

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 # P015A140087 P015B140087

President and Fellows of Harvard College



PROPOSAL

To the
United States Department of Education
Office of Post-Secondary Education, International Education Programs Service

Submitted By:
President and Fellows of Harvard College
1350 Massachusetts Avenue
Smith Campus Center, Suite 600
Cambridge, MA 02138

Title: National Resource Center and Foreign Language Area Studies Fellowships Program

CFDA No: 84.015 A & B

Period of Performance: August 15, 2014—August 14, 2018

Date Submitted: June 30, 2014

Principal Investigator: Terry Martin
George F. Baker III Professor of Russian Studies
Director, Davis Center for Russian and Eurasian Studies

Amount Requested: \$2,578,033

Principal Investigator

A handwritten signature in black ink that reads 'Terry Martin'. The signature is written in a cursive style and is positioned above a horizontal line.

Terry Martin, Director, Davis Center for Russian and Eurasian Studies
(617) 495-4037

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Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): _____ * Other (Specify): _____
* 3. Date Received: _____	4. Applicant Identifier: NA	
5a. Federal Entity Identifier: _____	5b. Federal Award Identifier: NA	
State Use Only:		
6. Date Received by State: _____	7. State Application Identifier: _____	
8. APPLICANT INFORMATION:		
* a. Legal Name: President and Fellows of Harvard College		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 1042103580 B1	* c. Organizational DUNS: 0823596910000	
d. Address:		
* Street1: Office for Sponsored Programs	_____	
Street2: 1350 Massachusetts Avenue, Suite 600	_____	
* City: Cambridge	_____	
County/Parish:	_____	
* State:	MA: Massachusetts	
Province:	_____	
* Country:	USA: UNITED STATES	
* Zip / Postal Code: 02138-3846	_____	
e. Organizational Unit:		
Department Name: Davis Center	Division Name: Faculty of Arts & Sciences	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: Mr.	* First Name: Lee	
Middle Name:	_____	
* Last Name: Zagorski	_____	
Suffix:	_____	
Title: Grants and Contract Specialist		
Organizational Affiliation: Harvard University, Office for Sponsored Programs		
* Telephone Number: 617-496-2504	Fax Number: 617-496-2524	
* Email: lee_zagorski@harvard.edu		

Application for Federal Assistance SF-424

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

0: 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:**

United States Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015 A & B

CFDA Title:

National Resources Centers and Foreign Language and Area Studies Fellowships Programs

*** 12. Funding Opportunity Number:**

84.015 A & B

* Title:

National Resources Centers and Foreign Language and Area Studies Fellowships Programs

13. Competition Identification Number:

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

National Resources 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.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,578,033.00"/>
* 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="2,578,033.00"/>

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

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

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

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: 

* Date Signed:

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

1. Project Director:

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

Address:

* Street1:

Street2:

* City:

County:

* State: * Zip Code: Country:

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

* Email Address:

2. Novice Applicant:

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

Yes No

3. Human Subjects Research:

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

Yes No

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

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.



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

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

Name of Institution/Organization

President and Fellows of Harvard College/Davis Center

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	98,599	140,647	144,296	142,192		525,734
2. Fringe Benefits	37,778	46,911	48,403	47,445		180,536
3. Travel	6,912	4,706	6,912	4,706		23,236
4. Equipment						
5. Supplies	68,800	42,000	37,000	42,000		189,800
6. Contractual						
7. Construction						
8. Other	27,450	26,400	26,400	26,400		106,650
9. Total Direct Costs (lines 1-8)	239,539	260,664	263,011	262,743		1,025,956
10. Indirect Costs*	19,163	20,853	21,041	21,019		82,076
11. Training Stipends	367,500	367,500	367,500	367,500		1,470,000
12. Total Costs (lines 9-11)	626,202	649,017	651,552	651,262		2,578,033

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07 / 01 / 2013 To: 06 / 30 / 2015 (mm/dd/yyyy)
 Approving Federal agency: _____ Other (please specify): _____ DHHS _____ The Indirect Cost Rate is 69 %

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

Yes No 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)						

SECTION C -- BUDGET NARRATIVE (see instructions)

Expense	Description	2014-2015 Year One	2015-2016 Year Two	2016-2017 Year Three	2017-2018 Year Four	Total
NATIONAL RESOURCE CENTER						
A. LANGUAGE AND AREA STUDIES						
I. Salaries and Fringe						
A. Language Instruction						
a. LCJL (Uzbek/Kazakh/Georgian) Instructor	.50 FTE (Years 1-3) .25 FTE (Year 4) Fringe: 17.6%	\$0	\$26,163	\$26,686	\$27,220	\$80,069
		\$0	\$4,605	\$4,697	\$4,791	\$14,092
b. Bosnian/Croatian/Serbian Instructor	.25 FTE Fringe: 17.6%	\$11,850	\$12,087	\$12,329	\$12,575	\$48,841
		\$2,086	\$2,127	\$2,170	\$2,213	\$8,596
B. Area Studies Instruction						
a. Central Asia/Caucasus Course	.25 FTE (Fall) Fringe: 24.7%	\$0	\$13,250	\$13,648	\$14,057	\$40,954
		\$0	\$3,273	\$3,371	\$3,472	\$10,116
C. Online Russian-Language Project						
a. Native Russian Speakers	500 hours per year Fringe: 7.7%	\$5,600	\$5,600	\$5,600	\$5,600	\$22,400
		\$431	\$431	\$431	\$431	\$1,725
b. Technical Assistants	400 hours per year Fringe: 7.7%	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000
		\$770	\$770	\$770	\$770	\$3,080
c. Student Research Assistants	200 hours per year	\$2,400	\$2,400	\$2,400	\$2,400	\$9,600
Salaries Subtotal		\$29,850	\$69,500	\$70,663	\$71,852	\$241,865
Fringe Subtotal		\$3,287	\$11,206	\$11,439	\$11,677	\$37,609
2. Travel						
a. 2 Language Preceptors to (ATSEEL)	RT airfare, lodging, meals and incidentals	\$2,206	\$2,206	\$2,206	\$2,206	\$8,824
Travel Subtotal		\$2,206	\$2,206	\$2,206	\$2,206	\$8,824
3. Supplies						
a. Online Russian-Language Project	3 iPads for faculty and teaching fellows	\$1,800	\$0	\$0	\$0	\$1,800
Supplies Subtotal		\$1,800	\$0	\$0	\$0	\$1,800
4. Other Language Training						
A. Specialized Language Training Center						
a. Instructor Fee		\$6,000	\$6,000	\$6,000	\$6,000	\$24,000
b. Travel	RT airfare, lodging, meals and incidentals	\$2,500	\$2,500	\$2,500	\$2,500	\$10,000
B. Baltic Studies Summer Institute		\$1,500	\$1,500	\$1,500	\$1,500	\$6,000
Specialized Language Training Subtotal		\$10,000	\$10,000	\$10,000	\$10,000	\$40,000
LANGUAGE AND AREA STUDIES SUBTOTAL		\$47,143	\$92,912	\$94,307	\$95,735	\$330,097

Expense	Description	2017-2018				Total
		Year One	Year Two	Year Three	Year Four	
D. EVALUATION						
a. External Evaluation		\$2,500	\$2,500	\$2,500	\$2,500	\$10,000
EVALUATION SUBTOTAL		\$2,500	\$2,500	\$2,500	\$2,500	\$10,000
E. TOTAL DIRECT COSTS						
DIRECT COSTS SUBJECT TO INDIRECT OVERHEAD		\$239,539	\$260,664	\$263,011	\$262,743	\$1,025,956
DIRECT COSTS NOT SUBJECT TO INDIRECT OVERHEAD		\$0	\$0	\$0	\$0	\$0
F. TOTAL INDIRECT COSTS @ 8%		\$19,163	\$20,853	\$21,041	\$21,019	\$82,076
NRC TOTAL		\$258,702	\$281,517	\$284,052	\$283,762	\$1,108,033
FOREIGN LANGUAGE AND AREA STUDIES						
10 Academic Year FLAS Fellowships		\$330,000	\$330,000	\$330,000	\$330,000	\$1,320,000
5 Summer Fellowships		\$37,500	\$37,500	\$37,500	\$37,500	\$150,000
TOTAL FLAS		\$367,500	\$367,500	\$367,500	\$367,500	\$1,470,000
TOTAL NRC & FLAS		\$626,202	\$649,017	\$651,552	\$651,262	\$2,578,033

