societies, and Justice	Varies	Examination of socio-legal topics. Content varies.		1 - 5, max. 15				x		x
501	Law, Politics, and Society	25%	Provides a broad overview of, and introduction to, the interdisciplinary field of Law and Society Studies.		5						
510	Topics in Law and Society Studies	Varies	Current topics in law and society studies.		3 - 5, max. 20					x	x
Linguistics											
French Linguistics (FRLING)											
400	The Syntactic Structure of French	100%	Scientific study of the syntax of French: phrase structure and movement, with emphasis on passives, relatives, and interrogatives.		5						
401	The Morphological Structure of French	100%	Linguistic study of French morphology.		5						

402	The Phonological Structure of French	100%	The phonological component of the generative grammar of French: representations of syllabic and segmental units, phonological rules, distinctive features and their articulatory correlates.		5						
403	Background of Modern French	100%	Linguistic analysis of the important developments in the history of the French language from its Latin origin to contemporary speech.		5						
406	Advanced French Grammar	100%	Problems of French grammar. Differences between forms and structures of French and English. Problems of effective teaching of French.		5						
409	The Phonetics of French	100%	Scientific study of the French sound system with special emphasis on "lower level" phonetic rules. Focus on data from standard French as well as socioeconomic and geographic variations.		5						

Linguistics (LING)

220	Origins of the Germanic Languages	100%	Introduction to basic grammatical concepts, terminology, and linguistics with emphasis on German-English relationship. Taught in English.	GERMAN 220	5		23	0	X		
233	Introduction to Language and Society	25%	Provides an introduction to the study of language through culture and society, and raises awareness of the role that society and the individual play in shaping language via the systematic observation and critical discussion of linguistic phenomena	ANTH 233/ COM 233	5		19	0			X
333	Linguistics and Society	25%	Interaction of language, culture, and society, and the relationship of linguistic theory to societal problems. Ethical and political considerations involved in the application of linguistic theory.		3						
402	Survey of the History of Linguistics	50%	Main trends in linguistic theory and philosophy of linguistics from ancient times through advent of transformational-generative grammar.		3						
404	Indo-European	50%	Overview of the Indo-European languages, of comparative method, and of the phonology, morphology, and syntax of reconstructed Indo-European.		3						
405	Indo-European	50%	Overview of the Indo-European languages, of comparative method, and of the phonology, morphology, and syntax of reconstructed Indo-European.		3						
406	Indo-European	50%	Overview of the Indo-European languages, of comparative method, and of the phonology, morphology, and syntax of reconstructed Indo-European.		3						
407	Languages of the World	25%	A survey of the world's languages, focusing on their syntactic, phonological, and morphological properties.		5						
415	History of the German Language	100%	Traces the history of the German language from early Germanic to the present.	GERMAN 452	5		3	0	X		

419	The Development of the Italian Language	100%	Historical survey of Italian phonology, morphology, and syntax. Evolution of the language is illustrated with study of pertinent documents from various periods.	ITAL 400	5		2	0	x	
446	English Phonology	100%	Descriptively oriented approach to English phonology and morphology; dialect differences.		3		12	3		
464	Language Politics and Cultural Identity	25%	Theories and case studies of the power of language and how it is manipulated. Multilingualism, diglossia. Role of language and linguistics in nationalism.	ANTH 464	3				x	
515	Topics in the History of Germanic Languages	100%	Topics in diachronic studies of Germanic languages such as Gothic, Old High German, Old Saxon.		5					
522	Topics in the History of Linguistics	75%	Intensive investigation of the main trends in the history of linguistics, concentrating on the development of nineteenth-century historical linguistics.		3					
531	Problems in Romance Linguistics	Varies	Group seminar, or individual conferences are scheduled under this number to meet special needs.	ROLING 531	2 - 5, max. 15					
Romance Linguistics (ROLING)										
402	Historical Romance Linguistics	100%	Comparative historical survey of the development of the principal Romance tongues.		5					
505	Advanced Romance Linguistics	100%	Advanced problems in the phonological, morphological, and syntactical analysis of the Romance languages. Descriptive, comparative, and historical considerations.		5					
506	Advanced Romance Linguistics	100%	Advanced problems in the phonological, morphological, and syntactical analysis of the Romance languages. Descriptive, comparative, and historical considerations.		5					
521	Seminar in Romance Linguistics	100%	Specific problems in linguistic analysis of the Romance languages.		5					
522	Seminar in Romance Linguistics	100%	Specific problems in linguistic analysis of the Romance languages.		5					
531	Problems in Romance Linguistics	100%	Group seminar, or individual conferences are scheduled under this number to meet special needs.	LING 531	5					
551	Romance Linguistics: History, Methodology, and Bibliography	100%	History of Romance linguistics and linguistic science in the nineteenth and twentieth centuries as it relates to Romance studies.		5					
Spanish Linguistics (SPLING)										
400	The Syntactic Structure of Spanish	100%	Scientific study of the syntax of Spanish: structure of phrases, transformationally derived structures, grammatical relations, principles of interpretation.	SPAN 400	5					x
401	The Morphological Structure of Spanish	100%	Principles of word formation, including derivational and inflectional morphology. Relationship between inflectional morphology and other components of grammar.	SPAN 401	5					

402	The Phonological Structure of Spanish	100%	Phonological component of the generative grammar of Spanish; representations of syllabic and segmental units; phonological rules, distinctive features and their articulatory correlates.	SPAN 402	5								
403	The Evolution of the Spanish Language	100%	Historical survey of Spanish phonology, morphology, and syntax, from Latin origins to the modern language.	SPAN 403	5		2						X
404	Dialects of World Spanish	100%	Considers standardization and the real academia: variation and change; pragmatics and politeness; Spanish in contact; sound, word formation, and grammar variation. Taught in Spanish.	SPAN 404	5		4						X
405	Spanish Phonetics	100%	Analysis of sounds: training in pronunciation, intonation, and close transcription of Spanish language in its modalities.	SPAN 405	5								
406	Advanced Spanish Grammar	100%	Problems of Spanish grammar. Differences from English grammar. Techniques for the effective teaching of Spanish.	SPAN 406	5		5					X	X

Literatures (LIT)

228	The Water Crisis in Literature and Film	100%	Interprets a variety of texts (literary, cinematic, etc.) that address the water crisis to understand how water's meaning has changed as people become more conscious of risks in supply (pollution and natural/man-made scarcity) and as access to it is increasingly mediated in light of things like privatization and commodification.	FRENCH 228	5		21	0		X			
-----	---	------	--	------------	---	--	----	---	--	---	--	--	--

Mathematics (MATH)

420	History of Mathematics	50%	Survey of the development of mathematics from its earliest beginnings through the first half of the twentieth century.		3		69	0		X			X
-----	------------------------	-----	--	--	---	--	----	---	--	---	--	--	---

Music

MUSIC (MUSIC)

120	Survey of Music	100%	Studies in listening, with emphasis on the changing components of Western art music. Illustrated lectures, laboratory section meetings, and presentations by guest artists.		5		1014	0		X			
121	The Orchestra	100%	Development of the orchestra and its literature.		5		122	3		X			
122	The Opera	75%	An introduction to opera through selected masterworks, from Monteverdi to the present.		5		80	0		X			
160	Anglo-American Folk Music	50%	Genres and styles from earliest roots to the present; Anglo-American ballads; dance music; French and other European immigrant groups.		5		384	0		X			
261	Mozart	100%	Mozart's musical personality studied through masterpieces in all genres, with principal emphasis on listening.		5		22	1					

331	History of Jazz	50%	Extensive overview of important musicians, composers, arrangers, and stylistic periods of jazz history from emergence of the first jazz bands through post-modern bebop era of the 1990s	5	803	1	x	
458	Organ Repertoire: Middle Ages through Baroque	100%	Analysis and performance practices of organ literature, Middle Ages through baroque period. Development of the organ as musical instrument.	3	1	2		
459	Organ Repertoire: Bach to Present	100%	Analysis and performance practices of organ literature, classical period through the twentieth century. Development of the organ as a musical instrument.	3	1	2		
460	Advanced Vocal Repertoire: Pre-Nineteenth-Century Art Songs	100%	Professional preparation of pre-nineteenth-century songs with a view to total artistic-musical realization in performance.	2, max. 6	2	5		
461	Advanced Vocal Repertoire: Nineteenth-Century Art Songs	100%	Professional preparation of works from the literature of nineteenth-century German lieder, with a view to total artistic-musical realization in performance.	2, max. 6	4	5	x	
462	Advanced Vocal Repertoire: Twentieth-Century Art Songs	100%	Preparation of works from the twentieth-century repertoire of French, German, Italian, Spanish, and English songs, with a view to total artistic-musical realization in performance.	2, max. 6	3	5	x	
470	Analysis of Tonal Music: Introduction to Schenker	100%	Introduction to the theories of Heinrich Schenker and their subsequent development; analysis of music from the common-practice period (1700-1900).	3	6	2	x	
471	Introduction to Atonal Theory and Analysis	100%	Theory of atonal music, including the "classical" twelve-tone repertoire. Analysis of works by Schoenberg, Berg, Webern, and others.	3	6	8	x	
472	Analysis of Twentieth Century Music, 1900-1950	50%	Analytical examination of musical works of the first half of the twentieth century in Europe and the United States, with emphasis on music other than that of the second Viennese school.	3, max. 6			x	
473	Keyboard Harmony and Transposition	50%	Keyboard harmonization from the baroque period to present; transposition of vocal and instrumental pieces to different pitch levels.	3			x	
474	Keyboard Harmony and Transposition	50%	Keyboard harmonization from the baroque period to present; transposition of vocal and instrumental pieces to different pitch levels.	3			x	
475	Figured Bass Realization	100%	Various styles of continuo realization for keyboardists, emphasizing Bach cantatas, Haydn symphonies, and Mozart operas.	3			x	
476	Advanced Vocal Repertoire: Seventeenth and Eighteenth Centuries	100%	Opera repertoire, 1600 to the Bel Canto era (Bellini, Rossini, Donizetti); style, traditions, embellishments in Italian, French, and German arias.	2	1	2	x	

477	Advanced Vocal Repertoire: Nineteenth Century	100%	Opera repertoire, the post Bel Canto era through Verdi, Puccini and verismo, and significant German, French, and Slavic repertoire.	2		1	1	X		
478	Advanced Vocal Repertoire: Twentieth Century	100%	Opera repertoire, twentieth-century opera literature (Barber, Menotti, Bartok, Dvorak); understanding of style, character and overall artistic and musical needs of the present.	2		1	1	X		
481	Choral Repertoire: Sixteenth and Seventeenth Centuries	100%	Sacred and secular choral literature from the Renaissance through the early baroque, covering Europe and England.	3		5	0			
482	Choral Repertoire: Eighteenth Century	100%	Sacred and secular choral literature of the baroque, covering mainland Europe and England. Choral works of Bach, his predecessors, and contemporaries.	3						
483	Choral Repertoire: Nineteenth Century	100%	Sacred and secular choral literature of the nineteenth century, covering mainland Europe and England.	3				X		
484	Choral Repertoire: Twentieth Century	75%	Choral literature of the twentieth century, covering America, England, and mainland Europe. Various genres and styles, including score study and teaching strategies.	3		0	9			
487	Tonal Counterpoint	100%	Introduction to tonal counterpoint through exercises in analysis and composition, focusing on 18th-century styles.	3		9	1			
526	History of Theory	100%	Ancient, medieval, early Renaissance.	3		1	5			
527	History of Theory	100%	Renaissance, baroque, early classic.	3		2	7			
528	History of Theory	100%	Classic, romantic, twentieth century.	3					X	
570	Seminar in Schenkerian Analysis	50%	Advanced work in Schenkerian analysis.	3, max. 9					X	
571	Seminar in Serialism	50%	Advanced theoretical and analytical work in serialism and other nontonal systems.	3, max. 9						
577	Composers of the Twentieth Century	50%	Analytical examination of the work of a major composer of the twentieth century.	3, max. 9		0	5		X	
Music History (MUHST)										
210	Introduction to the History of Western Music I	100%	Introduction to the critical study of Western music history, including representative composers, works, and genres, as well as significant concepts and issues. Origins of Western Music.	3		24	0	X		X
211	Introduction to the History of Western Music II	100%	Introduction to the critical study of Western music history, including representative composers, works, and genres, as well as significant concepts and issues. Baroque and Classical Periods.	3		25	1	X		X
212	Introduction to the History of Western Music III	100%	Introduction to the critical study of Western music history including representative composers, works, and genres. Nineteenth and Twentieth Centuries.	3		31	0	X		X

110	Introduction to Social and Political Philosophy	75%	An introduction to political theories such as conservatism, liberalism, and socialism and their treatment of select social issues.		5						
206	Philosophy of Feminism	75%	Theoretical positions within the feminist movement; view of the ideal society, goals and strategies of the movement, intersections of the sex-gender system with other systems of oppression.	POL S 212 / WOMEN 206	5		5	0	X		
322	Modern Philosophy	75%	Examination of metaphysical and epistemological problems from the works of Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant.		5		53	0	X		X
325	Nineteenth-Century Philosophy	75%	Examination of post-Kantian thinkers through the end of the nineteenth century considering such major themes as idealism, romanticism, historicism, naturalism, and existentialism.		5						
332	History of Modern Political Philosophy	75%	Examination of major political philosophies from the sixteenth century to the nineteenth century, with attention to the underlying philosophical methods and foundations.		5		30	0			X
334	Philosophy of Marxism	100%	Philosophy of Marx and the Marxist tradition with attention to key Marxist concepts such as exploitation, alienation, and historical materialism.		3						
338	Philosophy of Human Rights	50%	Theories of human rights and the bearing of these theories on issues of public policy such as legitimacy of war and terrorism, economic justice, and whether future generations have rights.		5		90	0			X
342	History of Modern Ethics	100%	Development of moral thought from Hobbes through Nietzsche, with particular emphasis on the ethical writings of Hume, Kant, and John Stuart Mill.		5		26	0			
344	History of Recent Ethics	50%	Study of major ethical writings in the twentieth century, with principal emphasis on the Anglo-American tradition.		5						
347	Philosophy in Literature	50%	Study of philosophical ideas expressed in works of literature.		5						
410	Social Philosophy	50%	An examination of topics pertaining to social structures and institutions such as liberty, distributive justice, and human rights.		5		25	2			X
418	Jewish Philosophy	50%	Introduces the central concepts and themes of Jewish philosophy. Focuses either on debates within a particular historical period or on a topic.	JNIS B 418	5						
422	Studies in Continental Rationalism	100%	Study of one or more of the major continental Rationalists: Descartes, Spinoza, Leibniz.		3, max. 9		15	0			X
425	Studies in Nineteenth-Century Philosophy	75%	Study of post-Kantian metaphysical theories, with special emphasis on idealism, realism, and/or pragmatism. Typical authors include F. H. Bradley, J. McTaggart, Royce, and Green.		3						

270	Introduction to Political Economy	25%	Combines theory, methods, and insights derived from economics and political science and applies them to a range of substantive issues.		5		371	0	X		X
273	The Concept of Political Power	75%	How to understand and explain relationships of power. Readings from Marxism, Weberian sociology, anarchism, classical political philosophy, and contemporary political science.		5		138	0	X		X
299	Special Topics in Political Science	Varies	Examines a different subject or problem of current interest with the discipline.		2 - 5, max. 10						
307	Religion and World Politics	25%	Explores the intersection of religion and politics in various regions of the world, including the U.S., Europe, Middle East, Latin America, and other regions.	RELIG 307	5		141	0	X		X
309	The Western Tradition of Political Thought, Pre-Modern	100%	Continuation of 308, treating materials from the fifteenth through eighteenth centuries, Machiavelli through Rousseau.		5		32	0	X		X
310	The Western Tradition of Political Thought, Modern	100%	Continuation of 308 and 309, focusing on material from the eighteenth through twentieth centuries, from Rousseau through Lenin.		5		39	0	X		X
313	Women in Politics	50%	Theoretical, historical, and empirical studies of women's participation in political and social movements. Women's diverse efforts to improve their political, social, and economic status.	WOMEN 313	5		79	0			
326	Scandinavia in World Affairs	100%	Introduction to the foreign relations of Scandinavia with a focus on Nordic security, international economic pressures, and global conflict resolution.	SCAND 326	5		85	0	X		X
327	Women's Rights as Human Rights	50%	Women's rights in comparative perspective, focusing on varying settings that alter the meaning and practical application.	LSJ 327	5		46	0	X		X
328	International Organizations	25%	Explores historical, theoretical, and empirical aspects of the United Nations, its specialized agencies, and other international organizations, both governmental and nongovernmental.		5		36	0	X		
329	Global Communication	25%	Introduction to the history, purpose, channels, content, technologies, policy, and regulation of international communications systems.	COM 322	5				X		
330	Communications in International Relations	25%	Examines the range of functions and roles communication media play in international affairs, global issues, and intergroup relations. Also examines the strategic use of communications.	COM 321	5		25	0			
332	Topics in Comparative Politics				5, max. 10				X		
333	Topics in International Relations				5, max. 10		88	0	X		

409	Undergraduate Seminar in Political Economy	50%	Explores the questions raised by each approach, the assumption(s) and testability of hypotheses, and applies these approaches to a number of problems in political economy.	ECON 409	5, max. 10								X
413	Contemporary Political Theory	50%	Analysis of political theorists, exploring contemporary theories of humanity and society that form the basis for differing political ideas.		5		8	0					X
415	Women's Rights in an Integrated Europe	100%	Examines the transformation in women's rights policy within the European community from the late 1950s through the present.	LSJ 428	5								
425	War and Deterrence	25%	Seminar addresses the strengths and weaknesses of deterrence theory and then applies it to a variety of international security issues.		5						X		
426	World Politics	25%	The nation-state system and its alternatives; world distributions of preferences and power; structure of international authority; historical world societies and their politics.	JSIS B 426	5						X		X
427	International Political Economy	25%	Examines major theoretical problems, substantive issues, and school of thought in international political economy (IPE), including issues of trade, production, and finance.		5		142	3			X		
436	Ethnic Politics and Nationalism in Multi-Ethnic Societies	25%	Provides a broad theoretical base, both descriptive and analytical, for the comparative study of ethnicity and nationalism. Examples drawn from ethnic movements in different societies.	JSIS B 436	5						X		
437	Politics in Scandinavia	100%	Twentieth-century politics in Scandinavia. How Scandinavian countries have been governed. Costs and consequences of their governmental style and its uncertain future.	SCAND 437	5								
438	Politics in France	100%	Structures of government in the Fifth Republic; nature of French voting behavior and evolution of the bipolarized political party system; and behavior of political interest groups.		5								
446	Peasants in Politics	50%	Interdisciplinary study of peasants, with special attention to questions of rural transformation. Peasant involvement in an increasingly interdependent world.		5								
447	Advanced Seminar in Comparative Politics	Varies	Selected comparative political problems, political institutions, processes, and issues in comparative perspective.		5, max. 10		60	1			X		X
448	Politics of the European Union	100%	Attention given to theories of integration, to relations between the European Union and member states, and to the role of the European Union in world politics.		5		27	0			X		
457	Topics in Labor Research	50%	Analysis of the post-World War II decline of national labor movements and strategies employed to reverse this trend.		5, max. 10								

460	Political Economy of the European Union	100%	Historical foundation of the European Economic Community; major phases of its development; theoretical explanations for European integration.		5		32	0	x		x
468	Comparative Media Systems	25%	Uses comparative analysis to identify both similarities and differences among media structures of nations at different levels of development. Primary emphasis on broadcast media.	COM 420 / JSIS B 419	5				x		
505	Comparative Politics	25%	Core course. Modern theories, approaches, and methods in the study of comparative politics.		5		0	17	x		x
509	Political Theory - Core	50%	Introduction to central themes in political theory and the works of major political theorists, past and present.		5, max. 10		1	8	x		
514	Selected Topics in Political Theory	Varies	Selected topics, historical and conceptual, national, regional, and universal.		5, max. 15					x	
519	Modern Scandinavian Politics	100%	Analyzes the political, economic, and historical development of Sweden, Norway, Denmark, Iceland, and Finland from World War II to the present.	SCAND 519	5						
521	International Relations I: Theory and Method	25%	Part one of the core course in the field of international relations. Reviews contemporary theory, research, and methodology in the study of world politics.		5		0	13		x	x
522	International Political Economy	50%	Focuses on the emergence and development of the modern world system, the transition from feudalism to capitalism, and the institution of the nation-state system.		5					x	
523	World System Analysis	25%	Evolution of the world system. Historical-structural approaches to world politics: neo-realism; long cycles; world economy.		5						
524	International Security	25%	Covers traditional issues in international security such as alliances and the causes of war, as well as some of the new and important questions.	JSIS B 524	5					x	x
525	International Law - Policy	25%	Inputs of international law into the decisional process in foreign policy. Effect of policy on law. Relevant roles of individuals and institutions in routine and crisis situations.		5		0	4			x
527	Special Topics in International Relations Research	Varies	Examination of current topics in the theory and practice of world politics. Content varies according to recent developments in the field and research interests of the instructor.		5, max. 15		0	6		x	x
528	Advanced International Relations Theory	75%	Covers advanced works in international relations theory. e.g., realism, neorealism, game theory, and theories of cooperation and conflict.		5						
530	Transatlantic Relations: The United States and Europe in World Politics	75%	Addresses political dynamics of relations between United States and Europe from American republic's founding to post-Cold War era.		5		5	0			x

214	The French Fairy Tale Tradition in English	100%	French fairy tales as a major trend in French literature and a continuing influence on modern fictions and films. In English.	5	84	0		
228	The Water Crisis in Literature and Film	100%	Interprets a variety of texts (literary, cinematic, etc.) that address the water crisis to understand how water's meaning has changed as people become more conscious of risks in supply (pollution and natural/man-made scarcity) and as access to it is increasingly mediated in light of things like privatization and commodification.	LIT 228 5	21	0		
250	History of French Cinema in English	100%	History of cinema in France from the birth of film, the seventh art, to the present. Socio-historical context of French cinema explored. In English.	5	47	0	x	
304	Survey of French Literature: Origins to 1600	100%	Thematic and formal developments in literature of the period with emphasis on movements and texts in relation to cultural background.	5	26	0	x	
305	Survey of French Literature: 1600 - 1789	100%	Emphasis on literary movements and texts in relation to cultural background.	5	27	0	x	
306	Survey of French Literature: 1789 to the Present	100%	Development of modern literature through its most important writers and movements.	5	32	1	x	
376	Culture, Politics, and Society in France from the Religious Wars to Revolutions	100%	Studies the development of intellectual, literary, and artistic cultures in the context of profound political and social evolutions. Taught in English.	5	40	0	x	
378	The Making of Contemporary France	100%	Study of the historical origins and subsequent development of contemporary problems and characteristics of French government and politics, economy, and society.	5	24	0	x	
411	Topics in the Middle Ages	100%	Sixteenth-century literature with emphasis on poetry and the general artistic ambiance.	5				
414	French Literature of the Eighteenth Century: Enlightenment	100%	Eighteenth-century literature, with emphasis on the development of the Enlightenment ideology.	5			x	
424	Fiction: 1800 - 1850	100%		5			x	
445	Women Writers	100%	Chronological and geographic ranges varies. Gender issues addressed in critical fashion, considering the historical and ideological contexts in which each of the works were produced.	5				
455	One Author in French Literature/Culture	100%	In depth focus on the works of one author in French Literature or Culture.	5	11	6		
470	Cinema	100%	Major films and figures of French cinema from the beginnings to the present.	5				
499	Special Topics: French and Italian Studies	100%	Topics to meet specific needs.	5	36	19	x	

530	Studies in Renaissance Poetry	100%			5, max. 10								
570	Seminar in Cinema	100%			5, max. 10								X
575	Literary Criticism	100%			5								
590	Special Seminar and Conference	100%	Group seminars, or individual conferences, are scheduled under this number to meet special needs.		1-10, max. 30		1	22					X
593	Literary Problems: Seventeenth Century	100%			5, max. 10								
594	Literary Problems: Eighteenth Century	100%			5, max. 10								X
596	Literary Problems: Twentieth Century	100%			5, max. 10		0	0					

Italian (ITAL)

250	Rome	100%	Literary and historic documents, visual arts, architecture, film, and opera will be used to explore the changing paradigms of the Eternal City. In English.	ART H 250 / HSTEU 250	5		40	0					X
260	Fashion, Nation, and Culture	100%	Explores common assumptions about nation, gender, clothes, make-up, and manners, through literary and visual analysis. In English.	ISIS A 260	5		29	0					
261	Italian Cities	100%	Introduces Italian culture by focusing on the past and present of five of the nation's most important cities: Rome, Florence, Venice, Milan, and Naples. Taught in English. Offered: jointly with ART H 261.	ART H 261	5		9						X
262	Dante and the Middle Ages	100%	Introduces the major currents of thirteenth-century Italian Poetry and explores Dante's Divine Comedy as an encyclopedic compendium of medieval thought as well as a very personal vision of the individual's place in the universe.		5		6	0					
351	Contemporary Italian Culture	100%	Italian culture from the 1980s to the present, with discussion of major events of the period and readings from fiction, political manifestos, song lyrics, etc.		5		3	1					
366	Italian Society in Film and Literature	100%	Studies the evolution of Italian postwar society through the analysis of film and literature as well as critical, historical, and sociological readings.		5, max. 15		37	0					X
400	The Development of the Italian Language	100%	Historical survey of Italian phonology, morphology, and syntax. Evolution of the language is illustrated with study of pertinent documents from various periods.	LING 419	5								
402	Early Modern Italian Readings I	100%	Readings in Italian Quattro/Cinquecento, covering the period of the Renaissance.		5		0	2					
403	Early Modern Italian Readings II	100%	Readings in Italian Sei/Settecento, covering the periods of Baroque and Enlightenment literature.		5								X

404	Modern Italian Readings I	100%	Readings in Italian Ottocento, covering the period of Romanticism.	5	14	1			
405	Modern Italian Readings II	100%	Readings in Italian Novecento, covering the work of major Italian twentieth-century authors.	5			x		
465	Contemporary Italian Narrative	100%	Critical reading of selected modern exponents of the short story and novel.	5, max. 15					
466	Italian Society in Cinema and Literature in Italian	100%	Studies the evolution of Italian postwar society through the analysis of film and literature as well as critical, historical, and sociological readings. Offered in Italian.	5, max. 15	5	3	x		
470	Dante	100%	Introduction to Dante's Commedia and minor works, conducted in Italian.	5	6	1			
499	Special Topics: French and Italian Studies	100%	Varies	5	2	0			
501	Medieval Italian Readings	100%	Exploration of medieval Italian cultural history through a broad variety of literary and other textual traditions.	5					x
502	Early Modern Italian Readings I	100%	Covers major intellectual, literary, and cultural movements and figures of the period, including humanistic rediscovery of Graeco-Roman models, chivalric poems, comic theater.	5	0	7			
503	Early Modern Italian Readings II	100%	Readings in Italian Sei/Settecento, covering the periods of Baroque and Enlightenment literature.	5					x
504	Modern Italian Readings I	100%	Readings in Italian Ottocento, covering the period of Romanticism.	5	0	7			
505	Modern Italian Readings II	100%	Readings in Italian Novecento, covering the work of the major Italian twentieth-century authors.	5					
514	Dante	100%		5, max. 10	0	4			
570	Seminar in Cinema	100%	Studies in various areas of Italian cinema, concentrating on major directors, critics, and movements.	5					x
590	Special Seminar and Conference	100%	Group seminars, or individual conferences, are scheduled under this number to meet special needs.	1 - 10, max. 30	0	11			x
592	Literary Problems: Renaissance	100%		5, max. 10					
596	Literary Problems: Twentieth Century	100%		5, max. 10	0	6			x
Romance Languages and Literature (ROMAN)									
411	Critical Approaches to Romance Literature	100%	Explores theoretical as well as fictional texts in a least two Romance languages	5					

593	Literary Problems: Early Modern Period	100%		Seminar exploring contemporary literary thought through theoretical and/or creative literature. A selection of texts from at least two Romance languages and literary traditions.		5							
596	Problems in Comparative Contemporary Literary Studies	100%				5							
Spanish (SPAN)													
205	Culture of Andalusia	100%		Introduction to the culture and society of Andalusia, Southern Spain, regional vs. national identity, and syncretism of Arab, Jewish, and Christian cultures.		3							
304	Survey of Spanish Literature: 1140 - 1498	100%		Masterpieces of Spanish literature from origins to 1498.		3							
305	Survey of Spanish Literature: 1498 - 1681	100%				3							
306	Survey of Spanish Literature: 1681 to the Present	100%				3	24	1	x				x
318	Cervantes' Don Quixote in English	100%		Cervantes's Don Quixote de la Mancha: close study of this comic masterpiece, and the life, times, and works of its author. Consideration of the work's enduring influence and vitality.		5							
321	Introduction to Hispanic Literary Studies	50%		Acquaints the third-year student with elementary techniques of literary analysis, as applied to examples of narrative, poetry and theater.		5	52	0	x				x
322	Introduction to Hispanic Cultural Studies	50%		Introduces students to elite, mass, and folk cultures of Latin America, Spain, and Latinos in the United States.		5	86	1	x				
323	Introduction to Spanish Linguistics	100%		Synchronic and diachronic linguistic analysis of Spanish, including Spanish phonetics and phonology, morphology, syntax, and evolution of the language.		5	59	0	x				x
339	Women Writers	100%		Critical analysis of Chicana/Latina writers in the United States; or by Spanish-American, Luso-Brazilian, and Spanish women writers in their specific socio-historical context.		3							
350	Drama	100%		Generic study of Spanish drama.		3							
351	Poetry	100%		Generic study of Spanish poetry.		3	25	0	x				
352	Fiction	100%		Generic study of Spanish fiction.		3	25	0	x				
360	Contemporary Spain	100%		Social, political, and cultural developments in Spain since the end of the Franco dictatorship in 1975. Extensive use of Spanish Web sites.	J SIS A 360	5	17	0	x				x
394	Special Topics in Spanish Literature	100%		Cervantes in English		5	13	0					x
400	The Syntactic Structure of Spanish	100%		Scientific study of the syntax of Spanish: structure of phrases, transformationally derived structures, grammatical relations, principles of interpretation.	SPLING 400	5							

190	Crime Scenes: Investigating the Cinema and Its Cultures	100%	Teaches students how to analyze film by closely studying crime scenes from historical and contemporary German and Scandinavian cinema.	GERMAN 190	5						
230	Introduction to Folklore Studies	100%	Comprehensive overview of the field of folkloristics, focusing on verbal genres, customs, belief, and material culture. Particular attention to the issues of community, identity, and ethnicity.	C LIT 230	5	70	0	X			X
232	Hans Christian Andersen and the Fairy Tale Tradition	100%	Influence of Hans Christian Andersen and the fairy tale on modern Scandinavian tales and stories. Investigates the significance of the fairy tale in modern world.		5	81	0	X			X
251	Holberg and His Comedies in English	100%	Holberg and his major dramas, with attention to the comic tradition in the Scandinavian theatre.		2						
270	Sagas of the Vikings	100%	Icelandic sagas and poetry about Vikings in the context of thirteenth-century society.		5	88	0	X			
275	Crime Scenes: Investigating the Cinema and Its Cultures	100%	Teaches how to analyze film by closely studying crime scenes from historical and contemporary German and Scandinavian cinema. Directors studied include Fritz Lang, Carl Th. Dreyer, Billy Wilder, and Lars von Trier.		5	24	0				X
280	Ibsen and His Major Plays in English	100%	Reading and discussion of Ibsen's major plays.		5	38	2	X			
312	Masterpieces of Scandinavian Literature	100%	Major works of Scandinavian literature by selected authors.		5			X			X
315	Scandinavian Crime Fiction	100%	Studies Scandinavian crime-fiction literature and cinema since 1965, approaching crime fiction as a changing cultural artifact. Analyzes major issues and texts in the genre and its public status, while also training students in critical approaches to study of popular literature and culture. Offered: jointly with ISIS D 317; Sp.	ISIS D 317	5	29	0	X			
326	Scandinavia in World Affairs	100%	Introduction to the foreign relations of Scandinavia with a focus on Nordic security, international economic pressures, and global conflict resolution.	POL.S 326	5	41	0	X			X
330	Scandinavian Mythology	100%	Integrative study of religious life in the pre-Christian North. Discussion of historical, archeological, and folkloric evidence.		5	40	0	X			
331	Folk Narrative	100%	Survey of various genres of folk narratives studied in performance contexts to reveal their socio-cultural functions in a variety of milieux.	C LIT 331	5						
334	Immigrant and Ethnic Folklore	100%	Survey of verbal, customary, and material folk traditions in ethnic context.	C LIT 334	5						
335	Scandinavian Children's Literature	100%	Exploration of the dominant concerns of authors, adult and non-adult audiences, and the uses to which juvenile and adolescent literature are put.		5	105	0				X

430	Readings in Folklore	100%	Exploration of theoretical and methodological issues in folklore studies through independent reading of journal articles published during the last five years.	CLIT 430	5						
431	The Northern European Ballad	100%	Integrative study of the Northern European Ballad, with an emphasis on texts, performance, context, history, theory, genre classification, and interpretive approaches.	CLIT 431	5						
437	Politics in Scandinavia	100%	Twentieth-century politics in Scandinavia. How Scandinavian countries have been governed. Costs and consequences of their governmental style and its uncertain future.	POL S 437	5						
445	War and Occupation in Northern Europe: History, Fiction, and Memoir	100%	The study of literary representations (fiction, memoirs, and personal narratives) dealing with World War II and the occupation of the Nordic and Baltic countries.	JSIS A 442	5	6	0				
450	Scandinavian Literary History	100%	Survey of Scandinavian literary history.		3						
454	Baltic History	100%	Overview of the history of the area occupied by the Baltic countries of Latvia, Lithuania, and Estonia. Emphasizes their emergence as modern European nation-states.	HSTEU 454	5	5	0		X		X
455	Baltic States Since 1991	100%	Intensive interdisciplinary survey of social, political and economic developments in Estonia, Latvia, and Lithuania since 1991.	JSIS A 455	5	3	0		X		X
460	History of Scandinavian Languages	100%	Development of languages from common Scandinavian to contemporary Danish, Norwegian, Swedish, Faroese, and Icelandic.		5						
462	Isak Dinesen and Karen Blixen	100%	The fiction of Isak Dinesen reevaluated in light of current issues in literary criticism, particularly feminist criticism. Close readings of selected tales, essays, and criticism.	WOMEN 462	5	2	0				
470	Scandinavian Autuers	100%	Studies the body of work of Scandinavia's auteur filmmakers. Introduces the theory and history of auteur cinema, with special attention to Scandinavian filmmakers' contribution.	CLIT 474	5				X		
479	Eco-Capitalism	100%	Explores the idea of environmentalism and sustainability across societies. Compares and contrasts how prominent authors in the field assess the risks and opportunities of human effects on climate and ecology. Questions explored include: will ecological solutions be critical to the revival of the global economy? Why do place such as Europe adapt more readily to environmental challenges?	JSIS A 429	5	12	0		X		
480	Kierkegaard and Decadence in European Literature	100%	Reading and discussion of core texts by Soren Kierkegaard, consideration of the relationship between Kierkegaardian thought and the literary practice of various writers of decadence.	JSIS A 480	5				X		X

481	August Strindberg and European Cultural History	100%	Examines the work of Swedish dramatist, novelist, and painter August Strindberg, and Strindberg's influence on 20th-century drama and film.	J SIS A 481	5								
482	Knut Hamsun and Early European Modernism	100%	Reading and discussion of significant novels by Knut Hamsun, whose oeuvre is considered in the context of works by other European modernist writers.	J SIS A 482	5								
490	Special Topics	100%	Special topics in Scandinavian art, literature, culture, and history. Course offerings based on instructor's specialty and student demand.		1 - 5, max. 15	X	8	1					X
500	Introductory Readings in Old Icelandic	100%	Systematic study of the grammatical structure of Old Icelandic and the reading of several short prose works.		5								
503	Methods of Scandinavian Studies	100%	Introduction to Scandinavian studies on the graduate level with emphasis on Scandinavian literature, folklore, history, and politics.		5							X	
504	Contemporary Literary Theory	100%	Contemporary literary theory and its application to Scandinavian texts.		5		0	7					X
505	Topics in Scandinavian Drama and Film	100%	Seminar on a selected topic in Scandinavian drama or film, such as an author (Holberg, Ibsen, Strindberg, Bergman), a period, a genre, or a movement.		5, max. 15		4	0					X
508	Topics in Scandinavian Prose	100%	Seminar on various topics in Scandinavian prose, including shorter prose texts, as well as a selection of the significant novels of the nineteenth and twentieth centuries.		5, max. 15		0	7					X
515	Pre-Nineteenth-Century Scandinavian Literature	100%	Seminar on Scandinavian literature of the sixteenth, seventeenth, and eighteenth centuries.		5								
519	modern Scandinavian Politics	100%	Analyzes the political, economic, and historical development of Sweden, Norway, Denmark, Iceland, and Finland from World War II to the present.	POL S 519	5								X
520	Topics in Scandinavian Poetry	100%	Poetry examined in relation to the literary canon of each country and to Scandinavian literature as a whole. International influences also discussed.		5, max. 15							X	
525	Topics in Scandinavian History	100%	Seminar on selected topics in Scandinavian history.		5, max. 15		0	1					
530	Old Norse Literature	100%	Studies in the poetry and prose tradition of medieval Iceland and Norway.		3								
570	Scandinavian Autuers	100%	Studies the body of work of Scandinavia's auteur filmmakers. Introduces the theory and history of auteur cinema, with special attention to Scandinavian filmmakers' contribution.	C LIT 474	5								X

579	Eco-Capitalism	100%	Explores the idea of environmentalism and sustainability across societies. Compares and contrasts how prominent authors in the field assess the risks and opportunities of human effects on climate and ecology. Questions explored include: will ecological solutions be critical to the revival of the global economy? Why do place such as Europe adapt more readily to environmental challenges?	ISIS A 529	5							X	
580	Kierkegaard and Decadence in European Literature	100%	Examines Kierkegaardian thought and the literary practice of various writers of Scandinavian and European Decadence.		5							X	X
581	August Strindberg and European Cultural History	100%	Examines the work of Swedish dramatist, novelist, and painter August Strindberg, and Strindberg's influence on 20th-century drama and film.		5		0	3					
582	Knut Hamsun and Early European Modernism	100%	Examines Knut Hamsun's early works and their relationship to early European Modernist literature.		5							X	
590	Special Topics in Scandinavian Literature	100%			1 - 5, max. 15		0	11				X	X
Swedish (SWED)													
300	Swedish Women Writers	100%	Readings from works by Swedish women writers.		5							X	
301	Topics in Swedish Literature and Culture	100%	Topics in Swedish literature, life, and civilization.		5, max. 15		29	0					X
302	The Swedish Novel	100%	Selected works by novelists of the nineteenth and twentieth centuries.		5							X	
352	Strindberg and His Works	100%	Representative short stories, dramas, autobiographical works, poems, and one novel.		5								
Sociology (SOC)													
110	Survey of Sociology	Varies	Human interaction, social institutions, social stratification, socialization, deviance, social control, social and cultural change. Course content may vary, depending upon instructor.		5		509	1				X	X
212	Evolution and Revolution: An Introduction to the Study of Comparative Social Change	25%	Examines the major aspects of human societies, including political and economic systems, family structure, social stratification, and demographic patterns.		5							X	X
222	Sociology of Sport	25%	Issues discussed include the history, role of sport in the socialization of children; the relationship between sport and values; and deviance, crime, and violence in sport.		5		491	2				X	X
247	Contemporary Social Movements	25%	Emphasis on how political, organizational, and cultural factors shape social movement emergence and development, and individual participation.		5		35	0					X

