

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 #      P015B140021      P015A140021**

**Leland Stanford Junior University /Trustees**



**STANFORD UNIVERSITY**  
STANFORD, CA 94304-8445

Office of Sponsored Research  
3160 Porter Drive, Suite 100  
Palo Alto, CA 94304-8445

June 24, 2014

Timothy Duvall  
U.S. Department of Education  
Application Control Center  
Attention: (CFDA Numbers 84.015A and 84.015B)  
LBJ Basement Level 1  
400 Maryland Avenue, SW.  
Washington, DC 20202-4260

Sponsor Reference: OMB No. 1840-0807  
Stanford Reference: SPO 116442

Title: National Resource Centers Program and Foreign Language and Area Studies Program  
Principal Investigator: Pavle Levi  
Period: 08/15/14 - 08/14/18  
Amount Requested: \$ 2,487,042

Dear Mr. Duvall,

On behalf of Stanford University, it is a pleasure to submit the attached proposal requesting new funding support. The proposal and supporting materials are enclosed and incorporated by reference.

Stanford University is a nonprofit U.S. institution of higher education which conducts fundamental research in basic and applied science and engineering that is widely and openly published and made available to the scientific and academic community. Stanford University has an Openness in Research Policy, which can be viewed at <http://doresearch.stanford.edu/openness>. Based on this policy, as well as federal laws prohibiting discrimination based on nationality, country of origin, ethnicity, gender, race or religion, Stanford does not undertake classified work, research requiring national security controls, or research whose results are subject to export control. Stanford cannot accept any conditions of award which would restrict any member of the research group, including faculty, students and staff, from the ability to participate fully in all of the intellectually significant portions of the project. For these reasons, sponsors may not provide export control-listed information to Stanford unless it has received its written concurrence. Stanford retains the right to decline receipt of export control-listed information that a sponsor wishes to provide. In the event that a sponsor makes such a disclosure to Stanford without its concurrence, Stanford reserves the right to immediately terminate the Agreement. In the event of termination, Stanford shall recover costs for all non-cancellable commitments.

In the event of an award, Stanford should be identified as "The Board of Trustees of the Leland Stanford Junior University", a body having corporate powers under the laws of the State of California. Notwithstanding any terms of the proposal, Stanford University reserves the right, prior to the acceptance of an award, to negotiate terms and conditions in accordance with Stanford University policy.

Thank you for your consideration of this proposal and should you require additional information, please feel free to contact me.

Sincerely,

A handwritten signature in blue ink that reads "Catalina Verdu-Cano".

Catalina Verdu-Cano  
Contract and Grant Officer  
(650)725-2717  
[cverduca@stanford.edu](mailto:cverduca@stanford.edu)

**Stanford University Center for Russian, East European and Eurasian Studies  
2014-2018 NRC and FLAS Grants Proposal**

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REE

A&B  
Russia - C

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

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: n/a	4. Applicant Identifier: n/a	
5a. Federal Entity Identifier: n/a	5b. Federal Award Identifier: n/a	
<b>State Use Only:</b>		
6. Date Received by State: n/a	7. State Application Identifier: n/a	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: Board of Trustees of the Leland Stanford Junior University		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 94-1156365	* c. Organizational DUNS: 0092142140000	
<b>d. Address:</b>		
* Street1: 3160 Porter Drive	Street2:	
* City: Palo Alto	County/Parish:	
* State: CA: California	Province:	
* Country: USA: UNITED STATES	* Zip / Postal Code: 94304-8445	
<b>e. Organizational Unit:</b>		
Department Name: Office of Sponsored Research	Division Name: Humanities and Sciences	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: Prof.	* First Name: Pavle	
Middle Name:	* Last Name: Levi	
Suffix:	Title: Director, CREEES	
Organizational Affiliation: Stanford University		
* Telephone Number: (650) 725-2563	Fax Number: 650-498-7006	
* Email: plevi@stanford.edu		

**Application for Federal Assistance SF-424**

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

Private 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:**

84.015 A&B

CFDA Title:

National Resource Centers and Foreign Language and Area Studies Fellowships Programs

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

ED-GRANTS-84.015 A, B

\* Title:

National Resource Centers and Foreign Language and Area Studies Fellowships Programs

**13. Competition Identification Number:**

n/a

Title:

n/a

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

Add Attachment

Delete Attachment

View Attachment

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

National Resource Centers and Foreign Language and Area Studies Fellowships Programs

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

* a. Federal	<input type="text" value="627,855.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="627,855.00"/>

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

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

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

- Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

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

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:



\* Date Signed:

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

**1. Project Director:**

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

Address:

\* Street1:

Street2:

\* City:

County:

\* State:  \* Zip Code:  Country:

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

\* Email Address:

**2. Novice Applicant:**

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

Yes  No

**3. Human Subjects Research:**

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

Yes  No

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

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

No Provide Assurance #(s), if available:

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

**ASSURANCES - NON-CONSTRUCTION PROGRAMS**

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

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

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Contract and Grant Officer
APPLICANT ORGANIZATION Board of Trustees of the Leland Stanford Junior University	DATE SUBMITTED 6/24/2014

## CERTIFICATION REGARDING LOBBYING

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

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

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

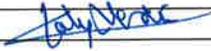
(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION	
Board of Trustees of the Leland Stanford Junior University	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: Catalina Middle Name: <input type="text"/>
* Last Name: Verdu-Cano	Suffix: <input type="text"/>
* Title: Contract and Grant Officer	
* SIGNATURE: 	* DATE: 6/24/2014

## DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB

0348-0046

(See reverse for public burden disclosure.)

<b>1. Type of Federal Action:</b> <input type="checkbox"/> a. contract <input type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. Report Type:</b> <input type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change <b>For Material Change Only:</b> year _____ quarter _____ date of last report _____
<b>4. Name and Address of Reporting Entity:</b> <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____, if known:  <p style="text-align: center; color: red; font-size: 24px; font-weight: bold;">NOT APPLICABLE</p> Congressional District, if known:	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b>  Congressional District, if known:	
<b>6. Federal Department/Agency:</b>	<b>7. Federal Program Name/Description:</b>  CFDA Number, if applicable: _____	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$ _____	
<b>10. a. Name and Address of Lobbying Registrant</b> <i>(if individual, last name, first name, MI):</i>	<b>b. Individuals Performing Services</b> <i>(including address if different from No. 10a)</i> <i>(last name, first name, MI):</i>	
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information 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: <u><i>Catalina Verdu</i></u> Print Name: <u>Catalina Verdu - Capo</u> Title: <u>Contract and Grant Officer</u> Telephone No.: <u>650-725-2717</u> Date: <u>6/24/2014</u>	
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

## INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity 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 a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the Federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitation for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Include prefixes, e.g., "RFP-DE-90-001."
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.  
  
(b) Enter the full names of the individual(s) performing services, and include full address if different from 10 (a). Enter Last Name, First Name, and Middle Initial (MI).
11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 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 (0348-0046), Washington, DC 20503.

### **GEPA Section 427 Statement**

The Center for Russian, East European and Eurasian Studies (CREEES) and Stanford University are in compliance with all applicable Federal and State laws, and welcome students for admission to its academic programs for which they are otherwise qualified without regard to age, marital status, race color, creed, gender, sexual preference, national origin, disability, or status as a disabled veteran or veteran of the Vietnam era.

CREEES and Stanford University embrace both the letter and the spirit of the Americans With Disabilities Act. Stanford University informs all students, faculty, staff, affiliates, and members of the general public of the availability of services to ensure equitable access. Access information is disseminated in both printed and electronic formats throughout the University's expansive service area.

CREEES holds outreach activities in fully accessible facilities administered by Stanford University and the Office of Accessible Education and works with off-site institutions for outreach activities held off campus. All information disseminated by the Center is made available in a variety of formats for participants with varying disabilities and learning needs.

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

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

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

see attached

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

see attached

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: Board of Trustees of the Leland Stanford Junior Univ.

Name/Title of Authorized Representative (Printed): Catalina Verdu-Cano

Title: Contract and Grant Officer

Telephone: 650-725-2717

Signature:

E-mail: [cverduca@stanford.edu](mailto:cverduca@stanford.edu)

Date:

6/24/2014

**National Resource Centers (NRC) Program  
Foreign Language and Area Studies Fellowships (FLAS) Program**

**Supplemental Information to Meet Statutory Requirements**

**Information Requirement 1: Diverse Perspectives in Funded Activities**

The Center for Russian, East European and Eurasian Studies (CREEES) is an area studies center within Stanford University, a private, non-profit, non-denominational institution committed to the principle of diversity. Stanford President John Hennessy states: "To encourage such diversity, we prohibit discrimination and harassment and provide equal opportunity for all employees and applicants for employment regardless of race, color, religious creed, national origin, ancestry, sex (including gender, as defined under the California Fair Employment and Housing Act), sexual orientation, veteran status, marital status, age disability, medical condition, or any other trait or status protected by applicable law." "Stanford University...reaffirms its commitment to diversity and affirmative action, as well as to equal opportunity. Our educational purposes will be served best if the country's demographic diversity finds a presence on campus, and we thereby reflect the full range and full capacity of society." The President's statements apply not only to employment at the University but also to application to all academic programs, including those administered or funded by CREEES.

The Center for Russian, East European and Eurasian Studies National Resource Center is committed to open debate and the exploration of a wide range of viewpoints, a commitment that is supported by Stanford policy and strongly demonstrated by the Center's forty-year record of public programming, publications and outreach. The four-year NRC program activities outlined in this proposal are designed to foster such diversity of views and exchange of ideas. Organized research activities will explore a wide range of trans-national and trans-regional issues, with participants from the U.S. and abroad; academic courses and public programming will represent the full diversity of the culture, languages, and religions of the United States, and Russia, East Europe, and Eurasia. Planned conferences will foster intellectual debate and exchange from various perspectives and political viewpoints on issues affecting Russia, East Europe, and Eurasia, as well as debate and openness on any single nation's political, social or economic situation. Outreach activities will expose teachers and students to a wide range of speakers with diverse viewpoints. Additionally, CREEES is able to draw on the diverse viewpoints of experts from Stanford's two think tanks, the Hoover Institution and the Freeman Spogli Institute for International Studies. CREEES is a non-political, academic unit that promotes the lively and free exchange of ideas for the furthering of knowledge in all aspects, both historical and contemporary, of Russian, East European and Eurasian Studies.

## **Information Requirement 2: Areas of National Need**

The Center for Russian, East European and Eurasian Studies (CREEES) National Resource Center at Stanford University will encourage government service in areas of national need, as identified by the US Department of Education, as well as in areas of need in the education, business and non-profit sectors by:

- 1) Training university students in advanced Russian and other area languages that have been identified by multiple US Federal Agencies as Priority Languages for national needs: Albanian, Bulgarian, Czech, Dari, Hungarian, Kazakh, Persian (Farsi), Polish, Romanian, Serbo-Croatian (BCS), Tajik, Turkish, Ukrainian, and Uzbek, including providing funding for summer language training for our students both in the U.S. and abroad. Many of our graduates enter careers in government, business and the non-profit sectors.
- 2) Supporting and developing programs to enhance language pedagogy standards of Stanford and local Community College language instructors. CREEES works with the Stanford Language Center (SLC) to support ACTFL certification of language teachers in Russian and other languages of national need. CREEES will collaborate with the SLC and the Stanford School of Education in two summer workshops for Community College LCTL instructors. One seminar offers ACTFL training in Oral Proficiency Interview testing, and the other provides training in developing standards-based, framework-aligned foreign language curricula.
- 3) Training significant numbers of students in our intensive, one-year M.A. program in Russian, East European and Eurasian Studies, with emphasis on interdisciplinary coursework. Large percentages of these advanced graduates go on to careers in the non-profit sector, government, journalism, education, and law.
- 4) Developing areas studies course offerings that are among the richest in the nation. Over 1,800 students from many majors and disciplines enrolled in courses last year on Russia, East Europe or Eurasia. These students enter the national workforce annually with an enhanced understanding of the region within a global context.
- 5) Engaging in outreach activities to train new and veteran teachers about Russia, East Europe, and Eurasia, working with them to bring global perspectives into their classrooms. This will be accomplished by working with the Stanford Program on International and Cross-cultural Education (SPICE) in the production of K-14 curricular units on a variety of international topics. Our faculty also works with SPICE on K-14 teacher training workshops held at Stanford and off-site.
- 6) Continuing to establish international exchange agreements with institutions in Russia, East Europe, and Eurasia that foster student and visiting scholar exchange between the United States and Russia, East Europe, and Eurasia in areas that have been identified as priorities by various U.S. Government agencies.

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

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

**APPLICATION TYPE**

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

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

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

<b>Language</b>	<b>Eligible Now? Y/N</b>
Albanian	Y
Bulgarian	Y
Czech	Y
Dari	N
Hungarian	Y
Kazakh	Y
Persian (Farsi)	Y
Polish	Y
Romanian	Y
Russian	Y
Serbo-Croatian (BCS)	Y
Tajik	N
Turkish	Y
Ukrainian	Y
Uzbek	Y



## FOOTHILL COLLEGE

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[www.foothill.edu](http://www.foothill.edu)

May 20, 2014

U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, DC 20202-4260

To Whom it May Concern:

This letter is to show my strong support for Stanford University's Department of Education Title VI NRC & FLAS Programs grant proposal, CFDA Nos. 84.015A&B. If awarded, this grant will allow Stanford University to partner with Foothill College faculty to strengthen and enhance area studies instruction at our institution. Stanford's excellent resources and proven track record of Community College outreach and instructional development will greatly benefit our faculty and students. Word of this proposed project has already garnered great interest among our faculty and staff and we look forward to a positive outcome to this application and the work the grant will engender.

Sincerely,

Paul Starer  
Dean of Language Arts and Learning Resource Center  
Foothill College  
650-949-7227

May 20, 2014

U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, DC 20202-4260

To Whom it May Concern:

This letter is to show my strong support for Stanford University's Department of Education Title VI NRC & FLAS Programs grant proposal, CFDA Nos. 84.015A&B. If awarded, this grant will allow Stanford University to partner with College of San Mateo faculty to strengthen and enhance area studies instruction at our institution. Stanford's excellent resources and proven track record of Community College outreach and instructional development will greatly benefit our faculty and students. Word of this proposed project has already garnered great interest among our faculty and staff and we look forward to a positive outcome to this application and the work the grant will engender.

Sincerely,



Kevin D. Henson, Ph.D.  
Dean of Creative Arts and Social Science  
College of San Mateo  
1700 W. Hillsdale Blvd.  
San Mateo, CA 94402  
(650) 574-6581  
[hensonk@smccd.edu](mailto:hensonk@smccd.edu)

18 June 2014

U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, DC 20202-4260

To Whom It May Concern:

The Center to Support Excellence in Teaching (CSET) strongly supports Stanford University's Department of Education Title VI NRC & FLAS Programs grant proposal, CFDA Nos. 84.015A&B. If awarded, this grant will provide a unique opportunity for the Russian, East European and Eurasian Studies Center to partner with us to strengthen and integrate area studies and language into the professional development workshops and courses that CSET designs for K-12 instructors.

The mission of CSET is to improve student achievement through research, design, and development activities that improve the quality of K-12 teaching. We design our work to transform teaching at its most fundamental level so we can lead a national effort to invest in teachers and teaching. To achieve our mission we know that we must start with teachers, who are central to improving the quality of instruction. We cannot improve student achievement without focusing on the development of teacher knowledge and skills. Our partnership with the REEES Center offers us a strategy to develop new workshops and courses that build on the content expertise of the Center faculty.

CSET is uniquely situated to conduct high-quality professional development because our center is staffed by a mix of people with prior experience in content-specific mentoring, varied teaching experiences, and highly developed research expertise. The 40 people who are currently part of the CSET community represent faculty, doctoral students, and staff who are committed to supporting excellence in teaching by developing and researching effective professional development programs. We look forward to expanding our community by partnering with the REEES Center.

I look forward to a positive outcome to this application and the collaborations, work, and impact the proposed activities will realize.

Sincerely,



Janet Carlson  
Executive Director

## ABSTRACT

Stanford University has been a leading US center of Russian, East European & Eurasian Studies since the end of World War I. The Hoover Institution, founded in 1919, began amassing one of the richest archives for contemporary Russian and East European politics and history in the world, to be matched by the strong Stanford University Library collection. In the early 1940s, the University devoted its resources to supporting the formal academic study of the area with the creation of the Department of Slavic Languages and Literatures and the hiring of scholars of talent and promise in the history, economics, politics, languages, and literatures of Russia and East Europe.

Stanford's Center for Russian, East European and Eurasian Studies (CREEES) supports the research and academic interests of a continually growing community of faculty and students. Funded by endowments from institutional grants and individual donors, annual operational support from the University, and Title VI funding, the Center has been active in expanding the area studies curriculum, promoting language study, supporting community outreach activities, hosting renowned area specialists for guest teaching, lectures and conferences, developing endowed lecture series and conferences, and training an annual cohort of master's level students. The Center's intensive, interdisciplinary Master of Arts degree program, considered one of the nation's finest, boasts over 300 graduates since its founding in 1969.

The Center is part of a robust network of international studies at Stanford. Since 2005, CREEES has belonged to the Stanford Global Studies Division (SGS) (formerly the Division of International, Comparative and Area Studies). The Freeman Spogli Institute for International Studies (FSI) is a tremendous resource for scholars interested in Russian, East European and Eurasian studies. The Institute's Europe Center, Center on Democracy, Development and the Rule of Law, and Center on International Security and Cooperation devote considerable resources to the study of the region, with an emphasis on influencing policy making. CREEES leverages Title VI funds with its own endowments, grants, and gifts, as well as matching funds from over 30 departments and research institutes, to provide diverse and distinguished training and outreach programs. We are particularly proud of our intensive one-year program in area studies, the breadth and excellence of our faculty and their commitment to public service, our extensive library and archival resources, our community college outreach program, and the series of public conferences, lectures, film series, and concerts we host on campus throughout the year.

We are excited about our plans to further strengthen area studies and foreign language instruction for community college students through an expanded outreach program (Stanford-Community College Global Education Partnership), and about our collaboration with the Stanford Graduate School of Education to develop Summer Institutes that enhance international education for K-12 teachers. The proposed New Yugoslav Studies platform, Post-Soviet speaker series, and Inner Asia studies program will expand area research and knowledge as well as linkages with scholars at overseas institutions. These and other proposed programs designed to expand our REEES course and language offerings will further strengthen Stanford's exceptional program in Russian, East European and Eurasian studies, enabling us to produce research, teaching materials, and human capital that may be used across the nation to bolster understanding and fluency in areas of national need.

## List of Acronyms

ACTFL	American Council for the Teaching of Foreign Languages
AmBAR	American Business Association of Russian-speaking Professionals
AY	Academic Year
BALSSI	Baltic Studies Summer Institute
CDC	Career Development Center
CDDRL	Center on Democracy, Development and Rule of Law
CEAS	Stanford's Center for East Asian Studies
CESS	Central Eurasia Studies Society
CESSI	Central Eurasian Studies Summer Institute
CESTA	Center for Spatial and Textual Analysis
CISAC	Center for International Security and Cooperation
CLAS	Stanford's Center for Latin American Studies
CSET	Stanford's Center to Support Excellence in Teaching
CTL	Center for Teaching and Learning
CREEES	Stanford's Center for Russian, East European & Eurasian Studies
DLCL	Stanford's Division of Literatures, Cultures and Languages
FSI	Freeman Spogli Institute for International Studies
FTE	Full-Time Employee
GEP	Stanford-Community College Global Education Initiative
GSE	Stanford Graduate School of Education
ICA	Division of International, Comparative and Area Studies
IPS	International Policy Studies
IR	International Relations
LCTL	Less Commonly Taught Language
MS&E	Management, Science and Engineering
MOPI	Modified Oral Proficiency Interview
NGO	Non-Government Organization
OPI	Oral Proficiency Interview
OSP	Overseas Studies Program
REES	Russian and East European Studies
REEES	Russian, East European and Eurasian Studies
SGS	Stanford Global Studies Division
SHC	Stanford Humanities Center
SHREI	Stanford Human Rights Education Initiative
SLC	Stanford Language Center
SLP	Special Language Program
SOPI	Simulated Oral Proficiency Interview
SPICE	Stanford Program on International and Cross-Cultural Education
STEP	Stanford Teacher Education Program
SSTI	Stanford Summer Teaching Institute
SUL	Stanford University Libraries
SURF	Stanford U.S.-Russia Forum (student group)
UC	University of California
WPT	Writing Proficiency Test

## 1. COMMITMENT TO THE SUBJECT AREA

Stanford University has a long tradition of support for teaching and research on Russia, East Europe and Eurasia, which began with the founding of the Hoover Institution in 1919 and the amassing of one of the richest archives for contemporary Russian and East European politics and history in the world. This was followed by the creation of the Department of Slavic Languages and Literatures in the 1940s, and the subsequent hiring of scholars of talent and promise in the history, economics, politics, languages, and literatures of Russia and East Europe. The Center for Russian and East European Studies (CREES) was founded in 1969. In 2003, CREES became CREEES with the addition of Eurasian Studies. That the region remains one of the university's top priorities is demonstrated by such recent developments as three new tenure-line faculty hires in History and Linguistics, the addition of a new overseas studies program in Istanbul and two overseas seminars in St. Petersburg and Dubrovnik in 2015, and the acquisition of a Baltic library and archival collection.

<b>Table 1: Stanford University Institutional Commitment to Russian, East European, and Eurasian Studies</b>	
CREEES Operating Budget	\$ 515,000
Faculty Salaries	
Regular and Visiting	\$ 3,814,750
Lecturers	\$ 803,750
Library Acquisitions & Staff (Hoover & SUL)	\$ 2,200,000
Student Aid (PhD and MA)	\$ 2,500,000
Overseas Programs	\$ 850,000
Outreach	\$ 337,991
<b>Total</b>	<b>\$ 11,021,491</b>

In fiscal year 2013, Stanford University provided more than \$11 million in direct funding to support the field of Russian, East European and Eurasian Studies. Table 1 provides a summary of this support, discussed in detail below.

**1A. Support for Center Operations.** The Stanford Russian, East European and Eurasian National Resource Center will carry out its mission through the Center for Russian, East European and Eurasian Studies (CREEES), in cooperation with the Department of Literatures,

Culture and Languages (DLCL), the Stanford Language Center (SLC) and the Special Language Program (SLP), the Center on Democracy, Development and the Rule of Law (CDDRL), the Center for International Security and Cooperation (CISAC), the Stanford Global Studies Division (SGS), the Stanford Program on International and Cross-Cultural Education (SPICE), and numerous other centers and programs. CREEES serves as the focal point for all of Stanford's Russian, East European and Eurasian programs, administers NRC and FLAS grants, organizes public lectures and outreach events, manages research funds and student grants, and supports teaching and research on area topics campus-wide. CREEES also administers a thriving interdisciplinary MA degree program, including joint- and dual-degree programs with the schools of Law, Education, and Business.

The Center receives more than \$515,000 annually in direct support from gifts, University endowments, and funding from the School of Humanities & Sciences and the Provost. In addition, the Stanford Global Studies (SGS) Division where CREEES is housed provides funding for lectures and teaching as well as supplies and general administrative support.

***Support for Teaching Faculty.*** In 2012-13, Stanford provided more than \$ 4.6 million in salary and benefits to faculty and lecturers engaged in teaching REEES. This sum is based on average faculty salaries for rank and field supplied, with proportional sums calculated for those devoting less than 100% time to the subject area (Appendix B). In 2012-13 there were 37 regular and visiting faculty, 12 non-language lecturers, 11 language lecturers, and 8 overseas studies instructors in 23 departments and programs across six schools (Humanities and Sciences, Engineering, Law School, Graduate School of Business, Graduate School of Education, and School of Medicine) who focused at least 25% on Russia, East Europe and Eurasia, 39 of whom focused 100% on Russian, East Europe and Eurasia (see Table 3D, p. 13).

***Support for Library Resources.*** In 2012-13, Stanford University Libraries (SUL) provided over \$1.5 million to support its world famous collection in Russian, East European and Eurasian Studies. Nearly \$700,000 was spent on acquisitions, and the remaining funds on administrative costs, staff salaries and benefits. In addition, supplemental funds are available for special acquisitions, and an endowment received in 2010 created a Baltic collection of more than 20,000 items. The Hoover Institution Library and Archives provided another \$700,000 towards REEES area collections and staff.

***Support for Linkages with Institutions Abroad.*** Stanford University provided an estimated \$850,000 in funds to support linkages with institutions in Russia, East Europe and Eurasia. This figure includes the entire budget for the Stanford-in-Moscow Program and 25% of the Stanford-in-Berlin's program costs. Both programs have linked Stanford to overseas institutions by putting faculty members from local affiliates in Stanford overseas classrooms. In 2012, CREEES and Stanford's Mediterranean Studies Forum launched an annual lecture series in collaboration with the Center for Globalization and Democratic Governance at Koç University in Istanbul, Turkey. Part of this collaboration was an annual scholar exchange in which affiliated faculty members from each center visited the other institution for a week, holding lectures and seminars with faculty and students. These extended visits facilitated the exploration of further collaboration. In 2015, Stanford is launching a new overseas studies program at Koç University. Stanford will also offer two additional overseas seminars next year, one in Dubrovnik, Croatia and the other in St. Petersburg, Russia. Each will partner Stanford faculty and students with local universities. Furthermore, CREEES-affiliated faculty are in conversation with Smolny College of Liberal Arts and Sciences and the European University at St. Petersburg about establishing a new study abroad program in St. Petersburg. CREEES also has supported with

funds and administrative and publicity support the Stanford US-Russia Forum, an international student organization jointly founded in 2009 by undergraduates from Stanford and State University-Higher School of Economics in Moscow.

***Support for Center Outreach Activities.*** In 2012-13 the University provided approximately \$338,000 for outreach activities in REEES. This funding supported outreach programming at CREEES, FSI, and the Stanford Program on International, Cross-Cultural and Education (SPICE) for conferences, seminars, teacher training workshops, and educational materials distributed for free on our websites (See Section 7 for more details).

***Support for Qualified Students.*** In 2012-13, the University provided more than \$2.5 million in student aid that benefited REEES. This amount includes full funding for more than 45 doctoral candidates in our field and funds from the School of Humanities and Sciences provided for CREEES MA students. The Provost's Office also supplements tuition for one FLAS student from a professional school when it is needed. Departments offer graduate students additional funds for summer travel and research, and the University offers summer language study grants, international research grants, and public service fellowships to undergraduates studying in our field, in addition to the generous financial aid and grant packages at Stanford.

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

***2A. Baccalaureate Degree Programs.*** Undergraduate major and minor degrees with significant Russian, East European and Eurasian (REEE) content may be pursued in nine departments or programs (Table 2A), most of which include the option of honors work (around 20% of Stanford undergraduates write honors theses). Undergraduate honors-only interdisciplinary programs with our area content are available through the Center on Democracy, Development, and the Rule of

Law (CDDRL) and the Center for International Security and Cooperation (CISAC). These honors programs must be coupled with a departmental major.

The Department of Slavic Languages and Literatures offers a major and three minors: Russian Language; Russian Language, Literature, and Culture; and Russian, East European, and Eurasian Studies (REEES). The major requires students to attain third-year Russian level or beyond, to take a minimum of four core departmental courses, a minimum of five additional courses in Russian or other related area studies, and to complete an advanced-level capstone course. The minor in REEES requires undergraduates to take two core courses and four additional courses in the area distributed among at least three disciplines as well as to complete a capstone experience (i.e., study abroad, advanced departmental seminar, or directed reading). A Russian Philosophy and Literature track is also offered as part of the Philosophical and Literary Thought Program administered through the Division of Literatures, Cultures and Languages.

The interdisciplinary International Relations major offers two regional specializations with a focus on REEES: Europe (East and West) and Russia, and Middle East and Central Asia. Five other thematic specializations have significant REEES content. The IR major requires proficiency in a foreign language (2 years of study), relevant overseas study and 5 courses in the specialization, in addition to a rigorous core of political science and economics courses. Majors with a REEES focus in other departments and programs (Table 2A) combine area courses with disciplinary seminars and colloquia. A wide array of undergraduate minors also provides students with significant study of our region (Table 2A). Overall enrollments in our area courses were high last year (1,809 undergraduate, 445 graduate students), and 58 seniors graduated having completed at least 22 units of coursework in our region.

**Table 2A: Degree Programs in Russian, East European and Eurasian Studies**

Department/Program	Undergrad major	Undergrad minor	Undergrad honors	MA	PhD
Art History/Film & Media Studies	✓	✓	✓	✓	✓
Comparative Literature	✓	✓	✓	✓	✓
Democracy, Development & the Rule of Law	-	-	✓	-	-
History	✓	✓	✓	✓	✓
International Relations	✓	✓	✓	-	-
International Security & Cooperation	-	-	✓	-	-
Jewish Studies	✓	✓	-	-	-
Modern Languages	-	✓	-	-	-
Modern Thought & Literature	✓	✓	✓	✓	✓
Political Science	✓	✓	✓	✓	✓
REEES	-	✓*	-	✓	-
Slavic Languages and Literatures	✓	✓	✓	✓	✓

\* Through Slavic Languages and Literatures.

**Graduate Student Training.** Doctoral candidates in Slavic, History, Anthropology, Political Science, Art History, and the Graduate School of Education are writing dissertations with 100% area content. Stanford's graduate programs are rigorous and highly regarded nationally. Because all incoming PhD candidates in the School of Humanities and Sciences and the Graduate School of Education receive a full 5-year funding package, admission standards are high. All of our core departments – History, Slavic, Political Science, Art and Art History (includes Film Studies), Anthropology -- offer MA and PhD programs that require fluency in the major language of research and other relevant language skills, rigorous disciplinary methodological training and demand intensive original research. Table 2A provides a list of PhD programs involving significant area content.

The CREEES interdisciplinary MA program is unique in the US in that it offers a degree in one year (3 quarters). Students complete an interdisciplinary distribution of courses, a core program of three graduate colloquia and a Core Seminar, a year of advanced language study, and a capstone project. The MA program serves students interested in area-related business,

government or NGO careers; students contemplating future PhD work; and international diplomats and Foreign Area Officers from the US military. Stanford under-graduates seeking a fifth-year "co-terminal" MA are held to the same admissions standards as outside applicants. Stanford Law School and CREEES offer a joint MA/JD degree in International Law.

CREEES complements its rigorous departmental graduate curriculum with professionalization and training experiences. Our students take international field work courses, workshops in library and archival resources led by the Library's Slavic Curator and the Hoover Director of Archives, and the Core Seminar for our MA program. In addition, graduate students benefit from other REEES-specific opportunities across disciplines: weekly seminars at Stanford's Freeman Spogli Institute for International Studies; lectures and conferences sponsored by CREEES; the Stanford Humanities Center faculty/graduate student research workshops; the Eurasian Empires Workshop; and a History Department graduate workshop (the "*Kruzhok*").

**2B. Advising and Career Counseling.** The CREEES Associate Director devotes at least 25% of her time to providing academic and career advising to any current or prospective Stanford students interested in REEES and serves as the front-line advisor for the CREEES MA degree students. Each student has a primary faculty advisors for academics and the capstone project. CREEES collaborates with other area studies centers in the Stanford Global Studies Division (SGS) and the Stanford Career Development Center (CDC) on regular international career information sessions and alumni panels targeted to the interests of our advanced undergraduate and graduate students. We disseminate information on fellowships as well as study abroad and job opportunities on a weekly basis through our email Weekly Update and have a searchable Resources and Opportunities page on the CREEES website which is updated weekly. CREEES also utilizes social networking sites, such as Facebook and LinkedIn, to connect current and

former students and alumni career mentors. Academic departments offer graduate student workshops on teaching, dissertation prospectus design, job interviewing strategies and grant-writing skills. Stanford puts extensive resources into undergraduate advising and research. The Overseas Studies Program staff provides regular advising to undergraduates, while the Career Development Center and the Haas Center for Public Service host major national and international corporations, government agencies and NGOs at job fairs. We are proposing to add a Business, Science and Technology Forum to connect undergraduate, graduate and professional school students with leaders in Silicon Valley technology and business industries (section 8A.5). *Study abroad* is an integral part of education at Stanford. Stanford's Overseas Studies Program, founded in 1958, supports 13 overseas campuses and offers 3-week overseas seminars that have included trips to St. Petersburg, Istanbul, and Vienna since 2009. In 2015 the overseas seminar in St. Petersburg will be offered again as well as a new program in Dubrovnik, Croatia (See Table 2B for enrollment data). Stanford in Moscow has served as a networking hub for Stanford faculty and graduate students in Russian studies, while Stanford's Berlin campus offers coursework and internship opportunities in East and Central Europe.

**Table 2B: Stanford Undergraduate Overseas Studies Program Enrollments**

	2011-12	2012-13	2013-14	2014-15
Stanford in Moscow (one quarter annually)	16	10	17	-
Stanford in Berlin (three quarters annually)	102	108	108	+
Stanford in Istanbul (one quarter annually)	-	-	-	new
St. Petersburg Overseas Seminar	-	-	-	+
Vienna Overseas Seminar	n/a	14	-	-
Istanbul Overseas Seminar	15	-	-	-
Dubrovnik Overseas Seminar	n/a	n/a	n/a	new
<b>TOTAL:</b>	<b>133</b>	<b>132</b>	<b>121</b>	n/a

Key: + Offered / - Not Offered

Stanford strongly encourages students to participate in accredited study abroad and summer language programs in the US and overseas. In addition to the 51% of Stanford undergraduates who participate in Stanford Overseas Studies Programs, another estimated 2.5% study abroad for academic credit with other programs. An additional 9% participate in non-credit activities overseas such as internships, public service, and independent projects and research.

Stanford also supports students who want to study abroad at non-Stanford programs. Since 2009, undergraduate students have participated in non-Stanford programs in the following REEES area countries: Austria, Russia, Hungary, Turkey, and Mongolia. The Vice Provost for Undergraduate Education, Stanford Global Studies and CREEES all provide students with funding to research and travel abroad during the summer. CREEES awards up to five graduate students \$2,000 each in summer research travel grants each year. CREEES also offers up to \$6,000 in undergraduate summer language grants for area LCTL study in the US or abroad. With FLAS or other CREEES funds, students have attended summer language programs in Russia, Poland, Hungary, Turkey, Kazakhstan, Kyrgyzstan, Azerbaijan, and Tajikistan. Starting in 2013, CREEES has awarded two Globalizing Eurasia Grants, one graduate and one undergraduate, each up to \$7,500 for multi-country summer research.

### **3. NON-LANGUAGE INSTRUCTIONAL PROGRAM**

**3A. *Variety of Courses/Professional Schools.*** The number of REEES courses offered at Stanford varies each year with changing demands on our faculty (sabbaticals, administrative service); course topics also change as professors rotate courses. In 2012-13, 126 distinct courses (154 courses with 28 cross-listings) in 34 departments or programs were offered (Table 3A).

**Table 3A: REEES Non-Language Courses by Discipline, 2012-13**

<b>Department</b>	<b>100% REEES</b>	<b>25-99% REEES</b>
Anthropology	2	2
Art History	4	1
Biology	1	1
Classics Art/Archaeology	4	0
Communications	0	1
Comparative Literature	10	1
Economics	1	0
Education	0	1
Feminist Studies	0	1
Film Studies	1	4
French	0	1
History	22	12
Human Biology	0	1
International Policy Studies	0	7
International Relations	2	6
Jewish Studies	3	2
Law	0	3
Linguistics	0	1
Mgmt Science and Engineering	0	2
Mechanical Engineering	0	1
Music	1	0
Overseas Studies (Moscow/Berlin)	7	1
Pediatrics (School of Medicine)	0	3
Political Economics	0	1
Political Science	0	7
Psychology	0	1
REEES	8	0
Religious Studies	0	1
Slavic Literatures	17	0
Sociology	1	1
School of Medicine - General	0	1
Theater/Performance Studies	0	1
Thinking Matters - Humanities Core	1	4
<b>TOTAL</b>	<b>85</b>	<b>69</b>

*Note:* Counts include cross-listed courses.

Stanford professional schools offer courses with REEES content in their international studies programs. The Graduate School of Education has a concentration in International Comparative Education on the master's and doctoral levels, and the Medical School offers a scholarly concentration in international health. In 2004, Stanford's Business School opened a Center for Global Business and Economy, which offers Global Elective courses, several with REEES area content. Law School students may claim up to 12 units of REEES area courses toward their law degree or may pursue a joint MA/JD in international law and REEES. Courses covering Russia, East Europe and/or Eurasia under the rubric of international and comparative law include: State-

Building and the Rule of Law, International Criminal Law, and International Human Rights and Conflict Resolution Clinic. Courses with REEES content offered at the Medical School include: Humanitarian Aid and Politics, and Human Trafficking: Historical, Legal, Medical Perspectives.

**3B. Depth of Specialized Course Coverage.** Departmental offerings are broad. History offers full introductory undergraduate lecture sequences in Russian and East European history. The Slavic Department offers introductory courses on Russian literature and cultural studies. In Political Science and International Relations, REEES content is the sole focus of a number of courses or is integrated into comparative courses. CREEES supplements the departmental offerings by supporting courses in under-represented disciplines. Overseas programs in Berlin and Moscow have extended our curriculum with rigorous courses focusing on the former East Germany and Soviet Union and Russia (App. 3). Advanced training in various disciplines is provided by the undergraduate colloquia, seminars, joint undergraduate/graduate colloquia, and solely graduate student colloquia and research seminars listed in App. 3. Undergraduates may take honors seminars and independent study to write REEES theses in a variety of departments and interdisciplinary programs (Section 1A).

**3C. Interdisciplinary Programs and Courses.** In addition to REEES interdisciplinary degree programs (MA and minor), several interdisciplinary programs and departments offer courses with REEES content: Comparative Literature, International Relations (IR), International Policy Studies (IPS); Management Science and Engineering; and Science, Technology, and Society. Many REEES courses are interdisciplinary and jointly taught, such as International Security in a Changing World (Engineering and Political Science), International Conflict: Management and Resolution (International Policy Studies, Law, and Psychology), International History and International Relations Theory (History and Political Science), International Field Research

Methods. In the Slavic, Comparative Literature and History Departments, students may opt for interdisciplinary major tracks. Of Stanford's 16 interdisciplinary majors, International Relations (IR) ranks among the top 5 in number of majors at the University and offers a REEES track. The Slavic Department offers an array of interdisciplinary courses engaging literature, history, drama, and film, in its Slavic General course sequence. Since 2011, Stanford Faculty College has supported small faculty teams in developing innovative curricular and pedagogical ideas, resulting in new team-taught courses, a major change to a department's curriculum, and new cross-disciplinary teaching endeavors. In this context, REEES-affiliated faculty have developed the following interdisciplinary courses: Ethics of War (Allen Weiner) and Human Trafficking and Human Rights: Historical, Legal, and Medical Issues (Jolluck). This course is taught by four faculty members from Law, Medicine, and History through five departments (History, Human Biology, International Relations, Law, Medicine), and has a service component through the Haas Center for Public Service. REEES itself sponsors additional interdisciplinary courses each year (App. 3). Also, departmental PhD students participate in interdisciplinary research workshops.

**3D. Non-Language Faculty.** Our Center's core faculty teaching and conducting research 100% in REEES numbers 18 tenured or tenure-line faculty, including 3 tenured professor emeriti actively teaching (App. 2). We have an additional 19 tenure-line or tenured faculty members at less than 100% REEES (the majority with 50% or higher REEES teaching and research interests). Three new tenure-line appointments were made in the current grant cycle (Gribanova [75%], Sheffer [50%], Yaycioglu [75%]), three faculty members received tenure (Jakovljevic, Levi, Pentcheva), and two were promoted to full professor (Bashir [50%], Safran). Table 3D below summarizes Area Studies faculty as of 2012-13.

**Table 3D: Stanford Russian, East European and Eurasian Faculty in 2012-13**

	Faculty (Tenured)	Faculty (Non- Tenured)	Emeriti	Non- Language Lecturer	Language Lecturer	Overseas Lecturer	<b>Total</b>
100%	14	1	3	5	9	5	<b>37</b>
25-99%	14	4		8	2**	3	<b>31</b>
10-24%	1*						<b>1</b>
<b>Total:</b>	<b>29</b>	<b>5</b>	<b>3</b>	<b>13</b>	<b>11</b>	<b>8</b>	<b>69</b>

\* Director of Stanford Language Center.

\*\* Includes SLP Coordinator.

REEES-affiliated faculty members teach in 20 departments (in Engineering, Humanities, Social Sciences) and professional schools (Business, Education, Law, Medicine) (App. 2). Our strengths are in Russian culture, history and politics; East European history; Central and Inner Asian history and politics; comparative politics; security studies; and art history. History's strength is its breadth: 7.5 tenure-line faculty and one senior lecturer who are prominent specialists in East Europe, early modern Russia, Imperial Russia and Central Asia, Soviet history, and Russian-Jewish history. Slavic's strength, with six tenure-line faculty, is in Russian poetry, 20<sup>th</sup>-century literature and multi-disciplinary cultural studies. Political Science has renowned specialists in comparative politics and international security issues. Art History has specialists in East European film, Russian modernism, and Byzantine art. In Sociology, Economics, and Law, tenure-line faculty and senior lecturers offer courses examining post-socialist transition in the region. Departmental, decanal, CREEES and Title VI funding supplements this core faculty with visitors in under-represented areas and disciplines. In the present grant cycle Title VI monies have been leveraged with departmental and other funds for 10 area courses over 3 years, such as: Anthropology of Central Asia, State Building in Central Asia, The Russian Economy, Socio-Economic Issues in Contemporary Russia and Eastern Europe, The Comparative Political Economy of Post-Communist Transition, and Issues in

Global Health: Russia and Eastern Europe. To enhance offerings in areas of targeted need, we are requesting funds to seed a Visiting Professorship in Russian, East European and Eurasian Studies to bring up to two external area experts a year to Stanford to teach a course with 100% area content (Section 8A.7).

***Pedagogical training for instructional assistants.*** Pedagogical training for faculty and graduate teaching assistants (TAs) is a high priority at Stanford. Each department provides formalized and mandatory pedagogical workshops for TAs; History's program results in PhD students producing a "teaching portfolio" of evaluations, recommendations, syllabi, videotapes and other evidence of teaching accomplishment. The Slavic Department program for training TAs for language teaching is discussed in section 4D. The Center for Teaching and Learning offers faculty and graduate TAs pedagogic workshops and one-on-one consultations on teaching.