All program and instructional staff time is 100% dedicated to the Russia/Eastern Europe/Eurasia region addressed in this proposal

The staff salary expenses in this budget were calculated in accordance with the Harvard I treatment of Paid Absences portion of Section II of our rate agreements negotiated with the Department of Health and Human Services on May 15, 2014. Harvard began using a vacation accrual beginning July 1, 2007. Paid absences for vacation are not claimed as direct charges on federal awards and regular salary carries a vacation fringe to accrue earned vacation. Vacation assessment is budgeted on forty eight weeks of salary for exempt staff and on forty nine weeks of salary for non-exempt staff.



The GRADUATE SCHOOL of ARTS AND SCIENCES
HARVARD UNIVERSITY

OFFICE OF ADMISSIONS AND FINANCIAL AID

June 23, 2014

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.015
400 Maryland Avenue, SW
Washington, D.C. 20202-4260

Ladies and Gentlemen:

Submitted herewith is Harvard University's request for fellowship support through the Foreign Language and Area Studies Fellowship program in the East Europe Area during the 2014-2015, 2015-2016, 2016-2017, and 2017-2018 academic years.

Funds in the amount of \$330,000 for year one through four are requested for ten academic year graduate fellowships.

Funds in the amount of \$37,500 for year one through four are requested for five summer graduate fellowships.

Our request is for funds in the amount of \$367,500 for year one through year four for a total of \$1,470,000. Payment of any academic year tuition and required fees in excess of the FLAS Institutional Payment for graduate students will be the responsibility of Harvard University.

Your consideration of this request is greatly appreciated.

Sincerely,

Bob LaPointe
Admissions and Financial Aid Officer
FLAS Fellowship Coordinator

FLAS FELLOWSHIP BUDGET PROPOSAL
FOR THE EAST EUROPE AREA, 2016-2017 -YEAR 3

ACADEMIC YEAR

Anticipate 10 full graduate student awards (full tuition estimate: \$46,440/ student).

	<u>FLAS Institutional Payment</u>	<u>Harvard Commitment</u>
Tuition Grad:	10 at \$18,000/each = \$180,000	10 at \$28,440/each = \$284,400
Stipend Grad:	10 at \$15,000/each = \$150,000	
Total:	\$330,000	\$284,400

SUMMER

Anticipate 5 full graduate student awards.

	<u>FLAS Institutional Payment</u>
Tuition:	5 at \$5,000/each = \$25,000
Stipend:	5 at \$2,500/each = \$12,500
Total:	\$37,500

TOTAL 2016-17 FLAS FELLOWSHIP BUDGET: \$367,500

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	
 <i>Dennis Linton</i>		Sponsored Programs Officer	
APPLICANT ORGANIZATION		DATE SUBMITTED	
President and Fellows of Harvard College		June 25, 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.

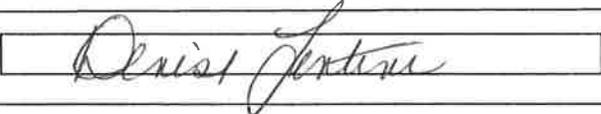
(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this 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			
President and Fellows of Harvard College			
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE			
Prefix:	Ms.	* First Name:	Denise
		Middle Name:	
* Last Name:	Lentini	Suffix:	
* Title:	Sponsored Programs Officer		
* SIGNATURE:		* DATE:	6-25-14

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.)

1. Type of Federal Action: <input checked="" 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	2. Status of Federal Action: <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change For Material Change Only: year _____ quarter _____ date of last report _____
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____, if known: Congressional District, if known: MA-005	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Congressional District, if known:	
6. Federal Department/Agency: United States Department of Education	7. Federal Program Name/Description: CFDA Number, if applicable: 84.015A & B	
8. Federal Action Number, if known:	9. Award Amount, if known: \$ 2,578,033	
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI): President and Fellows of Harvard College Office for Sponsored Programs 1350 Massachusetts Avenue, Suite 600 Cambridge, MA 02138-3846 **Harvard does not use grant funds for lobbying purposes.	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): <div style="text-align: right;"> Signature: <u></u> Print Name: <u>Denise Lentini</u> Title: <u>Sponsored Programs Officer</u> Telephone No.: <u>617-384-5909</u> Date: <u>6/25/14</u> </div>	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when 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.		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)
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**Section 427: General Education Provision Act (GEPA) Statement
Davis Center for Russian and Eurasian Studies, Harvard University**

An environment of inclusivity is central to the Davis Center's mission, and essential to maintaining community vitality and intellectual excellence at Harvard as a whole. As an equal opportunity employer, Harvard prohibits employment discrimination on the basis of race, color, religion, creed, sex, sexual orientation, gender identity, national origin, ancestry, age, veteran status, disability unrelated to job requirements, genetic information, military service, or other protected status. Harvard's admissions policy seeks to assemble a diverse, well-rounded student body. The Undergraduate Minority Recruitment Program, staffed by current undergraduates, works with Harvard's Admissions Council to extend University outreach to groups that have traditionally been underrepresented on campus. At present, forty-six percent of Harvard College students in the class of 2017 identify as people of color. The newly admitted class of 2018 includes the highest numbers of African Americans and Asian Americans to date.

At the Graduate School of Arts and Sciences, the Assistant Dean for Diversity and Minority Affairs (a position created in 2010) recently revamped recruitment and admissions processes in order to build a more diverse cohort of Ph.D. candidates across the disciplines. Programs designed to support this effort include Summer Research Opportunities at Harvard (SROH) and the Graduate Prize Fellowship. SROH allows current undergraduates who are interested in pursuing a Ph.D. to live fully funded at the university for the summer, work alongside faculty and graduate students, and enjoy firsthand access to Harvard resources. The Graduate Prize Fellowship offers full tuition and stipend support to qualified minority Ph.D. students. Kimberly St. Julian, 2014 graduate of the Regional Studies—Russia, Eastern Europe, and Central Asia (REECA) master's program and prospective Ph.D. candidate in Soviet history, was a recipient of this award.

In addition to serving the diverse community within Harvard, the Davis Center is committed to open access to its programming and resources for a range of individuals beyond the university, including those representing underserved groups. Recent efforts to record and archive Center events online have already extended access to those unable to attend programming on campus, while web-based teacher training activities such as the Global Literature Online Book Group and other webinars have enabled the Program on Outreach and Engagement to reach teachers beyond the local community. Finally, the Davis Center's proposed partnership with Bunker Hill Community College will provide enrichment activities to the BHCC student body, of whom 57% are women, 36% are first in their families to attend college, and 67% are people of color.

Finally, Harvard provides extensive support services and accommodations to students and community members with documented disabilities. All buildings hosting Davis Center events are wheelchair accessible and easily reached by public transportation.