266	Introduction to Labor Studies	50%	Role of labor in national and international politics. Formation of labor movements. Historical and contemporary role of labor in the modern world.	HIST 249 / POL S 249	5		17	0	x			x
287	Introduction of the Sociology of Sexuality	50%	Investigates sexuality on the basis of social construction of norms and values, within the context of gender, race, class, and sub-cultures and in the social control of sexuality.		5		267	0	x			x
301	War	50%	Origins and conduct of war, readings from anthropology, political science, economics, and history, as well as two novels and some recent articles on the arms-control controversy.	J SIS B 301	5							
316	Introduction to Sociological Theory	75%	Introduction to sociological theory. Includes classical theorists Adam Smith, Karl Marx, Emile Durkheim, and Max Weber and their influence on contemporary theoretical debate.		5		477	1	x			x
356	Society and Politics	50%	Form, content, and functions of families through case studies of different countries. Family organization, including family structure, inheritance, sexual division of labor, and socialization.	POL S 356	5		38	0	x			
357	Sociology of Religion	50%	The relations between religion, polity, economy, and social structure; in particular, the political, economic, and social impact of religious beliefs and organizations.		5		142	3				x
432	Population and Modernization	50%	The approach is both historical, focusing on populations of developed countries since 1700, and analytic, stressing the attempts made by different disciplines.	J SIS D 435	3							
456	Political Sociology	25%	Relationships between social change and political change. Focus on selected issues, including social bases of democracy, political organization, elections, and public policy.		5							x
462	Comparative Race and Ethnic Relations	50%	Race and ethnicity as factors of social differentiation in a number of Western and non-Western societies in Europe, Africa, Asia, and the Americas.	AES 426	5							
466	Economic Sociology	25%	Changing focus of field; cultural variation, work, and the worker; technology, society, and the evolution of industrial forms; types and forms of industrial organizations.		5							
511	Classical Social Theory	75%	Study of classical masters of social theory: Marx, Durkheim, and Weber, their precursors, and their immediate successors.		3						x	x
513	Demography and Ecology	25%	Theories and research on human fertility, mortality, mobility, migration, and urbanization in social/economic context.	CSDE 513	3		0	5			x	x

530	Urbanism and Urbanization	25%	Human population distribution and migration patterns. Causes and consequences of world urbanization. Spatial and social patterns in the metropolis. Aggregate population movements and selectivity of migrants.	3						X	
559	Seminar on Gender Roles	25%	Broad graduate-level introduction to theoretical issues concerning gender and society. Current state of empirical knowledge on the sociology of gender and strategies for research. Cross-cultural variations in conception of gender roles and how gender intersects with social institutions and social interactions.	3						X	X
591	Political Sociology	50%	Introduction to political sociology, considering the rise of the modern state, power, political organization, social movements, and other related topics.	3		0	6				X

Gender, Women, and Sexuality (GWSS)

206	Philosophy of Feminism	25%	Theoretical positions within the feminist movement; view of the ideal society, goals and strategies of the movement, intersections of the sex-gender system with other systems of oppression.	PHIL 206 / POL S 212	5		104	0		X		X
427	Women and Violence	25%	Multi-disciplinary explorations of the continuum of violence which affects women's lives, ranging from experience in personal settings to cultural or state policies.		5		14	0		X		X
428	Feminist Understanding of Victims	25%	Explores the meanings of the term "victim" within popular, religious, psycho-social, and feminist discourses.		5		5	0				
429	Scandinavian Women Writers in English Translation	100%	Selected works by major Scandinavian women writers from mid-nineteenth-century bourgeois realism to the present with focus on feminist issues in literary criticism.	SCAND 427	5					X		
435	Gender and Spirituality	50%	Exploration of ways in which gender informs spiritual teachings and practices of different groups in ancient and contemporary times.		5		14	0		X		
455	Contemporary Feminist Theory	25%	Raises the question of how political contexts condition the way some ideas become theory. Emphasizes the present crises in thinking about a transnational feminism.		5		5	1		X		X
501	History of Feminism	50%	Study of feminism from the 18th through the 20th centuries in the national, international, and intranational world system.		5		0	6			X	X

College of Built Environments

Architecture (ARCH)												
150	Appreciation of Architecture	75%	Historical survey of the architecture of Western civilization. For nonmajors.		3		1158	0		X		X

151	Appreciation of Architecture II	75%	Historical survey of the architecture of Western civilization. For nonmajors.		3	517	0	x		x
351	Romanesque, Gothic, and Renaissance Architecture	100%	Architectural history in the Western world from AD 550 to 1750.		3 - 5, max. 5	128	16	x		
352	History of Modern Architecture	75%	Architectural history in the Western world from 1750 to the present.		3 - 5, max. 5	162	22	x		x
455	Special Studies in Gothic Art and Architecture	100%	Detailed study of Gothic architecture and its accompanying sculpture and stained glass, with special emphasis on the twelfth and thirteenth centuries in France and England.	ART H 455	3					
456	Nineteenth-Century Architecture	100%	From late eighteenth-century French rationalists, Neoclassicists, to fin de siècle Vienna and Paris.	ART H 490	3					
457	Twentieth-Century Architecture	50%	Traces roots of Modernism in Europe in the 1920s, its demise (largely in the United States) in the 1960s and recent trends such as Post-Modernism and Deconstructivism.	ART H 491	3			x		x
459	Architecture Since 1945	25%	Theories and forms in architecture from the end of World War II to present.	ART H 493	3					
493	Rome Preparation Seminar	100%	Seminar dealing with history, culture, topography, and customs of Rome, Italy.		2					
558	Seminar in Twentieth-Century Architecture	Varies	Specific focus changes from quarter to quarter. Prerequisite: graduate standing with background in architecture, architectural history, or permission of instructor.	ART H 591	3 - 5, max. 5	0	3		x	
Construction Management (CM)										
250	Construction and Culture	50%	Focuses on the development of building technology, equipment, and materials used by Western civilizations.		3	41	0	x		x
Landscape Architecture (L ARCH)										
352	History of Landscape Architecture	50%	Survey of the development of landscape architecture as an art form from Mesopotamia to the present. Relationships to physical landscape, climate, culture, religion, and other arts.		3	35	0	x		x
353	History of Modern Landscape Architecture	25%	Development of profession and art of landscape architecture in the United States, Europe, South America, and Japan in relation to prevailing social, economic, political, and cultural factors.		3	47	0	x		x
362	Designing Urban Landscapes: Theory and Politics	25%	Introduction to the design of landscape in urban contexts. Overview of major urban design theories and examples of historic and contemporary work.		3	38	0			
452	History of Urban Landscapes	25%	Introduces the history of urban landscape design of public spaces in cities. Examines as pragmatic practices or works of art.		3					

553	History of Modern Landscape Architecture	50%	Focuses on building an historic and critical overview of modernism and modernist designs in the practice and discipline of landscape architecture. Focuses on critical readings of historical narratives to explore the emergence of theory in practice.	LARCH 353	5									X	X
-----	--	-----	--	-----------	---	--	--	--	--	--	--	--	--	---	---

Urban Planning

Urban Planning (URBDP)															
200	Introduction to Urbanization: Planning and Designing Alternative Urban Futures	25%	Introduces how cities work and explores alternative ways of planning and designing urban futures. Explores the economic, cultural, political, and social aspects of cities and how we might change them for the better. Also examines numerous case studies from the Global North and South.		5									X	

School of Business Administration

Business Administration

Business Economics (B ECON)															
426	Competing in the Global Economy	25%	Examines the global environment for business and the challenges facing managers in this environment. Explores the implications of the common phrase "think global -- act local."		4		32	0						X	
427	International Finance	25%	Asset choice and institutional operations in international finance, foreign exchange problems, the impact of international financial problems and operations on business.		4		39	0					X		X
501	Analysis of Global Economic Conditions	25%	Analysis of real and monetary factors affecting national and international economics, supply and demand for money, interest rates and stabilization problems and policies.		4		0	223							X
526	Competing in the Global Economy	25%	Examines the global environment for business and the challenges facing managers in this environment. Explores the implications of the common phrase "think globally -- act locally."		4		0	41						X	
527	International Finance	25%	Study of selected problems in financing, international trade, investment, and foreign business operations; international aspects of money markets.		4		1	28						X	X

International Business (I BUS)

300	Global Business Perspectives	25%	Emphasis on the important relationships among nations and business and economic institutions that influence students' performances as managers, consumers, and citizens.		4		762	0						X	X
340	Business Environment in Industrial Countries	25%	Factors and conditions affecting business operations and behavior in developed countries, international integration, business relations among nation states.		4		87	0						X	X
470	Management of International Trade Operations	25%	Integrated study of international trade functions, practices, concepts, management, strategy, and policy.		4		14	0						X	X

511	International Research Ethics, Law and Policy	25%	Exploration of legal requirements and ethical principles related to responsible conduct and research in a variety of different government structures and health care systems.	B H 553	3		0	11	x	
Intellectual Property Law (LAW P)										
506	Transnational Intellectual Property Law Theory and Practice	25%	Consists of a series of lectures on campus followed by a one-week intensive transnational seminar hosted by a law school in Asia or Europe.		3		0	12	x	
Law (LAW)										
476	International Economic Relations and Trade Policy	25%	Consideration of international control of national trade policies and permissible transnational reach of national trade or other regulation.		3					
Law A (LAW A)										
508	Comparative and International Law Survey	25%	Survey of basic principles of public international law; comparative and historical overview of various legal traditions (civil law, common law, Islamic law, and mixed systems).		3		0	173	x	
510	Sales: A Comparative Perspective	25%			3		0	38	x	
545	International Environmental Law	25%			4				x	
574	International Law	25%			2 - 4, max. 4		0	10	x	
576	International Criminal Law	25%	Examines responses by states and international organizations to international and transnational crimes.		3		0	25	x	
578	International Business Transactions	25%			1 - 4, max. 4		2	33	x	
Law B (LAW B)										
516	International Contracting	25%			2 - 4, max. 4		0	32	x	
559	Comparative Law: Europe, Latin America, and East Asia	25%			4					
561	International Law of the Sea	25%		SMA 506	3				x	
596	International Protection of Human Rights	25%			2 - 4, max. 6		0	28	x	
Law E (LAW E)										
509	European Union Law	100%	Survey of the legal origins of the European Union and the synthesis of the major European legal traditions achieved.		3		3	7		
534	Human Rights Law: Philosophy and Practice	25%	Explores international human rights law through a rigorous curriculum including both human rights philosophy and practice.		4					

545	International Trade Law	25%	Introduces the legal framework, policies, and jurisprudence of the World Trade Organization (WTO).	2 - 4, max. 4	1	21		X	X
546	International Commercial Arbitration	25%	Introduces the legal framework of international commercial arbitration (ICA) with a focus on the New York Convention of 1958 and the United States Federal Arbitration Act of 1925.	3	4	29		X	X
579	International and Foreign Law Research	25%	Examine primary materials in the vernacular and in translations: constitutions, charters, codes, administrative rules, cases, treaties and other international agreements.	2	0	16		X	X

School of Medicine

Genome Sciences (GENOME)

454	The Origins of Genetics	75%	Discovery and eventual triumph of Mendelism in the early twentieth century. Concepts of heredity from ancient times to the nineteenth century. Mendel's work and its rediscovery.	4					
-----	-------------------------	-----	---	---	--	--	--	--	--

Medical History and Ethics

Bioethics and Humanities (B H)

401	History of Modern Medicine	50%	Survey of evolution of medical theory, practice, and institutions in European and American society from the late 18th century to the present. Medical background not required.	3				X	
417	Disease in History	75%	Study of Western civilization's experience with epidemic disease, the growth of understanding of the causes of disease, and the formation of a philosophy of prevention.	3					
483	The Rise and Development of Sports Medicine	75%	Evolution of medical thought related to exercise for good health, training for sport participation, and treatment of sport-related injuries. Begins with ancient period, concludes with present.	3	23	0		X	
553	International Research Ethics, Law and Policy	25%	Exploration of legal requirements and ethical principles related to responsible conduct and research in a variety of different government structures, health care systems and research.	3	0	1		X	

College of Ocean and Fishery Sciences

School of Marine and Environmental Affairs (SMEA)

506	International Law of the Sea	25%		LAW B 561	3			X	
507	International Organizations and Ocean Management	25%	Survey of the manner in which international regimes and organizations attempt to manage and regulate the uses of the ocean.	PB AF 538	3	0	20		X

Graduate School of Public Affairs

<p>527 Global and Local Inequalities: Critical Analyses of the Processes and Policies of Globalization</p>	<p>25%</p>	<p>Discussion of the health of the planet, economic and cultural globalization, the enduring legacies of imperialism and colonialism in this global era and their local impacts.</p>		<p>3</p>		<p>0</p>	<p>41</p>		<p>X</p>	
--	------------	--	--	----------	--	----------	-----------	--	----------	--

Course #	Course Title	Course Description	Cross Listed	Credits	Funded by Grant in 14-15	UG Enroll 12-13	G Enroll 12-13	Offered 13-14	Offered 14-15
College of Arts and Sciences									
Germanics (GERMAN)									
100	Intensive First-Year German	Accelerated first-year German. Speaking and listening. Secondary objectives are reading and writing. Offered: S. The methods and objectives are primarily communicative, with emphasis on speaking and listening. Secondary objectives are reading and writing. (Can not be taken for credit if German is language of admission). First in a sequence of three. Prerequisite: score of 0-11 on GER TL placement test if German is language of admission. Offered: AWS		15		20	1		x
101	First-Year German	The methods and objectives are primarily communicative, with emphasis on speaking and listening. Secondary objectives are reading and writing. (Can not be taken for credit if German is language of admission). First in a sequence of three. Prerequisite: score of 0-11 on GER TL placement test if German is language of admission. Offered: AWS		5		199	4		x
102	First-Year German	The methods and objectives are primarily communicative, with emphasis on speaking and listening. Secondary objectives are reading and writing. Second in a sequence of three. Prerequisite: either GERMAN 101 or score of 12-35 on German placement test. Offered: AWSp.		5		179	4		
103	First-Year German	The methods and objectives are primarily communicative, with emphasis on speaking and listening. Secondary objectives are reading and writing. Third in a sequence of three. Prerequisite: either GERMAN 102, GERMAN 111, or score of 36-56 on German placement test. Offered: AWS&S.		5		161	8		x
104	Individualized First-Year German	Individualized approach to elementary German instruction. Students progress at their own pace. Number of credits vary. Depending upon amount of material mastered, any number of credits up to 15 may be earned per quarter. (Note: If German is the student's language of admission, only 10 credits count towards graduation.) Credit/no credit only.		1 - 15, max. 15					
111	Basic German Review	Includes the curriculum of GERMAN 102, preceded by a review of GERMAN 101. Designed for students with a background in German. Awards credits for GERMAN 102. Cannot be taken for credit if student has already taken GERMAN 102, 103, or more advanced courses. Offered: A.		5		15	3		x
121	First-Year Reading German	Special beginning course devoted exclusively to the reading objective. Offered: AS.		5		4	1		x
122	First-Year Reading German	Special beginning course devoted exclusively to the reading objective; 122 continuation of 121. Offered: WSp.		5		4	0		x

150	Conversational German Through Films	Conversational practice in small groups based on films. Because series progresses through the year, beginners may enroll only Autumn Quarter. May be taken concurrently with other Germanics courses. Cannot be taken for credit if 250 previously taken. Offered: AWSn		2, max. 6		60	3		X
200	Intensive Second-Year German	Accelerated second-year German. Systematic review of German grammar. Intensive practice in conversation, reading and writing. Recommended: GERMAN 103. Offered: S		15					X
201	Second-Year German	Systematic review of German grammar. Intensive practice in conversation, reading, and writing. First in a sequence of three. Recommended: GERMAN 103. Offered: AWSn		5		61	6		X
202	Second-Year German	Systematic review of German grammar. Intensive practice in conversation, reading, and writing. Second in a sequence of three. Recommended: GERMAN 201. Offered: AWSn		5		47	3		X
203	Second-Year German	Systematic review of German grammar. Intensive practice in conversation, reading, and writing. Third in a sequence of three. Recommended: GERMAN 202. Offered: AWSn		5		47	3		X
221	The German Express: Second Year	Combines in one quarter the contents of 201 and 202, with special emphasis on reading and speaking skills. Limited to students who have demonstrated exceptional skills in first-year German. Recommended: GERMAN 103. Offered: A		10		10	1		X
230	Conversational German	Recommended: GERMAN 103. Offered: S		5					X
250	Advanced Conversational German Through Films	Conversational practice in small groups based on films. May be taken concurrently with other Germanics courses. Recommended: GERMAN 103 and GERMAN 150. Offered: WSp		2, max. 6		27	2		
301	Conversation and Writing Skills	Language skill development (speaking, writing) using materials selected to broaden understanding of German-speaking countries. Recommended: GERMAN 203. Offered: AW		3 - 5, max. 5		22	0		X
302	Conversation and Writing Skills	Language skill development (speaking, writing) using materials selected to broaden understanding of German-speaking countries. Recommended: GERMAN 301. Offered: WSp		3 - 5, max. 5		21	1		
303	Conversation and Writing Skills	Language skill development (speaking, writing) using materials selected to broaden understanding of German-speaking countries. Recommended: GERMAN 302. Offered: Sp		3 - 5, max. 5		12	0		X
330	Conversational German	For participants in special summer programs only.		3 - 5, max. 5					
333	Business German 1	Introduction to the language and practices of German business. Recommended: GERMAN 203. Offered: A		5					

334	Business German 2	Introduction to the language and practices of German business. Recommended: GERMAN 203. Offered: W.	5						
401	Advanced Writing and Conversation	Texts and exercises, both grammatical and stylistic, to develop vocabulary, stylistic awareness, and the practical application of grammatical rules in written German. First in a sequence of three. Recommended: GERMAN 303. Offered: AWSp.	3 - 5, max. 5						X
402	Advanced Writing and Conversation	Texts and exercises, both grammatical and stylistic, to develop vocabulary, stylistic awareness, and the practical application of grammatical rules in written German. Second in a sequence of three. Recommended: GERMAN 303. Offered: AWSp.	3 - 5, max. 5						
403	Advanced Writing and Conversation	Texts and exercises, both grammatical and stylistic, to develop vocabulary, stylistic awareness, and the practical application of grammatical rules in written German. Third in a sequence of three. Recommended: GERMAN 303. Offered: AWSp.	3 - 5, max. 5						
406	Intensive Elementary Yiddish	Intensive study of Yiddish grammar, with oral and written drills and reading of selected texts. Offered: S.	5 - 15, max. 15						
430	Advanced Conversational German	For participants in special summer programs only. Cannot be taken for credit to those who have already taken 401, 402, or 403.	3 - 5, max. 10						
450	Linguistic Analysis of German	Recommended: GERMAN 203.	5	1	1				

Jackson School of International Studies

International Studies: Europe (EURO)

111	Elementary Modern Greek	Fundamentals of oral and written modern Greek. Offered: A.	5						X
112	Elementary Modern Greek	Fundamentals of oral and written modern Greek. Recommended: EURO 111 or GREEK 401. Offered: W.	5						
113	Elementary Modern Greek	Fundamentals of oral and written modern Greek. Recommended: EURO 112 or GREEK 402. Offered: Sp.	5						
211	Second-Year Modern Greek	Continuation of EURO 111, 112, 113. Intensive practice in speaking, reading, and writing. Recommended: EURO 113 or GREEK 403. Offered: A.	5	X					X
212	Second-Year Modern Greek	Continuation of EURO 111, 112, 113. Intensive practice in speaking, reading, and writing. Recommended: EURO 211. Offered: W.	5	X					
213	Second-Year Modern Greek	Continuation of EURO 111, 112, 113. Intensive practice in speaking, reading, and writing. Recommended: EURO 212. Offered: Sp.	5	X					

Near East Languages and Civilization

Turkish (TKISH)

102	Elementary	Development of speaking, listening, reading, and writing skills to a basic level of proficiency. Teaches students to communicate in French and understand the cultural context of the language. Methods and objectives are primarily oral-aural. Oral practice in the language laboratory is required. Second in a sequence of three. Prerequisite: either FRENCH 101 or score of 15-30 on FR TL placement test.	5	117	10				x
103	Elementary	Development of speaking, listening, reading, and writing skills to a basic level of proficiency. Teaches students to communicate in French and understand the cultural context of the language. Methods and objectives are primarily oral-aural. Oral practice in the language laboratory is required. Third in a sequence of three. Prerequisite: either FRENCH 102, FRENCH 110, or score of 31-56 on FR TL placement test.	5	342	15				x
110	Basic French Review	Combines in one quarter the contents of 101 and 102. Designed for students who have studied French in high school but who are not ready for 102. Prerequisite: score of 10-30 on FR TL placement test.	5						
134	First-year Intensive French	Equivalent of FRENCH 101, FRENCH 102, FRENCH 103. No more than 15 credits allowed for any combinations of FRENCH 101, FRENCH 102, FRENCH 103, and FRENCH 134. Offered: S.	15	68	6				
201	Intermediate	Designed to bring students to an intermediate level of proficiency. Emphasis on experiencing the language in context through a multi-media approach. First in a sequence of three. Prerequisite: either FRENCH 103, FRENCH 134, or score of 57-100 on FR TL placement test.	5	158	11				x
202	Intermediate	Designed to bring students to an intermediate level of proficiency. Emphasis on experiencing the language in context through a multi-media approach. Second in a sequence of three. Prerequisite: FRENCH 201.	5	142	8				
203	Intermediate	Designed to bring students to an intermediate level of proficiency. Emphasis on experiencing the language in context through a multi-media approach. Third in a sequence of three. Prerequisite: FRENCH 202.	5	114	8				x
207	Second-Year Reading	Intermediate vocabulary building and reading of literary texts. Students receiving credit for 207 may subsequently earn credit for lower-division French courses involving other skills.	5						

227	Intermediate Conversational French	Practice of intermediate-level French conversational skills through class discussion and oral presentations. Topics oriented toward French culture and current events. Prerequisite: FRENCH 103	2, max. 8						X
234	Intermediate French Immersion	Covers the equivalent of second-year French (FRENCH 201, 202, 203) through an alternative "planned immersion" method with video as the central medium of presentation. Prerequisite: either FRENCH 103, FRENCH 134, or score of 57-100 on ER-TE placement test.	15						
301	Advanced French	Designed to bring students to an advanced level of proficiency in grammar and composition. Emphasis on experiencing the language in context through a multi-media approach. 303 prepares students for literature classes. Second in a sequence of three. Prerequisite: FRENCH 301	5	76	2				X
302	Advanced French	Designed to bring students to an advanced level of proficiency in grammar and composition. Emphasis on experiencing the language in context through a multi-media approach. 303 prepares students for literature classes. Second in a sequence of three. Prerequisite: FRENCH 301	5	70	1				
303	Advanced French	Designed to bring students to an advanced level of proficiency in grammar and composition. Emphasis on experiencing the language in context through a multi-media approach. 303 prepares students for literature classes. Third in a sequence of three. Prerequisite: FRENCH 302	5	70	2				X
313	Business Communication in French	Offers students the opportunity to develop French language skills (reading, writing, speaking, and listening) within the context of the French-speaking business world. Business-specific culture emphasized. May be taken in lieu of, or in addition to, 303. Prerequisite: FRENCH 302	5						
327	Advanced Conversation	Not open to students whose native language is French. Prerequisite: FRENCH 203.	2, max. 8						
404	Old French		5						
406	Advanced French Composition	Extensive guidance in advanced French composition, emphasizing stylistics and grammar. Prerequisite: FRENCH 303.	5						
472	French-English/English-French Translation	Intense practice of translation from English into French and from French into English. Translation issues specific to French and English syntactic, semantic, and grammatical differences with emphasis on the naturalness of the target language and the accuracy of the translation of the source language. Conducted in French. Prerequisite: FRENCH 303; either FRENCH 304, FRENCH 305, FRENCH 306, or FRENCH 307	5						

Italian (ITAL)

101	Elementary	Methods and objectives are primarily oral-aural. Language laboratory is required. First in a sequence of three. Offered: A.		5		189	3	x
102	Elementary	Methods and objectives are primarily oral-aural. Language laboratory is required. Second in a sequence of three. Prerequisite: either ITAL 101 or score of 15-30 on IT TL placement test. Offered: W.		5		127	2	
103	Elementary	Methods and objectives are primarily oral-aural. Language laboratory is required. Third in a sequence of three. Prerequisite: either ITAL 102, ITAL 111, or score of 31-56 on IT TL placement test. Offered: Sp.		5		154	1	
108	Intensive Italian Grammar and Reading	Intensive two-quarter presentation of Italian grammar with emphasis on reading Italian texts. For persons who require solid reading knowledge of Italian or who plan to study in Italy.		5				
111	Accelerated First-Year Italian	Intensive version of 101 and 102. Designed for highly motivated students. Offered: A.		10		6	0	
113	Accelerated First-Year Italian	Intensive version of 102 and 103. Design for highly motivated students. Prerequisite: either ITAL 101 or score of 15-30 on IT TL placement test. Offered: W.		10				
127	Beginning Conversational Italian	Practice of beginning-level Italian conversational skills through class discussions and oral presentations. Topics vary. Not open to native speakers.		2, max. 6				
134	Intensive First-Year Italian	An intensive language course equivalent to 101, 102, 103, designed for highly motivated students. Not open for credit to students who have taken 102 and 103. Offered: S.		15		19	0	
201	Intermediate	Intensive speaking, reading, and writing. Functional review of grammar. First in a sequence of three. Prerequisite: either ITAL 103, ITAL 113, ITAL 134, or score of 57-100 on IT TL placement test.		5		58	0	x
202	Intermediate	Intensive speaking, reading, and writing. Functional review of grammar. Second in a sequence of three. Prerequisite: ITAL 201.		5		50	1	
203	Intermediate	Intensive speaking, reading, and writing. Functional review of grammar. Third in a sequence of three. Prerequisite: ITAL 202.		5		38	1	
208	Intensive Italian Grammar and Reading	Intensive two-quarter presentation of Italian grammar with emphasis on reading Italian texts. For persons who require solid reading knowledge of Italian or who plan to study in Italy.		5				

201	Intermediate	Modern texts, compositions, conversation, and a systematic review of grammar. First in a sequence of three. Prerequisite: either PORT 103 or PORT 105.	5			12	6		
202	Intermediate	Modern texts, compositions, conversation, and a systematic review of grammar. Second in a sequence of three. Prerequisite: PORT 201.	5	x		5	2		x
203	Intermediate	Modern texts, compositions, conversation, and a systematic review of grammar. Third in a sequence of three. Prerequisite: PORT 202.	5			5	1		
301	Grammar and Lexicon	Prerequisite: PORT 203.	3			5	1		
302	Grammar and Lexicon	Prerequisite: PORT 301.	3						
Spanish (SPAN)									
101	Elementary	Methods and objectives are primarily oral-aural. Language laboratory is required. First in a sequence of three. Prerequisite: score of 0-15 on SP100A placement test if Spanish is language of admission. No credit if Spanish is the language of admission. Cannot be taken for credit if SPAN 121 already taken.	5			89	5		x
102	Elementary	Methods and objectives are primarily oral-aural. Second in a sequence of three. Prerequisite: either SPAN 101, or score of 16-44 on SP100A placement test. Cannot be taken for credit if SPAN 122 already taken.	5			224	1		x
103	Elementary	Methods and objectives are primarily oral-aural. Third in a sequence of three. Prerequisite: either SPAN 102, SPAN 110 or score of 45-69 on SP100A placement test. Cannot be taken for credit if SPAN 123 already taken.	5			561	5		x
110	Basic Spanish Review	Covers the equivalent of SPAN 101 and SPAN 102 to prepare for SPAN 103. May not be taken in addition to 101 or 102. Prerequisite: score of 10-44 on SP100A placement test. Offered: AWSp.	5			59	4		x
121	Spanish Immersion	Covers the equivalent of elementary Spanish (SPAN 101). Uses an alternative "planned immersion" method with video as the central medium of presentation. First in a sequence of three. Prerequisite: no previous Spanish study, or score of 0-15 on SP100A placement test if Spanish is language of admission. Cannot be taken for credit if SPAN 101 already taken.	5			41	5		x

122	Spanish Immersion	Covers the equivalent of elementary Spanish (SPAN 102). Uses an alternative "planned immersion" method with video as the central medium of presentation. Second in a sequence of three. Prerequisite: SPAN 121. Cannot be taken for credit if SPAN 102 already taken.		5		30	1		
123	Spanish Immersion	Covers the equivalent of elementary Spanish (SPAN 103). Uses an alternative "planned immersion" method with video as the central medium of presentation. Third in a sequence of three. Prerequisite: SPAN 122. Cannot be taken for credit if SPAN 103 already taken.		5		21	0		
134	Intensive First-Year Spanish	Equivalent of 121, 122, 123. Employs "planned immersion" method with video as the central medium of presentation. Not open for credit to students who have taken 121, 122, 123 or 102, 103. Offered: S.		5		94	7		X
201	Intermediate	Intensive practice in speaking, reading, and writing. Review of Spanish grammar. Oral practice based on literary and cultural readings. First in a sequence of three. Prerequisite: either SPAN 103, SPAN 123, SPAN 134, score of 70-100 on SP100A placement test, minimum score of 51 on SP TL placement test, or score of 0-75 on SP200A placement test.		5		336	4		X
202	Intermediate	Intensive practice in speaking, reading, and writing. Review of Spanish grammar. Oral practice based on literary and cultural readings. Second in a sequence of three. Prerequisite: either SPAN 201 or score of 76-145 on SP200A placement test.		5		329	4		X
203	Intermediate	Intensive practice in speaking, reading, and writing. Review of Spanish grammar. Oral practice based on literary and cultural readings. Third in a sequence of three. Prerequisite: either SPAN 202, SPAN 210, or score of 146-165 on SP200A placement test.		5		342	8		X

210	Accelerated Intermediate Spanish	Merges SPAN 201 and SPAN 202. Designed to build listening, speaking, reading, and writing skills and to expand knowledge of culture and literature of the Spanish-speaking world. Combines classroom experience with accelerated Web-enhanced activities provided through Spain's Instituto Cervantes. Prerequisite: either SPAN 103, SPAN 123, SPAN 134, score of 70-100 on SP100A placement test, minimum score of 51 on SP TL placement test, or score of 0-75 on SP200A placement test.	10							
227	Intermediate Conversation	Focuses on developing intermediate conversation skills -- listening and speaking -- and increasing vocabulary in varying situations. Discussions are based on contemporary Spanish films, current articles, fiction, and essays. Not open to students whose native language is Spanish. Prerequisite: either SPAN 103, SPAN 123, or SPAN 134.	2, max. 6							
301	Grammar and Lexicon	Prerequisite: either SPAN 203 or score of 166-175 on SP200A placement test.	5		199	1				x
302	Grammar and Lexicon	Prerequisite: SPAN 301 or 310.	5		128	2				x
303	Introduction to Stylistics Through Composition	Prerequisite: either SPAN 302 or SPAN 310.	5		127	0				x
310	Accelerated Intermediate-Advanced Grammar and Lexicon	Intensive Web-enhanced grammar and writing, combining SPAN 301 and SPAN 302. Designed to develop skills at the intermediate-advanced level in areas of listening, speaking, reading, and writing. Prerequisite: SPAN 203.	10							
311	Spanish for Reading Knowledge I	Intended primarily for graduate students. Emphasis on developing reading comprehension of Spanish texts which are pertinent to graduate student's field of research. Credit may not be applied toward Spanish major.	5							
312	Spanish for Reading Knowledge II	Intended primarily for graduate students. Emphasizes developing reading comprehension of Spanish texts which are pertinent to graduate student's field of research. Credit may not be applied toward Spanish major. Prerequisite: SPAN 311.	5							
313	Business Communication in Spanish	This intermediate level course offers student the opportunity to develop their Spanish language skills (reading, writing, speaking, and listening) within the context of the Spanish-speaking business world. Business-specific culture emphasized. Prerequisite: either SPAN 301, SPAN 310 or SPAN 314, any of which may be taken concurrently.	5		23	0				

314	Spanish for Bilingual/Heritage Students	Provides bilingual students whose formal education has primarily been in English with the skills necessary to succeed in upper-division Spanish classes. Intensive review of grammar, readings of literary and journalistic texts, Web-based exercises, writing review, and a play to enhance their verbal skills. Offered: AW.	5	33	0			X
315	Spanish for Bilingual/Heritage Students	Emphasizes reading, with attention to problems particular to Spanish-heritage students. Emphasis on critical reading, vocabulary expansion, and grammar review. Prerequisite: SPAN 314. Offered: WSp.	5	27	0			
316	Stylistics and Composition for Heritage Students	Emphasis on the process of writing essays to help students develop a notion of style in Spanish, with attention to problems particular to Spanish heritage students. Prerequisite: SPAN 315 Offered: Asp.	5	26	0			X
327	Advanced Conversation	Focuses on developing advanced conversational skills -- listening and speaking -- to fluency and increasing vocabulary in varying situations. Discussions are based on contemporary Spanish films, current articles, fiction, and essays. Does not fulfill any major or minor requirement. Not open to students whose native language is Spanish. Prerequisite: either SPAN 301, SPAN 310, or SPAN 314, any of which may be taken concurrently.	2 - 6, max. 6					X
408	Spanish Translation Workshop	Intensive practice in translation to and from Spanish. Texts include literary prose, poetry, expository writing, newspaper and magazine articles. Problems of standard versus colloquial language, transposition of cultural references, concept of fidelity in translation. Prerequisite: either SPAN 303, SPAN 316, or SPAN 330; SPAN 322. <i>recommended</i> : SPAN 406	5					
410	Creative Writing in Spanish	Creative writing in poetry for students undertaking fourth year advanced coursework in Spanish literature. Prerequisite: either SPAN 303, SPAN 316, or SPAN 330; SPAN 321; SPAN 322; either SPAN 304, SPAN 305, SPAN 306, SPAN 307, SPAN 308, SPAN 319, SPAN 339, SPAN 340, SPAN 350, SPAN 351 SPAN 352 or SPAN 376	5	9	1			X

Scandinavian Studies

Danish (DANISH)

101	Elementary Danish	Fundamentals of oral and written Danish. First in a sequence of three.	5	4	0			X
-----	-------------------	--	---	---	---	--	--	---

102	Elementary Danish	Fundamentals of oral and written Danish. Second in a sequence of three.	5		3	0		
103	Elementary Danish	Fundamentals of oral and written Danish. Third in a sequence of three.	5		4	0		
201	Second-Year Danish	Intensive practice in speaking, reading, and writing. Review of grammar. Introduction of modern literary texts. Discussion of culture and current events in Denmark. First in a sequence of three. Recommended: DANISH 103.	5		1	0		x
202	Second-Year Danish	Intensive practice in speaking, reading, and writing. Review of grammar. Introduction of modern literary texts. Discussion of culture and current events in Denmark. Second in a sequence of three. Recommended: DANISH 103.	5		2	0		x
203	Second-Year Danish	Intensive practice in speaking, reading, and writing. Review of grammar. Introduction of modern literary texts. Discussion of culture and current events in Denmark. Third in a sequence of three. Recommended: DANISH 103.	5		3	0		x
Estonian (ESTO)								
101	Elementary Estonian	Fundamentals of oral and written Estonian. First in a sequence of three.	5					x
102	Elementary Estonian	Fundamentals of oral and written Estonian. Second in a sequence of three.	5					x
103	Elementary Estonian	Fundamentals of oral and written Estonian. Third in a sequence of three.	5					x
150	Intensive Estonian	Fundamentals of oral and written Estonian. Intensive practice in speaking, reading, and writing Estonian. Interactive classroom, computer-assisted learning, language, and reading laboratories. Emphasis on contemporary Estonian culture and society. If Estonian is the student's language of admission, only 10 credits count towards graduation.	15					
201	Second-Year Estonian	Intensive practice in speaking, reading and writing. Functional review of grammar. First in a sequence of three. Recommended: ESTO 103.	5					x
202	Second-Year Estonian	Intensive practice in speaking, reading and writing. Functional review of grammar. Second in a sequence of three. Recommended: ESTO 103.	5					
203	Second-Year Estonian	Intensive practice in speaking, reading and writing. Functional review of grammar. Third in a sequence of three. Recommended: ESTO 103.	5					
250	Intensive Intermediate Estonian	Accelerated second-year Estonian. Systematic review of Estonian grammar. Intensive practice in conversation, reading, and writing. Recommended: ESTO 103 or ESTO 150. Offered: S.	15					

Finnish (FINN)										
101	Elementary Finnish	Fundamentals of oral and written Finnish. First in a sequence of three.		5			9	0		X
102	Elementary Finnish	Fundamentals of oral and written Finnish. Second in a sequence of three.		5			9	0		X
103	Elementary Finnish	Fundamentals of oral and written Finnish. Third in a sequence of three.		5			8	0		X
150	Intensive First-Year Finnish	Fundamentals of oral and written Finnish. Intensive practice in speaking, reading, and writing. Interactive classroom, computer-assisted learning, and language and reading laboratories. Emphasis on contemporary Finnish culture and society. If Finnish is the student's language of admission, only 10 credits count towards graduation.		15						
201	Second-Year Finnish	Intensive practice in speaking, reading, and writing. Functional review of grammar. First in a sequence of three. Recommended: FINN 103.		5			4	0		X
202	Second-Year Finnish	Intensive practice in speaking, reading, and writing. Functional review of grammar. Second in a sequence of three. Recommended: FINN 103.		5			5	0		X
203	Second-Year Finnish	Intensive practice in speaking, reading, and writing. Functional review of grammar. Third in a sequence of three. Recommended: FINN 103.		5			4	0		X
Latvian (LATV)										
101	Elementary Latvian	Fundamentals of oral and written Latvian. First in a sequence of three.		5	X		1	0		X
102	Elementary Latvian	Fundamentals of oral and written Latvian. Second in a sequence of three.		5	X		1	0		X
103	Elementary Latvian	Fundamentals of oral and written Latvian. Third in a sequence of three. Fundamentals of oral and written Latvian.		5	X		1	0		
150	Intensive Latvian	Intensive practice in speaking, reading, and writing. Interactive classroom, computer-assisted learning, language, and reading laboratories. Emphasis on contemporary Latvian culture and society. If Latvian is the student's language of admission, only 10 credits count towards graduation.		15						X
201	Second-Year Latvian	Intensive practice in speaking, reading, and writing. Functional review of grammar. First in a sequence of three. Recommended: LATV 103.		5	X					
202	Second-Year Latvian	Intensive practice in speaking, reading, and writing. Functional review of grammar. Second in a sequence of three. Recommended: LATV 103.		5	X					
203	Second-Year Latvian	Intensive practice in speaking, reading, and writing. Functional review of grammar. Third in a sequence of three. Recommended: LATV 103.		5	X					X

201	Second-Year Norwegian	Intensive practice in speaking, reading, and writing. Functional review of grammar. First in a sequence of three. Recommended: NORW 103.	5	17	0			X
202	Second-Year Norwegian	Intensive practice in speaking, reading, and writing. Functional review of grammar. Second in a sequence of three. Recommended: NORW 103.	5	13	0			X
203	Second-Year Norwegian	Intensive practice in speaking, reading, and writing. Functional review of grammar. Third in a sequence of three. Recommended: NORW 103.	5	13	0			X
Swedish (SWED)								
101	Elementary Swedish	Fundamentals of oral and written Swedish. First in a sequence of three.	5	29	1			X
102	Elementary Swedish	Fundamentals of oral and written Swedish. Second in a sequence of three.	5	24	0			
103	Elementary Swedish	Fundamentals of oral and written Swedish. Third in a sequence of three.	5	25	0			X
150	Intensive First-Year Swedish	Fundamentals of oral and written Swedish. Intensive practice in speaking, reading, and writing. Interactive classroom, computer-assisted learning, language and reading laboratories. Emphasis on contemporary Swedish culture and society. If Swedish is the student's language of admission, only 10 credits count towards graduation.	15					X
201	Second-Year Swedish	Intensive practice in speaking, reading, and writing. Functional review of grammar. First in a sequence of three. Recommended: SWED 103.	5	9	0			X
202	Second-Year Swedish	Intensive practice in speaking, reading, and writing. Functional review of grammar. Second in a sequence of three. Recommended: SWED 103.	5	8	0			X
203	Second-Year Swedish	Intensive practice in speaking, reading, and writing. Functional review of grammar. Third in a sequence of three. Recommended: SWED 103.	5	10	0			X

School of Medicine

Family Medicine (FAMED)

556	Spanish for Health Professionals	Instruction in interviewing Spanish-speaking patient. Credit/no credit only. Prerequisite: permission of course faculty or coordinator.	1					
-----	----------------------------------	---	---	--	--	--	--	--

Appendix B: Faculty Biographical Information

Anthropology	B-7
Grayson, Don	B-7
Art History	B-8
Casteras, Susan	B-8
Clausen, Meredith L.	B-8
Failing, Patricia	B-9
Goettler, Christine	B-9
Lingo, Estelle	B-10
Lingo, Stuart	B-10
Bioethics and Humanities	B-11
Jecker, Nancy S.	B-11
Whorton, James	B-11
Communications	B-12
Rivenburgh, Nancy	B-12
Comparative Literature	B-13
Bean, Jennifer	B-13
Blau, Herbert	B-13
Konick, Willis	B-14
Staten, Henry	B-14
Tweedie, James	B-15
Drama	B-16
Bryant-Bertail, Sarah	B-16
Gates, Sarah Nash	B-16
Postlewait, Thomas	B-17
Economics	B-18
Eicher, Theo	B-18
Portner, Claus	B-18
Salehi-Esfahani, Haideh	B-19
Thornton, Judith A.	B-19
Turnovsky, Michelle H.L.	B-20
Turnovsky, Stephen J.	B-20
English	B-21
Burstein, Jessica	B-21
Butwin, Joseph	B-21