#### **4. LANGUAGE INSTRUCTIONAL PROGRAM**

***4A. Extent of Instruction and Enrollments.*** Stanford regularly offers Russian language courses and at least 9 East European and Eurasian lesser commonly taught language (LCTLs). All foreign language instruction is coordinated by the Stanford Language Center (SLC). Russian language instruction is delivered through the Slavic Department and the overseas program in Moscow. Enrollments in Russian language courses remain strong, with consistent retention through the intermediate and advanced levels. East European and Eurasian LCTLs are administered through the Special Language Program (SLP) and the African and Middle Eastern Languages and Literatures Program (both housed within SLC). The flexibility of the Stanford language program allows for these languages to be offered on an as-needed basis to meet student academic needs. In response to increased student interest in Eurasian languages, we propose to offer Tajik and/or Dari in the next grant cycle (*see section 8.A.12*).

Table 4A summarizes enrollments in Russian, East European and Eurasian LCTLs since 2009-10. In addition to academic year language study at Stanford, students have attended participated in language programs in Azerbaijan, Hungary, Kazakhstan, Kyrgyzstan, Poland, Russia, Tajikistan, and Turkey.

**Table 4A. Russian, East European and Eurasian Language Enrollments**

	2009-10	2010-11	2011-12	2012-13
Albanian	-	-	-	1
Czech	9	6	6	9
Hungarian	10	2	3	15
Kazakh	10	8	1	3
Polish	12	14	8	10
Romanian	3	5	-	-
Russian	164	172	141	178
Serbo-Croatian	5	2	4	1
Turkish	28	19	17	24
Ukrainian	3	1	2	-
Uzbek	1	2	4	-
Yiddish	7	3	4	1
<b>Total</b>	252	234	190	242

\*Cumulative course enrollments across three academic quarters and across levels.

**4B. Levels of Language Instruction.** Stanford regularly offers five full-year levels of Russian language study, advanced language seminars, and courses for heritage speakers. Students have been able to study three levels of Russian as part of the overseas program in Moscow, with a fourth and fifth level available as needed. Advanced students may also take electives or internships for credit in Russian. The Slavic Department regularly offers literature and cultural studies seminars (e.g., Slavic Culture and History through Film, Russian Cooking, Culture and Politics of Russian Athleticism through the lens of Sochi 2014). The Stanford Language Center will offer up to three levels of Polish, Czech, Hungarian, Romanian, Serbo-Croatian (BCS), Kazakh, Uzbek, Ukrainian, Yiddish, or Turkish in a given year. In addition, fourth-year Albanian was offered in 2012-13 and Advanced Czech Conversation was offered in 2013-14.

**4C. Language Staff and Pedagogy Training:** The Russian language teaching staff includes one full-time Senior Lecturer and one full-time Lecturer who serves as program coordinator, and graduate student (PhD) teaching assistants. The SLC's Special Language Program hires and

trains individual instructors for each of the other area LCTLs (close to ten each year) to conduct classes at all levels (see App. 2 and 3). Two area LCTLs – Yiddish and Turkish – are administered by a Senior Lecturer coordinator in the African and Middle Eastern Languages and Literatures Program . In 2010, CREEES partnered with the Abbasi Program in Islamic Studies and the SLC to seed a full-time Lecturer position in Turkish Language and Literature (replacing a part-time position), supported in part by Title VI funds. When the current Title VI grant period ends, this position will be fully supported by the University in the Division of Literatures, Cultures, and Languages. We hope to raise funds for such upgrading of other area LCTL teaching positions in the future, to safeguard pedagogic professionalization.

The Stanford Language Center requires all language programs to adopt standards-based curricula with clearly articulated proficiency goals in reading, writing, listening, and speaking. SLC sponsors frequent professional development workshops based on ACTFL (American Council for the Teaching of Foreign Languages) models, including training in OPI (oral proficiency interview), SOPI (simulated oral proficiency interview), and WPT (Writing Proficiency Test) standards and techniques. All language instructors are given the opportunity to acquire ACTFL certification in these testing methods, financed in part through the SLC. The Polish lecturer is certified in both OPI and WPT testing. In the next grant cycle, we are requesting funds to help support the certification in OPI and WPT testing of 3 additional LCTL instructors (see section 8.A.12). LCTL instructors also regularly participate in ACTFL webinars organized by the SLP.

Professional training for graduate TAs features a language pedagogy practicum, “Learning and Teaching Second Languages,” which includes observation, practice teaching, and lesson plan preparation. TAs also enroll in second language acquisition courses and a research design

course that provides training in webpage construction and online teaching tools, as do they receive training in SOPI.

**4D. Quality of Program.** The Stanford Language Center manages all foreign language classes and enrollments, hires language lecturers, supports curricular development, and monitors and assesses language pedagogy and student performance. SLC requires all language programs to adopt standards-based curricula with clearly articulated proficiency goals in each area – reading, writing, listening, and speaking. To guarantee quality instruction, the average class size is small. REEES area LCTL sections have on average five students. Classroom instruction is supplemented with the Digital Language Laboratory, where instructors can use multimedia resources and guide students through computer-based learning activities. Students also use the facilities to take online exams and practice language skills.

**Performance-Based Instruction.** The Stanford Language Center emphasizes performance standards and the efficient use of technology in instruction. Undergraduates who study Russian are expected to prove proficiency at the Novice-High level – using the FSI-ACTFL scale – at the end of their first year. The SLC currently extends testing to second-year classes. In spring quarter of each year, SLC initiates a self-study of language programs to document whether students completing their first year of language study do indeed meet the articulated standards. Oral proficiency data for Russian language is collected via a Simulated Oral Proficiency Interview (SOPI). The Russian language program far exceeded its targeted objectives. Results are discussed in the language proficiency requirements section below.

**Adequacy of Resources.** SLC employs a faculty director and five 100% FTE administrative staff. Additional coordinators (4) on the lecturer and senior lecturer level direct the Russian, the Special Language, and the African and Middle Eastern Languages and Literatures programs.

The SLC features classrooms with current video and audio equipment as well as cable and internet connections, computer work stations for faculty and students, a soundproof room for recording student oral interviews and live foreign language broadcasts, and equipment for the production of student language portfolios. Students use the Digital Language Learning Lab, which includes a hands-on computer classroom with 20 workstations and a networked seminar room with multimedia technology. The SLC and SLP work closely with the Digital Language Learning Lab and Academic Technology Specialists on selecting software and/or developing multi-media based materials suited to language courses.

***Language Proficiency Requirements.*** Language programs at Stanford are proficiency-oriented and standards-based. A proficiency orientation guides students to speak, listen, read, and write in ways that are useful in a real world setting. Standards-based refers to the National Standards on Foreign Language Learning, which attend not only to linguistic competence but also to the link between language, culture, and content. First-year programs emphasize speaking and writing at the sentence level. Second-year programs move to a paragraph-based model, and are designed to enable students to study abroad or to continue with upper-level literature and culture classes. Classes are taught in the target language as much as possible. First-year instruction in Russian Languages aims for a Novice-High level for spoken proficiency. Similar standards are set for reading and writing. Studies done nationwide indicate that language majors generally achieve an Intermediate-Mid rating on oral proficiency interviews. According to the Foreign Service Institute, Novice-High rating in non-cognate (Russian) languages is generally met after an average of 300-400 hours of instruction; Stanford courses meet 150 hours over the course of an academic year. Systematic OPI testing in third-quarter first-year Russian since 1999 shows an increasing percentage achieving the goals of Novice-High or above (over 90% in 2012-

13 scored at Novice High or above, with over 70% scoring at Intermediate Low or Intermediate Mid). Over 80% of second-year Russian students scored at Intermediate Mid or Intermediate High. Writing assessment data for 2012-13 indicate that over 95% of students in first-year Russian and 100% in second-year are in the Intermediate range. SOPI testing in three East European LCTLs – Polish, Hungarian, Czech – will be added in the next grant cycle. At our request, the SLC has instituted incoming and outgoing evaluation of oral and reading proficiency for CREEES MA students, and proficiency tests for FLAS recipients. This data will provide a metric for our FLAS reporting of proficiency outcomes for the award years.

## **5. STRENGTH OF LIBRARY**

**5A. *Library Holdings.*** Stanford University Libraries (SUL) hold over 9.3 million physical volumes and 1.5 million e-books, with a total acquisitions budget of \$22,600,000 as of March 2014. In 2010-2011—the latest period for which Association for Research Libraries statistics are available—Stanford’s total acquisitions budget of \$19,923,593 would have ranked it 10th among North American research libraries.

The REEES collection is a particular strength, among the largest in the US; it includes unique archival and primary resources. The REEES holdings of SUL include nearly 1 million volumes (over 600,000 in regional languages); over 4,000 active periodical subscriptions, as well as numerous important microform primary source collections and electronic databases. Audiovisual materials include hundreds of documentary and feature films from most countries of the region (nearly 360 released in Moscow alone). The collection also includes a large (over 5,000 titles) collection of Russian and East European children's literature and significant collections in Polish, Czech, Ukrainian, Bosnian/Croatian/Serbian, Hungarian, and Bulgarian. It also contains smaller collections in Azeri, Georgian, Kazakh, Kyrgyz, Tajik, Tatar, and Uzbek.

Of particular significance is SUL's new program in Baltic (Estonian, Latvian, Lithuanian) studies, funded by an endowment received in 2010. SUL currently holds over 20,000 Baltic items (books, periodicals, archival collections and media resources), with strength in the humanities (history, culture, literature). This number is expected to grow rapidly, focusing – in accord with the endowment – on the second half of the 20th century (occupation/annexation, resistance, freedom, recovery). SUL hired a curator for its Baltic collections in January 2013, Liisi Eglit. In addition to developing the collection intensively and advising researchers, she has been organizing events, exhibits and collaborative projects with other institutions.

The library of the Hoover Institution, also on the Stanford campus, holds an additional ca. 500,000 REEES volumes, including many rare items. The Hoover Institution Archives (distinct from Hoover's library) is a unique international resource in archival collections focusing on 20th-century political developments in East Europe, Russia and the former Soviet Union (approx. 15 shelf miles of materials).

The SUL REEES collections have an annual acquisitions budget of \$693,698. Staff salaries and benefits total approximately \$850,000. Supplemental funds are available for special acquisitions. Notable recent SUL acquisitions include complete, searchable online runs of the newspapers *Pravda*, *Izvestiia* and *Literaturnaia gazeta*; and the archival collection *Joseph Brodsky papers from the archives of the Katilius family, 1966-1997*. The Slavic collection is overseen by Slavic Curator Karen Rondestvedt with 12 FTE staff members. In Section 8.A.11, we are asking for Title VI funds to help support large cataloguing projects and international acquisition travel that will continue to enhance access to library resources.

**5B. Cooperation and Access.** Stanford participates in several cooperative arrangements: the Research Library Cooperative Program with UC Berkeley, a reciprocal borrowing program; the

Center for Research Libraries and its Slavic & East European Microform Project, which provides access to material like key Russian regional newspapers; the Research Libraries Group Shares Resources Service, which provides expedited interlibrary loan among members as well as loans of material not normally lent; and the Pacific Coast Slavic and East European Library Consortium (PACSLAV), in which member libraries share materials and information and jointly subscribe to the online Russian Academy of Sciences Bibliographies database.

Access to Stanford's collections is broad: the Hoover Library and Archive and Green Library Special Collections and Government Documents are free and open to the public. The full catalog of SUL holdings is available online (also includes Hoover library holdings). Students and faculty from other institutions can borrow SUL materials through Interlibrary Loan. Students and faculty from the entire University of California system have onsite access to Stanford's collections through the University of California/Stanford University Reciprocal Services Program. Non-university users are extended library privileges free of charge for up to 7 days per year. CREEES regularly grants more extended library privileges to visiting scholars and Community College summer researchers.

**6. STAFF RESOURCES 6A. *Qualifications.*** Stanford seeks excellence in teaching and research in all faculty positions. One hundred percent of our 37 tenure-line faculty and four Senior Lecturers (see Appendix C) hold PhDs or JDs in the discipline in which they teach. Stanford REEES faculty have received numerous national prizes, honors and fellowships, including book awards and fellowships from IREX, the Guggenheim Foundation, the Carnegie Corporation, the Center for Advanced Study in Behavioral Sciences, ACLS, NEH, AAASS, Fulbright, and the Stanford Humanities Center. Faculty impact is discussed in Section 9. The Library's Slavic Curator and Baltic Assistant Curator both hold PhDs. Our teaching Lecturers

and professional staff in international programs (Stanford Program on International and Cross-Cultural Education, The Europe Center, Stanford Program in International and Comparative Law, Knight Fellowship Program for Professional Journalists, Center for Global Business and the Economy, and others) all hold MAs or PhDs.

The University offers REEES faculty and staff ample resources for professional development. Assistant-level professors receive a guaranteed year of sabbatical before coming up for tenure, and all faculty receive annual conference travel (domestic and international) and research funds, a computer upgrade budget every 3 years, and a solid sabbatical program. Research fellowships are available competitively from the Dean of Research, the Stanford Humanities Center, the Freeman Spogli Institute for International Studies, and other campus programs. Pedagogical support is discussed in sections 3D and 4D. For staff, Stanford offers a rich array of professional development courses and subventions to take university courses. Stanford is a teaching university (boasting a 5-1 faculty-undergraduate student ratio) and no appointment or promotion goes forward without affirmation of excellence in teaching. REEES faculty have in recent years received University teaching awards (Laitin and CREEES director Levi) and regularly teach freshman/sophomore seminars in addition to courses on the graduate level. With the exception of course reduction for major administrative posts, REEES professors do not bargain out of their teaching. When not on leave or sabbatical, faculty are on duty as teachers, scholars, advisors and committee members (see App. 2). All of our faculty members serve as academic advisors and thesis supervisors to our doctoral, masters, and undergraduate students. The Center's Associate Director offers academic, career, and fellowship advising. The Career Development Center, Haas Center for Public Service, and Vice Provost for Undergraduate Education have highly qualified staff to advise our students.

**6B. Oversight/Center Staff.** The CREEES Steering Committee reaches decisions on MA admissions and FLAS awards (see 10A and 10C), sets Center priorities, provides direction on outreach activities, and conducts long-term planning. The Center Director Pavle Levi is full-time Associate Professor of Art and Art History (Film Studies). Steering Committee members serve 2-year rotating terms and are drawn from diverse disciplines, professional schools, and campus research centers. Current membership includes History, Slavic, Hoover Institution, Art and Art History, Sociology, and the Library. Three primary staff are highly qualified: Associate Director and Outreach Coordinator Jovana Knezevic, a PhD in East European History, has nine years of area teaching (three at Stanford) and five years of academic administration experience, including expertise in online education. Center Financial and Grant Administrator Van-Ahn Nguyen has over 20 years of experience in financial administration; Events and Communications Coordinator Courtney Richardson has expertise in communications, design, multi-media marketing, and event planning. CREEES staff maintain a very high activity level by collaboration with other Stanford area studies centers, FSI, SPICE, academic departments, and the NRC at UC Berkeley. The faculty director and executive director of the Stanford Global Studies Division provide additional administrative oversight of all Stanford area studies centers. The Faculty Senate reviews Center academic programs every three to five years, and CREEES commissions external reviews of instruction and operations on average every four years. We are requesting funds to support our next external review in 2015.

**6C. Non-discriminatory Policies.** Despite California legislation against affirmative action in state institutions, we are proud that Stanford University, a private institution, has strongly reaffirmed its commitment to non-discriminatory practices in hiring and promotion of faculty and staff. To encourage diversity, Stanford prohibits discrimination and harassment and provides

equal opportunity for all employees and applicants for employment regardless of race, religious creed, color, national origin, ancestry, physical or mental disability, medical condition, marital status, sex, age, sexual orientation, gender identity, veteran status, or any other trait or status protected by applicable law. Stanford continues to seek ways to diversify the faculty, staff, and student bodies. In 2001, following the MIT report on gender bias in science and engineering, Stanford University joined eight other leading universities in their initiatives on studying gender equity and sharing strategies for change. As part of that initiative, President John Hennessy and Provost John Etchemendy created the Provost's Advisory Committee on the Status of Women Faculty (PACSWF), which was renamed the Panel on Gender Equity and Quality of Life in 2004, and the Panel on Faculty Equity and Quality of Life in 2008. Over the past decade or so, the panel has conducted studies on faculty equity and satisfaction, recruitment, and retention, including the university's first Faculty Quality of Life Survey in 2003 and a focused analysis on race/ethnicity using data from that survey. In 2008, the panel designed and administered a second survey to update its assessment of climate and equity issues. The survey found that the overall satisfaction with being a faculty member at Stanford was quite high, with 79% of the faculty reporting being satisfied with their jobs. The overall satisfaction levels of Stanford faculty were similar to, and in some cases higher than, our peers. In addition, the overall satisfaction levels for Stanford faculty did not differ significantly by gender or race/ethnicity. University leaders recognize the importance of diversity (broadly defined) in higher education and are committed to increasing it. Between 2007 and 2012, the number of under-represented minorities professorial faculty members at Stanford increased from 102 to 146 (a 40% growth compared to a 9% increase of all professorial faculty). Table 6 shows the composition of Stanford faculty and staff.

Moreover, there is no mandatory retirement age at Stanford, and emeritus professors are frequently called back to active duty to teach.

	<b>Faculty</b>	<b>Staff</b>
<b>Total:</b>	1,508	~12,000
Male	73%	39%
Female	27%	61%
Caucasian	74%	47%
Asian	16%	20%
African American	3%	4%
Hispanic / Latino	4%	10%
Native American	>1%	>1%
Pacific Islander	0%	>1%
Two or more races	>1%	2%
Unidentified	2%	16%

CREEES accepts a range of students, including mid-career professionals, international students, military personnel, and others. The profile of our master’s program students is both gender-balanced and ethnically diverse (in the past four years, 58% of incoming students were female). The Office of Accessible Education (OAE) ensures that all university units and facilities comply with federal

and state law as well as university standards of equal, fair access. The University complies in all ways with the Americans with Disabilities Act. All classrooms and administrative buildings used for CREEES functions are accessible.

## **7. OUTREACH ACTIVITIES**

Stanford’s Russian, East European and Eurasian faculty engage with government, the private sector, K-16 educators, and the general public through numerous and varied lectures, film series, roundtables, conferences, performances, and publications, as well as a robust community college outreach program and curriculum development and training workshops for K-12 teachers.

***Elementary and Secondary Schools.*** CREEES partners with the Stanford Program on International and Cross-Cultural Education (SPICE) on K-12 outreach. Since 1976 SPICE has been a national leader in efforts to internationalize elementary and secondary school curricula by linking the research and teaching at Stanford to elementary and secondary schools. Coordinating input from Stanford faculty as well as K-16 teachers, SPICE produces curriculum materials and

organizes teacher training workshops on international and cross-cultural topics. SPICE has produced 15 curriculum units and lesson plans relevant to REEES since 1990 and annually disseminates at least 250 Russia, East Europe, and Eurasia-focused curricular units that serve approximately 50,000 middle- and high-school students each year. Over the past four years, SPICE has presented 26 teacher workshops focusing on Russia, East Europe and/or Eurasia to local, state, and national audiences. In addition to serving as academic advisors on curricular projects, REEES affiliated faculty deliver lectures at teacher training workshops, which are recorded and disseminated publicly. In the next grant cycle, we are proposing an additional collaboration with the Center to Support Excellence in Teaching (CSET) within the Graduate School of Education to design summer institutes for K-12 teachers focused on international area content for their Stanford Summer Teaching Institutes (SSTI). (*Section 8.A.3*)

***Post-secondary Institutions.*** In the 2010-13 NRC cycle, CREEES was one of three Stanford NRCs to collaborate on the Stanford Human Rights Education Initiative (SHREI), an innovative partnership with California community colleges to internationalize the community college curriculum through the lens of human rights education. Eight-ten community college instructors were selected as fellows for each of three years to collaborate with Stanford faculty and staff, producing curricular units and teaching materials on international human rights issues. Projects culminated in a year-end symposium open to educators from across the state, and finalized curricular materials were posted online for public access. In 2012-13, SHREI collaborated with the Stanford Program on Human Rights (PHR) and UCLA to produce an online course on the International Criminal Court (ICC). The ICC online course, the SHREI fellows' curricular materials, and videos of symposium presentations, are available on the SHREI website ([shrei.stanford.edu](http://shrei.stanford.edu)). Through these activities, in four years SHREI has served more than 175

community college instructors across California, and produced more than a dozen teaching resources publicly available online. In the next grant cycle, we are proposing an expanded community college partnership that will include a greater number of units at Stanford, work more closely with the Graduate School of Education, directly partner with community colleges, and serve an even greater number of community college instructors (*Section 8.A.1-2*).

***Business, Media, and the General Public.*** CREEES holds and publicizes more than 150 events each year, including lectures and symposia organized by the Center on Democracy, Development, and the Rule of Law, the Center for International Security and Cooperation, the Europe Center, the Inner Asia program, the Hoover Institution, and various academic departments across the university. In the annual Stanford-Berkeley outreach conference, REEES faculty from the two universities present to local educators and the public on timely issues (e.g. Emancipation, From Prague Spring to Arab Spring, and Varieties of Post-Socialism). All events are advertised through the Center's weekly email bulletin and individual email campaigns (circulation 850), as well as on the CREEES website and the Stanford Events website or through local media outlets. These events draw on average over 4,500 participants annually. Events of particular relevance and public interest are video recorded and posted on the CREEES website.

Area studies faculty are thoroughly involved in the conception and planning of public events at Stanford. In addition, faculty members make regular appearances on local and national media (including NPR, *New York Times*, *Foreign Affairs*), as do they lecture to off-campus groups (e.g. Rotary Club, Commonwealth Club), lead study tours organized by the Alumni Association (e.g. Baltics, Central and the Caucasus, Istanbul), and teach Continuing Studies courses. The Slavic and Baltic curators create and maintain web-based public resources on the Stanford Library website (e.g. "Resources for Understanding the 2014 Crisis in Ukraine" or the Baltic Scholars

Forum). The Hoover Institution Library and Archives regularly organizes public exhibits (e.g. *Revolutions in Eastern Europe: The Rise of Democracy, 1989–1990*). Information about these resources is disseminated through CREEES. Research findings on Russia, East Europe and Eurasia are made widely available via university-supported publication outlets including Stanford University Press and the *Hoover Digest*. CREEES also publishes *The CREEES Chronicle*, an annual newsletter that informs roughly 1,200 alumni and affiliates of progress in Stanford’s Russia, East Europe and Eurasia programs.

The Graduate School of Business collaborates with the American Business Association of Russian-speaking Professionals (AmBAR) to produce public events on the Stanford campus that speak to the international interests of the Silicon Valley business community. The Stanford US-Russia Forum (SURF), a student-run program, connects American and Russian students as part of a travel program and collaborative research project on topics such as venture capitalism in Russia and cybersecurity. CREEES has provided SURF with administrative and publicity support. Finally, Stanford and CREEES engage in outreach programs to media professionals. Stanford’s Knight Fellowships bring professional journalists to campus for a year of academic study to enhance knowledge and skills and thus improve the quality of international news and information reaching the public through the American media. The program regularly hosts fellows with a focus on the REEES area.

**8. PROGRAM PLANNING AND BUDGET 8A. *Quality and Relevance of Programs.*** Our principal goals in the 2014-18 grant cycle are to continue to support excellence in area content and LCTL teaching at Stanford as well as an array of community college, K-12, and public outreach activities. We are requesting funding for 12 programs and projects in three main areas of program development, as well as administrative, outreach and evaluation support to

implement them effectively. All programs directly address NRC and FLAS priorities and will be overseen by Stanford faculty to ensure quality outcomes (Section 11).

### **Expand Outreach to Community Colleges, K-12 and the Public**

**8A.1** The *Stanford-Community College Global Education Partnership (GEP)* is a collaboration between Stanford University and community colleges intended to expand upon the Stanford Human Rights Education Initiative (SHREI) program, which will continue with university funding after the current NRC funding cycle ends in 2014. GEP is being proposed by Stanford's three NRC applicants (Center for East Asian Studies, Center for Latin American Studies, and CREEES) in collaboration with other area studies centers in the Stanford Global Studies Division (SGS) and other units at the University, including the Graduate School of Education, Stanford Language Center (SLC), the Center for Spatial and Textual Analysis (CESTA), and the Stanford Program on International and Cross-Cultural Education (SPICE).

GEP will facilitate the internationalization of the community college curriculum through tools of design and innovative technologies, and will be a two-part program: (1) a Fellows Program and (2) Language Instructor Professional Development. Partners in the planning and implementation of the project in Year One are Foothill College, De Anza College, and College of San Mateo. Additional community colleges may apply to join the collaboration in subsequent years. The Fellows Program will solicit applications from community college faculty to work with Stanford colleagues on one of three types of projects: 1) Working within CESTA, in collaboration with the Graduate School of Education, SPICE and other area studies faculty to create and implement digital curricula specifically for the community college classroom (*see 8.A.8*); 2) Creating a course unit or syllabus for their courses, working in conjunction with a Stanford faculty member; and 3) collaborating with SPICE to adapt curricular units to the needs

of community college instructors. Projects will be open in terms of discipline but must address area studies content. Fellows will be selected in partnership with their home community colleges, soliciting participation from the broadest disciplinary cross-section and diversity of pathways, including humanities, science and environment, mathematics and the hard sciences.

Fellows will meet regularly at Stanford to share the development of their projects and engage in academic dialogues among themselves and with Stanford faculty and staff. In the spring, they will implement their projects at their home institutions and organize events at their home campuses jointly with Stanford faculty and staff. In late spring, fellows will lead a symposium, which will be open to all U.S. community college faculty, to present their outcomes and classroom experience while engaging in pedagogical discussions with their peers. In addition, SPICE will organize area studies content workshops throughout the year for these and other community college faculty. We request tapering funds (**\$25,000 in Y1**; Budget E.1) to support the SCC-GEP program. (**Absolute Priority, Competitive Priority 1**)

**8A.2** The **Language Instructor Professional Development Program** will partner with the Stanford Language Center (SLC) and the Stanford Teacher Education Program (STEP), part of the Graduate School of Education, to expand Modified Oral Proficiency Interview (MOPI) training for K-12 and community college language instructors. These trainings will professionalize the language programs at home institutions. The workshop offers training in oral proficiency assessment and hands-on practice of interviewing techniques according to ACTFL OPI guidelines. CREEES will collaborate with SGS centers to conduct up to three MOPI trainings per year for up to ten instructors per training, for a total of 120 language instructors in 4 years. Since the teaching load for these instructors is typically 4 courses per semester, with an average 23 students per class, we estimate that over 22,000 students will benefit by the end of the

grant period. We request tapering funds to support this activity (**\$4,500 in Y1**; budget

E.1c). (**Absolute Priority, Competitive Priority 1**)

**8A.3** The **Stanford Summer Teaching Institute (SSTI)** is a partnership between the Center to Support Excellence in Teaching (CSET) within the Graduate School of Education and seven area studies centers to create a week-long K-12 teacher professional development program focused on international area content. Course content will be designed by affiliated faculty and will incorporate various world areas, including Africa, East Asia, Latin America, Russia, East Europe, Eurasia, South Asia, and the Middle East, in a comparative thematic framework. The program will serve up to 60 teachers per session and will create web-based modules to expand reach nationally. Along with collaborating area studies centers, Stanford's three NRCs will provide tapering support over four years for this program (**\$4,000 in Y1**; Budget E.2). CSET will seek additional funding to assume the full costs of the program at the end of the 4-year grant cycle. (**Absolute Priority, Competitive Priority 2**)

**8A.4** We request **\$2,500** (Budget E.4) to support our annual joint public outreach **Stanford-Berkeley conference** with University of California-Berkeley's Institute for Slavic, East European and Eurasian Studies for outreach publicity, speakers' fees, per diem and room rental. (**Competitive Priority 1**)

**8A.5** We propose a **Science, Technology, and Business Forum** that will connect undergraduate, graduate and professional school students with leaders in Silicon Valley technology and business industries who work in and on the region. Beyond professional networking, students will be able to practice their language skills, often with native speakers, in a practical environment. The forum will be held at Stanford and organized in collaboration with the Special Language Program, Stanford-Russia US Forum (SURF) and Slavianskii Dom, the

undergraduate REEES-focused residence, and will coincide with career fairs organized by the Career Development Center to best leverage resources. We request **\$2,500** (Budget E.8) for speaker fees, room rental, and publicity costs. (**Absolute Priority**)

### **Enhance Area Studies Curriculum and Faculty Development**

In the last four years, CREEES has focused on building capacity in Eurasia. With seed funding from Title VI, a permanent lectureship in Turkish languages has been established in Stanford's Division of Literatures, Cultures and Languages (DLCL) and permanent course offerings in Central Asian history and politics are now being supported by CREEES and the Stanford Global Studies Division. New faculty who focus on Central Asia, Turkey and the Muslim world have been hired in the History and Slavic departments. These developments helped CREEES to secure a gift in 2012 that funds a Globalizing Eurasia grant for graduate and undergraduate research. A scholar exchange with Koç University, funded in part by Title VI and in which the former director of CREEES participated, helped lead to the establishment of a new Stanford overseas program in Istanbul (Section 2). In the next four years, we propose to leverage Title VI funds in a similar way in order to enhance, maintain and revitalize East and Southeast European Studies through the programs described below. In addition, CREEES plans to redesign and incorporate the current REEES minor program into the new Stanford Global Studies minor being proposed by the SGS Division this fall. As this will allow students to study the REEE area in a comparative global context, we anticipate it will attract a greater number of students to our degree programs (**NRC GPRA 1.4**).

**8A.6** We propose to build on core faculty competencies in various departments to launch an interdisciplinary **New Yugoslav Studies Platform** to advance scholarship of the history and legacy of the ex-Yugoslav region in a global context by bringing together scholars and policy

makers. Our aim is for this platform to become an extensive and vibrant trans-Atlantic, multi-disciplinary academic network of which Stanford CREEES will function as the major intellectual center and driving force. New Yugoslav Studies will be both an actual and virtual hub where scholars will share and advance knowledge at symposia and communicate in an online platform.

CREEES will organize an annual lecture series and bi-annual conferences on current issues in this field. Topics for the conferences proposed by faculty include, “Conflict and Memory: Europe 20 years after Srebrenica” and “Economic and Environmental Sustainability in the Post-Yugoslav Lands.” The resulting content generated by leading experts will be used to create digital curricular units and collaboration on the Lacuna Stories online platform (*see 8A.8*).

Furthermore, New Yugoslav Studies will formalize an inter-institutional foundation to enable systematic support of exchanges with scholars and experts working in the United States and in East Europe (e.g. Universities of Sarajevo, Zagreb, Ljubljana). Within Stanford, CREEES will collaborate with other SGS centers (e.g. the Handa Center for Human Rights and International Justice, the Europe Center, and the Abbasi Program in Islamic Studies). Beyond Stanford there already exists a network of scholars at the University of Michigan, NYU, Columbia, University of Washington, among others, prepared to join the platform. We request **\$10,000** (Budget E.6, C.1b) to support the speaker series, conference expenses, and international travel of faculty to overseas institutions. (**Absolute Priority, Invitational Priority**)

**8A.7** To create a permanent capacity for CREEES to offer students training in the most relevant issues in the area, we request **\$33,300** (Budget A.2a) to seed a **Visiting Professorship in Russian, East European and Eurasian Studies** that would bring up to two external experts a year to Stanford for one academic term to teach a course with 100% area content in a subject not currently offered. This program will also facilitate a scholarly collaboration or exchange with

overseas universities with which Stanford has or is cultivating a relationship (**Invitational Priority**). We will leverage this seed funding to secure gifts or an endowment that would provide for the institutionalization of such a program at the end of the grant period. (**Absolute Priority, Invitational Priority**)

**8A.8** We propose to **develop area-focused digital curricular units** for implementation in courses across disciplines at Stanford and in community colleges and high schools, locally, regionally and nationally. Leveraging the resources Stanford has invested in supporting the development of innovative online learning tools that deepen learning experiences CREEES will make Russian, East European and Eurasian area content more broadly and readily available by partnering with Poetic Media Lab at the Center for Spatial and Textual Analysis (CESTA) at Stanford. Using their interactive research and online teaching open-source platform students and instructors/scholars can research and discuss significant historical events using a wide array of primary and secondary multi-media sources – governmental, professional, academic, literary, and popular documents – curated by Stanford faculty and graduate students and all of which are digitized and capable of being annotated by students and faculty. The platform facilitates interaction and critical comparison of sources and interpretation of complex phenomena as represented in various types of media – an essential competency for today’s information-rich world. A central feature of the platform is that it allows instructors to track student engagement and progress, and provides extensive data and metrics to faculty at the Graduate School of Education (GSE) on how students learn individually and collectively. The GSE faculty involved with Lacuna Stories has already created an expansive digital history curriculum used by high school teachers around the country, with over one million downloads by teachers and faculty. Moreover, this partnership will allow for the many lectures and seminars by leading scholars that

CREEES hosts to have a broader reach and longer shelf life, and to engage a more diverse audience of students and instructors in meaningful interaction using these learning materials.

We are requesting \$11,770 (budget A.3c/d, E.7) to support the development of area-specific curricular units on the Lacuna Stories platform. Content will be generated by Stanford faculty and other area experts, and will include texts, visual media, as well as transcribed videos of lectures and seminars held at CREEES. Topics proposed by faculty include: Human Trafficking, The Post-Communist World, Economic Networks in Russia, East Europe and Eurasia, and Post-Conflict Societies and International Justice (including New Yugoslav Studies, *see 8.A.6*). The curricular units on this platform will be available for implementation in Stanford courses, for other universities and community college and high school classrooms, as well as to the general public. In addition, through the Stanford-Community College Globalizing Education Program, a community college fellow will work as part of the Lacuna Stories team to adapt and optimize the platform specifically for implementation in community college classrooms (*see 8.A.1*).

**(Absolute Priority 1, Competitive Priority 1)**

Requested funds will support audio-visual and technical costs related to creating the content as well as graduate and undergraduate research assistants who will work in the collaborative community of experts at Lacuna Stories and CESTA, which will provide the web platform, user management, and other administrative support. For these students, this project presents an opportunity to receive area training while gaining practical skills in digital methods. CESTA provides a graduate certificate in digital humanities for students actively engaged in such projects as part of their studies. This is another way in which CREEES can support in the integration of area studies into multi-disciplinary programs of study and the development of professional skills for scholars in emerging fields.

**8A.9** We request **\$8,000** (budget E.9) to support a series of public lectures and graduate training workshops focusing on **post-Soviet states** coordinated by CREEES core faculty. Topics proposed by our faculty include: External Homelands and Minorities; War, Revolution and Freedom: The Baltic States in the Twentieth Century; Sovereignty, Security, and Surveillance in Communist and Post-Communist Europe; and Energy and Geopolitics in the 21st Century.

**(Absolute Priority)**

**8A.10 Inner Asia Program:** To maintain and enhance Stanford's strength in Eurasian/Inner Asian studies, we request **\$5,000** (budget E.3) to fund a series of public lectures relevant to seven centers and programs at Stanford, including CREEES, Abbasi Center for Islamic Studies, Center for East Asian Studies, Center for South Asia, Department of East Asian Languages and Cultures, Moghadam Program in Iranian Studies, and Ho Center for Buddhist Studies, to further collaborations across multiple regions and disciplines. **(Absolute Priority)**

**8A.11** To **enrich library collections and access**, we request funds to support cataloguing of the newly acquired Baltic collection of over 20,000 books, periodicals, archival collections and media resources, which is expected to grow rapidly in coming years (see Section 5) (**\$6,072**; budget A.4). In addition, we request funds to support library acquisitions, especially digital and microfilm collections, to strengthen Stanford's excellent Russian, East European and Eurasian collections (**\$5,000**; budget D.1) as well as related international acquisition travel for the Slavic and Baltic curators (**\$2,000** in Y2 and Y4; budget C.1a). **(Absolute Priority)**

**Enhance Language Curriculum and Teaching Capacity**

**8A.12** We request **\$73,256** (budget A.2b) to **develop, enhance and support LCTL instruction and pedagogical development of languages of East Europe and Eurasia** at Stanford (Albanian, Czech, Hungarian, Polish, Romanian, Serbo-Croatian, Tajik, and others). This will

include the addition of Tajik and/or Dari at the beginning, intermediate, and/or advanced levels to meet the needs of the increasing number of students seeking to study Eurasia whom CREEES has attracted with the strengthening of its program in Eurasian Studies in the past years with the help of Title VI seed funding. We also propose to develop and offer a new 2-unit course, Bosnian-Croatian-Serbian Language and Culture: An Introduction. The course will be offered in the Spring and will focus on providing students with basic communication skills and cultural proficiency ahead of study or work in the region, e.g. internships with SGS, Stanford in Government, the Haas Center for Public Service, and programs sponsored by the Bing Overseas Studies Program (e.g. Overseas Seminar in Dubrovnik), the School of Business, and the School of Medicine. CREEES will encourage students participating in those programs to continue to enroll in Serbo-Croatian language courses. (**Absolute Priority, NRC GPRA 1.3**)

We also request **\$3000** (budget C.2) in travel and training funds for one Stanford LCTL instructor per year to attend off-site ACTFL OPI certification and professional development workshops; **\$6,460** (budget A.2c) for a summer stipend for the Special Language Program director to develop LCTL pedagogy and web-based material with a graduate student employee (**\$2,710**; budget A.2d). (**Absolute Priority**)

We request funds to support full Consortium membership fees for the Central Eurasian Studies Summer Institute (CESSI), so that CREEES may contribute to governance decisions that will improve the pedagogic standards of Central Asian language instruction nationally, as well as annual dues to the Baltic Studies Summer Institute (BALSSI), and the Balkan and Black Sea (BBS) Language Consortium (**\$3000** in total; budget E.5). (**Absolute Priority**)

In order to help carry out the proposed activities, we are requesting salary support for the CREEES Associate Director (FLAS and Outreach Coordinator), the CREEES Financial and

Grant Coordinator (\$14,606; budget A.1a/b), SPICE Curriculum Development Specialist (\$13,020; budget A.3a), and a Community College Partnership Coordinator (\$13,020; budget A.3b). We request \$15,000 (budget E.10) for an independent **performance measures evaluator** to develop and implement an evaluation plan for proposed program activities, as well as \$4,000 (Budget E.11a-b) to conduct a comprehensive external review of Stanford's Russian, East European and Eurasian program in Year Two.

**8B. Development Plan and Timeline.** The current proposal has been carefully crafted, not only to enhance programming during the 2014-18 cycle but to expand our capacity in the years to come. Planning for the Stanford-Community College Global Education Partnership, Stanford Summer Teaching Institute, the New Yugoslav Studies Platform, and the Inner Asia Studies Project began in the current year, and will be implemented beginning in Year One. Remaining projects will be implemented as soon possible after grant notification. Project activities and their timelines have been detailed in the Performance Measure Forms (App. 4). All projects will be carried out in all four years of the grant cycle.

**Effective Use of Resources and Personnel.** In all proposed activities, CREEES will leverage its human and financial resources to develop and implement cost-effective programs. Projects also will be coordinated with other Stanford NRCs and area studies programs to maximize measurable results. All projects will involve significant Stanford contributions, often with multiple supporting units, and all are designed to provide benefits at multiple levels: on campus, within the community, regionally, nationally and globally. Collaborative projects are designed to be institutionalized following completion of the grant cycle, adding permanent and significant capacity to the Russian, East European and Eurasian program.

**8C. Reasonability of Costs.** We are requesting tapering seed funds for several projects, with the goals of leveraging Title VI funds with dean's support, grants, and gifts to make these programs self-sustaining by the end of the grant cycle. Funding for community college outreach will be jointly underwritten by Stanford's three NRC applicants, in collaboration with the Graduate School of Education, the Stanford Language Center, and other area studies units. Funding for LCTL instruction is leveraged against support from the Stanford Language Center (SLC), CREEES endowments, and other programs and departments. Library funding will be leveraged against SUL resources. Finally, the cost of an external evaluator to develop performance measures and implement assessments will be shared among the three Stanford NRCs.

**8D. Long-Term Impact.** Proposed seed funding for outreach programs will help establish permanent connections with K-12 and community college instructors, strengthening California secondary and post-secondary education, and significantly strengthening K-14 teaching resources regionally and nationally on Russian, East European, Eurasian and global topics. In addition, the proposed projects will play a role in growing Stanford's expertise in Russian, East European and Eurasian studies, enhanced area curricula, and strengthening of LCTL instruction and infrastructure. Our proposals will enhance research and teaching, through the cataloguing of valuable new acquisitions, the underwriting of faculty-graduate student workshops, and the support of courses in underrepresented disciplines, areas and languages. FLAS support for advanced language training, including earmarked funding for FLAS grants to professional school applicants, will enhance training for students likely to enter government or private industry.

## **9. IMPACT AND EVALUATION**

**9A. Impact on the University, Community, Region and Nation.** Stanford offers one of the strongest Russian, East European and Eurasian training programs in the country. Locally, its

impact is attested by course enrollments and event attendance. In 2012-13, Stanford offered 126 distinct courses (including 31 LCTL courses) with greater than 25% area content in Russian, East European and Eurasian Studies, with enrollments totaling more than 2,250 undergraduates and graduate students. The numbers of annual public events and overall attendance are steadily high with close to 150 events attended by over 4500 people every year. Moreover, campus activities ripple out to the national level: SPICE disseminates at least 250 REEES-focused curricular units annually that serve approximately 50,000 middle- and high-school students each year. Over the past four years, SPICE has presented 26 teacher workshops focusing on Russia, East Europe and/or Eurasia to local, state, and national audiences. Our current community college program, SHREI, has served over 175 community college instructors across California and produced nationally accessible curricular materials. Our proposed Community College Global Education Partnership (section 8A.1-2) will similarly impact local and national educators in the future.

**9B. Equal Access.** Stanford University is an Affirmative Action institution. To encourage student diversity, the University provides funds to departments for minority recruitment, fellowships, mentoring programs, support services, and multicultural centers.

<b>Table 9B: Student Diversity</b>		
	<b>Undergrad</b>	<b>Grad</b>
<b>Total:</b>	<b>7,063</b>	<b>11,154</b>
Male	52%	62%
Female	48%	38%
Caucasian	38%	39%
Asian	19%	41%
African American	6%	5%
Hispanic / Latino	17%	8%
Native American	1%	>1%
Pacific Islander	>1%	>1%
Two or more races	11%	unknown
Unidentified	>8%	6%

Table 9B shows the ethnic composition of the Stanford student body. Stanford also has a proactive policy regarding admission of the disabled and a Student Disability Resource Center is housed in the Office of Accessible Education (OAE). With a staff of ten, OAE ensures that all university units and facilities comply with federal and state law as well as university standards of equal, fair access. All

classrooms and administrative buildings used for CREEES functions are accessible.