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;

Harvard and DCRES invite and encourage diverse perspectives in all programming, including those funded by Title VI:

- Seminars and conferences are organized around a wide variety of topics. Most events are open to the public and are advertised on the websites of DCRES, HURI, and the Slavic Dept.; in Harvard's community newspaper; and through various relevant email lists. Events feature speakers representing a spectrum of viewpoints and opinions, with time reserved for discussion and Q&A.
- Diverse perspectives are particularly emphasized in outreach programming. Reading and curricular materials presented to teachers and students through outreach initiatives reflect a broad range of views. Workshop participants are encouraged to go back to the classroom and engage in "historical perspective-taking," that is, to view history through multiple lenses. Many outreach events are conducted in collaboration with other international centers on campus to ensure that participants view a topic or area study through various regional and multidisciplinary lenses.
- Each year new courses relating to R/E are developed drawing on recent scholarship, and students are encouraged to express their views and opinions through a wide variety of assessments and classroom discussion.
- Students and teachers are invited to share their opinion of the quality and content of Harvard courses and events they attend through formal evaluations.

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.

Harvard students who study R/E generally graduate with a strong commitment to the areas of national need identified by the ED. These students have had the opportunity to study nine priority languages (including Armenian, Bosnian/Croatian/Serbian, Polish, Russian, Ukrainian, Uyghur, and Uzbek) as well as other languages offered upon request as tutorials. Graduating students seeking employment in these critical areas are encouraged to take advantage of a number of opportunities:

- Candidates for the REECA master's degree will be invited to participate in a career development forum in Washington DC each spring together with program alumni who are working in government and other relevant fields.
- Networking with R/E alumni is facilitated through the recently established Harvard Club of Russia and through the use of social networking platforms such as Facebook and LinkedIn, where DCRES has an active presence.

- R/E job announcements representing all relevant sectors are shared with alumni through the DCRES LinkedIn group and distributed directly to students in the REECA program.

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: Davis Center for Russian and Eurasian Studies, President and Fellows of Harvard College

Name/Title of Authorized Representative: Denise Lentini

(Printed):

Title: Sponsored Programs Officer

Telephone: (617) 384-5909

Email: denise_lentini@harvard.edu

Signature:

Denise Lentini 6/25/14

Date: June 25, 2014

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

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

APPLICATION TYPE

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

**Davis Center for Russian and Eurasian Studies (DCRES), Harvard University
National Resource Center for Russian, East European and Eurasian Studies**

DCRES, committed since its founding in 1948 to the interdisciplinary research and study of Russia and Eurasia (R/E), is the administrative home of Harvard's NRC for Russian and Eurasian Studies, although programming and projects are often carried out with the support of the Department of Slavic Languages and Literatures and the Harvard Ukrainian Research Institute. NRC grant funds are crucial in supporting the dissemination of the research and resources of Harvard with a broad scholarly and general community.

Faculty: Harvard has a strong cohort of distinguished and talented faculty members who teach and conduct research on this region. Nine language instructors devote 100% of their time to teaching languages of this region (all of which are considered priority languages); 30 non-language faculty, representing five professional schools and nine academic departments, devote at least 30% of their time to R/E teaching and research.

Degree Programs: Harvard students pursuing degrees with an R/E focus may select from a broad array of courses, concentrations, and degree options in nine departments and at the professional schools. Since spring 2011, Harvard has awarded 37 Ph.D. degrees to students concentrating on the region, and 28 A.M. degrees to graduates of REECA, an interdisciplinary regional studies program in Russian, East European, and Central Asian studies. Undergraduates can study R/E through a concentration (major) in Slavic or through a secondary field (minor) in Central European Studies; Regional Studies: Russia, Eastern Europe, and Central Asia; or Russian Studies. Thirty-eight undergraduates earned a language citation in a R/E-language from 2011 to 2014.

Library Holdings: Substantial University funds are devoted to the acquisition of library materials related to R/E. This support has helped ensure the continued strength of Harvard's Slavic, Baltic, and Central Asian collections, which are second only to those of the Library of Congress.

2014-2018 NRC Funds: Title VI grant funds will enhance opportunities for advanced language training in several less-commonly-taught languages, promote interest and expertise in area studies through new courses, outreach, teacher training and community engagement; strengthen Harvard's library collections and digitization efforts; and gauge the efficacy of DCRES programming through a comprehensive evaluation plan.

Language and Area Studies Training: NRC status enhances Harvard's ability to offer training in a wide spectrum of languages, a central component in undergraduate and graduate area studies programs. NRC funding is requested to support an elementary course in either Georgian, Kazakh or Uzbek (depending on student demand) and language tutorials in Bosnian/Croatian/Serbian. Grant funds will also be leveraged to support the development of a Russian-language MOOC to be implemented at Harvard and made available to language learners worldwide. NRC funding will also support the development and teaching of three courses on Central Asia and the Caucasus.

Outreach: Making University resources available to students, pre-college educators, and the public is a strong priority at Harvard. Each year DCRES staff organize teacher-training workshops, a week-long summer institute for K-12 educators, as well as events for community college students. A collaboration with Project Zero, a research institute based at Harvard's Graduate School of Education, will train teachers in global competency. Additional funds are requested to develop curated digital exhibits based on an interactive digital historical atlas of the Russian Empire. Finally, funds will be used to digitize 19th- and 20th-century collections available through the Harvard library, allowing for public use.

Evaluation: DCRES will work with independent evaluator Sarah Meyrick to implement a comprehensive evaluation of program objectives. Project-specific evaluation of *Globalizing the Classroom* will be fulfilled by Project Zero.

Glossary of Abbreviations

BHCC	Bunker Hill Community College
BSC	Bureau of Study Counsel
CAS	Committee on African Studies
CES	(Minda de Gunzburg) Center for European Studies
CGA	Center for Geographic Analysis
CMES	Center for Middle Eastern Studies
CWD	Center for Workplace Development
DCE	Division of Continuing Education
DCRES	Davis Center for Russian and Eurasian Studies
DRCLAS	David Rockefeller Center for Latin American Studies
DRIEG	David Rockefeller International Experience Grant
ECC	East Coast Consortium for Slavic Collections
FAO	Foreign Area Officer, US Military
FAS	Faculty of Arts and Sciences
FD&D	Office of Faculty Development and Diversity
FLAS	Foreign Language Area Studies
FLEAT	Foreign Language Education and Technology
GSAS	Graduate School of Arts and Sciences
GSD	Graduate School of Design
GSE	Graduate School of Education
GtC	Globalizing the Classroom Project
HAA	History of Art and Architecture Department
HBS	Harvard Business School
HCL	Harvard College Library
HDS	Harvard Divinity School
HGHI	Harvard Global Health Institute
HKS	Harvard Kennedy School of Government
HLS	Harvard Law School
HMS	Harvard Medical School
HSE	Higher School of Economics
HURI	Harvard Ukrainian Research Institute
HUSI	Harvard Ukrainian Summer Institute
Key Faculty	Faculty who spend at least 30% of their time on the region
LCTLs	Less Commonly Taught Languages
LRC	Language Resource Center
NELC	Near Eastern Languages and Civilizations
OAP	Office of the Assistant to the President
OCS	Office of Career Services
OPI	Oral Proficiency Interview
POE	Program on Outreach and Engagement
PZ	Project Zero
R/E	Russia/Eurasia
RANEPA	Russian Academy of National Economy and Public Administration

REECA	MA Program in Regional Studies: Russia, Eastern Europe, and Central Asia
SAI	South Asia Institute
SLL	Department of Slavic Languages and Literatures
SPH	School of Public Health
WCFIA	Weatherhead Center for International Affairs
WG	Working Group on the Future of US-Russian Relations

The Davis Center for Russian and Eurasian Studies (DCRES) is committed to generating and disseminating research and scholarship on Russia and Eurasia, promoting the training of both graduate and undergraduate students, creating and sustaining a community of scholars interested in the region, and ensuring that society at large benefits from this exchange of information and ideas. Funding from the National Resource Center grant is crucially important to this mission, as it helps to ensure that the scholarship, resources, and materials developed at Harvard can be shared widely with a diverse audience outside of the university.