UNIVERSITY OF WASHINGTON
National Resource Centers and Fellowship Program
West European Studies: Grant Application 2014-2018

Cherniavsky, Eva.....	B-22
George, Laurie.....	B-22
Handwerk, Gary J.....	B-23
Kaplan, Sydney.....	B-23
LaPorte, Charles.....	B-24
Lockwood, Thomas F.....	B-24
Modiano, Raimoda.....	B-25
Remley, Paul.....	B-25
Streitberger, William R.....	B-26
Vaughan, Miceal.....	B-26
Wacker, Norman.....	B-27
Webster, John M.....	B-27
Weinbaum, Alys.....	B-28
French and Italian	B-29
Arduni, Beatrice.....	B-29
Borch-Jacobsen, Mikkel.....	B-29
Collins, Douglas.....	B-30
Collins, Helene V.....	B-30
Delcourt, Denyse.....	B-31
Gaylard, Susan.....	B-31
Leporace, Giuseppe.....	B-32
Mackenzie, Lousia.....	B-32
Mazzola, Claudio.....	B-33
Meyer, Hedwige.....	B-33
Sbragia, Albert.....	B-34
Smith, Maya.....	B-34
Taradel, Ruggero.....	B-35
Tassone, Giuseppe.....	B-35
Tatta, Sabrina.....	B-36
Turnovsky, Geoffrey.....	B-36
Watts, Richard.....	B-37
Yowell, Donna.....	B-37
Geography.....	B-38
Sparke, Matthew.....	B-38
Germanics.....	B-39
Ames, Eric.....	B-39
Barrack, Charles M.....	B-39
Block, Richard.....	B-40

Brandl, Klaus.....	B-40
Brown, Jane K.....	B-41
Gray, Richard.....	B-41
Prutti, Brigitte.....	B-42
Voyles, Joseph B.....	B-42
Wiggins, Elwood.....	B-43
Wilke, Sabine.....	B-43
History	B-44
Bailkin, Jordanna.....	B-44
Behlmer, George.....	B-44
Felak, James.....	B-45
Hevly, Bruce W.....	B-45
Jonas, Raymond A.....	B-46
Joshel, Sandra.....	B-46
O’Neil, Mary R.....	B-47
Schmidt, Ben.....	B-47
Stacey, Robert C.....	B-48
Stacey, Robin C.....	B-48
Thomas, Carol G.....	B-49
Thurtle, Phillip.....	B-49
Toews, John E.....	B-50
Urbanski, Charity.....	B-50
Walker, Joel.....	B-51
Young, Glennys.....	B-51
Jackson School of International Studies.....	B-52
Bessner, Daniel.....	B-52
Cirtautas, Arista.....	B-52
Friedman, Kathie.....	B-53
Jones, Christopher.....	B-53
Kasaba, Resat.....	B-54
Klapaki, Nektaria.....	B-54
Lang, Sabine.....	B-55
Migdal, Joel S.....	B-55
Naar, Devin.....	B-56
Panagiotides, Heracles.....	B-56
Poznanski, Kazimierz.....	B-57
Williams, Michael.....	B-57
Jackson School of International Studies Staff.....	B-58

West European Studies: Grant Application 2014-2018

Aoki, Paul.....	B-58
Craig, Donald.....	B-58
Davis, Robyn.....	B-59
Di Virgilio, Mark.....	B-59
Iltis, Linda L.....	B-60
Latsch, Wolfram.....	B-60
Leonard, Tamara.....	B-61
Mandeville, Daniel.....	B-61
Milligan, Paula.....	B-62
Oppenheimer, Dvorah.....	B-62
Paxton, Loryn.....	B-63
Shekleton, Phillip R.....	B-63
Linguistics.....	B-64
Herschensohn, Julia.....	B-64
Kaisse, Ellen.....	B-64
Music.....	B-65
Bernard, Johnathan.....	B-65
Boers, Geoffrey Paul.....	B-65
Bozarth, George S.....	B-66
Rahn, John.....	B-66
Rumph, Steven.....	B-67
Taricani, Joann.....	B-67
Philosophy.....	B-68
Baker, Ann.....	B-68
Blake, Michael.....	B-68
BonJour, Laurence.....	B-69
Fine, Arthur.....	B-69
Gardiner, Stephen.....	B-70
Goering, Sara.....	B-70
Hankinson Nelson, Lynn.....	B-71
Keyt, David.....	B-71
Moore, Adam.....	B-72
Moore, Ronald.....	B-72
Roberts, Jean.....	B-73
Rosenthal, Michael.....	B-73
Woody, Andrea.....	B-74
Political Science.....	B-75
Bennett, Lance.....	B-75

Caporaso, James	B-75
Cichowski, Rachel	B-76
DiStefano, Christine	B-76
Gill, Anthony	B-77
Kier, Elizabeth	B-77
Litfin, Karen	B-78
Mayerfield, Jason M.	B-78
Mercer, Jonathan	B-79
Wendler, Frank	B-79
Scandinavian Languages and Literature.....	B-80
Dubois, Ia	B-80
Gavel-Adams, Ann-Charlotte	B-80
Grinberga, Iveta	B-81
Ingebritsen, Christine	B-82
Jenner, Lars.....	B-83
Leiren, Terje I.	B-83
Nestingen, Andrew	B-84
Sjavik, Jan Ivar	B-84
Smidchens, Guntis	B-85
Stecher-Hansen, Marianne	B-85
Slavic Languages and Literature.....	B-86
West, James	B-86
Sociology.....	B-87
Kiser, Edgar Vance	B-87
Pfaff, Steven	B-87
Stovel, Katherine	B-88
Tolnay, Stewart	B-88
Spanish and Portuguese.....	B-89
Dobao, Ana Fernandez	B-89
Fox, Joan	B-89
Geist, Anthony	B-90
Gilbert-Santamaria, Donald	B-90
Gillman, Maria	B-91
Gomez-Bravo, Anna	B-91
Gonzalez, Jorge	B-92
Kennedy, Donally	B-92
Markley, Phillip.....	B-93
Mercer, Leigh	B-93

UNIVERSITY OF WASHINGTON
National Resource Centers and Fellowship Program
West European Studies: Grant Application 2014-2018

B-6

O'Hara, Edgar.....	B-94
Petersen, Suzanne H.....	B-94
Raneda-Curatero, Immaculada.....	B-95
Zubelli, Estefania.....	B-95
School of Architecture.....	B-96
Anderson, Alex T.....	B-96
Huppert, Ann.....	B-96
Iarocci, Louisa.....	B-97
McLaren, Brian.....	B-97
Merlino Rogers, Kathryn.....	B-98
Oschsner, Jeffrey Karl.....	B-98
School of Business.....	B-99
Dewenter, Kathryn.....	B-99
Glassman, Debra A.....	B-99
Hill, Charles W.L.....	B-100
School of Law.....	B-101
Prosterman, Roy L.....	B-101
Ramasastry, Anita Gonsalves.....	B-101
Takenaka, Toshiko.....	B-102
Walsh, Walter.....	B-102
Winn, Jane.....	B-103

Language Ability Key: Faculty language ability is ranked from 1 (very basic) to 5 (fluent).

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014**2014-18****ANTHROPOLOGY**

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Euro Studies
GRAYSON	1975	B.A.	1966	New York State University	
Donald K.		M.A.	1969	University of Oregon	
Professor		Ph.D.	1973	University of Oregon	
(tenured)					
Anthropology					

Number of theses supervised in past 5 years: 4 PhD**Academic Experience:** Assistant Professor, Kirkland College (1971-74), Visiting Associate Professor, NYU (1981)**Languages:** French**Major foci:** History of Archeology, North American Prehistory, European Paleolithic, Archeological Method and Theory, Statistical Methods, Quaternary Paleoecology, Vertebrate Faunal Analysis.**Area courses taught:** Principles of Archaeology; The Archaeology of Extinction; The Impact of Small-Scale Societies in the Environment (taught jointly with Dr. Eric A. Smith); The Prehistory of Arid Western North America; Zoo archaeology; Advanced Zoo archaeology; Grant Proposal Writing.**Overseas Academic Experience:** France**Recent publications:** 2013. Climate change frames debate over the extinction of megafauna in Sahul (Pleistocene Australia-New Guinea). *Proceedings of the National Academy of Sciences* (fourth of ten authors). 2013 North America (10,000 – 11,500 years ago). In, *Grzimek's Animal Life Encyclopedia: Extinction*, edited by N. MacLeod. Gale/Cengage Publishing, Detroit. 2013 [Review of] An Archaeology of Desperation: Exploring the Donner Party's Alder Creek Camp. 2013 *Pacific Historical Review*. 2012.**Distinctions:** Interim Program Director, Archaeology, National Science Foundation, Washington, DC, August - October, 2013. Great Basin Anthropological Conference Lifetime Achievement Award, 2012. Desert Research Institute Nevada Medal, 2005; Fellow, American Association for the Advancement of Science, 2002

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014**ART HISTORY**

Name and Title	Year of Appointment	Degree	Date	Place	50% Teaching in West Eur. Studies
CASTERAS	1988	B.A.	1971	Vassar College	
Susan		M.A.	1973	Yale University	
Professor		M.Phil.	1975	Yale University	
(tenured), Art History		Ph.D.	1977	Yale University	

Number of theses supervised in past 5 years:

Academic Experience: Adjunct Professor, City University of New York (1985-87), Visiting Professor, Indiana University (1985)

Languages: French (5), German (1), Latin (1), Italian (1)

Major foci: Pre-Raphaelites, 18th - 20th century painting/sculpture English and American art.

Area courses taught: Seminar in Modern Art: Death & Dying in Visual Culture, American Art

Overseas Academic Experience:

Recent publications: "Reader, Beware: Representations of the Victorian Female and Book," *Nineteenth-Century Gender Studies*, Spring 2007, online. "Through the Looking Glass: Inanimate and Animate, Still Life and Fantasy Worlds in the Westheimer Collection," in Hardy George et al., *Shining Spirit: The Westheimer Family Collection* (Oklahoma: May 2007), pp. 73-99. "Women and Children Last in Victorian Emigration Paintings," in *Exiles and Emigrants: Epic Journeys to Australia in the Victorian Era* (National Gallery of Victoria, Melbourne, 2006)

Distinctions: Dean's Fund research grant, UW, 2003

Name and Title	Year of Appointment	Degree	Date	Place	75% Teaching in West Eur. Studies
CLAUSEN	1979	B.A.	1970	Scripps College	
Meredith L.		M.A.	1972	UC - Berkeley	
Professor		Ph.D.	1975	UC - Berkeley	
(tenured), Architecture / Art History					

Number of theses supervised in past 5 years: 4 PhD, 2 MA

Academic Experience: Stanford University, Visiting Associate Professor, 1987; Stanford University, Acting Assistant Professor, 1977-79; University of California, Berkeley, 1977; Colorado College, 1976-77; University of Santa Claire, 1976

Languages: French, German.

Major foci: 1850-1950 American and European Art, 20th Century Architecture

Area courses taught: 20th Century Architecture, Paris in the 1920s.

Overseas Academic Experience: Tokyo Institute of Technology, Visiting Professor, 1996; The Netherlands, Czech Republic, France, England, Belgium, Italy, Germany, Switzerland.

Recent publications: "Pietro Belluschi," "The Erasmus Effect. Italian Architects Abroad," exhibition at MAXXI, the National Museum of XXI Century Arts, catalogue published in both Italian & Engl by Quodlibet (www.quodlibet.it), Dec. 2013. "Ada Louise Huxtable," BWF archive of Women in Architecture, Oct 2013

Distinctions: Royalty Research Grant, 2013; Victoria Reed Architectural History Foundation, 2012, 2011. Royalty Research Grant, 2006; Fellow, Institute for Scholars, Paris (Columbia University, 2005)

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
FAILING	1989	B.A.	1966	Mills College	
Patricia		M.A.	1974	UC - Berkeley	
Professor (tenured) Art History					

Number of theses supervised in past 5 years:

Languages: French, German.

Major foci: Contemporary Art and Criticism.

Area courses taught: Contemporary Art; Modern art history, criticism and theory; Legal and Ethical Issues in the Visual Arts; Abstract Impressionism: History and Myth, Criticism and Contemporary Art, Alternative Art Forms Since 1960, Art since WWII, Methods of Art History.

Overseas Academic Experience: n/a

Recent Publications: "Time and duration. Louise Bourgeois's *Father and Son*," *Sculpture Review*, Summer 2008, pp. 26-29; "Ken Shores. Themes From a Life," *American Craft*, June/July 2008, pp. 96-89; "Hard Sell," *Art News*, June 2007, pp. 54-55; "Fracas over Fractals," *Art News*, February 2007, p. 52; "Perplexing Pigments," *Art News*, March 2007, p. 57; "Getting the Getty on Track," *Art News*, December 2006, pp 59-60; "What should the Getty do Now?" *Art News*, April 2006, pp. 58-60; "Tom Patti. Illuminating the Invisible," *American Craft*, August/September 2005, pp 32-36; "Tempest in a Petrie Dish", *Art News*, (2004); "Gods and Monsters", *Art News* (2004)

Distinctions: Research Royalty Fund Award, UW, 2003-04; Summer Salary Grant, Graduate School of Research Fund, UW, 1992.

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
GÖETTLER	1998	M.A.	1985	Universität Zürich	
Christine		Ph.D.	1991	Universität Zürich	
Associate Professor		Habilitation	2006	Freie Universität Berlin	
Art History					

Number of theses supervised in past 5 years:

Academic Experience: Visiting Assistant Professor, Arizona State University (1997-98); Lecturer, Universität Zürich (1995); Assistant Professor, Freie Universität Berlin (1989-94)

Languages: German (5), French (4), Italian (4), Dutch (3), Latin (4), Spanish (2), Portuguese

Major foci: Western Art, Early Modern European Art

Area courses taught: Survey Western Art, Renaissance, Baroque Art, Teaching of Art History

Overseas Academic Experience: Undergraduate and graduate study in Germany,

Recent Publications: *Spirits Unseen: The Representation of Subtle Bodies Early Modern European Culture*, ed. with Wolfgang Neuber, *Intersections* vol. 9 (2007); "Impressed on Paper and on Hearts: David Teniers' *Portrait of Bishop Triest* (1652) and the Virtue of the Image of Christ's Wounds", *Emblemata sacra. Rhétorique et herméneutique du discours sacré dans la littérature en images. The Rhetoric and Hermeneutics of Illustrated Sacred Discourse*, ed. Ralph Dekoninck and Agnès Guiderdoni-Bruslé (Turnhout: Brepols, 2007).

Distinctions: Mayers Fellowship, Huntington Library (2007); Donald E. Petersen Endowed Fellow, UW (2006-09); Course Development Grant, Center for West European Studies, UW (2002); Teaching Fellowship, The Walter Chapin Simpson Center for the Humanities, UW (2001).

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
LINGO	2006	B.A.	1990	Wellesley College	
Estelle		M.A.	1993	Brown University	
Assistant Professor Art History		Ph.D.	1999	Brown University	

Number of theses supervised in past 5 years: Ph.D. (2); M.A. (3)

Academic Experience: Assistant Professor, Department of Art & Art History, Michigan State University (2001-06); Assistant Professor, Department of Art & Art History, University of Texas at Austin (1999-2000).

Languages: Italian (3); German (2); Latin (2); French (2)

Major foci: Renaissance and Baroque Art

Area courses taught: Women and the Rococo; Art History and Criticism; Renaissance Art; Baroque Art

Overseas Academic Experience:

Recent publications: Chapters: "Impossible Apostles: Francesco Mochi's *Sts. Peter and Paul* for S. Paolo fuori le Mura," in *Critical Perspectives on Roman Baroque Sculpture*, ed. Colantuono/Ostrow. University Park: Penn State University Press, 2014. "Francesco Mochi's Balancing Act and the Prehistory of Bernini's *Four Rivers Fountain*," *Matters of Weight: Force, Gravity and Aesthetics Early Modern Period*, ed. Kim. Berlin: Mann Verlag, 2013.

Distinctions: Milliman Endowment Grant, School of Art, UW (2008); Villa I Tatti Postdoctoral Fellowship, Villa I Tatti, Harvard University (2006-07); Lilly Teaching Fellow, Michigan State University (2004-05); Intramural Research Grant, Michigan State University (2003-04).

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
LINGO	2006	B.A.	1984	Williams College	
Stuart		M.A.	1986	University of London	
Associate Professor Art History		Ph.D.	1998	Harvard University	

Number of theses supervised in past 5 years: Ph.D. (4); M.A. (4)

Academic Experience: Associate Professor (tenured), Department of Art & Art History, Michigan State University (2006); Assistant Professor, Department of Art & Art History, Michigan State University (1998-2006); Visiting Lecturer, Department of Art History, Duke University (1997-98).

Languages: Italian (3); French (3); German (2); Latin (2)

Major foci: Renaissance Art

Area courses taught: Seminar in Italian Renaissance Art

Overseas Academic Experience:

Recent publications: *Federico Barocci. Allure in Late Renaissance Painting*. New Haven, Yale University Press, 2008; "Francesco Maria II della Rovere and Federico Barocci: distinctive strategies in patronage and the position of the artist at court", *The Della Rovere: The Creation and Maintenance of a Noble Identity*, Truman State University Press (2007).

Distinctions: Milliman Endowment Grant, School of Art, UW (2008); Lila Acheson Wallace Publication Grant, Villa I Tatti, Harvard University (2007); Paul Mellon Visiting Senior Fellow, National Gallery of Art (2004); Villa I Tatti Postdoctoral Fellowship, Villa I Tatti, Harvard University (2003-04).

BIOETHICS AND HUMANITIES

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
JECKER	1993	B.A.	1982	Stanford University	
Nancy S. Associate Professor (tenured)		M.A.	1982	Stanford University	
		M.A.	1984	University of Washington	
		Ph.D.	1986	University of Washington	

Bioethics and Humanities

Number of theses supervised in past 5 years:

Academic Experience: Teaching Assistant, Teaching Associate: University of Washington (1982-1986); Visiting Professor: University of Puget Sound (1987);

Languages:

Major foci: Bioethics.

Area courses taught: History of Modern Ethics, Metaethical Theory, Normative Ethical Theory

Overseas Academic Experience:

Recent publications: "Just Health Care For Combatants", *American Journal of Bioethics*, 8(2) (2008); "The Role of Standpoint in Justice Theory", *The Journal of Value Inquiry*, 41 (2007); *Bioethics: an introduction to the history, methods, and practice*, co-edited with Albert R. Jonsen and Robert A Pearlman (Jones and Bartlett Publishers, 1997, 2007)

Distinctions: Technology Teaching Fellow. University of Washington Office of the Provost and Center for Teaching and Learning. 2013-2014. "Teaching About Global Health Inequities," University of Washington, 2006 Faculty Grant, Center for Curriculum Transformation.

Name and Title	Year of Appointment	Degree	Date	Place	50% Teaching in West Eur. Studies
WHORTON	1970	B.S.	1964	Duke University	
James Professor		Ph.D.	1969	University of Wisconsin	

Bioethics and Humanities

Number of theses supervised in past 5 years:

Academic Experience: Acting Chairman, Department of Medical History and Ethics, UW (1985-87, 1995-96, 1999); Department of Biomedical History, UW (1977-83)

Languages: French, German.

Major foci: History of Medicine and Public Health.

Area courses taught: Disease in History.

Overseas Academic Experience:

Recent publications: 2010 *The Arsenic Century: How Victorian Britain was Poisoned at Home, Work, and Play* (Oxford: Oxford University Press). 2002 *Nature Cures: The History of Alternative Medicine in America* (New York: Oxford University Press). Inner Hygiene: constipation and the pursuit of health in modern society (Oxford University Press, 2000);

Distinctions: 2003 – *Nature Cures* selected as one of the three best Health Sciences books of 2002 by *Library Journal*; 1990-92 NIH Grant; 1989 – Sonnedecker Residency Program Fellowship.

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014**COMMUNICATIONS**

Name and Title	Year of Appointment	Degree	Date	Place	50% Teaching in West Eur. Studies
RIVENBURGH	1990	B.A.	1979	Stanford University	
Nancy		M.S.	1982	Boston University	
Professor		Ph.D.	1991	University of Washington	
Communications					

Number of theses and dissertations supervised in past 5 years:**Languages:** French (2), Spanish (1).**Major foci:** Communications and International Relations; Media and National Identity; International Media Events and Public Diplomacy.**Area courses taught:** Global Communications, Communications in International Relations, Intercultural Communications, Culture in International Communications Research, International Communication Systems Seminar.**Overseas Academic Experience:** Autonomous University of Barcelona (a 4-year collaborative research Project involving several stays of 1-6 weeks at a time).**Recent publications:** "Media Framing of Complex Issues: the Case of Endangered Languages", *Public Understanding of Science* 704-717 (2013); "In Pursuit of a Global Image: Media Events as Political Communication" in N. Couldry, A. Hepp, & F. Krotz (Eds.) *Media Events in a Global Age*, (London, UK: Routledge 2009); "For the Cinderella of the New South, the Shoe Just Didn't Fit: The "Most Exceptional" Games of 1996", *International Journal of Sport Communication* 1, December, 465-486 (2008).**Distinctions:** In Winter 2013 the Department of Communication took 21 students for a quarter study in Rome, Italy. The focus on was the links between historical and contemporary Italian culture, politics and communication. Nominated for the UW Distinguished Teaching Award, 2001, 2005; Nominated for UW Graduate Mentor Award, 2003; 1997-97 - International Professor of Olympism, Autonomous University of Barcelona. 1993-94 - Teacher of the Year, School of Communications; 1988 - Top doctoral student paper producer, AEJMC.

COMPARATIVE LITERATURE

Name and Title	Year of Appointment	Degree	Date	Place	50% Teaching in West Eur. Studies
BEAN Jennifer M.	1998	B.A.	1990	Davidson College	
Associate Professor (tenure track), Comparative Literature		Ph.D.	1998	University of Texas	

Number of theses supervised in past 5 years: 13

Academic Experience: Cinema Studies, University of Washington (2007-9); Women's Studies, (UW) 2002

Languages:

Major foci: Cinema Studies and Gender

Area courses taught: History of Silent Cinema; Topics in Cinema Studies; Image & Idea in Digital Culture; Feminism and Film; Contemporary European Cinema/Ethnicity; City of Image and Light: Paris, Modernity, The Arts 1850-1930.

Overseas Academic Experience:

Recent publications: "'Übers Meer gebracht': Asta Nielsen in Amerika, 1912-1914," ("Drawn Across the Sea': Asta Nielsen in America, 1912-14), trans. Christine N. Brinckmann, *Sprache der Liebe. Asta Nielsen, ihre Filme, ihr Kino 1910-1932*, eds. Karola Gramann et al., University of Amsterdam Press (2009)

Distinctions: Donald E. Peterson Fellowship for Excellence in the Arts, College of Arts, UW 2003-04; Kovács Award, Society for Cinema and Media Studies, 2003-04;

Name and Title	Year of Appointment	Degree	Date	Place	50% Teaching in West Eur. Studies
BLAU Herbert	1998	B.Ch.E.	1947	New York University	
Professor		M.A.	1949	Stanford University	
(tenured), Comparative Literature		Ph.D.	1954	Stanford University	

Number of theses supervised in past 5 years:

Academic Experience: Professor, University of Wisconsin, 1984-2000; Professor University of Wisconsin, 1978-84; Dean, University of Maryland 1974-78; Professor, Oberlin College, 1972-74; Founding Provost/Dean of Theater, California Institute of the Arts, 1968-71.

Languages:

Major foci: Comparative Literature, Drama

Area courses taught: Dimensions of Terror(ism): Apocalypse, History, Rhetoric, Aesthetics

Overseas Academic Experience: Distinguished Visiting Professor, University of Copenhagen, Denmark, 1995; Visiting Professor, University of Mainz, Germany, 1993; Visiting Professor, University of the Bosphorus, Turkey, 1984; Visiting Professor, University of Giessen, Germany, 1979/92.

Recent publications: *As If: An Autobiography*, Vol. 1. Ann Arbor: Univ. of Michigan Press, 2011. *Reality Principles: From the Absurd to the Virtual*. Ann Arbor: Univ. of Michigan Press, 2011. *The Dubious Spectacle: Extremities of Theater, 1976-2000*.

Distinctions: 2009 Essays in Honor of Herbert Blau, *MLQ (Modern Language Quarterly)*, 2008 Honorary Doctor of Arts, California Institute of the Arts, 2006 Distinguished Centennial Lecture: Samuel Beckett, University of Toronto

Name and Title	Year of Appointment	Degree	Date	Place	75% Teaching in West Eur. Studies
KONICK	1962	B.A.	1951	University of Washington	
Willis		M.A.	1954	University of Washington	
Associate Professor (tenured)		Ph.D.	1964	University of Washington	
Comparative Literature					

Number of theses supervised in past 5 years: n/a

Academic Experience: Assistant Professor, Department of Slavic Languages and Literature, 1962.

Languages:

Major foci: Russian literature, nineteenth-century European literature.

Area courses taught: The Visual Text: Introduction, The Visual Text: Great Directors, The Visual Text: Genre, History of Film, Themes in World Lit: Parents and Children.

Overseas Academic Experience: Various US-USSR Exchanges, Moscow University (1959-78); Fulbright Hays Fellowship, University of Helsinki.

Recent publications: "Categorical Dreams and Compliant Reality: the Role of the Narrator in *The Tales of Belkin*," *Modern Critical Views: Alexander Pushkin*, ed. Harold Bloom (New York: Chelsea House, 1987 - reprinted); "Tolstoy's Underground Woman: A Study of *Anna Karenina*," *Modern Critical Interpretations: Leo Tolstoy's Anna Karenina*, ed. Harold Bloom (New York: Chelsea House, 1987 - reprinted).

Distinctions: Distinguished Teaching Award, University of Washington 1989-90.

Name and Title	Year of Appointment	Degree	Date	Place	75% Teaching in West Eur. Studies
STATEN	1998	B.A.	1968	University of Houston	
Henry		Ph.D.	1978	University of Texas at Austin	
Professor (tenured)					
Comparative Literature					

Number of theses supervised in past 5 years: n/a

Academic Experience: Adjunct Professor, Department of Philosophy, UW (2000-present); Adjunct Professor, Department of Philosophy, University of Utah (1983-98)

Languages: Spanish, French, German, Italian, Ancient Greek

Major foci: Comparative Literature, English, Literary Criticism

Area courses taught: Intro to English Language Literature, History of Literary Criticism

Overseas Academic Experience: Visiting Professor, Christian Albrechts Universität, Kiel, Germany (1986)

Recent publications: "Art as Techne, or The Intentional Fallacy and the Unfinished Project of Formalism", in *The Blackwell Companion to Philosophy of Literature*, ed. Gary Hagberg and Walter Jost (2009); *Eros in Trauer: Homer bis Lacan*, translation from German, Viktoria Harms (Tubingen: A. Francke Verlag, 2008).

Distinctions: Distinguished International Fellow, the London Graduate School, 2010. Princeton Humanities Council Short-term Visiting Fellowship (2002). Short Term Fellowship, Princeton University, Spring 2002; Lockwood Professor in the Humanities, 2003 to present.

Name and Title	Year of Appointment	Degree	Date	Place	50% Teaching in West Eur. Studies
TWEEDIE		A.B.	1992	Stanford University	
James		M.A.	1999	University of Iowa	
Assistant Professor		Ph.D.	2002	University of Iowa	
Comparative Literature					

Number of theses supervised in past 5 years:

Academic Experience: Post-doctoral fellow at the Yale Center for International and Area Studies, where he coordinated the Crossing Borders Initiative, an interdisciplinary program designed to facilitate the study of globalization in the humanities and social sciences

Languages: Chinese (Mandarin), French

Major foci: European Cinema, Chinese Cinema, Globalization and Cinema, Visual Culture

Area courses taught: Film analysis and Theory, Globalization and Film, Post-WWII Film History, The French New Wave and After Modernist Cinema

Overseas Academic Experience: Instructor, University of Washington-Beijing Film Academy Summer Program in Chinese Film History and Criticism, Beijing (Each July 2006-08)

Recent publications: "Morning in the New Metropolis: Taipei and the Globalization of the 'City Film,'" in Darrell William Davis and Robert Ru-shou Chen, eds., *Cinema Taiwan: Politics, Popularity and the State of the Arts*, Routledge, (2007).

Distinctions: Katherine Singer Kovacs Book Award from the Society for Cinema & Media Studies for *The Age of New Waves: Art Cinema and the Staging of Globalization* (Oxford UP, 2013). Royalty Research Fund award for the 2012-13 academic year, for "Mannerist Cinema: Film, New Media, and the Late Twentieth Century." YCIAS Post-Doctoral Fellowship, Yale University.

DRAMA

Name and Title	Year of Appointment	Degree	Date	Place	50% Teaching in West Eur. Studies
BRYANT-BERTAIL Sarah	1992	B.S.		Bemidji State University	
Associate Professor		M.A.	1981	Univ. of Minnesota	
(tenured)		Ph.D.	1986	Univ. of Minnesota	
Drama					

Number of theses supervised in past 5 years:

Academic Experience: School of Drama, 2000-present Assistant Professor, Dramatic Theory and Criticism; School of Drama, 1990-1999; Playwriting Faculty, School of Drama, 1990-94.

Languages: German (5), French (5), Swedish (2), Norwegian (2), Spanish (2), Latin (2).

Major foci: Playwriting, European Theater, Textual Analysis

Area courses taught: Modern European Theater, Drama Text Analysis

Overseas Academic Experience: Bertolt-Brecht Archiv, Berlin, 1989-1990; Bibliothèque nationale des arts et spectacles, Paris, 1989-90.

Recent publications: "On Terrence McNally." Lecture, Benaroya Hall (2005, Invited by Director of Seattle Arts and Lectures); "Northwest Native Masks as Cosmology, Economy, and Ecology", International Federation for Theatre Research, St. Petersburg, Russia (May 2004); "Northwest Coast Dance Masks as Performers of History", American Society for Theatre Research, Raleigh-Durham, NC (November 2003).

Distinctions: University of Washington Gowan Graduate School International Travel Grant, 2003, 2000; Who's Who in Academic Study of the Arts (on-line), 2003; Nominated for University of Washington Graduate Student Mentor of the Year, 1999.

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
GATES Sarah Nash	1983	B.F.A.	1973	Boston University	
Associate Professor		M.A.	1974	UC - Santa Barbara	
(tenured)		M.F.A.	1983	Boston University	
Drama					

Number of theses supervised in past 5 years:

Academic Experience: State University of New York (1980-83); Stephens College, Missouri (1974-76)

Languages:

Major foci: Costume Design, History of Western Dress

Area courses taught: History of Western Dress

Recent publications:

Distinctions: board member for the 5th Avenue Theatre. City Arts Magazine's Culture Makers 2011. 1995 - Founder's Award, United States Institute for Theatre Technology; 1982, 1984, 1986 - USITT Juried Sceneography Exposition, Purchase Prize for Costume Design; Designs selected for 1987 US exhibit to the Prague Quadrennial, awarded Gold Medal for Best Exhibit; 1986 Drama-logue Award for Costume Design; 1994 - Executive Director, School of Drama, University of Washington, Seattle.

UNIVERSITY OF WASHINGTON
National Resource Centers and Fellowship Program
West European Studies: Grant Application 2010-2014

B-17

Name and Title	Year of Appointment	Degree	Date	Place	75% Teaching in West Eur. Studies
POSTLEWAIT	2007	B.A.	1966	Portland State University	
Thomas		Ph.D.	1976	University of Minnesota	

Affiliated Professor
Drama

Number of theses supervised in past 5 years:

Academic Experience: Professor, Ohio State University (1994-2007); Associate Professor, Indiana University (1988-94); Assistant/Associate Professor, University of Georgia (1983-88); Assistant Professor, Massachusetts Institute of Technology (1978-82).

Languages:

Major foci: Theater History

Area courses taught: Problems in Theater History Analysis, Drama Text Analysis

Overseas Academic Experience:

Recent publications: *Representing the Past: Essays in Performance Historiography* (2010), co-edited with Charlotte Canning. *The Cambridge Introduction to Theatre Historiography* (Cambridge: Cambridge University Press, 2009); "Eyewitnesses to History: Visual Evidence for Theatre in Early Modern England", *Oxford Handbook on Early Modern Theatre*, ed. Richard Dutton (Oxford: Oxford University Press, 2009); "George Edwardes and Musical Comedy: The Transformation of the London Theatre, 1886-1914", *The Performing Society: Nineteenth-Century Theatre's History*, eds. Peter Holland and Tracy C. David (London: Palgrave Macmillan, 2007).

Distinctions: Distinguished Scholar Award, American Society for Theatre Research (2009); Excellence in Editing Award, Association of Theatre in Higher Education (2007); Distinguished Professor Award, Ohio State University (2006); Research Fellowship, National Endowment for the Humanities (2004).

ECONOMICS

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
EICHER	1994	B.A.	1988	Grinnell College	
Theo S. Professor (tenured) Economics		M.A.	1991	Columbia University	
		M.Phil.	1993	Columbia University	
		Ph.D.	1994	Columbia University	

Number of thesis supervised in the past 5 years:

Academic Experience: Robert R. Richards Distinguished Scholar, UW (2004-present);
Director, Economic Policy Research Center, UW (2003-present)

Languages: German (5), Chinese (1)

Major Foci: Trade; development and growth; macroeconomics

Area courses taught: International Commercial Policy, International Trade

Overseas Academic Experience: 2014 Visiting Professor, University Aix-Marseille. 2013 Visiting Scholar, IMF August – December. 2012 Visiting Scholar, IMF, November. 2011 – 12 Research Fellow, IICE, Universidad de Costa Rica. 2008-11 Affiliate Professor, Ludwig Maximilians-Universität München. University of Leipzig, 2008; Institute of Advanced Studies, Vienna, 2006; Bonn University, 2004; Universität München, 2003-2004; Barcelona University, 2004; GREQAM, University Aix-Marseille, 2002.

Recent Publications: "Trade Creation and Diversion Revisited: Accounting for Model Uncertainty and Natural Trading Partner Effects" *Journal of Applied Econometrics*, 27, (March 2012): 296-321. "International Economics", with Mutti and Michelle Turnovsky (Routledge Press, 2009);

Distinctions: Robert R. Richards Distinguished Scholar, 2004.

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
PÖRTNER	2002	B.S.	1993	University of Copenhagen	
Claus Assistant Professor Economics		M.A.	1995	University of Sussex	
		M.S.	1996	Yale University	
		Ph.D.	2001	University of Copenhagen	

Number of theses supervised in past 5 years: 9 Ph.D.

Academic Experience: Assistant Professor, University of Washington, 2003

Languages: Danish (5).

Area courses taught: Population Economics, graduate and undergraduate; Microeconomics of Development, graduate.

Major foci: population economics, household economics in developing countries, empirical microeconomics; labor.

Overseas Academic Experience: Denmark; UK; current research on sex-selective abortion in India; Ghana, World Bank consultant to the National Development Planning Commission on Ghana's Poverty Reduction Strategy; Philippines, research; numerous international conferences in Scandinavia, Europe and the Americas.

Recent publications: "Expected Impacts of CAFTA in Guatemala", Background paper for World Bank analysis of CAFTA; "Birth Order and the Intrahousehold Allocation of Time and Education" with M. Ejrnæs, *Review of Economics and Statistics*, Vol. 86(4), 2004."

Distinctions: 2005 UW Royalty Research Fund to work on determinants of sex-selective abortion in India; UW Royalty Research Scholar for Spring 2005

UNIVERSITY OF WASHINGTON
National Resource Centers and Fellowship Program
West European Studies: Grant Application 2010-2014

B-19

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
SALEHI-ESFAHANI Haideh Senior Lecturer Economics	1991	B.Sc.	1979	London School of Economics & Poli Sci	
		Ph.D.	1985	Univ. of Pennsylvania	

Academic Experience: Finalist, Superior Teaching Award, College of Social and Behavioral Studies, University of Utah, Spring 1990; Fulbright Scholar, Uzbekistan, spring 1996.

Major foci: International economics, Development economics of the Middle East and Central Asia.

Overseas Academic Experience: Iran, England, and Uzbekistan.

Area courses taught: International trade and economics; Economic development; Econometrics

Languages: Persian (5)

Selected publications: "A New Course in the Economics of Central Asia at the University of Washington", with George Wright, *Central Eurasian Studies Review*, 4:1 (2005); "Legacy of Socialist Incentive Structure and the Quality of Higher Education in Uzbekistan," *Problems of Post Communism*, forthcoming; co-authored with J. Thornton.

Distinctions: Henry T. Beuchel Memorial Award for Outstanding Service to the Undergraduate Program, Department of Economics, University of Washington, 2002 and 2005.

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
THORNTON Judith A. Professor (tenured) Economics	1961	B.A.	1956	Vassar College	
		M.A.	1958	Radcliff – Harvard Univ.	
		Ph.D.	1960	Radcliff – Harvard Univ.	

Number of theses supervised in past 5 years:

Academic Experience: Visiting Professor, SSRC-ACLS International Workshop, UC-Berkeley; Visiting Professor, William Davidson Institute, Univ. of Michigan School of Business, 2000.

Languages: Russian (5), German (3), French (2), Chinese (1).

Major foci: Comparative economics systems; Soviet economics.

Area courses taught: Economic Transformation of Russia and East Europe, Analysis of the Transforming Socialist Economies.

Recent Publications: "Fiscal Centralization and Decentralization in Russia and China, *Comparative Economic Studies* Vol 49 (2007); *Russia's Far East; Region at Risk*; (Edited with Charles Ziegler) University of Washington Press (2002); Editor of a special issue of *Comparative Economic Studies*, 2001-2002, "Economic Development of Pacific Russia"; Institutional and Structural Change in Pacific Russia, *Comparative Economic Studies* (Winter, 2001-2002); The Russian Far East in Perspective, in Judith Thornton and Charles Ziegler, ed. *Russia's Far East; Region at Risk*, (2002).

Distinctions: 2006 - Henry T. Buechel Award for Distinguished Service; 2002-2002 – Royalty Research Fund, "Incentive Effects of Fiscal Federalism in Russia".

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
TURNOVSKY	1990	B.A.	1960	Mount Holyoke College	
Michelle H.L. Senior Lecturer Economics		M.B.A. Ph.D.	1965 1978	Harvard University Australian National University	

Number of theses supervised in past 5 years:

Academic Experience: Lecturer, Department of Economics, UW (1988-90); Lecturer, Department of Economics, University of Illinois at Urbana-Champaign (1982-87); Instructor, Department of Economics, University of Massachusetts (1965-68)

Languages: French (5), German (2), Spanish (2)

Major foci: International economics; European economics

Area courses taught: Intermediate Macroeconomics, International Trade, International Macroeconomics, Economics of the European Union.

Overseas Academic Experience: Australia, Europe, Teaching at Wuhan University, China summer 2003 and 2004; Visiting Fellow at the Center for Economic Studies at the University of Munich May 2005; Setting up various international undergraduate exchanges with the department of economics.

Recent Publications: *International Economics 7th Edition* – with Theo Eicher and John Mutti – Routledge (2009). “Cost Functions and Nonlinear Prices: Estimating a Technology with Quality-Differentiated Inputs,” with C. Kolstad, *Review of Economics and Statistics*, Vol. 80 (1998).

Distinctions: Henry T. Buechel Teaching Award for Outstanding Contribution to the Undergraduate Program, University of Washington, 2003.

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
TURNOVSKY	1988	B.A.	1962	Victoria University	
Stephen J. Professor (tenured) Economics		M.A. Ph.D.	1963 1968	Victoria University Harvard University	

Number of theses supervised in past 5 years: 12 Ph.D.

Academic Experience: IBE Distinguished Professor of Economics, University of Illinois, 1982-88; Professor of Economics, Australian National University, 1976-1982 (chair of department for 3-1/2 years); Associate Professor of Political Economy, University of Toronto, 1971-72; Assistant Professor of Economics, University of Pennsylvania, 1968-71.

Languages: French (3), German (2)

Major foci: Microeconomics and economic growth, international macroeconomics.

Overseas Academic Experience: Institute for Advanced Studies, Vienna 1996, 2004; Visiting Professor, Research Department, Bank of Portugal, Lisbon 1996; Visiting Fellow, CESifo, University of Munich 2005.