Undergraduate admission is “need blind” and financial aid is widely available. Under an enhanced financial aid program established in 2008, students whose parents make less than \$60,000 a year are not expected to pay tuition or contribute to the costs of room and board and other expenses. Families making less than \$100,000/year do not pay tuition. Many earning over \$100,000 per year still receive generous aid packages, depending on income and assets.

The CREEES MA program is made accessible to students of all economic backgrounds by offering all but one of our Academic Year FLAS awards to MA students. Other students, such as Foreign Area Officers and Stanford undergraduates continuing in our master’s degree program, may also receive partial or full university funding. The profile of our master’s degree program is gender-balanced and ethnically diverse (in the past four years, 58% of students were female). CREEES accepts a range of students, including recent college graduates, mid-career applicants, international students, military personnel, and others. All incoming Ph.D. students in the School of Humanities and Sciences are guaranteed a five-year funding package. CREEES consults with the OAE to ensure accessibility, equality, and fairness of its policies and programs.

**9C. *Evaluation Plan.*** Evaluation of the Russian, East European and Eurasian program is ongoing and multi-tiered. CREEES gathers data on REEES-related activities on campus, including courses, staff, and research. Some of the outcome-measure oriented data that CREEES collects can be viewed in Table 9C. The Registrar maintains information on student enrollments, theses, and degrees. Headcounts are taken at all events. Courses are evaluated through a standardized anonymous online questionnaire distributed at the end of each quarter. Each research unit on campus is directed by a faculty Steering Committee, which meets regularly to set priorities, approve policy changes and budgets, and assess programs on an ongoing basis.

**Table 9C: Assessment Tools**

<b>Assessment Tool</b>	<b>Data Sources/Indices</b>
Area course and program data	<ul style="list-style-type: none"> <li>• Enrollment data</li> <li>• Course evaluations</li> <li>• Exit evaluations from MA graduates</li> <li>• University expansion of area course offerings</li> </ul>
Provision of new specialists to the field	<ul style="list-style-type: none"> <li>• Graduate awards, fellowships and placement information</li> <li>• Undergraduate awards and placement</li> </ul>
Student recruiting data	<ul style="list-style-type: none"> <li>• Numbers of applicants</li> <li>• GRE/GPA of applicants and admittees</li> <li>• GRE/GPA of FLAS recipients</li> </ul>
Faculty contribution to the field, National policy	<ul style="list-style-type: none"> <li>• Quantitative monitoring of faculty/affiliate publications, awards, government advisory positions, public appearances, positions on national boards and journals</li> </ul>
Provision of K-14 teacher training and assistance with curricular materials	<ul style="list-style-type: none"> <li>• Attendance at workshops, outreach lectures in schools</li> <li>• Written evaluations at workshops</li> <li>• Orders for REEE SPICE curricular modules</li> </ul>
Public lecture and conference data	<ul style="list-style-type: none"> <li>• Attendance figures for all events</li> <li>• Estimates of size of broadcast audiences</li> <li>• Annual statistical assessment of events data by event type, discipline, region</li> </ul>
Publicity and information Services data	<ul style="list-style-type: none"> <li>• Newsletter circulation</li> <li>• Website usage (hits)</li> <li>• Mailing list</li> <li>• General information requests/phone</li> <li>• General information requests/e-mail</li> </ul>
Peer evaluation (internal and external)	<ul style="list-style-type: none"> <li>• Internal review of academic programs by Stanford Faculty Senate</li> <li>• External review of Center by Visiting Committee</li> </ul>
Cost-effectiveness of events	<ul style="list-style-type: none"> <li>• Statistics on co-sponsorship of events</li> <li>• Statistics on cost sharing of positions</li> </ul>

Planning and design of performance measures for this grant cycle (App. 4) have been carried out in consultation with independent, external evaluator (Budget E10), Diane Steinberg (PhD, UC Berkeley, Education – Policy, Organizations, Measurement, and Evaluation Division). Founder and Director of Ed Research Group, Steinberg has over fifteen years of experience using quantitative and qualitative research methods to evaluate education programs for the Department of Education, the California Department of Education, and the Los Angeles Unified School District, among others. In addition to the IFLE GPRA measures, the evaluation plan has been designed to measure the short- and long-term impact of articulated program goals using the

performance measures detailed in Appendix 4. The independent evaluator will use research-based methods to aggregate program evaluation data (Table 9C), and analyze it using univariate and bivariate descriptive statistics such as percentage change, frequency distributions, measures of central tendency, ratios, and Pearson or Spearman correlations. This evaluation will be conducted on a regular and ongoing basis during the four years of the grant.

Internal departmental reviews are held for all teaching units every three to five years. Such reviews are the basis for decisions by the Dean of the college regarding continuation of departmental status, quotas for graduate admissions, and program budgets. CREEES completed an external review in 2009, internal reviews in 2010 and 2014, and will complete another external review in 2015. We request \$4,000 to fund external evaluators (Budget E11a-b) to review Stanford's Russian, East European and Eurasian program in Year Two. Reviewers will examine program data, course offerings, and faculty strengths, and will conduct interviews of faculty, academic staff and students. Their findings will be used to assess program success and suggest improvements in an ongoing effort to improve NRC efficiency and impact.

***Improvements made after evaluations.*** CREEES underwent a comprehensive external evaluation in June 2009. In addition, it underwent a review of its MA program by the Dean of Humanities and Sciences and the Faculty Senate in 2010. The following changes were enacted in response to these evaluations. The part-time position of Academic Coordinator was eliminated and oversight for the MA program was assumed by the Faculty Director and Associate Director; greater efforts were invested toward MA career development, placement, and recruitment into our degree programs. As of 2010-11, Steering Committee members have served fixed two-year terms (rather than indefinite or immediately renewable terms) and represent a broader range of faculty disciplines and levels of seniority. A new full-time Lecturer position in Turkish has been

established, in part as a result of the evaluators’ suggestion that we work to fund full-time LCTL positions to replace part-time lecturers. The MA program was also enhanced to institute a gateway REEES course taught by the CREEES faculty director, the first of a three-course core sequence taken across the three quarters during the students’ year in the program. A CREEES Friday seminar series, which the MA students are required to take each quarter for credit, was instituted to create a regular, high-quality, interdisciplinary forum for faculty, affiliate, and student research presentations. A capstone project has been made part of the MA degree requirement, and the advising of MA students has been formalized, with each student being required to have a faculty advisor for the capstone project. In light of these revisions, the MA program was reviewed again in 2014 and was unanimously renewed by the Faculty Senate.

**9D. Enrollments and Placement Data.** In 2012-13, Stanford offered 126 non-language and 31 language courses with greater than 25% area content in REEES. Enrollments totaled 1,809 undergraduates and 445 graduate students. An additional 10 undergraduate and 105 graduate students took a directed reading, research or dissertation seminar, or pedagogy or professionalization workshop led by a REEES-affiliated faculty member.

<b>Table 9D. Career Paths of Stanford Russian, East European, and Eurasian Studies M.A. Alumni, 2008-2013</b>	
Elementary/secondary education	7%
Federal Government	14%
Foreign Government	3%
Graduate Study	14%
Higher Ed: Tenure Track	4%
Higher Ed: Non-tenure track	7%
Higher Education: Administration	7%
Private Sector (for profit)	29%
Private Sector (non-profit)	11%
U.S. Military	4%

*Note:* Forty-one alumni surveyed.

Recent Stanford MA and PhD graduates have been very successful in the job market and in fellowship competitions. Our students go on to occupy positions of strategic importance in the government, military, international organizations, academia and the private sector. Doctoral students from Stanford primarily go into teaching and research, but are represented in all fields. CREEES

MA students go on to work in many non-academic fields, including government or military service, or in the private sector. Table 9D provides data about areas of current and longer-term employments of surveyed CREEES MA alumni since 2008 (70% responding).

**9E. Addressing National Needs and Disseminating Information.** Stanford addresses national needs in Russian, East European and Eurasian studies by supporting high quality LCTL and area studies instruction. All but two of the 12 area language offerings (Czech and Hungarian) are in designated priority languages, with annual enrollments at roughly 250. Stanford graduates five to ten Master's degree students each year specializing in REEES, who are required to attain a minimum of third-year level of LCTL competency (most attain fourth- or fifth-year level), and one to five PhD students whose research makes substantial use of primary materials in area LCTLs. Each year one professional school student (in Law, Medicine, or Education) studies an intermediate or advanced LCTL as a FLAS recipient. In 2012-13, Stanford graduated 14 PhD, 4 JD, 25 MS/MA, and 58 BS/BA students with more than 22 units of REEES courses. Twenty percent of our surveyed recent MA alumni report that they have worked in the US government or military or in international organizations since graduation.

CREEES core faculty and affiliates are leaders in their fields, collectively producing an estimated ten books and 100 academic articles in any given year. They provide expertise to regional media and public affairs organizations by speaking on national and local radio talk shows (e.g. NPR), writing editorial pieces in *SF Chronicle*, *San Jose Mercury News*, *New York Times*, *Washington Post*, and *Foreign Affairs*, giving testimony before Congress, and serving in Washington in cabinet-level positions, as Presidential advisors, as ambassadors (including the most recent US Ambassador to Russia, CREEES alumnus, Michael McFaul) and in other international policy-making capacities. Center staff field about 500 inquiries annually from

community members and media seeking information on Russia, East Europe and Eurasia, referrals to experts, or language assistance.

***Success of Graduate Placement and Plan for Improvement.*** A survey of our recent MA alumni indicates that they are placed in a range of careers addressing national needs or they are pursuing further training in relevant areas of concern (see Table 9D). About 20% reported working in federal government, international organizations, or the military; 40% work in the private sector (for-profit and non-profit). Over 93% of those responding report use of an area LCTL or area studies knowledge in their current or past professions. In the 2014-18 grant cycle we propose to increase the number of Eurasian LCTL offerings to respond to the demand that the strengthening of Stanford program in Eurasia has generated (section 8A.12).

***9F. FLAS Awards, Placements.*** The Center devotes all but two of its Academic-Year (AY) FLAS awards to MA students in REEES. One award is made each year to a Law, Medicine, or Education student, and one to an undergraduate. Summer FLAS awards are divided among PhD candidates, and professional school and MA students. One hundred percent of the Center's FLAS awardees study a LCTL. Since approximately 80% of our MA students receive FLAS awards, it is possible to extrapolate the career placement data above (Table 9D) and generalize its findings broadly to our FLAS awardees. We estimate that nearly 100% of our FLAS awardees will make use of a LCTL or area studies knowledge in their profession, and 20% will work in federal government or military.

**10. FLAS AWARDEE SELECTION PROCEDURES. 10A. Selection Plan: Advertising of awards.** Announcement, selection and awards are handled directly by CREEES. We advertise the FLAS fellowship competition through: 1) paid ads in the *Stanford Daily* (circulation: 13,500) and email calls for applications in October-December, and again immediately before the early

February application deadline for all awards; 2) inclusion of FLAS materials with all CREEES MA application and recruiting materials; 3) personal and email notification to departmental graduate administrators, faculty and financial aid officers who in turn notify their own students; 4) permanent posting of FLAS information on the CREEES and SGS websites; 5) regular notices to all CREEES email list serves; 6) advertisement in the CREEES newsletter (circulation approx. 1200 including institutional recipients); 7) inclusion by the Stanford Registrar of FLAS announcements in financial aid information. Special effort is made to promote the fellowship in the professional schools, to ensure that non-doctoral students who are more likely to pursue government and other non-academic careers are given maximum consideration. We award annually to at least one Law, Education, Medicine, or Business student.

***Selection process steps and competitive priorities.*** Applicants must submit all application materials by the early February deadline. Applications are timed to coincide with the Free Application for Federal Student Aid (FAFSA) application deadline to allow consideration of financial need (**FLAS Competitive Preference Priority 1**). The Steering Committee meets in late February and reaches its award decisions (selection process described below, 10C); students are notified in early March of their award and required to meet or speak on the telephone with the Associate Director before signing their acceptance form, due April 15. Summer awards are paid out as soon as student study plans have been approved in Washington, when necessary. Academic Year awards are paid out quarterly beginning in September of the award year.

***10B. How students apply for awards.*** Applications must include official transcripts and exam reports (GRE and where relevant LSAT, MCAT, TOEFL, etc.), a statement of purpose, and letters of reference (3 for AY and 1 for summer). Beginning in 2015, all FLAS applicants will be required to complete a federal FAFSA as part of their application, which will provide the

review committee with data on applicant need. (**FLAS Competitive Preference Priority 1**)

Application forms are available online; applicants without internet access may request application forms directly from CREEES or the Dean's office. The Associate Director provides advising to students interested in applying for the FLAS.

**10C. Selection process and criteria.** All FLAS awardees are selected from the pool of applicants by the CREEES Steering Committee at an annual admissions and fellowship award meeting. All members read applications independently, then collectively rank applicants. Applications are ranked by the following criteria: 1) overall academic achievement; 2) past performance in language courses; 3) strength of recommendations; and 4) clarity and feasibility of stated study/career goals. Priority is given to academic excellence and achievement and to proposals demonstrating the relevance of LCTL language study to the applicant's scholarly and career goals; lowest priority goes to first- and second-year language students. We do not make awards to native speakers of a language. Beginning in the 2014-18 grant cycle, all applications will further be reviewed for financial need, with final award preference being given to those students who demonstrate financial need as indicated by the students' expected family contribution in addition to proven academic merit. In the past four years, 28 AY FLAS awards were given, of which 17 went to CREEES MA students, three to PhD students, three to Law students, and one to a Medical School student, all with intermediate or advanced level of language study. We also made 4 FLAS awards to undergraduate students. Beginning language awards are made occasionally for LCTLs in which it is difficult to find instruction, often for intensive summer language programs. In the last three years, we awarded 20 summer FLAS to seven area studies MA students, one MD student, and 12 doctoral candidates. For the 2014-18 grant cycle, we are requesting 10 academic year (8 graduate, 2 undergraduate) and seven summer

awards annually. At least 90% of our awards will be made in priority languages (**FLAS Competitive Preference Priority 2**). To ensure broad access, Stanford will continue to guarantee tuition top-offs (from the School of Humanities and Sciences Dean, Provost, professional schools and departmental funds) for all FLAS awardees enrolled at Stanford.

## **11. COMPETITIVE PRIORITIES**

NRC and FLAS Priorities are summarized here with corresponding projects listed by narrative page number and budget item number. **NRC Absolute Priority: Teacher training activities on the language, languages, area studies, or thematic focus of the center.** All proposed projects meet the NRC absolute priority regarding teacher training activities, either directly, such as collaborative programs (Stanford-Community College Global Education Partnership, p. 29, Budget A3a, E1a-h; Stanford Summer Teaching Institute, p. 31, Budget E2a), or as part of the teaching mission of the university in training current and future area studies instructors (Area Instruction, p. 33, Budget A2a; LCTL Instruction and Training, p. 36, Budget A2b-d, C2a; New Yugoslav Studies Program, p. 32, Budget E6a-c; Post-Soviet Speaker Series/Graduate Training Workshop, p. 36, Budget E9a-b; Digital Curricular Units, p. 34, Budget E7a, A3c-d; Inner Asia Studies project, p. 36, Budget E3a-c; Science, Technology and Business Forum, p. 31, Budget E8a; Library Acquisition and Cataloguing, p. 36, Budget A4a, D1a). Additional funding for administrative and outreach support staff, as well as for program evaluation and assessment, are necessitated by the grant and consistent with grant funding guidelines. **NRC Competitive Preference Priority 1: Applications that propose collaborative activities with one or more minority-serving institutions or community colleges.** The Stanford-Community College Global Education Partnership (GEP) (p. 29, Budget A3a, E1a-h) partners directly with three community colleges in year 1 and additional institutions in subsequent years. **NRC Competitive**

**Preference Priority 2: Collaborative activities with units such as schools or colleges of education.** The Stanford Summer Teaching Summer Institute (p. 31, Budget E2a) integrates an international dimension into K-12 teacher education. The Language Instructor Professional Development Program (p. 30, Budget E1a-h) promotes credentialing of community college foreign language instructors in LCTLs, also in collaboration with the Graduate School of Education (GSE). The REEES Digital Curricular Project will draw on expertise of the GSE faculty involved in the Lacuna Stories project as well as a community college fellow part of the GEP to adapt REEES curricula for use in community college and high school classrooms (p. 34, Budget A3c-d, E7a).

**NRC Invitational Priority: Programs or projects that develop, maintain or enhance linkages with overseas institutions of higher education in order to improve understanding of these societies and provide for greater engagement with institutions in these areas.**

The New Yugoslav Studies Program (p. 32, Budget E6a-c) and the Visiting Professorship (p. 33, Budget A2a), are designed to facilitate scholarly collaboration or exchange between Stanford and overseas universities. **FLAS Competitive Preference Priority 1: Applications that propose to give preference when awarding fellowships to students who demonstrate financial need.**

All FLAS awards will be reviewed for financial need. Final award preference for all FLAS recipients will be given to those students who demonstrate financial in addition to demonstrated academic merit, as listed in section 10C. **FLAS Competitive Preference Priority 2:**

**Applications that make 25 percent or more of academic year FLAS fellowships in any of the priority LCTLs.** At least 90% of FLAS awards will be made in one of the listed priority LCTLs as outlined above in section 10C.



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

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

Name of Institution/Organization

Board of Trustees of the Leland Stanford Junior University

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	131,204	131,204	128,854	128,854	n/a	520,117
2. Fringe Benefits	37,810	37,810	37,123	37,123	n/a	149,866
3. Travel	5,000	7,000	5,000	7,000	n/a	24,000
4. Equipment	n/a	n/a	n/a	n/a	n/a	n/a
5. Supplies	5,000	5,000	5,000	5,000	n/a	20,000
6. Contractual	n/a	n/a	n/a	n/a	n/a	n/a
7. Construction	n/a	n/a	n/a	n/a	n/a	n/a
8. Other	81,500	79,500	75,000	69,500	n/a	305,500
9. Total Direct Costs (lines 1-8)	260,514	260,514	250,978	247,478	n/a	1,019,483
10. Indirect Costs*	20,841	20,841	20,078	19,798	n/a	81,559
11. Training Stipends	346,500	346,500	346,500	346,500	n/a	1,386,000
12. Total Costs (lines 9-11)	627,855	627,855	617,556	613,776	n/a	2,487,042

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

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

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 09 / 01 / 2013 To: 08 / 31 / 2014 (mm/dd/yyyy)

Approving Federal agency: ED  Other (please specify): ONR The Indirect Cost Rate is 61.6 %

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

Is included in your approved Indirect Cost Rate Agreement? or  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8 %

Name of Institution/Organization

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

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

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

**NOT APPLICABLE**

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

**Stanford University**  
**Russia/Eastern Europe/Eurasia National Resource Center**  
**2014-2017 Budget**

A = Absolute Priority  
 C1 = Competitive Priority 1  
 C2 = Competitive Priority 2  
 I = Invitational Priority

		Narrative		Year 1	Year 2	Year 3	Year 4	TOTAL
		Page Ref.		2014-15	2015-16	2016-17	2017-18	
<b>A. Salaries</b>								
<b>1. Administration</b>								
	a. CREEES Associate Director, FLAS & Outreach Coordinator (10% salary)	37-38		\$ 8,054	\$ 8,054	\$ 8,054	\$ 8,054	\$ 32,214
	Fringe (multi rates--est. 29.2% in YR 1)			\$ 2,352	\$ 2,352	\$ 2,352	\$ 2,352	\$ 9,406
	b. CREEES Financial & Grant Coordinator (5% salary)	37-38		\$ 3,251	\$ 3,251	\$ 3,251	\$ 3,251	\$ 13,003
	Fringe (multi rates--est. 29.2% in YR 1)			\$ 949	\$ 949	\$ 949	\$ 949	\$ 3,797
	<b>Subtotal, Administration</b>			<b>\$ 11,304</b>	<b>\$ 11,304</b>	<b>\$ 11,304</b>	<b>\$ 11,304</b>	<b>\$ 45,217</b>
<b>2. Instruction</b>								
A/I	a. Area Instruction - Visiting faculty, 2 per year	33-34		\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 100,000
	Fringe (multi rates--est. 29.2% in YR 1)			\$ 7,300	\$ 7,300	\$ 7,300	\$ 7,300	\$ 29,200
A	b. LCTL Instruction (Languages of East Europe and Eurasia - <i>Beginning/Intermediate/Advanced</i> ) (9 courses @ \$2100/quarter x 3 quarters)	36-37		\$ 56,700	\$ 56,700	\$ 56,700	\$ 56,700	\$ 226,800
	Fringe (multi rates--est. 29.2% in YR 1)			\$ 16,556	\$ 16,556	\$ 16,556	\$ 16,556	\$ 66,226
A	c. LCTL/Special Language Program Coordinator	37		\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000
	Fringe (multi rates--est. 29.2% in YR 1)			\$ 1,460	\$ 1,460	\$ 1,460	\$ 1,460	\$ 5,840
A	d. Web specialist/hourly graduate student to develop/maintain web-based curricular materials (100 hours @ \$25/hr)	37		\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 10,000
	Fringe (multi rates--est. 8.4% in YR 1)			\$ 210	\$ 210	\$ 210	\$ 210	\$ 840
	<b>Subtotal, Area and LCTL Instruction</b>			<b>\$ 89,200</b>	<b>\$ 89,200</b>	<b>\$ 89,200</b>	<b>\$ 89,200</b>	<b>\$ 356,800</b>
<b>3. Outreach</b>								
A/C1	a. SPICE Curriculum Development Specialist (100% Outreach) 16% salary in yr 1	38		\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 40,000
	Fringe (multi rates--est. 29.2% in YR 1)			\$ 2,920	\$ 2,920	\$ 2,920	\$ 2,920	\$ 11,680
A/C1	b. Community College Partnership Coordinator (100% NRC/Outreach) 16% salary in yr 1	38		\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 40,000
	Fringe (multi rates--est. 29.2% in YR 1)			\$ 2,920	\$ 2,920	\$ 2,920	\$ 2,920	\$ 11,680

**Stanford University  
Russia/Eastern Europe/Eurasia National Resource Center  
2014-2017 Budget**

A = Absolute Priority  
C1 = Competitive Priority 1  
C2 = Competitive Priority 2  
I = Invitational Priority

	Narrative Page Ref.	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	TOTAL
A/C1	c. Hourly graduate student for digital curricular units - CESTA/Lacuna Stories (120 hours @ \$35/hr) Fringe (multi rates--est. 29.2% in YR 1)	\$ 4,200 \$ 1,226	\$ 4,200 \$ 1,226	\$ 4,200 \$ 1,226	\$ 4,200 \$ 1,226	\$ 16,800 \$ 4,906
A/C1	d. Hourly undergraduate student for digital curricular units - CESTA/Lacuna Stories (150 hours @ \$12/hr) Fringe (multi rates--est. 8.4% in YR 1)	\$ 1,800 \$ 544	\$ 1,800 \$ 544	\$ 1,800 \$ 544	\$ 1,800 \$ 544	\$ 7,200 \$ 2,174
	<b>Subtotal, Outreach</b>	<b>\$ 26,000</b>	<b>\$ 26,000</b>	<b>\$ 26,000</b>	<b>\$ 26,000</b>	<b>\$ 104,000</b>
A	<b>4. Library Cataloguer</b> Special Projects Cataloguer, Stanford Libraries (10% salary in Yr 1 & 2; 5% salary in Yr 3 & 4) Fringe (multi rates--est. 29.2% in YR 1)	\$ 4,700 \$ 1,372	\$ 4,700 \$ 1,372	\$ 2,350 \$ 686	\$ 2,350 \$ 686	\$ 14,100 \$ 4,117
	<b>Subtotal, Outreach</b>	<b>\$ 4,700</b>	<b>\$ 4,700</b>	<b>\$ 2,350</b>	<b>\$ 2,350</b>	<b>\$ 14,100</b>
	<b>Salaries Subtotal</b>	<b>\$ 131,204</b>	<b>\$ 131,204</b>	<b>\$ 128,854</b>	<b>\$ 128,854</b>	<b>\$ 520,117</b>

<b>B. Fringe Benefits</b>						
	1. Administrative Staff	\$ 3,301	\$ 3,301	\$ 3,301	\$ 3,301	\$ 13,203
	2. Instructional Staff	\$ 25,526	\$ 25,526	\$ 25,526	\$ 25,526	\$ 102,106
	3. Outreach Staff	\$ 7,610	\$ 7,610	\$ 7,610	\$ 7,610	\$ 30,440
	4. Library Cataloguer	\$ 1,372	\$ 1,372	\$ 686	\$ 686	\$ 4,117
	<b>Fringe Benefits Subtotal</b>	<b>\$ 37,810</b>	<b>\$ 37,810</b>	<b>\$ 37,123</b>	<b>\$ 37,123</b>	<b>\$ 149,866</b>

<b>C. Travel</b>						
A	<b>1. Foreign Travel</b> a. Slavic Curator Acquisition--1 trip @ \$2,000 to attend prof. meetings, conduct research, or purchase collection materials		\$ 2,000		\$ 2,000	\$ 4,000
I	b. Stanford faculty - 1 trip @ \$2000 to visit overseas institutional partners	\$ 33	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000

**Stanford University**  
**Russia/Eastern Europe/Eurasia National Resource Center**  
**2014-2017 Budget**

A = Absolute Priority  
 C1 = Competitive Priority 1  
 C2 = Competitive Priority 2  
 I = Invitational Priority

Narrative Page Ref.	Year 1	Year 2	Year 3	Year 4	TOTAL
	2014-15	2015-16	2016-17	2017-18	
A 2. Domestic Travel a. Travel and training costs for ACTFL OPI certification for area LCTL instructor	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 12,000
<b>Travel Subtotal</b>	<b>\$ 5,000</b>	<b>\$ 7,000</b>	<b>\$ 5,000</b>	<b>\$ 7,000</b>	<b>\$ 24,000</b>
<b>D. Supplies and Expenses</b>					
A 1. REEES Library Acquisitions a. Digital or microfilm collections	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000
<b>Expenses Subtotal</b>	<b>\$ 5,000</b>	<b>\$ 5,000</b>	<b>\$ 5,000</b>	<b>\$ 5,000</b>	<b>\$ 20,000</b>
<b>E. Other</b>					
A/C1 1. Community College Global Education Partnership a. Fellow Stipends, 10 @ \$1,500 b. Speaker's Fees, 4 @ \$1,000 c. Language Instructor OPI Training d. Tech. support & equipment rental e. Symposium venue rental f. Teaching materials g. Workshop supplies and materials	29-30 \$ 15,000 \$ 4,000 \$ 4,500 \$ 3,000 \$ 1,000 \$ 1,000 \$ 1,000	\$ 14,000 \$ 3,500 \$ 4,000 \$ 3,000 \$ 1,000 \$ 1,000 \$ 1,000	\$ 13,000 \$ 3,000 \$ 3,500 \$ 2,500 \$ 1,000 \$ 1,000 \$ 1,000	\$ 12,000 \$ 2,500 \$ 3,000 \$ 3,000 \$ 1,000 \$ 1,000 \$ 1,000	\$ 54,000 \$ 13,000 \$ 15,000 \$ 11,500 \$ 4,000 \$ 4,000 \$ 4,000
A/C2 2. Graduate School of Education Partnership a. K-12 teachers Summer Institute	36 \$ 4,000	\$ 3,500	\$ 3,000	\$ 2,500	\$ 13,000
A 3. Inner Asia Studies project a. Speaker's Fees, 4 @ \$250 b. Travel & per diem, 4 @ \$500 c. A/V tech costs	36 \$ 1,000 \$ 2,000 \$ 2,000	\$ 1,000 \$ 2,000 \$ 1,500	\$ 1,000 \$ 2,000 \$ 1,000	\$ 1,000 \$ 2,000 \$ 500	\$ 4,000 \$ 8,000 \$ 5,000
C1 4. Stanford-Berkley Public Outreach Conference (joint with UC Berkeley ISEES) a. Speaker's fees, per diem, room rental, publicity/printing	31 \$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 10,000

**Stanford University  
Russia/Eastern Europe/Eurasia National Resource Center  
2014-2017 Budget**

A = Absolute Priority  
C1 = Competitive Priority 1  
C2 = Competitive Priority 2  
I = Invitational Priority

Narrative Page Ref.	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	TOTAL
A 5. <b>LCTL Off-site Teaching, Training, Assessment</b> a. Central Eurasian Studies Summer Institute Consortium (CESSI), membership b. Baltic Studies Summer Institute Consortium (BALSSI), membership c. Balkan and Black Sea (BBS) Language Consortium	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000
A 6. <b>New Yugoslav Studies Program</b> a. speaker's Fees, 6 @ \$300 b. Travel & per diem, 6 @ \$750 c. Conference venue rental	\$ 2,000 \$ 5,000 \$ 1,000	\$ 1,000 \$ 4,000 \$	\$ 2,000 \$ 5,000 \$ 1,000	\$ 1,000 \$ 4,000 \$	\$ 6,000 \$ 18,000 \$
A/C1 7. <b>Digital Curricular Units (CESTALacuna Stories)</b> a. AV/tech costs	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 16,000
A 8. <b>Science, Technology and Business Forum</b> a. Speaker's Fees, Room Rental, Printing/Publicity	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 10,000
A 9. <b>Post-Soviet Speaker Series/Graduate Workshops</b> a. Speaker's Fees, 10 @ \$300 b. Travel & per diem, 10 @ \$500	\$ 3,000 \$ 5,000	\$ 3,000 \$ 5,000	\$ 3,000 \$ 5,000	\$ 3,000 \$ 5,000	\$ 12,000 \$ 20,000
10. <b>Program Evaluator</b> a. Professional fees for development and implementation of assessment and measurement tools	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 60,000
11. <b>External Evaluators</b> a. Professional services, 2 @ \$1000 b. Travel and per diem, 2 @ \$1000	\$	\$ 2,000 \$ 2,000	\$	\$	\$
<b>Other Subtotal</b>	<b>\$ 81,500</b>	<b>\$ 79,500</b>	<b>\$ 75,000</b>	<b>\$ 69,500</b>	<b>\$ 305,500</b>
<b>TOTAL DIRECT COSTS</b>	<b>\$ 260,514</b>	<b>\$ 260,514</b>	<b>\$ 250,978</b>	<b>\$ 247,478</b>	<b>\$ 1,019,483</b>
<b>Indirect Costs at 8% (x Total Direct Costs)</b>	<b>\$ 20,841</b>	<b>\$ 20,841</b>	<b>\$ 20,078</b>	<b>\$ 19,798</b>	<b>\$ 81,559</b>
<b>TOTAL NRC COSTS</b>	<b>\$ 281,355</b>	<b>\$ 281,355</b>	<b>\$ 271,056</b>	<b>\$ 267,276</b>	<b>\$ 1,101,042</b>

Stanford University  
Center for Russian, East European and Eurasian Studies  
Foreign Language and Area Studies Fellowships  
2014-2017 Budget

C1 = Competitive Priority 1  
C2 = Competitive Priority 2

		Narrative				TOTAL	
		Page Ref.	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	TOTAL
<b>A. Academic Year Awards</b>							
C1/C2	<b>1. Graduate awards</b>	48					
	8 institutional payments @ \$18,000		\$ 144,000	\$ 144,000	\$ 144,000	\$ 144,000	\$ 576,000
	8 subsistence payments @ \$15,000		\$ 120,000	\$ 120,000	\$ 120,000	\$ 120,000	\$ 480,000
C1/C2	<b>2. Undergraduate awards</b>	48					
	2 institutional payment @ \$10,000		\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 80,000
	2 subsistence payments @ \$5,000		\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 40,000
<b>Academic Year Subtotal</b>			<b>\$ 294,000</b>	<b>\$ 294,000</b>	<b>\$ 294,000</b>	<b>\$ 294,000</b>	<b>\$ 1,176,000</b>
<b>B. Summer Awards</b>							
C1/C2	<b>1. 7 institutional payments @ \$5,000</b>	48					
	7 subsistence payments @ \$2,500		\$ 35,000	\$ 35,000	\$ 35,000	\$ 35,000	\$ 140,000
<b>Summer Subtotal</b>			<b>\$ 52,500</b>	<b>\$ 52,500</b>	<b>\$ 52,500</b>	<b>\$ 52,500</b>	<b>\$ 210,000</b>
<b>TOTAL FLAS COSTS</b>			<b>\$346,500.00</b>	<b>\$346,500.00</b>	<b>\$346,500.00</b>	<b>\$346,500.00</b>	<b>\$1,386,000.00</b>

## BUDGET NARRATIVE

The proposed 2014-18 budget for Stanford University's Center for Russian, East European and Eurasian Studies is designed to most effectively utilize seed funding to enhance existing programmatic strengths, while laying the foundations for new areas of growth. All projects will be collaborative with one or more Stanford or UC Berkeley units, with NRC funds applied to priority projects that are likely to attract future, non-governmental support.

Budget expenditures by category below represent year one funding, and are similar through the grant period unless noted.

### 1. Personnel

In year one the total request for Salaries (A), including standard Benefits (B), is \$169,014. Of this 43% will fund up to six part-time language lecturers (paid \$2,700 per course) to teach courses in area LCTLs (A2b), a goal consistent with NRC and FLAS objectives. We have also applied for \$6,460 per year to cover a summer salary supplement for the Special Language Program Coordinator to develop assessment protocols and pedagogical tools (A2c). This funding will help Stanford LCTL instructors develop assessment tools to allow for the assessment of foreign language students, as prioritized by the grant. Aside from salaries of LCTL instructors, we have applied for \$2,710 per year to cover hourly payments to a graduate student to develop and maintain web-based curricular materials (A2d). This money would be used exclusively to support the teaching of LCTLs, which is an absolute priority of the grant. We request \$32,300 to fund two area instructors (\$12,500 each + benefits) to teach two new courses on Russia, East Europe and Eurasia, a goal consistent with the NRC Absolute Priority (A2a).

We have applied for \$12,920 per year to cover 16% of the salary of a SPICE Curriculum Development Specialist (A3a) who is responsible for creating K-12 and community college teaching materials and providing teacher training workshops. We also request \$12,920 per year to cover 16% of the salary of the Community College Partnership Coordinator (A3b), responsible for administration of the proposed Stanford-Community College Global Education Partnership, a new program that CREEES and other area studies centers at Stanford have designed in response to the Department of Education priority of community college outreach.

We request \$7,700 (4.5% of total salary being requested) for one graduate and one undergraduate student assistant to work with faculty at the Center for Spatial and Textual Analysis to create area content digital curricular units for broad use in Stanford and community college and high school classrooms, an outreach priority (A3c, d).

We have applied for \$6,072 to fund cataloguing work in our area at Stanford Libraries, with the goal of increasing accessibility of the library materials in our area. A slightly higher level of

support from NRC is being requested in the first two years for the large number of recent acquisitions in the new Baltic collection; in years 3 and 4 our request reduces to \$3,036 (A4).

The PI has determined that this is a major project, as defined by OMB Circular A-21, and meets A-21 requirements for direct charging of administrative expenses. All effort and expenses charged to this project will be for services specific to the project, and not for the general support of the academic activities of the faculty or Center. In addition, effort charged to this project can be specifically identified to the project. These activities are the direct result of the grant project, and are consistent with NRC funding principles.

Principal Investigator, Pavle Levi, will be responsible for overseeing the overall success of the project. Per sponsor rules, no salary is requested for the PI. Approximately 8.5% of the total salary request supports the work of two primary grant administrators: \$8,054 covers 10% of the salary of our Associate Director and FLAS and outreach coordinator, Jovana Knezevic, and \$3,251 covers 5% of the salary of the center Financial and Grant coordinator, Van-Anh Nguyen (A1a, b). Administrative activities charged to this grant require significant activity outside the scope of normal job duties, are the direct result of administering this award, and would not be pursued otherwise. These positions at CREEES would substantially differ in scope of duties in the absence of this award. Examples of administrative costs that make the project major are: planning, organization, and implementation of outreach activities specifically mandated by this grant, including teacher training programs and collaborative activities with other institutions; development and implementation of Impact and Evaluation activities as mandated by the sponsor, including systematized, outcome-oriented assessment tools that, upon completion, may be disseminated to National Resource Centers throughout the US; tracking course offerings and enrollment; tracking faculty awards, publications, distinctions, public appearances, etc.; organizing joint project-specific conference activities; administration of FLAS fellowships, including course enrollment tracking to ensure student compliance with FLAS regulations; reporting to sponsor biannually; managing exit interviews with FLAS recipient students; and tracking of student fellows for eight years after fellowship award period is over. As part of Stanford's commitment to building ongoing, sustainable programs, NRC commitment for salaries stays constant over the four years, resulting in a net reduction when adjusted for inflation.

## **2. Fringe Benefits**

Per agreement dated December, 20 2013 between Stanford University and the Office of Naval Research, effective September 1, 2013 the predetermined fringe benefit rates for FY2014 are 29.2% for faculty and regular staff, 4.8% for graduate RAs and 8.4% for contingent employees.

## **3. Travel**

The overall request for travel funds (\$5,000 in year one) is approximately 2% of the overall budget request. We have budgeted \$3,000 for travel and training costs for ACTFL OPI

certification for an area LCTL instructor per year, in order to improve and professionalize the foreign language assessment at Stanford (C2a). During the second and fourth years of the grant we budget \$2,000 for international travel costs of Slavic and Baltic curators for acquisitions, in order to increase their ability to purchase materials in our area for our library collections (C1a). This request represents a small but crucial supplement to what the university provides to support REEES Library staff. We request \$2,000 for international travel costs per year for faculty to develop and maintain linkages with overseas institutions of higher education and area centers related to the proposed new Yugoslav and post-Soviet state projects (C1b). All travel budgeted in this section is for Stanford faculty and staff.

#### **4. Equipment**

There are no expenditures in this category.

#### **5. Supplies & Expenses**

We have budgeted \$5,000 (about 2% of the overall budget request) for digital or microfilm collection acquisition (D1) to further strengthen the library resources at Stanford by purchasing materials needed by our faculty and graduate students. NRC funding helps to leverage further funding from our central administration.

#### **6. Contractual**

There are no expenditures in this category.

#### **7. Construction**

There are no expenditures in this category.

#### **8. Other**

Additional expenses for new and ongoing programs include: Stanford-Community College Global Education Partnership (fellow stipends, speaker's fees, symposium costs, teaching materials, language instructor OPI training), \$29,500 tapered over four years (E1); Graduate School of Education Summer Institute, \$4,000 tapered over four years (E2); Inner Asia Studies Project, \$5,000, tapered over four years (E3); Stanford-Berkeley Public Outreach Conference, \$2,500 (E4); \$1,000 support for each of three summer intensive language programs in area LCTLs – the Central Eurasian Studies Summer Institute (CESSI), the Balkan Black Sea Consortium (BBS), and the Baltic Studies Summer Institute Consortium (E5); New Yugoslav Studies Program, \$8,000 in years 1 and 3, \$5,000 in years 2 and 4 (E6); Audio-visual and technology costs to support creation of area digital curriculum, \$4,000 (E7); Science, Technology and Business Forum, \$2,500 (E8); Post-Soviet State Speaker Series and Graduate Training Workshops, \$8,000 (E9); support for external evaluators in year two of the grant

(\$4,000) (E11); and an independent Performance Measures Evaluator, \$15,000 to ensure that a well-designed evaluation plan is developed and implemented (E10).

### **9. Indirect Costs**

Per agreement dated August 19, 2013 between Stanford University and the Office of Naval Research, effective September 1, 2013 the predetermined F&A rate on-campus for fiscal years 2014 is 61.6%. Due to the restrictions on F&A in this program announcement the F&A applied to the costs proposed is 8% on allowable costs.

### **10. Training Stipends**

The FLAS budget requests 10 awards per academic year (8 for graduate students and 2 for undergraduate students) as well as 7 awards each summer. This request is in line with the large number of talented advanced-level students in our program who request language-study funding each year. Stanford is committed to equal access to its programs, and will continue to provide tuition top-offs for all FLAS awardees in the 2014-18 grant cycle.

The requested budget will help strengthen Stanford's already considerable expertise in Russian, East European and Eurasian Studies, expand our K-14 outreach and impact, and allow us to build sustainable programs that will train the next generation of business leaders, government officers, and educators.