1. COMMITMENT TO THE SUBJECT AREA

Operation of Center. Harvard University's commitment to the study of Russia and Eurasia (hereafter referred to as R/E) is expressed through its support of operations, teaching staff, library resources, and students. University support for R/E studies totaled at least \$10,412,905 in FY14 (**Table 1**). Harvard supports faculty, academic departments, and R/E-oriented area centers by providing space and facilities (including classrooms and conference rooms with audio-visual resources), equipment, IT support, online instructional resources, and research computing services. Professional and administrative staff support the scholarly activities of the departments and centers, and manage sponsored grants for faculty. In FY14, the Faculty of Arts and Sciences (FAS), Harvard's largest academic unit, provided \$2,806,874 in administrative and staff support for DCRES, the Harvard Ukrainian Institute (HURI), and the Department of Slavic Languages and Literatures (SLL)—units dedicated exclusively to R/E studies.

Teaching staff. Harvard demonstrates its commitment to the study of R/E by hiring and retaining faculty specializing in this region. Salary expenditures totaled at least \$4,973,532 for *key faculty* (i.e., those who devote at least 30% of their time to R/E) in F14 (CVs provided in *Appendix III*). FAS employs 34 key faculty: 10 in the social sciences (Anthropology, Government, History,

Sociology), 23 faculty in the arts and humanities (Comparative Literature, History of Art and Architecture [HAA], Linguistics, Near Eastern Languages and Civilizations [NELC], SLL), and one in the Division of Continuing Education (DCE). Among the professional schools, there are

Table 1: FY14 Support for R/E Studies	
Type of Support*	
Administrative Support: DCRES, HURI, SLL	\$701,795
Administration and Supplies	\$238,688
Facilities	\$408,478
Equipment	\$54,629
Staff Salaries: DCRES, HURI, SLL	\$2,105,079
DCRES (13 staff)	\$964,000
HURI, including fringe (11 staff)	\$972,079
Slavic (2 staff)	\$169,000
Library Resources	\$1,620,420
Acquisitions	\$645,410
Staff Salaries, including fringe (13)	\$962,986
Operations (HURI library)	\$12,024
Programs and Activities: DCRES and HURI	\$677,499
Events and Outreach	\$199,190
Postdoctoral Fellowships and Visiting Scholars	\$311,053
Publications	\$167,256
Student Aid, Prizes, and Awards from R/E Centers	\$322,980
Grants for tuition/fees/stipends for Ph.D. students	\$110,680
Grants for tuition/fees/stipends for AM REECA students	\$83,800
Graduate Student Research Grants and Awards	\$98,500
Undergraduate Int'l Experience	\$30,000
University Faculty Costs	\$4,988,132
FAS, Professional Schools, DCE salary and fringe	\$4,973,532
Professional Development	\$14,600
TOTAL	\$10,415,905

seven key faculty members:

one at Harvard Business

School (HBS), four at

Harvard Kennedy School of

Government (HKS), one at

the Graduate School of

Design (GSD), and one

within the Medical School

(HMS). Since 2010, the

University has hired Anya

Bernstein (*Appendix III*, p. 4)

into a tenure-track position in

Anthropology; in the History

Department, Alison Frank

(*Appendix III*, p. 13) was

promoted and awarded tenure, and Kelly O'Neill (*Appendix III*, p. 25) was promoted from

assistant to associate professor. All of these faculty mentor undergraduate and graduate students

studying the region; several also serve on the DCRES Executive Committee (**Table 10**).

The Davis Center Fellows Program (through which postdoctoral fellowships are awarded) was

funded at \$205,000 in FY14. Revamped and revitalized in 2011, the Fellows Program brings

together scholars at early and later stages in their careers to consider a common theme spanning the social sciences and humanities. A team of faculty affiliates coordinates this theme and leads a regular interdisciplinary seminar series in which Fellows participate together with advanced graduate students and invited speakers, in addition to pursuing their own research.

Library resources. Harvard maintains more than 70 libraries, many holding titles relevant to the region. The Slavic and Middle Eastern divisions of Widener Library have primary responsibility for collection of research-level resources related to R/E. The Slavic Division collects Slavic-language materials; the Middle Eastern Division collects materials in the languages of Central Asia and the Caucasus. The DCRES Collection at Fung Library and the HURI Reference Library maintain smaller collections specific to the region. In FY14, Harvard provided \$1,620,420 in acquisitions and staff support for these libraries. Many other libraries at the University also acquire region-specific resources (see **Section 5**).

Linkages with institutions abroad. DCRES is in the early stages of opening a Harvard office in Moscow, although plans are in flux due to recent political events in the region. The office will provide opportunities to better serve faculty and students from Harvard and other American universities, and will be instrumental in strengthening existing and developing new relationships with institutions throughout the region.

Harvard maintains several important linkages with institutions abroad [**NRC IP**]. The Working Group on the Future of U.S.-Russia Relations (WG) is a partnership between DCRES and the Higher School of Economics in Moscow. Harvard has continued to cultivate a strong working relationship with the Russian Presidential Academy of National Economy and Public Administration (RANEPA), which hosted a DCRES-sponsored workshop on Soviet-Indian relations in December 2013. HURI is working with the National Academy of Sciences of

Ukraine on a project entitled “Mapa: A Digital Atlas of Ukraine.” Students have participated in study abroad programs at Bard-Smolny Institute (St. Petersburg), Central European University (Budapest), Charles University (Prague), European University (St. Petersburg), the Institute of Russian Language at Ukrainian Catholic University (Lviv), Jagiellonian University (Krakow), Moscow State University, the National University of Kiev Mohyla Academy, the National Research University Higher School of Economics (HSE) (Moscow), Nevsky Institute for Language and Culture (St. Petersburg), and RANEPa (Moscow). HURI maintains strong institutional relationships with both the Ukrainian Catholic University and Mohyla Academy, and DCRES frequently partners with HSE, RANEPa, and the New Economic School in Moscow to provide student researchers with access to economic datasets and faculty mentors. Non-university partners include the New Eurasia Foundation; Carnegie Center Moscow, which supports the WG; the Central Bank of Armenia, which offers internships to Harvard students; the Rule of Law Institute (Moscow); and Human Rights Watch (Moscow).

Center outreach activities. Providing the wider community with access to information and resources on R/E is a priority for DCRES. This dedication is demonstrated by the Center’s staffing commitments (see *Appendix III* for CVs) as well as the breadth of programming carried out by those staff. Outreach activities include conferences, seminars, and workshops for a variety of constituencies, with special emphasis on K-16 teachers and students [NRC AP]. In FY14, DCRES and HURI alone spent \$366,446 on outreach, events, and publications; programming in other units, as well as grant-funded programming throughout the University, brings the total amount of funds spent on R/E programming at Harvard substantially higher.

DCRES hosts some 75 events per year with an average annual attendance of 1,850 people. HURI offers a weekly seminar series, a Ukrainian Studies Working Group, and other special lectures,

and publishes the journal *Harvard Ukrainian Studies* annually. DCRES administers 11 seminar series on topics such as Central Asia and the Caucasus, Cold War studies, early Slavic history, literature and culture, and post-Communist politics and economics. Most seminars meet twice monthly and are chaired by a member of the faculty or directing staff. The seminars are open to the public and widely publicized; many are recorded and made available online. DCRES, HURI, SLL, and the Center for European Studies (CES) also sponsor major conferences and exhibitions related to the region.