Recent publications: *Capital Accumulation and Economic Growth in a Small Open Economy* (Cambridge University Press, 2009); “Theory of Second Best,” and “Tradeoffs” entries to *International Encyclopedia of the Social Sciences*, Macmillan (New York 2008).

Distinctions: Honorary Doctorate of Literature from Victoria University, Wellington, New Zealand, 2009; Honorary Doctorate Degree from University of Aix-Marseille II, France 2005;

ENGLISH

Name and Title	Year of Appointment	Degree	Date	Place	50% Teaching in West Eur. Studies
BURSTEIN Jessica	1971	Dipl. (Distinction)	1988	U. College of Swansea, Wales	
Associate Professor		B.A.	1989	University of Tennessee	
(tenured)		M.A.	1990	University of Chicago	
English		Ph.D.	1998	University of Chicago	

Number of theses supervised in past 5 years: 7 PhD

Academic Experience: Assistant Professor, Department of English, UW (1998-2006); Adjunct Assistant Professor, Department of Women Studies, UW (2002-06)

Languages:

Major foci: Modern American and British literature

Area courses taught: Modern Literature, British Modernism

Overseas Academic Experience:

Recent publications: "No: A Love Song", *The Chronicle of Higher Education* (2008); "Sex and the Conference", *The Chronicle of Higher Education* (2007); "Tenure Club", *The Chronicle of Higher Education* (2007).

Distinctions: Whiting Fellowship, Franke Institute for the Humanities, University of Chicago (2004-05); Distinguished Teaching Award, Department of English, UW (2004); American Council of Learned Societies Fellowship in the Humanities (2001-02)

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
BUTWIN Joseph	1970	B.A.	1965	Univ. of Minnesota	
Associate Professor		M.A.	1966	Harvard University	
(tenured)		Ph.D.	1970	Harvard University	
English					

Number of theses supervised in past 5 years:

Academic Experience: Teaching Fellow, Harvard University (1968-70). Visiting Professor, Vassar College (1977-78)

Languages:

Major foci: Victorian literature.

Area courses taught: English Novel: Early & Middle 19th C, English Literary Culture: 1800-1900.

Overseas Academic Experience:

Recent publications: "Tevye on King Street: Charleston and the Translations of Sholem Aleichem," *American Jewish History*, 93; 2 (June 2007),

Distinctions: ACLS grant "British Labor History and the History of Popular Culture," 1979.

UNIVERSITY OF WASHINGTON
 National Resource Centers and Fellowship Program
West European Studies: Grant Application 2010-2014

B-22

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
Cherniavsky	1996	B.A.	1982	UC – Berkeley	
Eva		Ph.D.	1990	UC - Berkeley	

Assistant Professor
 English

Number of theses supervised in past 5 years: 2 MA, 1 PhD

Academic Experience: Acting Director of Graduate Program in American Studies, Indiana University (1998-99); Associate Professor of English, Indiana University (1996-2005); Assistant Professor of English, Indiana University (1990-96).

Languages: French, German, Latin, Hungarian

Major foci: American fiction, feminism

Area courses taught: Introduction to writing and literature, Women and Literature, American Literature, Literary Criticism

Overseas Academic Experience:

Recent publications: "Refugees from this Native Dreamland: Life Narratives of Occupy Wall Street," *Biography*, special issue on "Corporate Personhood," editors Purnima Bose and Laura Lyons, 2014; "The Canny Subaltern," *Theory After Theory*, Eds. Jane Elliot and Derek Attridge, Routledge, 2011.

Distinctions: University of Washington Department of English Faculty Teaching Award, June 2013; College of Arts and Humanities Institute Fellowship, 2004; Teaching Excellence Recognition Award 1997, 1999; Indiana University Summer Faculty Fellowship, 1997, 1994, 1992.

Name and Title	Year of Appointment	Degree	Date	Place	50% Teaching in West Eur. Studies
GEORGE	1991	B.A.	1977	Lewis & Clark College	
Laurie E.		M.A.	1980	University Oregon	
Principal Lecturer		Ph.D.	1984	University Oregon	

English

Number of theses supervised in past 5 years:

Academic Experience: Consortium Member, The Annenberg/CPB Electronic Netwriting Project, 1987-90. A three-year collaborative project among five colleges and universities, which explored computerized interactive writing and improved literacy in first-year college students; AAUP Released Teaching Research Award, 1988-89; 1989-90, NEH Fellowship, 1990.

Languages:

Major foci: American, Australian and British fiction, 19th century to modern

Area courses taught: The Modern Novel, American literature and film, Teaching literature and writing

Overseas Academic Experience:

Recent publications: "Adaptation: The Coupling of Narrative Norms for Ravishing Reads." The Visible Knowledge Project *Academic Commons*. March 2009.

Distinctions: Distinguished Teaching Award Nominee, University of Washington, 2011, 2008. Visual Knowledge Project Writing Residency Award, Center for New Designs in Learning & Scholarship, Award recipient, 2003; Crossroads Online Institute Award 2004.

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
HANDWERK Gary J. Professor (tenured) English & Comparative Literature	1984	B.A. Ph.D.	1975 1984	Michigan State University Brown University	

Number of theses supervised in past 5 years: 2 completed, 1 current PhD

Academic Experience: Chair, Comparative Literature Department, UW (1997-present); Associate Professor, Department of English, UW (1990-98); Assistant Professor, Department of English, UW (1984-90).

Languages: German (4) and French (4).

Major foci: Literary theory; British, French, German nineteenth- and twentieth-century narrative; literature and the environment.

Area courses taught:

Overseas Academic Experience: Germany (1981-82, 1987).

Recent publications: Translation: Friedrich Nietzsche, *Human, All Too Human II*, and *Unpublished Fragments: Spring 1878-November 1879* (Stanford University Press, 2012). Conference Papers: "Transfiguring the Wilderness: Robinson Crusoe's Dispiriting Nature," *Transatlantic Dialogues on the Environment*, October 2012; "Crusoe's Calvinist Eden: Of Nature, Religion and Conscience," *PAMLA*, October 2012.

Distinctions: Simpson Center for the Humanities Grants (Texts and Teachers Program), 2001-02, [\$12,000], 2002-03 [\$7,500]; UW Institute for Teaching Excellence, 2001; Simpson Center for the Humanities Grants (Texts and Teachers Program), 2001-02, 2002-03.

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
KAPLAN Sydney J. Professor English	1971	B.A. M.A. PhD.	1961 1966 1971	UC – Los Angeles UC – Los Angeles UC – Los Angeles	

Number of theses supervised in past 5 years:

Academic Experience: Acting Director/Director, Women Studies, University of Washington (1981-92); Associate Professor, UW (1978-91); Assistant Professor, UW (1971-78).

Languages:

Major foci: Twentieth-century literature, women writers, feminist criticism.

Area courses taught: Modern Literature, English Literature: Early Modern Period.

Overseas Academic Experience: Travel Grant to Edinburgh/London 1998; New Zealand 1979.

Recent publications: *Circulating Genius: John Middleton Murry, Katherine Mansfield and D. H. Lawrence* (Edinburgh: Edinburgh University Press, 2010). *Circulating Genius: John Middleton Murry, Katherine Mansfield and D.H. Lawrence* (paperback) (Edinburgh: Edinburgh University Press, 2012)

Distinctions: NEH Fellowship, 2000-2001; Royalty Research Fund Scholar, 1998-99.

Name and Title	Year of Appointment	Degree	Date	Place	75% Teaching in West Eur. Studies
LAPORTE		B.A.	1994	Stanford University	
Charles P.		M.A.	1997	University of Virginia	
Associate Professor		Ph.D.	2004	University of Michigan	
English					

Number of theses supervised in past 5 years: 4 MA, 4 PhD

Academic Experience: Faculty Representative, Dickens Universe, Santa Cruz, California (2005, 2007); Vanderbilt University (2004-05);

Languages: French (5), German (1)

Major foci: 19th Century English and French Poetry, Victorian novels and Nonfiction Prose.

Area courses taught: Victorian poetry and gothic fiction, Early English fiction.

Overseas Academic Experience:

Recent publications: *Victorian Poets and the Changing Bible*, University of Virginia Press, 2011. "Aurora Leigh, A Life-Drama, and Victorian Poetic Autobiography." *SEL: Studies in English Literature* 53.4 (Autumn 2013).

Distinctions: 2013 Monroe K. Spears Award for "Aurora Leigh, A Life Drama and Victorian Poetic Autobiography." 2011 Sonya Rudikoff Book Prize for *Victorian Poets and the Changing Bible*. *Modern Language Quarterly* Travel Grant, 2006, 2007; Michigan Teaching Fellow, Center for Research on Learning and Teaching, 2003, David and Linda Moscow Award for Excellence in Teaching Composition, 2002, Rackham Predoctoral Fellowship..

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
LOCKWOOD	1967	B.A.	1964	Rice University	
Thomas F.		Ph.D.	1967	Rice University	
Professor					
(tenured)					
English					

Number of theses supervised in past 5 years:

Academic Experience: University of Washington 1992-2014; Teaching Assistant, Rice University (1966-67).

Languages: French (2), Latin (1).

Major foci: Eighteenth-century literature.

Area courses taught: English Literature: Later 18th C.

Overseas Academic Experience: England (1977, 1980-81, 1986-87).

Recent publications: "The Pamela Debate," in *The Oxford History of the Novel in English*, Volume 1, ed. Thomas Keymer (Oxford: The Clarendon Press, 2014). Ed., *The Plays of Henry Fielding*, Volume II: 1731-1734 (Oxford: The Clarendon Press, 2007).

Distinctions: Robert Lowry Patten Award from *Studies in English Literature* for Henry Fielding: *Plays Volume III, 1734-1742* as best recent contribution to British literary studies of the Restoration and eighteenth-century (2013). Katz Distinguished Lecturer in the Humanities, University of Washington, 2014-15. Royalty Research Fyn, 1999-2000, 2007.

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
MODIANO Raimonda Professor (tenured) English	1973	Diploma	1968	University of Bucharest	
		Ph.D.	1973	UC - San Diego	

Number of theses supervised in past 5 years:

Academic Experience: Byron W. and Alice L. Lockwood Professor of Humanities, UW (1993-99); Associate Professor, UW (1981-86); Assistant Professor, UW (1973-81); Research Assistant, UC San Diego (1972); Teaching Assistant, UC San Diego (1970-72).

Languages: Romanian (5)

Major foci: Romanticism.

Area courses taught: 19th cent. Literature, Romantic Poetry I, Romanticism

Overseas Academic Experience:

Recent publications: *Voice, Text and Hypertext at the Millenium: Emerging Practices in Textual Studies*, ed. Modiano, Searle, Schillingsburg (Seattle: University of Washington Press, 2004).

Distinctions: Marsha L. Landolt Distinguished Graduate Mentor Award, 2004; Royalty Research Award (January-December 2000); Fletcher Jones Fellow, The Huntington Library (1995); Royalty Research Grant (1994); Distinguished Teaching Award (1994).

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
REMLEY Paul Professor English	1989	B.A.	1981	University of Cambridge	
		M.A.	1985	University of Cambridge	
		M.Phil.	1987	Columbia University	
		Ph.D.	1990	Columbia University	

Number of theses supervised in past 5 years: 3 MA, 4 PhD

Academic Experience: Instructor, Columbia University (1986-88).

Languages:

Major foci: Rhetoric and composition.

Area courses taught: Arthurian Literature, Old English Language and Literature.

Overseas Academic Experience: Visiting Fellowship, Clare Hall, Cambridge, 2003-04. Lecturer and tutor, National University of Ireland (1984-86);

Recent publications: *The Bible in Word and Image*, ed. Mildred O. Budny and Paul G. Remley (Phoenix: Arizona State University Press, 2014). *Anglo-Saxon Studies 1972-2002: A Comprehensive Bibliography* [with A. P. M. Orchard] (Cambridge University Press; expected publication 2007).

Distinctions: University of Washington Department of English, Summer Research Stipend (2005-07); University of Washington Work Study Office and Department of English: Anglo-Saxon Bibliography (2005-06).

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
STREITBERGER William R. Professor (tenured) English	1973	B.A.	1969	University of Kansas	
		M.A.	1971	University of Illinois	
		Ph.D.	1973	University of Illinois	

Number of theses supervised in past 5 years:

Academic Experience: Associate Professor, UW (1979-88); Assistant Professor, UW (1973-79); Teaching Assistant, University of Illinois (1970-72).

Languages: Renaissance Latin.

Major foci: Renaissance literature, textual criticism, paleography, drama.

Area courses taught: English Literature: The Age of Elizabeth I, Topics in English Renaissance: 1485-1660.

Overseas Academic Experience: England (1976, 1978, 1980-81, 1990, 1992, 1994, 1996, 1998).

Recent publications: "The Earl of Sussex, the Revels Office, and London Commercial Theatre, 1572-83"; by *Review of English Studies* (Oxford), June 2007, 58, 34-63; "Last of the Poor Flock of Hatfield," *Review of English Studies*, n.s., 55 (2004).

Distinctions: University of Washington Provost Grant for London Program (2006); UW Royalty Research Fund Grant (1996); UW Summer Salary Award (1992); UW Arts/Humanities Research Professor (1985).

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
VAUGHAN Miceal F. Associate Professor (tenured) English	1973	B.A.	1968	College of St. Thomas	
		M.A.	1972	Cornell University	
		Ph.D.	1973	Cornell University	

Number of theses supervised in past 5 years:

Academic Experience: Teaching Assistant, Cornell University (1970-71).

Languages:

Major foci: Medieval language and literature.

Area courses taught: Chaucer, Topics in Medieval English and Literature, Women in Literary Traditions

Overseas Academic Experience: England (1985), Native of Ireland.

Recent publications: "The Summoner's Tale," (commissioned for *The Chaucer Encyclopedia*); "Pardon" and "Pardoner," (commissioned for *The Chaucer Encyclopedia*); "The Secular Clergy in Piers Plowman: A Response." *The Yearbook of Langland Studies* 16 (2002), 118-29; "Chaucer's *Canterbury Tales* and the Auchinleck MS: Analogous Collections." *Archiv für das Studium der neueren Sprachen und Literaturen* 242 (2005).

Distinctions: UW Royalty Res. Grant, 1995; NEH Secondary School Teachers, 1985.

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
WACKER Norman Senior Lecturer English	1986	B.A.	1973	Rockford College	
		M.A.	1977	University of Washington	
		Ph.D.	1986	University of Washington	

Number of theses supervised in past 5 years:

Academic Experience: Lecturer, UW (1987-88, 1989-90, 1992-99); Assistant Professor, Radford University (1988-89); Acting Instructor, UW (1986-87).

Languages:

Major foci: Interdisciplinary writing, poetry,

Area courses taught: Interdisciplinary Writing in the Humanities; Interdisciplinary Writing in the Social Sciences

Overseas Academic Experience: Lecturer, P.J. Safarik University, Presov, Czecko-Slovakia, 1990-92

Recent publications: "Home and Away: Decentering and the City", *Arcade Art/Design in the Northwest: Image and Identity*, vol. 21 no. 1 (2002).

Distinctions: Distinguished Teaching Award, Department of English, UW (2009); Distinguished Teaching Award Honorable Mention, Department of English, UW (2001, 2003).

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
WEBSTER John Associate Professor English		B.A.	1967	UC - Los Angeles	
		M.A.	1969	UC - Berkeley	
		Ph.D.	1974	UC - Berkeley	

Number of theses supervised in past 5 years:

Academic Experience: Research Assistant, UCLA, 1963-1964; Acting Assistant Professor/Assistant Professor, University of Washington, 1972-80.

Languages:

Major foci: Medieval literature and poetry

Area courses taught: History of Literary Criticism II

Overseas Academic Experience:

Recent publications: "John Seton," in Edward Malone, ed., *Dictionary of Literary Biography*, 2nd series, vol. 281: *British Rhetoricians and Logicians 1500-1660*, a Brucoli Clark Lehman book (Gale, 2003); "Whose Poem Is This Anyway? Teaching Spenser through the Stanza Workshop", *Pedagogy* 3 (2003).

Distinctions: The Carnegie Foundation for the Advancement of Teaching: Carnegie Scholar Award, 1998-99; Karen Shabetai Award for Distinguished Teaching, Department of English, University of Washington, 2000; National Writing Project Site Support Grant, 2001-06.

Name and Title	Year of Appointment	Degree	Date	Place	75% Teaching in West Eur. Studies
WEINBAUM	2004	B.A.	1989	Brown University	
Alys E.		M.A.	1990	Sussex University	
Associate Professor		M.A.	1992	Columbia University	
English		Ph.D.	1998	Columbia University	

Number of theses supervised in past 5 years: 0

Languages:

Area courses taught:

Major foci: Modern Trans-Atlantic literature and culture, transnational cultural studies

Overseas Academic Experience:

Recent publications "Towards a New Feminist Internationalism," co-authored with Priti Ramamurthy and Miranda Joseph, *Women Studies for the Future: Foundations, Interrogations, and Politics*, Elizabeth L. Kennedy ed. (Rutgers University Press, forthcoming, Spring 2005); *The Modern Girl Around the World*, co-edited and co-authored by The Modern Girl Around the World Research Group: Alys Eve Weinbaum, Lynn Thomas, Priti Ramamurthy, Uta Poiger, Madeleine Dong, and Tani Barlow (Duke University Press, 2008).

Distinctions: Research Fellow, Society of Scholars, Walter Chapin Simpson Center for the Humanities, UW, 2006-7; Writing Fellow, 4x4 Faculty Writing Initiative, Center for Instructional Development, UW, 2008-9; Research Fellowship, Royalty Research Fund Award, Office of Research, UW, 2008-9.

FRENCH AND ITALIAN

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
ARDUINI		PhD	2008	Indiana University	
Beatrice		MA	2005	Indiana University	
Assistant Professor	Laurea summa cum laude	2002		Universita degli Studi, Milan	
Italian					

Number of theses supervised in past 5 years:

Academic Experience:

Languages:

Major foci: Culture, Italian, Literature, Medieval Literature, Textual Studies, Dante

Area courses taught: Medieval Italian Readings, Early Italian Readings

Overseas Academic Experience:

Recent publications: "Dante's Reception in Laurentian and Early-Modern Florence." *The Politics of the Poetics: Poetry and Social Activism in Early-Modern through Contemporary Italy*. Ed. Federica Santini and Giovanna Summerfield. Newcastle upon Tyne: Cambridge Scholars Publishing, 2013. 1-28. "Il ruolo di Boccaccio e di Marsilio Ficino nella tradizione del Convivio di Dante." *Boccaccio in America. Proceedings of the 2010 International Boccaccio Conference at The University of Massachusetts Amherst* (ed. Michael Papio, and Elsa Filosa). Ravenna: Longo, 2012.

Distinctions:

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
BORCH-JACOBSEN	1987	M.A.	1972	Univ. of Strasbourg	
Mikkell		Ph.D.	1981	Univ. of Strasbourg	
Professor (tenured)					
Romance Languages and Literatures					

Number of theses supervised in past 5 years:

Academic Experience: Lecturer at University of Strasbourg (1974-83) and University of Vincennes, Paris (1975-76); Visiting Professor: Comparative Literature at SUNY-Binghamton (Spring 1984) and French at UC-Berkeley (Spring 1986).

Languages: French and Danish (5), German (3)

Major foci: Twentieth century French literature.

Area courses taught: Theory of Literature, History of Literary Criticism I, Psychoanalysis and Literature,

Overseas Academic Experience: Visiting Professor, Department of Comparative Literature, University of Copenhagen (2004); Visiting professor, École des Hautes Études en Sciences Sociales, Paris.

Recent publications: *Le Dossier Freud. Enquête sur l'histoire de la psychanalyse*, in collaboration with Sonu Shamdasani; forthcoming from Le Seuil (Paris) 2006; *Folies a plusieurs. De l'hystère à la dépression*, Paris, Le Seuil (2002); "Simulating the Unconscious", *Psychanalyses and History*, 7(1) (2005); "Une visite aux Archives Freud" (with Sonu Shamdasani), *Ethnopsy* 3 (2001).

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014**Distinctions:** Director, PhD program in Theory and Criticism, UW; National Association for the Advancement of Psychoanalyses Gradiva Award, 1997.

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
COLLINS Douglas	1980	B.A.	1967	Hope College	
Associate Professor		M.A.	1972	University of Missouri	
(tenured)		Ph.D.	1979	University of Missouri	
Romance Languages and Literatures					

Number of theses supervised in past 5 years: 1 MA, 1 PhD**Academic Experience:** Assistant Professor, Colorado State University (1979-80); Visiting Professor, UC-Berkeley (1988-89).**Languages:** French (5) German (2)**Major foci:** French literature, music theory**Area courses taught:** History of Literary Criticism, The Making of Contemporary France, French Literature of the Early 20th Century French Fiction: 1800-1850, Topics in Non-Fiction, 17th Century Drama, History of Literary Criticism III, Modern Critical Fiction.**Overseas Academic Experience:****Recent publications:** "An Ear for Evil: Balzac's Sociology of Music" *Lingua Romana* 2010; "The Great Effect of Small Things: Insignificance with Immanence in Critical Theory", *Anthropoetics* (2002-3); "Lacan vs. Adorno: Critical theory and Religion", *Lingua Romana* (2003); "An Ear for Evil: Balzac's Sociology of Music", *Lingua Romana* (2009).**Distinctions:** PMLA advisory committee 1988-93; *Modern Languages Quarterly* editorial board 1988-present.

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
COLLINS Helene Vilavella	1992	B.A.	1983	Université de Paris X	
Senior Lecturer		M.A.	1986	University of Washington	
		Ph.D.	1996	University of Washington	
French and Italian Department					

Number of theses supervised in past 5 years:**Academic Experience:** Full-time Instructor, FIS, UW (1990-96); Instructor, Distance Learning, UW (1992-97); Teaching Assistant, Department of Romance Languages, UW (1984-90).**Languages:** French (5)**Major foci:** French History, Cinema and Language.**Area courses taught:** Business French, Modern Critical Methods, and Cinema of France**Overseas Academic Experience:** Université de Paris X, Paris and Nantes as Coordinator and Instructor on UW study abroad programs.**Recent publications:** Translations: "Interview with Luis Bunuel," *Positif*, 1980 "Le rire de l'être," in collaboration with Mikkel Borch-Jacobsen, *Critique* (1988). Review of "The Social Bond" a colloquium held at the University of Washington, *Constructions* (1992), in collaboration with Douglas Brick, Marina Petersnewell, Terry Thomas and Jenny Vanderheyden; "Home to Die: the Last films of Max Ophuls" under review by *Representations*.**Distinctions:** 2001 - The French Exception, French Government grant.

Name and Title	Year of Appointment	Degree	Date	Place	75% Teaching in West Eur. Studies
DELCOURT Denyse Associate Professor (tenured) Romance Languages and Literatures	1990	B.A.	1979	McGill University	
		M.A.	1980	University of Montreal	
		Ph.D.	1987	University of Montreal	

Number of theses supervised in past 5 years:

Academic Experience: Visiting Assistant professor, Duke University (1994-95), Queen's University, Kingston, Ontario (1984-85); Instructor, Emory University (1986-87);

Languages: French (5), Spanish (3)

Major foci: Medieval French literature, women studies, Canadian literature.

Area courses taught: French Fairy Tales, Old French, and French Literature High Middle Ages

Overseas Academic Experience: Graduate education at University of Montreal

Recent publications: *French Fairy Tales: A Major Literary Tradition*. Los Angeles, Cognella, 2011; *De Theoria: Early Modern Essays in Honor of Eugene Vance*. MLN, vol. 127, no 5, December 2012; "Le Repas Controve: The Three Witches' Meal in *Amadas et Ydoine*", Cambridge Scholars Series, *Cuisine and Symbolic Capital in Film and Literature* (2009); "Postcolonial Fictions in the Roman de Perceforest: Cultural Identities and Hybridities".

Distinctions: Finalist 2001 "Le Prix Marguerite-Yourcenar"; 2002 Finalist "Le Prix Anne-Hebert"; 1989 – NEH Summer Seminar for College Teachers the Renaissance: Theory and Practice in Art and Literature".

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
GAYLARD Susan Associate Professor (tenure track) French and Italian Studies	2005	B.A.	1995	Univ. of Cape Town	
		B.A.	1997	Univ. of South Africa	
		M.A.	1999	UC - Berkeley	
		Ph.D.	2004	UC - Berkeley	

Number of theses supervised in past 5 years: 7 Ph.D.

Academic Experience: Lecturer, Italian Studies, University of California, Berkeley (2005)

Languages: Italian (5), Latin (3), French (2), Afrikaans (2);

Major foci: Fashion, Nation, Culture; Italian Renaissance art and culture.

Area courses taught: Baroque and Enlightenment literature, art, and architecture; Depictions of women in the Renaissance; Italian Culture

Overseas Academic Experience: Travel fellowships to England (2007); Travel fellowships to Italy (summer 1998, fall 2000); École Internationale Le Tampon, Undergraduate fellow (summer 1995) Réunion Island (France)

Recent publications: "Hollow Men: Writing, Objects, and Public Image in Renaissance Italy" (Fordham UP, 2013). "'Naked' Truth: Clothing and poetic genius in Aretino's letters", *The Italianist* 28 (2008); "The Crisis of Word and Deed in *Decameron* V,10", *The Italian Novella*, ed. Gloria Allaire (Routledge, 2003).

Distinctions: Newberry Library-Kress Foundation Fellowship for historical research at the Newberry Library, Chicago (2014, 2008); Travel Grant to England, Modern Languages

West European Studies: Grant Application 2010-2014

Quarterly (2007); Royalty Research Fund Scholar (2007-8).

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
LEPORACE	1997	M.A.	1989	University of Washington	
Giuseppe		Ph.D.	1986	University of Salerno	
Senior Lecturer French and Italian					

Number of theses supervised in past 5 years:

Academic Experience: 1989-90, Teaching Assistant, University of North Carolina, Chapel Hill; 1987-88, Teaching Assistant, University of Washington

Languages: Italian (5), German (3), Spanish (3), French (1), Latin (1)

Major foci: Language instruction.

Area courses taught: Advanced Italian Syntax and Composition, Literary Translation, Poetry

Overseas Academic Experience: Italy

Recent publications: "The Dragonfly: collected works of Amelia Rosselli", Chelsea Literary Review (2009); "Poetry: the Art of Surprising. An Interview with Poet Laureate of America Mark Strand", Columbia University Poetry Review (2009); "Animula Vagula Blandula: Poems", Bricolage: The Literary & Arts Journal at the UW (2007).

Distinctions: Director, Exploration Seminar in Spain and Italy 2008;

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
MACKENZIE	2000	B.A.	1993	Oxford University, Louisa	Queen's College
Associate Professor		M.A.	1997	UC - Berkeley	
French and Italian		Ph.D.	2002	UC - Berkeley	
Graduate Program Coordinator, 2003-5, 2012-14.					

Number of these supervised in past 5 years: 3 Ph.D., 2 M.A.

Academic Experience: 1995-1997- Instructor in the Department of French, University of California at Berkeley; 2000 – Instructor in the department of Comparative Drama, University of California at Berkeley.

Languages: French (5), Italian (3), Latin (2).

Major Foci: 16th century French Landscape in literature

Area courses taught: Topics in 16th Century French Literature, History and Literature of the French Religious Wars, Literary Problems: Renaissance.

Pedagogical training: Summer 2013: Technology Teaching Fellows, developing online/hybrid teaching materials.

Overseas Experience: Undergraduate study, Oxford University

Recent Publications: *The Poetry of Place: Lyric, Landscape, and Ideology in Renaissance France*. University of Toronto Press, 2011. "On Reading Latour Outside, or, We Have Always Been Theoretical." with S. Posthumous (McGill). *Interdisciplinary Studies of Literature and Environment (ISLE)* 20 (2013). "It's a Queer Thing: Early Modern French Ecocriticism." *French Literature Series* 39 (2012). "The 'Pestilentially Ambitious' Figure of Julius Caesar in the Essais of Michel de Montaigne." *The Caesar Papers: Julius Caesar in Western Culture*, edited by Maria Wyke (Blackwell, 2006).

Distinctions: Honorable Mention, MLA Aldo and Jeanne Scaglione Prize for French and Francophone Studies, 2012. Nominations from the Class of 2006 for Best UW Instructor.

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014

Royalty Research Fund (Scholars Program) 2004-5; Member, Society of Scholars, 2003-4; Simpson Center Course Development Grant, UW, 2003, 2004.

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
MAZZOLA Claudio	1992	Diploma	1980	Scuola Civica del Cinema di Milano, Milan, Italy	
Senior Lecturer French and Italian		M.A. Ph.D.	1982 1986	University of Washington University of Washington	
Director, Italian Program in Rome 2008-13					

Number of theses supervised in past 5 years:

Academic Experience: ACTFL conference Nov. 2013; The College of the Holy Cross, Worcester, MA 1997-98; Assistant Professor, Vassar College 1989-1993.

Languages: Italian (5)

Major foci: Italian Cinema

Area courses taught: Italian Women Writers, Neorealism, Italian Society in Film and Literature; Italian Society in Cinema and Literature in Italian.

Overseas Academic Experience: Director, Institute of European Studies-Milan Institute of European Studies, Milan; 1994-96

Recent publications: 2012 *Gioventu' bruciata all'italiana, tra James Dean e la mamma*. In Incontri cinematografici e culturali. Metauro ed. (Pesaro) *A vicenda* Romana Habekovic and Claudio Mazzola. Second year grammar book: Mac Graw-Hill (2008); "Immigration in the Post-Industrial age" in *Zoom in, zoom out, crossing the borders in contemporary European cinema*, Cambridge Scholars Publishing, Newcastle (2007).

Distinctions: 1980-1985: *Teaching Assistantship in Italian* Department of Romance Languages, University of Washington; 1984: *Antonio Pace Award*, for outstanding Teaching Assistant in the Italian Department; 1984: *Special Mention* as one of the outstanding Teaching Assistants in the Department of Romance Languages, for Fall 1983, in teaching a 101 class.

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
MEYER Hedwige	1992	B.A. M.A.	1988 1992	University of Nantes University of Washington	
Senior Lecturer Romance Languages and Literatures					

Number of theses supervised in past 5 years:

Academic Experience: Attended ACTFL training. Train and supervise TA and Language learning, Language instructor since 1988; coordinator of French language instruction.

Languages: French and English (5); German (3); Ancient Greek (1)

Major foci: Language Pedagogy, French literature, gender and women studies, music

Area courses taught: All levels of French language, French 590 B Methodology

Overseas Academic Experience: Undergraduate program, Poitiers 1997

Recent publications: *Supplementary Exercises for French 100*, McGraw Hill (1995); *Workbook to accompany Rendez-Vous*, 5th edition, McGraw Hill (1998); *Encore des exercices!*, 2nd edition 2001, 3rd edition 2002, McGraw Hill; *Workbook to accompany Vis-à-Vis*, 3rd edition, McGraw Hill (2004); *Rond-Point, une perspective actionnelle (Textbook, Workbook/Lab Manual, Instructor's Resource Manual, Video Manual)*, Pearson/Prentice Hall (2006).

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014

Distinctions: Nominated for UW Distinguished Teaching Award 2013, Finalist, University of Washington Distinguished Teaching Award (2007); College of Arts and Science Grant (2006).

Name and Title	Year of Appointment	Degree	Date	Place	50% Teaching in West Eur. Studies
SBRAGIA	1989	B.S.	1978	UC - San Diego	
Albert		M.A.	1983	UC - Berkeley	
Associate Professor		Ph.D.	1988	UC - Berkeley	
Romance Languages and Literature					

Number of theses supervised in past 5 years: 4 PhD, 4 MA

Academic Experience: Lecturer, UC-Davis, 1989, UC-Santa Cruz, 1988-89.

Languages: Italian (5), French (3), Spanish (2)

Major foci: 19th-20th century Italian literature, cinema and culture; Italian fascism; History of Rome.

Area courses taught: Rome, Supervised Study, Survey of Italian Literature, Literary Problems: 20th century, Italian Society in Cinema and Literature in English, Italian Society in Cinema.

Overseas Academic Experience: Siena, Rome & Bologna, Italy.

Recent publications: "Joyce, Gadda and Literary Modernity", Preface to Loredana Di Martino, *Il caleidoscopio della scrittura: James Joyce, Carlo Emilio Gadda e il romanzo modernista* (Edizioni Scientifiche Italiane, 2009); *Carlo Emilio Gadda and the Modern Macaronic* (University Press of Florida, 1996); "Berlusconi bis," *European Weekly* 570 (June 2005)..

Distinctions: UW Simpson Center for the Humanities 2005; Faculty Exchange Partner, University of Bologna; Ctr for West European Studies Travel Grant to Rome, 1997 – 1998.

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
SMITH	2013	BA	2004	New York University	
Maya		MA	2005	New York University	
Assistant Prof		PhD	2013	UC, Berkeley	
French					

Number of theses supervised in past 5 years:

Academic Experience: Graduate Student Instructor, UC, Berkeley 2007-13

Languages: English, Italian, French, Portuguese, Romanian

Major foci: Romance Linguistics, Second Language Acquisition, Applied Linguistics, Sociolinguistics, Identity Studies, Language Ideology, Cultural Studies, Discourse Analysis

Pedagogical: 2012 Berkeley Language Center; Editing and tagging of French language film clips in the creation of pedagogical materials for the classroom; 2011 Berkeley Language Center and UC Berkeley French Department; Construction of a database of new teaching materials, which includes activities

Area courses taught: Beginning and advanced language (French), French Literature in Translation, language and identity

Overseas Academic Experience: 2009-2010 Rome, Italy; Paris, France; Dakar, Senegal; data collection dissertation research, Summer 2008 Rome, Italy and Paris research.

Recent publications: Using Interconnected Texts to Highlight Culture in the Foreign Language Classroom. (2013). *L2 Journal*. 5(2). Teaching Intertextuality and Recontextualization through Music. (2012). *Berkeley Language Center Newsletter*. 27(2).

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014

Distinctions: Summer 2014 UW Whiteley Center, selected to participate in the WIRED writing retreat; Spring 2012 Outstanding Graduate Student Instructor Award, UC Berkeley GSI Teaching and Resource Center; Fall 2011 Berkeley Language Center Fellowship; 2011 Ford Foundation, Honorable Mention for Dissertation Fellowship.

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
TARADEL Ruggero	2004	Ph.D	1992	University of Rome	

Lecturer, Director of the Study abroad program *Legacies of Empires: Power and Diversity in Rome, Budapest and Istanbul*
French and Italian Studies

Number of theses supervised in past 5 years:**Academic Experience:****Languages:** Italian (5)

Major foci: European History, History of Anti-Semitism, History of Christianity, Philosophy of Religion, Jewish-Christians relations, discrimination, Judaism, Islam and Islamophobia, Racism and Xenophobia

Area courses taught: Italian language, culture and history

Overseas Academic Experience: Born/raised in Italy; 2001-02 –Research Institute of Italian Ministry of Labor; 1994-98 – Univ. of Rome.

Recent publications: *Music for the Abyss. The Way of Terezin. A Philosophical and Historical Inquiry 1933-1945.* Mimesis, Milano 2014. *The Holy See and the Racial Laws in Italy and in Europe* In: *The Anti-Jewish Laws in the Italian Legal System. Race, Jurisprudence, Experiences* Giuseppe Special, ed., Patron, Bologna, 2013. "The Blood Libel between History and Legend. Reflections on the Toaff Case" *Morasha* (2007),

Distinctions: Nominated, Distinguished Teaching, University of Washington 2010, 2011.

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
TASSONE Guiseppe	1997	B.A.	1997	University of Washington	
Lecturer		M.A	2001	University of Washington	
French and Italian Studies (Italian)					

Number of theses supervised in past 5 years:

Academic Experience: Attended ACTFL training Lecturer in Italian, Seattle University. 2003-present; • Language Program Director, Dante Alighieri Society of WA. 1998-present; • Italian Instructor, ASUW Experimental College. 1994-2003.

Languages: Italian (5) French, English**Major foci:** History of the Italian language**Area courses taught:** Italian level 100-200, foreign study courses at the UW Rome Center**Overseas Academic Experience:** Native of Italy

Recent publications: "Dante Alighieri Society of Washington: History of Italian Language with Focus on New Words for Each Period", October 2004; *First Year Italian Textbook*, co-author, under revision by the Prentice Hall Company.

Distinctions: Nominee: UW Distinguished Teaching Award. 2011. • Recipient: Business Language Grant, UW Global Business Center, in partnership with federally funded UW

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014

Jackson Outreach Centers. Business Language Grant (2009); Certificate of Appreciation, Romance Languages and Literature, 2000-01; Certificate of Appreciation.

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
TATTA Sabrina	2003	B.A.	1995	Univ. of Puget Sound	
Lecturer		M.A.	1997	University of Washington	
French and Italian Studies					

Number of theses supervised in past 5 years:

Academic Experience: Bothell Studio Art in Rome, co-director 2014; Language Instructor, Seattle Opera House, 2003-2005, Language Instructor, Bellevue Community College, 1997-1998; Language Instructor, Seattle Language Academy, 1997-1998

Languages: Italian (5)

Major foci: Language, culture and current events of Italy

Area courses taught: Italian language

Overseas Academic Experience: Native of Italy; Annual teaching in Italy

Recent publications: Editing for Bilingual Books; voice-over work for Boeing.

Distinctions: 2004 UW staff award nomination.

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
TURNOVSKY Geoffrey	2003	B.A.	1991	Williams College	
Associate Professor		M.A.	1995	Columbia University	
French and Italian Studies		M.Phil.	1997	Columbia University	
		Ph.D.	2001	Columbia University	

Number of theses supervised in past 5 years: 4 Ph.D.; 7 M.A.

Academic Experience: Mellon Postdoctoral Fellow, University of Pennsylvania (2002-03); Visiting Assistant Professor, Colgate University (2001-02)

Languages: French (5), Spanish (3), German (2)

Major foci: French culture, literature, and language

Area courses taught: French literature, contemporary French culture, politics, and society

Overseas Academic Experience: Chateaubriand research, French Cultural Services (1998-99)

Recent publications: "Authorial Poverty' and Transformations in Readership, 1750-1850: The Case of Nicholas Gilbert," *Romanic Review* 103, 3-4 (November 2012). Joanna Stalnaker and Nicholas Cronk, eds. "Authorial Modesty and its Readers: *Mondanité* and Modernity in Seventeenth-Century France." *Modern Language Quarterly* 72, 4 (December 2011). "Authorship." *The Encyclopedia of the Novel*, ed. Logan (Wiley-Blackwell, 2011).

Distinctions: Histories and Futures of Reading, Cross disciplinary Research Cluster Award, Simpson Center for the Humanities (\$6000), 2014-2015. Project coordinator. Lectures series and pedagogical workshops in history of the book, textual and digital studies, manuscript studies. Histories and Futures of the Book, Large Collaborative Grant, Simpson Center for the Humanities,

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
WATTS Richard Associate Professor French and Italian Studies	2009	B.A. Ph.D.	1989 1998	UC - Santa Barbara Yale University	

Number of theses supervised in past 5 years: 6 Ph.D.

Academic Experience: Associate Dean for International Programs, Newcomb-Tulane College, Tulane University (2008-09); Associate Professor, Tulane University (2004-09); Assistant Professor, Tulane University (1998-2004).

Languages: French (5); Spanish (3); Italian (1)

Major foci: Postcolonial francophone areas

Area courses taught: Water Crisis in Literature/Cinema; Ecocriticism

Overseas Academic Experience:

Recent publications: "Poisoned Animal, Polluted Form: Chamoiseau's Birds at the Limits of Allegory." *Pacific Coast Philology*. Summer 2012. "Francophone Postcolonial Studies With(out) Ecocriticism." *Bulletin of Francophone Postcolonial Studies*. Vol. 1, no. 2 (Autumn 2010): 2- 10. "Negritude, Présence Africaine, Race", *Postcolonial Thought in the Francophone World*, eds. Charles Forsdick and David Murphy (Liverpool, UK: Liverpool University Press, 2009).

Pedagogy: "Teaching French Language with Cinema" –French Cultural Services at University of Washington, May 14, 2014

Distinctions: Nominated UW Distinguished Teaching Award, 2013; Nominated for Marsha L Landolt Distinguished Graduate Mentor Award, 2013.

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
YOWELL Donna Senior Lecturer Romance Languages and Literature	1988	B.A. M.A. Ph.D.	1980 1982 1987	Florida State Univ. UC - Berkeley UC - Berkeley	

Number of theses supervised in past 5 years:

Academic Experience: Assistant Professor of Italian, Department of Romance Languages, University of Washington (1988-94); Teaching Associate, Department of Italian, University of California, Berkeley (1986-87).