**APPENDIX 2:  
INDEX OF PROJECT PERSONNEL  
(Discipline, % REEES if less than 100%, tenure status)**

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**Project Director**

**Levi, Pavle** (Film Studies, tenured) 2-1

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**Abashkin, Alexander** (Overseas Studies Program) 2-2

**Baker, Zachary** (Stanford Libraries) 2-2

**Bashir, Shahzad** (Religious Studies, 50%, tenured) 2-3

**Batinic, Jelena** (Thinking Matters, 65%) 2-3

**Bernhardt, Elizabeth** (Stanford Language Center, 15%, tenured) 2-4

**Blacker, Coit** (International Studies, 50%, tenured) 2-4

**Boldyreva, Tatyana** (Overseas Studies Program) 2-5

**Brandeau, Margaret** (Management Science & Engineering, 50%, tenured) 2-5

**Bratersky, Maxim** (Overseas Studies Program) 2-5

**Carnoy, Martin** (School of Education, 25%, tenured) 2-6

**Crews, Robert** (History, tenured) 2-6

**Domanska, Ewa** (Anthropology, 50%) 2-7

**Dornbach, Marton** (German Studies, 25%, tenure-line) 2-7

**Dunlop, John** (Hoover Institution) 2-8

**Dusatko, Jara** (Special Language Program) 2-8

**Eglit, Liisi** (Stanford Libraries) 2-8

**Eilts, John** (Stanford Libraries, 20%) 2-9

**Fleishman, Lazar** (Slavic, tenured) 2-9

<b>Freidin, Gregory</b> (Slavic, tenured)	2-10
<b>Greenhill, Rima</b> (Stanford Language Center/Slavic)	2-10
<b>Greenleaf, Monika</b> (Slavic, tenured)	2-11
<b>Gribanova, Vera</b> (Linguistics, 75%, tenure-line)	2-11
<b>Hecker, Siegfried</b> (Management Science and Engineering, 50%, tenured)	2-12
<b>Holloway, David</b> (History/Political Science, tenured)	2-12
<b>Jakovljevic, Branislav</b> (Theater and Performance Studies, tenured)	2-13
<b>Jander, Martin</b> (Overseas Studies Program, 25%)	2-13
<b>Jarboe, Lessia</b> (Special Language Program)	2-14
<b>Jolluck, Katherine</b> (History)	2-14
<b>Karl, Terry Lynn</b> (Political Science, 25%, tenured)	2-15
<b>Khassina, Eugenia</b> (Stanford Language Center/Slavic)	2-15
<b>Knezevic, Jovana</b> (CREEES)	2-16
<b>Kollmann, Jack</b> (History/CREEES)	2-16
<b>Kollmann, Nancy</b> (History, tenured)	2-17
<b>Kortunov, Sergey</b> (Overseas Studies Program)	2-17
<b>Kunanbaeva, Alma</b> (Anthropology/CREEES)	2-18
<b>Kurganova, Elizaveta</b> (Overseas Studies Program)	2-18
<b>Laitin, David</b> (Political Science, 50%, tenured)	2-19
<b>Lapidus, Gail</b> (Freeman Spogli Institute, tenured)	2-19
<b>Levitow, Jon</b> (Stanford Language Center, 50%)	2-20
<b>Lutomski, Pawel</b> (International Policy Studies, 50%)	2-20
<b>Mau, Vladimir</b> (Overseas Studies Program)	2-21

<b>McFaul, Michael</b> (Political Science, tenured)	2-21
<b>Medvedev, Sergei</b> (Overseas Studies Program)	2-22
<b>Morris, Eric</b> (International Policy Studies, 50%)	2-22
<b>Mukai, Gary</b> (SPICE, Freeman Spogli Institute, 10%)	2-23
<b>Naimark, Norman</b> (History, tenured)	2-23
<b>Negip-Schatt, Suzan</b> (Special Language Program)	2-24
<b>Owens, Douglas</b> (School of Medicine, 50%, tenured)	2-24
<b>Pabsch, Matthias</b> (Overseas Studies Program, 25%)	2-25
<b>Patenaude, Bertrand</b> (History/Hoover Institution)	2-25
<b>Pentcheva, Bissera</b> (Art and Art History, tenured)	2-26
<b>Pereltsvaig, Asya</b> (Linguistics)	2-26
<b>Podvig, Pavel</b> (Freeman Spogli Institute)	2-27
<b>Prionas, Eva</b> (Special Language Program, 25%)	2-27
<b>Rakicevic-More, Bisera</b> (Special Language Program)	2-27
<b>Rakove, Robert</b> (International Relations, 35%)	2-28
<b>Rice, Condoleezza</b> (Political Science, 50%, tenured)	2-28
<b>Richardson, Burcu Karahan</b> (Special Language Program)	2-29
<b>Rodrigue, Aron</b> (History, 20%, tenured)	2-29
<b>Rondestedt, Karen</b> (Stanford Libraries)	2-30
<b>Rothwell, Geoffrey</b> (Economics, 50%)	2-30
<b>Ruttenburg, Nancy</b> (English, 50%, tenured)	2-31
<b>Safran, Gabriella</b> (Slavic, tenured)	2-31
<b>Schupbach, Richard</b> (Slavic, tenured, <i>emeritus</i> actively teaching)	2-32

<b>Sheffer, Edith</b> (History, 50%, tenure-line)	<b>2-32</b>
<b>Shmelev, Anatol</b> (Hoover Archives)	<b>2-32</b>
<b>Siekierski, Maciej</b> (Hoover Archives)	<b>2-33</b>
<b>Skakov, Nariman</b> (Slavic, tenure-line)	<b>2-33</b>
<b>Steinberg, Diane</b> (Ed Research Group)	<b>2-34</b>
<b>Stoner-Weiss, Kathryn</b> (Freeman Spogli Institute)	<b>2-34</b>
<b>Strebulaev, Ilya</b> (Graduate School of Business, 25%, tenured)	<b>2-35</b>
<b>Szoke, Eva Soos</b> (Special Language Program)	<b>2-35</b>
<b>Szudelski, Geraldina Malgorzata</b> (Special Language Program)	<b>2-35</b>
<b>Timberlake, Alan</b> (Slavic)	<b>2-36</b>
<b>Titma, Mikk</b> (Sociology)	<b>2-36</b>
<b>Tuma, Nancy</b> (Sociology, tenured)	<b>2-36</b>
<b>Weiner, Allen S.</b> (School of Law, 25%)	<b>2-37</b>
<b>Weiner, Amir</b> (History, tenured)	<b>2-37</b>
<b>Yaycioglu, Ali</b> (History, 75%, tenure-line)	<b>2-38</b>
<b>Young, Patricia</b> (Sociology, 75%)	<b>2-38</b>
<b>Zipperstein, Steven</b> (History, tenured)	<b>2-39</b>

## PROJECT DIRECTOR:

### PAVLE LEVI

Director, Center for Russian, East European & Eurasian Studies 2013-; Associate Professor, Department of Art and Art History, 2004-

**EDUCATION:** Ph.D., Cinema Studies, New York University; M.A., Cinema Studies, New York University; B.A., Film Production, Hunter College, CUNY

**% TIME IN THIS AREA:** 100%

**TENURED:** Yes

**DISS SUPERVISED SINCE 2009:** 6

**SPECIALIZATION:** East European Cinema

**AREA COURSES:** Politics and Aesthetics in East European Cinema; European New Wave Cinemas

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3-easily) Serbo-Croatian-native, Russian-3, German-3

**PROFESSIONAL EXPERIENCE:** Co-organizer, Alfred Hitchcock's Vertigo: 50<sup>th</sup> Anniversary Celebration, 2008; Co-organizer, The First Stanford Mediterranean Film Festival, 2007; Steering Committee for Interdisciplinary Studies in Humanities, 2007-2008; Visiting Assistant Professor, Conservatory of Theater Arts and Film, Purchase College, SUNY

**OVERSEAS EXPERIENCE:** Bulgaria, Croatia, Serbia, Slovenia (2004- ), St. Petersburg, Russia (2007-8), Dubrovnik Overseas Seminar (2015)

**RECENT PUBLICATIONS:** *Cinema by Other Means* (Oxford University Press, 2012).

"Europe's Internal Exiles," in Hsu, Roland. *Ethnic Europe : Mobility, Identity, and Conflict In a Globalized World*. Stanford, Calif.: Stanford University Press, 2010.

"The Crevice and the Stitch" in *Critical Quarterly* (Vol. 51, 2009).

*Disintegration in Frames: Aesthetics and Ideology in the Yugoslav and Post-Yugoslav Cinema*, Stanford University Press, 2007.

"When I am Dead and Pale," in Dina Iordanova, ed. *The Cinema of the Balkans*. Wallflower Press, 2006, pp.53-64.

**AWARDS AND DISTINCTIONS:** Gores Award for Excellence in Teaching, 2011

### ALEXANDER V. ABASHKIN

Director, Stanford Program in Moscow, 1999-

**EDUCATION:** Post-graduate studies, Institute of World Economy and International relations, 1989-91; M.A. with honors, History, Leningrad State University

**% TIME IN THIS AREA:** 100%

**TENURED:** N/A

**DISS SUPERVISED SINCE 2009:** N/A

**SPECIALIZATION:** Russian International Relations

**AREA COURSES:** N/A

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Russian-native, Hindi-2, German-3

**PROFESSIONAL EXPERIENCE:** Assistant Manager, *Sona Telecom*; part-time representative, *Amon Handels OHG*, 1992-present; Interpreter and Head of the Indian Languages Section, Institute of Social Sciences, Russia, 1983-89; Sub-editor, Indian languages section, "Progress" publishing house, Russia, 1982-83.

**OVERSEAS EXPERIENCE:** No data

**RECENT PUBLICATIONS:** No data

**AWARDS AND DISTINCTIONS:** No data

### ZACHARY BAKER

Reinhard Family Curator of Judaica and Hebraica Collections, Stanford University Libraries, 1999-; Assistant University Librarian for Collection development, Humanities and Social Sciences; Head, Humanities and Area Studies Resource Group, Stanford University Libraries, 2006-

**EDUCATION:** M.A., Library Science, University of Minnesota; M.A., History, Brandeis University; B.A., History, University of Chicago

**% TIME IN THIS AREA:** 100%

**TENURED:** N/A

**DISS SUPERVISED SINCE 2009:** N/A

**SPECIALIZATION:** Yiddish

**AREA COURSES:** N/A

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Yiddish-3, Spanish-3, French-3, Hebrew-2, German-2, Portuguese-2, Polish-1, Russian-1

**PROFESSIONAL EXPERIENCE:** Board of Directors, Association for Jewish Studies, 2008-; Editor, *Judaica Librarianship*, 2005-; president, Association of Jewish Libraries, 1994-1996; Head Librarian, YIVO Institute for Jewish Research, New York, NY, 1987-1999; Librarian, Yiddish Department, 1985-1987; Head, Technical Services, Jewish Public Library, Montreal, Canada, 1981-1987;

**OVERSEAS EXPERIENCE:** Member, Judaica Librarians' Delegation to Vilnius (March 1997, sponsored by the National Foundation for Jewish Culture and funded by the Andrew W. Mellon Foundation).

**RECENT PUBLICATIONS:** "Gvald Yidn, Buena Gente": Jevl Katz, Yiddish Bard of the Río de la Plata," in *Inventing the Modern Yiddish Stage: Essays in Drama, Performance, and Show Business*, edited by Joel Berkowitz and Barbara Henry (Detroit: Wayne State University Press, 2012), pp. 202-222.

"A Bibliographer Encounters the Muses: Reflections on the Yiddish Theater and Its Legacy," in *Perspectives on the Hebraic Book: The Myron M. Weinstein Memorial Lectures at the Library of Congress*, edited by Peggy K. Pearlstein (Washington, DC: Library of Congress, 2012), pp. 177-193.

"The Painter as Ethnographer: Maurycy Minkowski and the European Yiddish Intelligentsia before World War I," in *Czernowitz at 100: The First Yiddish Language Conference in Historical Perspective* (Lanham, MD: Lexington Books, 2010), pp. 125-135. Translation: Hirsh Glik, *Songs and Poems*. Translated from Yiddish by Jack Hirschman and Zachary Baker. Berkeley: CC. Marimbo, 2010.

"The Painter as Ethnographer: Maurycy Minkowski and the European Yiddish Intelligentsia before World War I," in *Czernowitz at 100: The First Yiddish Language Conference in Historical Perspective* (Lanham, MD: Lexington Books, 2010), pp. 125-135.

**AWARDS AND DISTINCTIONS:** Lifetime membership, Association of Jewish Libraries, 2004

## SHAHZAD BASHIR

Lysbeth Warren Anderson Professor in Islamic Studies, 2007-; Director of Graduate Studies, Department of Religious Studies, 2008-2011, 2012-

**EDUCATION:** Ph.D., Religious Studies, Yale University; B.A., *summa cum laude*, Amherst College

**% TIME IN THIS AREA:** 50%

**TENURED:** Yes

**DISS SUPERVISED SINCE 2009:** 5

**SPECIALIZATION:** Islam, Inner Asia

**AREA COURSES:** Religion Around the Globe; Sufi Islam; Religious Poetry

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Persian-3, Arabic-3, Urdu-3, Punjabi-3, Turkish-2, French-2, German-1

**PROFESSIONAL EXPERIENCE:** Director, Abbasi Program in Islamic Studies, Stanford University, 2009-2013; Associate Professor of Religion, Carleton College, 2005-2007; Assistant Professor of Religion, Carleton College, 2005-2007; Assistant Professor of Religious Studies, College of the Holy Cross, 1997-2001; Board Member, Association for the Study of Persianate Societies; Committee for Best Dissertation, Middle East Studies Association

**OVERSEAS EXPERIENCE:** No data

**RECENT PUBLICATIONS:** "The Qizilbash as Image and Rhetoric in Persianate Literature," *Journal of the Economic and Social History of the Orient*, 57, no. 3 (2014): 364-391.

"The World as a Hat: Symbolism and Materiality in Safavid Iran." In *Unity and Diversity: Mysticism, Messianism and the Construction of Religious Authority in Islam*, edited by Orkhan Mir-Kasimov. Leiden: Brill, 2013: 343-365.

"Movement and Stillness: The Practice of Sufi Zikr in Fourteenth-Century Central Asia," *Meditation in Judaism, Christianity and Islam: Cultural Histories*, edited by Halvor Elfring. London: Bloomsbury Academic, 2013: 201-211.

*Under the Drones: Modern Lives in the Afghanistan-Pakistan Borderlands*. Co-edited with Robert D. Crews. Cambridge: Harvard University Press, 2012.

"Narrating Sight: Dreaming as Visual Training in Persianate Sufi Hagiography." In *Dreams and Visions in Islamic Societies*, edited by Alexander Knysh and Ozgen Felek. Albany: SUNY Press, 2012: 233-247.

*Sufi Bodies: Religion and Society in Medieval Islam*. New York: Columbia University Press, 2011.

"Resisting Assimilation: Encounters with a Small Islamic Sect in Contemporary Pakistan." In *Engaging South Asian Religious: Boundaries, Appropriations and Resistances*, edited by Peter Gottschalk and Mathew Schmalz. Albany: SUNY Press, 2011: 173-190.

**AWARDS AND DISTINCTIONS:** John Simon Guggenheim Memorial Fellowship, 2011-2012; Stanford Humanities Center Fellowship, 2011-2012; Charles A. Ryskamp Research Fellowship, American Council of Learned Societies, 2004-2006; NEH Fellowship for Faculty, 2004-2005; NEH-American Research Institute in Turkey, Spring 1999; Best Dissertation in Iranian Studies, The Foundation for Iranian Studies, 1998

## JELENA BATINIC

Lecturer/Postdoctoral Fellow, Introduction to the Humanities/Thinking Matters, 2011-

**EDUCATION:** Ph.D., History, Stanford University, M.A., History, M.A., Women's Studies, The Ohio State University, B.S., Mechanical Engineering, University of Belgrade

**% TIME IN AREA:** 65%

**TENURED:** N/A

**DISS SUPERVISED SINCE 2009:** N/A

**SPECIALIZATION:** Yugoslavia, Serbia

**AREA COURSES:** Nations and Nationalism in Eastern Europe; Century of Violence; Resistance and Collaboration in Hitler's Europe; Technological Visions of Utopia; Rules of War

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Bosnian/Croatian/Serbian-3, French-3, Czech-2, German-2, Russian-2

**PROFESSIONAL EXPERIENCE:** Lecturer, History, Stanford University, 2011. Instructor, Department of History, Stanford University, 2007. Teaching Assistant, Department of History, Stanford University, 2003-2004. Research Assistant/Contributor, *Women and Gender in Central and Eastern Europe, Russia, and Eurasia: A Comprehensive Bibliography*, ed. By I. Livezeanu, Armonk, NY: M.E. Sharpe, 2007.

**OVERSEAS EXPERIENCE:** The Balkans, 2006-2007, 2011, 2013

**RECENT PUBLICATIONS:** *Women and the Yugoslav Partisan Resistance During World War II*, under contract, Cambridge University Press (expected 2015).

Review of Emily Greble's *Sarajevo 1941-1945: Muslims, Christians, and Jews in Hitler's Europe*, Cornell UP, *English Historical Review*, forthcoming.

"Voices of the Other from the 'Other Europe': Recovering East-Central European Women's Literary Heritage." Review of *Till my Tale is told and A History of Central European Writing*, by Celia Hawkesworth, *Journal of Women's History* vol. 15, no.3 (Summer 2003): 208-213.

"Feminism, Nationalism, and War: The 'Yugoslav Case' in Feminist Texts." *Journal of International Women's Studies* vol. 3, no.1 (November 2001).

**AWARDS AND DISTINCTIONS:** Elizabeth Spilman Rosenfield Prize for Outstanding Dissertation Writing, Stanford University, 2010; Mellon/ACLS Recent Doctoral Recipients Fellowship, 2009-2010; ACLS, East European Studies, Dissertation Fellowship, 2008-2009

## **ELIZABETH B. BERNHARDT**

John Roberts Hale Director of the Stanford Language Center, 1995-; Professor of German Studies, 1995-; Professor (by courtesy), School of Education, 1995-

**EDUCATION:** Ph.D., Second Languages and Cultures Education, University of Minnesota; M.A., German, University of Pittsburgh; B.A., German, College of Wooster.

**% TIME IN THIS AREA:** 15%

**TENURED:** Yes

**DISS SUPERVISED SINCE 2009:** No data

**SPECIALIZATION:** Language pedagogy

**AREA COURSES:** Resistance Writings in Nazi Germany

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) German-3

**PROFESSIONAL EXPERIENCE:** Reviewer, Romance Languages, Cornell University (2008); Language Centre, Oxford University (2007); English and Foreign Language Centre, Hong Kong University (2004); Conference Organizer, Western Summer Seminar, Association of Departments of Foreign Languages (ADFL) Stanford University, June 2008.

**OVERSEAS EXPERIENCE:** No data

**RECENT PUBLICATIONS:** Bernhardt, Elizabeth Buchter. *Understanding advanced second-language reading*. New York: Routledge, 2011.

“Systemic and Systematic Assessment as a Keystone for Language and Literature Programs,” *ADFL Bulletin*, 40, 2009: 1, 14-19.

“A Chronicle of Standards-Based Curricular Reform in a Research University.” In Virginia Scott (Ed.) *Principles and Practices of the Standards in College Foreign Language Education*. With G. Valdes & Ali Miano. Boston: Heinle & Heinle, 2009.

“Foreign Languages Surviving and Thriving in Conventional University Settings: Implications for Less Commonly Taught Languages,” *Journal of the National Council of Less Commonly Taught Languages* 2007: 4, 17-28.

**AWARDS AND DISTINCTIONS:** Recipient of the 2014 Award for Distinguished Service to the Profession, from the Association of Departments of Foreign Languages; President, Stanford Chapter, Phi Beta Kappa; Lloyd W. Dinkelspiel Award for Distinctive Contributions to Undergraduate Education at Stanford University, 1999

## **COIT DENNIS BLACKER**

Oliver Nomellini Professor in International Studies, 2008-; Professor (by courtesy) of Political Science, 1999-; Senior Fellow, Freeman Spogli Institute for International Studies, 1991-

**EDUCATION:** Ph.D., Fletcher School of Law and Diplomacy, Tufts University; M.A., Law and Diplomacy, Fletcher School of Law and Diplomacy, Tufts University; M.A., International Politics, Fletcher School of Law and Diplomacy; B.A., Occidental College

**% TIME IN THIS AREA:** 50 %

**TENURED:** Yes

**DISS SUPERVISED SINCE 2009:** No data

**SPECIALIZATION:** US Foreign Policy, US policy toward Russia

**AREA COURSES:** American Foreign Policy in the 21<sup>st</sup> Century; Directed Reading and Research in International Relations; Decision Making in U.S. Foreign Policy

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Russian-2, Spanish-1

**PROFESSIONAL EXPERIENCE:** Director, Freeman Spogli Institute for International Studies, 2003-2012; Chair, Executive Committee for International Initiative, 2005-08; Member, Board of Directors, IREX, Washington, DC, 2001-2004; Member, Council on Foreign Relations, 1997-2003; Member, National Security Study Group, U.S. Department of Defense, 1998-; Special Assistant to the President for National Security Affairs, Executive Office of the President, 1995-96; Senior Director for Russian, Ukrainian, and Eurasian Affairs, National Security Council, Executive Office of the President, 1995-96.

**OVERSEAS EXPERIENCE:** No data

**RECENT PUBLICATIONS:** With Condoleezza Rice, “Belarus and the Flight from Sovereignty,” in Stephen Krasner, ed., *Problematic Sovereignty*. New York: Columbia University Press, 2001.

“U.S.-Russian Strategic Relations,” in Philip D. Zelikow and Robert B. Zoellick, eds., *America and Russia: Memos to a President*, Washington, D.C.: Aspen Institute, 2000.

**AWARDS AND DISTINCTIONS:** No data

## **TATYANA BOLDYREVA**

Lecturer in Russian, Stanford Program in Moscow, 1997-2004, 2005-

**EDUCATION:** M.A., Russian Language and Literature Pedagogy, Moscow State Pedagogic Institute.

**% TIME IN THIS AREA:** 100%

**TENURED:** N/A

**DISS SUPERVISED SINCE 2009:** N/A

**SPECIALIZATION:** Russian Language pedagogy for foreigners

**AREA COURSES:** First-year Russian; Second-Year Russian

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Russian-native, English-3

**PROFESSIONAL EXPERIENCE:** Russian Language Instructor, International Linguistic Centre "Language Link," 2004-05; Russian Language Instructor, Company "Rantec," 1992-97; Russian Language Instructor, Moscow Higher School of the Communist Party, 1980-91.

**OVERSEAS EXPERIENCE:** No data

**RECENT PUBLICATIONS:** No data

**AWARDS AND DISCTINCTIONS:** No data

## **MARGARET BRANDEAU**

Coleman F. Fung Professor in the School of Engineering, Management Science and Engineering; Professor (by courtesy) of Medicine; Faculty Fellow, Center for Health Policy/Center for Primary Care and Outcomes Research, Freeman Spogli Institute for International Studies.

**EDUCATION:** Ph.D., Engineering-Economic Systems, Stanford University; M.S. Operations Research, M.I.T.; B.S., Mathematics, M.I.T.

**% TIME IN THIS AREA:** 50%

**TENURED:** Yes

**DISS SUPERVISED SINCE 2009:** No data

**SPECIALIZATION:** HIV treatment, drug abuse researcher and policy

analyst (fmr. USSR)

**AREA COURSES:** Recommendations for Health Policy Modeling courses

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Russian-1

**PROFESSIONAL EXPERIENCE:** P.I., NIDA-funded project "AIDS and Drug Abuse: Policy Modeling for Better Decisions."

**OVERSEAS EXPERIENCE:** No data

**RECENT PUBLICATIONS:**

"Effectiveness and cost effectiveness of expanding harm reduction and antiretroviral therapy in a mixed HIV epidemic: A modeling analysis for Ukraine." Alistar, S.S, Owens, D.K., and M.L. Brandeau (2011)

"Cost-Effectiveness of Voluntary HIV Screening in Russia," (with Swati Tole, A.M. Bayoumi, Cristina Galvin, T.N. Vinichenko, and Douglas Owens), *International Journal of STD and AIDS*, vol. 20, 1 (2009).

*Modeling the AIDS Epidemic: Planning, Policy and Prediction.* With Edward Kaplan, Raven Press, 1994.

**AWARDS AND DISTINCTIONS:**

President's Award, INFORMS, 2008

Pierskalla Prize, Institute for Operations Research and Management Science (INFORMS), 2001

Presidential Young Investigator Award, National Science Foundation, 1988.

## **MAXIM V. BRATERSKY**

Lecturer, Stanford Overseas Study Program 2004-; Director and Visiting Assistant Professor, Stanford Overseas Study Program in Moscow, 1993-2004

**EDUCATION:** Ph.D., Political Science, Institute of USA & Canada, Moscow, 2006; M.B.A., Academy of National Economy, 2006; M.A., Oriental Languages, Leningrad State University

**TIME IN THIS AREA:** 100%

**TENURE:** N/A

**DISS SUPERVISED SINCE 2009:** N/A

**SPECIALIZATION:** Russian Public Policy, US foreign policy toward Russia

**AREA COURSES:** Post-Soviet Eurasia and SCO: Society, Politics, and Integration

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=fluent) Russian-native, Hindi-2, Urdu-2

**PROFESSIONAL EXPERIENCE:** Head, Dept. of International Programs, Russia Public Policy Center, 1992-96; Visiting Scholar, School of Advanced International Studies, Johns Hopkins University, 1990

**OVERSEAS EXPERIENCE:** Reporting from the Russian Far North and Siberia (Chukotka, Kamchatka, Kolyma regions), 1984-87

**RECENT PUBLICATIONS:** *United States and the Countries of Concern: US Policy in Asia after the Cold War*, Moscow: ISKRAN, 2005 (in Russian).

**AWARDS AND DISTINCTIONS:** No data

## MARTIN CARNOY

Vida Jacks Professor of Education, 2006-

**EDUCATION:** Ph.D., Economics, University of Chicago; M.A., Economics, University of Chicago; B.S., Electrical Engineering, California Institute of Technology.

**% TIME IN THIS AREA:** 25%

**TENURED:** Yes

**DISS SUPERVISED SINCE 2009:** No data **SPECIALIZATION:** Global Education (Russia)

**AREA COURSES:** Economics of Education in a Global Environment

**LANGUAGE COMPETENCE** (1=with difficulty, 2=fairly easily, 3=easily) French-3; Spanish-3; Italian-2; Portuguese-2, Polish-2; Russian-1

**PROFESSIONAL EXPERIENCE:** Professor of Education and Economics, 1977-2005; P.I., FIPSE grant for project with State University Higher School of Economics (Moscow), 2008-; Chair, Social Sciences and Educational Practices Committee, Stanford School of Education, 2006-; International Academy of Education, 2005-; National Academy of Education, 2005-; President, Comparative and International Education Society, 2005-2006

**OVERSEAS EXPERIENCE:** No data

**RECENT PUBLICATIONS:** *University Expansion In a Changing Global Economy: Triumph of the Brics?* Stanford University Press, 2013.

*Vouchers and Public School Performance.* Economic Policy Institute, 2007.; *Cuba's Academic Advantage,* Stanford University Press, 2007.; *Sustaining the New Economy,* Harvard University Press, 2000.; *Globalization and Educational Reform: What Planners Need to Know.* Paris: International Institute of Educational Planning, 2000.

**AWARDS AND DISTINCTIONS:** Honorary Fellow, Comparative and International Education Society, 2009; International Academy of Education, 2006; National Academy of Education, 2005; President, Comparative and International Education Society, 2005-06.

## ROBERT D. CREWS

Associate Professor, Department of History, 2003-; Director, Sohaib and Sara Abbasi Program in Islamic Studies; Director, Mediterranean Studies Forum, 2013-

**EDUCATION:** Ph.D., History, Princeton University; M.A., History, Columbia University; B.A., with highest honors, Russian and East European Studies, University of North Carolina at Chapel Hill

**% TIME IN AREA:** 100%

**TENURED:** Yes

**DISS SUPERVISED SINCE 2009:** 1

**SPECIALIZATION:** Russian Imperial History, Afghanistan and the Caucasus

**AREA COURSES:** The Islamic Republics: Politics and Society in Iran, Afghanistan and Pakistan; The Global Drug Wars; Issues in International Public Health; Research Seminar in Middle East History

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Russian-3, Turkish-2, Persian-2

**PROFESSIONAL EXPERIENCE:** Director, Center for Russian, East European & Eurasian Studies, 2011-2013

**OVERSEAS EXPERIENCE:** IREX Board Short-Term Research Grant (Azerbaijan and Georgia), summer 2006

**RECENT PUBLICATIONS:** "Putin's Khanate: How Moscow is Trying to Integrate Crimean Muslims," *Foreign Affairs* (online), April 7, 2014.

"Moscow and the Mosque: Co-opting Muslims in Putin's Russia," *Foreign Affairs* (March/April 2014): 125-143.

"The Russian Worlds of Islam," *Islam and the European Empires*, ed., David Motadel (Oxford University Press, 2014).

"Trafficking in Evil? The global Arms Trade and the Politics of Disorder," *Global Islam in the Age of Steam and Print, 1850-1930*, eds., James Gelvin and Nile Green (University of California Press, 2014).

"The Taliban and Nationalist Militancy in Afghanistan," *Contextualizing Jihadi Thought*, eds., Jeevan Deol and Zaheer Kazmi (London: Hurst and Co./NY: Columbia University Press, 2012).

"Muslim Networks, Imperial Power, and the Local Politics of Qajar Iran," in *Asiatic Russia: Imperial Power in Regional and International Contexts*, ed., Uyama Tomohiko (NY: Routledge, 2012).

"Russian Conquest and Administration in Inner Asia (1865-1884)," *Cambridge History of Inner Asia: The Modern Period*, eds., Edmund Herzig and Annette Bohr (Cambridge: Cambridge University Press, forthcoming).

"Russia Unbound: Historical Frameworks and the Challenge of Globalism," *Ab Imperio* no. 1 (2010): 53-63.

"Liberating Afghanistan," *Middle East Institute Viewpoints* (December 2009), 75-78.

"An Empire for the Faithful, A Colony for the Dispossessed," *Turkestan russe: une colonie comme les autres?* eds., Svetlana Gorshenina and Sergei Abashin (Paris: Collection de l'IFEAC, 2009), 79-106.

*The Taliban and the Crisis of Afghanistan.* Co-edited with Amin Tarzi. Harvard University Press, 2008.

*For Prophet and Tsar: Islam and Empire in Russia and Central Asia.* Harvard University Press, 2006.

**AWARDS AND DISTINCTIONS:** Carnegie Scholar, 2009-10; Dean's Fellow in the Humanities, Stanford University, 2007-08; Dean's Award for Distinguished Teaching for First Years of Teaching, Stanford University, 2006-07; William H. and Frances Green Faculty Fellow, Stanford University, 2006-07; Library of Congress Fellowship in International Studies, Spring 2003.

## **EWA DOMANSKA**

Visiting Associate Professor of Anthropology, Stanford University 2007-; Associate Professor in Theory and History of Historiography, Department of History, Adam Mickiewicz University, Poznan, Poland, 2010-

**EDUCATION:** Ph.D., Adam Mickiewicz University (Poznan, Poland).

**% TIME IN THIS AREA:** 50%

**TENURED:** N/A

**DISS SUPERVISED SINCE 2009:** N/A

**SPECIALIZATION:** Global theory in anthropology

**AREA COURSES:** Technologies of Extinctions: Ecocides and Genocides; The Posthumanist Subject; Theories of Resistance; Violence, the Sacred, and Rights of the Dead

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Polish-native, Russian-2, German-2, French-2

**PROFESSIONAL EXPERIENCE:** Program chair of the Bureau of International Commission of Theory and History of Historiography, 2006-2010 and 2010-2015; Associate Professor, Theory and History of Historiography, 2007-2010; Research affiliate, The Europe Center, Stanford University, 2009-; Program Chair, Bureau of "International Commission of Theory and History of Historiography, 2006-2010.

**OVERSEAS EXPERIENCE:** Member, Commission of Methodology of History and History of Historiography (Committee of Historical Sciences, Polish Academy of Sciences), 2000-2006, 2007-2010; Member, Commission of the Anthropology of Prehistory and the Middle Ages (Committee of Prehistory, Polish Academy of Sciences), 2003-2010

**RECENT PUBLICATIONS:** Existential History. Critical Approach to Narrativism and Emancipatory Humanities, in Polish). Warsaw: PWN, 2012, pp. 224.

History, Humanities, Present: Studies in Theory of Historical Knowledge, in Ukrainian]. Київ: Ніка-Центр, 2012, pp. 264.

"The Future of History: The Challenge of Posthumanism", transl. into Chinese by ZhangZuocheng. Northern Tribune (China), no. 3, 2011: 100-107.

Zagłada. Współczesne problemy rozumienia i przedstawiania (Shoah. Contemporary Problems of Comprehension and Representation). Ed. with Premyslaw Czaplinski. Poznan: Poznanskie Studia Polonistyczne, 2009.

**AWARDS AND DISTINCTIONS:** Master in the Humanities and Social Sciences, The Foundation for Polish Science, 2012-2014; Kosciuszko Foundation Fellowship, Comparative Literature Dept., Stanford University, 2000-2001; Adam Mickiewicz University Rector's prize for *Encounters: Philosophy of History after Postmodernism*, 1999

## **MARTON DORNBACH**

Assistant Professor of German Studies, 2007-

**EDUCATION:** Ph.D., German Literature, Princeton University; M.A., German Literature, Princeton University; B.A., *summa cum laude*, double major in philosophy and German Literature, Washington University in St. Louis

**% TIME IN THIS AREA:** 25%

**TENURED:** No

**DISS SUPERVISED SINCE 2009:** No data

**SPECIALIZATION:** German and Hungarian literature

**AREA COURSES:** Central European Literature; Marx, Nietzsche, Freud; From Enlightenment to Realism: German Literature 1750-1900; Hegel's Phenomenology of Spirit

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Hungarian-native, German-3, French-2, Italian-1, Russian-1

**PROFESSIONAL EXPERIENCE:** Acting Assistant Professor of German Studies, Stanford University, 2002-2003;

Replacement Language Coordinator, German Department, Princeton University, 2001-2002; Lecturer, German Department, Princeton University, 2001-2002

**OVERSEAS EXPERIENCE:** No data

**RECENT PUBLICATIONS:** "Remains of the Picnic: Post-Transition Hungary and Its Austro-Hungarian Past," *Austrian History Yearbook* Vol. 44 (Cambridge University Press, 2013) 255-291.

"Renouncing Divinity: The Philadelphia Story Viewed in a Wagnerian Mirror," *Search: Journal for New Music and Culture* (2011/8) 1-39.

"The Point Well Missed: Kant's Punctual I and Schopenhauer's Optics of Philosophical Writing," *MLN* (Spring 2009); Siegfried Kracauer, "Die Photographie" (translation into Hungarian and commentary), *Café Babel*, Budapest, Summer 1997; Essays and articles in the humanities and social sciences translated into English from Hungarian, German, and French (published in *The Hungarian Quarterly*, *Arcadia*, the *Budapest Review of Books*, and various essay collections).

**AWARDS AND DISTINCTIONS:** The Mrs. Giles Whiting Foundation Honorary Fellowship, 2000-2001; DAAD German Academic Exchange Service Annual Grant, 1999-2000

## JOHN B. DUNLOP

Senior Fellow, Hoover Institution, Stanford University

**EDUCATION:** Ph.D., Russian Literature, Yale University; M.A., Slavic Languages and Literature, Yale University; B.A., *magna cum laude*, Russian History and Literature, Harvard College

**% TIME IN AREA:** 100%

**TENURED:** N/A

**DISS SUPERVISED SINCE 2009:** N/A

**SPECIALIZATION:** Current Russian Politics

**AREA COURSES:** N/A

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Russian-3

**PROFESSIONAL EXPERIENCE:** Interim Director, Center for Russian, East European & Eurasian Studies, Stanford University, 2008; Member, Steering Committee, CREEES, Stanford University, 1995-97 and 2000-08; Member, Overseers' Committee, Davis Center for Russian Studies, Harvard University, 1997-200

**OVERSEAS EXPERIENCE:** International Monitor, Russian Parliamentary Elections (Arkhangel'sk), First Round of the Russian Presidential Election (Kemerovo), and Presidential Elections in Azerbaijan, International Republican Institute (IRI), 1995-98

**RECENT PUBLICATIONS:** *The Moscow Bombings of September 1999: Examinations of Russian Terrorist Attacks at the Onset of Vladimir Putin's Rule*, (2012).

"Georgia Didn't Pick That Fight." *Hoover Digest*, 2009: 1, 131-136.

"Post-Communist Political Violence: The Poisoning of Aleksandr Litvinenko," in Paul Hollander, ed., *Belief, Behavior and Legitimation*, New York, NY: Palgrave Macmillan, 2008, 93-107.

"One of a Kind: The Gorbachev-to-Yeltsin Transition," in Uri Ra'anan, ed., *Flawed Succession: Russia's Power Transfer Crises*. Lanham, MD: Lexington Books, 2006, 89-132.

"Chaos in the North Caucasus and Russia's Future," *Survival*, Summer 2006, 97-114 (with Rajan Menon).

*The 2002 Dubrovka and 2004 Beslan Hostage Crises: A Critique of Russian Counter-Terrorism*. Stuttgart, Germany: Ibidem Verlag, 2006.

**AWARDS AND DISTINCTIONS:** Olin Visiting Senior Fellow, Radio Liberty, Munich, Germany, 1991-92

## JARA DUSATKO

Lecturer, Czech, Special Language Program, 1997-; Library Specialist III, Green Library, Stanford University, 1991-

**EDUCATION:** M.A., Education, Charles University, Prague, Czech Republic

**% TIME IN THIS AREA:** 100%

**TENURED:** N/A

**DISS SUPERVISED SINCE 2009:** N/A

**SPECIALIZATION:** Czech Language

**AREA COURSES:** First-Year Czech; Second-Year Czech; Advanced Czech Conversation

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Czech-native, Russian-3

**PROFESSIONAL EXPERIENCE:** OPI certified; Library Specialist II, Hoover Institution, Stanford University, 1989-91; Library Assistant II, University of California, Berkeley, 1988-89; Lecturer, Berlitz Language Center, San Francisco, 1987-91

**OVERSEAS EXPERIENCE:** High School Language and Music Teacher, Prague, Czech Republic, 1962-84; Summer Language Teacher, Summer Language Camp, Prague, Czech Republic, 1974-83

**RECENT PUBLICATIONS:** No data

**AWARDS AND DISTINCTIONS:** No data

## LIISI EGLIT

Assistant Curator, Estonian and Baltic Studies, Stanford University Libraries, 2013-

**EDUCATION:** Ph.D., University of Tartu; M.A., University of Tartu; B.A., University of Tartu

**%TIME IN THIS AREA:** 100%

**TENURED:** N/A

**DISS SUPERVISED SINCE 2009:** N/A

**SPECIALIZATION:** Estonia, Latvia, Lithuania

**AREA COURSES:** N/A

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Estonian-3

**PROFESSIONAL EXPERIENCE:** Program Officer, Middle East Studies and non-Latin scripts, Research Libraries Group, 1986-2001; Head, Near East Section, University of Michigan Library 1970-1986.

**OVERSEAS EXPERIENCE:** Estonia, Latvia, Lithuania, Austria, Great Britain, and France, 2011-2013 for conferences

**RECENT PUBLICATIONS:** *"The Experience of Returning. Estonian World War I Soldiers' Return to Society," Der Erste Weltkrieg im Vergleich*, 71-90 (Böhlau: 2014).

**AWARDS AND DISTINCTIONS:** Student Prize of Estonian Historical Archives, 2012; The Estonian National Student Research Competition, 2012; Harald Raudsepp grant, 2010

## JOHN EILTS

Curator for Islamic and Middle Eastern Collection, Stanford University Libraries, 2001-

**EDUCATION:** A.M., Near Eastern Languages and Literatures, University of Michigan; M.A., Library Science, University of Michigan; B.A., Political Science, Middle Eastern Studies, Portland State College

**%TIME IN THIS AREA:** 20%

**TENURED:** N/A

**DISS SUPERVISED SINCE 2009:** N/A

**SPECIALIZATION:** Middle East

**AREA COURSES:** N/A

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) German-2, French-3, Spanish-2, Italian-2, Arabic-3, Turkish-3, Persian-1, Azerbaijani-2, Kazakh-1, Kyrgyz-1, Tatar-1, Turkmen-2, Uighur-2, Uzbek-2, Tajik-1, Dari-1

**PROFESSIONAL EXPERIENCE:** Electronic Publications Committee, Middle East Studies Association; Executive Committee, Middle East Microform Project; Program Officer, Middle East Studies and non-Latin scripts, Research Libraries Group, 1986-2001; Head, Near East Section, University of Michigan Library 1970-1986

**OVERSEAS EXPERIENCE:** No data

**RECENT PUBLICATIONS:** No data

**AWARDS AND DISTINCTIONS:** David H. Partington Award for Outstanding Contributions to the Profession, 2005

## LAZAR FLEISHMAN

Professor, Department of Slavic Languages and Literatures, 1985-

**EDUCATION:** Ph.D., State University of Tartu and the Latvian State University, USSR; Russian and Slavic Philology, with honors, Latvian State University; B.A., Academy of Music, Riga, USSR

**% TIME IN THIS AREA:** 100%

**TENURED:** Yes

**DISS SUPERVISED SINCE 2009:** No data

**SPECIALIZATION:** Russian poetry; Russian literature

**AREA COURSES:** Russia's Weird Classic: Nikolai Gogol; Modern Russian Literature and Culture: The Age of War and Revolution; Russian Poetry of the 18<sup>th</sup> and 19<sup>th</sup> Centuries; Boris Pasternak and the Poetry of Russian Avant Garde; Between Europe and Asia: Introduction to Russian Culture; Poetry as System: Introduction to Theory and Practice of Russian Verse; Age of Experiment: Russian Literature in 1820-1845; 20<sup>th</sup> Century Russian Poetry: From Aleksandr Blok to Joseph Brodsky

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Russian-native, Hebrew-2, Latvian-2, German-2  
**PROFESSIONAL EXPERIENCE:** Visiting Professor, University of Vienna, 2010-2011; Chair, Slavic Languages and Literatures, 1991-94

**OVERSEAS EXPERIENCE:** Organizer of the Conference "Boris Pasternak's *Doctor Zhivago*," Russian State University for the Humanities, Moscow, December 1998; Co-Editor, *Slavica Hierosolymitana*, Jerusalem, Israel; Member of Editorial Board, *Literary Archives of the Russian Emigration*, Paris, France

**RECENT PUBLICATIONS:** *New Studies in Russian Literature and Culture*. Ed. By Catherine Ciepiela and Lazar Fleishman (Stanford, 2014, forthcoming) Part I and II (*Stanford Slavic Studies*. Vols. 45 and 46).

*Boris Pasternak i Nobelevskaia premiia [Boris Pasternak and the Nobel Prize]* (Moscow: Azbukovnik, 2013).

*Avoti. Trudy po balto-rossiiskim otnosheniiam i russkoi literature. V' chest' 70-letiiia Borisa Ravdina*. [Avoti. Papers on Balto-Russian Relationships and Russian Literature. On the Occasion of Boris Ravdin's 70<sup>th</sup> Birthday]. Ed. By Irina Belobrov'tseva, Lazar Fleishman and Aurika Meimre. Part I and II Stanford, 2012 (*Stanford Slavic Studies*. Vols. 42 and 43).

*Venok. Studia slavica Stefano Garzonio sexagenario oblate. In Honor of Stefano Garzonio*. Ed. By Guido Capri, Lazar Fleishman, Bianca Sulpasso. Part I and II (Stanford, 2012) (*Stanford Slavic Studies*. Vols. 40 and 41).

*From Medieval Russian Culture to Modernism. Studies in Honor of Ronald Vroon*. Ed. By Lazar Fleishman, Aleksandr Ospovat, and Fedor Poljakov (Frankfurt am Main: Peter Lang, 2012).

Lev Gomolitskii. Russian Period Writings (*Sochineniia russkogo perioda*). Vols. I – III. Ed., with an introductory article and annotations, by Ljubov' Belosevska, Piotr Mitzner and Lazar Fleishman (Moscow: Vodolei Publishers, 2011).

*Paraboly: Studies in Russian Modernist Literature and Culture. In Honor of John E. Malmstad*. Ed. By Nikolai Bogomolov, Lazar Fleishman, Aleksandr Lavrov and Fedor Poljakov (Frankfurt am Main: Peter Lang Verlag, 2011).

*Vstrecha russkoi emigratsii s "Doktorom Zhivago": Boris Pasternak i "kholodnaia voina"* [Russian, Emigration's Encounter with "Doctor Zhivago": Boris Pasternak and the "Cold War"], Stanford, 2009 (*Stanford Slavic Studies*. Vol. 38).

*The Life of Boris Pasternak's Doctor Zhivago*. Ed. by Lazar Fleishman. Stanford, 2009 (*Stanford Slavic Studies*. Vol. 37).