Harvard sponsors several programs that facilitate exchange between the university community and the region. The **Cold War Studies Project** at DCRES promotes archival research in former Soviet-bloc countries through its active publications program (Cold War Studies Book Series and the quarterly *Journal of Cold War Studies*). The Project makes thousands of archival documents freely available on its website and serves as a resource to scholars and students studying this critical historical period. The **Program on Central Asia and the Caucasus** (DCRES), founded in 1993, offers courses, public seminars, a long-running study group, visiting scholar placements, curriculum development, and research projects. The **Working Group on the Future of U.S.-Russia Relations (WG)**, a grant-funded project established in 2010 by Professor Timothy Colton (*Appendix III*, p. 10), aims to overcome the mistrust that dominates the policy debate around the bilateral relationship in both countries. The group's 20 members—rising scholars from Russia and the U.S.—meet twice a year in Cambridge or Moscow. Each meeting is devoted to analysis of a single subject (most recently, the crisis in Ukraine), with the results integrated into a policy paper coauthored by one American and one Russian. The premise of the **Project on Islam in Eurasia**, also grant-funded, is that changes taking place in the social roles of Islam in Central Asia will have important implications for the politics of the region. The project promotes

original, empirically sound research on Islam in Central Asia through working groups and publications, and maintains a network of Central Asian scholars who can effectively communicate their results to academics and policymakers in the United States. The **U.S.-Russia Initiative to Prevent Nuclear Terrorism**, based at HKS, works to develop and employ concepts, strategies, and actions to prevent a nuclear attack through bilateral research, education programs, and person-to-person dialog and discussion between policymakers, academics, and military personnel. **The Elbe Group**, initiated at HKS in 2010, is composed of senior retired military and intelligence flag officers, including three- and four-star veterans from both Russian and American military and security services, who meet to discuss sensitive bilateral issues. **The Geopolitics of Energy Project**, launched by HKS in 2011, explores the intersection of energy, security, and international politics, and has produced several reports and cases on R/E energy issues. See section 7 for **K-16 outreach**.

Support for qualified students in related fields. All Harvard undergraduates are eligible for sweeping financial aid designed to make tuition more affordable to families across the income spectrum. Despite the recent economic downturn and an overall reduction in available resources, financial aid expenditures have increased by 88% since the revised financial aid policy came into effect in 2007. In AY2013–14, the financial aid budget for undergraduate students increased by 5.8%. More than 60% of students at Harvard College receive need-based scholarship aid, and some 20% of families pay no tuition at all. In 2013–14, Harvard provided over \$8 million in financial aid to 205 undergraduate and graduate students from R/E.

For AY 2013–14, Harvard awarded an estimated \$2,837,949 in financial aid to 93 graduate students (19 MA, 74 Ph.D.) studying R/E, representing the REECA master's degree program (17), GSD (2), and the Departments of American Studies (1), Anthropology and Human

Table 2: R/E Focus in Undergraduate Programs

Subject	Potential R/E focus (%)	
	Concentration	Secondary Field
SLL	100%*	-
Regional Studies: REECA	-	100%
Russian Studies	-	100%
Central European Studies		100%
History and Literature	Up to 100%*	-
Government	Up to 70%	Up to 100%
History	Up to 90%	Up to 83%
HAA	Up to 57%	Up to 83%
Linguistics	Up to 57%*	Up to 80%
Literature	Up to 67%*	Up to 83%
Anthropology	Up to 40%	Up to 75%
NELC	Up to 78%*	-
Islamic Studies	-	Up to 60%
Jewish Studies	-	Up to 80%
Social Studies	Up to 61%*	-
Sociology	Up to 50%	-
Folklore and Mythology	Up to 30%	-
History of Science	Up to 30%	-
*Substantial language requirement (2+ yrs proficiency)		

Evolutionary Biology (1), Comparative Literature (5), Government (10), Health Economics (1), History (28), Inner Asian and Altaic Studies (5), Linguistics (4), NELC (3), SLL (15), and Sociology (1). The standard Ph.D. support package is raised annually by 3–3.5% to account for the increased cost of living. Many regional research centers, including DCRES, HURI, CES, and the Weatherhead Center for International Affairs (WCFIA) provide additional support, including dissertation completion fellowships, for Ph.D. students; in FY14, centers provided more than \$292,980 in graduate student

research grants and awards for R/E studies.

2. QUALITY OF CURRICULUM DESIGN

Incorporation of subject area into undergraduate curriculum. Harvard structures its undergraduate curriculum to ensure students develop both breadth and depth of knowledge while developing skill competencies across disciplines. R/E course offerings are integrated across this curriculum, giving students in virtually any concentration the opportunity to discover, explore, and develop an interest in R/E.

Breadth of knowledge is achieved through the **General Education curriculum**; *depth* of knowledge is achieved through **Concentrations** (majors) designed to develop critical thinking and proficiency within a specific discipline. Harvard undergraduates can complete a concentration with a focus on R/E in several departments, including SLL, Anthropology, History, HAA, History and Literature, History of Science, Linguistics, Literature, NELC and Social Studies. Students can complement a concentration with a discrete body of focused work in a discipline by completing a **Secondary Field** (minor). Of the 65 secondary fields available, three have an explicit focus on R/E: Central European Studies; Regional Studies—Russia, Eastern Europe, and Central Asia; and Russian Studies. Eight other secondary fields easily lend themselves to the study of R/E (see **Table 2**).

Year	R/E Citations	Languages	Language Citations Home Departments
2010	19	Russian (17), Czech (1), Yiddish (1)	SS (11), HUM (5), SCI (3)
2011	9	Russian (9)	SS(4), HUM(3), SCI (2)
2012	11	Russian (7), Czech (1), Yiddish (1), BCS (2)	SS(4), HUM(6), SCI (1)
2013	7	Russian (6), Czech (1)	SS(6), HUM(1)
2014	11	Russian (9), Czech (1), Polish (1)	SS (5), HUM (2), SCI (4)
TOTAL	57	Russian (48), Czech (4), Yiddish (2), Polish (1), BCS (2)	SS (30), HUM (17), SCI (10)

Appropriateness of requirements and quality of undergraduate training program. The BA/BS degree requires the completion of 32 semester-long courses, roughly half of which are devoted to the concentration or major, a quarter to General Education credits, and the rest to elective courses. The curriculum regularly undergoes faculty review and was completely revamped in 2009. Harvard students must demonstrate proficiency in a foreign language, either by completing a full year of coursework, or by passing an exam. Harvard strongly encourages students to develop language proficiency beyond the minimum required; from 2010 to 2014, 22% of graduating students were awarded a Citation in a Foreign Language. The language citation

requires two full years of instruction beyond the first year, generally in courses primarily taught in that language. Students can pursue citations in R/E languages such as Bosnian/Croatian/Serbian (BCS), Czech, Polish, Russian, Ukrainian, and Yiddish. From 2010 to 2014, 57 students earned a language citation in a regional language (**Table 3**).

First-year students are strongly encouraged to take a Freshman Seminar, in which students work closely with a faculty member on a research topic of particular interest. Over the past four years, 22 of these seminars have been devoted to R/E, including “George Balanchine: Russian-American Master”; “Nazism, Stalinism, and the Devil: Reading History through *Dr. Faustus* and *The Master and Margarita*”; and “War, Violence, and Memory in 20th-Century Europe.”

Table 4: Ph.D. Degrees by Dept., 2010–14	
Anthropology	2
Comp. Lit.	3
Env. Health	1
Epidemiology	1
Government	4
History	10
IAAS	2
Linguistics	1
Music	2
SLL	10
Sociology	1
TOTAL	37

Training options for graduate students. Harvard’s graduate and professional schools offer several options for integrating R/E studies into a degree program. An indicator of this range is the number of programs represented among the 92 current DCRES Graduate Student Associates, including 19 master’s and 73 Ph.D. students from 12 Ph.D. programs in the Graduate School of Arts and Sciences (GSAS), the REECA master’s in GSAS, the MLA program at the Extension School, and a Ph.D. program at the School of Public Health (SPH). Since June 2010, 28 students with a focus on R/E have received a Ph.D. from 10 departments. (**Table 4**).