Languages: Italian, French, Old Provençal, Latin.

Major foci: Medieval Italian literature, Italian Cultural History

Area courses taught: Italian Cultural History, Dante, Medieval Italian Readings, Readings Medieval, Literary Problems: Middle Ages and 14th Century, Dante's Inferno in English.

Overseas Academic Experience: UW Rome Center, Italy, 1994, 1998, 2002.

Recent publications: "Duecento and Trecento: Dante", *The Year's Works in Modern Language Studies* (The Modern Humanities Research Association) Vol. 51, 1990; Vol. 50, 1989; Redemptive Love in Arnaut Daniel and Dante, *Romance Philology* 42 (May 1989).

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014**Distinctions:** 1991 – College of Arts and Sciences Special Merit Award for Exceptional Teaching; 1990 – College Release-Time Award.**GEOGRAPHY**

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
SPARKE	1996	B.A.	1989	Hertford College, Oxford	
Matthew		M.A.	1991	University of British Columbia	
Associate Professor (tenured) Geography		Ph.D.	1996	University of British Columbia	

Number of theses supervised in past 5 years: 14 Ph.D. (Chair for 2); 5 M.A. (chair for 3)**Languages:** French (3-4)**Major focus:** Globalization, Cross-Border regionalism**Area courses taught:** Introduction to Globalization; Evidence and Explanation in Geography; Political Geography, Terror, Military Violence"; Justice, Global Health, "Rome and Power"**Overseas Academic Experience:** Canada, Europe (France, UK & Germany), Singapore**Recent Publications:** "Health," in Roger Lee et al, eds. Handbook of Human Geography, Thousand Oaks (2014); 2008, "Political Geographies of Globalization (3): Resistance," *Progress in Human Geography*, 32 (1): 1 – 18; 2007, "Geopolitical Fear, Geoeconomic Hope and the Responsibilities of Geography," *Annals of the Association of American Geographers* 97 (2): 338 – 349; *In the Space of Theory: Poststructuralist Geographies of the Nation-State*, Minneapolis: University of Minnesota Press, 2005.**Distinctions:** 2007 Award for "Most Worldly Professor" from the Panhellenic Association; 2007 Distinguished Teacher Award, University of Washington; 2000-5 National Science Foundation, CAREER award; 2005 Marc Lindbergh Center.

GERMANICS

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
AMES Eric C. Associate Professor (tenure-track) Germanics	2000	B.A.	1991	Dartmouth College	
		M.A.	1993	University of Washington	
		P.h.D.	2000	UC - Berkeley	

Number of theses supervised in past 5 years: 5 Ph.D.; 5 M.A.

Academic Experience: Adjunct in Cinema Studies and Comparative Literature, UW (2008-Present); Assistant Professor of German, UW (2000-08)

Languages: German (5)

Major foci: German language, German cinema, culture, and literature

Area courses taught: Modernity and Spectacle, Early German Cinema, Introduction to German Cultural Studies, Weimar Cinema, Film Noir, History of Film: 1960 to the Present; East German Cinema.

Overseas Academic Experience:

Recent publications: Eric Ames. *Ferocious Reality: Documentary according to Werner Herzog*. University of Minnesota Press: 2012. "The Case of Herzog: Re-Opened." A Companion to Werner Herzog. Ed. Brad Prager. Oxford, UK and Cambridge, MA: Wiley-Blackwell, forthcoming. In production. "Werner Beinhart -- Herzogs Komik und Herzog-Parodien." Trans. Chris Wahl. *Lektionen in Herzog: Neues über deutschlands verlorenen Filmautor und sein Werk*. Ed. Chris Wahl. Munich: Text + Kritik, 2011. *Carl Hagenbeck's Empire of Entertainments*, Seattle and London: University of Washington Press (2008).

Distinctions: *Werner Herzog: Interviews*. University Press of Mississippi: 2014 . National Endowment for the Humanities (NEH) Fellowship, 2003-4.

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
BARRACK Charles M. Professor (tenured) Germanics	1968	B.A.	1962	San Diego State Univ.	
		M.A.	1964	University of Washington	
		Ph.D.	1969	University of Washington	

Number of theses supervised in past 5 years: 5 M.A.

Academic Experience: UW 1968-present.

Languages: German (4), French (2); Spanish (2) Russian (Ukraine) (1), Arabic (1), Latin (1).

Major foci: Historical Germanic linguistics; Indo-European linguistics.

Area courses taught: History of German Language/Civilization, Linguistic Analysis of German.

Overseas Academic Experience: Germany.

Recent publications: "The Labial gap in Proto-Indo-European." *Interdisciplinary Journal for Germanic Linguistics and Semiotic Analysis*. vol. 10, pp. 231–241; "The Glottalic Theory

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014

revisited: a negative appraisal" *Indogermanische Forschungen*, (Part One). vol. 107 (2002)," (Part Two) vol 108 (2003).

Distinctions: Univ. Washington Publication Subsidy, 1995-96; NEH Summer Institute Indo-European World. Austin, Texas, 1990.

Name and Title	Year of Appointment	Degree	Date	Place	75% Teaching in 75% West Eur. Studies
BLOCK	2004	BA	1975	Duke University	
Richard		MA	1980	University of Washington	
Associate Professor		M.S.J.	1982	Northwestern University	
Germanics		PhD	1998	Northwestern University	

Number of theses supervised in past 5 years: 6 MA; 8 PhD

Academic Experience:

Languages: French (2), German (5), Italian (4)

Major foci: Literary Theory, Jewish Studies, Queer Studies.

Area Courses Taught: Holocaust in Film, Modern European Jewish Thought and Writing
Foreign Language Teaching Methods; Foreign Language Teaching Methodology

Overseas Academic Experience: Germany, Italy

Courses: Holocaust in Film, Modern European Jewish Thought and Writing

Recent publications: with Michael DuPlessis. "Betrayal: A Treacherous Subject." *The New Centennial Review* (2012). "The Bloody Price of Adoption: Betrayal and Absolution in Kleist's "The Foundling." *The New Centennial Review*. 2012. (2006). *The spell of Italy vacation, magic, and the attraction of Goethe*. Detroit: Wayne State University Press.

Distinctions: Member, MLA Delegate Assembly, 2000-03, Member, Modern Language Association, German Studies Association, Lessing Society, North American Heine Association.

Name and Title	Year of Appointment	Degree	Date	Place	75% Teaching in West Eur. Studies
BRANDL	1993	B.A.	1985	Univ. of Würzburg	
Klaus K.		M.A.	1987	University of Texas, Austin	
Associate Professor (non-tenured) Germanics		Ph.D.	1991	University of Texas, Austin	

Number of theses supervised in past 5 years:

Academic Experience: Instructor, University of Texas at Austin (1987-1990).

Languages: German (5); Spanish (3); French and Italian (2); Chinese (1).

Major foci: Applied Linguistics, Teacher Training, Foreign Language Methodology, Computer Assisted Language Learning.

Area Courses Taught: Foreign Language Teaching Methods; Foreign Language Teaching Methodology

Overseas Academic Experience: Taiwan.

Recent publications: Salomon, C., Abedin, N., & Brandl, K.K. (2011). *EPAR BANGLA OPAR BANGLA: BANGLA Across Borders: An Elementary BANGLA Language Course*, University of Washington; Brandl, K. K. (2008). *Communicative language teaching in action*, Upper Saddle River *Communicative language teaching in action*, Upper Saddle River: Pearson Prentice Hall (2008).

Pedagogy: Common European Framework of References (CREF)

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014

Distinctions: 2008-2014 – Language Learning & Technology Editorial Board; 2004-2014– Electronic Journal of Foreign Language Teaching Editorial Board; 1998 – Fulbright-Hays, research scholarship for the People’s Republic of China; 1989-90 – Univ. of Texas Professional Development Award.

Name and Title	Year of Appointment	Degree	Date	Place	75% Teaching in West Eur. Studies
BROWN	1988	B.A.	1965	Radcliffe College	
Jane K. Professor (tenured)		M.Phil.	1969	Yale University	
		Ph.D.	1971	Yale University	

Germanics and Comparative Literature

Number of theses supervised in past 5 years:

Academic Experience: University of Virginia (1977-79), UC-Irvine (1984), University of Colorado (1979-87); University of Colorado (1987-88), Munich University (1992), Tübingen University (1996), Charlotte Craig Distinguished Visiting Professor, Rutgers University, 2005

Languages: German, French, Spanish, Latin, Greek, Italian, Russian and Hungarian.

Major foci: Seventeenth and eighteenth century; German classicism, romanticism; nineteenth century novel, poetry; Faust tradition; introduction to German literature; history of drama.

Area courses taught: Studies in Eighteenth-Century Literature and Culture.

Overseas Academic Experience: Germany (1965-66; 1980; 1992, 1996)

Recent publications: *The Persistence of Allegory: Drama and Neoclassicism from Shakespeare to Wagner*, University of Pennsylvania Press (2007); “Orest, Orlando, Orpheus: oder, der Held von Goethes *Iphigenie*”, Festschrift for Dieter Borchmeyer, ed. Hans Vaget. Würzburg: Königshausen und Neumann (2006).

Distinctions: Humboldtpreis, 2005; Senior Fellow, Walter Chapin Simpson Humanities Center, 1999-2000; UW International Faculty Exchange Grant, 1996.

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
GRAY	1991	B.A.	1974	Univ. of North Carolina	
Richard T. Professor (tenured)		M.A.	1976	University of Cincinnati	
		Ph.D.	1981	University of Virginia	

Germanics

Number of theses supervised in past 5 years: 1 Ph.D.

Academic Experience: Univ. of Virginia (1981-82), Reed College (1982-84), Mills College (1984-88).

Languages: German (5), French (2), Latin (1).

Major foci: German literature, literary theory, sociological approaches to literature.

Area courses taught: Postwar German Literature, Vienna 1900, German Intellectual History.

Overseas Academic Experience: 2004, 2002 Visiting Professorships, Universität Tübingen; 1996-97 Fulbright Germany (1972-73, 1989-91, 1996-97); Austria (1979-81).

Recent publications: “Un-Verschollen in Amerika: Der Einfluss deutsch-jüdischer Emigranten auf die (amerikanische) Kafka-Rezeption. “ *Franz Kafka: Wirkung, Wirkungsverhinderung, Nicht-Wirkung*, Intellektuelles Prag im 19. Und 20. Jahrhundert, Bd. 5 (Cologne: Böhlau, 2014 ; “Economics as a Laughing Matter: Freud’s Jokes and Their Relations to the Economic Unconscious.” *The Germanic Review* 88.2 (June 2013).

West European Studies: Grant Application 2010-2014

Distinctions: 2013 Forschungspreis Alexander von Humboldt-Stiftung, Ludwigs-Maximilian-Universität Munich. 2013.

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
PRUTTI	1991	M.A.	1987	Univ. of Colorado	
Brigitte		D.Phil.	1988	University of Graz	
Associate Professor (tenured) Germanics		Ph.D.	1995	UC - Irvine	

Number of theses supervised in past 5 years: 7 Ph.D.; 2 M.A.

Languages: German (5), French (2), Latin (2).

Major foci: Eighteenth Century German Literature and Culture, Twentieth Century Austrian Literature and Culture.

Area courses taught: German Drama in English, Contemporary Austrian Literature, Studies in 18th Century Literature and Culture, Classicism: Goethe, Schiller.

Overseas Academic Experience:

Recent publications: "Grillparzers Ahnfrau: Die Geburt eines Klassikers aus dem Geist der romantischen Transgression", *Internationales Archiv zur Sozialgeschichte der Deutschen Literatur* (2009); *Körper – Diskurse – Praktiken: Zur Semiotik und Lektüre von Körpern in der Moderne*, co-editor with Sabine Wilke, Synchron Wissenschaftsverlag der Autoren (2003).

Pedagogy: Common European Framework of References (CREF)

Distinctions: 1996 – Arts and Sciences Mentoring Award, UW; 1994 – College Released-Time Award, UW; 1990 – Humanities Graduate Essay Award (UCI).

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
VOYLES	1965	B.A.	1960	Indiana University	
Joseph B.		M.A.	1962	Indiana University	
Professor (tenured) Germanics		Ph.D.	1965	Indiana University	

Number of theses supervised in past 5 years:

Academic Experience: Visiting Associate Professor, UC-Berkeley (September 1974-June 1975); Fulbright senior professor at the linguistic Institute at the University of Cologne, Germany (1981-82 academic year).

Languages: German (5); French and Dutch (5), Russian (1).

Major foci: German language instruction, Germanic and Indo-European linguistics.

Area courses taught:

Overseas Academic Experience: Germany.

Recent publications: "Mechanisms of Semantic Change," *Interdisciplinary Journal for Germanic Linguistics and Semiotic Analysis*, Vol. 1, No. 2 (1996); "The Status of Linear B in the History of Ancient Greek," *Studia Angelica Resovrensia: Seria Filologica* 3 (2002): forthcoming; *An Introduction to Proto-Indo-European and the Early Indo-European Languages* (book in preparation, to be completed by fall 2002).

West European Studies: Grant Application 2010-2014

Distinctions: 1981-82 – Fulbright Fellowship, University of Cologne, Germany.

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
WIGGINS	2012	PhD	2011	Yale University	
Ellwood		MA	2007	Johns Hopkins University	
Assistant Professor Germanics		BA	1993	St. John's University	

Number of theses supervised in past 5 years:

Academic Experience: Johns Hopkins University, 2004-2007; Centre College, 2011-2012; Birobidzhan State Pedagogical University, Russia, 2000-2001; Curie-Gymnasium, Neubrandenburg, Germany (1998-1999)/

Languages: German, French, Latin, Sanskrit

Major foci: Goethe; Theatre history Performance Theory; Shakespeare, and Eastern Thought; Literature and Culture of East Germany; Philosophy and Literature; Science and Literature

Area courses taught: Germans and the Greeks; Rhetoric of Compassion; Literature Courses for German Majors; 18th-Century German Theater; German Conversation and Writing

Overseas Academic Experience: 2007-8 Freie Universität, Berlin, DAAD Research Scholarship; 1995-1996 Charles University, Prague; Palacky University, Olomouc, Czech Rep.; Birobidzhan State Pedagogical University, Russia, 2000-2001.

Publications: "Pity Plea: Sympathy and Spectatorship in G.E. Lessing and Adam Smith" To be published in *Performing Knowledge in the Long Eighteenth Century*, ed. Dupree/ Franzel (De Gruyter: Berlin/Boston 2014). "Depicting Artist and Viewer: Performed Aesthetics in Kālidāsa's *Śakuntalā*" Published in *The International Journal of the Arts in Society*, 6/6 (2012)

Distinctions:

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
WILKE	1989	M.A.	1982	University of Mainz	
Sabine Professor (tenured) Germanics		D.Phil.	1986	University of Mainz	

Number of theses supervised in past 5 years: 6 Ph.D.

Academic Experience: Assistant Professor, Stanford University (1986-89); Associate in English, University of California, Davis (1984-85).

Languages: German (5), Italian (2), Latin (3).

Major foci: Literature, theory and culture, German language, film, cultural studies

Area courses taught: 20th Century Literature/Culture, Critical Approaches to German Literature, Contemporary German, Advanced Writing Conversation I-II;

Overseas Academic Experience: Germany 1990-91, 1994, 1996-97, 2002, 2003-2004

Recent publications: **Journal Special Issue** on "Literatur und Umwelt" [Literature and the Environment] of *Literatur für Leser* 43:3 (2012). "Critical Theory in the Anthropocene: A

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014

Aesthetics for a New Geological Age." Perspectives 3 (2013; Book chapters: "Von Forsters 'Blink of the Ice' zum Eisigen Helden der Moderne: Reflektionen auf eine Verschiebung des polaren Diskurses."

Distinctions: Fulbright 2003-2004; Guggenheim 2004; 1997 von Humboldt Research Fellowship; 1994 -DAAD Summer Stipend.

HISTORY

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
BAILKIN	2001	B.A.	1992	Tufts University	
Jordanna		M.A. /Ph.D	1998	Stanford University	

Assistant Professor
Director of Graduate Studies, 2014-15
History

Number of theses supervised in past 5 years:

Academic Experience: Reader in History, Trinity College Dublin 1990-91; Mellon Fellow, Columbia 1999-2001.

Languages: French (3), Italian (3).

Major foci: Museum studies, history of visual culture, history of colonialism.

Area courses taught: **Global History of Human Rights**, The Modern World, Modern Europe: Writings/Interpretations, Twentieth Century Europe, Colonial Encounters.

Overseas Academic Experience: Ireland

Recent publications: "The Afterlife of Empire" (Berkeley) 2012. "Fostering Independence" appeared in the August 2013 volume of *History Today*. "The Postcolonial Family? West African Children, Private Fostering, and the British State," *Journal of Modern History* 81.1 (2009).

Distinctions: Morris D. Forkosch Prize, American Historical Association, 2013; Stansky Book Prize, North American Conference on British Studies, 2013; Biennial Book Prize, Pacific Coast Conference on British Studies, 2014.

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
BEHLMER	1979	B.A.	1970	UC - Santa Barbara	
George		M.A.	1972	Stanford University	
Professor		Ph.D.	1977	Stanford University	

(tenured)
History

Number of theses supervised in past 5 years:

Academic Experience: Yale University (1978-79); Stanford University (1986).

Languages: French (3), Indonesian and Spanish (1).

Major foci: 19th and 20th Century England; Modern British history.

Area courses taught: The Modern World, Modern Historical Writing, Life in England, England in the 19th century, England in the 20th Century, Modern Irish History, Core Seminar in the History of Modern Europe.

Overseas Academic Experience: UW Exploration Seminar, Belfast, Northern Ireland (2003, 2005, 2007); Research in Britain 1981, 1983-84, 1986-87, summer 1991).

Recent publications: "Grave Doubts; Victorian Medicine, Moral panic, and the Signs of Death," *Journal of British Studies*, 42 (2003), Gray Prize Winner; "What's Love Got to Do With It? Adoption in America: Historical Perspectives (University of Michigan Press, 2002).

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014

Distinctions: Simpson Center "Society of Scholars" writing grant (U. of W.), 2012-2013
Christiansen Fellowship, St. Catherine's College, Oxford, 2000.

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
FELAK	1991	B.A.	1983	University of Washington	
James		M.A.	1985	Indiana Univ. - Bloomington	
Professor		Ph.D.	1989	Indiana Univ. - Bloomington	
(tenured)					
History					

Number of theses supervised in past 5 years: 3 PhD, 8 MA

Languages: Slovak and German (4), Czech (5), Hungarian and Polish (1).

Major foci: East Central European history (nationalism, social democracy, religion).

Area courses taught: History of Christianity, East- Central Europe since 1939, History of the Balkans

Overseas Academic Experience Slovakia 1998. Hungary, 1993-94 Yugoslavia 1991(1991).Czechoslovakia 1987-88.

Recent publications: *After Hitler, Before Stalin: Catholics, Communists, and Democrats in Slovakia from the End of the Second World War to the February Coup of 1948*, University of Pittsburgh (2009); "Conflicts over the State Monopoly of Education in Slovakia, 1945-1948: Catholics, Communists, and Democrats", *Contemporary European History*, XVII, No. 17 (2008).

Distinctions: Mentor, Junior Scholars Training Seminar, sponsored by the Woodrow Wilson Center, The Wye Plantation, Maryland, August 2013; Jon Bridgman Endowed Professorship in History (2006-09); Course Development Grant, Department of History (1999, 2004).

Name and Title	Year of Appointment	Degree	Date	Place	50% Teaching in West Eur. Studies
HEVLY	1989	B.A.	1982	Carleton College	
Bruce W.		Ph.D.	1987	Johns Hopkins	
Associate Professor					
(tenured)					
History					

Number of theses supervised in past 5 years:

Academic Experience: Postdoctoral Scholar, Stanford University (1987-89); Associate Historian, Technical Information Division, Naval Research Laboratory, United States Navy (1985-87).

Languages:

Major foci: History of Science, History of Technology

Area courses taught: History of Science, Science/Religion in Historical Perspective, Science in Civilization: Antiquity- 1600, History of Technology to 1940.

Overseas Academic Experience: Visiting Scholar, Norwegian Institute of Tech. 2005-06.

Recent publications: "What's Next? On Hanford's 70th Anniversary," *Pacific Northwest Quarterly* 104 (2013). "Where the Old West Greeted the New': Linking Hanford, the Tri-Cities, and the Columbia Basin in Photographs," *Pacific Northwest Quarterly* 101 (2010)

Distinctions:

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
JONAS	1986	B.A.	1976	UC - Davis	
Raymond A. Professor		M.A.	1980	UC - Davis	
History		Ph.D.	1985	UC - Berkeley	

Number of theses supervised in past 5 years:

Academic Experience: Lecturer, UC-Berkeley (June-August 1985); Visiting Professor: University of Montpellier (April 1992) and University of Nantes (April 1993).

Languages: French (4), Italian (3), Latin, Spanish, and German (2).

Major foci: Modern France, Modern Italy, Europe and Africa.

Area courses taught: Paris, Making of Contemporary France, The French Revolution and Napoleon: 1789- 1815, France since 1814, European Socialism.

Overseas Academic Experience: Visiting Professor, Université de Nantes, 1993; Visiting Professor, Université de Montpellier, 1992.

Recent publications: *The Battle of Adwa: African Victory in the Age of Empire* (Harvard University Press, 2011), *The Tragic Tale of Claire Ferchaud and the Great War*, (University of California Press, 2005); *Le Sacré-Cœur; histoire d'une dévotion du XVIe au XXe siècle*, La Crèche (France), Geste éditions (2004); "Vox Dei, Vox Populi: Sacred Art and Popular Politics in the French West" in *Nationalism and Visual Culture* (series title: *Studies in the History of Art*), June Hargrove & Neil McWilliam, eds, (National Gallery of Art, 2005).

Distinctions: University of Washington Vice-Provost for International Education to develop study abroad program, Ethiopia, 2005; NEH Fellowship, 2004-5; Fellow, Society of Scholars, University of Washington Center for the Humanities, 2001-2002.

Name and Title	Year of Appointment	Degree	Date	Place	50% Teaching in West Eur. Studies
JOSHEL	1994	B.A.	1969	Skidmore College	
Sandra		M.A.	1970	Rutgers University	
Associate Professor (tenured) History		Ph.D.	1977	Rutgers University	

Number of theses supervised in past 5 years: 7

Academic Experience: New England Conservatory of Music, 1985-2003; Boston College, 1978-1985

Languages:

Major foci: History of Ancient Rome, History of Ancient Greece, Women and Gender Roles

Area courses taught: The Ancient World, Roman History.

Overseas Academic Experience:

Recent Publications: "I, Claudius: Projection and Imperial Soap Opera." In *Imperial Projections: Ancient Rome in Modern Popular Culture*, ed. Sandra Joshel, Margaret Malamud, and Donald t. McGuire. Johns Hopkins University Press (2001); "Introduction:

West European Studies: Grant Application 2010-2014

Imperial Projections" (with Margaret Malamud and Maria Wyke) *Ancient Rome in Modern Popular Culture*, ed. Sandra Joshel, Margaret Malamud, and Donald T. McGuire. Johns Hopkins University Press (2000).

Distinctions: fellow, National Endowment of the Humanities Study Institute, 2000.

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
O'NEIL	1981	B.A.	1970	University of Chicago	
Mary R. Associate Professor (tenured)		M.A.	1971	Stanford University	
History		Ph.D.	1982	Stanford University	

Number of theses supervised in past 5 years:

Academic Experience: Modern Europe Program, Stanford University (1977-78); Acting Assistant Professor: Emory University (1979-80)...

Languages:

Major foci: Renaissance and Reformation history, early modern Europe.

Area courses taught: The Medieval World, Historiography, European Witch Trials, Modern European History: 1648-1815, Rome.

Overseas Academic Experience: Italy, Hungary.

Recent publications: "Girolamo Menghi," *Encyclopedia of Witchcraft*, Gustav Hennigsen (ed. 2003); "Technologies of Everyday Life: Magical Remedies in 16th C. Modena," in *Actes du Colloque: Le petit peuple au moyen âge*, Pierre Boglioni (ed.) University of Montreal (2001).

Distinctions: NEH Grant to develop Renaissance Curriculum for 9th grade history course at Snohomish Freshman Campus, Snohomish WA: Academic Advisor to Snohomish Faculty Project for Academic Year 2000-2001.

Name and Title	Year of Appointment	Degree	Date	Place	75% Teaching in West Eur. Studies
SCHMIDT	1996	B.A.	1986	Columbia University	
Ben Professor (tenured)			M.A.	1988	Harvard University
History		Ph.D.	1994	Harvard University	

Number of theses supervised in past 5 years: 6 Ph.D.; 2M.A.

Academic Experience: Visiting Professor, University of Denver; 2005; Harvard University, Assistant Professor 1996-2002; University of Washington, 2002- present

Languages:

Major foci: Golden Age Spain, European Encounters with the New World, Early Modern Dutch History Area courses taught: Early Modern Europe, Spain and its Golden Age, Early Modern European History. Overseas Academic Experience:

Recent publications: "The Limits of Language and the Challenges of Exotica: Pictures, Words, and Global Knowledge in Early Modern Europe." In *Translating Knowledge in the Early Modern Low Countries*, ed. Cook/Dupré (London and Berlin, 2013); "Early Modern Conversions: Religions, Cultures, Cognitive Ecologies". "On the Impulse of Mapping, or How a Flat Earth Theory of Dutch Maps Distorts the Thickness and Pictorial Proclivities of Early Modern Cartography (and Misses Its Picturing Impulse)," *Art History* 35, no. 5 (Nov. 2012).

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014

Distinctions: Netherlands Institute for Advanced Study 2013;. 2009-12: Andrew W. Mellon Foundation New Directions Fellowship; 2005; Phyllis Goodhart Gordan Prize, Renaissance Society of America, Awarded for Best Book in Renaissance Studies, 2002-2003; Hendricks Prize, Holland Society, Awarded for Best Book in Colonial Dutch Studies, 2002-2003; 2002-04.

Name and Title	Year of Appointment	Degree	Date	Place	Teaching in West Eur. Studies
STACEY Robert C.	1988	B.A.	1975	Williams College	
		B.A.	1977	Oxford University	
Professor (tenured) History		M.A.	1978	Yale University	
		M.Phil.	1979	Yale University	
		M.A.	1982	Oxford University	
		Ph.D.	1983	Yale University	

Number of theses supervised in past 5 years:

Academic Experience: Instructor, Yale University (1983-84); Assistant Professor, Yale University (1984-88); Assistant Professor UW (1988-90); Associate Professor UW (1990-96); Professor 1996- .

Languages: French, German, Spanish, Latin.

Major foci: High and late medieval Europe.

Area courses taught: Introduction to the Middle Ages, Early Middle Ages, Central Middle Ages, Medieval Women, Celtic Britain and Ireland, Early Middle Ages, Medieval European History.

Overseas Academic Experience: England.

Recent publications: *Western Civilizations* (16th Edition, WW Norton and Co., 2008); "The English Jews under Henry III," chapter for *the Jews in Medieval Britain: Sources, Revisions, New Directions*, ed. Patricia Skinner (Boydell, 2003).

Distinctions: Stroum Endowed Chair in Jewish Studies, UW (2006-07); Fellow, Society of Scholars, Simpson Center for the Humanities, 2002-3; University of Washington Distinguished Teaching Award, 1997; Fellow, John Simon Guggenheim Memorial Foundation, 1993.

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
STACEY Robin C.	1988	B.A.	1977	Colorado College	
		M.A.	1979	Yale University	
Professor (tenured) History		M.Phil.	1979	Yale University	
		M.Lit.	1983	Oxford University	
		Ph.D.	1986	Yale University	

Number of theses supervised in past 5 years:

Academic Experience: Lecturer, Yale University (1984-88); Residential College Dean, Silliman College, Yale University (1984-88).

Languages: French (5); German (1); Latin, Old Irish, and Middle Welsh (1); Anglo-Saxon (1).

Major foci: Early Medieval England, Ireland, Wales and Scotland.

Area courses taught: The Medieval World

Recent publications: "Presenting Tolkien's Pasts," *MLA's Approaches to Teaching: J.R.R. Tolkien's The Lord of the Rings and Other Works*, (MLA Press, 2014). "Druids and their Uses," *Rhetoric and Reality in Medieval Celtic Literature: Studies in Honor of Daniel F.*

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014

Melia, CSANA Yearbook 11-12 (2014). *Dark Speech: The Performance of Law in Early Ireland*, University of Pennsylvania Press (2007).

Distinctions: James S. Donnelly, Sr. Prize for Books on History and Social Sciences presented by the American Conference for Irish Studies (ACIS), April, 2008 (for *Dark Speech*); Distinguished Teaching Award, UW, 2006.

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
THOMAS Carol Professor (tenured) History	1964	B.A.	1960	Carleton College	
		M.A.	1961	Northwestern University	
		Ph.D.	1965	Northwestern University	

Number of theses supervised in past 5 years: 7 Ph.D.; 5 M.A.

Languages: Classical Greek (4); Modern Greek (3); Spanish (2); French (2); German (2).

Major foci: Ancient Greece, especially pre-classical.

Area courses taught: Greek History:7000 BC - Present, Ancient Greece and Rome: Writings and Interpretations, Ancient History, Early Greece, Classical Greece, Alexander the Great

Overseas Academic Experience: Research in Greece, France, UK

Recent publications: Scheduled for publication in September 2014: *Greece: A Short History of a Long Story, Greece 7000 BCE to the Present*. (Wiley-Blackwell). *The Legacy of Ernst Badian* (Regina Books, 2013). "Centering the Periphery", *Macedonian Legacies: Studies in Ancient Macedonian History and Culture in Honor of Eugene N. Borza* (Regina, 2009); *Alexander the Great in His World* (Blackwell, 2007); "What You Seek is Here: Alexander the Great", *Journal of the Historical Society* (2007); *Finding People in Early Greece* (University of Missouri Press, 2005); *The Trojan War* (with Craig Conant), in the Greenwood Guides to Historic Events of the Ancient World series (Greenwood Press, 2005); *Citadel to City to state: The Transformation of Greece 1200-700 BCE* (Indiana University Press, 1999).

Distinctions: 2004: Awarded a Royalty Research Grant for Winter 2005; 2001-2: Invited to present the Fordyce Mitchel Memorial Lectures at the University of Missouri in autumn 2002.

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
THURTL Phillip Associate Professor (tenure-track) History and Philosophy of Science	2005	B.S.	1983	The Evergreen State College	
		M.A.	1994	Stanford University	
		Ph.D.	2002	Stanford University	

Number of theses supervised in past 5 years: 5 PhD

Academic Experience: Adjunct in Sociology and Anthropology, Carleton University, Canada (2005-present); Associate Professor, Carleton University, Canada (2002-05).

Languages:

Major foci: Scientific Ethics, History of Science, Cultural Theory

Area courses taught: Science and its Critics, Biofutures, The Role of Perspective in History, Science, and Design, Animation in Theory and Practice, Animating Cultural Theory

Overseas Academic Experience:

Recent publications: "The Vitality of Animation", *Inflexions*, vol. 7, April 2014. Co-editor with Adam Nocek, *Animating Biophilosophy*, *Inflexions*, 2013. *Biofutures: Owning Body Parts*

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014

and Information, Philadelphia: Pennsylvania University Press (2008); *The Emergence of Genetic Rationality: Space, Time, and Information in American Biology 1870-1920*, Seattle: University of Washington Press (2008).

Distinctions: 2013: one of five recipients of University of Washington's Distinguished Teaching Awards. 2013-2014: Society of Scholars Fellowship,

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
TOEWS	1979	B.A.	1966	University of Manitoba	
John E. Professor (tenured)		M.A.	1968	Harvard University	
History		Ph.D.	1973	Harvard University	

Number of theses supervised in past 5 years:

Academic Experience: Assistant Professor, Columbia University (1973-79).

Languages: German (3), French (3).

Major foci: Modern European intellectual history.

Area courses taught: Introduction to Intellectual History; Colloquium in the History of Ideas.

Overseas Academic Experience: Research: Germany, Netherlands; Teaching: Germany, and Italy

Recent publications: "Church and State: The Problem of Authority," Cambridge History of Nineteenth Century Political Thought, ed. Gareth Stedman-Jones and Gregory Claeys (Cambridge U. Press, 2011), pp. 601-648. "The Road into the Open": From Narrative Closure to the Endless Performance of Subjectivity in Mahler and Freud, 1900", The Oxford Handbook in the New Cultural History of Music (Oxford U. Press, 2011).

Distinctions: Giovanni and Amne Costigan Professorship in History, 2007-10; Fellow at The center for Advanced Study in the Behavioral Sciences 1996-97. . *Becoming Historical: Cultural Reformation and Public Memory in Early Nineteenth-Century Berlin* (Cambridge Press, 2004) Winner Hans Rosenberg Book Prize, American Historical Association.

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
URBANSKI	2009	B.A.	1996	Univ. of California, Berkeley	
Charity		M.A.	1999	Univ. of California, Berkeley	
Senior Lecturer		Ph.D.	2007	Univ. of California, Berkeley	
History					

Number of theses supervised in past 5 years:

Academic Experience: Lecturer in Medieval History, University of California, Los Angeles (2008); Lecturer in Medieval History, University of California, Berkeley (2007).

Languages: German, Latin, Italian, Old French (Anglo-Norman), French, Spanish

Major foci: Medieval European History, Medieval British History

Area courses taught: Western Civilization, Medieval History, Introduction to Historical Practice.

Overseas Academic Experience:

Recent publications: *Writing History for the King: Henry II and the Politics of Vernacular Historiography* (Cornell University Press; 2013); "Apology, Protest, and Suppression: Interpreting the Surrender of Caen (1105)", *Haskins Society Journal* 19 (2007).

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014

Distinctions: Nominated for the University of Washington Distinguished Teaching Award, 2012., 2013. University of California Dissertation-Year Fellowship (2006-07); History Department Fellowship (2005-06); Dean's Fellowship (2004-05).

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
WALKER	1997	B.A.	1991	Rice University	
Joel Thomas		M.A.	1994	Princeton University	
Associate Professor (tenure-track) History		Ph.D.	1998	Princeton University	

Number of theses supervised in past 5 years: 4 Ph.D., 3 MA

Academic Experience: Acting Assistant Professor, University of Washington, 1997-98.

Languages: French, Italian, Latin, Greek, Syriac, German, Turkish, and Russian.

Major foci: Archeology, Antiquity

Area courses taught: The Ancient World, Introduction to History, The Byzantine Empire,

Overseas Academic Experience: Fulbright Fellowship, Skopje, Macedonia

Recent publications: "From Nisibis to Xi'an: Church of the East in Late Antiquity." In *The Oxford Handbook of Late Antiquity*, ed. Johnson (Oxford University Press, 2012). "Iran and its Neighbors in Late Antiquity 224-642 C.E.," *American Journal of Archaeology* 11 (2007). *The Legend of Mar Qardagh: Narrative and Christian Heroism in Late Antique Iraq*, Transformation of the Classical Heritage 40, Berkeley, Los Angeles, and London: University of California Press (2006).

Distinctions: Royalty Research Fellowship, University of Washington for research on Jewel of the Palace and the Soul: Pearls in the Arts, Economy, and Imagination of Late Antiquity. 2007 NEH Summer Seminar Fellowship (\$4200): for seminar, "The Middle East between Rome and Persia" Notre Dame University, 2007 NEH Summer Seminar Fellowship.

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
YOUNG	1992	B.A.	1981	Univ. of Pennsylvania	
Glennys		M.A.	1983	Univ. of California, Berkeley	
Professor		Ph.D.	1989	Univ. of California, Berkeley	
History, Jackson School of International Studies					

Number of theses supervised in past 5 years: 4 PhD (in progress) 2 PhD (awarded).

Academic Experience: Lecturer, Stanford University (Autumn 1990-August 1992); Visiting Scholar, Hoover Institution (September 1989-September 1990).

Languages: Russian (5), German (4), French (4), Spanish (2), Latin (2).

Major foci: Social, cultural, and intellectual history of modern Russia and the Soviet Union; Russian orthodoxy; modern European history.

Area courses taught: Peasants in Politics, Comparative Religion

Overseas Academic Experience: Russia (1986-88, 1997); West Germany (1983, 1985, 1995); Finland (1997).

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014

Recent publications: "To Russia with 'Spain': Recent Scholarship on Spanish Exiles in the USSR and the *Longue Durée* of Soviet History," *Kritika: Explorations in Russian and Eurasian History*, 15: 2 (Spring, 2014). The Communist Experience in the Twentieth Century: A Global History through Sources. (New York: Oxford University Press, 2011).

Distinctions: Keller Grant, Department of History, March, 2011, for index of *The Communist Experience in the Twentieth Century: A Global History through Sources* (New York: Oxford University Press, 2011), and 2013 and 2014, for research on book project, *Refugee Worlds*.

JACKSON SCHOOL OF INTERNATIONAL STUDIES

Name and Title	Year of Appointment	Degree	Date	Place	33% Teaching in West Eur. Studies
BESSNER	2014	PhD	2013	Duke University	
Daniel		MA	2010	Duke University	
Assistant Professor		BA	2006	Columbia University	

Jackson School of International Studies

Academic Experience: Postdoc Cornell University

Languages: German (4), Hebrew (3), Arabic (3)

Major foci: Weimar Republic, Cold War Foreign Policy

Area courses taught: Global history of science, Weimar and Nazi Germany, Motivations of US foreign policy

Overseas Academic Experience:

Recent publications: 2012 "Rather More than One-Third Had No Jewish Blood': American Progressivism and German-Jewish Cosmopolitanism at the New School for Social Research, 1933-1939." *Religions* 3, no 1.

Distinctions: (2013-2014) Dickey Postdoctoral Fellowship in U.S. Foreign Policy. Dartmouth College (declined). (2013-2014) Lady Davis Postdoctoral Fellowship Hebrew University of Jerusalem (declined). 2012-2013 Finalist, Junior Fellowship Competition. (2013-2016) Harvard University, Society of Fellows. 2012-2013 Josephine de Kármán Dissertation Completion Fellowship De Kármán Fellowship Trust (2012-2013) Transatlantic Perspectives Dissertation Fellowship German Historical Institute (declined). 2011-2012 George C. Marshall-Baruch Dissertation Fellowship in U.S. Diplomatic History The Marshall Foundation.

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
CIRTAUTAS	2006	B.A.	1981	University of Washington	
Arista		M.A.	1983	University of Washington	
Lecturer		M.A.	1987	UC - Berkeley	
		Ph.D.	1996	UC - Berkeley	

Jackson School of International Studies

Number of theses supervised in past 5 years:

Academic Experience: Program Director, Summer Abroad Program in Brussels, UW, 2009; Assistant Professor, Department of Politics, University of Virginia, 1999-2006; Assistant Professor, Department of Government, Claremont McKenna College, 1996-98.

Languages: German (5), French (2), Polish (2)

Major foci: European History, Central Asian History, European Union

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014

Area courses taught: Task Force: Managing Decline in a Turbulent World, Turkic Peoples of Central Asia, European Union as Global Actor, Constructing the Berlin Republic: German Since 1945, Europe's Muslim Population

Overseas Academic Experience: Fulbright Scholar Award, Poland (1995-96)

Recent publications: "Uncivil Society as a Memory Shaping Work", Critical Review Essay of Kotkin, *Uncivil Society: 1989 and the Implosion of the Communist Establishment*, Modern Library, 2010.

Distinctions: Interim Program Director, Archaeology, National Science Foundation, Washington, DC, August - October, 2013.

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
FRIEDMAN	1990	B.A.	1976	Michigan State University	
Kathie		M.A.	1979	State University of New York	
Associate Professor (tenured)		Ph.D.	1991	State University of New York	
Jewish Studies Program					

Number of theses supervised in past 5 years:

Academic Experience: Graduate International Studies Program Faculty Coordinator, Henry M. Jackson School of International Studies, UW (2005-Present); Chair, Jewish Studies Program, UW (2001-03)

Languages: Hebrew (1), Russian (1), Turkish (1), French (2)

Major foci: Gender, Migration, Jewish studies

Courses taught: Readings in International Studies, Comparative Immigration, Forced migration.

Overseas Academic Experience:

Recent publications: "Performing Identities in the Classroom: Teaching Jewish Women's Studies", co-authored with Karen Rosenburg, *Teaching Sociology* (2007); "Ethnic Networks in Women's Migration: A Comparative Study of Jewish and Italian Women in New York, 1870-1924," in J. Knoerr and B. Meier, eds.