*Russian Literature and the West: A Tribute for David M. Bethea*. Edited by Alexander Dolinin, Lazar Fleishman, and Leonid Livak. Part I, part II, Stanford, 2008 (*Stanford Slavic Studies*, vol. 35-36).

**AWARDS AND DISTINCTIONS:** Alexander von Humboldt award, 2010-2011; The Katharine Kyes Leab and Daniel J. Leab American Book Prizes Current Exhibition Catalogue Award for Excellence, First Place (tie); Division I -- for the catalog *Russian Poetry and Revolution*, 2005; IREX Individual Advanced Research Program grant, 2001; NEH Archival Research Grant, 1993-1994; The Guggenheim Foundation Fellowship, 1987

## GREGORY FREIDIN

Professor, Department of Slavic Languages and Literatures, 1993-; Chair, Department of Slavic Languages and Literature, 1994-97 and 1998-2000

**EDUCATION:** Ph.D., Slavic Languages and Literature, University of California, Berkeley; M.A., Slavic Languages and Literature, University of California, Berkeley; Special Student, Brandeis University; B.A., First State Institute of Foreign Languages, Moscow, USSR

**% TIME IN THIS AREA:** 100%

**TENURED:** Yes

**DISS SUPERVISED SINCE 2009:** No data

**SPECIALIZATION:** Russian/Soviet literature, cultural studies

**AREA COURSES:** Tolstoy's *Anna Karenina* in Dialogue with Contemporary Philosophical, Social, and Ethical Thought

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Russian-native, Old Church Slavonic-3, Polish-2, French-2, German-2

**PROFESSIONAL EXPERIENCE:** Director, Interdisciplinary Studies in the Humanities, Stanford University, April 2007-09; Chairman, Department of Slavic Languages and Literatures, Stanford University, 1994-1997, 1998-2001, 2007-2010; Editorial Board, *Slavic Review*, 2006-; Interim Head, Division of Literatures, Cultures, and Languages (DLCL), 2005-2006; Research Fellow, European Forum at the Freeman Spogli Institute for International Studies, 2005-; Acting Director, CREEES, Stanford University, 2003-04

**OVERSEAS EXPERIENCE:** Research, Paris, 2009, 2001; Research, Odessa, Kiev, St. Petersburg, August 2006; Research, Moscow (IMLI Archive, TsGALI, Russian State Library & Manuscript Collection, Summer 2002, 2001, 2000, and 1999); IREX Fellowship, 1989-90 and 1988-89

**RECENT PUBLICATIONS:** Babel', I, Peter Constantine, and Gregory Freidin. *Isaac Babel's Selected Writings: Authoritative Texts, Selected Letters, 1926-1939, Isaac Babel Through the Eyes of His Contemporaries, Isaac Babel In Criticism and Scholarship*. New York: W.W. Norton & Co., 2010.

*The Enigma of Isaac Babel : Biography, History, Context*. Stanford, Calif.: Stanford University Press, 2009.

**AWARDS AND DISTINCTIONS:** CREEES Award for the Isaac Babel projects, 2004-2005; The Hewlett Committee of the Stanford Institute for International Studies Award, 2004-05

## RIMA GREENHILL

Senior Lecturer, Department of Slavic Languages and Literatures, 1995-

**EDUCATION:** Ph.D., School of Slavonic and East European Studies, London University, England; M.A., Russian Language and Literature, School of Slavonic and East European Studies, London University; M.A. Foreign Language Teaching Methodology, Garnet College of Education, London University; Graduate Diploma in Business Administration, Oxford College of Higher Education, Oxford, England; B.A. *cum laude*, Linguistics and Russian Language, University of Essex, Colchester.

**% TIME IN THIS AREA:** 100%

**TENURED:** N/A

**DISS SUPERVISED SINCE 2009:** N/A

**SPECIALIZATION:** Russian language pedagogy

**AREA COURSES:** Second-year Russian; Third-Year Russian; Fourth-year Russian; Individual Russian Language Study; Intermediate Russian Conversation; Russian Reading Conversation and Composition

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Russian-native, Hebrew-3, Lithuanian-3, Old Church Slavonic-3, Japanese-1, French-1, Spanish-1

**PROFESSIONAL EXPERIENCE:** Undergraduate Major Advisor, Department of Slavic Languages and Literature, 1991-93; Coordinator, Foreign Language Programs Abroad, City College of San Francisco, 1989; Translator and Assistant to Chief Editor, Pergamon Press Publishers, Oxford, England, 1978-79

**OVERSEAS EXPERIENCE:** No data

**RECENT PUBLICATIONS:** *Idiom! : Intermediate Russian Conversation Textbook*. Berkeley: Berkeley Slavic Specialties, 2001.

**AWARDS AND DISTINCTIONS:** Dean's Award for Distinguished Teaching at Stanford, 1995; IREX Scholarship, to support Foreign Language Methodology Workshop at Moscow State University, Summer 1993

## MONIKA GREENLEAF

Associate Professor, Department of Slavic Languages and Literatures, 1997-

**EDUCATION:** Ph.D., Slavic Languages and Literatures, Yale University; M.A., Slavic Languages and Literatures, Yale University; M.A., Modern Languages Program, Oxford University; B.A., Modern Languages Program, Oxford University; B.A., with distinction, Comparative Literatures, Stanford University.

**% TIME IN THIS AREA:** 100%

**TENURED:** Yes

**DISS SUPERVISED SINCE 2009:** No data

**SPECIALIZATION:** Russian literature and theater

**AREA COURSES:** Nabokov in the Transnational Context; Pushkin and the Golden Age; The Great Russian Novel: Theories of Time and Action; Dostoevsky: Narrative Performance and Literary Theory; The Great Russian Novel: History and Other Theories of Time and Action

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Russian-3, French-3, Polish-3, German-2

**PROFESSIONAL EXPERIENCE:** Member, Editorial Board for Publications of the Wisconsin Center for Pushkin Studies, 1994-; Chair, AAASS panel on "Russian Orientalism," Seattle, WA, 1997; Chair of Slavic Search Committee, 1997-98; Social Sciences Research Council, Selection Committee for doctoral and post-doctoral grants in Slavic area studies, 1988, 1989, 1996; Director of Graduate Studies, 1994-95; Visiting and Assistant Professor, Yale University, 1988-93

**OVERSEAS EXPERIENCE:** No data

**RECENT PUBLICATIONS:** "In medias res: A Diary of the Moscow Theater Season, 2007-2008." *Slavic Review* 67 (2008):422-436.

"Performing Autobiography: The Multiple Memoirs of Catherine the Great (1756-96)," *The Russian Review*, 2004: Vol. 63: 3, 407-426.

Ed. with Stephen Moeller-Sally, *Russian Subjects: Empire, Nation and the Culture of the Golden Age*. Northwestern University Press, 1998.

*Pushkin and Romantic Fashion*. Stanford University Press, 1994.

**AWARDS AND DISTINCTIONS:** Martha Sutton Weeks Faculty Scholar in the Humanities, 1996-99; Stanford Humanities Center Fellowship, 1996-97

## VERA GRIBANOVA

Assistant Professor, Department of Linguistics, 2010-

**EDUCATION:** Ph.D., Linguistics, University of California, Santa Cruz; M.A. University of California, Santa Cruz; B.A., Linguistics, Brandeis University

**% TIME IN AREA:** 75%

**TENURED:** No

**DISS SUPERVISED SINCE 2009:** No data

**SPECIALIZATION:** Uzbek, Russian

**AREA COURSES:** Theories of Morphosyntax, Introduction to Minimalist Syntax, Foundations of Syntactic Theory, Undergraduate Research Seminar, crosslinguistic Syntax, Linguistic Field Methods: Kazakh

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Russian-3

**PROFESSIONAL EXPERIENCE:** Co-chair, junior syntax faculty search committee 2013-2014; Instructor, UCSC, 2009-2010

**OVERSEAS EXPERIENCE:** Russia and Uzbekistan, 2011

**RECENT PUBLICATIONS:** To appear. Exponence and morphosyntactically triggered phonological processes in the Russian verbal complex. *Journal of Linguistics*.

2013. Copular clauses, clefts, and puntative sluicing in Uzbek. *Language* 89(4): 830-882.

2013. A new argument for verb-stranding verb phrase ellipsis. *Linguistic Inquiry* 44(1): 145-157.

2013. Gribanova, Vera. Verb-stranding verb phrase ellipsis and the structure of the Russian verbal complex. *Natural Language and Linguistic Theory* 31(1): 91-136.

**AWARDS AND DISTINCTIONS:** 2012 NSF workshop grant; 2011 Hellman Faculty Scholar; 2014-15 Stanford Humanities Center Fellowship

## **SIEGFRIED S. HECKER**

Professor (Research), Department of Management Science and Engineering; Senior Fellow, Freeman Spogli Institute for International Studies (FSI)

**EDUCATION:** Ph.D., M.S., B.S., Case Western Reserve University

**% TIME IN THIS AREA:** 50%

**TENURED:** Yes

**DISS SUPERVISED SINCE 2009:** No data

**SPECIALIZATION:** Nuclear Science, Russian proliferation

**AREA COURSES:** Technology and National Security

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Russian-2

**PROFESSIONAL EXPERIENCE:** Director (emeritus), Los Alamos National Laboratory; Member, Editorial Board, Stanford University Press, 2006-; Co-Director, Stanford Center on International Conflict and Negotiation, 2007-2012.

**OVERSEAS EXPERIENCE:** No data

**RECENT PUBLICATIONS:**

Davis, P. and Hecker, S. "Why the U.S. should keep cooperating with Russia on nuclear security." *Bulletin of the Atomic Scientists*. May 29, 2014.

"A Winning Gambit." *CTBTO Spectrum*, September 19, 2012.

"Congressional testimony for governance, oversight and management of Nuclear Security Enterprise." *Congressional Testimony*. Published February 12, 2012.

"Proceedings of the Second U.S.-Russian Nuclear Non-Proliferation Conference," *NTI, Russian Academy of Sciences*, September 10, 2009 (with David Holloway and Nikolay Laverov).

"Iran's Nuclear and Missile Potential: A Joint Threat Assessment by U.S. and Russian Technical Experts," EastWest Institute, May 2009 (with David Holloway).

**AWARDS AND DISTINCTIONS:** AAAS Award for Science Diplomacy, 2013; Fellow, American Physical Society, 2009-; Member, National Academy of Engineering; Foreign Member, Russian Academy of Sciences

## **DAVID HOLLOWAY**

Raymond A. Spruance Professor of International History and Professor of Political Science, 1997-; Professor, Department of History, 1996-; Professor, Department of Political Science, 1986-; Senior Fellow, Freeman Spogli Institute for International Studies

**EDUCATION:** Ph.D., Social and Political Sciences, Cambridge University; M.A., Modern Languages and Literatures, Cambridge University; B.A., Modern Languages, Pembroke College, Cambridge University

**% TIME IN THIS AREA:** 100%

**TENURED:** Yes

**DISS SUPERVISED SINCE 2009:** No data

**SPECIALIZATION:** Russian Science and Policy

**AREA COURSES:** History of Nuclear Weapons; International Conflict: Management and Resolution; International History and International Relations Theory; Science, Technology, and Modernity in the Soviet Union

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Russian-3, Serbo-Croatian-3, German-3, French-3

**PROFESSIONAL EXPERIENCE:** Member, Board of Directors, Cypress Fund for Peace and Security, 2005-2010; Faculty Director, Stanford in Moscow, 2008; Director, Institute for International Studies, Stanford University, 1998-2003; Member, Editorial Board, Stanford University Press, 2006-; Co-Director, Stanford Center on International Conflict and Negotiation, 2005-; P.I., Stanford Center on International Conflict and Negotiation, 2000-; Member, Board of Overseers, Stanford University Press, 1998-2000; Director, Institute for International Studies, 1998-2003

**OVERSEAS EXPERIENCE:** Fellow, Norwegian Nobel Institute, Oslo, 2011; Visiting Professor, Roma Tre University, Italy, 2011; Max von Laue lecturer, Deutsche Physikalische Gesellschaft, March 2009; Visiting Scholar, Pembroke College, Cambridge, October-December 2006

**RECENT PUBLICATIONS:**

"Stalin and Intelligence: Barbossa and the Bomb" in Jonathan Haslam and Karina Urbach, eds., *Secret Intelligence in the European States System, 1918-1989*. (Stanford University Press, 2014) 37-80.; "Nuclear Weapons and International Relations since the End of the Cold War," in Geir Lundestad, ed., *International Relations since the End of the Cold War* (Oxford University Press, 2013) 149-166.; "Deterrence and Enforcement in a World Free of Nuclear Weapons," in George P. Shultz, Sidney D. Drell, James E. Goodby, *Deterrence: Its Past and Future – Papers Presented at the Hoover Institution, November 2010* (Stanford: Hoover Institution Press, 2011) 335-372.; "'Czech-mating' China? The Sino-Soviet Crisis of 1969," in Jiří Kocian, Milan Otáhal a Miroslav Vaněk, eds, *Historie Prožití Minulosti* (Praha, 2010) 59-70.; "The United States and the NPT 'Double Bargain'," in Olav Njølstad, ed., *Nuclear Proliferation and International Order: Challenges to the NonProliferation Treaty* (London: Routledge, 2010) 151-166.; "Nuclear Weapons and the Escalation of the Cold War, 1945-1962," in Odd Arne Westad and Melvin Leffler, eds., *The Cambridge History of the Cold War, vol. 1* (Cambridge University Press, 2010) 376-397.

**AWARDS AND DISTINCTIONS:** *Lingua Franca* Breakthrough Book for *Stalin and the Bomb*, 1999; Shulman Prize, American Association for the Advancement of Slavic Studies for *Stalin and the Bomb*, 1995; Vucinich Prize, American Association for the Advancement of Slavic Studies for *Stalin and the Bomb*, 1995

## BRANISLAV JAKOVLJEVIC

Associate Professor of Theater and Performance Studies, 2013-

**EDUCATION:** Ph.D., Performance Studies, New York University; M.A., Performance Studies, New York University; B.A., Television, School of Theater, Film, Radio and Television, Belgrade University, Yugoslavia.

**% TIME IN THIS AREA:** 100%

**TENURED:** Yes

**DISS SUPERVISED SINCE 2009:** No data

**SPECIALIZATION:** Russian and Yugoslav Performance

**AREA COURSES:** Analyzing Performance

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Serbo-Croatian-native, Russian-3

**PROFESSIONAL EXPERIENCE:** Chair, 19<sup>th</sup> Annual Performance Studies International Conference "Now Then: Performance and Temporality," Stanford University, 2013; Book Review Editor, *TDR: the Drama Review*, 2007-; Board Member, Performance Studies international, 2007-

**OVERSEAS EXPERIENCE:** Organizing Committee, Performance Studies international Conference #15, Zagreb, Croatia

### RECENT PUBLICATIONS:

"The stakes of historiography. The theater of the absurd and the historization of the present," in *Theater historiography: critical interventions*, eds., Henry Bial and Schott Magelssen, Ann Arbor: University of Michigan Press, 2010.

*Daniil Kharms: Writing and the Event*, Northwestern University Press, 2009.

"From Mastermind to Body Artist: Political Performances of Slobodan Milosevic"

"Hinging on Nothing: Malevich's Total Art" in *VOIDS*, ed. Mathieu Copeland et. el., a catalogue for the exhibition at Centre Georges Pompidou, Paris and Kunsthalle, Bern. Geneva, Switzerland: Ecart Publications, 2009.

"Human Resources: June 1968, *Hair*, and the Beginning of Yugoslavia's End." *Grey Room* No. 30, Spring 2008.

"From Mastermind to Body Artist: Political Performances of Slobodan Milosevic." *TDR: The Drama Review* 52:1 (T197) Spring 2008.

**AWARDS AND DISTINCTIONS:** Recipient of Theodore and Frances Geballe Research Workshops for "Art as Documentation, Memory as Art," Stanford Humanities Center, 2011-2012; Outstanding Article Award for "From Mastermind to Body Artist: Political Performances of Slobodan Milosevic," Association for Theatre in Higher Education, 2009; Hellman Faculty Scholar Award for project "Province without Borders: Yugoslav Conflict from Local Politics to Global Justice"; Minnesota Humanities Commission, Work in Progress Grant, 2005; McKnight International Travel Award, 2005; Office of International Programs Award, 2005; Bush Grant on Enhancing Student Learning, 2004-2007

## MARTIN JANDER

Lecturer, Stanford Program in Berlin, 1997-2004, 2005-

**EDUCATION:** Ph.D., Political Science, Freie Universität Berlin; M.A., German language, literature, and history, Freie Universität Berlin

**% TIME IN THIS AREA:** 25%

**TENURED:** N/A

**DISS SUPERVISED SINCE 2009:** N/A

**SPECIALIZATION:** German history

**AREA COURSES:** The Long Way to the West: Germany History from the 18<sup>th</sup> Century

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) German-native, English-3

**PROFESSIONAL EXPERIENCE:** Author and Journalist in Berlin, 2001-; Research Associate, Zentralinstitut für sozialwissenschaftliche Forschung, Freie Universität Berlin, 1995-2000; Lecturer in history and politics, National School for Trade Union Confederation, Hattingen, 1984-86

**OVERSEAS EXPERIENCE:** No data

**RECENT PUBLICATIONS:** *Berlin (DDR). Ein politischer Stadtpazierganag*. Berlin, 2003.

*Formierung und Krise der DDR-Opposition*. Berlin, 1996.

**AWARDS AND DISTINCTIONS:** No data

### LESSIA BAIDAN JARBOE

Program Coordinator, Ukrainian Studies, 2004-; Lecturer, in Ukrainian, Special Language Program and Center for Russian, East European and Eurasian Studies

**EDUCATION:** Ph.D., Bogomoletz Institute of Physiology, Ukrainian Academy of Science, Kiev, Ukraine; M.S., Human and Animal Physiology, Kiev State University, Ukraine; B.S., Human Ecology, The Ohio State University

**% TIME IN THIS AREA:** 100%

**TENURED:** N/A

**DISS SUPERVISED:** SINCE 2009: N/A

**SPECIALIZATION:** Ukrainian Language instruction

**AREA COURSES:** First-Year Ukrainian; Second-Year Ukrainian

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Ukrainian-native, Russian-3

**PROFESSIONAL EXPERIENCE:** Lecturer, Physiology 911, The Ohio State University, 1993-1998; Visiting Scholar, Ohio State University College of Medicine, 1989-1991; Author, 87 papers published in international professional magazines

**OVERSEAS EXPERIENCE:** No data

**RECENT PUBLICATIONS:** No data

**AWARDS AND DISTINCTIONS:** No data

### KATHERINE R. JOLLUCK

Senior Lecturer, Department of History, 2001 –

**EDUCATION** Ph.D., East European and Russian History, Stanford University; M.A., East European and Russian History, Stanford University; B.A., *cum laude*, Russian and Soviet Studies, Harvard University

**% TIME IN THIS AREA:** 100%

**TENURED:** N/A

**DISS SUPERVISED SINCE 2009:** 6 (secondary)

**SPECIALIZATION:** East European history

**AREA COURSES:** Twentieth Century Eastern Europe, Approaches to Women and War, East European Women and War in the Twentieth Century, War and Women in Russia, The Woman Question in Modern Russia, Circles of Hell: Poland in World War II, Poles and Jews

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Polish-3, Russian-3, French-2, German-2

**PROFESSIONAL EXPERIENCE:** Team Leader, "Human Trafficking and Human Rights," Faculty College, Stanford University, 2012-2013; Editor, *Aspasia*, published by Berghahn Books; Acting Director, Forum on Contemporary Europe, Freeman Spogli Institute for International Studies, 2007-08; Adjunct Professor, Department of National Security Affairs, Naval Postgraduate School, 2002; Acting Assistant Professor, Overseas Studies Program, Stanford University, 2000; Assistant Professor of Modern East European History, University of North Carolina 1995-2000.

**OVERSEAS EXPERIENCE:** Visiting Fellow, Institute for Human Sciences, Vienna, Austria, 2005; Jagiellonian University, Kraków, summers 1987, 1989; Pushkin Institute, Moscow, spring 1986, 1987-1988.

**RECENT PUBLICATIONS:** Review of Steven A. Barnes, *Death and Redemption: The Gulag and the Shaping of Soviet Society* in *Journal of History* (Summer 2014): 1111-13.

Review of Julija Sukys, *Epistolophilia: Writing the Life of Ona Simaite* in *Biography* Vol. 35, no. 3 (2012): 522-23.

Review of Anna Krylova, *Soviet Women in Combat: A History of Violence on the Eastern Front* in *Slavonic and East European Review* Vol. 90, no. 2 (July 2012): 571-73.

"Combating the Trafficking of Women in Eastern Europe," Program on Human Rights Working Paper Stanford University (June 2012).

*Gulag Voices: Oral Histories of Soviet Incarceration and Exile* with Jehanne M. Gheith. NY: Palgrave Macmillan, 2011.

"The Nation's Pain and Women's Shame: Polish Women and Wartime Violence," in *Gender and War in Twentieth-Century Eastern Europe*. Ed. Nancy Wingfield and Maria Bucur. Bloomington, IN: Indiana University Press, 2006.

"Gender and Antisemitism in Wartime Soviet Exile." In *Antisemitism and Its Opponents in Modern Poland*. Ed. Robert Blobaum. Ithaca, NY: Cornell University Press, 2005.

*Exile and Identity: Polish Women in the Soviet Union during World War II*. Pittsburgh: University of Pittsburgh Press, 2002.

**AWARDS AND DISTINCTIONS:** ACLS/SSRC Postdoctoral Fellowship 1997-98; Junior Faculty Development Award, Chapel Hill, 1999; CISAC MacArthur Foundation Fellowship, 1994-95; AAUW Fellowship 1993-94

## TERRY LYNN KARL

Gildred Professor of Latin American Studies, 2004-; Professor of Political Science; Senior Fellow (by courtesy) Freeman Spogli Institute of International Studies

**EDUCATION:** Ph.D., with distinction, Political Science, Stanford University; M.A., Political Science, Stanford University; B.A. with Honors, Humanities Special Program, Stanford University

**% TIME IN THIS AREA:** 25%                      **TENURED:** Yes

**DISS SUPERVISED SINCE 2009:** No data              **SPECIALIZATION:** Human rights; petrostates

**AREA COURSES:** Oil Regime Change and Conflict; Oil: A Research Seminar

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Spanish-3, Russian-2

**PROFESSIONAL EXPERIENCE:** Visiting Scholar, Department of Political Science, University of California, Berkeley, 1984-1985; Assistant Professor, Department of Government, Harvard University, 1982-1985; Research Associate, Center for International Affairs, Harvard University, 1981-1985

**OVERSEAS EXPERIENCE:** Research in Hungary, 2001

**RECENT PUBLICATIONS:** *Oil Wars* (with Mary Kaldor and Yahia Said, eds), London: Pluto Press, 2007.

"The Political Challenges of Escaping the Resource Curse," in Macartan Humphreys, Jeffrey Sachs, and Joseph Stiglitz, eds., *Escaping the Resource Curse: Optimal Strategies and Best Practices for Oil and Gas Exporting Developing Countries*, commissioned by the Earth Institute and the Initiative for Policy Dialogue of Columbia University and the Open Society Institute, New York: Columbia University Press, 2007.

**AWARDS AND DISTINCTIONS:** Doctor of Humane Letters, *honoris causa*, in recognition of pro bono work in the field of human rights, University of San Francisco. Commencement Address, College of Arts and Sciences, University of San Francisco, May 20, 2005; Appointed William R. and Gretchen Kimball University Fellow in recognition of role as "exceptional intellectual and scholarly mentor of students," 2002-2007

## EUGENIA KHASSINA

Lecturer and Russian Language Coordinator, Slavic Languages and Literatures, 2004-

**EDUCATION:** M.A., Linguistics, Maurice Torrez Pedagogical University, Moscow; Post-grad, social psychology and education, Moscow Political Science University

**% TIME IN THIS AREA:** 100%                      **TENURED:** N/A

**DISS SUPERVISED SINCE 2009:** N/A              **SPECIALIZATION:** Russian language pedagogy

**AREA COURSES:** Russian for Native Speakers; First-Year Russian; Second-Year Russian; Third-Year Russian; Fifth-Year Russian; Intermediate Russian Conversation

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Russian-Native

**PROFESSIONAL EXPERIENCE:** Instructor, Russian Language, Santa Rosa Junior College, 1990-; Program Coordinator, Russian language Instructor, US Exchanges, Grosse Point, Michigan, 1985-90;

Instructor, Russian Language, Foreign Students at Bauman School of Engineering, Moscow, 1983-1988

**OVERSEAS EXPERIENCE:** No data

**RECENT PUBLICATIONS:**

*Russian for You.* Two part textbook/workbook of beginning Russian.

*Reading in Russian.* Collection of short texts, stories and poems for beginning and intermediate Russian language students.

**AWARDS AND DISTINCTIONS:** No data

## JOVANA KNEZEVIC

Associate Director, Center for Russian, East European & Eurasian Studies, 2013-

**EDUCATION:** Ph.D., European History, Yale University; M.A., European History, Yale University; B.S., *magna cum laude*, Foreign Service, Yale University

**% TIME IN THIS AREA:** 100%

**TENURED:** N/A

**DISS SUPERVISED SINCE 2009:** N/A

**SPECIALIZATION:** World War I, Balkans

**AREA COURSES:** Creation and Destruction of Yugoslavia; Nationalism in the Habsburg Empire, 1848-1918; Civilians and War in Modern Europe; The First World War; History of the Balkans

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Bosnian/Croatian/Serbian-3, French-3, German-2

**PROFESSIONAL EXPERIENCE:** Assistant Director, Stanford Pre-Collegiate Studies, Stanford University; Pre-major Advisor, Vice President of Undergraduate Education, Stanford University; History Instructor, Stanford Online High School, Stanford University; Fellow, Introduction to the Humanities Program, Stanford University, Acting Assistant Professor, Department of History, Stanford University

**OVERSEAS EXPERIENCE:** Archival research, Serbia and Austria, 2001, 2002-2003, 2004

**RECENT PUBLICATIONS:** Review of *Zwischen Freund und Feind – Deutsche Besatzung in Rumänien 1916-1918*, *First World War Studies*, Vol. 4, No. 1 (March 2013): 134-136.

“Reclaiming their City: Belgraders and the Combat against Habsburg Propaganda through Rumours, 1915-1918,” in Stefan Goebel and Derek Keene (eds.), *Cities into battlefields: The Metropolitan Dimension of Total War. Historical Urban Studies series*. (Burlington, VT: Ashgate, 2011).

“Prostitutes as a Threat to National Honor in Habsburg Occupied Serbia, 1915-1918,” *Journal of the History of Sexuality*, Vol. 20 Issue 2 (May 2011): 312-355.

**AWARDS AND DISTINCTIONS:** Smith Richardson Foundation Research Grant, 2004; IREX grant, 2002-2003

## JACK KOLLMANN

Lecturer, Russian, East European & Eurasian Studies, 1990-

**EDUCATION:** Ph.D., History, University of Michigan; M.A., History, University of Michigan; B.A., Economics, University of Kansas

**% TIME IN THIS AREA:** 100%

**TENURED:** N/A

**DISS SUPERVISED SINCE 2009:** N/A

**SPECIALIZATION:** Russian history and architecture

**AREA COURSES:** Demons, Witches, Holy Fools, and Folk Belief: Popular Religion in Russia, 19<sup>th</sup> and 20<sup>th</sup> Centuries; St. Petersburg, a Cultural Biography: Architecture, Urban Planning, the Arts

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Russian-3, Old Church Slavonic-3

**PROFESSIONAL EXPERIENCE:** Coordinator and Lecturer, Teachers' Workshop, sponsored by the World Affairs Council of Northern California, the Stanford Project on International Cross Cultural Education, and the Bay Area Global Education Project of the Stanford School of Education, 1998-99

**OVERSEAS EXPERIENCE:** No data

**RECENT PUBLICATIONS:** Photographs of Russia published in numerous books, magazines, newspapers, travel brochures, including: IREX Annual Report, 2000; W. Bruce Lincoln, *Sunlight at Midnight: St. Petersburg and the Rise of Modern Russia*, Perseus/Basic Books, 2000; and W. Bruce Lincoln, *Between Heaven and Hell: The Story of a Thousand Years of Artistic Life in Russia*. Viking Penguin, 1998.

**AWARDS AND DISTINCTIONS:** NEH Translation Grant, 1980-82; IREX Fellowship, 1971-72

## NANCY SHIELDS KOLLMANN

William H. Bonsall Professor of History, Stanford University, 1982-

**EDUCATION** Ph.D., History, Harvard University; M.A., History, Harvard University; B.A., History, Russian Language and Literature, Middlebury College

**% TIME IN THIS AREA:** 100%

**TENURED:** Yes

**DISS SUPERVISED SINCE 2009:** 1 (primary)/4 (secondary)

**SPECIALIZATION:** Early Modern Russian History

**AREA COURSES:** Russian Civilization from Beginnings to the Enlightenment; Russia in the Early Modern European Imagination; The Russian Empire, 1450-1796; Theories of State and Society: Russian Historiography 19<sup>th</sup>-20<sup>th</sup> Century; Russia Encounters Enlightenment: The Art, Culture, and Politics

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Russian-3, Polish-2, French-2, German-2

**PROFESSIONAL EXPERIENCE:** Director, CREEES, 1995-98, 1999-2007; Chair, External Review Committee, Center for Russian and East European Studies, University of Michigan, March 2009; Member, Board of Directors, National Council for Eurasian and East European Research (Washington, D.C and Seattle), 2007-10

**OVERSEAS EXPERIENCE:** Overseas Seminar in St. Petersburg, 2008, 2015

**RECENT PUBLICATIONS:** "Pictures at an Execution: Johann Georg Korb's 'Execution of the Strel'tsy'," *Dubitando: Studies in History and Culture in Honor of Donald Ostrowski*. Brian Boeck, Russell E. Martin and Daniel Rowland, eds. (Bloomington, IN: Slavica Publishers, 2012), 399-407.

*Crime and Punishment in Early Modern Russia, 1500-1725*. Cambridge University Press, 2012.

"The Concept of Political Culture in Russian History," *A Companion to Russian History*, ed. Abbott T. Gleason (Oxford: Wiley-Blackwell, 2009), 89-104.

"Etiquette for Peter's Time: The Honorable Mirror for Youth," *Russian History* 35, nos. 1-2 (2008): 63-83.

**AWARDS AND DISTINCTIONS:** Frances Richardson Keller-Sierra Prize for *Crime and Punishment in Early Modern Russia*, Western Association for Women Historians, 2013; Honorable Mention 2013 Heldt Prize, Best Book in Slavic/Eastern European/Eurasian Studies for *Crime and Punishment in Early Modern Russia*, Association of Women in Slavic Studies Fellow, Center for the Advanced Study of the Behavioral Sciences, Stanford University, 2011-2012; Faculty Research Fellowship, Stanford Humanities Center, 2007-2008; Kahn-Van Slyke Prize for Graduate Mentoring, Dept. of History, 2007; Stanford Institute for International Studies Faculty Research Fellow, 2003-2004

## SERGEY KORTUNOV

Lecturer, Stanford Overseas Study Program in Moscow, 2006-

**EDUCATION:** Ph.D., International Relations, Moscow State Institute of International Relations

**TIME IN THIS AREA:** 100%

**TENURED:** N/A

**DISS SUPERVISED SINCE 2009:** N/A

**SPECIALIZATION:** Eurasian Studies/Politics

**AREA COURSES:** Post-Soviet Eurasia and SCO: Society, Politics, Integration

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=fluent) Russian-native

**PROFESSIONAL EXPERIENCE:** Deputy Dean, World Politics Department, State University-Higher School of Economics, 2006-; Expert Council on International Matters, Federation Council of the Russian Federation, 2002-06; Advisor, Office of the President of the Russian Federation, 1998-2001

**OVERSEAS EXPERIENCE:** No data

**RECENT PUBLICATIONS:** "Kaliningrad: Gateway to Wilder Europe," *Russia in Global Affairs*, No. 1, Jan-March 2005.

**AWARDS AND DISTINCTIONS:** No data

## **ALMA KUNANBAEVA**

Lecturer in Anthropology, 2004-

**EDUCATION:** Ph.D., State Institute of Theater, Music and Film, Department of Folklore; M.A., Almaty State Conservatory; B.A., Moscow Conservatory, Department of Musicology.

**% TIME IN THIS AREA:** 100%                      **TENURED:** N/A

**DISS SUPERVISED SINCE 2009:** N/A                      **SPECIALIZATION:** Central Asian anthropology

**AREA COURSES** Central Asia Through Films; Minaret and Mahallah: Women and Islam in Central Asia; First-Year Kazakh, Second-Year Kazakh, Intermediate Uzbek

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Kazakh-native, Russian-native, Uzbek-3, Kirghiz-3, Uigur-3

**PROFESSIONAL EXPERIENCE:** President, Silk Road House, Berkeley, CA, 2007-; Visiting Associate Professor, UC Berkeley, 2001, 2004-05; Lecturer, University of Wisconsin at Madison, 2002-03; Consultant, curator, and presenter, 36<sup>th</sup> Annual Smithsonian Folklife festival, 2002

**OVERSEAS EXPERIENCE:** No data

**RECENT PUBLICATIONS:** "Region: Central Asia," *Encyclopedia of Women's Folklore and Folklife*. Vol. 2. Westport Conn., London: Greenwood Press, 2009: 536-542.

"Food as Culture: The Kazakh Experience." *The Silkroad Journal*, 2007, vol. 5, no. 2: 48-56.

"Nomadic Civilization as the Art of Interpretation," *Muzykal'naiia Akademii* (Moscow), 2006, no. 1: 10-15.

**AWARDS AND DISTINCTIONS:** Ellis Island Medal of Honor, 2014; Russian State Order "Catherine the Great," awarded 2007; Gold Member of the Metropolitan *Who's Who*, 2007-

## **ELIZAVETA KURGANOVA**

Lecturer in Russian, Stanford Program in Moscow, 2000-

**EDUCATION:** Ph.D., Russian Language and Literature Pedagogy, Moscow State Pedagogic Institute; M.A., Russian Language and Literature, Moscow State Pedagogical University

**% TIME IN THIS AREA:** 100%                      **TENURED:** N/A

**DISS SUPERVISED SINCE 2009:** N/A                      **SPECIALIZATION:** Russian language and literature

**AREA COURSES:** First-year Russian; Second-Year Russian

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Russian-native, English-2

**PROFESSIONAL EXPERIENCE:** Russian Language and Literature Lecturer, CREF (Russian-French School), 2004-05; Russian Language Lecturer, Charles University, Prague, Czech Republic, 1998-99; Russian Language Instructor, Moscow State Pedagogic University, 1990-96

**OVERSEAS EXPERIENCE:** No data

**RECENT PUBLICATIONS:** No data

**AWARDS AND DISTINCTIONS:** No data

## DAVID D. LAITIN

The James T. Watkins IV and Elise V. Watkins Professor of Political Science, 2003-; Professor of Political Science, 1999-

**EDUCATION:** Ph.D., University of California, Berkeley; M.A., University of California, Berkeley; B.A., Swarthmore College

**% TIME IN THIS AREA:** 50%

**TENURED:** Yes

**DISS SUPERVISED SINCE 2009:** No data

**SPECIALIZATION:** Comparative politics; National identities

**AREA COURSES:** Theories in Comparative Politics

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Russian-3

**PROFESSIONAL EXPERIENCE:** Executive Counsel Member, American Political Science Association, 1996-99; Professor of Political Science and Director of the Center for the Study of Politics, History and Culture, University of Chicago, 1987-99.

**OVERSEAS EXPERIENCE:** No data

**RECENT PUBLICATIONS:** *Nations, States and Violence* (Oxford: Oxford University Press, 2007).

"Kto-Kogo: A Cross-Country Study of the Origins and Targets of Terrorism" in Philip Keefer and Norman Loayza, eds. (2007). *Terrorism, Economic Development, and Political Openness* (New York: Cambridge University Press). Co-authored with Alan B. Krueger.

"The De-Cosmopolitanization of the Russian Diaspora: A View from Brooklyn in the 'Far Abroad'" in *Diaspora* 13 (1) 2004: 5-35. Reprinted in *Acta Universitatis Latviensis* (Riga, Latvia), 680: 13-33 (2005).

"Culture Shift in a Postcommunist State", in Zoltan Barany and Robert G. Moser *Ethnic Politics After Communism* (Ithaca: Cornell University Press, 2005).

*Identity in Formation The Russian-Speaking Populations of Near Abroad.* Cornell, 1998.

**AWARDS AND DISTINCTIONS:** Elected Member of the National Academy of Sciences, 2007; Fellow at the Russell Sage Foundation, 2003-2004; Fellow at the Center for the Advanced Study in the Behavioral Sciences (1999-2000); Guggenheim Foundation Grant, 1995-96 and 1997-99; National Science Foundation Grant, 1999; Rockefeller Foundation Bellagio Study Center, Fellow, 1997; MacArthur Foundation Research Award, 1995-98

## GAIL W. LAPIDUS

Senior Fellow *Emerita* (active), Freeman Spogli Institute for International Studies, Professor of Political Science, *Emerita* (active)

**EDUCATION:** Ph.D., with Distinction, Harvard University; M.A., Harvard University; B.A. *magna cum laude*, Radcliffe College

**% TIME IN THIS AREA** 100%

**TENURED:** Yes

**DISS SUPERVISED SINCE 2009:** No data

**SPECIALIZATION:** Post-Soviet politics

**AREA COURSES:** State and Nation-Building in Central Asia

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Russian-3, German-3

**PROFESSIONAL EXPERIENCE:** Professor Emerita of Political Science, University of California, Berkeley; Academic Advisory Committee, Georgian Foundation for Strategic and International Studies, 2003-; World Affairs Council of Northern California: Board of Trustees 2000-2007; chair, Program Committee 2003-2006; Advisory Committee, MacArthur Foundation Initiative in the Former Soviet Union, 1993-2001; Fellowship Selection Committee, 1995, 1996, 1997; Social Science Research Council, Dissertation Workshop on Central Asia, Faculty Resource, 2001, 2002

**OVERSEAS EXPERIENCE:** Board of Trustees, European University of St. Petersburg, 2003-

**RECENT PUBLICATIONS:** "Between Insecurity and Arrogance: Russian Elite Attitudes and the Russia-Georgia Crisis," *Post-Soviet Affairs*, vol. 23, April-June 2007.

"The War in Chechnya as a Paradigm of Russian State-Building Under Putin," *Post-Soviet Affairs*, March 2004.

"Transforming the 'National Question': New Approaches to Nationalism, Federalism and Sovereignty", in Archie Brown, ed., *The Demise of Marxism-Leninism in Russia*, MacMillan, 2004.

**AWARDS AND DISTINCTIONS:** Fellow, Center for Advanced Study in Behavioral Sciences, 1986-87; IREX Grants, 1990, 1984, 1983, 1977; Research Grants from The Hewlett Foundation, Carnegie Corporation, National Science Foundation, MacArthur Foundation

## **JON LEVITOW**

Lecturer in Yiddish, Special Language Program, 2005-

**EDUCATION:** Ph.D., English, Princeton University; B.A., Stanford University; graduate of Uriel Weinreich Yiddish Program, New York University; Yiddish studies completed at Los Angeles Arbeter Ring (Workmen's Circle) and the California Institute for Yiddish Culture and Language

**% TIME IN THIS AREA:** 50%

**TENURED:** N/A

**DISS SUPERVISED SINCE 2009:** N/A

**SPECIALIZATION:** Yiddish language

**AREA COURSES:** First-Year Yiddish

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Yiddish-3, French-2, German-2, Polish-1, Spanish-1

**PROFESSIONAL EXPERIENCE:** Instructor, California Institute for Yiddish Culture and Language

**OVERSEAS EXPERIENCE:** No data

**RECENT PUBLICATIONS:** English translations of works by Yiddish poets Yisroel Shtern, Aaron Zitlin, and Yosl Birstein

**AWARDS AND DISTINCTIONS:** First Prize Winner, CIYCL Yiddish-poetry translation competition, 2005

## **PAWEL LUTOMSKI**

Lecturer, International Policy Studies, 2007-

**EDUCATION:** Ph.D., German Studies, Stanford University; J.D., University of Michigan Law School; M.A., Stanford University; B.A., Freie Universität Berlin

**% TIME IN AREA:** 50%

**TENURED:** N/A

**DISS SUPERVISED SINCE 2009:** N/A

**SPECIALIZATION:** Europe, German-Polish relations

**AREA COURSES:** International Law and International Relations

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Polish-3

**PROFESSIONAL EXPERIENCE:** Adjunct Professor, Politics, University of San Francisco; Visiting Lecturer, Political Science, University of the Pacific; Postdoctoral Teaching Fellow, Introduction to the humanities Program, Stanford University; Senior Researcher at the California International Studies Project, School of Education, Stanford University

**OVERSEAS EXPERIENCE:** Germany, 1989

**RECENT PUBLICATIONS:** "The Law Alleviates Concerns: Legal Dimensions of Polish-German Reconciliation," Chapter in the anthology entitled, *German, Poland, and Postmemorial Relations: In Search of a Livable Past*, edited by Kristin Kopp and Joanna Nizinska. Palgrave Macmillan: New York, 2012, pp. 65-84.

*Population Resettlement in International Conflicts: A Comparative Study*, volume, co-edited with Arie Kacowicz, Lexington Books/Rowman & Littlefield, 2007.

Acknowledging Each Other as Victims: An Unmet Challenge in the Process of Polish-German Reconciliation" in *Victims and Perpetrators, 1933-1945*, eds. Cohen-Pfister, Lauren and Wienroder-Skinner, Dagmar (Walter de Gruyter: Berlin), 241-261.

**AWARDS AND DISTINCTIONS:** Fulbright Scholar Award, Berlin, Germany, 2002

## VLADIMIR A. MAU

Visiting Professor, Stanford Program in Moscow, 1999-

**EDUCATION:** M.A., Moscow Institute of National Economy; Post-graduate program, Institute of Economics, USSR Academy of Sciences

**% TIME IN THIS AREA:** 100%

**TENURED:** N/A

**DISS SUPERVISED SINCE 2009:** N/A

**SPECIALIZATION:** Russian economics

**AREA COURSES:** Economic Reform and Economic Policy in Modern Russia

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Russian-native

**PROFESSIONAL EXPERIENCE:** Rector, Academy of National Economy under the Government of the Russian Federation, 2002-; Professor of Economics, State University Higher School of Economics (Moscow), 1990-; Member of the Editorial Board, *Journal of Economic Transition, Open Policy, Voprosy Ekonomiki*; Advisor to the First Deputy Chairman of the Government of Russian Federation, 1993-94; Advisor to the Deputy Mayor of Moscow, 1993; Department Chair, Institute of Economic Policy, 1991

**OVERSEAS EXPERIENCE:** No data

**RECENT PUBLICATIONS:** *The Political History of Economic Reform in Russia, 1985-1994*. London: CRCE, 1996.

*Economy and Power*. Moscow: Delo Ltd, 1995.