Harvard graduate students are eligible to cross-register for courses on R/E in FAS, the Harvard professional schools, Brown University, the Episcopal Divinity School, the Fletcher School at Tufts University, and MIT. In addition, REECA students are eligible to pursue a concurrent degree at one of Harvard’s professional schools or the Fletcher School. From fall 2010 through

spring 2014, REECA students cross-registered in 34 courses: 2 at MIT, 25 at HKS, 3 at the Fletcher School, 2 at GSE, 1 at the Divinity School, and 1 at HBS. One REECA student pursued a concurrent degree at Boston University's School of Law. From 2010 through 2014, four Foreign Area Officers (FAOs) earned master's degrees through the REECA program.

Appropriateness of requirements and quality of graduate training programs. Graduate program requirements are reviewed regularly to ensure academic standards remain high and appropriate to the discipline. A faculty review of the REECA master's program resulted in several changes that took effect in fall 2012: the thesis sequence was restructured; the option was added to fulfill the language proficiency requirement in regional languages other than Russian; and course distribution requirements were streamlined. In addition, new requirements for the FAO degree were developed to accommodate the new 12-month cap on enrollment instituted by the U.S. military.

REECA master's students take a total of 16 courses over two years in residence (FAOs complete 10–12 courses over 12 months). All students must demonstrate proficiency in Russian or another language of the region before graduation, either by passing a rigorous Russian exam or by completing at least two language courses at the 4th- or 5th-year level. Students select a minimum of six non-language courses from a preapproved multidisciplinary list to form the core of their regional studies program. Core regional courses must be drawn from at least two disciplines; four must be in the social sciences or history; and two must be seminars. Students who satisfy these requirements may fill out their remaining courses with electives (coursework related to a student's future professional field, or additional language study or regional coursework). Non-FAO REECA students write a thesis. The training provided by the REECA program prepares

graduates for further study in either Ph.D. or professional school programs, or for employment as area specialists in a variety of fields (for placement information, see **Section 9**).

Ph.D. requirements vary by department but generally include two years of relevant coursework; demonstrated reading proficiency in 2–4 foreign languages; oral and/or written general exams in 3–4 fields; 1–2 years of supervised teaching; a dissertation prospectus; a dissertation; and a dissertation defense. Within these requirements, Harvard graduate students enjoy significant flexibility in designing a program of study that focuses on R/E. Ph.D. candidates with a focus on R/E in the departments of History and Government must pass a language proficiency examination in Russian *and* in German or French. Ph.D. candidates in SLL must demonstrate at least 4th-year proficiency in Russian prior to beginning their Ph.D. program (and are strongly encouraged to continue building their Russian skills during their studies), and must choose a second Slavic language in which to demonstrate proficiency. As part of their preparation, Ph.D. candidates are expected to teach within their areas of specialization. Teaching is supervised by members of the department and includes a program of teacher training (see **Section 3**, p. 17).

Academic and career advising. To ensure academic success, **undergraduates** receive access to an extensive network of academic advisors based both in the Undergraduate Houses (dormitories) and in departments. Staffed by a Harvard professor, faculty associates, tutors (advanced graduate students), and visiting scholars, the Undergraduate House provides a smaller academic and social community within the larger context of the College. Departmental advising is offered by individual faculty members, all of whom hold weekly office hours. In addition, departments designate a Director (and often an Assistant Director) of Undergraduate Studies to advise students and monitor progress to the degree. In 2013, Serhii Plokhii, Professor of Ukrainian

History, was nominated for the Star Family Prize for Excellence in Advising, and Professor Maria Polinsky (Linguistics) won this prize in 2014.

Advising for **REECA master's degree candidates** takes place both formally and informally throughout the 2-year program. Before the first term, REECA students discuss their goals with REECA academic advisor Alexandra Vacroux (*Appendix III*, p. 34), and with Student Programs Officer Donna Griesenbeck, to develop an appropriate plan of study. Dr. Vacroux teaches a mandatory proseminar for first-year students, readying them for a productive summer of research. After selecting a thesis topic, students work closely with their chosen faculty advisor to develop and refine their research project. Vacroux and Griesenbeck follow student progress closely, and work actively with the students on career development.

Advising arrangements for **Ph.D. candidates** typically involve a faculty Director of Graduate Studies, who advises all students until they pass general exams and have an approved dissertation prospectus. At that time, the dissertation advisor and other members of the dissertation committee take over advising responsibilities.

A number of offices within the university offer academic, professional, and social support to graduate students. GSAS sponsors a **Dissertation Writing Support Group** and retains a writing tutor who provides students with practical, goal-oriented assistance to improve their writing and editing skills. In 2013, the university introduced **Harvard Horizons**, an initiative through which eight Ph.D. candidates are selected annually to receive intensive coaching on presenting their research to a general audience; DCRES graduate student associate Danny Orbach was among the 2014 cohort. R/E-related workshops are offered by SLL, the History Department, and by DCRES, which hosts the **Post-Communist Politics and Economics Workshop** and the **Gender, Socialism and Post-Socialism Working Group**. The latter two series bring together graduate

student participants from Harvard and other New England universities to discuss academic work in progress. In addition to academic advising offered through degree programs, centers, and departments, Harvard offers additional advising opportunities for all students. The **Bureau of Study Counsel** (BSC) is a resource center for academic and personal development. Students consult the BSC to improve study skills and strategies, and to talk about broader academic and personal concerns. The BSC coordinates an extensive network of peer tutors, and offers workshops and discussion groups to support students academically and personally. The **Harvard College Writing Center** provides peer writing counseling for undergraduates. The **Office of Career Services** (OCS) offers one-on-one career counseling; seminars on resume writing, interviewing, and other job-seeking skills; a dossier service; job, fellowship, and internship listings; a resource library; an on-campus recruiting program; and career fairs centered around specific career fields. DCRES offers individualized career advice and an annual career workshop for REECA students.

Formal arrangements for, and participation in, study abroad. International education is a top priority at Harvard, and substantial resources are committed annually to foster increased student engagement abroad. Approximately 1,400 Harvard undergraduates, nearly 1/5 of the student body, go abroad through an organized program every year, and students who receive Harvard financial aid may apply it toward study abroad costs.

Harvard Summer School offers several study abroad opportunities. The Russian-language immersion program—currently under revision by Steven Clancy (*Appendix III*, p. 9), new director of the language program in SLL—is expected to launch in summer 2015 in Moscow. Students of Czech can spend the summer in Prague, learning the language and studying the culture and history of the city. The Office of International Education (OIE) oversees several

endowed funds earmarked for undergraduate travel to R/E (see **Table 5** for statistics on undergraduate travel). These monies, combined with DCRES funds, yielded an average of \$67,000 in annual support from 2010 to 2013.

Table 5: Undergraduate International Experiences by Country, 2011-2014

Country	2011-12	2012-13	2013-14	Total
Azerbaijan	0	1	0	1
Bulgaria	0	0	1	1
Croatia	0	0	0	0
Czech Republic	8	7	2	17
Hungary	1	2	0	3
Kazakhstan	0	0	1	1
Kosovo	0	1	1	2
Kyrgyzstan	0	0	1	1
Mongolia	0	1	0	1
Poland	3	1	2	6
Romania	2	0	0	2
Russia	16	14	9	39
Serbia	1	1	1	3
Ukraine	1	0	0	1
Total	32	28	18	78

Students may apply for a wide range of individual grants through OIE and OCS, as well as through individual centers and programs. OCS manages the David Rockefeller International Experience Grants Program (DRIEG), whose purpose is to afford all students access to a significant international experience, regardless of financial constraints, and provides an average of 450 undergraduate travel grants annually. DCRES offers grants for qualified Harvard

undergraduates to pursue research or internships in R/E countries, including a new opportunity for summer 2014 to intern at the Armenian Central Bank in Yerevan. HURI, in partnership with the Institute of Politics at HKS, administers the Director's Internship, placing an undergraduate with the Kennan Kyiv Project. Nontraditional study abroad programs have successfully engaged students from STEM fields: this summer, three STEM students will travel to Russia—a human/evolutionary biology concentrator will work with the Russian American Medical Association; a biomedical engineering student will investigate the opportunity to create an NGO that will deliver low-cost 3D printing solutions to developing nations; and a computer science concentrator will pursue an additional interest in international relations and government. DCRES

is in talks with Mikhail Lukhin, Professor of Physics, to offer an undergraduate physics course in Moscow through the Harvard Summer School, which offers open enrollment to secondary and postsecondary students.