Distinctions: Jewish Studies Program Course Development Award (2008); Center for Global Studies Course Revision Grant (2008); Simpson Center for the Humanities Associate Professor Research Initiative Grant (2005); Curriculum Transformation Project Grant, 2003, College of Arts & Sciences, UW; Royalty Research Fund Grant, UW, (June 2002-).

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
JONES	1984	B.A.	1967	Princeton University	
Christopher D.		M.A.	1969	Harvard University	
Associate Professor (tenured)		Ph.D.	1975	Harvard University	
Jackson School of International Studies					

Number of theses supervised in past 5 years: approx 15 MA theses

Academic Experience: Assistant Professor, Marquette University (1975-77); Research Fellow, Harvard Russian Research Center (1977-83); Visiting Professor, U.S. Army War College (1983-84).

Languages: Russian (4), French (3) Serbo-Croatian (3).

Major foci: International security issues during the Cold War; the Western alliance in the post-communist era;

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014**Area courses taught:** International Affairs; European Security; NATO; International Law and Arms Control**Overseas Academic Experience:****Recent Publications:** Larry L. Watts, *Extorting Peace: Romania, the Clash within the Warsaw Pact and the End of the Cold War*, Vo. II (RAO Publishing House, 2013); Larry L. Watts, *With Friends like these... The Soviet Bloc's Clandestine War Against Romania* (Military Publishing House, 2010); "Non-Proliferation Education at the University of Washington", *Journal of Nuclear Materials Management*, Vo. XXXIV No. 4 (2006).**Distinctions:** Board Member, Council for a Community of Democracies, 2005.

Name and Title	Year of Appointment	Degree	Date	Place	50% Teaching in West Eur. Studies
KASABA Reşat Professor (tenured) Director, Jackson School of International Studies	1986	B.S.	1976	Middle East Technical Univ., Ankara, Turkey	
		M.A.	1978	SUNY-Binghamton	
		Ph.D.	1986	SUNY-Binghamton	

Number of theses supervised in past 5 years:**Academic Experience:** Chair, IS Program 1995-2000; Director, IS Center 1995-2000, Acting Director, Jackson School, January-June 2002; Visiting Fellow, Transregional Studies Institute, Princeton University, 1999.**Languages:** Turkish (5), French (1), Ottoman Turkish.**Major foci:** Political economy of the world system and the Middle East, international migration.**Area courses taught:** World Cities, States and Capitalism**Overseas Academic Experience:** Turkey, Russia, United Kingdom**Recent publications:** "The Friend of the Fallen," Barbara Earl Thomas and Kathryn Hubbard eds., *Bearing Witness to Another Place: James Baldwin in Turkey*, (University of Washington Press, 2012); *Cambridge History of Turkey, Vol. IV: Turkey in the Modern World*, ed., Cambridge University Press (2008); "Dreams of Empire, Dreams of Nations," Joseph W. Esherick, Hasan Kayalı, and Eric Van Young eds., *Empire to Nation: Historical Perspectives on the Making of the Modern World*, Boulder: Rowman and Littlefield, (2006); *World, Empire, and Society: Essays on the Ottoman Empire*, in Turkish, Istanbul: Kitap Yayınevi (2005);**Distinctions:** Director, Jackson School of International Studies 2010 - ; President, Turkish Studies Association, 2008-10; Distinguished Teaching Award, Univ. of Washington, 1999.

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
KLAPAKI Nektaria		PhD.	2006	University of London	
		MA	1996	University of London	
		BA	1995	University of Crete, Greece	

Acting Assistant Professor

Jackson School of International Studies

Number of theses supervised in past 5 years:**Academic Experience:** 2010-12 Onassis Visiting Assistant Professor, University of Washington, 2010-11; Norwegian Institute Athens, Greece; 2008-09 Lecturer, Hellenic Open University; 2007-10 Adjunct Lecturer, Department of History, University of Thessaly.**Languages:** Modern Greek, French, Ancient Greek

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014**Major foci:** Modern European literature; modernism/Hellenism; modern travel literature**Area courses taught:** •Modern Greece: 1821 to the Present; Greece and Europe: Changing Relations; Hellenic Identity: Antiquity - Modernity, Modern Greek Literature.**Overseas Academic Experience:** Norwegian Institute at Athens, Greece; University of Thessaly, Greece**Recent publications:** Modern Greek Literature and the Religion of Greek Nationalism, Biennial International Symposium of the *Modern Greek Studies* 2013 "The Journey to Greece in the American and the Greek Modernist Literary Imagination: Henry Miller and George Seferis." Volume 6, Ed. Ricci. Transaction Publishers, 2014.**Distinctions:** *Onassis Public Benefit Foundation, University of Washington*, Jackson School of International Studies, 2010-12. Third Graduate Prize, *London Hellenic Society*, 2003.

Name and Title	Year of Appointment	Degree	Date	Place	75% Teaching in West Eur. Studies
LANG Sabine	2005	B.A.	1980	University Freiburg	
		M.A.	1985	Free University Berlin	
Associate Professor (tenure-track)		Ph.D.	1997	Free University Berlin	
German and European Studies					

Number of theses supervised in past 5 years: 2 Ph.D.**Academic Experience:** Visiting DAAD Associate Professor, University of Washington, 2002-04.**Languages:** German (5)**Major foci:** Gender, politics and science**Area courses taught:** Confronting the Democratic Challenge: Strategy for the EU**Overseas Academic Experience:** Department of Social and Political Sciences, Free University Berlin; Lecturer in Comparative Politics, University of Leipzig.**Recent publications:** Does Federalism Impact Gender Architectures?"in *Publius – The Journal of Federalism*. (with Sauer) Vol. 43, No. 1, 2013.**Book Chapters:** NGOs, Civil Society, and the Public Sphere. Cambridge University Press 2013. Paperback 2014 "Legitimacy of Issue Publics in the Digital Age: Measuring Network Strength and Public Engagement", *Comparisons, Quotas, and Critical Change*. Festschrift for Drude Dahlerup, Stockholm University Press 2012.**Distinctions:** Jubilee Fonds Austria: Co-PI (with Prof. Birgit Sauer, University of Vienna) of grant "Gender and Federalism in Austria and Germany", 2012 - 2/2014. German Embassy to the United States Grant for Events on "Germany in Europe" 2013 (with Wilke).

Name and Title	Year of Appointment	Degree	Date	Place	50% Teaching in West Eur. Studies
MIGDAL Joel S.	1980	B.A.	1967	Rutgers University	
		M.A.	1968	Harvard University	
Professor (tenured)		Ph.D.	1972	Harvard University	
Jackson School of International Studies					

Number of theses supervised in past 5 years:**Academic Experience:** Lecturer, Tel-Aviv University (1972-74); Associate Professor, Harvard (1975-80); Chair, International Studies Program, Jackson School (1981- 1995); Director, National Resource Center of international Studies, UW (1985- 1995).**Languages:** Hebrew (4); French (2), German (2), and Spanish (1).

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014**Major foci:** State and society in the Third World, the Arab-Israeli conflict, comparative political sociology and comparative political economy.**Area courses taught:** *The Making of the 21st Century*; Introduction to International Political Economy, States and Capitalism, *Nations and States in the Modern World***Overseas Academic Experience:** Israel, Spain, Mexico, India.**Recent publications:** "Foreword" in Adam White (ed.) *The Everyday Life of the State*. Seattle, WA: University of Washington Press, 2013. "Researching the State" Mark I. Lichbach and Alan S. Zuckerman, eds., *Comparative Politics: Rationality, Culture, and Structure* (Cambridge University Press, 2nd ed., 2009).**Distinctions:** Provost Distinguished Lecturer, UW, 2008; Marsha L. Landolt Distinguished Mentor Award, UW, 2006; Lady Davis Fellow, Hebrew University of Jerusalem, 2002-2003;

Name and Title	Year of Appointment	Degree	Date	Place	50-75% Teaching in West Eur. Studies
NAAR Devin	2013	PhD	2011	Stanford University	

Number of theses supervised in past 5 years:**Academic Experience:****Languages:** Hebrew, Spanish**Major foci:** History, Modern Jewish History, Sephardic Studies, Jews of Salonica, Judeo-Spanish (Ladino) language, Modern**Area courses taught:** Holocaust, History and Memory, Jewish Cultural History**Overseas Academic Experience:** Israel, Spain**Recent publications:** "Sephardic Jews," in Jeffrey Cole, ed., *Ethnic Groups of Europe: An Encyclopedia* (Oxford: ABC-CLIO, 2011); "Reformuler l'identité, réinventer la patrie. Juifs judéo-hispanophones en Amérique, entre Salonique et Sefarad," in Esther Benbassa, ed., *Itinéraires sépharades. Complexité et diversité des identités* (Paris: l'Université Paris-Sorbonne, 2010); "Between 'New Greece' and the 'New World': Salonican Jews en route to New York," *Journal of the Hellenic Diaspora* 35, no. 2 (Fall 2009).**Distinctions:** Chair of the new Sephardic Studies Program of the Stroum Center for Jewish Studies, UW, Jackson School of International Studies

Name and Title	Year of Appointment	Degree	Date	Place	50% Teaching in West Eur. Studies
PANAGIOTIDES Heracles	1996	B.S.	1978	University of Washington	
Lecturer		Ph.D.	1996	University of Washington	

Jackson School of International Studies

Number of theses supervised in past 5 years:**Academic Experience:** Acting Instructor, Neurological Surgery, UW School of Medicine (2007-present); Acting Instructor, Oral Medicine, UW School of Dentistry (1996-2000); Instructor, Tacoma Community College (1980-1988).**Languages:** Modern Greek (5)**Major foci:** Modern Greek, Brain Mind and Behavior, Introduction to Psychology**Area courses taught:** Modern Greek**Overseas Academic Experience:****Recent publications:** "The Role of Face Familiarity in Eye Tracking of Faces by Individuals with Autism Spectrum Disorders", *Journal of Autism Development Disorder* (2008);

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014"Functional Tissue Pulsatility Imaging of the Brain during Visual Stimulation", *Ultrasound Medical Biology*(2007);**Distinctions:** Reviewer, *Brain and Behavior* (2002-present)

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
POZNANSKI	1987	M.A.	1969	University of Warsaw	
Kazimierz		Ph.D.	1974	University of Warsaw	
Professor (tenured)					
Jackson School of International Studies					

Number of theses supervised in past 5 years:**Academic Experience:** Visiting Fellow, Princeton University (1980-81); Visiting Assistant Professor, Cornell University (1981-82).**Languages:** Polish (5), Russian (3), German (2)**Major foci:** International trade, comparative economic systems, technological change.**Area courses taught:** Eastern Europe: The Political Economy;**Overseas Academic Experience:** University of Warsaw, Poland (1995); University of Tübingen, Germany (1993).**Recent publications:** "Outgoing Party State: Incompetence or Self-Interested?", "East Central Europe Journal" Budapest: Central European University/ April 2013. "State Condition, Foreign Influence and Alternative Models of Market Reforms in China, Russia and Eastern Europe" "Marxist Studies" Beijing, January 2013.**Distinctions:** 2008 – Toyota Fellowship, Seoul National University; 1993 – University of Tübingen Project Fellowship; 1984 – Stanford Univ Fellowship.

Faculty Name	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. studies
WILLIAMS	1977	B.A.	1968	Abilene Christian Univ.	
Michael A.		M.A.	1970	Miami University	
Professor (tenured)		Ph.D.	1977	Harvard University	
International Studies and Comparative Religion					

Academic Experience: 'Universite Laval, Quebec in 1991.**Languages:** Greek, Coptic, Latin, Hebrew, German, French.**Major foci:** History of early Christianity; religion/ society in the Greco-Roman world.**Area courses taught:** Introduction:New Testament; Introduction: Judaism; Christian Traditions**Overseas Academic Experience:** Conferences, Belgium 1988, Italy 1990, Helsinki and St. Petersburg, 1999.

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014

Recent publications: Life and Happiness in the Platonic Underworld, *Gnosticism, Platonism and the Late Ancient World: Essays in Honour of John D. Turner*. Ed. Corrigan, Nag Hammadi and Manichaean Studies 82. (Brill, 2013. "Did Plotinus' Friends Still Go to Church?: Communal Rituals and Ascent Apocalypses, *Practicing Gnosis: Ritual, Magic, Theurgy, and Liturgy in Nag Hammadi, Manichaean and Other Late Antique Literature: Essays in Honor of Birger A. Pearson*. Ed. DeConick, Shaw, Turner, Hammadi and Manichaean Studies (Brill, 2013).

Distinctions: Principal Investigator, Department of State, Bureau of Educational and Cultural Affairs, Educational Partnerships Grant (Tashkent, Uzbekistan).

JACKSON SCHOOL OF INTERNATIONAL STUDIES STAFF

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
AOKI Paul Director	1988	B.A.	1971	University of Washington	
		M.A.	1976	University of Washington	
		Ph.D.	1981	University of Washington	

Language Learning Center
Jackson School of International Studies

Academic Experience: 1997-1998: Chair University of Washington Language Board; 1999-present: Co-Chair UW John Stanford International School Working Group.

Languages: French (2), German (3), Hadiyya (1), Japanese (2), Korean (1), Russian (2), Swedish (1), Xhosa (1)

Overseas Academic Experience: 1966-1967: Steinbart Gymnasium, Modern Languages, Duisberg, Germany

Recent publications: 1990 – "Using Technology in Future Foreign Language Education," *Designing the Learning Center of the Future*, ed. Ann Kennedy. Center for Applied Linguistics.

Distinctions: Co-Principal Investigator, "Elementary Bangla Online", South Asia Language Resource Center, Chicago, IL (2005-06).

Name and Title	Year of Appointment	Degree	Date	Place	0% Teaching in West Eur. Studies
CRAIG Donald Data Manager	2010	BA	2000	University of Washington	
		MA	2004	University of Washington	
		DMA	2009	University of Washington	

Jackson School of International Studies

Academic Experience: Instructor *University of Washington, School of Music* Spring 2004, 2005: (taught Music 300 introductory class for music computer software for music notation, midi sequencing and basic digital audio).

Languages: Overseas Academic Experience:

Recent publications: Donald Craig. "Symphony by Numbers: Creating an Intermedia Work". *Proceedings of MAIA 2009 (The 2nd International Conference on Media Art and Information Aesthetics)* in Beijing, China. July 2009. 132-136.

Distinctions: Punto y Raya Festival Honorable Mention, November 2011 *Midnight at Loch Ness*. Untwelve Composition Finalist, October 2010, Composition competition for microtonal music. Work: *Study in 31*. Sediment performed by the Ensemble Fiari at In

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014

Scena!, Fiari Ensemble, December 2009 Composition for flute, clarinet, electric guitar, cello, and percussion. Trio for flute, cello and percussion chosen, Jack Straw Foundation, 2000.

Name and Title	Year of Appointment	Degree	Date	Place	0% Teaching in West Eur. Studies
DAVIS	2012	BA	2001	University of Washington	
Robyn FLAS Coordinator		MA	2006	Georgetown University	

Name and Title	Year of Appointment	Degree	Date	Place	0% Teaching in West Eur. Studies
DI VIRGILIO Mark Exchange Coordinator Center for West European Studies Jackson School of International Studies	2005	Diploma	B.A.	Istituto Professionale Aberghiero di Stato Eastern Michigan University	

Academic Experience: Office Manager, International Student Center, Seattle University

Languages: Italian (5), Spanish (3), French (1)

Overseas Academic Experience: Dual citizenship (US and EU), accompanied study abroad programs in Florence and Rome.

Name and Title	Year of Appointment	Degree	Date	Place	0% Teaching in West Eur. Studies
ILTIS	1995	B.A.	1977	University of Wisconsin	
Linda Jackson School of International Studies		M.A.	1978	University of Wisconsin	
		P.h.D.	1985	University of Wisconsin	

Languages: Nepali, Newari, Sanskrit, French, German, Spanish, Tibetan, Hindi, Sinhala, Ewe.
Major foci:

Overseas Academic Experience: Research and academic work in Nepal for various periods between 1973 and 1992; short-term research in Sri Lanka 1982 and 1983. preliminary comparative research on possession and healing in Ghana (August 2001).

Recent publications: 2002 "Knowing all the gods: grandmothers, god families, and women healers in Nepal" in G. Samule & Santi Rozario, Eds., *Daughters of Hariti: Childbirth and female healers in South and Southeast Asia*, New York: Routledge, pp. 70-89; 2000 *Introduction to World Religions: Eastern Religions* Eastern Traditions. Seattle: University of Washington Extension (textbook for Eastern Religions).

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
LATSCH	2013	B.A.	1990	Univesity of Sussex	
Wolfram		M.S.	1991	Oxford	
Director Student Services		Ph.D.	2000	Oxford	

Jackson School of International Studies
 Center for Studies in Demography & Ecology - Director of Training

Academic Experience: Lecturer in International Studies, UW 2003-present; Visiting Assistant Professor of Economics, Northwestern , University, 2001-2003; Senior Course Developer (Economics), Cognitive Arts Corp./ Columbia University, Evanston, IL, 2000-2001; Lecturer in in Economics, Trinity College, Universtiy of Oxford, 1997-2000; Isaiah Berlin Junior Research Fellow, Wolfson College, University of Oxford, 1997-2001

Languages: French, German

Overseas Academic Experience: Research in Tanzania and Zimbabwe, teaching in Japan

Publications: (2008), **Three Types of Distance: Institutions, Transaction Costs, and Conditions of Exchange**, *Conference Papers -- International Studies Association*, 1-56.

(2008), **The Possibility of Industrial Policy**, *Oxford Development Studies*, 36: 1.

Distinctions:

Name and Title	Year of Appointment	Degree	Date	Place	0% Teaching in West Eur. Studies
LEONARD Tamara L. Associate Director International Studies Center	2000	B.A. M.N.O.	1985 1993	Oberlin College Case Western Reserve Univ.	

Academic Experience:

Languages: French (1), Serbo-Croatian (1)

Major foci: Ethnic conflict and conflict resolution, refugee and immigration issues, borderlands, civil society, nonprofit management, research, and organizational capacity building.

Overseas Academic Experience: Danenberg Oberlin-in-London program, 1984; United Kingdom, Sweden, Yugoslavia, Poland, East Germany, Czechoslovakia, Hungary, Denmark, Switzerland, Sweden, USSR (research), 1985-1986; Thailand, Laos, Vietnam, Indonesia, Malaysia (work) 1989-1991, 1993; Czech Republic (work) 1993; Bosnia-Herzegovina, Hungary, Croatia (work) 1997-1998; Spain, Turkey, Germany (travel) 1998.

Distinctions: Jerome Davis Research Award (1984); Thomas J. Watson Fellowship (1985-86); Mandel Premier National Scholarship (1991); Nominee, Distinguished Staff Award, UW (2002).

Name and Title	Year of Appointment	Degree	Date	Place	0% Teaching in West Eur. Studies
MANDEVILLE Daniel Librarian/Assistant Instructor Coordinator Staff, UW Denmark Exploration Seminar Nordic Studies	2012	BA MLIS	2002 2012	University of Washington University of Washington	

Academic Experience:

Languages: Danish Norwegian, Swedish, French, and Spanish

Major foci: Scandinavian Studies, Western European Studies, Linguistics, Computational Linguistics, Arctic & Northern Studies

Overseas Academic Experience:

Distinction

Name and Title	Year of Appointment	Degree	Date	Place	0% Teaching in West Eur. Studies
MILLIGAN Paula Counseling Services Coordinator Jackson School of International Studies		B.A.	1993	University of Washington	

Academic Experience:

Languages: Greek (1), Latin (1), Spanish (2)

Name and Title	Year of Appointment	Degree	Date	Place	0% Teaching in West Eur. Studies
OPPENHEIMER Dvorah Financial Administrator Jackson School of International Studies	2000	B.A.	1983	University of Washington	

Academic Experience:

Languages:

Major foci:

Overseas Academic Experience:

Recent publications:

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
PAXTON Loryn Program Coordinator European Studies, Jackson School	2013	BA	1968	Ohio State University	

Academic Experience:

Languages: French, Dutch

Major foci:

Overseas Academic Experience:

Recent publications:

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
SHEKLETON Phillip R. Associate Director Center for West European Studies Jackson School of International Studies	1998	B.A. M.A.	1992 1997	University of California University of Washington	

Academic Experience: Teaching Assistant, University of Washington, Department of Political Science. 1993-1997; 1998- 2000 Visitor Coordinator and Administrative Assistant, CWES.

Languages: Spanish (1)

Major foci: International Relations Theory, European Politics

Overseas Academic Experience: Britain, Taiwan.

Recent publications: "Model European Union Simulations: A brief primer," EUSA Review (2009)

LINGUISTICS

Name and Title	Year of Appointment	Degree	Date	Place	50% Teaching in West Eur. Studies
HERSCHENSOHN Julia Professor Dept. of Linguistics	1986	B.A.	1966	UC - Santa Barbara	
		M.A.	1970	UC - Santa Barbara	
		Ph.D.	1976	University of Washington	

Number of theses supervised in past 5 years: 1 PhDs

Academic Experience: Illinois Institute of Technology, Department of Humanities, Chicago, Illinois, Instructor, 1983-1985. Cornell University, Department of Modern Languages and Linguistics, Ithaca, New York, Assistant Professor, 1976-1983. Middlebury College, French Department, Middlebury, Vermont, Lecturer/Assistant Professor, 1975-1976.

Languages: French (5), Spanish (3).

Major foci: Theoretical syntax, second language acquisition, language pedagogy.

Area courses taught: Advanced French Grammar; Problems in Romance Linguistics

Overseas Academic Experience: Study Abroad (France), travel and residency in France.

Recent publications: 2011 (edited). Romance Linguistics 2010: Selected proceedings of the 40th Symposium on Romance Languages. Amsterdam/Philadelphia: John Benjamins; 2011 (co-edited with Darren Tanner). Proceedings of the 11th GASLA Conference. Somerville MA: Cascadilla Press. "Second-language learning and changes in the brain", et al., *Journal of Neurolinguistics* (2008); "*Français langue seconde: From functional categories to functionalist variation*", *Second Language Research* 22 (2006).

Distinctions: Arts & Sciences Curriculum Development Grant, 2000-2001; Center for Mind, Brain and Learning Grant, 2001-2002; Editorial Board, *Journal of French Language Studies*, 2006-present; Review Board, European Science Foundation, 2007-present.

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
KAISSE Ellen Professor and Divisional Dean (tenured) Linguistics	1976	B.A.	1971	University of Chicago	
		Ph.D.	1977	Harvard University	

Number of theses supervised in past 5 years: 1 PhD

Academic Experience: Associate Professor, UW (1983-1993); Assistant Professor, UW (1977-1983). Ohio State University (1988), University of California at Santa Cruz (1983) .

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014**Languages:** Fluent: Modern Greek, French, German, Med.Turkish, Byzantine Greek, Sanskrit;
Some: Serbo-Croatian, Pashto, Luiseno.**Major foci:** Generative Phonology, History of Greek (PIE to Modern), Turkish phonology.**Area courses taught:** Development of the Italian Language; Indo-European Comparative Phonology;**Overseas Academic Experience:** Visiting professor, Universidad Nacional del Comahue, Argentina (1994, 1996, 2000)**Recent publications:** "Sandhi", entry in *Elsevier encyclopedia of linguistics* (2006); "The Long Fall: An intonational melody of Argentinian Spanish", in *Features and Interfaces in Romance*, Herschensohn, Julia, Enrique Mallén and Karen Zagona eds. (2001).**Distinctions:** Divisional Dean of Arts and Humanities, UW, 2005-present.**MUSIC**

Name and Title	Year of Appointment	Degree	Date	Place	75% Teaching in West Eur. Studies
BERNARD Jonathan	1993	B.A.	1972	Harvard College	
Professor		M.A.	1973	Yale University	
		M.Phil.	1975	Yale University	
Music Department		Ph.D	1977	Yale University	

Number of theses supervised in past 5 years: 6 Ph.D.; 4 M.A.; 1 D.M.A.**Academic Experience:** Yale University, 1985–87; Amherst College, Amherst, Assistant Professor of Music 1976–79.**Languages:****Major foci:** Music Theory, German, French and American Music**Area Courses Taught:** Tonal Music, Analysis of 20th Century Music, History of Theory**Overseas Academic Experience:****Recent publications:** "The String Quartets of Elliott Carter", *Intimate Voices: The Twentieth-Century String Quartet*, ed. Jones. University of Rochester Press, II (*Shostakovich to the Avant-Garde*, 2009); "Four Analytical Sites in Bartók's Third String Quartet", *Twentieth-Century Music* 5: 3–23 (2008); *The Music of Edgard Varese* (Yale University Press; 2005); "The 'Modernization' of Rock & Roll, 1965-75" in *The Pleasure of Modernist Music: Listening, Meaning, Intention, Ideology*, edited by Arved Ashby. (Rochester, N.Y., 2004).**Distinctions:** Ruth Sutton Wers Endowed Professorship, University of Washington School of Music (2003-05); Paul Sacher Foundation grants (1994, 2002); Royalty Research Fund, UW (1999).

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
BOERS Geoffrey	1977	B.A.	1980	Pacific Lutheran University	
		M.S.	1984	Portland State University	
Associate Professor (tenured) Music		A. Mus. D.	1987	Pacific Lutheran University	

Number of theses supervised in past 5 years: 12 PhD**Academic Experience:** Conductor, *Tacoma Symphony Chorus*, Tacoma, Washington. Choral Editor/Consultant, *Sunhawk Publications*, Seattle. Choral ed. for internet publishing.**Languages:**

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014**Major foci:** Choral Music, Opera**Area Courses Taught:** Choral Repertoire: 16th, 17th, 18th, 19th, 20th Century**Overseas Academic Experience:****Publications:** Teaching Music Through Performance, Robert Matthew Mahaffey, ed., G.I.A. Publications, Fall 2010, Chapter. The Choral Director's Cookbook, Alan Gumm, ed. Meredith Music Publications. 2006, Chapter.**Distinctions:** His recent conducting engagements have included the West Coast premiere of Terry Riley's *Sun Rings* with the Kronos Quartet and the University of Washington Chamber Singers, Fanshawe's *African Sanctus* at the Sydney Opera House, and Poulenc's Gloria and an All-Mozart concert at Carnegie Hall; Current conductor and choral director of the Tacoma Symphony Chorus.

Name and Title	Year of Appointment	Degree	Date	Place	7S5% Teaching in West Eur. Studies
BOZARTH	1978	M.F.A.	1973	Princeton University	
George S. Professor		Ph.D.	1978	Princeton University	

School of Music

Number of these supervised in past 5 years:**Languages:****Major foci:** Music theory and literature.**Area Courses Taught:** Baroque 1760-1830, Art Song; Choral Music**Overseas Academic Experience:****Recent publications:** "Piano Wars: The Legal Machinations of London Pianoforte Makers, 1795–1806." Co-authored with Margaret Debenham. *Royal Music Association Research Chronicle* 42 (2009): 45–108. "A Modern of the Moderns': Brahms's First Symphony in New York and Boston." In *Brahms and His World*, rev. ed., ed. Walter M. Frisch and Kevin Karnes. Princeton: Princeton University Press, 2009. "The Pianos of Johannes Brahms." Co-authored with Stephen Brady. In *Brahms and His World*, 2nd ed., rev., ed. Walter M. Frisch and Kevin Karnes, 73–93. Princeton: Princeton University Press, 2009.**Distinctions:** Royalty Research Fund Grant, University of Washington 2014. Winner 2011 Frances Densmore Prize. American Philosophical Society; 1999 1994, 1986, 1984, 1983.

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
RAHN	1975	B.A	1966	Pomona College	
John Professor		Diploma	1967	Julliard School of Music	
(tenured)		M.F.A	1972	Princeton University	
School of Music		Ph.D.	1974	Princeton University	

Number of theses supervised in past 5 years:**Languages:** French, Latin, German, Italian, Greek, Spanish, Romanian, English, Catalan.**Major foci:** West European art music, 20th century music.**Area Course Taught:** Analysis of 20th Century Music, Tonal Counterpoint, Critical Theory of Music; Analysis of Atonal Music, Introduction to Atonal Theory and Analysis**Overseas Academic Experience:** France, Italy, Germany, Greece, Spain, Romania, Denmark; invited speaker at international conferences in Italy, Germany, Spain, Romania, Denmark.

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014

Recent publications: "Mille Plateaux, You Tarzan: A Musicology of (An Anthropology of (An Anthropology of A *Thousand Plateaus*))." *Perspectives of New Music* volume 46, number 2 (2008); "Approaching Musical Action." *Perspectives of New Music* volume 45, number 2 (2007): 57-75; *Music Inside Out: going too far in musical essays* (G+B Arts International, 2001).

Distinctions: Executive Committee, University of Washington Faculty Senate (2008-09).

Name and Title	Year of Appointment	Degree	Date	Place	75% Teaching in West Eur. Studies
RUMPH	2002	B.M.	1987	Oberlin College	
Stephen		Ph.D.	1997	UC - Berkeley	
Associate Professor					
School of Music					

Number of theses supervised in past 5 years: 1 Ph.D; 2 D.M.A.; 4 M.A.

Academic Experience: SF Conservatory of Music, 1999-01; Univ of Calif, Berkeley, 1997-00.

Languages:

Major foci: Mozart's absorption of sacred music, Performance Opera

Area courses taught: Viennese Classical Period: 1760-1830, Special Topics in Music History

Overseas Academic Experience:

Recent publications: "The Sense of Touch in *Don Giovanni*", *Music and Letters* 88, no. 4 (2007); *Beethoven After Napoleon. Political Romanticism in the Late Works*; Berkeley and Los Angeles: University of California Press, 2004; "Mozart's Archaic Endings: A Linguistic Critique", *Journal of the Royal Music Association* 130:2 (2005); "Beethoven and the *Ut Pictura Poësis* Tradition", *Beethoven Forum* 12:2 (2005).

Distinctions: Simpson Center for the Humanities research grant, "Opera in Dialogue" (2005-06); Leading tenor in both opera and oratorio. Solo engagements include Beethoven's Mass in C at Benaroya Hall with George Shangrow and Orchestra Seattle; Rachmaninoff's The Bells with Tacoma Symphony, Distler's Weihnachtsoratorium with Northwest Chamber Chorus, Aeneas with Whitman College, and Tamino with Skagit Opera. Previous engagements include Beethoven's Ninth Symphony with Tacoma Symphony, Bach's St. John Passion with Seattle Choral Company, and Haydn's "Nelson" Mass with Cascadian Chorale.

Name and Title	Year of Appointment	Degree	Date	Place	50% Teaching in West Eur. Studies
TARICANI	1980	B.S.	1975	West Chester University	
JoAnn		M.A.	1977	Univ. of Pennsylvania	
Associate Professor		Ph.D.	1986	Univ. of Pennsylvania	
(tenured)					
School of Music					

Number of theses supervised in past 5 years:

Languages:

Major foci: Music history and literature.

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014

Area Courses Taught: Ideas in Music; Introduction to the History of Western Music I & II, Medieval Music to 1400; Early British Music: 1300-1700; Late Renaissance Secular Music: 1525-1630; Late Renaissance Sacred and Instrumental Music: 1525-1630.

Overseas Academic Experience: 1998 – Grant from King County Arts Commission and Seattle Arts Commission; 1997 – Gowen International Travel Award.

Recent publications:

Distinctions:

PHILOSOPHY

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
BAKER Ann Senior Lecturer Philosophy	1994	B.A.	1981	Eastern Washington University	
		Ph.D.	1990	University of Washington	

Number of theses supervised in past 5 years: 3 Ph.D.

Academic Experience: Teaching Assistant: University of Washington (1981-1985); Teaching Associate (1985-1988); Instructor: University of Puget Sound (1988-1989); Instructor: University of Washington (1989-1990); Assistant Professor: Wesleyan University (1990-1994).

Languages:

Major foci: Epistemology, Modern Philosophy

Area Courses Taught: British Empiricism, Introduction to Philosophy, Modern Philosophy, Introduction to Epistemology, Studies in 19th Century Philosophy, 20th Century Philosophy, Philosophy of History

Overseas Academic Experience:

Recent publications: *Instructor's Manual for Philosophical Problems* (Longman, 2005); *Introduction to Philosophy*, 3rd Edition, edited by Ann Baker and Charles Marks (Pearson Custom Publishing, 2002); *Introduction to Philosophy*, 2nd Edition, edited by Ann Baker and Charles Marks (Simon & Schuster Custom Publishing, 1999)

Distinctions: Faculty Grant for Writing-Integrated Course Design, UW (2005-06); Distinguished Teaching Award, UW (2004).

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
BLAKE Michael Associate Professor (tenured) Philosophy	2005	B.A.	1993	University of Toronto	
		J.D.	1996	Yale Law School	
		Ph.D.	1998	Stanford University	

Number of theses supervised in past 5 years:

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014

Academic Experience: 2002-2005, Assistant Professor, Harvard University; 2001-2002, Laurance S. Rockefeller Fellow, Center for Human Values, Princeton University; 1998-2002, Assistant Professor, Harvard University.

Languages:

Major foci: Social and Political Philosophy, Philosophy of Law, and International Ethics.

Area courses taught: Reasoning and Law, International Justice, Political Philosophy, Philosophy of the Law.

Overseas Academic Experience:

Recent publications: "Collateral Benefit," *Social Philosophy and Policy* 23 (2006) 218-230; "Moral Equality and Birthright Citizenship," in Steven Macedo and Iris Marion Young, eds., *NOMOS XLIV: Child, Family and State* (New York: New York University Press, 2003); "Reciprocity, Stability, and Intervention: The Ethics of Disequilibrium," in Deen Chatterjee and Don Scheid, eds., *Ethics and Foreign Intervention* (Cambridge: Cambridge University Press, 2003).

Distinctions: 2001, Roslyn Abramson Award for Teaching, Harvard University.

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
BONJOUR Laurence Professor (tenured) Philosophy	1977	B.A.	1965	Macalester College	
		Ph.D.	1969	Princeton University	

Number of theses supervised in past 5 years:

Academic Experience: University of Texas, 1969-71, 1973-77; SUNY, Stony Brook, 1971-73.

Languages: reading knowledge of German.

Major foci: Epistemology and metaphysics, Modern philosophy (Descartes through Kant).

Area Courses Taught: Modern Philosophy, History of Political Philosophy, Social Philosophy, Introduction to Epistemology, British Empiricism; Philosophy of Kant.

Overseas Academic Experience:

Recent Publications: "Against Materialism", George Bealer & Rob Koons (eds.), *The Waning of Materialism* (Oxford University Press, 2009); *Philosophical Problems: An Annotated Anthology*, edited with Ann Baker (Longman, 2004); *Epistemic Justification: Internalism vs. Externalism, Foundations vs. Virtues*, jointly with Ernest Sosa (Oxford: Blackwell [Great Debates Series], 2003).

Distinctions: 1991-92 – NEH Fellowship.

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
FINE Arthur Professor (tenured) Philosophy	2001	B.S.	1958	University of Chicago	
		M.S.	1960	IL Inst. Of Technology	
		Ph.D.	1963	University of Chicago	

Number of theses supervised in past 5 years:

Academic Experience: Professor of Philosophy: Northwestern University, 1982-2001, University of Illinois, 1972-1982, Cornell University, 1967-1971.

Languages:

Major foci: Philosophy of physics; philosophical issues relating to sciences

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014**Area courses taught:** Introduction to Epistemology, Seminar in Philosophy of Science**Overseas Academic Experience:** Visiting Professor, London University.

Recent publications: "The Einstein-Podolsky-Rosen Argument in Quantum Theory", in E. N. Zalta (ed.) *The Stanford Encyclopedia of Philosophy* (2009); "Science Fictions", *Philosophical Studies* 143 (2009) 117-125; "Epistemic Instrumentalism, Exceeding our Grasp", *Philosophical Studies* 137 (2008) 135-39; "On Zurek's Derivation of the Born Rule, *Foundations of Physics*" (jointly with M. Schlosshauer) 35 (2005); "The Einstein-Podolsky-Rosen Argument in Quantum Theory, In E.N. Zalta (ed.) *The Stanford Encyclopedia of Philosophy*, 2004; *Bohmian Mechanics and Quantum Theory: An Appraisal*. Dordrecht: Kluwer, 1996 (Co-edited with J. Cushing and S. Goldstein).

Distinctions: Elected to the Academy of Arts and Sciences 2014.

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
GARDINER	2004	B.A.	1990	Oxford University	
Stephen M.		M.A.	1993	University of Colorado	
Assistant Professor (tenure track) Philosophy		Ph.D.	1999	Cornell University	

Number of theses supervised in past 5 years:**Academic Experience:** Visiting fellow, Princeton University, 2004-2005; University of Utah, 2003-2004**Languages:****Major foci:** Ethical theory, political philosophy and environmental ethics, global political philosophy, ethics and global environmental policy, egalitarianism and market systems.**Area courses taught:****Overseas Academic Experience:** Visiting Fellowship, University of Melbourne, 2002; Lecturer, University of Canterbury, New Zealand, 1998-2002; Erskine Fellowship, University of Canterbury, 2001

Recent publications: "A Contract on Future Generations?", in Axel Gosseries and Lukas Meyer (eds.), *Intergenerational Justice*. (Oxford, 2009) 77-119; "Saved By Disaster? Abrupt Climate Change, Political Inertia and the Possibility of an Intergenerational Arms Race", *Journal of Social Philosophy*, (2009), Special Issue on Global Environmental Issues, edited by Tim Hayward; *Virtue Ethics: Old and New*, (Cornell University Press, 2005); "Ethics and Global Climate Change", *Ethics*, 114, 2004.

Distinctions: Laurance S. Rockefeller Fellowship, Princeton University, 2004-2005; Environmental Humanities "Student Choice" Teaching Award, University of Utah, 2003-2004, International Freedom Project Grant, Templeton Foundation, 2001.

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
GOERING	2003	B.S.	1989	University of Illinois	
Sara		M.A.	1994	Univ. of Colorado	
Assistant Professor (tenure track) Philosophy		Ph.D.	1998	Univ. of Colorado	

Number of theses supervised in past 5 years:

Academic Experience: Assistant Professor, California State University, Long Beach, 1999-2003; Instructor, Stanford University, 2002; Instructor, University of Colorado, 1998-1999.

Languages:

Major foci: Biomedical Ethics, Ethical Theory, Feminist Philosophy

Area courses taught: Medical Ethics, Philosophy of Feminism

Overseas Academic Experience:

Recent publications: "Conformity through Surgery and Genetics: The Medical Erasure of Race and Disability" *Science and other Cultures: Issues in Philosophies of Science and Technology* (editors, S. Harding and R. Figueroa), Routledge (2003); "Choosing Our Friends: Moral Partiality and the Value of Diversity" *Journal of Social Philosophy* 34 (3) (2003).

Distinctions: CSULB Student Alumni Organization Golden Apple Teaching Award (2000); Scholarly and Creative Activity Award, California State University (1999, 2001, 2002).

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
HANKINSON NELSON Lynn		2003	B.A.	1980	Rutgers University
Professor		Ph.D.	1987	Temple University	
Philosophy					

Number of theses supervised in past 5 years:

Academic Experience: 2003-present, Professor, University of Washington, 2003-03, Visiting Professor, University of Washington, 2001-02, Visiting Professor, University of Puget Sound, 1998-2003 Professor, University of Missouri-St. Louis, 1997-1998 Professor, Rowan University.

Languages:

Major foci: Feminist epistemology, feminist philosophy of science, and philosophy of biology

Area courses taught:

Overseas Academic Experience:

Recent publications: *On Quine* (with Jack Nelson), Wadsworth, 2000 (monograph); Co-editor (with Jack Nelson), *Feminist Interpretations of W.V. Quine*, Penn State Press, 2003; "Relativism and Feminist Science Scholarship" in *Engendering Rationalities*, eds. S. Morgen and N. Tuana (SUNY, 2001)

Distinctions: 2004, Walter Simpson Center for the Humanities, "Feminist Epistemologies, Methods, Metaphysics, and Science Studies;" 2000-2002, PI, University of Missouri Research Board Award: "Reconstituting Empiricism: The Project and Legacy of W.V. Quine."

Name and Title	Year of Appointment	Degree	Date	Place	50% Teaching in West Eur. Studies
KEYT David	1957	B.A.	1951	Kenyon College	
Professor		M.A.	1953	Cornell University	
(tenured)		Ph.D.	1955	Cornell University	
Dept. of Philosophy					

Number of theses supervised in past 5 years:

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014

Academic Experience: Visiting appointments to UCLA, Irvine, Cornell, Princeton, and the University of Hong Kong. Research appointments: Institute for Research in the Humanities at the University of Wisconsin, Madison; Center for Hellenic Studies in Washington D.C.; Institute for Advanced Study, Princeton, N.J.