*Reforms and Dogmas*. Moscow: Delo Ltd, 1993.

**AWARDS AND DISTINCTIONS:** No data

## MICHAEL MCFAUL

Professor, Department of Political Science, 2001-; Helen and Peter Bing Research Fellow, Hoover Institution, 1995-; Deputy Director, Freeman Spogli Institute for International Studies, 2006-2009; Director, Center on Democracy, Development, and the Rule of Law, 2005-2009

**EDUCATION** Ph.D., International Relations, Oxford University, 1991; M.A., Russian and East European Studies, Stanford University; B.A., with distinction and honors, International Relations and Slavic Languages, Stanford University

**% TIME IN THIS AREA:** 100%

**TENURED:** Yes

**DISS SUPERVISED SINCE 2009:** No data

**SPECIALIZATION:** Post-Soviet democratization

**AREA COURSES:** No data

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Russian-3, Portuguese-3, Polish-2, Spanish-1

**PROFESSIONAL EXPERIENCE:** Special assistant to the US president for National Security Affairs. 2009-; Senior Director for Russian and Eurasian affairs at the National Security Council, 2009-; Foreign Policy Advisor, "Obama for America" Presidential Campaign, 2006-2008.

**OVERSEAS EXPERIENCE:** United States Ambassador to the Russian Federation 2012-2014; Field Representative, National Democratic Institute, Moscow, Russia; Visiting Scholar, Lecturer, Moscow State University, 1988-90

**RECENT PUBLICATIONS:** Stoner, Kathryn, and Michael McFaul. *Transitions to Democracy: A Comparative Perspective*. Baltimore: Johns Hopkins University Press, 2013.; Bunce, Valerie, Michael McFaul, and Kathryn

Stoner. *Democracy and Authoritarianism in the Postcommunist World*. Cambridge University Press, 2010.; *The Democratic Imperative: Why and How the United States Should Support Democratic Development around the World* (New York: Roman & Littlefield, 2009).; *Between Dictatorship and Democracy: Russian Post-Communist Political Reform* (with Nikolai Petrov and Andrei Ryabov), (Washington: Carnegie Endowment for International Peace, 2004).

**AWARDS AND DISTINCTIONS:** Research grant from the National Council for East European and Eurasian Research, 2008; Smith Richardson Foundation research grant, 2006-2008; Georgetown University's Leppgold Prize for best book in international relations, 2004 (for *Power and Purpose*, with James Goldgeier), 2005; Dean's Award for Distinguished Teaching, Stanford University, 2005

## **SERGEI MEDVEDEV**

Lecturer, Stanford Overseas Study Program in Moscow, 2006-

**EDUCATION:** Ph.D., History, Institute of Europe, Russian Academy of Sciences, Moscow; Master of International Affairs, Columbia University, School of International and Public Affairs; B.A., *cum laude*, Journalism, Moscow State University

**TIME IN THIS AREA:** 100%

**TENURED:** N/A

**DISS SUPERVISED SINCE 2009:** N/A

**SPECIALIZATION:** Russian politics and cinema

**AREA COURSES** Space, Politics, and Modernity in Russia, Russian Cinema: Peaks and Failures

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=fluent) Russian-native, Czech-2, Polish-2

**PROFESSIONAL EXPERIENCE:** Associate Dean, School of Applied Political Science, State University-Higher School of Economics, 2006-; Professor, State University-Higher School of Economics, Moscow, 2004-05; Professor, George C. Marshall European Center for Security Studies, 1999-2004.

**OVERSEAS EXPERIENCE:** Reporting from the Russian Far North and Siberia (Chukotka, Kamchatka, Kolyma regions), 1984-87

**RECENT PUBLICATIONS:** *Constructing Identities in Europe: German and Russian Perspectives* / Ed. by R. Krumm, S. A. Medvedev, H. Schröder. Baden-Baden : Nomos, 2012.

Medvedev S. A., Neumann I. "Identity Issues in EU-Russia Relations," in *Constructing Identities in Europe: German and Russian Perspectives* / Ed. by R. Krumm, S. A. Medvedev, H. Schröder. Baden-Baden : Nomos, 2012. Ch. 1. P. 9-29.

"Good Governance and Administrative Reform. Towards a New Contract of the State, Business and Civil Society in Russia, Moscow": *RECEP*, Summer 2006 (in Russian)

*The Kaliningrad Partnership in EU-Russia Relations*. with Christer Pursiainen. Moscow: RECEP, 2005.

**AWARDS AND DISTINCTIONS:** No data

## **ERIC MORRIS**

Lecturer and Practitioner-in-Residence, International Policy Studies

**EDUCATION:** Ph.D., Government, Cornell University; M.A., Southeast Asia Studies, Yale University; B.A. Political Science, Baylor University

**% TIME IN AREA:** 50%

**TENURED:** N/A

**DISS SUPERVISED SINCE 2009:** N/A

**SPECIALIZATION:** international policy

**AREA COURSES:** The Politics of International Humanitarian Action; The Transition from War to Peace: Peacebuilding Strategies; International Mediation and Civil Wars

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=fluent) No data

**PROFESSIONAL EXPERIENCE:** Visiting Scholar, Center for International Security and Cooperation (CISAC); UN Recovery Coordinator for Aceh and Nias, 200-2007; UN High Commissioner for Refugees, 2002-2005; UN Humanitarian Coordinator for Kosovo, 2000-01.

**OVERSEAS EXPERIENCE:** Special Envoy in the Balkans of the High Commissioner for Refugees, 2000-2001; Deputy Special Representative of the Secretary General for the UN Mission in Bosnia and Herzegovina, 1998-1999

**RECENT PUBLICATIONS:** *The Limits of Mercy: Ethnopolitical Conflict and Humanitarian Action*. (Cambridge, Mass.: MIT), 1995.

**AWARDS AND DISTINCTIONS:** The Center for International Security and Cooperation, Stanford University "Preparedness and Response of Civilian Capacities in Peace Operations," funded by the Royal Ministry of Foreign Affairs of Norway, 2008-2009

## GARY M. MUKAI

Director, Stanford Program on International and Cross-Cultural Education (SPICE), Freeman Spogli Institute for International Studies

**EDUCATION:** M.A., International Development Education, Stanford University; B.A., University of California, Berkeley

**% TIME IN THIS AREA:** 10%

**TENURED:** N/A

**DISS SUPERVISED SINCE 2009:** N/A

**SPECIALIZATION:** K-14 Curricula development

**AREA COURSES:** N/A

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Japanese-2

**PROFESSIONAL EXPERIENCE:** Since 1988 has conducted over 300 staff development programs in integrating international studies into the elementary and secondary curriculum

**OVERSEAS EXPERIENCE:** No data

**RECENT PUBLICATIONS:** Contributing Author, *Examining Long-term Radiation Effects: Case Studies of the Atomic Bombings of Japan and the Chernobyl Power Plant Thermal Explosion*. SPICE, Stanford University, 2008.

Contributing Author, *Central Asia: Between Peril and Promise*. SPICE, Stanford University, 2006.

Contributing Author, *Along the Silk Road*. SPICE, Stanford University, 2006.

Contributing Author, *Mapping Russia*, SPICE, Stanford University, 2001.

**AWARDS AND DISTINCTIONS:** Franklin Buchanan Prize for development of curriculum materials, Association of Asian Studies

## NORMAN M. NAIMARK

Fisher Family Director, Stanford Global Studies Division formerly ICA, 2012-; Robert and Florence McDonnell Professor of East European Studies, 1994-; Professor, Department of History, 1988-; Senior Fellow, Hoover Institution and Freeman Spogli Institute of International Studies

**EDUCATION:** Ph.D., History, Stanford University; M.A., History, Stanford University; B.A., with distinction and honors, History, Stanford University

**% TIME IN THIS AREA:** 100%

**TENURED:** Yes

**DISS SUPERVISED SINCE 2009:** 9

**SPECIALIZATION:** East European History

**AREA COURSES:** Graduate Research Seminar; A World History of Genocide; The History of the International System since 1914

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Russian-3, Polish-3, German-3

**PROFESSIONAL EXPERIENCE:** Historical Commission of Lithuania, Board member of *The American Historical Review*, *The Journal of Modern European History*, *East European Politics and Societies*, and *Kritika*; Burke Family Director, Bing Overseas Studies Program, Stanford University; Member, Faculty Senate and Steering Committee, Stanford University, 2001-2004; Carnegie/ACLS Task Force on Humanities Scholars in the "FSU", 1998-; Chair, Department of History, Stanford University, 1995-1998; Director, Center for Russian and East European Studies, Stanford University, 1989-1992, 1994-1995

**OVERSEAS EXPERIENCE:** Axel Springer Fellow, American Academy of Berlin, 2010-2011; Fellow, Institute for Human Sciences, Vienna, summer 2005; Rockefeller Foundation Grant, Residence, Bellagio Study Center for Scholars, summer 2002;

IIS grant for International Research, Moscow, 1996; Grant from the Forschungsschwerpunkt für Zeithistorische Studien, Potsdam, summer 1995

**RECENT PUBLICATIONS:** Suny, Ronald Grigor, Fatma Muge Gocek, and Norman M. Naimark. *A Question of Genocide: Armenians and Turks At the End of the Ottoman Empire*. Oxford: Oxford University Press, 2011.

*Stalin's Genocides*. Princeton, NJ: Princeton University Press, 2010.

*The Armenian Genocide: New Research -- New Insights*. Edited with Ronald G. Suny and Fatma Muge Gocek. Oxford University Press, forthcoming 2010.

Srebrenica and the History of Genocide," *Memories of Mass Repression*, ed. Leyla Neyzi and Nancy Adlier. Edison, N.J.: Transaction Books, 2009.

*The Lost Transcripts of the Politburo*. Edited with Paul Gregory. New Haven: Yale University Press, 2008.

"Stalin and the Question of Genocide," in Paul Hollander, ed., *Political Violence, Behavior, and Legitimation* (New York: Palgrave Macmillan, 2008): 39-49

*Fires of Hatred: Ethnic Cleansing in 20<sup>th</sup> Century Europe*, Harvard, 2001.

**AWARDS AND DISTINCTIONS:** Dean's Award for Distinguished Teaching, 1992, 2003; Verdienstkreuz, Erste Klasse.

Awarded by the President of the Federal Republic of Germany, 1996; Richard G. Lyman Award for Distinguished Service, given by the Stanford Alumni Association, 1995; Fellowships: Alexander von Humboldt Foundation, Fulbright-Hays, IREX, ACLS, NCSEES

## SUZAN NEGIP-SCHATT

Lecturer in Romanian, 2008-

**EDUCATION:** M.A., Teaching English as a Second Language, St. Mary's College; M.S., School of Public Policy and Urban Management, The New School; B.A., Turkish and English, University of Bucharest

**% TIME IN AREA:** 100%

**TENURED:** N/A

**DISS SUPERVISED SINCE 2009:** N/A

**SPECIALIZATION:** Romanian Language

**AREA COURSES:** First-Year Romanian, Second-Year Romanian

**PROFESSIONAL EXPERIENCE:** Freelance Interpreter, Romanian-English, 2006-; Program Officer, World Affairs Council of Northern California, 2000-01

**OVERSEAS EXPERIENCE:** Field Representative, IREX, Bucharest office, Romanian, 1994-96

**RECENT PUBLICATIONS:** Author of a number articles for *Karadeniz*, the official newspaper of the Turkish-Tartar minority in Romania

**AWARDS AND DISTINCTIONS:** No data

## DOUGLAS OWENS

Professor of Medicine and of Health Research and Policy, Stanford University, 2006-; Core Faculty Fellow, Center for Health Policy/Center for Primary Care and Outcomes Research, Freeman Spogli Institute for International Studies

**EDUCATION:** M.S., Health Services Research, Stanford University; M.D., University of California, San Francisco; B.S., Biology, Stanford University

**% TIME IN THIS AREA:** 50%

**TENURED:** Yes

**DISS SUPERVISED SINCE 2009:** No data

**SPECIALIZATION:** HIV in Russia

**AREA COURSES:** No data

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) No data

**PROFESSIONAL EXPERIENCE:** Director, Stanford University-UCSF Evidence-Based Practice Center, 2002-; Director, Program on Clinical Decision Making and Guideline Development, Center for Primary Care and Outcomes Research, Department of Medicine, Stanford University, 1997-; Associate Professor of Medicine and of Health Research and Policy, Stanford University, 1997-2006; Associate Director, Fellowship in Health Care Research and Health Policy, Stanford University, 1994-; Director, Fellowship Program in Medical Informatics, VA Palo Alto Health Care System, Palo Alto, CA, and Stanford University, 1994-

**OVERSEAS EXPERIENCE:** No data

**RECENT PUBLICATIONS:** Screening and Rapid Molecular Diagnosis of Tuberculosis in Prisons in Russia and Eastern Europe: A Cost-Effectiveness Analysis

DE Winetsky, DM Negoescu, EH DeMarchis, O Almukhamedova, A Dooronbekova, D Pulatov, N Vezhnina, Douglas K. Owens, Jeremy Goldhaber-Fiebert

PLoS Medicine vol. 9, 11 (2012)

Tole, S.P., Sanders, G.D., Bayoumi, A.M., Galvin, C.M., Vinichenko, T.N., Brandeau, M.L., Owens, D.K., "Cost effectiveness of voluntary HIV screening in Russia., *International Journal of STD and AIDS*, 2009; 20:46-51.

Qaseem A, Snow V, Shekelle P, Hopkins R, Owens DK, for the Clinical Efficacy Assessment Subcommittee of the American College of Physicians. Screening for HIV in health care settings: A guidance statement from the American College of Physicians. *Annals of Internal Medicine* 2009 (in press)

**AWARDS AND DISTINCTIONS:** Elected, Association of American Physicians, 2008; VA Under Secretary's Award for Outstanding Achievement in Health Services Research, 2007; Chair, American College of Physicians, Guideline Development Committee, 2005; Elected, American Society for Clinical Investigation, 2000

## MATTHIAS PABSCH

Lecturer, Stanford Program in Berlin, 1997-2004, 2005-

**EDUCATION:** Ph.D., Art and Architecture, Humboldt University, Berlin; M.A., Art History, Göttingen University and Humboldt University, Berlin

**% TIME IN THIS AREA:** 25%

**TENURED:** N/A

**DISS SUPERVISED SINCE 2009:** N/A

**SPECIALIZATION:** German Architecture

**AREA COURSES:** Cityscape as History: Architecture and Urban Design in Berlin

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) German-native, English-3, French-2, Spanish-2, Italian-2

**PROFESSIONAL EXPERIENCE:** Lecturer in Political Architecture, Institute of Art History, Basel University, 2004; Lecturer in Art and Architecture, Duke in Berlin Program, 2003-; Lecturer in architecture and urban design, Humboldt University, Berlin, 2001-03

**OVERSEAS EXPERIENCE:** No data

**RECENT PUBLICATIONS:** *Berlin and its Artists*. (In German), Primus Verlag, Darmstadt, 2006.

*Twice a Metropolis. Architecture and Urban Design at Potsdamer Platz*. (In German), Dietrich Reimer Verlag, Berlin, 1998.

**AWARDS AND DISTINCTIONS:** No data

## BERTRAND M. PATENAUDE

Research Fellow, Hoover Institution, 1993-; Lecturer, Department of History, 1998-; Senior Lecturer, Department of National Security Affairs, Naval Postgraduate School, Monterey, CA, 1999-2002.

**EDUCATION:** Ph.D., History, Stanford University; M.A., History, Stanford University; B.A., *magna cum laude*, Political Science, Boston College

**% TIME IN THIS AREA:** 100%

**TENURED:** N/A

**DISS SUPERVISED SINCE 2009:** N/A

**SPECIALIZATION:** Russian, European Politics and History

**AREA COURSES:** Reform and Revolution in Modern Russia; The Nationality Question in the Russian Empire and the Soviet Union; Famine in the Modern World; Genocide and Humanitarian Intervention; The U.S., U.N. Peacekeeping, and Humanitarian War

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Russian-3, German-3, French-2

**PROFESSIONAL EXPERIENCE:** Lecturer, Naval Postgraduate School, 1992-2001; Research Scholar, Kennan Institute for Advanced Russian Studies, 1990-1991; Associate Producer, Story Editor, "Stalin's Ghost." documentary film, NBC News, 1988-89; Development Director, "The Soviet Union: A Visual History," PBS Affiliate WGBH/Boston

**OVERSEAS EXPERIENCE:** No data

**RECENT PUBLICATIONS:** "The Zeppelin Menace," *Hoover Digest*, Spring 2014.

"Murder at Animal Farm" (book review), *Wall Street Journal*, February 7, 2014.

"The Battle of Rockefeller Center," *Hoover Digest*, Summer 2013.

"Shooting the Bolsheviks," *Latvijas Vestures Instituta Zurnals*, 2013: 1(86).

*Trotsky: Downfall of a Revolutionary* Harper Collins, 2009.

*A Wealth of Ideas: Revelations from the Hoover Institution Archives*. Stanford University Press, 2006.

*The Big Show in Bololand: The American Relief Expedition to Soviet Russia in the Famine of 1921*. Stanford University Press, 2002.

**AWARDS AND DISTINCTIONS:** Nominee in the category of General Nonfiction for *Trotsky: Downfall of a Revolutionary*, Northern California Book Awards, 2010; BBC Radio, Book of the Week selection, *Stalin's Nemesis: The Exile and Murder of Leon Trotsky*, serialization for daily BBC broadcast, July 6-10, 2009; Uncommon Book Award for *The Big Show in Bololand*, Hoover Institution, 2004; Marshall Shulman Book Prize for *The Big Show in Bololand*, AAASS, 2003.

## BISSERA V. PENTCHEVA

Associate Professor of Art and Art History, 2003-; Associate Professor (by courtesy) of Classics, 2010-

**EDUCATION:** Ph.D., Medieval and Byzantine Art and Architecture, Harvard University; M.A. Medieval and Roman Art and Architecture, Harvard; B.A., *summa cum laude*, Art History, Dartmouth College

**% TIME IN THIS AREA:** 100%

**TENURED:** Yes

**DISS SUPERVISED SINCE 2009:** 5

**SPECIALIZATION:** Byzantine art

**AREA COURSES:** Byzantine Art and Architecture, 300-1453 C.E.; Architecture, Acoustics and Ritual in Byzantium; Animation, Performance, Presence in Medieval Art; Hagia Sophia; Virginity and Power: The Cult of the Mother of God in the Middle Ages; Animation, Performance, Presence in Medieval Art

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Bulgarian-native, Russian 2, Old Church Slavonic-2, German-3, Italian-3, Greek (Ancient and Medieval)-3

**PROFESSIONAL EXPERIENCE:** Assistant Professor, Stanford University, 2003-2009; Director, Medieval Studies Program, Stanford University, 2008-; Dumbarton Oaks Junior Fellowship, Washington, D.C., 2000-2001

**OVERSEAS EXPERIENCE:** Guest lecturer, Max-Planck Institut, Kunsthistorisches Institut, Florence, Italy, July 12-17, 2007; Blockseminar: *Medieval Treasuries: Phenomenology and Aesthetics of Luxury Arts*

**RECENT PUBLICATIONS:** "The Power of Glittering Materiality: Mirror Reflections Between Poetry and Architecture in Greek and Arabic Medieval Culture." *Ancient Near Eastern Studies*, 2014 forthcoming.

"Performing the Sacred in Byzantium: Image, Breath, and Sound," *Performance Studies*, 2014 forthcoming.

"Icons of Sound: Ontology of the Image in Byzantium," *Convivium*, 2014 forthcoming.

"The Aesthetics of Landscape and Icon at Sinai" *Res. Anthropology and Aesthetics*, 2014 forthcoming.

"The Performance of Relics" in *Symmeikta*. Collection of Papers Dedicated to the 40th Anniversary of the Institute for Art History, Faculty of Philosophy, University of Belgrade, ed. I. Stevovic (Belgrade: Faculty of Philosophy, University of Belgrade, 2012), pp. 55-71.

"Hagia Sophia and Multisensory Aesthetics," *Gesta* 50/2 (2011): 93-111.

*The Sensual Icon: Space, Ritual, and the Senses in Byzantium*. Pennsylvania State University Press, 2009-2010.

"Epigrams on Icons" in: *Art and Text in Byzantine Culture*, ed. L. James (New York/Cambridge: Cambridge University Press, 2007), 120-38.

*Icons and Power: The Mother of God in Byzantium*. Pennsylvania State University Press, 2006.

**AWARDS AND DISTINCTIONS:** Onassis Foundation, USA, sponsor for year-long seminar at Stanford University "Aural Architecture: Music, Acoustics and Ritual In Byzantium," 2013-2014; Mellon New Directions Fellowship, 2010-2012

Stanford Institute for Creativity and the Arts, 2010; John Nicholas Brown Prize from the Medieval academy for *Icons and Power* as outstanding first monograph in Medieval Studies, 2010; Dean's Award for Innovation in the Humanities, 2010; Millard Meiss Publication Fund Grant, College Arts Association, for *The Sensual Icon*, 2009; Richard E. Guggenheim Scholar, Stanford University, 2007-2010; Humboldt Research Fellowship, summers 2005-2009

## ASYA PERELTSVAIG

Lecturer in Linguistics, 2009-

**EDUCATION:** Ph.D., Linguistics, McGill University; B.A., *cum laude*, English Linguistics, Hebrew University of Jerusalem

**% TIME IN AREA:** 100%

**TENURED:** N/A

**DISS SUPERVISED SINCE 2009:** N/A

**SPECIALIZATION:** Russian linguistics

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Russian-native, Hebrew-3, French-3.

**AREA COURSES:** Structure of Russian; Languages of the World

**PROFESSIONAL EXPERIENCE:** Acting Assistant Professor in Linguistics, 2007-2009; Lecturer in Linguistics, Yale University, 2005; Lecturer in Linguistics, University of Sheffield, 2003-2004

**OVERSEAS EXPERIENCE:** No data

**RECENT PUBLICATIONS:** *Copular Sentences in Russian*, Springer-Verlag, 2007 (softcover 2008).

"Split Phrases in Colloquial Russian." *Studia Linguistica*. 2008: 62(1), 5-38.

"Aspect in Russian as grammatical rather than lexical notion: Evidence from Heritage Russian." *Russian Linguistics*. 2008: 32(1), 27-42.

"On the Universality of DP: A View from Russian." *Studia Linguistica*. 2007: 61(1), 59-94.

**AWARDS AND DISTINCTIONS:** Mellon Postdoctoral Fellow in Linguistics, Cornell University, 2005-2007; Postdoctoral Exchange Scholarship from the Research Council of Norway, 2001-2002; Max Stern McGill Major Fellowship, 2000-2001

## PAVEL PODVIG

CISAC Research Associate, Freeman Spogli Institute for International Policy Studies, 2004-

**EDUCATION:** Ph.D., Political Science, Institute of World Economics and International Relations (Moscow); M.A., Physics, Moscow Institute of Physics and Technology; B.S. with honors, Department of General and Applied Physics, Moscow Institute of Physics and Technology

**% TIME IN THIS AREA:** 100%

**TENURED:** N/A

**DISS SUPERVISED SINCE 2009:** N/A

**SPECIALIZATION:** Russian proliferation, science policy

**AREA COURSES:** N/A

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Russian-native

**PROFESSIONAL EXPERIENCE:** Vice Chair, Board of Directors, *Bulletin of the Atomic Scientists*, 2005-2008; Research Fellow and Visiting Researcher, Program on Science and Global Security, Princeton University, 2000-04; Research Fellow, Security Studies Program, MIT, 1992, 1994, 1997;

P.I., the Russian Strategic Nuclear Forces Project, 1995-2001

**OVERSEAS EXPERIENCE:** No data

**RECENT PUBLICATIONS:** *Russian Strategic Nuclear Forces*, Editor. Cambridge, Mass.: MIT Press, 2001 (paperback edition, 2004).

"Nuclear Weapons in a Changing Threat Environment" With Fred Wehling and Jing-dong Yuan. In Paul J. Bolt, Su Changhe, and Sharyl Cross, eds., *The United States, Russia, and China: Confronting Global Terrorism and Security Challenges in the 21st Century*, Praeger Security International, 2008.

**AWARDS AND DISTINCTIONS:** Leo Szilard Lectureship Award, American Physical Society (with Anatoli Diakov), 2008

## EVA PRIONAS

Coordinator, Special Language Program, 1992-; Lecturer, Special Language Program, 1990-; Lecturer, Continuing Studies Program, 1993-

**EDUCATION** Ph.D., Education, Stanford University; M.A., Education, Stanford University; B.A., Classical Studies, National University of Athens, Greece

**% TIME IN THIS AREA:** 25%

**TENURED:** N/A

**DISS SUPERVISED SINCE 2009:** N/A

**SPECIALIZATION:** Language pedagogy

**AREA COURSES:** Greek Culture, Ideals, and Themes; First-Year Modern Greek; Second-Year Modern Greek

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Greek-native, French-3, Latin-3, Classical Greek-3

**PROFESSIONAL EXPERIENCE:** Board member, National Council of Organizations of Less Commonly Taught Languages; National Standards collaborative committee, American Council of the Teaching of Foreign Languages; (ACTFL) ACTFL Oral Proficiency Interviewer, Certification in Modern Greek; ACTFL Writing Proficiency Tester, Certification in Modern Greek; Mentor, Fulbright Foreign Language Teaching Assistant Program, 2005-

**OVERSEAS EXPERIENCE:** No data

**RECENT PUBLICATIONS:** "Web-Based Instruction for the Less Commonly Taught Languages." Ed. with James Fox. CSLI.

**AWARDS AND DISTINCTIONS:** No data

## BISERA RAKICEVIC-MORE

Lecturer, Serbo-Croatian, Special Language Program, 2009-

**EDUCATION:** M.B.A., International Management, Monterey Institute of International Studies; B.A. *magna cum laude*, Business Administration/Economics College of Foreign Trade and Tourism, University of Dubrovnik, Croatia

**% TIME IN AREA:** 100%

**TENURED:** N/A

**DISS SUPERVISED SINCE 2009:** N/A

**SPECIALIZATION:** Serbo-Croatian language instruction

**AREA COURSES:** First-Year Serbo-Croatian

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Serbo-Croatian-native, Russian-1

**PROFESSIONAL EXPERIENCE:** Co-Director and Serbo-Croatian Language Instructor, St. Sava School (Saratoga, CA), 2005-; Grant Manager/Program Coordinator, Center on Ethics, Stanford School of Medicine, 2002-

**OVERSEAS EXPERIENCE:** International Tour Manager, Atlas Agency, Dubrovnik, Croatia, 1987-1990.

**RECENT PUBLICATIONS:** No data

**AWARDS AND DISTINCTIONS:** No data

## ROBERT RAKOVE

Lecturer in International Relations, 2012-

**EDUCATION:** Ph.D., United States Diplomatic History, University of Virginia; M.A., European History, Stanford University; B.A., Political Science, Stanford University

**% TIME IN AREA:** 35%

**TENURED:** N/A

**DISS SUPERVISED SINCE 2009:** N/A

**SPECIALIZATION:** US/World, US foreign relations

**AREA COURSES:** The Cold War: An International History; Diplomacy on the Ground

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) French-2

**PROFESSIONAL EXPERIENCE:** Postdoctoral fellow, University of Sydney, 2011-2012; Visiting Assistant Professor of History, Colgate University, 2010-2011; Visiting Lecturer, Old Dominion University, 2009-2010; Postdoctoral fellow, The Ohio State University, 2008-2009.

**OVERSEAS EXPERIENCE:** United Kingdom, France, and Germany, 2007-2013; Australia, 2011-2012; conferences in Serbia, 2012, Australia, 2012, and Switzerland, 2014

**RECENT PUBLICATIONS:** *Kennedy, Johnson, and the Nonaligned World*, Cambridge: Cambridge University Press, 2012. "Two Roads to Belgrade: The United States, Great Britain, and the First Nonaligned Conference" *Cold War History* (online, forthcoming in print)

"The Rise and Fall of Nonaligned Meditation" (*International History Review*, forthcoming, 2016).

**AWARDS AND DISTINCTIONS:** John F. Richards Fellowship, American Institute of Afghanistan Studies, 2013; National Fellow, Hoover Institution, 2013; Post-Doctoral Fellow, University of Sydney, 2011; Governing America in a Global Era Fellowship, University of Virginia, 2007; Graduate Teaching Award, University of Virginia, 2006

## CONDOLEEZZA RICE

Professor, Department of Political Science, 1981-; Thomas and Barbara Stephenson Senior Fellow, the Hoover Institution, 1999-; Denning Professor in Global Business and the Economy, 2010-

**EDUCATION:** Ph.D., Political Science, Graduate School of International Studies, University of Denver; M.A., Political Science, Notre Dame University; B.A., *cum laude*, Political Science, University of Denver

**% TIME IN THIS AREA:** 50%

**TENURED:** Yes

**DISS SUPERVISED SINCE 2009:** No data

**SPECIALIZATION:** US foreign policy and Russia

**AREA COURSES:** Challenges and Dilemmas in American Foreign Policy; Managing Global Political Risk

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Russian-3, Czech-2, French-2

**PROFESSIONAL EXPERIENCE:** Director, Board of Directors, KiOR, Inc., 2011-; Director, Center for Global Business and the Economy, Graduate School of Business, Stanford University, 2010-; Chair, Board of Advisors, George W. Bush Institute, 2009-; Founding Partner, RiceHadleyGates, LLC, 2009-; Senior Fellow (by courtesy) Freeman Spogli Institute for International Studies, Stanford University, 2009-; Secretary of State, U.S. Department of State, 2005-2009; Assistant to the President for National Security Affairs, The White House, 2001-2005; Provost, Stanford University, 1993-1999

**OVERSEAS EXPERIENCE:** No data

**RECENT PUBLICATIONS:** *No Higher Honor: A Memoir of My Years in Washington*, (Crown Archetype, 2011).

"Rethinking the National Interest: American Realism for a New World," *Foreign Affairs*, Council on Foreign Relations, July/August 2008.

With Coit Blacker, "Belarus and the Flight from Sovereignty," in Stephen Krasner, ed., *Problematic Sovereignty*. New York: Columbia University Press, 2001.

*Germany Unified and Europe Transformed: A Study of Statecraft*. With Philip Zelikow, 1995.

*The Gorbachev Era*. With Alexander Dallin, 1986.

*Uncertain Allegiance: The Soviet Union and the Czechoslovak Army*, 1984.

**AWARDS AND DISTINCTIONS:** Fellow, American Academy of Arts and Sciences; Doctor of Laws (honorary degree), Southern Methodist University, 2012; Doctor of Humane Letters (honorary degree), Air University, 2008; Order of Stara Planina, First Class, Republic of Bulgaria, 2008; Order of the Star of Africa, Grade of Grand Band, Republic of Liberia, 2008; Commander's Cross, Star of the Order of Merit, Republic of Hungary, 2008; Doctor of Laws (honorary degree), Boston College, 2006; Doctor of Humane Letters (honorary degree), Michigan State University, 2004; Doctor of Public Service (honorary degree), University of Louisville, 2004; Doctor of Laws (honorary degree), Mississippi College School of Law, 2003; Doctor of National Security Affairs (honorary degree), National Defense University, 2002; School of Humanities and Sciences Dean's Award for Distinguished Teaching, 1993; Walter J. Gores Award for Excellence in Teaching, 1984

## BURCU KARAHAN RICHARDSON

Lecturer in Turkish, Comparative Language and Literature, 2010-

**EDUCATION:** Ph.D., Comparative Literature, Indiana University; M.A., Turkish Literature, Bilkent University; B.A. Foreign Language Education, Middle East Technical University

**% TIME IN AREA:** 100%

**TENURED:** N/A

**DISS SUPERVISED SINCE 2009:** N/A

**SPECIALIZATION:** Turkey/Ottoman literature

**AREA COURSES:** Contemporary Turkish Cinema and Society; Introductory to Ottoman Turkish; Ottoman Translation Workshop; Istanbul and the Muse: The City in Literature and Film; Reading Turkish; Advanced Modern Turkish; Love alla Turka: Tales of Romance in Turkish Literature

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Turkish-3, Ottoman Turkish-3, French-3, German-2

**PROFESSIONAL EXPERIENCE:** Turkish Language Instructor, Indiana University, 2007; Associate Instructor, Indiana University, 2004-2007

**OVERSEAS EXPERIENCE:** Turkey, every year since 2002 to present

**RECENT PUBLICATIONS:** "Kemal Tahir." *Dictionary of Literary Biography 373: Turkish Novelists Since 1960*. Ed. Burcu Alkan & Cimen Gunay Erkol. New York: Gale, 2013.

"Repressed in Translation: Representation of Female Sexuality in Ottoman Erotica" *Journal of Turkish Literature* Issue 9.2012.

**AWARDS AND DISTINCTIONS:** SiCa Stanford University Arts Initiative "Terra Nova" Grant for Faculty, 2011; Stanford University Mediterranean Studies Forum Programming and Events sponsorship, 2011; Panel Sponsorship from Stanford University's the Sohaib and Sara Abbasi Program in Islamic Studies and the Mediterranean Studies Forum for panel "Issues in Contemporary Turkish Cinema" at MESA Annual Meeting; Turkish Cultural Foundation Dissertation Fellowship, 2010; Turkish Cultural Foundation Dissertation Fellowship, 2010; Indiana University, Ottoman and Modern Turkish Studies Sponsorship for the panel "The Interplay between Turkish Cinema and Literature" at MESA Annual Meeting, 2009

## ARON RODRIGUE

Professor, Department of History, 1996-; Lockey Professor in Jewish Studies

**EDUCATION:** Ph.D., Harvard University; M.A. Harvard University; B.A. University of Manchester

**% TIME IN THIS AREA:** 20%

**TENURED:** Yes

**DISS SUPERVISED SINCE 2009:** No data

**SPECIALIZATION:** Ottoman history

**AREA COURSES:** Senior Research; Graduate Research; Core in Jewish History, 17<sup>th</sup>-19<sup>th</sup> Centuries;

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Turkish-3, Ladino (Judeo-Spanish)-3, French-3, German-3, Spanish-3, Hebrew-2, Arabic-2

**PROFESSIONAL EXPERIENCE:** Director and Anthony P. Meier Family Professor in the Humanities Stanford Humanities Center, 2008-2013; Chair, Department of History, Stanford University, 2005-2008; Director, Mediterranean Forum, 2005-2010; Co-Director, Taube Center for Jewish Studies, Stanford University, 2001-2005; Co-editor, *Jewish Social Studies: History, Culture, and Society*, 1993-2008; Co-editor, *Stanford Studies in Jewish History and Culture Series*, Stanford University Press, 1992-

**OVERSEAS EXPERIENCE:** No data

**RECENT PUBLICATIONS:** "Reflections on *Millet*s and Minorities: Ottoman Legacies" in Riva Kastoryano, ed., *Turkey between Nationalism and Globalization*, London: Routledge, 2013.

*A Voice from Ottoman Salonica: The Ladino Memoir of Sa'adi Besalel a-Levi*, Stanford: Stanford University Press, 2012 (edited and with an introduction with Sarah Abrevaya Stein; Translation, Transliteration, and Glossary by Isaac Jerusalem).

"The Jew as the Original 'Other': Difference, Antisemitism, and Race" in Hazel Rose Markus and Paula Moya, eds. *Doing Race: 21 Essays for the 21<sup>st</sup> Century*, New York: W.W. Norton, 2010.

"Jewish Enlightenment and Nationalism in the Ottoman Balkans: Barukh Mitrani in Edirne in the Second Half of the Nineteenth Century" in Molly Greene, ed., *Minorities in the Ottoman Empire: A Reconsideration*, Princeton: Marcus Wiener, 2005, pp. 73-88.

*Sephardi Jewry: A History of the Judeo-Spanish Community, 14th-20th Centuries*, Berkeley: University of California Press, 2000 (with Esther Benbassa).

**AWARDS AND DISTINCTIONS:** Knight (Chevalier) of the Ordre des Palmes Académiques, French Ministry of Education, 2013; Alberto Benveniste Prize (Paris) for Research in Sephardic Studies, 2011; Ina Levine Senior Scholar in Residence, Center for Advanced Studies, US Holocaust Memorial Museum, 2003-2004; Fellow, American Academy of Jewish Research, 2002- American Council of Learned Societies Fellowship, 1998

## **KAREN RONDESTVEDT**

Curator for Slavic & East European Collections, Stanford University Libraries, 2001- .

**EDUCATION:** Ph.D., Slavic Linguistics and General Linguistics, University of Chicago; M.A., Library Science, University of Chicago; M.A. Slavic Linguistics, University of Chicago; B.A. Russian, Oberlin College

**% TIME IN THIS AREA:** 100%

**TENURED:** N/A

**DISS SUPERVISED SINCE 2009:** N/A

**SPECIALIZATION:** East European, Slavic

**AREA COURSES:** N/A

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Russian-3, Polish-3, German-3, French-3, Spanish-3, Hungarian-1, Ukrainian-2, Belorussian-2, Czech-2, Slovak-2, Lusatian-2, Serbo-Croatian-2, Slovenian-2, Macedonian-2, Bulgarian-2, Old Church Slavic-2, Romanian-1, Modern Greek-1, Georgian-1, Lithuanian-1, Latvian-1, Uzbek-1

**PROFESSIONAL EXPERIENCE:** Founder and editor of journal *Slavic & East European Information Resources*; Slavic bibliographer, University of Pittsburgh, University Library System, 1994-2000; Slavic bibliographer/Cataloger, University of Pittsburgh, University Library System, 1985-1994; Paraprofessional Slavic Positions in Acquisitions and Collection Development, University of Chicago Library, 1972-1985

**OVERSEAS EXPERIENCE:** No data

**RECENT PUBLICATIONS:** "Iltimos, bizga kitoblar yuboring! U.S. Libraries' Collecting Strategies for Central Asian Publications." *Slavic & East European Information Resources*, 8, no. 2-3 (2007), 31-47.

**AWARDS AND DISTINCTIONS:** Entries in 2001-2009 editions of *Who's Who in America*; With Maciej Siekierski (Hoover Institution), \$19,728 from Slavic and East European Microform Project (SEEMP) to film Albanian newspaper *Koha Jone*, December 2004

## **GEOFFREY SCOTT ROTHWELL**

Senior Lecturer, Department of Economics, 1999-2012

**EDUCATION:** Ph.D., Economics, University of California, Berkeley; M.A., Jurisprudence and Social Policy, Boalt Hall Law School, University of California, Berkeley; M.A., Economics, University of California at Berkeley; B.A. Evergreen State College, Olympia, Washington; Baccalauréat, Lycée François Premier, Le Havre, France

**% TIME IN THIS AREA:** 50%

**TENURED:** N/A

**DISS SUPERVISED SINCE 2009:** N/A

**SPECIALIZATION:** Russian and EE economics

**AREA COURSES:** Economic Policy Analysis

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) French-3, Polish-1, Russian-1

**PROFESSIONAL EXPERIENCE:** Director, Honors Program, Department of Economics, 1986-2012; Associate Director, Public Policy Program; Member, National Academy of Sciences-Polish Academy of Sciences Program in Energy Efficiency and the Environment, 1992-1996; Advisor, Polish Foundation for Energy Efficiency, 1993- Post-Doctoral Fellow, California Institute of Technology, 1985-86

**OVERSEAS EXPERIENCE:** Recent work with the World Bank for the Russian Federal Energy Commission; Chair, Committee on Methodology for Nuclear Power Plant Performance and Statistical Analysis, Nuclear Power Division, International Atomic Energy Agency, United Nations, Vienna, Austria, 1995-97; Annual trips to Moscow to work with the Institute for Nuclear Safety of the Russian Academy of Sciences, 1993-1998

**RECENT PUBLICATIONS:** "Evaluating and Improving Nuclear Power Plant Operating Performance," Ed. with the Committee on Methodologies for Nuclear Power Plant Performance Statistics Analysis, International Atomic Energy Agency, Vienna, Austria, June 1999.

*Russian Federal Energy Commission Training Program in Electricity Regulation and Deregulation.* With Tomas Gomez San Roman, World Bank, April 1999.

**AWARDS AND DISTINCTIONS:** No data

## NANCY RUTTENBURG

William Robertson Coe Professor of American Literature, Department of English; Professor (by courtesy) of Slavic Languages and Literatures and Comparative Literature, 2009-

**EDUCATION:** Ph.D., Comparative Literature, Stanford University; M.A., Comparative Literature, Stanford University; B.A., University of California, Santa Cruz

**% TIME IN THIS AREA:** 50% **TENURED:** Yes

**DISS SUPERVISED SINCE 2009:** No data **SPECIALIZATION:** Russian/American literary ties

**AREA COURSES:** Jewish American Literature

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Russian-3

**PROFESSIONAL EXPERIENCE:** Professor of Comparative Literature, English & Slavic Literatures, NYU, 2007-2009; Chair, Department of Comparative Literature, NYU, 2002-2008

**OVERSEAS EXPERIENCE:** No data

**RECENT PUBLICATIONS:** "The Human Document." *Journal of Literary Studies* 25 (2009): 51.

*Dostoevsky's Democracy*, Princeton University Press, 2008.

"Dostoevsky's Estrangement," *Poetics Today* 26:4 (Winter 2005): 719-751.

**AWARDS AND DISTINCTIONS:** Guggenheim Foundation Fellowship, 2009

## GABRIELLA SAFRAN

Eva Chernov Lokey Professor in Jewish Studies, 2011-; Professor (by courtesy) of German Studies, 2010-; Chair, Division of Literatures, Cultures, and Languages

**EDUCATION** Ph.D., Slavic Languages and Literatures, Princeton University, 1998; M.A., Slavic Languages and Literatures, Princeton University; B.A., *magna cum laude* with honors, Soviet and East European Studies, Yale University

**% TIME IN THIS AREA:** 100% **TENURED:** Yes

**DISS SUPERVISED SINCE 2009:** 4 **SPECIALIZATION:** Pre-Revolutionary Russian literature

**AREA COURSES:** Writing Between Languages: The Case of Eastern European Jewish Literature; Research Tools and Professionalization Workshop; Folklore Theory and Slavic Folklore

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Russian-3, Hebrew-2, Yiddish-2, Polish-2, French-3

**PROFESSIONAL EXPERIENCE:** Director, Center for Russian, East European & Eurasian Studies, 2007, 2009-2011; Chair of outside review committee, Department of Slavic Languages and Literatures, Harvard University, 2014; Chair of Undergraduate Studies, Slavic Department, 2012-; Europe Center Steering Committee, 2011-; Associate Professor, Stanford University, 2003-2010; Assistant Professor, Stanford University, 1998-2003; Program Assistant, National Conference on Soviet Jewry, Washington, D.C., 1990-92

**OVERSEAS EXPERIENCE:** No data

**RECENT PUBLICATIONS:** "The Troubled Frame Narrative: Bad Listening in Late Imperial Russia," *Russian Review*, October 2013 (pp. 556-572).