In addition to financial support, OIE, international centers, and departments provide logistical support for student research and travel abroad, including assistance with visa support, letters of introduction to archives and libraries, research orientations on archival and interview research methods, assistance with local travel and lodging, and pre-departure orientations for travelers to the region. The Global Support Services office provides operational guidance and resources, especially pertaining to international health and safety, for projects abroad.

Access to study abroad and summer language programs. Students learn about study abroad programs in a variety of ways. Entering freshmen receive the *Guide to the First Year at Harvard*, which provides information about OIE and encourages students to begin planning their time abroad in the fall of their freshman year. Members of the Board of Freshman Advisors, who provide individual advising to first-year students, explain options for international experience, encouraging advisees to explore broadly before selecting a study abroad program. OIE hosts a comprehensive website, and offers regular drop-in hours, study abroad information meetings, and workshops to help students identify, apply to, and find funding for the programs that most interest them. OIE collaborates with advising staff in departments and residential houses to ensure that information on international opportunities reaches all Harvard students. OIE also hosts the Summer Opportunities Fair each winter, where students explore international opportunities in anticipation of summer travel. Smaller region-focused information sessions are hosted by centers and departments. The SLL website details the importance of studying abroad

for language acquisition and cultural understanding and encourages students to participate in approved programs abroad as well as programs based in the U.S., including the Harvard

Discipline	# of Faculty	100% Area Courses	50-99% Area Courses	25-49% Area Courses	N/A (New Courses)
Anthropology	2	-	2	1	-
Drama	1	-	1	-	-
Economics	11	-	-	12	-
Fr. Seminar	9	1	-	8	-
Gen Ed	18	8	2	5	-
Government	15	5	4	7	1
History	17	14	3	13	-
History & Lit	1	-	-	1	-
Art History	2	1	-	1	-
History of Science	2	1	2	-	-
Humanities	2	-	-	-	2
Lit/CompLit	8	1	5	3	2
Music	3	1	1	2	-
NELC	5	3	-	5	-
REECA	2	2	-	-	-
SLL	17	47	-	-	-
Social Studies	3	-	-	3	-
Sociology	1	2	-	-	-
Religion	1	-	-	1	-
Ukrainian Studies	1	1	-	-	-
VES	2	1	-	1	-
TOTAL FAS	123	88	20	63	5
HBS	5	-	1	3	-
HKS	7	-	1	8	-
HLS	1	-	1	-	-
TOTAL PROF SCHOOLS	13	0	3	11	0
Extension	10	6	-	3	1
TOTAL DCE	10	6	-	3	1

Ukrainian Summer Institute

(HUSI), jointly administered by

HURI and the Harvard Summer

School. Students can also study

elementary Russian at the

summer school and by summer

2015 will be able to study 2nd-

year Russian as well.

3. QUALITY OF NON-

LANGUAGE

INSTRUCTIONAL PROGRAM

Breadth and variety of non-

language course offerings. From

2010 to 2014, Harvard offered

123 non-language courses with

substantial (50% or greater) R/E

content: 108 in FAS, 3 in the

professional schools, and 6 in the

Extension School (**Table 6**).

Professional school courses.

HBS, HKS, and Harvard Law

School (HLS) offer courses with substantial regional content (see **Table 6** and *Appendix II*).

Depth of specialized course coverage in one or more disciplines. From 2010 to 14, specialized R/E area studies courses were available as part of the general education requirement (7), Freshman Seminar (1), and the REECA program (2 Master’s thesis seminars), and through 10 departments: Comparative Literature (1), Government (3), History (5), HAA (1), History of Science (1), Music (1), NELC (4), SLL (30), Ukrainian Studies (1) and VES (1) (see *Appendix II* for a list of the courses offered and enrollment figures). Three examples of new specialized courses: **The REECA Proseminar** acquaints REECA candidates with theoretical and methodological approaches to area studies, thesis topics, and career paths; **The Comparative Politics of Eurasia** explores critical issues in post-Soviet Eurasia while developing students’ analytical and presentation skills through policy briefs; **The Phoenix and the Firebird: Russia in Global Perspective** examines six themes with contemporary and historical resonance and incorporates a curated digital exhibit, “Russia in the World.”

Interdisciplinary courses. Harvard routinely offers interdisciplinary courses relating to R/E. Current offerings are marked with a double-asterisk (**) in *Appendix II*. Cross-registration at the professional schools, MIT, and the Fletcher School gives students access to an even broader array of interdisciplinary course options (see p. 9 for more on cross-registration).

Sufficiency of non-language area studies faculty. Thirty-three non-language faculty members devote at least 30% of their time to teaching about R/E (see *Appendix III*).

Pedagogy training for teaching assistants. The Derek Bok Center for Teaching and Learning works to advance the quality of undergraduate education at Harvard by providing Harvard’s teachers, especially graduate student teaching assistants, with resources, programs, and support to help them hone their pedagogical skills and teaching craft. The Bok Center offers individual

consultations, classroom teaching practice, observation and video recording, and term-long practica, as well as a public speaking program, a Graduate Writing Fellows Seminar, and a graduate teaching certificate. The Center provides international TFs with additional resources for oral communication skills, culturally appropriate pedagogy, and oral English proficiency assessments. Center publications include “Tips for Teachers: Teaching in Racially Diverse College Classrooms” and “Women and Men in the Classroom: Inequality and Its Remedies” [Section 427 of GEPA], as well as an interactive blog for discussing teaching strategies.

Every year, the Bok Center awards certificates of distinction to outstanding lecturers, preceptors, and teaching assistants. During AY2013, 16 teachers of R/E languages and related area studies (both Teaching Fellows and Lecturers) were among the awardees; SLL Ph.D. candidate Ainsley Morse received special accolades for her teaching of Intermediate Russian.

4. *QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM*

Breadth and variety of language course offerings. In order to maximize students’ access to instruction in a wide range of regional languages at the appropriate level, Harvard offers language instruction in two ways: 1) regularly offered courses, ensuring ongoing support of the broad teaching and research mission of professors and graduate students; and 2) tutorials, which respond to varying academic needs of individual students in a variety of Slavic and other regional languages. Regular academic-year instruction is offered in seven languages of the region: Armenian, Czech, Polish, Russian, Ukrainian, Uyghur, and Yiddish. More advanced instruction in these languages is available on request, as is instruction in Belarusian, Bosnian/Croatian/Serbian (BCS), Bulgarian, Estonian, Georgian, Hungarian, Kazakh, Romanian, and Uzbek, to name examples from recent years. Title VI funding has enabled Harvard to meet

all special requests for language study. The Harvard Summer School offers instruction in Czech, Russian, and Ukrainian.