Languages: French and Ancient Greek (1).

Major foci: Aristotle's Political Philosophy.

Area Courses Taught: Plato's Republic; Ancient Ethics; Plato; History of Political Philosophy

Overseas Academic Experience: Greece 1968, 1971, 1994; India 1975; Hong Kong 1987

Recent publications: *Freedom, Reason, and the Polis: Essays in Ancient Greek Political Philosophy*, co-edited with Fred D. Miller, Jr., Cambridge: Cambridge University Press, (2007), pp. xxii + 316, published simultaneously as *Social Philosophy & Policy: Ancient Greek Political Philosophy*, 24 (2007); *A Companion to Aristotle's Politics*, co-edited with Fred D. Miller, Jr. (Oxford: Basil Blackwell, 1991); "Aristotle's Political Philosophy," forthcoming in *A Companion to Ancient Philosophy*; "Ancient Greek Political Thought," with Fred Miller, in *Handbook of Political Theory* edited by Gerald Gaus and Chandran Kukathas (London, 2004), 303-19.

Distinctions:

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
MOORE	2003	B.A.	1990	Ohio State University	
Adam D		M.A.	1994	Ohio State University	
Assistant Professor		Ph.D.	1997	Ohio State University	
Information Schol					
Philosophy Department, Adjunct					

Number of theses supervised in past 5 years:

Academic Experience: Eastern Michigan University, 2000-2003; Wright State University, 1999-2000; California State University Fresno, 1998-1999.

Languages:

Major foci: Philosophy of Law, Political Philosophy, Applied and Normative Ethics, Information,

Area courses taught: Contemporary Moral Problems, Justice Matters, Information Ethics

Overseas Academic Experience:

Recent publications: "Privacy Rights: Moral and Legal Foundations" (Pennsylvania State University Press, 2010), "Information Ethics: Privacy, Property, and Power," Ed. Moore (The University of Washington Press, 2005).

Distinctions: Charles G. Koch Charitable Foundation Grant, SU 2011-12. Institute for National Security Education and Research (INSER) Course Development Grant, SU 2010. \$5,000 summer money to develop a course on just war theory and information warFellowship, Bowling Green State University, 2002.

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
MOORE	1979	B.A.	1954	Stanford University	
Ronald		Ph.D.	1971	Columbia University	
Professor					
(tenured)					
Philosophy					

Number of theses supervised in past 5 years:

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014

Academic Experience: Preceptor In Philosophy: Columbia University (1966-1968); Assistant Professor: University of Hawaii (1969-1974); Associate Professor: University of Hawaii (1974-1979); Director, University of Washington Center for the Humanities (1987-1994).

Languages:

Major foci: Aesthetics, ethics and law

Area Courses Taught: Philosophy of Art, Philosophy of Humor, Philosophical Issues in Law

Overseas Academic Experience:

Recent publications: "The Moral Dimensions of Natural Beauty," in *Environmental Ethics for Canadians*, ed. Byron Williston, Oxford University Press 2012. "The Syncretic Approach to Natural Beauty: What it is and What it Isn't," *Ethics, Place, and the Environment* Vol. 12, No. 3 (October, 2009); *Natural Beauty*, Peterborough, Ont: Broadview Press (2008); "The Framing Paradox", in *Ethics, Place, and the Environment*, Vol. 9, No., 3 (2006).

Distinctions: Donald E. Petersen Fellowship for Excellence (2002, 2003); 1996-present – University Marshal, UW; 1995 – Charles Odegaard Award for Leadership in Minority Education.

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
ROBERTS	1992	B.A.	1975	Wellesley College	
Jean		M.A.	1978	Univ. of Pittsburgh	
Associate Professor (tenured) Philosophy		Ph.D.	1982	Univ. of Pittsburgh	

Number of theses supervised in past 5 years:

Academic Experience: Teaching Fellow in Philosophy: University of Pittsburgh (1976-78, 1980-82); Assistant Professor: Stanford University (1982-1989); Visiting Assistant Professor: University of Puget Sound (1989-1990); Associate Professor: University of Washington (1992- current).

Languages:

Major foci: Ancient Philosophy, Ancient and Contemporary Ethics, Plato and Aristotle

Area Courses Taught: History of Ancient Political Philosophy; Hellenistic Philosophy; Philosophy of Aristotle; Philosophy of Plato, Philosophical Topics in Feminism, History of Ancient Ethics, Seminar in Ancient Philosophy

Overseas Academic Experience:

Recent publications: "Socrates, the Athenian" in **Reason and Analysis in Ancient Greek Philosophy: Essays in Honor of David Keyt**, ed. by F.D. Miller and G. Anagnostopoulos. Springer, 2013. *Routledge Philosophy GuideBook to Aristotle and the Politics*, Routledge (2009); "Excellences of the Citizen and of the Individual" in *A Companion to Aristotle*, ed. by G. Anagnostopoulos, Blackwell (2009); "Aristotle on Justice and the Polis" in *The Cambridge History of Greek and Roman Political Thought*, ed. Malcolm Schofield and Christopher Rowe. Cambridge: Cambridge University Press, 2000).

Distinctions:

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
ROSENTHAL	2003	B.A.	1986	Stanford University	
Michael A.		M.A.	1988	University of Chicago	

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014

Professor Ph.D. 1996 University of Chicago
 (tenured)
 Philosophy

Number of theses supervised in past 5 years:

Academic Experience: Instructor, Assistant, Associate Professor of Philosophy, Grinnell College (1995-2003); Lecturer in Philosophy, University of Delaware (8/94-7/95); Instructor, University of Chicago (9/88-6/91).

Languages: French (4), Latin (1), Hebrew (4), German, (3), Dutch (1).

Major foci: Spinoza, religion and ethics.

Area courses taught: Modern Philosophy, Modern Ethics, Continental Rationalism

Overseas Academic Experience:

Recent publications: Spinoza's *Theological-Political Treatise: A Critical Guide*, eds. Yitzhak Y. Melamed and Michael A. Rosenthal. Cambridge: Cambridge University Press. (2010). "Spinoza and the Crisis of Liberalism in Weimar Germany", *Hebraic Political Studies*, volume 3:1 (2008).

Distinctions: Royalty Research Grant, UW (2009); DAAD Grant for German Language Study (2005); Grinnell College Sabbatical Leave, 2002-2003.

Name and Title	Year of Appointment	Degree	Date	Place	50% Teaching in West Eur. Studies
WOODY	1997	A.B.	1987	Princeton University	
Andrea I.		Ph.D.	1997	Univ. of Pittsburg	

Associate Professor
 (tenured)
 Philosophy

Number of theses supervised in past 5 years:

Academic Experience: Governor's School for the Sciences, Carnegie Mellon Univ, 1995-1996.

Languages:

Major foci: Philosophy of Chemistry

Area courses taught: Proseminar in Philosophy, Philosophy of Science, Philosophy of Dance

Overseas Academic Experience: *Scholar in Residence, Max-Planck-Institut für Wissenschaftsgeschichte, Berlin, 1999; Delegate, NSF-sponsored international conference. Kiev, Ukraine, 1998*

Recent publications: *Proceedings Papers for PSA2012: Contributed Papers. Philosophy of Science 80 (2013). With Robin Hendry and Paul Needham. Handbook of the Philosophy of Science, Volume 6: Philosophy of Chemistry. Elsevier Press, 2011. Philosophy of Chemistry, Handbooks of the Philosophy of Science, edited with Robin Henry, Elsevier Press forthcoming in 2010; "Telltale Signs: What Common Explanatory Strategies in Chemistry Reveal about Explanation Itself", *Foundations of Chemistry 6 (2004)*, "On Explanatory Practice and Disciplinary Identity", *Annals of the New York Academy of Sciences 988 (2003)*.*

Distinctions: Simpson Center Crossdisciplinary Research Initiative, UW 2009-10; Royalty Research Fund Grant, UW 2004.

POLITICAL SCIENCE

Name and Title	Year of Appointment	Degree	Date	Place	50% Teaching in West Eur. Studies
BENNETT Lance W. Professor Political Science Department	1981	B.A.	1970	University of California	
		M.Phil.	1973	Yale University	
		P.h.D.	1974	Yale University	

Number of theses supervised in past 5 years:

Academic Experience: Associate Professor of Political Science (1976- 82); Professor of Political Science (1982-present); Department Chair, Political Science (1993-96); Director, Center for Communication and Civic Engagement (2000-present).

Languages:

Major foci: Politics in Journalism, Civic Engagement, Social Movements, political communication, political psychology.

Area Courses Taught: Problems in Comparative Politics; Political Behavior.

Overseas Academic Experience: Uppsala University, Sweden (1989-95).

Recent Publications: *Civic Life Online: Learning How Digital Media Can Engage Youth*, (editor) M.I.T. Press (2008); *When the Press Fails: Political Power and the News Media from Iraq to Katrina* (with Regina G. Lawrence and Steven Livingston), University of Chicago (2007).

Distinctions: James A. Clowes Award for the Development of Learning Communities, 2008; National Communication Association Lifetime Distinguished Scholar Award for Career Achievement in the Study of Human Communication, 2007.

Name and Title	Year of Appointment	Degree	Date	Place	50% Teaching in West Eur. Studies
CAPORASO James A. Professor (tenured) Political Science	1988	B.A.	1963	Pennsylvania State Univ.	
		M.A.	1965	Villanova University	
		Ph.D.	1968	Univ. of Pennsylvania	

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014**Number of theses supervised in past 5 years:****Academic Experience:** Northwestern Univ. (1968-78), Univ. of Denver (1978-87), Harvard University (1987-88).**Languages:** French (5), German (3).**Major foci:** International relations, political theory and methodology.**Area Courses Taught:** The Political Economy of the EU in the World, International Political Economy**Overseas Academic Experience:** Belgium, Switzerland, Italy, France**Area courses taught:** World Politics, Introduction to International Relations, Undergraduate Seminar in Political Economy, International Relations I, International Political Economy, Advanced Topics in International Relations.**Recent publications:** "The Maastricht Treaty at Twenty", *Journal of European Integration*, November-December, 2012. James A. Caporaso and Mary Anne Madeira, *Globalization, Institutions, and Governance*. Sage Publications, October 2011. Coauthored with Min-hyung Kim. "The Dual Nature of European Identity: Subjective Awareness and Coherence", coauthored with Min-hyung Kim, accepted by *Journal of European Public Policy* (2009).**Distinctions:** 1980 to present – editor, *Comparative Political Studies*.

Name and Title	Year of Appointment	Degree	Date	Place	75% Teaching in West Eur. Studies
CICHOWSKI	2001	B.A.	1992	UC - San Diego	
Rachel		M.A.	1997	UC - Irvine	
Associate Professor (tenured)		P.h.D.	2002	UC - Irvine	

Department of Political Science and Law, Societies & Justice program

Number of theses supervised in past 5 years: 8 MA, 5 PhD**Academic Experience:** (1989-1999) Robert Schuman Centre for Advanced Studies, European Institute, Italy; (2000), Max Planck Institute, Program in Politics/Law/Economics, Germany.**Languages:** German (3); Italian (1).**Major foci:** Comparative courts and rights, EU law and legal institutions.**Area courses taught:** Women's Rights in an Integrated Europe, Comparative Law and Politics**Overseas Academic Experience:** European University Institute, Florence Italy 1998-99, Research; Max Planck Institute, Bonn, Germany 2000, UW Rome Center: 2003, 2005.**Recent publications:** 2013. *Mobilization, Litigation and Democratic Governance*.Representation: *Journal of Representative Democracy*, 49(3); 2013. *Legal Mobilization, Transnational Activism and Gender Equality in the EU*. *Canadian Journal of Law and Society*, 28(2). 2013. *Courts, Advocacy Groups and Human Rights in Europe*. In A. Brysk, ed. *The Politics of the Globalization of Law*. Routledge. 2013.**Distinctions:** 2008 Best Book Award, American Political Science Association, European Politics & Society Section; 2006-2007, Royalty Research Fund, University of Washington; 2003-2004, German Marshall Fund, Research Fellowship; Fall 2001, University of Washington, College of Arts and Sciences, Junior Faculty Award.

Name and Title	Year of Appointment	Degree	Date	Place	75% Teaching in West Eur. Studies
DI STEFANO	1985	B.A.	1974	Ithaca College	
Christine		Ph.D.	1984	Univ. of Massachusetts	
Associate Professor					

Number of theses supervised in past 5 years:

Academic Experience: Visiting Lecturer, University of Massachusetts, Amherst (1984-85).

Languages: Spanish (3), Italian (1).

Major foci: Political theory, contemporary social theory, feminist theory, political culture,

Area Courses Taught: Introduction to Political Theory; Western Political Thought: Modern; Philosophical Political Theory; Women in Politics, Introduction to Political Theory

Overseas Academic Experience: Born and resided in Italy (1952-1961); Venezuela (1967-1969)

Recent publications: "Feminist Attitudes toward Ethical Pluralism," in *The Many and the One: Religious and Secular Perspectives on Ethical Pluralism in the Modern World*, ed. Madsen and Strong (Princeton University Press, 2003)

Distinctions: 2000 Center for the American Woman and Politics (Rutgers), National Education for Women's Leadership grant; 1997 Visiting Fellow, Institute for Human Sciences, Vienna. 1995 Teaching American Pluralism in Humanities, NEH; Curriculum Transformation Project,

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
GILL	1994	B.A.	1987	Marquette University	
Anthony		M.A.	1989	UC - Los Angeles	
Professor		Ph.D.	1994	UC - Los Angeles	

(tenured)
 Political Science

Number of theses supervised in past 5 years:

Academic Experience: Royalty Research Fund grant, 1995; NSF dissertation grant, 1993-94; guest lecturer, Universidad de las Americas (Puebla, Mexico), June 1995.

Languages: Spanish (4)

Major foci: Comparative politics, methodology, political economy.

Area Courses Taught: Problems in Comparative Government, Comparative Politics, Rational Choice in Comparative Politics (graduate seminar), Religion and World Politics.

Overseas Academic Experience: Research in: Mexico, June 1995; Argentina, spring 1994; Chile, summer 1993.

Recent publications: *The Political Origins of Religious Liberty*, Cambridge University Press (2007); "Will a Million Muslims March? Muslim Interest Organization and Political Integration in Europe", co-authored with Steven Pfaff, *Comparative Political Studies* (2006); "The Political Origins of Religious Liberty." *Interdisciplinary Journal for Religious Research* (2004); "State Welfare Spending and Religiosity: A Cross-National Analysis" with Erik Lundsgaarde. *Rationality and Society* (2004); "Weber in Latin America: Is Protestant Growth Enabling the Consolidation of Democratic Capitalism?" *Democratization* (2003).

Distinctions: Best Book Award. ASA Section on Religion. *The Political Origins of Religious Liberty*. 2008. UW Distinguished Teaching Award, 1998-99; Best Paper Award, APSA Section on Religion and Politics, "Religion and Political Attitudes in Latin America: UW Royalty Research Fund Grant, 1999-2000, 1995-96.

Name and Title	Year of Appointment	Degree	Date	Place	75% Teaching in West Eur. Studies
KIER	1999	B.A.	1980	Dickinson College	
Elizabeth		M.A.	1985	Columbia University	

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014Associate Professor Ph.D. 1992 Cornell University
(tenured)

Political Science

Number of theses supervised in past 5 years:**Academic Experience:** Assistant Professor, Department of Political Science, UC Berkeley (1993-98).**Languages:** French (3), Italian and Swedish (1)**Major foci:** War and Politics, Civil Military relations in Democracies, International security.**Area Courses Taught:** International Conflict; Cooperation/Conflict in Twentieth Century Europe**Overseas Academic Experience:** Danish Institute for International Studies, 2005-06**Recent publications:** "The Revolution in Military Affairs, Counterinsurgency, and Change in the U.S. Army," in *Military Transformation and Strategy*, edited by Bernard Loo (Frank Cass, 2008); "Social Cohesion and Motivation in Combat: An Old Question with an Old Answer," *Armed Forces and Society* co-authored with Aaron Belkin and Robert MacCoun, Vol. 32, no. 4 (2006).**Distinctions:** Post-doctoral Fellow, Center for International Security and Arms Control, Stanford Univ, 1998. Edgar S. Furniss Book Award for *Imagining War*, 1998; Senior Fellow, Belfer Center for Science and International Affairs, Harvard, 1998-1999.

Name and Title	Year of Appointment	Degree	Date	Place	50% Teaching in West Eur. Studies
LITFIN	1991	B.A.	1977	Univ. of Maryland	
Karen		M.A.	1978	Univ. of Maryland	
Associate Professor		Ph.D.	1991	UC - Los Angeles	
Political Science					

Number of theses supervised in past 5 years: 3 MA theses and 1 PhD**Academic Experience:** USC School of International Relations; Research Professor, GWU**Languages:** Spanish (2)**Major foci:** Global environmental politics, international relations theory.**Area Courses Taught:** Political Ecology, World Food System, International Relations/ Law.**Recent publications:** *Ecovillages: Lessons for Sustainable Community* (2013). "Localism" in Carl Death (ed.), *Critical Environmental Politics* (Routledge, 2013). "Gaia Theory and the Greening of Global Political Culture," in Crist and Rinker (eds.), *Gaia in Turmoil: Climate Change, Biodepletion, and Earth Ethics in an Age of Crisis* (MIT Press, 2009).**Distinctions:** 1999 – Verensius Initiative Seed Grant; 1998 – National Science Foundation Grant; 1997 – Pacific Northwest National Laborator/US Dept of Energy, Associated Western Universities Faculty Fellowship; Sprout Award for Ozone Discourses, ISA award for best book on international environmental issues, runner-up, 1995.

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
MAYERFELD	1992	B.A.	1985	Oberlin College	
Jason M.		M.A.	1988	Princeton University	
Associate Professor		Ph.D.	1992	Princeton University	
(tenured)					
Political Science					

Number of theses supervised in past 5 years:

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014

Academic Experience: Adjunct Associate Professor of Law, Societies & Justice, UW (2005-present); Assistant Professor of Political Science, UW (1992-98); Acting Assistant Professor of Political Science, UW (1991-92).

Languages: Spanish (4) French (1)

Major foci: Political theory, ethics.

Area Studies Taught: Introduction to Political Theory; Western Political Thought: Ancient and Medieval; Special Topics in Advanced Political Theory; Political Theory Core.

Overseas Academic Experience: Fulbright Scholar in Bogotá, Colombia, University of the Andes, 1985-86,

Recent publications: "US Courts Reject Accountability for Torture", University of Washington Center for Human Rights Annual Report (2012); "The Democratic Legitimacy of International Human Rights Law," *Indiana International and Comparative Law Review*, vol. 19, no. 1 (2009); "In Defense of the Absolute Prohibition of Torture," *Public Affairs Quarterly*, vol. 22, no. 2 (2008); "Playing by Our Own Rules: How U.S. Marginalization of International Human Rights Law Led to Torture," *Harvard Human Rights Journal*, vol. 20 (2007); "The Democratic Legacy of the International Criminal Court," *Fletcher Forum of World Affairs*, 28(2) (2004).

Distinctions: Simpson Center for Humanities research fellowship, 2004; Human Rights Teaching Fellowship, Columbia Univ, 2000; Faculty Development Mentoring Award, 1997; Mellon Post-Enrollment Fellowship, 1991.

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
MERCER	1996	B.A.	1982	Oberlin College	
Jonathan		M.A.	1987	School of Int. and Pub. Affairs	
Associate Professor (tenured) Political Science		Ph.D.	1993	Columbia University	

Number of theses supervised in past 5 years: 2 Ph.D., 5 in progress; 6 M.A. in progress

Academic Experience: Assistant Professor, UW (1996-98)

Languages: French (1), Russian (1).

Major foci: International relations theory, International security, Political psychology.

Area Courses Taught: Introductions to International Relations, International Conflict, War and Deterrence, International Relations Theory.

Overseas Academic Experience: Danish Institute for International Studies (2005-2006)

Recent publications: "Bad Reputation: The Folly of Going to War for "Credibility" 2013 Foreign Affairs Human Nature and the First Image: Using Emotion in International Politics," *Journal of International Relations and Development* (2006)

Distinctions: Visiting Fellow 2012-13, London School of Economics. "Rationality and Psychology in International Politics" honorable mention Society for the Psychological Study of Social Issues, Otto Klineberg Intercultural and International Relations Award (2005); 1997 Edgar S. Furniss Book Award for exceptional contribution to the study of national and international security.

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
WENDLER	2012	PhD	2004	University of Göttingen (Germany)	
Frank Daad Visiting Professor Political Science		"Diplom-Politologe" (MA)	2000	University of Hamburg (Germany)	

Academic Experience:

Major foci: Party politics in the context of European integration, Discursive Europeanization, Discourse Theory and empirical claims-making analysis Europeanization of domestic parliamentary debates and procedures Theories of European integration and Europeanization

Area Courses Taught: Europe Transformed? The debate on a politicization of European integration, Discourse theoretical perspectives on European integration, Politics of the European Union”

Overseas Academic Experience: 2011-12 Social Science Research Center (WZB) Department Transnational Conflicts and International Institutions“; 11/2007 – 09/2012 „Wissenschaftlicher Mitarbeiter“ (Lecturer and Senior Researcher) Institute for Political Science Goethe-Universität Frankfurt am Main (Germany); 06/2005 – 08/2007 Postdoctoral Researcher Faculty of Law, Maastricht University (Netherlands).

Languages: German, English, French, Italian, Spanish

Recent publications: National parliamentary debates in EU Treaty Reform, in: Journal of European Public Policy, Vol. 21. No. 4, (2014), 2013 European Debates of National Parliaments in France, Germany, and the UK, Journal European Integration, Vol. 35, No.7.

Distinctions:

SCANDINAVIAN LANGUAGES AND LITERATURE

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
DÜBOIS	1994	Fil.Mag.	1969	Univ. of Stockholm	
la G. V. Senior Lecturer		M.A. Ph.D	1981 1991	UC – Los Angeles University of Washington	
Scandinavian Studies					

Number of theses supervised in past 5 years: 4 MA, 2 PhD

Academic Experience: Lecturer, UW (1994-95, 1996-2001); Teaching Assistant, UW (1982-84, 1989-90); Teaching Assistant, UCLA (1979-82).

Languages: Swedish (5), French (5), German (2)

Major foci: Scandinavian Languages and Literature, Swedish Women Writers

Area courses taught: Swedish Literature and Culture, Swedish Women Writers

Overseas Academic Experience: Born in Stockholm, Sweden

Recent publications: “The Unfinished Man: The Many Masculinities in Lars Gustafsson's Fiction.” *Literatur und Wissenschaft: Autorenkolloquium mit Lars Gustafsson* (Bielefeld: Aisthesis Verlag, 2007); “Katarina Frostenson —Transforming Swedish Poetry”, *Female Voices of the North II: An Anthology*, eds. Inger Olsen and Sven H. Rossel (Vienna: Praesens, 2006); “Katarina Frostenson”, *Twentieth-Century Swedish Writers, Dictionary of Literary Biography* Vol. 257, edited by Lotta Gavel-Adams (Gale Group, 2002).

Distinctions: Nom, Distinguished Teaching Award, 2001, 2003; American-Scand. Foundation Grant, 2002.

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
GAVEL-ADAMS Ann-Charlotte Professor (tenure-track)	1990	M.A. Ph.C. Ph.D.	1975 1978 1990	University of Linköping University of Stockholm University of Washington	

Number of theses supervised in past 5 years:

Academic Experience: Director of the Scandinavian Summer Institute, University of Washington (1991).

Languages: Swedish (5); French, German and Spanish (4).

Major foci: Swedish language and literature, comparative literature, Scandinavian drama, Scandinavian women writers

Area Courses Taught: Scandinavian Drama, Swedish literature, Strindberg and European Cultural History, Scandinavian Women Writers, Scandinavian Children's Literature

Overseas Academic Experience: Sweden, Spain, France, Germany

Recent publications: "Verner von Heidenstam" in *Nobel Prize Laureates in Literature, Part 2: Faulkner-Kipling*, volume 330 in the series *Dictionary of Literary Biography*, a Brucoli Clark Layman book, Detroit-London-Munich: Thomson Gale (2007); "Fredrika Bremer: Passionate Promoter of Peace and Women's Rights" in *Female Voices of the North II: An Anthology*, edited by Inger M. Olsen and Sven Hakon Rossel. Wien: Praesens Verlag (2006);

Distinctions: Swedish Institute Award for 2004; Best Swedish Program for 2003 outside of Sweden; Nominated to the University of Washington 2002 Distinguished Teaching Award.

Name and Title	Year of Appointment	Degree	Date	Place	West Eur. Studies
GRINBERGA	2004	B.A.	1987	University of Latvia	
Iveta		M.A.	2000	University of Latvia	
Visiting Lecturer Scandinavian Studies					

Number of theses supervised in past 5 years: 0

Languages: Latvian (5), Russian (5), Czech (3).

Area courses taught: Latvian Literature and Culture.

Major foci: Applied Linguistics; Second Language Acquisition.

Overseas Academic Experience: Latvia, Lithuania, teaching at University of Latvia.

Recent publications: "Early Exposure to Language", in: *Tagad 2008'1. Zinatniski metodisks izdevums*, Rīga, LVAVA (2008); "Self-Assessment: a Motivational Factor in Creative Mastering of Latvian as a Second Language", in: *Radoša Personība* (2006); Conference papers: "Error of Analysis of Latvian as Second Language: Common and Individual Features" and "The Baltic States in the Era of Globalization", 18th International Conference of Baltic Studies, Johns Hopkins, Baltimore MD, June 6-8, 2002.

Distinctions: Keggi Language Award (2000).

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014

Name and Title	Year of Appointment	Degree	Date	Place	75% Teaching in West Eur. Studies
INGEBRITSEN	1992	B.A.	1984	William Smith College	
Christine		M.A.	1986	Columbia University	
Professor		Ph.D.	1993	Cornell University	

Scandinavian Studies; Adjunct, Political Science, Member IS Faculty

Number of theses supervised in past 5 years: 15 M.A., 6 Ph.D.

Academic Experience: Research Fellow: Norwegian Institute of International Affairs (1986-87) and Norwegian Energy Research Center (1987); Danish Commission on Security and Disarmament (1991).

Languages: Norwegian (4); Swedish (3); Spanish (4); French (2).

Major foci: International political economy, Scandinavian politics, European integration, Gender, Women, and Sexuality.

Area Courses Taught: Modern Scandinavian Politics, Scandinavia in World Affairs, Eco-Capitalism, Environmental Norms in International Politics, Europe Today, International Political Economy.

Overseas Academic Experience: Norway, Greece, Sweden, Denmark, Russia.

Recent publications: *The Scandinavian Way and Its Legacy in Europe*. Sentia Publishing: 2013; Christine Ingebritsen, Iver Neumann, Sieglinde Gstohl, and Jessica Beyer, eds. *Small States in International Relations*. University of Washington and University of Iceland: 2006 "Scandinavian Politics Reconsidered." *Scandinavian Studies* (forthcoming); *Scandinavia in World Politics*, (forthcoming) Rowman and Littlefield Publishers, 2005; Co-edited, *Coming in from the Cold War* (Rowman and Littlefield, 2002).

Distinctions: 1995 Center for West European Studies Course Development Grant; 1997 Japan Studies Travel Grant to study whaling in Japan; 1998 American Scandinavian Foundation Thor Memorial Fund and Crown Princess Friendship Fund Research Grant for research on Icelandic and Norwegian whaling policies; 1999 Marshall Fund Grant for the study of Norwegian whaling policy; 2004 Graduate School publication grant for book project on small states; 2010 Center for West European Studies Course Development Grant; Jackson School Teaching Award; Chair, American Political Science Association, International Learning, 2004; Goals Committee Vice President Phi Beta Kappa, 2004; President Elect Society for the Advancement of Scandinavian Studies, 2004; Scholarship Committee, Norwegian-American Chamber of Commerce, 2004; Scholarship Committee, American Scandinavian Foundation, 2005-present

Professional Offices/Awards/Service: 1994-6 Book Review Editor, European Community Studies Newsletter; 1994-5 President, International Studies Association, Western Division 1995-1 Steering Committee Member, Council for European Studies; 1996 Student Service Award, International Studies Program, JSIS; 1998- Editorial Board, *Cooperation and Conflict*; 1999 Student Service Award, International Studies Program, JSIS; 2000-1 Board Member, Norwegian-American Chamber of Commerce; 2000 National Screening Committee, Fulbright (Scandinavia); 2001 Nominated for Distinguished Teaching Award, UW; 2002 Nominated for Distinguished Teaching Award, UW; 2002- Editorial Board Member, *Millenium*; 2002- Board Member, Centre for Small State Studies, Iceland; 2005- Scholarship Committee Member, American Scandinavian Foundation; 2005-7 President, Society for the Advancement of Scandinavian Study; 2006-7 Chair, International Learning Goals Committee, American Political Science Association; 2008-9 Member, American Political Science Association, Civic Engagement Working Group; 2008-9 Treasurer, UW Club Board; 2008-11 Board Member, Villa Academy; 2010 President, UW Club Board

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
JENNER		PhD	1999	University of Pennsylvania	
Lars		MA	1992	University of Washington	
Lecturer		BA	1989	University of Washington	

Number of theses supervised in past 5 years:**Academic Experience:** the U.S. Air Force for foreign language enhancement among airmen.Develop online learning tools through VL247 platform. *North Park University, Chicago*, Adjunct Professor of Scandinavian, January-May 2012. *St. Ambrose University, Davenport, IA*, Adjunct Professor of English, 2006-2007.**Languages:** Swedish, German, Old Icelandic, Norwegian, Danish**Major foci:** Scandinavian Literature and Culture, Swedish Race and Ethnicity, Folklore and Mythology, Translation**Area Courses Taught:** Introduction to Scandinavian Culture, Vikings, Folklore**Overseas Academic Experience:****Recent publications:** Bimonthly articles in *Valthornet* featuring history, collections, and activities of the Vasa National Archives, 2007-2011. "History and Traditions of Valborg." Annual Spring Valborg Celebration, Vasa National Archives. Bishop Hill, April 2011. "Nordic Mythology." Invited Lecture. First Lutheran Church, Rock Island, Spring 2010. "Secret Societies: The Origins and Evolution of the Vasa Order of America." Society for the Advancement of Scandinavian Study. Seattle, April 2010.**Distinctions:**

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
LEIREN	1979	B.A.	1966	CSU - Los Angeles	
Terje I.		M.A.	1970	CSU - Los Angeles	
Professor (tenured)		Ph.D.	1978	Univ. of North Texas	

Scandinavian Languages and Literature

Number of theses supervised in past 5 years:**Academic Experience:** Lecturer (summers), University of Oslo (1988-99); Lecturer, Lindaas Gymnas (1975-76); University of Washington (1977-present).**Languages:** Norwegian (5), Danish (3), Swedish (4), French (2).**Major foci:** Scandinavian history, Immigration, Norwegian language.**Area Courses Taught:** The Vikings; History of Scandinavia to 1720; History of Scandinavia since 1720; Topics in Scandinavian History.**Overseas Academic Experience:** Norway, Sweden, Denmark 1975-77, 1980, annually 1982-1998, 1999; Russia 1999, 2002; Finland 1999, 2002; Scotland 2001.**Recent publications:** *The Selected Plays of Marcus Thrane*, Northfield, Minnesota: Norwegian-American Historical Association, Seattle: University of Washington Press (2007); "A Century of Norwegian Independence," *Scandinavian Review*, 92:3 (Spring 2005); "America as Symbol in the Plays of Marcus Thrane," in Todd Nichol, ed., *Interpreting the Promise of America* (Northfield, MN: Norwegian-American Historical Association, 2002).**Distinctions:** 1996 – Knight of the Royal Norwegian Order of Merit, Knighted by His Majesty King Harald of Norway; Past President of the Society for the Advancement of Scandinavian Studies.

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
NESTINGEN	2001	B.A.	1994	St. Olaf College	
Andrew K. Professor		M.A.	1999	University of Washington	
		Ph.D.	2001	University of Washington	

Scandinavian Languages and Literature

Number of theses supervised in past 5 years: 1 M.A.

Academic Experience: Assistant Professor, Scandinavian Studies, UW (2001-07); Teaching Assistant, UW (1997-2000).

Languages: Finnish (5), Swedish (4), French (3), Norwegian (3), Danish (3), Old Icelandic (2), Estonian (1).

Major foci: Finnish Literature, Scandinavian Film, Cultural Studies, Globalization

Area Courses Taught: Introduction to Scandinavian Culture; Finno-Ugric Epic and Nationalism;

Overseas Academic Experience: University of Helsinki: 1996-1997, Summer 1998, 2000-2001; University of Lund, Sweden, Summer 1997

Recent publications: *The Cinema of Aki Kaurismäki: Contrarian Stories* (2013), published iWallflower imprint of Columbia University Press. His *Scandinavian Crime Fiction*, co-edited with Paula Arvas, was published by the University of Wales Press in 2011 *Crime and Fantasy in Scandinavia: Fiction, Film, and Social Change*, Seattle: University of Washington Press (2008); Nestingen ed. and Elkington ed.; Grant, Barry Keith ed. "Transnational Cinema in a Global North: Nordic Cinema in Transition." *Contemporary Film and Television* Detroit: Wayne State UP (2005).

Distinctions: Fellow, Collegium for Advanced Studies, University of Helsinki, 2008-09.

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
SJÅVIK	1979	B.A.	1974	Brigham Young Univ.	
Jan Ivar Professor		M.A.	1976	Harvard University	
(tenured)		Ph.D.	1989	Harvard University	

Scandinavian Languages and Literatures

Number of theses supervised in past 5 years: 4 Ph.D.; 1 M.A.

Academic Experience: Associate Professor, UW (1984-2006); Assistant Professor, UW (1979-84).

Languages: Norwegian (5); Swedish and Danish (4); Modern Icelandic (1); Old Icelandic (3); German (3); French (2); Latin (2); Italian (1).

Major foci: Norwegian language and literature, prose fiction, literary theory.

Area Courses Taught: Ibsen and His Major Plays in English; Contemporary Literary Theory; The Norwegian Short Story; Drama After Ibsen; Topics in Norwegian Literature and Culture;

Overseas Academic Experience: September, 2004: Lectured at five Norwegian universities; did research at the manuscript collections of the Norwegian National Library.

Recent publications: *Historical Dictionary of Norway* (Lanham, Maryland: Scarecrow Press, 2008); *Historical Dictionary of Scandinavian Literature and Theater* (Lanham, Maryland: Scarecrow Press, 2006).

Distinctions: Chair, Scandinavian Language Dept. 2010 – present. 2004 – Two Travel Grants from the *Modern Language Quarterly*, Seattle; 2004 – 4x4 Writing Development Grant, UW College of Arts and Sciences; 2004 – Course Development Grant, Center for Western UW.

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
SMIDCHENS	1993	B.A.	1985	Northwestern University	
Guntis		M.A.	1988	Indiana University	
Professor		M.A.	1990	Indiana University	
Scandinavian Studies		Ph.D.	1996	Indiana University	

Number of theses supervised in past 5 years:

Languages: Latvian (5), Estonian (4), Lithuanian (4), Russian (3), German (2).

Major foci: Estonian, Latvian and Lithuanian folklore, culture and history; Russian folklore, American Ethnic culture

Area courses taught: Baltic Cultures, Baltic States since 1991; Intro. to Folklore Studies.

Overseas Academic Experience: Open Society Support Foundation travel grant, 1999; IREX, 1997; IREX to the Baltic States (Lithuania, Latvia, Estonia) 1991-92; Vilnius, Riga and Tallinn; Vilnius, Riga, Mazirbe, Tallinn and Helsinki, 2005.

Recent Publications: "Rememberign the Baltic Singing Revolution on the National Mall, 1988", Smithsonian Folkife Festival (2013); "My Motorcycle," 19 poems by Imants Ziedonis, translated into English by Guntis Šmidchens, *Latvian Literature #7* (2008); "National Heroic Narratives in the Baltics as a Source for Non-Violent Political Action", *Slavic Review: Interdisciplinary Quarterly of Russian, Eurasian, and East European Studies*, 66, 3 (2007).

Distinctions: Certificate of Recognition, Ministry of Science and Education, Republic of Latvia, 2007; Janis Bierins Memorial Award, recognition for work done in creating and developing the UW Baltic Studies Program, 2000.

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
STECHEH-HANSEN	1991	B.A.	1978	UC - Berkeley	
Marianne		M.A.	1981	University of Washington	
Professor		Ph.D.	1990	UC - Berkeley	
Scandinavian Languages and Literature					

Number of theses supervised in past 5 years: 6 Ph.D.; 6 M.A.

Academic Experience: Visiting Scholar, Univ. of Bergen (1997); Visiting Professor, Univ. of Copenhagen, 2000-2001.

Languages: Danish (5), Norwegian and Swedish (4), French (2), German (1), Latin (1).

Major foci: Danish literature from the Reformation to the Present; modern Scandinavian literature; Historical Narrative; H.C. Andersen; Isak Dinesen.

Area Courses Taught: Hans Christian Anderson and the Fairy Tale; Masterpieces of Scandinavian Literature; Northern Europe and World War II: Literary and Historical Representation.

Overseas Academic Experience: Denmark (Summers 1994, 1995, 1996); Norway (Spring 1997); Denmark (academic year 2000-2001).

Recent publications: *The Creative Dialectic on Karen Blixen's Essays* (2014 Museum Tusulanum Press, Copenhagen, "Romantic and Modern Metatexts: Commemorating Andersen and the Self-Referential Text," in *Hans Christian Andersen between Children's Literature and Adult Literature* (Odense: Hans Christian Andersen Center/University Press of Southern Denmark, 2007).

Distinctions: 2006-09 Danish programs grant, Scan|design; 2004 – Writing Initiative Grant.

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014**SLAVIC LANGUAGES AND LITERATURE**

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
WEST	1973	B.A.	1962	Cambridge University	
James		Ph.D.	1970	Cambridge University	

Associate Professor

(tenured)

Slavic Languages and Literature

Number of theses supervised in past 5 years: 1 Ph.D.; 4 M.A.**Academic Experience:** Lecturer in Russian Literature, Lancaster University (1962-72);

Lector in Russian for Scientists, Cambridge University (1966-67).

Languages: German and Russian (5); French and Latin (4); Greek (3); Georgian and Buriat (2).**Major foci:** European influences in Russian culture, including philosophy and art.**Area Courses Taught:****Overseas Academic Experience:** Germany, 1989; Poland, 1989; Italy, 1985, 1988, 1992; Switzerland, 1993; Hungary, 1995; France, 1996; Research Russia, incl. Siberia, 1980-present.**Recent publications:** *The Icon and the Word: Literature and Painting in Russian Culture*. UW Press, (forthcoming); *The Russian Idea: Philosophical nationalism in Russia Since 1880*, (2008); "Icons, Modernism and Socialist Realism: The Emblematic Idiom of Modern Russian Art." The Icon and Modernity held at Columbia University in October 2003.**Distinctions:** Chair, Program Committee, Annual Meeting of American Association for the Advancement of Slavic Studies, 2005.

SOCIOLOGY

Name and Title	Year of Appointment	Degree	Date	Place	50% Teaching in West Eur. Studies
KISER	1988	B.A.	1978	UNC - Chapel Hill	
Edgar Vance		M.A.	1980	Univ. of Arizona	
Associate Professor Sociology		Ph.D.	1987	Univ. of Arizona	

Number of theses supervised in past 5 years:

Academic Experience: Assistant Professor, University of Iowa, 1987-1988.

Languages:

Major foci: Political Sociology, Sociological Theory, Comparative-Historical Sociology.

Area Courses Taught: Political Sociology, Society & Politics

Overseas Academic Experience:

Recent publications: "Rational Choice Approaches to State Formation" (Stanford University Press, 2013); "Elaborating the Microfoundations of *The Familial State: Uniting Evolutionary Biology and Historical Sociology*" *Political Power and Social Theory* 19:273-282 (2008); "Norms of War: An Institutional Account", with Eric Gleave, pp. 177-194 in Peter Nedergaard and John Campbell (eds) *Institutions and Politics: Festschrift in Honor of Ove Pedersen*, Copenhagen: DJOF (2008).

Distinctions: Clarence and Elisa M. Schrag Endowed Faculty Fellowship, 2011-2014 2006 – Elected to Sociological Research Association; 1991 - Franklin L. Burdette Pi Sigma Alpha Award for best paper presented at the 1991 American Political Science Association Meeting.