"Literature, Authority, and Listening in Late Imperial Russia," edited cluster including four articles, *Russian Review*, October 2013.

"Jewish Literature in America on the Eve of the Depression," in *1929: Mapping the Jewish World*, ed. Hasia Diner and Gennady Estraikh. New York: New York University Press, 2013 (pp. 171-184).

"Some Russian Jewish Writers in Switzerland and the Valorization of Jewish Argument Style," *East European Jews in Switzerland: New Perspectives on Modern Jewish History*. Ed. Tamar Lewinsky and Sandrine Mayoraz. Berlin: De Gruyter, 2013 (pp. 77-98).

"Four English Pots and the Evolving Translatability of Sholem Aleichem," in *Translating Sholem Aleichem: History, Politics, Art*, ed. Gennady Estraikh, Jordan Finkin, Kerstin Hoge, and Mikhail Krutikov. Oxford: Legenda, 2012 (pp. 113-133).

"An-sky in Liozne: Sins of Youth and the Archival Diary," in *Violence and Jewish Daily Life in the East European Borderlands: essays in Honor of John D. Klier*, ed. Harriet Murav and Eugene Avrutin. Boston: Academic Studies Press, 2012 (pp. 67-82).

*Wandering Soul: The Dybbuk's Creator*, S. An-sky, Gabriella Safran Harvard University Press, 2010.

"Reverse Marranism, Translatability, and the Theory and Practice of Secular Jewish Culture in Russian," in *Jewish Literatures and Cultures: Context and Intertext*, ed. Anita Norich and Yaron Eliav.

Providence: Brown University Press, 2008 (pp. 177-200).

*The Worlds of S. An-sky: A Russian Jewish Intellectual at the Turn of the Century*, co-edited with Steven Zipperstein. Stanford: Stanford University Press, 2006.

**AWARDS AND DISTINCTIONS:** Wayne S. Vucinich Book Prize, 2011; Jordan Schnitzer Book Award in Jewish Literature and Linguistics (Honorable Mention), 2011; Fenia and Yaakov Leviant Memorial Prize in Yiddish Studies, 2008; Dean's Award for Excellence in Teaching, 2007; Best Book in Literary or Cultural Studies, American Association of Teachers of Slavic and East European Languages (shared), 2002

## **RICHARD SCHUPBACH**

Professor Emeritus (active), Slavic Languages and Literatures, 1996-

**EDUCATION:** Ph.D., Slavic Linguistics, University of California at Los Angeles; M.A., Slavic Languages and Literatures, University of California at Los Angeles; B.A., Yale University, Russian Studies

**% TIME IN THIS AREA:** 100%

**TENURED:** Yes

**DISS SUPERVISED SINCE 2009:** No data

**SPECIALIZATION:** Russian linguistics

**AREA COURSES:** Slavic Film Series

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Russian-3, Polish-1

**PROFESSIONAL EXPERIENCE:** Professor and Language Coordinator, Department of Slavic Languages and Literatures, 1971-1995; Director, Center for Russian and East European Studies, Stanford University, 1998-1999; Chairman, Dept. of Slavic Languages and Literature, Stanford University, 1984-1987, 1988-1992, 1997-1998; Fellowship, International Research and Exchanges Board, 1995; Editor, *Stanford Slavic Studies*, Vols. 1-21, with Lazar Fleishman and Gregory Freidin

**OVERSEAS EXPERIENCE:** Stanford in Moscow, Faculty in Residence, 2002 and 2005

**RECENT PUBLICATIONS:** "Intra-Linguistic Borrowing in Russian," *Journal of Slavic Linguistics*, June 1999.

*The Golden Calf*, by Il'ja Il'f and Evgenij Petrov, ed., annotated, and stressed version for Intermediate Russian students.

Berkeley: Berkeley Slavic Specialties, 1996.

"The History of the Word and the Affix." with Anatolij Polikarpov, read at The International Conference on Historical Linguistics, University of Manchester, August 1995.

**AWARDS AND DISTINCTIONS:** No data

## **EDITH SHEFFER**

Assistant Professor, Department of History, 2010-

**EDUCATION:** Ph.D., University of California, Berkeley; B.A., *summa cum laude*, History and Literature, Harvard University

**% TIME IN AREA:** 50%

**TENURED:** No

**DISS SUPERVISED SINCE 2009:** No data

**SPECIALIZATION:** Modern European History, German Studies

**AREA COURSES:** Sexual Encounters: The Middle East and Europe; Germany and the World Wars, 1870-1990; Cold War Europe; Self-Policing, Denunciation, and Surveillance in Modern Europe; Everyday Life: How History Happens

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) German-3

**PROFESSIONAL EXPERIENCE:** No data

**OVERSEAS EXPERIENCE:** No data

**RECENT PUBLICATIONS:** *Burned Bridge: How East and West Germans Made the Iron Curtain*. Oxford University Press, August 2011.

"On Edge: Building the Border in East and West Germany," *Central European History*, June 2007.

"Opinion: Surprising lessons from the Berlin Wall, 50 years later, for the U.S. and Middle East", *Mercury News*, August 13, 2011.

"Creating Lives in the Classroom." *The Chronicle of Higher Education*. November 22, 2009.

"Creating Lives: Fictional Characters in the History Classroom," with Kathryn Ciancia, *Perspectives on History*, October 2013.

"Coherence with Conceptual Maps," *Teaching & Resource Center*, University of California, Berkeley, March 2003.

**AWARDS AND DISTINCTIONS:** Stanford University H&S Dean's Distinguished Teaching Award, 2013; Stanford University H&S Dean's Award, 2013; Andrew W. Mellon Fellow in Humanities, Stanford University, 2008-2010

## **ANATOL SHMELEV**

Associate Curator, Russian/CIS Collection, 2006-; Project archivist, RFE/RL Collection, 2001-

**EDUCATION:** Ph.D., Institute of Russian History, Russian Academy of Sciences, Moscow, Russia;

M.A., University of California, Berkeley; B.A., *magna cum laude*, University of California, Los Angeles

**% TIME IN THIS AREA:** 100%

**TENURE:** N/A

**DISS SUPERVISED SINCE 2009:** N/A

**SPECIALIZATION:** Russian archival management

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=fluent) Russian-3, Ukrainian-2, Belarusian-2, Bulgarian-2, German-2

**PROFESSIONAL EXPERIENCE:** Research Fellow, Hoover Institution, Stanford University, 2003-; Adjunct Professor, Graduate Theological Union (Patriarch Athenagoras Orthodox Institute), Berkeley, CA, 2000-2002

**OVERSEAS EXPERIENCE:** Semiannual archival collecting trips, 2006-

**RECENT PUBLICATIONS:** *Tracking a Diaspora: Émigrés from Russia and Eastern Europe in the Repositories*, Editor. West Hazleton, PA: The Haworth Information Press, 2006.

*The Gering Bibliography of Russian Émigré Military Literature*, 2nd edition. Revised, Enlarged and Edited. New York, NY: Ross Publishing, 2007.

**AWARDS AND DISTINCTIONS:** Historical Society of Southern California/Haynes Foundation Grant, 2006; Kennan Institute Research Scholarship, Washington, DC, 1998-1999

## MACIEJ M. SIEKIERSKI

Curator, East European Collection, Hoover Institution, 2001-

**EDUCATION:** Ph.D., History, University of California, Berkeley; M.A., Library Science, San Jose State University; M.A., History, University of California, Berkeley; B.A., History and Russian, San Jose State College

**% TIME IN THIS AREA:** 100%

**TENURED:** N/A

**DISS SUPERVISED SINCE 2009:** N/A

**SPECIALIZATION:** East European archival management

**AREA COURSES:** N/A

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily)

Polish-3, Russian-2, Ukrainian-2, Belorussian-2, Czech-2, Slovak-2, South Slavic languages-1

**PROFESSIONAL EXPERIENCE:** Curator, European Collection, 1995-2001; Curator, East Central European Collection, Hoover Institution, 1992-1995; Head, Hoover Institution's East European Acquisitions Office, Warsaw, 1991-1993; Deputy Curator for Eastern Europe (Librarian), Soviet and East European Collection, Hoover Institution, 1990-1992; Assistant Curator, Soviet and East European Collection, Hoover Institution, 1986-1990

**OVERSEAS EXPERIENCE:** No data

**RECENT PUBLICATIONS:**

*I Saw the Angel of Death: Experiences of Polish Jews Deported to the USSR during World War II*, Warsaw: 2006

*Polish Independent Publications, 1976-1990*, with Christopher Lazarski, Hoover Institution Press, 1999.

**AWARDS AND DISTINCTIONS:** Polish government Laurel award for work on behalf of the preservation of Polish historical records, 2001

## NARIMAN SKAKOV

Assistant Professor, Department of Slavic Languages and Literatures, 2009-

**EDUCATION:** Ph.D., Medieval and Modern Languages, University College, Oxford University; M.A., European Literature, University College, Oxford University.

**% TIME IN THIS AREA:** 100%

**TENURED:** No

**DISS SUPERVISED SINCE 2009:** 3

**SPECIALIZATION:** Russian literature & cultural studies

**AREA COURSES:** Subversive Acts: Invention and Convention in the 20<sup>th</sup> Century; Poetic Justice: Order and Imagination in Russia

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Russian-3, Kazakh-2, French-2

**PROFESSIONAL EXPERIENCE:** University of Oxford: Junior Lecturer in Russian Language, Literature and Culture, 2009

**OVERSEAS EXPERIENCE:** No data

**RECENT PUBLICATIONS:** "Soul Incorporated," *Slavic Review*, Vol. 73, No. 4, 2014.

"Andrei Platonov: An Engineer of the Human Soul," *Slavic Review*, Vol. 73, No.4, 2014.

Skakov, Nariman. "Word/Discourse in 'Roman'." Bergen: Universitetet i Bergen, 2013. 48-67

Skakov, Nariman. "Ekphrastic Metaphysics of 'Dzhan'." *Uibandus* 14. Andrei Platonov: Style, Context, Meaning (2012): 76-92.

Skakov, Nariman. *The Cinema of Tarkovsky: Labyrinths of Space and Time*. London: I.B. Tauris, 2012.

Skakov, Nariman. "Intertextual Visions of the Potudan." London: I.B. Tauris, 2011. 59-73

Skakov, Nariman. "Prostranstva 'Dzhana' Andreiia Platonova [Spaces in Andrei Platonov's 'Dzhan']." *Novoe literaturnoe obozrenie* 107 (2011): 211-230

'The theme of death in Erkin Mergenov's Self-Portrait as an Astronaut', to be published in *14 Essays Inspired by the Sculptures of Erkin Mergenov*, edited by Nariman Skakov and Alim Sabitov (ibidem-Verlag, Hannover: 2010)

'Dostoevsky's Christ and Silence at the Margins of The Idiot', in *Dostoevsky Studies*, New Series, Vol. 13, 2009, 121-140.

'The (im)possible translation of [Tarkovsky's] Nostalgia', in *Studies in Russian and Soviet Cinema*, Vol. 3, No. 3, 2009, 309-333.

**AWARDS AND DISTINCTIONS:** Stanford University Humanities Center Fellowship, 2013-2014; Long list for the Kraszna-Krausz Moving Image Book Award (for *The Cinema of Tarkovsky: Labyrinths of Space and Time*), 2012; Stanford University Hewlett Faculty Grant for the 'Imagining the Soviet Orient' project, 2011; The Old Members' Trust Graduate Scholarship, University College Oxford to carry out postgraduate research at the University of Oxford, March 2007; CEELBAS Scholarship, Russian and East European Studies Committee of the University of Oxford to carry out postgraduate research, February 2007

## **DIANE H. STEINBERG**

Founder and Research Director, Ed Research Group

**EDUCATION:** Ph.D., University of California, Berkeley (Education, Policy, Organizations, Measurement, and Evaluation Division); M.A., Stanford University; B.A., Stanford University

**% TIME IN AREA:** N/A **TENURED:** N/A

**DISS SUPERVISED SINCE 2009:** N/A **SPECIALIZATION:** Evaluation of educational program and policy effectiveness

**AREA COURSES:** N/A

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) No data

**PROFESSIONAL EXPERIENCE:** Principal Investigator for four federally funded Teaching American History program evaluations; Senior Researcher for the National Center for Research on Evaluation, Standards, and Student Testing, University of California, Los Angeles, 2002-2003; University of California, Berkeley, 1994-1996

**OVERSEAS EXPERIENCE:** No data

**RECENT PUBLICATIONS:** Niemi, D., Wang, J., Steinberg, D.H., Baker, E.L., & Wang, H. (2007). "Instructional Sensitivity of a Complex Language Arts Performance Assessment." *Educational Assessment*, 12(3-4), 215-237.

**AWARDS AND DISTINCTIONS:** No data

## **KATHRYN STONER-WEISS**

Director, International Policy Studies, 2009-; Senior Fellow, Center on Democracy, Development, and the Rule of Law, Freeman Spogli Institute for International Studies, 2004-

**EDUCATION:** Ph.D., Government, Harvard University; M.A., Political Science, University of Toronto; B.A., Political Science, University of Toronto

**% TIME IN THIS AREA:** 100% **TENURED:** N/A

**DISS SUPERVISED SINCE 2009:** N/A **SPECIALIZATION:** Russian and East European politics

**AREA COURSES:** Democracy, Development, and the Rule of Law; The Comparative Political Economy of Post-Communist Transitions; Russia, the West and the Rest

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Russian-3, French-3

**PROFESSIONAL EXPERIENCE:** Faculty Director, Susan Ford Dorsey Program in International Policy Studies, 2010-; Associate Director for Research, CDDRL, Stanford University, 2004-2009; Director, Russia and Eurasia Project, Princeton University, 1995-2004; Visiting Associate Professor of Political Science, Columbia University, 2004; Assistant Professor of Politics and International Affairs, Princeton University, 1995-2004; Assistant Professor of Political Science, McGill University, 1994-1995

**OVERSEAS EXPERIENCE:** No data

**RECENT PUBLICATIONS:** Stoner, Kathryn, and Michael McFaul. *Transitions to Democracy: a Comparative Perspective*. Baltimore: Johns Hopkins University Press, 2013.

Bunce, Valerie, Michael McFaul, and Kathryn Stoner. *Democracy and Authoritarianism in the Postcommunist World*. Cambridge University Press, 2010.;

"Whither Russia? Autocracy Is Here for Now, but Is it Here to Stay?" *Perspectives on Politics*, vol.10,4 (2012).

"It Is Still Putin's Russia," *Current History*. Vol. 107, no. 711, October 2008, 315-321.

"The Myth of the Authoritarian Model: How Putin's Crackdown Holds Russia Back." With Michael McFaul) *Foreign Affairs*. Vol. 87, no. 1, January/February, 2008.

"Russia" *Countries at the Crossroads*, (Washington, DC: Freedom House, 2007).

*Resisting the State: Reform and Retrenchment in Post-Soviet Russia*. (New York: Cambridge University Press, 2006).

Stoner, Kathryn, and Michael McFaul. *After the Collapse of Communism : Comparative Lessons of Transition*. Cambridge, U.K.: Cambridge University Press, 2004.

**AWARDS AND DISTINCTIONS:** Smith Richardson Foundation, Co-PI with Michael McFaul, *External Sources of Internal Change*, 2006-2008; Ralph O. Glendinning Preceptorship, Princeton University. This is an award made to outstanding junior faculty at the Woodrow Wilson School of Public and International Affairs; Smith Richardson Foundation for book project, *Resisting the State*, 1998-2001

## **ILYA STREBULAEV**

Associate Professor of Finance, Graduate School of Business, 2008-

**EDUCATION:** Ph.D., Finance, London Business School; M.Phil., Finance, London Business School; M.A., Economics, New Economic School, Moscow; B.A. Mathematical Economics, Lomonosov Moscow State University

**% TIME IN THIS AREA:** 25%

**TENURED:** Yes

**DISS SUPERVISED SINCE 2009:** No data

**SPECIALIZATION:** Global finance

**AREA COURSES:** No data

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Russian-3, Italian-1

**PROFESSIONAL EXPERIENCE:** Referee for *American Economic Review*, *European Finance Review*, and others; Member, Western Finance Association, meeting program committee, 2008; Assistant Professor of Finance, 2004-08.; Faculty leader, PhD Corporate Finance reading group, Stanford GSB, 2004-2006

**OVERSEAS EXPERIENCE:** No data

**RECENT PUBLICATIONS:** "Structural Models of Credit Risk Are Useful: Evidence from Hedge Rations on Corporate Bonds," 2008, *Journal of Financial Economics* 90, 1-19 (with Stephen M. Schaefer).

"Strategic Actions, Capital Structure, and Credit Spreads: An Empirical Investigation," 2007, *Journal of Finance* 62, 2633-2671 (with Sergei Davydenko).

**AWARDS AND DISTINCTIONS:** First Paper Prize, Brattle Award, *Journal of Finance*, 2007; Fletcher Jones Faculty Scholar, Stanford GSB, 2006-2007; Citigroup PhD Scholar, London Business School, 2001-2002; McArthur Foundation grant, 1996-97

## **EVA SOOS SZOKE**

Lecturer in Hungarian, Special Language Program, 2008-

**EDUCATION:** M.A., Hungarian Language and Literature, and Adult Education, Eotvos Lorand University of Arts and Sciences (ELTE), Budapest, Hungary; M.A., Journalism, Hungarian School of Journalism, Budapest

**% TIME IN AREA:** 100%

**TENURED:** N/A

**DISS SUPERVISED SINCE 2009:** N/A

**SPECIALIZATION:** Hungarian Language Instruction

**AREA COURSES:** First-Year Hungarian; Second-Year Hungarian; Third-Year Hungarian

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Hungarian-native, Russian-1

**PROFESSIONAL EXPERIENCE:** B-1 familiarization with the Stanford of foreign language 1; American Council on teaching of Foreign Languages Workshop. Stanford Language Center, 2008; National Standards for Foreign Language Learning and the Less Commonly Taught Languages; Stanford University Special Language Program and African and Middle Eastern program colloquium, 2008;

Alternative Assessment as a Tool to Enhance Active Learning and Interactive Teaching; Stanford University Special Language Program and African and Middle Eastern program colloquium, 2008;

Coursework seminar, Stanford Language Center, 2008

**OVERSEAS EXPERIENCE:** No data

**RECENT PUBLICATIONS:** No data

**AWARDS AND DISTINCTIONS:** No data

## **GERALDINA MALGORZATA SZUDELSKI**

Lecturer, Polish, Special Language Program, 2009-

**EDUCATION:** M.A., Polish Language and Literature, Adam Mickiewicz University Poznan, Poland, 1992

**% TIME IN AREA:** 100%

**TENURED:** N/A

**DISS SUPERVISED SINCE 2009:** N/A

**SPECIALIZATION:** Polish language instruction

**AREA COURSES:** First-Year Polish, Second-Year Polish, Third-Year Polish

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Polish-native, Russian-1

**PROFESSIONAL EXPERIENCE:** American Council on the Teaching of Foreign Languages, Language Proficiency Tester training, 2009; Lecturer in Polish language at UC Berkeley, 2008-; Editor, Publishing House "Nasza Przyszlosc," 1998-2002

**OVERSEAS EXPERIENCE:** High School Teacher in Poland, 1992-2004; Anchor person, for Cable TV Network in Poland, 1994-97

**RECENT PUBLICATIONS:** No data

**AWARDS AND DISTINCTIONS:** No data

## ALAN TIMBERLAKE

Visiting Professor of Slavic Languages and Literatures

**EDUCATION:** Ph.D., Linguistics, Harvard University; B.A., Slavic Languages, Harvard College

**% TIME IN AREA:** 100%

**TENURED:** N/A

**DISS SUPERVISED SINCE 2009:** N/A

**SPECIALIZATION:** Slavic language

**AREA COURSES:** No data

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) No data

**PROFESSIONAL EXPERIENCE:** Professor Emeritus, University of California, Berkeley

**OVERSEAS EXPERIENCE:** No data

**RECENT PUBLICATIONS:** *Russian Reference Grammar*. Cambridge: Cambridge UP, 2004.

"Older and Younger Recensions of the First Novgorod Chronicle," *Oxford Slavic Papers*, 33:135, 2000.

**AWARDS AND DISTINCTIONS:** No data

## MIKK TITMA

Senior Research Scholar, Department of Sociology, Stanford University, 1994-

**EDUCATION:** Ph.D., Sociology, Estonian Academy of Science, 1975

**% TIME IN AREA:** 100%

**TENURED:** N/A

**DISS SUPERVISED SINCE 2009:** N/A

**SPECIALIZATION:** Sociology of Estonia

**AREA COURSES:** No data

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) No data

**PROFESSIONAL EXPERIENCE:** Visiting Professor of Sociology and Social Researcher, Cornell University, 1993-1994;

Social Researcher, Institute of International Studies, Stanford University, 1992-1993

**OVERSEAS EXPERIENCE:** Professor of Sociology, Tartu University, Estonia, 1998-2005; Professor of Social Science, Tallinn Pedagogical University, Estonia, 1996-1998; Member of Estonian Parliament, 1990-1991; Director, Center for Social Research on Eastern Europe, Tallinn, Estonia, 1990-; Estonian Academy of Sciences, 1975-1996

**RECENT PUBLICATIONS:** "Gender Differences in Intragenerational Mobility: The Case of Estonia." With Ave Roots, and Indrek Soidla. *European Sociological Review* 2010; 26(3):337-350.

"Intragenerational Mobility in Successor States of the USSR." With Ave Roots. *European Societies* 2007, 8(4): 493-526.

**AWARDS AND DISTINCTIONS:** Visiting Professor, Friedrich-Schiller-Universität Jena, Institut für Soziologie, Jena, Germany, 2005; Sociological Research Association (member by invitation only), 1997-; Fellow, Center for Advanced Study in the Behavioral Sciences. 1991-1992; Vice-President of the Soviet Sociological Association, 1988-1990

## NANCY BRANDON TUMA

Professor *Emerita*, Department of Sociology, 1981-

**EDUCATION:** Ph.D., Sociology, Michigan State University; M.A., Biochemistry, University of California at Berkeley; B.A., with distinction, Mathematics and Chemistry, Cornell University

**% TIME IN AREA:** 100%

**TENURED:** Yes

**DISS SUPERVISED SINCE 2009:** No data

**SPECIALIZATION:** post-Soviet sociology

**AREA COURSES:** The Transformation of Socialist Societies; Social Inequality in Socialist and Post-Socialist Societies

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) German-1, Russian-1

**PROFESSIONAL EXPERIENCE:** Director, Program on Urban Studies, 2003-2006; Chair, Department of Sociology, 1996-1999; Member, Committee of Visitors, Economics Program of the National Science Foundation, 1996; Senior Fellow (by courtesy), Hoover Institution, 1983-

**OVERSEAS EXPERIENCE:** Stanford in Moscow, Faculty Director, 2007 and 2009

**RECENT PUBLICATIONS:** "Adolescent Agency and Adult Economic Success in a Transitional Society" (with Mikk Titma and Ave Roots). *International Journal of Psychology* 42(2007, 2): 102-109.

"Human Agency in the Transition from Communism: Perspectives on the Life Course and Aging" (with Mikk Titma). Pp. 108-143 in *Historical Influences on Lives and Aging*, edited by K. Warner Schaie and Glen H. Elder, Jr. New York: Springer Publishing, New York: Springer Publishing, 2005.

*Modern Russia*, with Mikk Titma. New York: McGraw-Hill, 2000.

**AWARDS AND DISTINCTIONS:** Recipient (with Patricia H. Thornton) of the "Best Paper" Award in the OMT Section of the Academy of Management, 1995; Recipient of the Paul F. Lazarsfeld Award for Contributions to Sociological Methodology, 1994 Mellon Chair in Interdisciplinary Studies, 1991; Fellow, Center for Advanced Study in the Behavioral Sciences, 1988-1989

## ALLEN S. WEINER

Director, Stanford Program in International and Comparative Law; Co-Director, Stanford Center on International Conflict and Negotiation; Senior Lecturer in Law, and Director, Stanford Program in International Law, 2007-

**EDUCATION:** J.D., Stanford Law School; B.A., *magna cum laude* in Social Studies, Harvard University

**% TIME IN THIS AREA:** 25%

**TENURED:** N/A

**DISS SUPERVISED SINCE 2009:** N/A

**SPECIALIZATION:** International Law (former Yugoslavia)

**AREA COURSES:** International Conflict Resolution; The Law of War

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Serbo-Croatian-1

**PROFESSIONAL EXPERIENCE:** Warren Christopher Professor of the Practice of International Law and Diplomacy and Associate Professor of Law (Teaching), Stanford University, 2003-2007; Counselor for Legal Affairs, U.S. Department of State, 1998-2001

**OVERSEAS EXPERIENCE:** Counselor for Legal Affairs, The Hague, Netherlands, 1990-2001; Attaché (1996-1998), worked with the International Criminal Tribunal for the Former Yugoslavia (ICTY) and the International Court of Justice (ICJ)

**RECENT PUBLICATIONS:** "Prudent Politics: The International Criminal Court, International Relations, and Prosecutorial Independence," 12 *Washington University Global Studies Law Review* 545 (2013).

"Constitutions as Peace Treaties: A Cautionary Tale for the Arab Spring," 64 *Stanford Law Review Online* 8 (2011).

Barry E. Carter and Allen S. Weiner, *International Law*. New York: Wolters Kluwer, 6th ed., 2011.

"Working the System: A Comment on Andre Nolkaemper's System Criminality in International Law," 8 *Santa Clara Journal of International Law* 353 (2010).

**AWARDS AND DISTINCTIONS:** Academic Fellow, Foundation for the Defense of Democracies, 2005; Three-time recipient of State Department Superior Honor Awards (individual award – 1992; group awards – 1995 and 1999)

## AMIR WEINER

Associate Professor, Department of History, 2001-

**EDUCATION:** Ph.D., History, Columbia University; M.A., History, Columbia University; B.A., Russian Studies and International Relations, The Hebrew University, Jerusalem

**% TIME IN THIS AREA:** 100%

**TENURED:** Yes

**DISS SUPERVISED SINCE 2009:** 6

**SPECIALIZATION:** Soviet history

**AREA COURSES:** Totalitarianism; War and Society; The Soviet Civilization; Century of Violence: Mass Violence in the 20<sup>th</sup> Century to Present; Historiography of the Soviet Union; Leaders and Leadership in Soviet and Post-Soviet Russia

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Russian-3, Ukrainian-3, German-3, Hebrew-3, Yiddish-2, Belarusian-2, French-2, Lithuanian-2

**PROFESSIONAL EXPERIENCE:** Co-Director, Center for European Studies; Editorial Board of *Contemporary European History*; Editorial Board of *Totalitarian Movements and Political Religions*; Assistant Professor, Department of History, 1996-2001

**OVERSEAS EXPERIENCE:** Stanford in Moscow, Faculty Director, 2008

**RECENT PUBLICATIONS:** "Lethal Entanglement: The Soviet Union and Lithuania during World War II," *Lithuanian Historical Studies* 19 (forthcoming 2014).

"Bloodlands or Bloody Noise to History?" Review Essay, *Cahiers du monde Russe* 54:4 (2013).

"Getting to Know You: Soviet Surveillance and its Uses, 1939-1957," *Kritika* 13:1 (Winter 2012): 4-45.

"Foregin Media and the Soviet Western Frontier: Accounts of the Hungarian and Czechoslovak Crises," in A. Ross Johnson, e., *Cold War Broadcasting: Goals, Methods, and Impact* (Central European Press, 2010).

"A Writer at War," Review essay of Vasily Grossman's diaries, *Kritika* 10:2 (Spring 2009): 387-397.

"Revisiting 1989: Causes, Course and Consequences," Co-editor and author of introduction. *Journal of Contemporary European History* (special issue, June 2009).

Zhizn' v okkupatsii. Vinniskaia oblast'. 1941-1944gg. [Life Under Occupation: Vinnitsa Region, 1941-1944]. (ROSSPEN, Moscow, 2010. Annotated edition of archival documents in Russian and Ukrainian.

*Politicheskoe rukovodstvo Ukrainy, 1938-1989* (ROSSPEN, Moscow, 2006) [*The Political Leadership of Ukraine, 1938-1989*]. Annotated edition of documents in Russian.

*Landscaping the Human Garden: Twentieth-Century Population Management in a Comparative Framework*, editor and contributor. Stanford University Press, 2003.

*Making Sense of War: The Second World War and the Fate of the Bolshevik Revolution*. Princeton University Press, 2001.

**AWARDS AND DISTINCTIONS:** Lees Knowles lecturer in Military History, Trinity College, Cambridge University, UK (October-November 2012); David Andrews Whittier Fellow, Humanities Center, Stanford University, 2009-2010; Donald Andrews Whittier Faculty Fellow, Humanities Center, Stanford University, 2009

## ALI YAYCIOGLU

Assistant Professor of Middle Eastern History, 2011-

**EDUCATION:** Ph.D., Harvard University; M.A., Bilkent University; B.S., Middle East Technical University

**% TIME IN AREA:** 75%

**TENURED:** No

**DISS SUPERVISED SINCE 2009:** No data

**SPECIALIZATION:** Middle East, Ottoman Empire, Balkans

**AREA COURSES:** The Making of the Islamic World, 600-1300; Islamic Eurasia: Nomads, Merchants and Empires, 1300-1850; Empires, Markets and Networks: Early Modern Islamic World and Beyond, 1500-1800; The Ottoman Empire: 1300-1920; Research Seminar in History of the Ottoman Empire; Communities and Empire: Jews, Christians, and Muslims in the Ottoman Empire; Modern Turkey; Istanbul: History, Memory and Global Experience

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Turkish-3

**PROFESSIONAL EXPERIENCE:** Fairfield University, 2009-2011; Princeton University, 2008-2009

**OVERSEAS EXPERIENCE:** Turkey and France, 2004-2005

**RECENT PUBLICATIONS:** *Partners of the Empire: Communities, Notables and the Crisis of the Ottoman Order (1770-1820)*. In progress to be submitted to Princeton University Press in 2013.

"Provincial Elites and the Empire in the Late Ottoman World: Conflict or Partnership?" *The Ottoman World*, edited by Christine Woodhead. (London: Routledge Press, 2012).

"Heirs of Genghiz Khan in the Age of Revolutions: The Gerays and Cengiz Mehmed Geray Sultan between the Ottoman and Russian Empires in the late 18<sup>th</sup> and early 19<sup>th</sup> Centuries." With Hakan Kirimli (Forthcoming – submitted for review).

**AWARDS AND DISTINCTIONS:** Mary Seeger O'Boyle Fellowship, Princeton University, 2008-09; Aga Khan Postdoctoral Fellowship for Islamic Art and Architecture, Harvard University, 2008; Harvard University – Dissertation Completion Fellowship, 2006-07; Harvard University Merit Fellowship, 2004-05; KRUPP Foundation Fellowship of Center for European Studies, 2003-04

## PATRICIA YOUNG

Postdoctoral Fellow, Department of Sociology, 2010-

**EDUCATION:** Ph.D., Rutgers University; M.A., University of Victoria; B.A., University of Victoria

**% TIME IN THIS AREA:** 75%

**TENURED:** N/A

**DISS SUPERVISED SINCE 2009:** N/A

**SPECIALIZATION:** Economic elites in Eastern Europe, political economy of economic reform, corruption, economic development, institutional change

**AREA COURSES:** Comparative Corruption; Socio-Economic Issues in Contemporary Russia and Eastern Europe; Global Capitalism and Development; Directed Studies: Corruption and International Adoptions in the Former Soviet Space; Transformation of Socialist Societies; Politics of Economic Reform: Latin America and Eastern Europe; Directed Studies: Critical Political Economy and the Former Soviet States; Democracy and the Market in Eastern Europe

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3=easily) Romanian-3

**PROFESSIONAL EXPERIENCE:** Rutgers University, 2005-2010; University of Victoria, Canada, 2000-2004

**OVERSEAS EXPERIENCE:** Canada, 2000-2004; Romania 2004, 2006; Hungary: 2004; Belgium: 2004

**RECENT PUBLICATIONS:** Young, P. 2011. "Political Competition and Democratic Governance in Romania" in King, Ronald and Paul Sum (eds.) *Romania Under Basescu* Lanham, MD: Lexington Press: 135-54.

Young, P. and Levy, Jack S. 2011. "Domestic Politics and the Escalation of Commercial Rivalry: Explaining the War of Jenkins' Ear, 1739-48" *European Journal of International Relations* 17(2): 209-32.

Young, P. 2010. "Captured by Business? Romanian Market Governance and the New Economic Elite," *Business and Politics* 12(1):1-38.

Young, P. 2008. "Democratic and Market Governance in Romania: Between Domestic Politics and EU Accession" *Review of European and Russian Affairs* 4(1), 74-110.

Webb, Michael and Young, P. 2008. "Transnational Women's Groups and Social Policy Activists around the UN and the EU" in Brydon, Diana and William Coleman (eds.) *Renegotiating Community Interdisciplinary Perspectives, Global Contexts*, University of British Columbia Press, 141-163.

Verdun, Amy, Padfield, Melissa, and Young, P. 2006. "God Save the Queen: Britain and Canada and their Large Neighbouring Monetary Unions" *Current Politics and Economics of Europe* 17(1), 1-18.

**AWARDS AND DISTINCTIONS:** Social Sciences and Humanities Research Council of Canada (SSHRC) Doctoral Fellowship, 2004-2008; University of Victoria European Union Initiative Graduate Research Grant, 2004

## STEVEN ZIPPERSTEIN

Daniel E. Koshland Professor in Jewish Culture and History, Dept. of History and Jewish Studies Program, 1994-

**EDUCATION:** Ph.D., Russian and Jewish History, University of California at Los Angeles; M.A., History, University of California at Los Angeles; B.A., *magna cum laude*, Sociology, University of California at Los Angeles

**% TIME IN THIS AREA:** 100%

**TENURED:** Yes

**DISS SUPERVISED SINCE 2009:** No data

**SPECIALIZATION:** Russian Jewish history

**AREA COURSES:** Jews, 1500 to the Present; Core in Jewish History, 20<sup>th</sup> Century; Jews in the Modern World; The Holocaust;

**LANGUAGE COMPETENCE:** (1=with difficulty, 2=fairly easily, 3-easily) Russian-3, Hebrew-3, Yiddish-3, German-3

**PROFESSIONAL EXPERIENCE:** Center Associate, Davis Center for Russian and Eurasian Studies, 2007-; Director, Taube Center for Jewish Studies, 1991-2007; Director, Koret Institute, 1996-; Editorial Board Member, *Shvut*, 1995-

**OVERSEAS EXPERIENCE:** Visiting Professor, Jagiellonian University, Krakow, Poland, 1995-1996; Visiting Professor, Russian State Humanities University, Moscow,

**RECENT PUBLICATIONS:** *Rosenfeld's Lives: Fame, Oblivion, and the Furies of Writing*, Yale University Press, 2008. *The Worlds of S. An-sky*. Ed. with Gabriella Safran. Stanford University Press, 2006.

*Imagining Russian Jewry: Memory, History, Identity*. University of Washington Press, 1999.

**AWARDS AND DISTINCTIONS:** Fellow, Institute for Advanced Studies, Hebrew University, Jerusalem, 2003; Fellow, Institute for Advanced Studies, Yitzhak Rabin Center, Tel Aviv, 2000

**APPENDIX 3: COURSE LIST 2012-2015**  
Center for Russian, East European and Eurasian Studies, Stanford University

Course No.	Title	Instructor	Credit Units	Enrollment 12-13		Enrollment 13-14		14-15
				UG	G	UG	G	
<b>Anthropology</b>								
27N	Ethnicity and Violence: Anthropological Perspectives (25%, Discussion of Yugoslavia)	Thirangama,S	3-5 units	8	0	-	-	-
54A	Central Asia Through Films	Kunanbaeva,A	3-5 units	-	-	1	0	-
144A	Practice of Everyday Life in Kazakhstan (Crosslisted as REES 244A)*	Kunanbaeva,A	3-5 units	2	0	-	-	+
147A	Folklore, Mythology, and Islam in Central Asia (Crosslisted as REES 247A)	Kunanbaeva,A	3-5 units	6	0	-	-	-
150A/250A	Women and Islam in Central Asia (Crosslisted as REES 250A)	Kunanbaeva,A	3-5 units	-	-	5	1	-
336A	The Posthumanistic Subject (50%, post-socialist society) (Crosslisted as FRENCH 320)	Domanska,E	3-5 units	0	12	-	-	+
339A	Technologies of Extinctions: Ecocides and Genocides (Crosslisted as FRENCH 336A) (REES core course)	Domanska,E	5 units	-	-	3	0	-
<b>Art History</b>								
1A	Introduction to the Visual Arts: Pre-historic through Medieval	Pentcheva,B	TBD	-	-	-	-	+
105/305	Art & Architecture in the Medieval Mediterranean (50% art of Central and Eastern Europe)	Pentcheva,B	4 units	6	1	-	-	+
106/306	Byzantine Art and Architecture (Crosslisted as CLASSART 106/206)	Pentcheva,B	4 units	-	-	10	2	-
205A	Islamic Painting: Landscape, Body, Power	Blessing,P	5 units	1	0	-	-	+
208	Hagia Sophia (Crosslisted as CLASSART 118)	Pentcheva,B	5 units	8	0	-	-	-
208C/408C	Architecture, Acoustics and Ritual in Byzantium (Crosslisted as REES 208C/408C)	Pentcheva,B	1-3 units	-	-	6	3	-
209/309	Art and Religious Experience in Byzantium and Islam (Crosslisted as CLASSART 139)	Pentcheva,B	5 units	2	0	-	-	-
405	Art, Ekphrasis, and Music in Byzantium and Islam (Crosslisted as CLASSART 305)	Pentcheva,B	5 units	0	6	-	-	-
409	Iconoclasm in Byzantium, Islam and the Latin West	Pentcheva,B	TBD	-	-	-	-	+
<b>Biology</b>								
109B/209B	The Human Genome and Disease (25%, Genes in Jewish Populations)	Heller,R; Brutlag,D	3 units	11	1	1	1	3
127	From Generation to Generation: Scientific and Cultural Approaches to Jewish Genetics (Crosslisted as JEWISHST 117)	Rosenberg,N; Weitzman,S	1 unit	8	0	-	-	-
<b>Communications</b>								
177Y/277Y	Specialized Writing and Reporting: Foreign Correspondence in the Middle East and Asia (50%, area case studies)	Brinkley,J	4-5 units	5	3	6	9	-
<b>Comparative Literature</b>								
115/315	Nabokov in the Transnational Context (Crosslisted as SLAVIC 156/356)	Greenleaf,M	3-5 units	-	-	6	2	-
121	Poems, Poetry, Worlds: The Origins, Evolution, and Migration of the Ghazal (50%, Literatures of Hebrew, Ottoman Turkish and Urdu)	Brookshaw,D	3-5 units	12	0	-	n/a	-
122/322	Literature as Performance	Greenleaf,M; Kim,D	5 units	10	0	13	2	-
143A	Alla Turca Love: Tales of Romance in Turkish Literature	Richardson,B	3-5 units	3	1	-	-	-
144A	Istanbul the Muse: The City in Literature and Film	Richardson,B	3-5 units	6	0	7	0	+
145	Reflection on the Other: The Jew in Arabic Literature, the Arab in Hebrew Literature (Crosslisted as AMELANG 126, JEWISHST 106)	Shemtov,V; Zilbergerts,M	4 units	3	0	3	0	-
157	Contemporary Turkish Cinema and Society	Richardson,B	3-5 units	-	-	5	0	+
190/390	Tolstoy's Anna Karenina in Dialogue with Contemporary Philosophical, Social, and Ethical Thought (Crosslisted as SLAVIC 190/390)	Freidin,G	3-5 units	-	-	5	1	-

**Key:** (+) course offered (-) course not offered (n/a) course offered, enrollment data not available  
(\* ) to be supported with grant funds

**APPENDIX 3: COURSE LIST 2012-2015**

Center for Russian, East European and Eurasian Studies, Stanford University

Course No.	Title	Instructor	Credit Units	Enrollment 12-13		Enrollment 13-14		14-15
				UG	G	UG	G	
241B	Earthy and Heavenly Intoxication: Wine Imagery in Medieval Persian Poetry and Prose	Brookshaw,D	3-5 units	2	0	-	-	-
245	Introductory Ottoman Turkish	Richardson,B	1-3 units	3	0	1	0	+
246B	Ottoman Translation Workshop	Richardson,B	1-2 units	2	0	-	-	-
248A	Reading Turkish I	Richardson,B	3-5 units	2	0	2	0	+
248B	Reading Turkish II	Richardson,B	3-5 units	2	0	3	0	+
248C	Advanced Turkish for Research	Richardson,B	3-5 units	0	2	3	0	+
283	Masterpieces of Hebrew Literature from the Bible to the Present	Shemtov,V; Eshel,A	4-5 units	-	-	3	0	-
<b>Democracy, Development, and the Rule of Law</b>								
189	Honors Research Methods for Democracy, Development, and the Rule of Law	Fukuyama,Y	3 units	-	-	10	0	-
<b>Economics</b>								
119	The Russian Economy (Crosslisted as REES 219)	Kuznetsov,B	4-5 units	22	0	-	-	-
<b>Education</b>								
306A	Economics of Education in the Global Economy (25%, includes Russian examples)	Carnoy,M	5 units	0	34	0	29	-
<b>English</b>								
145D	Jewish American Literature (Crosslisted as JEWISHST 155D, REES 145D)	Ruttenburg,N	5 units	-	-	4	0	-
<b>Feminist Studies</b>								
5C/105C	Human Trafficking: Historical, Legal, and Medical Perspectives (25%, Eastern European case studies) (Crosslisted as HIST 5C/105C, HUMBIO 178H/T, INTNLREL 105C, LAW 675, SOMGEN 205)	Jolluck,K; Walker,R; Lippert,S; Stacy,H	3-5 units	8	0	10	0	+
<b>Film Studies</b>								
4	Introduction to Film Study (25%, Russian, East European examples)	Levi,P	5 units	60	0	78	0	+
4S	Language of Film (25%, Russian, East European examples)	Levi,P	4 units	12	0	11	0	+
100A/300A	History of World Cinema I, 1895-1929 (25%, Russian, East European examples)	Bukatman,S	4 units	0	1	-	-	+
100B/300B	History of World Cinema II, 1930-1959 (25%, Russian, East European examples)	Laderman,D; Greenhough,A	4 units	10	0	14	0	+
100C/300C	History of World Cinema III, 1960-Present (25%, Russian, East European examples)	Ma,J	4 units	-	-	21	0	+
145/345	Politics and Aesthetics in East European Cinema	Levi,P	4 units	4	4	-	-	-
145B/345B	History and Politics in Russian and Eastern European Cinema (Crosslisted as REES 301A)	Levi,P	4-5 units	-	-	2	1	+
406	Montage (50% Soviet montage)	Levi,P	5 units	-	-	0	8	+
<b>French</b>								
320	The Posthumanistic Subject (50%, post-socialist society) (Crosslisted as ANTHRO 336A)	Domanska,E	3-5 units	0	1	-	-	+
339A	Technologies of Extinctions: Ecocides and Genocides (Crosslisted as ANTHRO 399A) (REES core course)	Domanska,E	5 units	-	-	0	1	-
<b>German</b>								
133	Marx, Nietzsche, Freud	Dombach,M	3-5 units	-	-	6	0	-