Name and Title	Year of Appointment	Degree	Date	Place	75% Teaching in West Eur. Studies
PFAFF	1999	B.A.	1992	SUNY	
Steven		M.A.	1994	Univ. of North Carolina	
Associate Professor		M.A.	1995	Univ. of North Carolina	
(tenured) Sociology		Ph.D.	1999	New York University	

Number of theses supervised in past 5 years: 2 M.A., 1 Ph.D.

Academic Experience: Director, Center for West European Studies (2007-present)

Languages: German (5)

Major foci: Political sociology, social movements, comparative sociology, comparative sociology of religion, Germany and central Europe.

Area Courses Taught: Introduction to Sociological Theory,

Overseas Academic Experience: Austria, 1991; Germany 1993, 1995, 1998, 2001; Poland, Hungary, Czech Republic 1991; 1998.

Recent publications: "The True Citizens of the City of God: The Cult of Saints, Catholic Social Order and the German Reformation", *Theory and Society* (2013); "Comparative Historical Analysis", with Edgar Kiser, in K. Leicht and C. Jenkins, eds., *Handbook of Politics* (New York: Springer 2009).

Distinctions: 2009-11 – Co-Investigator Air Force Office of Scientific Research (AFOSR) Research Grant for "Social Order and the Genesis of Rebellion. 2009-10 - Co-Investigator Harry F. Guggenheim Foundation Research Grant for "Social Order and the Genesis of Rebellion: A Study of Mutiny in the Royal European Academy for Sociology Prize for Best Book, 2009; Excellence in Graduate Training Award, Sociology Department, UW, 2007.

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
STOVEL	1997	B.A.	1988	Stanford University	
Katherine W. Associate Professor (tenured) Sociology		M.A.	1994	University of North Carolina	
		Ph.D.	1999	Stanford University	

Number of theses supervised in past 5 years: 8 Ph.D.; 5 M.A.

Academic Experience: 1999-2005 Assistant Professor of Sociology and Faculty Affiliate, Center for Studies in Demography and Ecology and Center for Statistics and the Social Sciences, UW; 1997-1999 Acting Assistant Professor of Sociology.

Languages:

Major foci: Organizational Dynamics and Career Structures, Social Networks, Epidemiological Models

Classes Taught: Survey of Sociology, Networks and Social Structure, History of Social Thought

Recent publications: "The Social Dimensions of Adolescent Sexuality", et al., Chapter 6 in *Sexually Transmitted Diseases* (4th edition). King K Holmes, Frederick Sparling, M. Walter E. Stovel, 5/08 Stamm et al. (eds) (New York, McGraw-Hill. 2008); "Mergers and Mobility: The Origins of Career Migration at Lloyds Bank", *American Journal of Sociology*. 111:1080-1121 (2006).

Distinctions: 2013 (North American) Editor of the British Journal of Sociology. 2008-09 – Fellow, Center for Advanced Study in the Behavioral Sciences, Standford University; 2005 – Roger Gould Prize for "Chains of Affection" American Journal of Sociology; 1996-97 – Graduate Scholar Award, International Philanthropic Educational Organization.

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
TOLNAY	2000	B.A.	1973	University of Washington	
Stewart E. Professor (tenured) Sociology		M.A.	1975	University of Washington	
		Ph.D.	1981	University of Washington	

Number of theses supervised in past 5 years:

Academic Experience: Professor of Sociology, University of Albany (1993-2000), Associate Professor of Sociology, University of Georgia (1988).

Languages:

Major foci: Demography, Family, Race and Ethnicity

Overseas Academic Experience:

Recent publications: "Personalizing Lynch Victims: A New Database to Support the Study of Southern Mob Violence", with Amy Kate Bailey et al., *Historical Methods*, 41(1):47-61 (2008); "Inequality in the West: Racial and Ethnic Variation in Occupational Status and Returns to Education, 1940 to 2000", with Stewart E. Tolnay and Suzanne C. Eichenlaub, *Social Science History*, 31(4):471-507 (2007); *American Diversity: A Demographic Challenge for the Twenty-First Century*, Nancy A. Denton and Stewart E. Tolnay (eds.)

Distinctions: Named a Population Association of America "Honored Member," 2012. Elected to the Washington State Academy of Sciences, 2011. 2008 – Honor Excellence in Teaching Award, UW; 2002 – Elected to Sociological Research Association

SPANISH AND PORTUGUESE

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
DOBAO	2007	B.A.	1996	U of Santiago de Compostela	
Ana Fernández		M.A.	1999	U of Santiago de Compostela	
Associate Professor		Ph.D.	2005	U of Santiago de Compostela	

Number of theses supervised in past 5 years: 3 MA

Academic Experience: Visiting Professor, University of Montreal (2004-07); Spanish Conversation Assistant, University of Montreal (2003-04).

Languages: Spanish (5), Galician (5), French (5), Portuguese (3), German (2)

Major foci: Spanish Language, English language instruction

Overseas Academic Experience: Teaching and Learning, held in Santiago de Compostela (Spain), September 2008.

Courses Taught: Spanish dialects, Spanish language instruction

Recent Publications: Fernandez Dobao, A. (2014a). Attention to form in collaborative writing tasks: Comparing pair and small group interaction. *Canadian Modern Language Review*, DOI:10.3138/cmlr.1768.; Fernandez Dobao, A. & A. Blum. (2013). "Negotiating meaning in interaction between English and Spanish speakers via communicative strategies", with I. Palacios Martinez, *Atlantis. Journal of the Spanish Association for Anglo-American Studies* (2007)

Distinctions: Member of the American Association for Applied Linguistics. Member of the International Association of Applied Linguistics. Member of the Spanish Association for English and American Studies.

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
FOX	1990	B.A.	1970	UC - Irvine	
Joan		M.A.	1973	University of British Columbia	
Lecturer emerita		Ph.C.	1983	University of Washington	

Number of theses supervised in past 5 years:

Academic Experience: Program Coordinator, First year language, Division of Spanish & Portuguese Studies, UW (2007-present);

Languages: Spanish

Major foci: Language instruction

Courses Taught: Spanish 100-level

Overseas Academic Experience: One week faculty development program in Spain for Business Spanish Faculty, sponsored by Florida International University (2004)

Recent Publications:

Distinctions:

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
GEIST	1987	B.A.	1967	UC - Berkeley	
Anthony		M.A.	1969	UC - Berkeley	
Professor		Ph.D.	1978	UC - Berkeley	
(tenured)					
Spanish and Portuguese					

Number of theses supervised in past 5 years: 10 Ph.D.**Academic Experience:** Associate Professor, Dartmouth College (1985-87); Assistant Professor, Dartmouth College (1979-85); Instructor, Dartmouth College (1978-79).**Languages:** Spanish (5), Italian (2), French (2), Portuguese (2).**Major foci:** Twentieth century Spanish literature.**Area Courses Taught:** Introduction to Literary Studies; Fiction; Spanish Literature: 1940- the present; Spanish Poetry Since 1939.**Overseas Academic Experience:** Spain, repeatedly since 1971 (most recently in 2006).**Recent publications:** *Cartografía poética: 154 poetas españoles escriben sobre un poema preferido*, Sevilla: Renacimiento (2004). Concepto, introducción, notas, con Álvaro Salvador; *They Still Draw Pictures: Children's Art in Wartime from the Spanish Civil War to Kosovo* (University of Illinois Press, 2002).**Distinctions:** 2004 – Grant from Program for Cultural Cooperation between Spain's Ministry of Culture and US Universities for work on "They Still Draw Pictures: A Virtual Exhibition of Children's Drawings from the Spanish Civil War 2003.

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
GILBERT-SANTAMARIA		2002	B.A.	1989	UC - Berkeley
Donald		M.A.	1991	UC - Berkeley	
Associate Profesor		Ph.D.	1997	UC - Berkeley	
(tenure-track)					
Spanish and Portuguese					

Number of theses supervised in past 5 years: 2 M.A.**Languages:** Spanish (5), French (1), Latin (1), Catalan (1).**Major foci:** Comparative Literature, Spanish early modern prose; literature, economics and literature; early modern poetic theory; Cervantes; the picaresque narrative; *the comedia*.**Area Courses Taught:** Literary Theory, Survey of Spanish Literature 149-1681; Spanish Poetry: The Golden Age, 16th-17th Century; Golden Age Prose; Spanish Drama: 1600-1635; The Renaissance in Spain.**Overseas Academic Experience:** Universidad de Granada, Spain, dissertation research, 1995-1996; Université d'Aix-en-Provence/Marseille, Aix-en-Provence, France, July 1996; Stanford University: Inter-University Program for Chinese Language Study in Taipei, Taiwan, Summer 1992.**Recent publications:** "Maravall's Post-Hegelian Roots", *Modern Language Quarterly*. 70.3 (2009): 319-340; "Love and Friendship in Montemayor's *La Diana*", *Bulletin of Hispanic Studies* 84.5 (2007); "Sancho's *Insula* as New World Allegory", *Hispanófila* 150 (2007): 15-25; *Writers on the Market: Consuming Literature in Early Seventeenth-Century Spain*, Lewisburg, PA: Bucknell University Press (2005).**Distinctions:** Royalty Research Fund Scholar, University of Washington, 2006-07; Society of Scholars Grant, Simpson Center for the Humanities, University of Washington, 2004-05.

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
GILLMAN Maria	1993	B.A.	1978	Univ. of Guadalajara	
		M.A.	1985	Oregon State Univ.	

Senior Lecturer
Romance Languages
Spanish and Portuguese Studies

Number of these supervised in past 5 years:

Academic Experience: Teaching Associate 1990-93, University of Washington; Spanish Instructor, Washington Academy of Languages, 1989-90; Spanish Instructor, Oregon State University, 1981-85.

Languages: Spanish (5).

Major foci: Language Arts.

Area Courses Taught: Spanish for Heritage/Bilingual Students; Hispanic Cultural Studies

Overseas Academic Experience: Spanish (5), Italian, Nahuatl.

Recent publications:

Distinctions: The Carlson Center's Service Learning Partnership Award (2004-05); The UW Annual Recognition Award for 2005 for Distinguished Contributions to Lifelong Learning.

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
GOMEZ-BRAVO Ana	2012	PhD	1991	Univ. of California, Berkeley	
		MA	1986	Univ. Autonoma Madrid, Spain	
		BA	1985	Univ. Autonoma Madrid, Spain	

Number of these supervised in past 5 years:

Academic Experience: Purdue 1991-2012, University of Scranton 1991-3, University of California, Berkeley 1986-91

Languages:

Major foci: medieval and early modern Spanish literature, rhetoric and poetry

Courses Taught: Critical Theory, Culture, Gender, Women, and Sexuality Studies, Medieval, Textual Studies

Overseas Academic Experience: Resident Director, Oaxaca Program, UW (2004)

Recent Publications: *Textual Agency: Writing Culture and Social Networks in Fifteenth-Century Spain*. Toronto: University of Toronto Press, 2013. "Situation and Textual Mediation: Toward a Material Poetics of the Fifteen-Century Lyric." *La Corónica* 41(2013): 35-60. Winner of the J. K. Walsh Award for best article in 2013 issue of *La Corónica*. "Vida en fragmentos: el libro de Juan Álvarez Gato y la memoria autobiográfica." *Romance Quarterly* 58 (2011): 231-248. "Ser social y poética material en la obra de Antón de Montoro, mediano converso." *Hispanic Review* 78 (2010)

Distinctions: : National Endowment for the Humanities, American Philosophical Society, Program for Cultural Cooperation between Spain and US Universities, Purdue University, and UC Berkeley. Her work has appeared in *Rhetorica*, *Hispanic Review*, *Romance Philology*, *Bulletin of Hispanic Studies*, *Hispania* and *La Corónica*,

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014

Name and Title	Year of Appointment	Degree	Date	Place	50% Teaching in West Eur. Studies
GONZÁLEZ Jorge	1989	B.A.	1983	Universidad Nacional Autónoma de México	
Lecturer		M.A.	1986	University of Wisconsin	

Number of theses supervised in past 5 years:**Academic Experience:** Resident Director, Washington Academy of Languages (1990-94)**Languages:** Spanish (5); French (5); German (3)**Major foci:** Latin American Culture, Spanish Language**Courses Taught:** Arts & Culture of Oaxaca, Spanish 301**Overseas Academic Experience:** Executive Director, Quito Summer Program, UW (2004-present); Resident Director, Oaxaca Program, UW (2002); Resident Director, NW Cadiz Program, UW (1998-2000)**Recent Publications:****Distinctions:**

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
KENNEDY Donally	2003	B.A.	1981	University of Washington	
Lecturer Spanish		M.A.	1988	University of Washington	

Number of theses supervised in past 5 years:**Academic Experience:** Language Program Coordinator, UW (2007-09)**Languages:** Spanish**Major foci:** Spanish language**Courses Taught:** Spanish 100-level, Spanish immersion**Overseas Academic Experience:** Resident Director, Oaxaca Program, UW (2004)**Recent Publications:** "Tips for Stimulating Discussion with *Destinos*", Donally Kennedy,*Faculty Guide to Accompany Destinos*, McGraw Hill Higher Education (New York, NY, 2003)**Distinctions:**

UNIVERSITY OF WASHINGTON
 National Resource Centers and Fellowship Program
West European Studies: Grant Application 2010-2014

B-93

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
MARKLEY Phillip Lecturer Spanish, and Second-Year Language Coordinator Instructor - World Language Methods - Master in Teaching (MIT) - College of Education		Ph.D.		University of Texas at Austin	

Number of theses supervised in past 5 years:

Academic Experience: Assistant Professor, University of Utah (2003-05)

Languages: Spanish **Major Foci:** Applied Linguistics, Language Pedagogy, Second Language Acquisition, Spanish

Area Courses Taught: Intermediate Spanish

Publications:

Distinctions:

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
MERCER Leigh K. Associate Professor Spanish and Portuguese		B.A. B.S. M.A. Ph.D.	1993 1993 1998 2004	Boston University Boston University University of Texas 2004	Brown University

Number of theses supervised in past 5 years:

Academic Experience: Assistant Professor, University of Utah (2003-05)

Languages: Spanish (5)

Major foci: Function of the Museum in the Production of Femininity in Nineteenth-Century Spain

Area courses taught: 19th and 20th Century Spanish Literature, 19th Century Spanish Theatre, Modern Spanish literature and film.

Overseas Academic Experience:

Recent publications: Book: *Urbanism and Urbanity: The Spanish Bourgeois Novel and Contemporary Customs (1845-1925)*. Lewisburg, PA: Bucknell University Press, 2012.
 Conference Presentations: "Shifting Bodies: Clandestine Pornographic Films in 1920s Spain" 2012. Cine En Transición Conference, Carlos III University, Spain, November 2012.
 "Fear at the Hands of Technology: The Proto-Surrealism of the Films of Segundo de Chomón", *Studies in Hispanic Cinema* 4.2 (2008): 9-20; "Disintegrating Pictures: Studies in Early Spanish Film", co-authored with David George and Susan Larson, *Studies in Hispanic Cinema* 4.2 (2008): 3-8; "A primera sangre: The Duel as Bourgeois Battleground in Nineteenth-Century Spain", *The Journal of Spanish Cultural Studies* 9.1 (2008): 61-74; "De la madre vampiresa y el padre maternal: la ruptura de barreras genéricas en *Su único hijo*", *Hispanófila* 143 (2005); "Appreciating Women: Art and Bourgeois Legitimization in the Nineteenth-Century Spanish Novel", *Cincinnati Romance Review* 22 (2003).

Distinctions: Ruth and A. David Kossoff Excellence in Teaching Award, Brown University (Spring 2003).

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
O'HARA	1989	B.A.	1979	Catholic University, Peru	
Edgar		M.A.	1985	Washington University	
Professor		Ph.D.	1989	University of Texas, Austin	

Romance Languages and Literature

Number of theses supervised in past 5 years: 1**Academic Experience:****Languages:** Spanish (5).**Major foci:** Spanish poetry, Spanish-American poetry.**Area Courses Taught:** Poetry; 18th-20th Century Spanish Literature, Creative Writing in Spanish. Advanced Spanish.**Overseas Academic Experience:**

Recent publications: *Isla Negra no es una isla: El canon poético chileno a comienzos de los ochenta* (Valdivia: Barba de Palo, 1996); *Le precaución y la vigilancia: La poesía de Pedro Lastra* (Valdivia: Barba de Palo, 1996); *En una casa prestada* (Lima: Jaime Campodónico, 1995); *Hacia qué linderos* (Lima: Jaime Campodónico, 1995); *Partición de los bienes* (Lima: Lluvia editores, 1998); *La Generación poética pervana del 60* (Lima: Universidad de Lima, 1998) written in collaboration with the poet Carlos López Degregori.

Distinctions:

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
PETERSEN	1973	B.A.	1966	Mills College	
Suzanne H.		M.A.	1967	University of Wisconsin	
Professor		Ph.D.	1976	University of Wisconsin	

Emeritus.
Romance Languages and Literature

Number of theses supervised in past 5 years: 1 Ph.D.; 2 M.A.**Academic Experience:** Professor: University Segovia (1982); Professor: University of Madrid (1984); Professor: University of Leon (1985).**Languages:** Spanish (5), Portuguese and French (1).**Major foci:** Oral Poetry, Hispanic *Romancero*.**Area Courses Taught:** Introduction to Hispanic Literary Studies, Spanish Fiction, Survey of Spanish Literature: 1140- 1498, Spanish Poetry: Origins through the 15th century.**Overseas Academic Experience:** Resident Director of UW Cádiz Program: 2003-04, 2000-01, 1997-98; Visiting Professor, Universidad Autónoma de Madrid, Spain; extensive travel in Spain (11+ years)

Recent publications: "La bibliografía en línea del romancero pan-hispánico: estado del proyecto", forthcoming, *Estudios de Literatura Oral*; "Optimizing Harriet Goldberg's *Motif-Index of Folk Narratives in the Pan-Hispanic Romancero*", Online Implementation, in homage volume in memory of Harriet Goldgerg, ed. M. Costa Fontes, 2005.

Distinctions: 2002-2005 Spanish Interministerial Science and Technology Commission, "Romancero Pan-Hispánico y la Balada Europea"; 2002 UW Royalty Research Grant; sponsored field research in Spain (sponsored by Universidad Complutense de Madrid/Instituto Universitario Seminario Menéndez Pidal: Zamora, 2001; Salamanca 2002; Huesca, 2003.

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
----------------	---------------------	--------	------	-------	------------------------------------

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014

Title	Appointment	Degree	Date	Place	West Eur. Studies
RANEDA-CUARTERO		1997	B.A.	1992	University of Wisconsin
Inmaculada			M.A.	1994	University of Wisconsin

Lecturer
Spanish and Portuguese

Number of theses supervised in past 5 years:

Academic Experience: Lecturer and tutor, University of Washington (1997-Present), Lecturer University of Wisconsin (1995-1997), University of Wisconsin, Teaching Assistant, (1992-1994).

Languages: Spanish (5)

Major foci: Spanish teaching, contemporary Spanish society

Area Courses Taught: Contemporary Spain

Overseas Academic Experience:

Recent publications:

Distinctions: University of Wisconsin Grant for Academic Development, 1996; Scholarship recipient for the 1996 Global Studies Summer Institute, Marquette University, Milwaukee, Wisconsin 1996.

Name and Title	Year of Appointment	Degree	Date	Place	100% Teaching in West Eur. Studies
ZUBELLI	2007	B.S.	1984	Federal University of Rio de Janeiro (Brazil)	
Christina		Ph.D. Candidate		California Institute of Integral Studies	

Spanish and Portuguese

Number of theses supervised in past 5 years:

Academic Experience: Teletandem Project with UNESP (Universidade Estadual de São Paulo); Christina Zubelli, instructor; spring 2013

Languages: French, German, Hindi, Italian, Portuguese, Sanskrit, Spanish

Major foci: Language Pedagogy Portuguese Sephardic Studies Translation

Area Courses Taught: Elementary and Intermediate Portuguese

Overseas Academic Experience: Native of Brazil.

Recent publications:

Distinctions:

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014**ARCHITECTURE**

Name and Title	Year of Appointment	Degree	Date	Place	50% Teaching in West Eur. Studies
ANDERSON Alex T. Associate Professor (tenured) Architecture	1998	B.S.	1987	Cornell University	
		M.Arch.	1995	University of Pennsylvania	
		M.S.	1995	University of Pennsylvania	
		Ph.D.	1997	University of Pennsylvania	

Number of theses supervised in past 5 years:

Academic Experience: Assistant Professor, University of North Carolina at Charlotte, 1996-1998, Adjunct Professor, Philadelphia College of Textiles and Science, 1993-1995, Instructor, University of Pennsylvania, 1993-1995.

Languages:

Major foci: Architectural Design, Architectural History, Theory and Architectural Representation, Decorative Arts.

Area courses taught: Architecture of the Ancient World. Architecture in Rome.

Overseas Academic Experience:

Recent publications: *Study of the Decorative Arts Movement in Germany*, by Charles-Edouard Jeanneret, translation from the French of 1912 (Vitra Design Museum, 2008) *A Study of the Decorative Arts Movement in Germany*, translation, originally by Charles-Edouard Jeanneret, 1912 (Vitra Design Museum, 2007); *The Problem of the House: French Domestic Life and the Rise of Modern Architecture* (University of Washington Press, 2006).

Distinctions: 2007 – The Dean's Faculty Award for Completed Work, UW; 2007 – Johnston/Hastings Faculty Travel Award, Department of Architecture; 1990 - The Will Melhorn Price for performance in architectural theory courses, first prize, study grant; 1990 - The American Institute of Architects Award for performance in all courses, second Medal.

Name and Title	Year of Appointment	Degree	Date	Place	50% Teaching in West Eur. Studies
HUPPERT Ann Assistant Professor Architecture			B.A.	Vassar College	
			M.A.	University of Virginia.	
			Ph.D.	University of Virginia	

Number of theses supervised in past 5 years: 1 M.A.

Academic Experience: University of Kansas, the Ohio State University, Syracuse University.

Languages:

Major foci: architectural history, art and architecture of the Renaissance

Area courses taught: Architecture of Mediterranean Cities, 1300-1600, Italian Renaissance Art, Appreciation of Architecture, Architecture of the Ancient World.

Overseas Academic Experience: Fellow at Worcester College in Oxford and at the Bibliotheca Hertziana in Rome

Recent publications: "Baldassarre Peruzzi's Drawings and the Emergence of the Renaissance Architect," (Yale University Press, 2014)

Distinctions: Fellow at Worcester College in Oxford and at Bibliotheca Hertziana in Rome; Fellowships from the American Philosophical Society and the Samuel H. Kress Foundation.

Name and Title	Year of Appointment	Degree	Date	Place	50% Teaching in West Eur. Studies
----------------	---------------------	--------	------	-------	-----------------------------------

West European Studies: Grant Application 2010-2014

Title	Appointment	Degree	Date	Place	<u>West Eur. Studies</u>
IAROCCI	2005	B.Env.St.	1981	University of Waterloo	
Louisa		B.Arch.	1983	University of Waterloo	
Associate Professor		M.L.A.	1992	Washington University	
Architecture		M.A.	1994	Washington University	
		Ph.D	2003	Boston University	

Number of theses supervised in past 5 years: 1 M.A.

Academic Experience: Lecturer, Department of Art, Western Washington University, 2003-2004; Sessional Instructor, Department of Art History, University of British Columbia, 2003-04, University of British Columbia, Harvard University and Boston University..

Languages:

Major foci: Commercial architecture in the US.

Area courses taught: Imagining the City

Overseas Academic Experience:

Recent publications: "*The Urban Department Store in America*, will be published by Ashgate in the spring of 2014. Editor and contributed an essay to the anthology, *Visual Merchandising: The Image of Selling*, Ashgate Press 2013. *The Urban Department Store in America*, 2014. Department Stores" in *Encyclopedia of New England Culture*, Burt Feintuch and David H. Watters, editors, (Yale University Press, 2005).

Distinctions: Henry Luce Foundation American Art Dissertation Research Award, 2002; Dissertation Fellowship in American Art, National Award Henry Luce Foundation/ American Council of Learned Societies.

Name and Title	Year of Appointment	Degree	Date	Place	<u>25% Teaching in West Eur. Studies</u>
MCLAREN		B.Env.St.	1982	University of Waterloo	
Brian L.		B.Arch.	1982	University of Waterloo	
Assistant Professor		M.S.	1986	Columbia University	
(tenure-track) Architecture		Ph.D	2001	MIT	

Number of theses supervised in past 5 years:

Academic Experience: School of Architecture, Washington University in St. Louis; School of Architecture, New Jersey Institute of Technology, 1990, 1991.

Languages:

Major foci: Italian colonialism, Italian colonies in North Africa, Urban theory

Area courses taught: Medieval Architecture

Overseas Academic Experience:

Recent publications: ""Introduction: Colonial representations and the rise of Fascist imperial politics," in Giovanni Arena, *Visioni d'Oltremare. Allestimenti e politica dell'immagine nelle esposizioni coloniali del XX secolo*. (Napoli: Edizioni Fioranna, 2011) *The Ambivalent Space(s) of Tourism in Italian Colonial Libya*", in *Enhancing the city, New Perspectives for Tourism and Leisure*, Edited by Giovanni Maciocco (Springer 2009).

Distinctions: Research Grant, Graham Foundation for Advanced Studies in the Fine Arts, 2009-2010. Fellowship, Center For Advanced Study in the Visual Arts, Washington, DC, 2009. Johnston/Hastings Publication Support, UW, 2003; Aga Khan Program for Islamic Architecture, Harvard 2000-2001.

UNIVERSITY OF WASHINGTON
 National Resource Centers and Fellowship Program
West European Studies: Grant Application 2010-2014

B-98

Name and Title	Year of Appointment	Degree	Date	Place	50% Teaching in West Eur. Studies
----------------	---------------------	--------	------	-------	-----------------------------------

MERLINO Kathryn Rogers		MA BA	1999	University of Virginia University of Washington	
---------------------------	--	----------	------	--	--

Assistant professor
 Architecture

Number of theses supervised in past 5 years:

Academic Experience: Adjunct faculty member, Rice University, School of Architecture, 1980-86

Languages:

Major foci: architectural history, theories of preservation and building reuse, vernacular architecture

Area Courses taught: Building REuse Seminar; Appreciation of Architecture, Public Spaces Architecture in Rome

Overseas Academic Experience:

Recent publications:

Distinctions:

Name and Title	Year of Appointment	Degree	Date	Place	50% Teaching in West Eur. Studies
----------------	---------------------	--------	------	-------	-----------------------------------

OCHSNER Jeffrey Karl	1988	B.Arch. M.Arch.	1973 1976	Rice University Rice University	
-------------------------	------	--------------------	--------------	------------------------------------	--

Professor
 Architecture

Number of theses supervised in past 5 years:

Academic Experience: Adjunct faculty member, Rice University, School of Architecture, 1980-86

Languages: French (1).

Major foci: 20th century American Architectural History, European Architectural History. Architectural design

Historic preservation, urban design, mass transit, architectural history (especially 19th and 20th centuries and Pacific Northwest)

Area courses taught: Romanesque Gothic and Renaissance Architecture, History of Modern Architecture.

Overseas Academic Experience:

Recent publications: *Furniture Studio: Materials, Craft, and Architecture*, in April 2012. *Lionel H. Pries, Architect, Artist, Educator: From Arts & Crafts to Modern Architecture* (University of Washington Press, 2007); "Modern or Traditional? Lionel H. Pries and Architectural Education at the University of Washington, 1928-1942", *Pacific Northwest Quarterly* 96 (2005); *Distant Corner: Seattle Architects and the Legacy of H. H. Richardson* (University of Washington Press, 2003 with co-author: Dennis Andersen); "Behind the Mask: A Psychoanalytic Perspective on Design Studio JAE: Journal of Architectural Education 53 (2000).

Distinctions: Chair of the Department of Architecture from 1996 to 2002; Board of the Society of Architecture in Seattle from 2000 to 2003.

SCHOOL OF BUSINESS

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
DEWENTER Kathryn	1994	B.A.	1981	Tufts University	
		M.A.	1985	Stanford University	
Associate Professor (tenured)		M.B.A.	1985	Stanford University	
		Ph.D.	1993	Univ of Chicago	

Number of theses supervised in past 5 years: 1 PhD

Academic Experience: Associate Professor, Department of Finance and Business Economics, UW Graduate School of Business (1992-today); Banker, Chemical Bank, Asia Division (New York, Hong Kong, Seoul and Jakarta), European Visitors Program, 1996.

Languages: French (2), Mandarin Chinese (1).

Major foci: International Corporate Finance. International Finance. Foreign currency exposure.

Overseas Academic Experience: Hong Kong 1975-77; 1982 (Japan, Hong Kong, Korea, Indonesia), multiple visits to European and Asian countries from 1980s-90s

Recent publications: "Firm Values and Sovereign Wealth Fund investments," with Xi Han and Paul Malatesta, *Journal of Financial Economics*, Vol. 98, No. 2, 2010 "State-Owned and Privately-Owned Firms: An Empirical Analysis of Profitability, Leverage, and Labor Intensity" (with Paul Malatesta), *The American Economic Review* (2001).

Distinctions: Undergraduate Professor of the Year for Finance and Business Economics (2008) Andrew V. Smith Faculty Development Award (2006); William A & Helen I. Fowler Endowment for Special Achievement/Recognition Award (2002); Neal and Jan Dempsey Fellowship (2001-02); Finalist, Academy of International Business Dissertation Award (1994); AACSB's National Doctoral Fellowship in Business and Management.

Name and Title	Year of Appointment	Degree	Date	Place	50% Teaching in West Eur. Studies
GLASSMAN Debra A.		B.A.	1975	University of Michigan	
		M.S.	1979	University of Wisconsin	
Senior Lecturer (non-tenured)		Ph.D.	1980	University of Wisconsin	

Faculty Director, Global Business Center (GBC)
Faculty Director, Certificate of International Studies in Business (CISB)
School of Business

Number of theses supervised in past 5 years:

Academic Experience: Visiting Associate Professor, UCLA (1987-1989); Assistant Professor, University of British Columbia Department of Economics (1981-1987)

Languages: French (4), Italian (3), German (1).

Major foci: International portfolio investment, foreign direct investment, exchange rates.

Area courses taught: Business Environment in Industrial Countries, International Business in Industrialized Countries.

Overseas Academic Experience: Italy, France.

Recent publications: "Market Timing by Global Fund Managers" with Leigh Riddick, *Journal of International Money and Finance* (2006).

Distinctions: Global EMBA Excellence in Teaching Award (2001-09); Elective Professor of the Year, Evening MBA Class of 2004 (2003); Professor of the Year, Class of 2003 (2003).

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
HILL Charles W. L. Professor (tenured) School of Business Administration	1988	B.Sc.	1979	University of Manchester Institute of Science & Tech.	
		Ph.D.	1983	University of Manchester Institute of Science & Tech.	

Number of theses supervised in past 5 years:**Languages:****Major foci:** Business policy, corporate strategy, multinational enterprise.**Area courses taught:****Overseas Academic Experience:**

Recent publications: *International Business: Competing in the Global Market Place* (2005); *Strategic Management: An Integrated Approach* (2004); "An Eclectic Theory of the Choice of International Entry Mode," *Strategic Management Journal* (1990); with W.C.Kim, "Searching for a Dynamic Theory of the Multinational Enterprise: A Transaction Cost Approach," *Strategic Management Journal* 9 (1988).

Distinctions: Charles E. Summer Outstanding Teaching Award (2008) TMMBA Excellence in Teaching Award (2003, 2006, 2007, 2008) Technology Management MBA Excellence in Teaching Award (2003); MBA Elective Professor of the Quarter for Autumn 2002 (2003); Dean's Entrepreneurship Research Award (1999).

UNIVERSITY OF WASHINGTON
 National Resource Centers and Fellowship Program
West European Studies: Grant Application 2010-2014
SCHOOL OF LAW

B-101

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
PROSTERMAN	1965	B.A.	1954	University of Chicago	
Roy L. Professor (tenured) School of Law		J.D.	1958	Harvard Law School	

Number of theses supervised in past 5 years:

Academic Experience: Associate with New York law firm of Sullivan & Cromwell (1959-65).

Languages:

Major foci: International Law.

Area courses taught: Seminar on Legal Problems of Economic Development

Overseas Academic Experience: Vietnam, Brazil, Colombia, Philippines, Israel, Dominican Republic, Pakistan, India, Indonesia, Taiwan, Japan, Portugal, Bangladesh, Italy, Egypt, Nicaragua, El Salvador, Costa Rica, Spain, Greece, France, China, West Germany, Norway, Holland, England.

Recent publications: *One Billion Rising: Land, Law and the Alleviation of Global Poverty*, editor with Timothy M. Hanstad and Robert G. Mitchell (Amsterdam: Amsterdam University Press 2009); *Agrarian Reform and Grassroots Development* (L. Rienner Publishers, 1990).

Distinctions: Twice nominated for the Nobel Peace Prize; Gleitsman Foundation International Activist Award at Harvard University, honoring achievement in alleviating world poverty, 2003; UW's Outstanding Public Service Award, 1990.

Name and Title	Year of Appointment	Degree	Date	Place	25% Teaching in West Eur. Studies
RAMASASTRY	1996	B.A.	1988	Harvard University	
Anita Professor (tenured) Law		M.A.	1990	University of Sydney	
		Ph.C.	1992	University of London	
		J.D.	1992	Harvard Law School	

Number of theses supervised in past 5 years:

Languages: French (3)

Major foci: E-commerce, Consumer protection, Banking, Internet Privacy and the Study of International Legal Jurisdiction, International Commercial Law, Private International Law, Human Rights, Immigrant Rights

Area courses taught: Workshop on EU, UK and US Regulation of E-Commerce and the Information Society.

Overseas Academic Experience: Budapest 1993-94, summers 1995 & 1996; Lithuania, summer 1999; consultancy London 1997-present; legal work: Switzerland 196 months) 1999.

Recent Publications: *Human Rights Due Diligence: The Role of States* (Int'l Corporate Accountability Roundtable, 2012); *Odious Debt or Odious Payments? Using Anti Corruption Measures to Prevent Odious Debt* 23 N.C. J. INTL L & COM. REG 819 (2007).

Distinctions: Fullbright Fellowship (2009); Philip A. Trautman Outstanding Professor of the Year (2006) Outstanding Public Service Award, UW (2002); former symposium editor for the Harvard International Law Journal; Professor of the Year (1997); UW Distinguished Teaching Award (1998-99).

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014

Name and Title	Year of Appointment	Degree	Date	Place	50% Teaching in West Eur. Studies
TAKENAKA Toshiko Professor (tenured) School of Law	1993	B.A.	1981	Seikei University, Tokyo	
		LL.M.	1990	University of Washington	
		Ph.D.	1992	University of Washington	

Number of theses supervised in past 5 years:**Languages:** Japanese (5), German (2), and French (1)**Major foci:** Intellectual Property law, Japanese legal research**Area courses taught:** Legal Protection for Technology: Patent and Trade Secret Law, Comparative Patent Law.**Overseas Academic Experience:****Recent Publications:** Japan's National IP Strategy and IP Enforcement Revisions:Improvements in Evidence Taking and Damages, 5 Quarterly Review of Corporation Law & Society (No. 3) 275 (2009); *Success or Failure?: Japan's National Strategy on Intellectual Property and Evaluation of Its Impact from the Comparative Law Perspective*, 8 Wash. U. Global Studies L. Rev. 379 (2009).**Distinctions:** Editor, Oxford Journal of Intellectual Property Law & Practice (2009-Present).Max Planck Institute for Patent, Copyright and Unfair Competition Law, Munich, Germany
Awarded fellowship and stipend during 1993, 1995, 2010 and 2011.

Name and Title	Year of Appointment	Degree	Date	Place	75% Teaching in West Eur. Studies
WALSH Walter J. Associate Professor (tenured) Law		B.C.L.	1979	National University of Ireland	
		LL.M.	1985	Yale Law School	
		S.J.D.	1996	Harvard Law School	

Number of Theses supervised in past 5 years:**Academic Experience:** 1995-1996, Scholar-in-Residence, New York University School of Law; 1994-present, Associate Professor, Seton Hall University School of Law; 1994 (summer), Visiting Professor, Central European University, Budapest, Hungary; 1990-1991, Harry A. Bigelow Teaching Fellow and Lecturer in Law, University of Chicago Law; 1987-1989, Associate Attorney, Debevoise & Plimpton, New York, N.Y.**Languages:****Major Foci:** Torts, Constitutional Law, Criminal Law & Procedure, Constitutional law,**Area courses taught:** European Union Law, Constitutional law, Legal History, Freedom of Expression**Overseas Academic Experience:** National University of Ireland, Galway, Ireland; Visiting Professor Irish Centre for Human Rights, Galway, Ireland; Vytautas Magnas University, Kaunas, Lithuania, 1999; 1979-1983,**Recent Publications:** *William Sampson, A Republican Constitution, and the Conundrum of Orangeism on American Soil, 1824-1831*, 6 RADHARC – A Journal of Irish and Irish-American Studies 1 (2004-06); "The First Free Exercise Case," 73 *Geo. Wash. L. Rev.* (2004); "The Priest-Penitent Privilege-An Hibernocentric Exercise in Postcolonial Jurisprudence," 80 *Indiana L. J.* (2004).**Distinctions:** Executive Committee, European Union Center.

National Resource Centers and Fellowship Program

West European Studies: Grant Application 2010-2014

Name and Title	Year of Appointment	Degree	Date	Place	50% Teaching in West Eur. Studies
WINN Jane K. Professor (tenured) Law	2002	B.Sc. (Econ)	1980	Queen Mary College, University of London	
		J.D.	1987	Harvard Law School	

Number of Theses supervised in past 5 years:

Academic Experience: Director, Shidler Center for law, Commerce and Technology (2002-present); Visiting Professor, UC-Berkeley School of Law (Spring 2002); Professor of Law, Southern Methodist University (1999-2002); Associate Professor, SMU School of Law (1994-1999); Assistant Professor, SMU School of Law (1989-94); Attorney, Shearman and Sterling, New York (1987-1989); Stockbroker, E.F. Hutton, New York (1981-1983).

Languages: French (4), Mandarin Chinese (2).

Major Foci: Commercial law, technology law, comparative law.

Area courses taught: International Trade and Commercial Law; E-Commerce Seminar; Comparative Law; Regulation of E-Commerce and the Information Society

Overseas Academic Experience: Visiting Fellow, University of Melbourne School of Law (2001-present); Senior Visiting Fellow, Centre for Commercial Law Studies, University of London (2002).

Recent Publications: "Managing the Law/Standards Interface in Global Food Safety Law," Towards Global Food Law: Transatlantic Competition and Collaboration, University of Washington School of Law, February 8, 2013 American Contract Law, University of Lyon 3-Jean Moulin Faculty of Law April 2013 3 week course in Institute de Droit Comparé Edouard Lambert. "Global Lex Mercatoria: Visa, MasterCard and the Privatization of Commercial Law in World Markets," Southampton Law School, Southampton, UK, May 8, 2013. Report-- "Precautionary Schemes" (review of Jonathan B. Weiner, Michael D. Rogers, James K. Hammitt, and Peter H. Sand, eds., The Reality of Precaution: Comparing Risk Regulation in the United States and Europe (2011) and David Vogel, The Politics of Precaution: Regulating the Environmental Risks in Europe and the United States (2012).

Distinctions: Philip A. Trautman Teacher of the Year, UW School of Law (2002, 2008); B.Sc. with First Class Honors.

1. Project Goal Statement 3: Increase collaboration with community colleges through outreach and curriculum partnerships						
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets	
					BL	T1 T2 T3 T4
A) Have UW faculty or visiting speakers attend at least 6 community college outreach events by end of Year 2. Increase to 12 by end of Year 4.	<p>A.1 Develop outreach partnership with Shoreline Community College and at least one other Seattle-area CC.</p> <p>A.2 Co-organize or participate in speaker series co-sponsored by NRCs and local CC with themes suggested by latter.</p> <p>A.3 Develop list of UW Western Europe speakers and topics to distribute to CC partners.</p>					

1. Project Goal Statement 3: Increase collaboration with community colleges through outreach and curriculum partnerships						
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets	
					BL	T1 T2 T3 T4
C) By end of Year 2, recruit students from at least 3 local community colleges to participate in Model EU and study abroad programs.	<p>C. Work with UW administration and CC partners to make our study abroad programs accessible to students from partner CC.</p> <p>C. 2 Recruit faculty from two local CCs to serve as organizers and advisers of Model EU teams.</p> <p>C. 3 Send speakers to at least two community colleges to speak in classes about Europe-related UW programs and study opportunities.</p>					