**Key:** (+) course offered (-) course not offered (n/a) course offered, enrollment data not available  
 (\*) to be supported with grant funds

**APPENDIX 3: COURSE LIST 2012-2015**

Center for Russian, East European and Eurasian Studies, Stanford University

Course No.	Title	Instructor	Credit Units	Enrollment 12-13		Enrollment 13-14		14-15
				UG	G	UG	G	
203	Global Strategy (25%, Russian examples)	Barnett, W.; Rice, C	1 unit	n/a		0	403	
<b>History</b>								
4N	A World History of Genocide	Naimark, N	3-5 units	12	0	13	0	+
5C/105C	Human Trafficking: Historical, Legal, and Medical Perspectives (25%, Eastern European case studies) (Crosslisted as FEMSTUD 5C/105C, HUMBIO 178H/1, INTNLREL 105C, LAW 675, SOMGEN 205)	Jolluck, K.; Walker, R.; Lippert, S.; Stacy, H	5 units	31	0	14	0	+
5W	Human Trafficking: Historical, Legal, and Medical Perspectives (25%, Eastern European case studies)	Jolluck, K	2 units	-	-	3	0	+
17N	Intimacy, Secrets and the Past: Biography in History and Fiction (Crosslisted as JEWISHST 17N)	Zipperstein, S	3-4 units	7	0	-	-	-
20A/120A	The Russian Empire, 1450-1796	Kollmann, N	3 units	6	0	-	-	+
20N	Russia in the Early Modern European Imagination	Kollmann, N	4 units	13	0	14	0	-
23S	Onion Domes and Dirt Streets: Cities in Early Modern and Imperial Russia	Martin, L	5 units	2	0	-	-	-
38A/138A	Germany and the World Wars, 1870-1990	Sheffer, E	5 units	-	-	-	-	+
81B/181B	Formation of the Contemporary Middle East (25%, unit on Turkey)	Beinin, J	3 units	41	0	30	0	-
82C/182C	The Making of the Islamic World, 600-1500	Yavcioglu, A	3 units	21	0	31	0	+
82N	Modern Islamic Movements	Crews, R	3 units	13	0	-	-	+
85B/185B	Jews, 1500 to the Present (Crosslisted as JEWISHST 85B)	Zipperstein, S	3 units	-	-	6	0	+
87/187	The Islamic Republics: Politics and Society in Iran, Afghanistan and Pakistan (50%, area focus)	Crews, R	3 units	18	0	39	0	+
102	The History of the International System since 1914 (Crosslisted as INTNLREL 102)	Naimark, N	5 units	41	0	55	0	+
103E	History of Nuclear Weapons (Crosslisted as POLISCI 116), (50%, Russian nuclear program)	Holloway, D	5 units	11	0	-	-	+
103F	Introduction to Military History	Vardi, G	5 units	13	0	32	0	+
125	Eastern Europe After 1900	Jolluck, K	5 units	-	-	11	0	-
201A/301A	The Global Drug Wars (30%, Central Asia focus)	Crews, R	4-5 units	19	9	46	1	+
201C	The U.S., U.N., Peacekeeping, and Humanitarian War (30%, Balkans, Afghanistan case studies) (Crosslisted as INTNLREL 140C)	Patenaude, B	5 units	n/a	n/a	n/a	n/a	+
202/306E	International History and International Relations Theory (45%, Soviet Union during Cold War) (Crosslisted as POLISCI 216E/316)	Holloway, D	5 units	7	0	-	-	+
202E/302E	The Great War (30%, Eastern Europe front)	Vardi, G	4-5 units	18	4	-	-	-
204E/307E	Totalitarianism	Weiner, A	4-5 units	7	2	11	3	+
204G/304G	War and Society	Weiner, A	5 units	5	2	6	6	+
208B/308B	Women Activists' Response to War (50%, Russian, Eastern Europe examples)	Jolluck, K	4-5 units	-	-	-	-	+
219C/319C	Science, Technology, and Modernity in the Soviet Union	Holloway, D	5 units	-	-	3	3	+
220G/320G	Religion and Popular Culture in Russia	Kollmann, J	4-5 units	3	0	-	-	-
221B	The Woman Question in Modern Russia	Jolluck, K	5 units	7	0	3	0	+
222	Honor, Law, and Modernity (50%, Russia, Eastern Europe focus)	Kollmann, N	5 units	-	-	-	-	+
224A/424A	The Soviet Civilization	Weiner, A	4-5 units	6	4	4	6	-
224B/424B	The Soviet Civilization, Part 2	Weiner, A	4-5 units	-	-	0	4	+
224C/324C	Genocide and Humanitarian Intervention (25%, area case studies) (Crosslisted as PEDS 224)	Patenaude, B.; Magnus, D	3 units	6	2	5	2	+
226E/326E	Famine in the Modern World (25%, Soviet famines) (Crosslisted as PEDS 226)	Patenaude, B.; Magnus, D	3 units	n/a	n/a	2	0	+

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**APPENDIX 3: COURSE LIST 2012-2015**

Center for Russian, East European and Eurasian Studies, Stanford University

Course No.	Title	Instructor	Credit Units	Enrollment 12-13		Enrollment 13-14		14-15
				UG	G	UG	G	
227/327	East European Women and War in the 20th Century	Jolluck,K	4-5 units	11	0	-	-	-
228/328	Circles of Hell: Poland in World War II	Jolluck,K	5 units	5	5	2	7	+
230F/330F	Self-Policing, Denunciation, and Surveillance in Modern Europe (50% Soviet bloc police states)	Sheffer,E	4-5 units	-	-	-	-	+
266C	The Cold War: An International History (Crosslisted as INTNLREL 154)	Rakove,R	5 units	1	0	-	-	-
282E/382E	Jews, Christians and Muslims in the Ottoman World	Yavcioglu,A	4-5 units	2	0	-	-	-
282F/382F	History of Modern Turkey	Yavcioglu,A	4-5 units	-	-	7	4	-
284/384	The Ottoman Empire, 1300-1923	Yavcioglu,A	4-5 units	4	5	11	7	+
286C/386C	Jews and the Russian Revolution (Crosslisted as JEWISHST 286C/386C)	Zipperstein,S	5 units	4	2	-	-	-
299X/399A	International Field Work (25% Russian, East European, Eurasian work)	Kollmann,N; Roberts,R	1 unit	8	3	6	0	+
302G	Peoples, Armies and Governments of the Second World War	Vardi,G	TBD	-	-	-	-	+
321A	Classics of Russian Historiography	Kollmann,N	4-5 units	-	-	0	9	+
385B	Core in Jewish History, 20th Century	Zipperstein,S	4-5 units	0	1	-	-	-
425A/B	Modern East Europe	Staff	4-5 units	0	2	-	-	-
<b>Human Biology</b>								
178H/T	Human Trafficking: Historical, Legal, and Medical Perspectives (25%, Eastern European case studies) (Crosslisted as FEMSTUD 5C/105C, HISTORY 5C/105C, INTNLREL 105C, LAW 675, SOMGEN 205)	Jolluck,K; Walker,R; Lippert,S; Stacy,H	5 units	9	0	5	0	+
<b>International Policy Studies</b>								
210	The Politics of International Humanitarian Action (25%, former Yugoslavia as case study)	Morris,E	3-5 units	0	12	n/a	-	+
211	The Transition from War to Peace: Peacebuilding Strategies (25%, former Yugoslavia as case study)	Morris,E	3-5 units	0	10	0	9	+
213	International Mediation and Civil Wars (25%, Balkans case studies)	Morris,E	3-5 units	0	9	n/a	-	+
230	Democracy, Development, and the Rule of Law (25%, democracy in the former Soviet Union) (Crosslisted as INTNLREL 114D, POLISCI 114D/314D)	Diamond,L; Stoner-Weiss,K	5 units	0	9	0	3	-
231	Russia, the West and the Rest (Crosslisted as REES 231)*	Stoner-Weiss,K	1-4 units	-	-	0	8	+
241	International Security in a Changing World (40%, Soviet nuclear power and post-Soviet case studies) (Crosslisted as POLISCI 114S)	Crenshaw,M; Zegart,A	5 units	0	14	n/a	-	-
250	International Conflict Resolution (25%, area conflicts) (Crosslisted as LAW 656, PSYCH 383)	Weiner,A; Ross,L; Bland,B	3 units	0	8	n/a	-	-
280	Transitional Justice, Human Rights, and International Criminal Tribunals (25%, Yugoslav tribunals) (Crosslisted as INTNLREL 180A)	Cohen,D	5 units	0	3	0	4	-
<b>International Relations</b>								
102	The History of the International System since 1914 (Crosslisted as HISTORY 102)	Naimark,N	5 units	3	0	7	0	+
105C	Human Trafficking: Historical, Legal, and Medical Perspectives (25%, Eastern European case studies) (Crosslisted as FEMSTUD 5C/105C, HISTORY 5C/105C, HUMBIO 178H/T, LAW 675, SOMGEN 205)	Jolluck,K; Walker,R; Lippert,S; Stacy,H	5 units	8	0	15	0	+
114D	Democracy, Development, and the Rule of Law (25%, democracy in the former Soviet Union) (Crosslisted as IPS 230, POLISCI 114D/314D)	Diamond,L; Stoner-Weiss,K	5 units	32	0	28	0	-
140A	International Law and International Relations (25%, Relations of the former Soviet states)	Lutmski,P	5 units	16	0	16	0	-

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Center for Russian, East European and Eurasian Studies, Stanford University

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				UG	G	UG	G	
140C	The U.S., U.N. Peacekeeping, and Humanitarian War (30%, Balkans, Afghanistan case studies) (Crosslisted as HISTORY 201C)	Patenaude,B	5 units	9	0	13	0	+
145	Genocide and Humanitarian Intervention (25%, area case studies)	Patenaude,B	4 units	16	0	14	0	+
154	The Cold War: An International History (Crosslisted as HISTORY 266C)	Rakove,R	5 units	10	0	-	-	-
180A	Transitional Justice, Human Rights, and International Criminal Tribunals (25%, Yugoslav tribunals) (Crosslisted as IPS 180)	Cohen,D	3-5 units	12	0	1	0	-
<b>Jewish Studies</b>								
17N	Intimacy, Secrets and the Past: Biography in History and Fiction (Crosslisted as HISTORY 17N)	Zipperstein,S	3-4 units	n/a	-	-	-	-
30N	Jewish Musics in Translation (75%, Music based in Russia and Eastern Europe)	Rodin,J; Schultz,A	3 units	3	0	-	-	-
104A/B/C	First-Year Yiddish (50%, Yiddish in Eastern Europe) (Crosslisted as AMELANG 104A/B/C)	Levitow,J	4 units	3	0	n/a	-	+
106	Reflection on the Other: The Jew in Arabic Literature, the Arab in Hebrew Literature (Crosslisted as COMPLIT 145, AMELANG 126)	Shemtov, V; Zilbergaerts,M	4 units	n/a	1	0	-	-
117	From Generation to Generation: Scientific and Cultural Approaches to Jewish Genetics (Crosslisted as BIO 127)	Rosenberg,N; Weitzman,S	1 unit	4	0	-	-	-
148/348	Eastern European Jewish Literature (Crosslisted as SLAVIC 198/398)	Safran,G	3-5 units	-	2	0	-	-
155D	Jewish American Literature (Crosslisted as ENGLISH 145D, REES 145D)	Ruttenburg,N	5 units	-	2	0	-	-
286C	Jews and the Russian Revolution (Crosslisted as HISTORY 286C/386C)	Zipperstein,S	5 units	4	0	-	-	-
<b>Law</b>								
479	International Law (25%, area case studies)	Weiner.Allen; Martinez,J	3-5 units	0	25	0	42	+
656	International Conflict Resolution (25%, area conflicts) (Crosslisted as IPS 250, PSYCH 383)	Weiner.Allen; Bland,B	3 units	0	6	0	12	-
675	Human Trafficking: Historical, Legal, and Medical Perspectives (25%, Eastern European case studies) (Crosslisted as FEMSTUD 5C/105C, HISTORY 5C/105C, HUMBIO 178H/T, INTNLREL 105C, SOMGEN 205)	Stacy,H; Jolluck,K; Lippert,S; Walker,R	3 units	0	6	0	3	+
<b>Linguistics</b>								
167	Languages of the World (25% area languages studied)	Pereltsvaig,A	3-4 units	32	0	16	0	+
<b>Management, Science &amp; Engineering</b>								
193/193W/293	Technology and National Security (25% Russian nuclear program and proliferation)	Hecker,S; Perry,W	3 units	169	44	166	52	+
249	Economic Growth and Development (25%, development in the former Soviet Union)	De La Grandville,O	3 units	0	21	0	12	+
<b>Master of Liberal Arts</b>								
305	Russia Encounters the Enlightenment: The Art, Culture, and Politics	Kollmann,N	4 units	-	-	0	12	-
<b>Mechanical Engineering</b>								
421	European Entrepreneurship Seminar (25%, Eastern Europe and Russia)	Leifer,L; Lee,B	1 unit	0	44	0	40	-
<b>Music</b>								
187	Introduction to Azerbaijani Mugham	Hasanov,I	1-5 units	8	0	-	-	-

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Center for Russian, East European and Eurasian Studies, Stanford University

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				UG	G	UG	G	UG	G
<b>Overseas Studies in Berlin</b>									
13	Jewish and Muslim Berlin	Fonrobert,C	3 units	-	-	4	0	-	-
161X	The German Economy in the Age of Globalization (25%, history and relationship with Eastern Europe and Russia)	Klein,I	4-5 units	16	0	14	0	0	+
<b>Overseas Studies in Istanbul</b>									
TBD	State and Society in the Middle East	TBD	TBD	-	-	-	-	-	+
TBD	Turkish Economy	TBD	TBD	-	-	-	-	-	+
TBD	Business Policy and Strategy in a Global Environment	TBD	TBD	-	-	-	-	-	+
TBD	Travels in Ottoman History with Evliya Çelebi	TBD	TBD	-	-	-	-	-	+
TBD	Listening to Istanbul: Music in Context	TBD	TBD	-	-	-	-	-	+
TBD	Imperial and Christian Constantinople	TBD	TBD	-	-	-	-	-	+
<b>Overseas Studies in Moscow</b>									
10M	Intensive First-Year Russian	Sidyganova,A	8 units	6	0	8	0	-	-
15	Academic Internship	Abashkin,A	2-3 units	9	0	7	0	-	-
40	The Challenge of Immigration: Social, Political and Cultural Dimensions	Malakhov,V	2-3 units	3	0	-	-	-	-
44	Economic Reform and Economic Policy in Modern Russia	Mau, V; Staff,I	5 units	-	-	11	0	-	-
45	Russia in the Changing World	Bratensky,M	5 units	-	-	10	0	-	-
46	Cultural Diversity in Contemporary World: Normative, Political, and Socio-Anthropological Dimensions	Malakhov, V	5 units	-	-	5	0	-	-
51M	Second-Year Russian	Kurganova,L	5 units	1	0	4	0	-	-
62	Economic Reform and Economic Policy in Modern Russia	Mau, V	5 units	4	0	-	-	-	-
68	From Science to Market: Technical Innovation Policy in Post-Soviet Russia	Dezhina, I; Leonard,C	5 units	5	0	1	0	-	-
71	Independent Study on Organization, Culture, and Russian Society	Zhou,X	2-4 units	1	0	-	-	-	-
72	Space, Politics, and Modernity in Russia	Medvedev,S	5 units	1	0	15	0	-	-
73	Formal Organizations	Zhou,X	5 units	2	0	-	-	-	-
74	Post-Soviet Eurasia and SCO: Society, Politics, Integration	Bratensky,M	5 units	5	0	-	-	-	-
111M	Third-Year Russian	Filatova,G	5 units	3	0	3	0	-	-
177/177M	Fourth-Year Russian	Greenhill,R	5 units	6	0	2	0	-	-
<b>Pediatrics</b>									
60Q	United Nations Peacekeeping (30%, area case studies)	Patenaude,B	3 units	-	-	-	-	-	+
224	Genocide and Humanitarian Intervention (25%, area case studies) (Crosslisted as HISTORY 224C/324C)	Patenaude,B	3 units	0	3	n/a	-	-	+
225	Humanitarian Aid and Politics (40%, area case studies)	Patenaude,B	3 units	0	7	0	4	-	+
226	Famine in the Modern World (25%, Soviet famines) (Crosslisted as HISTORY 226E/326E)	Patenaude,B; Magnus,D	3 units	0	2	n/a	-	-	+
<b>Political Economics</b>									
584	Managing Global Political Risk: (25% risk in the former Soviet Union)	Rice,C; Zegart,A	1 unit	0	44	0	30	-	-

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Center for Russian, East European and Eurasian Studies, Stanford University

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				UG	G	UG	G	UG	G
<b>Political Science</b>									
10SC	American Foreign Policy in the 21st Century (25%, area case studies)	Blacker,C	2 units	12	0		n/a		
34S	Religion and Politics (25% intersection of religion and politics in Russia)	Robichaux,J	3 units	16	0		-		
114D/314D	Democracy, Development, and the Rule of Law (25%, democracy in the former Soviet Union) (Crosslisted as IPS 230, INTNLREL 114D)	Diamond,L; Stoner-Weiss,K	5 units	20	7	24	9		+
114S	International Security in a Changing World (40%, Soviet nuclear power and post-Soviet case studies) (Crosslisted as IPS 241)	Crenshaw,M; Zegart,A	5 units	159	0	111	0		+
116	History of Nuclear Weapons (Crosslisted as HISTORY 103E) (50%, Russian nuclear program)	Holloway,D	5 units	23	0		-		+
143S	Comparative Corruption (25%, Eastern Europe as developing region) (Crosslisted as SOC 113)	Young,P	5 units	10	0	12	0		+
216E/316	International History and International Relations Theory (45%, Soviet Union during Cold War) (Crosslisted as HISTORY 202/306E)	Holloway,D	5 units	5	0		-		+
<b>Psychology</b>									
383	International Conflict Resolution (25%, area conflicts) (Crosslisted as IPS 250, LAW 656)	Weiner,A; Ross,L; Bland,B	3 units	0	3	0	4		+
<b>Religious Studies</b>									
110/310	Islam, Art, Modernity (40%, art from Eurasia)	Bashir,S	3-3 units	4	0		-		
<b>Russian and Eastern European Studies</b>									
23	Issues in Global Health: Russia and Eastern Europe	Patenaude,B	1-2 units	9	0		-		+
35	Films of Central Asia	Kunanbaeva,A	1-2 units	8	0	19	0		-
54A	Central Asia Through Film	Kunanbaeva,A	3-5 units			1	0		-
100/200	Current Issues in Russian, East European, and Eurasian Studies	Crews,R; Levi,P	1-2 units	0	5	1	5		+
145D	Jewish American Literature (Crosslisted as ENGLISH 145D, JEWISHST 155D)	Ruttenburg,N	5 units				n/a		-
208C	Architecture, Acoustics and Ritual in Byzantium (Crosslisted as ART HIST 208C/408C)	Pencheva,B	1-3 units			1	0		+
219	The Russian Economy (Crosslisted as ECON 119)	Kuznetsov,B	4-5 units	0	1		-		-
231	Russia, the West and the Rest (Crosslisted as IPS 231)*	Stoner-Weiss,K	1-4 units			0	3		+
244A	Practice of Everyday Life in Kazakhstan: From Nomadism to Modernity (Crosslisted as ANTHRO 144A)*	Kunanbaeva,A	3-5 units	0	1		-		+
247A	Folklore, Mythology, and Islam in Central Asia (Crosslisted as ANTHRO 147A)	Kunanbaeva,A	3-5 units	0	2		-		-
250A	Women and Islam in Central Asia (Crosslisted as ANTHRO 150A/250A)	Kunanbaeva,A	3-5 units			0	1		-
301	An Introduction to Russian, East European and Eurasian Studies	Crews,R	5 units	0	7		-		-
301A	History and Politics in Russian and Eastern European Cinema (Crosslisted as FILMSTUD 145B/345B)	Levi,P	4-5 units			0	6		+
312	Socio-Economic Issues in Contemporary Russia and Eastern	Young,P	3-5 units			0	5		-
320	State and Nation Building in Central Asia	Lapidus,G; Staff	5 units	0	8	0	4		+
TBD	World War I, 1914-2014	Knezevic,J	3-5 units				-		+
TBD	Transformations of Socialist Societies	Young,P	3-5 units				-		+
TBD	Central Asia: Peoples, Cultures, Every Life	Kunanbaeva,A	3-5 units				-		+
TBD	Animism and Alter-Native Modernities	Domanska,E	3-5 units				-		+

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**APPENDIX 3: COURSE LJST 2012-2015**

Center for Russian, East European and Eurasian Studies, Stanford University

Course No.	Title	Instructor	Credit Units	Enrollment 12-13		Enrollment 13-14		Enrollment 14-15	
				UG	G	UG	G	UG	G
<b>Slavic Studies</b>									
77Q	Russia's Weird Classic: Nikolai Gogol	Fleishman, L.	3-4 units	9	0	3	0		+
78N	The Birth of the Great Russian Novel in Alexander Pushkin's Eugene Onegin	Fleishman, L.	3-4 units	2	0				-
115	Between Europe and Asia: Introduction to Russian Culture	Fleishman, L.	3 units			3	0		+
129/229/329	Poetry as System: Introduction to Theory and Practice of Russian Verse	Fleishman, L.	3-4 units	4	0	1	7		+
145/345	Age of Experiment: Russian Literature in 1820-1845	Fleishman, L.	3-5 units			3	4		+
146/346	The Great Russian Novel: Theories of Time and Action	Greenleaf, M.; Cieply, J.	3-5 units	8	0	9	2		+
147/347	Modern Russian Literature and Culture: The Age of War and Revolution	Fleishman, L.	3-4 units	12	0				+
156/356	Nabokov in the Transnational Context (Crosslisted as COMPLIT 115/315)	Greenleaf, M.	3-5 units			1	8		-
179/379	Literature from Old Rus' and Medieval Russia	Timberlake, A.	2-4 units	2	3				+
187/387	Russian Poetry of the 18th and 19th Centuries	Fleishman, L.	3-4 units	2	0				+
188/388	20th century Russian Poetry: From Aleksandr Blok to Joseph Brodsky	Fleishman, L.	3-5 units			2	0		-
190/390	Tolstoy's Anna Karenina in Dialogue with Contemporary Philosophical, Social, and Ethical Thought (Crosslisted as COMPLIT 190/390)	Freidin, G.	3-5 units			3	0		-
194/394	Russia: Literature, Film, Identity, Allergy	Safran, G.; Skakov, N.	3-5 units	0	7				-
195/395	Russian and East European Theater	Greenleaf, M.	3-5 units	1	6				-
198	Eastern European Jewish Literature (Crosslisted as JEWISHST 148/348)	Safran, G.	3-5 units			1	6		-
200	Proseminar in Literary Theory and Study of Russian Literature	Freidin, G.	3-5 units	6	0				-
225/325	Readings in Russian Realism	Safran, G.	3-5 units	9	0				+
226	Bakhtin and His Legacy	Skakov, N.	3-5 units						+
230	18th Century Russian Literature	Vroon, R.	5 units			9	0		+
235	Late and Post-Soviet Literature	Komaromi, A.	3-5 units			10	0		+
236	The Russian Long Take	Skakov, N.	3-5 units	10	0				+
242	Eastern European Literature and Film from 1945 to 1991	Merrill, J.	2-5 units			6	0		-
270/370	Pushkin's Golden Age	Greenleaf, M.	2-5 units	4	0	0	6		-
311	Introduction to Old Church Slavic	Timberlake, A.	2-4 units	0	5				+
315	Isaac Babel and His Worlds	Freidin, G.	3-4 units	0	7				+
327	Boris Pasternak and the Poetry of the Russian Avant Garde	Fleishman, L.	4 units	0	2				+
340	Russia's Castaway Classic: Andrei Platonov	Skakov, N.	3-5 units	0	4				+
372	Osip Mandelstam in Context and the Russian Experience: 1891-1991	Frieden, G.	TBD						+
<b>Slavic Language</b>									
1	First-Year Russian, First Quarter	Wilson, S.; Leidy, W.; Gould, H.; Underwood, A.	5 units	21	0	18	0		+
2	First-Year Russian, Second Quarter	Wilson, S.; Kim, D.; Gould, H.; Underwood, A.	5 units	17	0	13	0		+
3	First-Year Russian, Third Quarter	Khassina, E.; Wilson, S.; Gould, H.; Underwood, A.	5 units	17	0	13	0		+
6	Russian for Native Speakers, Second Quarter	Marcos, M.	2 units	n/a		2	0		+
7	Russian for Native Speakers, Third Quarter	Greenhill, R.	5 units	7	0				-
51	Second-Year Russian, First Quarter	Khassina, E.; Bush, D.	5 units	12	0	7	0		+
52	Second-Year Russian, Second Quarter	Khassina, E.; Bush, D.	5 units	10	0	7	0		+

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				UG	G	UG	G	UG	G
53	Second-Year Russian, Third Quarter	Khassina,E; Lordan,A; Smith,A	5 units	10	0	5	0		+
55	Intermediate Russian Conversation	Khassina,E; Greenhill,R	2 units	9	0	9	0		+
60E	The Sensuality of Slavic Sustainance	Safran,G	1 unit	4	0				-
60F	Perspectives on Slavic Culture and History through Film	Safran,G	1 unit	7	0				+
60H	Tour of Bulgaria	Safran,G	1 unit	n/a					-
60H	Culture and Politics of Russian Athletics through the lens of Sochi 2014	Safran,G	1 unit	10	0	8	0		+
60M	Russian Music	Safran,G	1 unit	2	0	2	0		+
60T	Teaching Slavic Conversation	Safran,G	1 unit	6	0	7	0		+
111	Third-Year Russian, First Quarter	Greenhill,R; Smith,A; Khassina,E	4 units	6	0	7	0		+
112	Third-Year Russian, Second Quarter	Greenhill,R; Marcos,M; Smith,A	4 units	8	0	4	0		+
113	Third-Year Russian, Third Quarter	Cieply,J; Greenhill,R; Bush,D	4 units	7	0	5	0		+
177	Fourth-Year Russian, First Quarter	Greenhill,R; Marcos,M	3 units	6	0	7	0		+
178	Fourth-Year Russian, Second Quarter	Greenhill,R; Marcos,M	3 units	6	0	10	0		+
179	Fourth-Year Russian, Third Quarter	Greenhill,R	3 units	4	0	12	0		+
181	Fifth-Year Russian, First Quarter	Khassina,E	3 units	6	0	5	0		+
182	Fifth-Year Russian, Second Quarter	Khassina,E	3 units	8	0	5	0		+
183	Fifth-Year Russian, Third Quarter	Khassina,E	3 units	4	0	5	0		+
184A	Russian Reading Conversation and Composition	Greenhill,R	1 unit	3	0	n/a			+
220	Russian for Slavic PhD Students	Marcos,M	1-3 units	-		0	6		+
394	Graduate Studies in Russian Conversation	Greenhill,R	2-5 units	0	1	n/a			+
<b>Sociology</b>									
15N	The Transformation of Socialist Societies	Tuma,N	3 units	0	1				+
113	Comparative Corruption (25%, Eastern Europe as developing region) (Crosslisted as POLJSCI 143S)	Young,P	5 units	11	0	11	0		+
<b>School of Medicine General</b>									
205	Human Trafficking: Historical, Legal, and Medical Perspectives (25%, Eastern European case studies) (Crosslisted as FEMSTUD 5C/105C, HISTORY 5C/105C, HUMBIO 178H/T, INTNLREL 105C, LAW 675)	Jolluck,K; Walker,R; Lippert,S; Stacy,H	3 units	0	1		n/a		+
<b>Special Language Program</b>									
130A/B	Second-Year Ukrainian*	Jarboe,L	4 units			1	0		+
164A/B/C	First-Year Czech*	Dusatko,J	3 units	3	0	3	0		+
165A/C	Second-Year Czech*	Dusatko,J	3 units	2	0	n/a			+
167A/B/C	First-Year Polish*	Szudelski,G	3 units	6	0	3	0		+
168A/B/C	Second-Year Polish*	Szudelski,G	3 units	1	0	1	0		+
169A/B	Third-Year Polish*	Szudelski,G	3 units	3	0	2	0		+
173A/B/C	First-Year Hungarian	Szoke,E	3 units	9	0	n/a			+

**Key:** (+) course offered (-) course not offered (n/a) course offered, enrollment data not available  
(\* ) to be supported with grant funds

**APPENDIX 3: COURSE LIST 2012-2015**

Center for Russian, East European and Eurasian Studies, Stanford University

Course No.	Title	Instructor	Credit Units	Enrollment 12-13		Enrollment 13-14		14-15
				UG	G	UG	G	
182A/B/C	Second-Year Hungarian	Szoke,E	3 units	n/a	4	0	+	
186A/B/C	First-Year Serbo-Croatian*	Rakicevic,B	3 units	1	0	n/a	+	
192A/B/C	First-Year Kazakh*	Kunanbaeva,A	3 units	n/a	1	0	+	
193A/B/C	Second-Year Kazakh*	Kunanbaeva,A	3 units	3	0	n/a	+	
250A/B/C	First-Year Romanian*	Negip-Schatt,S	3 units	n/a	1	0	+	
251A/B/C	Second-Year Romanian*	Negip-Schatt,S	3 units	-	2	0	+	
255A/B/C	Fourth-Year Albanian	Bacaj,T	3-4 units	3	0	0	+	
264A	Advanced Czech Conversation, First Quarter	Dusatko,J	1-4 units	n/a	1	0	+	
265A/B/C	Third-Year Hungarian	Szoke,E	3 units	1	0	n/a	+	
<b>African and Middle Eastern Languages</b>								
126	Reflection on the Other: The Jew in Arabic Literature, the Arab in Hebrew Literature (Crosslisted as COMPLIT 145, JEWISHST 106)	Sheritov,V; Zilbergert,M	4 units	3	0	6	0	+
140A/B/C	First-Year Yiddish (50%, Yiddish in Eastern Europe) (Crosslisted as JEWISHST 104A/B/C)	Levitov,J	4 units	n/a	3	0	+	
184A/B/C	First-Year Turkish	Ergul, S.	5 units	15	0	n/a	+	
185A/B/C	Second-Year Turkish	Ergul, S.	5 units	3	0	2	0	+
186A/B/C	Third-Year Turkish	Ergul,S	3 units	n/a	1	0	+	
<b>Theater and Performance Studies</b>								
13N	Law and Drama (25% case studies from East Central Europe and Eurasia)	Jakovljevic,B	4 units	12	0	n/a		
<b>Thinking Matters (Humanities Core)</b>								
6	Everyday Life: How History Happens (50%, Communist Revolution, Cold War)	Ciancia,K; Bitzan,A	4 units	35	0	-		+
9	Technological Visions of Utopia (25%, Communist utopia)	Batnic,J; Corbally,J; Bardill,J; Schwegman,J	4 units	77	0	83	0	+
12	Century of Violence (50%, area studied)	Batnic,J; Ciancia,K	4 units	33	0	44	0	+
19	Rules of War (25%, area case studies)	Batnic,J; Weiner,Allen; Kim,K; Wiley,A; Zientek,A	4 units	80	0	100	0	+
21	Folklore and Literature in Russia and Beyond	Roberts,T; Safran,G; Sukhonos,N; Walker,M	4 units	29	0	36	0	+
<b>ENROLLMENT TOTALS</b>				<b>1809</b>	<b>445</b>			

**Key:** (+) course offered (-) course not offered (n/a) course offered, enrollment data not available  
 (\*) to be supported with grant funds

**Appendix 4: Project-specific Performance Measure Forms**  
 Center for Russian, East European and Eurasian Studies, Stanford University

Project Goal Statement 1: Expand outreach for foreign language instruction and Russian, East European & Eurasian area studies to post-secondary teachers in partnership with local community colleges, and to elementary and secondary school teachers in collaboration with the Stanford Graduate School of Education.		7. Baseline and Targets						
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	T1	T2	T3	T4
PM1: Increase annually the number of community college language teachers who participate in the new Language Instructor Professional Development Program at Stanford to 30 language teachers per year by the end of the funding cycle.	<ul style="list-style-type: none"> <li>Develop the new Language Instructor Professional Development Program in collaboration with two proposed National Resource Centers, four Stanford Global Studies centers, the Stanford Graduate School of Education's Center to Support Excellence in Teaching, the Stanford Language Center, and the Stanford Teacher Education Program.</li> </ul>							
	<ul style="list-style-type: none"> <li>Publicize the Language Instructor Professional Development Program in order to recruit community college language instructors.</li> </ul>							
	<ul style="list-style-type: none"> <li>Offer three Modified Oral Proficiency Interview trainings per year, which will enhance the capacity to teach Russian, East European, and Eurasian LCTLs of 5 community college instructors per year by the end of the funding cycle.</li> </ul>							

**Appendix 4: Project-specific Performance Measure Forms**  
 Center for Russian, East European and Eurasian Studies, Stanford University

Project Goal Statement 1: Expand outreach for foreign language instruction and Russian, East European & Eurasian area studies to post-secondary teachers in partnership with local community colleges, and to elementary and secondary school teachers in collaboration with the Stanford Graduate School of Education.		7. Baseline and Targets							
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	BL	T1	T2	T3	T4
PM2: Provide one new international area studies workshop with Russian, East European, and Eurasian content to up to 60 K-12 teachers per year for each year of the grant cycle during three weeks of the Stanford Summer Teacher Institute (SSTI) program.	<ul style="list-style-type: none"> <li>Develop one K-12 professional development workshop that combines pedagogical training with high-quality Russian, East European, and Eurasian area content, designed and taught by CREEES-affiliated Stanford faculty members.</li> </ul>								
	<ul style="list-style-type: none"> <li>Integrate the workshop with Russian, East European, and Eurasian content into the Stanford Summer Teacher Institute (SSTI) at the Stanford Graduate School of Education for up to 60 elementary and secondary teachers per year in collaboration with two proposed National Resource Centers, four Stanford Global Studies centers, and the Graduate School of Education's Center to Support Excellence in Teaching.</li> </ul>								

**Appendix 4: Project-specific Performance Measure Forms**  
Center for Russian, East European and Eurasian Studies, Stanford University

Project Goal Statement 1: Expand outreach for foreign language instruction and Russian, East European & Eurasian area studies to post-secondary teachers in partnership with local community colleges, and to elementary and secondary school teachers in collaboration with the Stanford Graduate School of Education.		7. Baseline and Targets			
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets
					BL T1 T2 T3 T4
<p>PM3: In partnership with local community colleges, increase annually the number of community college instructors who participate in the new Stanford-Community College Global Education Partnership, which will focus on incorporating international content into community college courses for up to 100 community college instructors per year by the end of the funding cycle.</p>	<ul style="list-style-type: none"> <li>Form a partnership with local community colleges, including Foothill College, De Anza College, and College of San Mateo.</li> </ul>				
	<ul style="list-style-type: none"> <li>Collaborate with the Stanford Program on International and Cross-Cultural Education, two proposed National Resource Centers, and four area studies centers at Stanford.</li> </ul>				
	<ul style="list-style-type: none"> <li>Select 8 fellows per year who will create international lessons for community college courses in conjunction with Stanford faculty members.</li> </ul>				
	<ul style="list-style-type: none"> <li>Conduct two international area studies workshops per year for at least 16 community college teachers per workshop.</li> </ul>				
	<ul style="list-style-type: none"> <li>Offer an annual Symposium for at least 50 community college faculty who are interested in internationalizing their courses.</li> </ul>				
	<ul style="list-style-type: none"> <li>Create and implement international area studies digital curricula for community college classrooms that can be disseminated widely across the nation in collaboration with Stanford's Center for Spatial and Textual Analysis' Lacuna Stories project.</li> </ul>				

**Appendix 4: Project-specific Performance Measure Forms**  
Center for Russian, East European and Eurasian Studies, Stanford University

Project Goal Statement 2: Increase the amount of Russian, East European, and Eurasian content and new research, through visiting professorships, new courses, speaker series, conferences and an online platform, which will reach an additional 10% of Stanford students, faculty, and the public by the end of the grant cycle.									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					T1	T2	T3	T4	
<p><b>PM 1:</b> By the end of each project year, the Center for Russian, East European and Eurasian Studies will increase the amount of area content and research available to students, faculty, and the public by bringing 20 area specialists to Stanford to share their expertise.</p>	<ul style="list-style-type: none"> <li>For each year of the funding cycle, develop and provide a Post-Soviet Speaker Series that offers ten public lectures by external scholars for Stanford community members and the greater Bay Area.</li> <li>In collaboration with other Stanford Global Studies area centers, secure four Inner Asia experts for each year of the funding cycle to hold public lectures at Stanford as part of the Inner Asia Studies project.</li> <li>Arrange for six leading experts on southeastern Europe to participate in an annual "New Yugoslav Studies" lecture series, which will be taped and then shared with the public as part of adaptable digital curricular units.</li> <li>The Associate Director of CREES, in her role as Outreach Coordinator, will publicize CREES speakers series throughout the funding cycle in posters, multiple web sites, social media pages, newspapers, and in Russian, Eastern European and Eurasian studies classes.</li> </ul>								
<p><b>PM 2:</b> By the end of the grant cycle, increase undergraduate, graduate, and professional school student enrollment by 10% in Russian, East European and Eurasian courses by offering two new academic courses with 100% Russian, East European and Eurasian content.</p>	<ul style="list-style-type: none"> <li>For each year of the funding cycle, bring two visiting professors with expertise in Russian, East European and Eurasian scholarship to Stanford to teach new courses with 100% Russian, East European and Eurasian content.</li> <li>Each visiting professor will teach a new course on relevant topics related to Russia, East Europe and Eurasia not currently offered at Stanford during each year of the funding cycle.</li> <li>Develop a sustainable visiting professor program by the end of the funding period.</li> </ul>								

**Appendix 4: Project-specific Performance Measure Forms**  
 Center for Russian, East European and Eurasian Studies, Stanford University

2. Performance Measures		3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
						BL	T1	T2	T3	T4
<p><b>Project Goal Statement 2:</b> Increase the amount of Russian, East European, and Eurasian content and new research, through visiting professorships, new courses, speaker series, conferences and an online platform, which will reach an additional 10% of Stanford students, faculty, and the public by the end of the grant cycle.</p>		<p><b>3. Activities</b></p> <ul style="list-style-type: none"> <li>• Arrange for six leading experts on southeastern Europe to participate in a bi-annual conference on current issues, which will be taped and then shared with the public as part of adaptable digital curricular units.</li> <li>• Develop and launch a New Yugoslav Studies Platform where scholars will advance scholarship in person at symposia and communicate virtually in an online platform.</li> <li>• In collaboration with the Special Language Program, Stanford-Russia US Forum and Slavianskii Dom, organize a Science, Technology, and Business Forum at Stanford that will connect undergraduate, graduate, and professional school students with Silicon Valley experts who work with Russia, East Europe or Eurasia.</li> </ul>								

**Appendix 4: Project-specific Performance Measure Forms**  
 Center for Russian, East European and Eurasian Studies, Stanford University

Project Goal 3 Statement: Improve less-commonly-taught language (LCTL) instruction at Stanford by providing language instructors with intensive ACTFL OPI training and increased web-based pedagogical resources; increasing enrollments in East European and Eurasian LCTLs; and offering new LCTL courses.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
<p><b>PM 1:</b> By the end of the funding cycle, two additional Stanford LCTL language instructors will become certified by ACTFL OPI.</p>	<ul style="list-style-type: none"> <li>Stanford East European LCTL instructors will be selected based on merit for the ACTFL OPI training.</li> <li>Stanford LCTL instructors will travel off-site to attend ACTFL OPI certification and professional development workshops.</li> </ul>								
<p><b>PM 2:</b> In each year of the funding cycle, the Stanford Language Center will increase pedagogical materials available for area LCTL language instructors by 15%.</p>	<ul style="list-style-type: none"> <li>Support Special Language Program Director and a graduate student employee to develop LCTL assessments and pedagogical materials.</li> <li>Post materials for teaching area LCTLs that were developed by the Special Language Program Director to a devoted web site for LCTL instructors.</li> </ul>								

**Appendix 4: Project-specific Performance Measure Forms**  
 Center for Russian, East European and Eurasian Studies, Stanford University

Project Goal 3 Statement: Improve less-commonly-taught language (LCTL) instruction at Stanford by providing language instructors with intensive ACTFL OPI training and increased web-based pedagogical resources; increasing enrollments in East European and Eurasian LCTLs; and offering new LCTL courses.							
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	7. Baseline and Targets			
				BL	T1	T2	T3
<p><b>PM 3:</b> By the end of the grant cycle, there will be a 10% increase in enrollment in East European and Eurasian LCTLs.</p>	<ul style="list-style-type: none"> <li>Develop a two-unit course on Bosnian/Croatian/ Serbian Language and Culture for students who will study or work in the region.</li> </ul>						
	<ul style="list-style-type: none"> <li>Offer the new course to Stanford undergraduates, graduate students, and professional school students during each funding year.</li> </ul>						
	<ul style="list-style-type: none"> <li>Encourage students participating in work or study in Bosnia, Croatia, or Serbia to enroll in more advanced BCS language courses.</li> </ul>						
	<ul style="list-style-type: none"> <li>Offer Tajik and/or Dari courses at the beginning/ intermediate/advanced levels to meet student needs.</li> </ul>						
	<ul style="list-style-type: none"> <li>Actively recruit students in residences and REEES non-language courses to take area LCTL courses.</li> </ul>						