Table 7: Language Offerings and Enrollments, Spring 2014

Language	Levels of Instruction	# of Sections			Faculty/ Language	Enrollments		
		1 st yr	2 nd yr	3 rd yr+		1 st yr	2 nd yr	3 rd yr +
Armenian	3 years	-	1	-	1	-	3	-
Bosnian/Croatian/Serbian	On demand	1	1	1	1	1	3	1
Czech	3 years	1	1	-	1	7	1	-
Old Church Slavonic	1 year	-	-	-	1	-	-	-
Polish	3 years	1	1	1	1	5	1	2
Russian	5 years	3	3	5	5	15	17	24
Intensive Russian	2 years	2	2	-	4	5	6	-
Ukrainian	3 years	-	1	-	3	-	3	-
Uyghur	3 years	1	1	-	1	2	2	-
Yiddish	3 years	1	1	-	2	5	5	-

Student enrollment. Enrollments in R/E language courses taught at Harvard are shown in **Table 7**. In addition, many students choose to pursue language and area studies abroad (see **Table 5**). In 2014, 47 Harvard undergraduates will travel to 19 countries of the region, some 57% through an organized study abroad experience in language or area studies.

Three or more levels of language training. Harvard offers three or more levels of training in seven R/E languages and LCTLs (see **Table 7**).

Language topic courses. Specialized courses conducted in Russian include “Russian and Post-Soviet Studies”; “Russian Press and Television”; “Russian Cultural Self-Images and National Mentality”; “Business and Legal Russian”; and “Topics in Russian Culture.” Language tutorials usually focus on students’ particular areas of research, affording the opportunity to develop discipline-specific language skills. R/E courses offered outside the language departments are typically taught in English but offer special sections incorporating original-language sources.

Availability of language teaching faculty. Four full-time and five part-time faculty members teach language courses related to the region (see *Appendix III*). Tutorial instructors include current and former faculty, graduate student teaching fellows, and, when needed, outside instructors. Beginning-, intermediate-, and advanced-level Russian language courses are team-taught, five days a week, by multiple teachers in a closely integrated program of full sections that meet thrice weekly and small group practice that meets twice weekly. Other Slavic languages also follow the full section/small group practice, but meet four days a week.

Pedagogy training for language teaching staff. Steven Clancy, director of the Language Program in SLL (*Appendix III*, p. 9), leads an annual orientation for language instructors, including the professional teaching staff and 8–10 graduate student teaching fellows assigned to Slavic language courses. All Harvard graduate students teaching languages are required to take Linguistics 200, a language pedagogy and methodology class; SLL teaching fellows are assigned to a special section addressing linguistic and structural issues inherent to Slavic languages. Dr. Clancy supervises all language instruction and provides training for new graduate student instructors while working collaboratively with preceptors (professional language lecturers) throughout the program.

Performance-based instruction. The Slavic language program is designed to promote the development of productive modalities (speaking, writing skills) as well as receptive modalities (listening, reading, viewing). Students at all levels have opportunities to interact in pairs and groups with native teacher input. Upper-level courses offer extensive opportunities for presentational and interpersonal communication. Appropriate placement in a tightly integrated program is ensured for all incoming students through regularly scheduled placement exams and personal interviews. Individualized programs of study can be developed to address the needs of

students who have disabilities or other barriers to language acquisition [**Section 427 of GEPA**].

Often this supplemental work enables these students to participate in a regularly offered course.

Adequacy of resources for language teaching and practice. Harvard's Language Resource Center (LRC) is designed to maximize language teaching and practice. It has 60 computer stations, audio equipment, televisions, computer clusters facilitating student-teacher study units, and two rooms suitable for performing and recording. The LRC stores more than 1,000 audio and video recordings in Slavic languages, including literary readings, notable speeches, music and television soundtracks, and commercially produced video packages. The LRC also maintains a dedicated workstation for instructors who are preparing new digital materials, and lends students video production equipment for language-related projects. Audio, video, and multimedia content are used in *all* language courses, with many courses featuring materials developed by Harvard faculty. LRC director Thomas Hammond trains teachers on the use of innovative technology, prepares materials for distribution in alternative formats (such as podcasts), and supports language learning in many ways. For example, in 2013–14, the LRC provided iPads to first-year Russian students for language learning and support of *Soliloquy*, Dr. Clancy's spoken communication application. The LRC facility is ADA compliant, and audio materials can be accessed off-site through its website [**Section 427 of GEPA**]. Students at all levels of proficiency are welcome at language tables, which meet weekly in five of the residential houses. SLL organizes an annual performance of drama and poetry, designed to include as many students as possible (usually 30–45) from all levels of the language program. Finally, the LRC will host the Foreign Language Education and Technology (FLEAT 6) conference in August 2015; some 1,000 participants from around the world are expected.

Language proficiency requirements. Proficiency testing by a certified tester in Russian is

available each year to monitor the correspondence between achievement levels and proficiency score. Typical proficiency results for the Russian program (based on the ACTFL scale) are as follows: 1st-year: novice-high or intermediate-low; 2nd-year: intermediate-mid; 3rd-year: intermediate-mid or intermediate-high. These results are stronger than the norms reported in the spring 1996 *Modern Language Journal*. One faculty member is a certified Oral Proficiency Interview (OPI) tester in Russian. Both Dr. Clancy and Anna Baranczak (*Appendix III*, p. 4) have been trained in OPI techniques, and other faculty have attended OPI workshops. Proficiency tests are routinely administered in Ukrainian summer classes. The presence of two ACTFL-certified Ukrainian language instructors further contributes to the strength of the Ukrainian program. Language requirements for degree programs are addressed on p. 8 (undergraduate), p. 10 (REECA A.M. candidates) and p. 11 (Ph.D. students).

5. STRENGTH OF LIBRARY

Library holdings. Harvard College Library (HCL)

holds one of the nation's premier collections of Slavic-language publications, second only to the Library of Congress in scope and depth. Its Ukrainian holdings are the largest of any library outside Eastern Europe. With four half-time and two full-time librarians as well as two full-time support staff, the Slavic Division of Widener Library handles the majority of acquisitions and cataloging in Slavic and Baltic languages at Harvard (see **Table 8**).

Widener's Middle Eastern Division collects

Table 8: Widener Library Slavic and Baltic Language Monograph Acquisitions (excluding serials and other media)

Language	AY 11-12	AY 12-13	AY 13-14 to date
Belarusian	202	169	199
Bosnian	208	215	138
Bulgarian	399	411	303
Croatian	194	352	203
Czech	951	1,064	666
Macedonian	398	216	32
Polish	2,467	2,575	2,082
Russian	5,223	7,338	5,579
Serbian	224	638	328
Slovak	222	169	207
Slovenian	19	63	40
Ukrainian	1,480	1,545	1,377
Misc.	223	312	230
Total	12,210	15,067	11,384

monographs and serials in the languages of Central Asia and the Caucasus (see **Table 9**).

Table 9: HCL Central Asian Language Monograph Acquisitions (excluding serials and other media)			
Language	FY11	FY12	FY13
Armenian	746	608	805
Azerbaijani	212	332	298
Bashkir	174	30	94
Caucasian (Other)	39	3	6
Chuvash	81	207	
Finno-Ugrian (Other)	39	1	1
Georgian	407	87	318
Kazakh	11	124	675
Kyrgyz	85	9	32
Yakut		75	
Tatar	176	81	115
Tajik	39	236	219
Turkmen		23	16
Udmurt	9	44	
Uzbek	152	138	175
Other	29	3	6
Total	2,199	2,001	2,760

HCL currently subscribes to 5,410 periodicals in Russian, Ukrainian, Polish, Czech, and South Slavic languages. The HURI Reference Library subscribes to 90 journals and 20 newsletters relating to Ukrainian studies, published in Ukrainian, Polish, German, and Russian. The Davis Center Collection at Fung Library maintains a core selection of periodicals and a general collection of monographs, archival guides, and reference works in Russian and English, as well as archives and other special collections material. Other Harvard libraries, including Lamont (undergraduate curriculum and government documents), Houghton (rare books and manuscripts), Fine Arts, HKS (government and public policy), HLS, and Tozzer (anthropology) acquire area-related monographs and periodicals. In addition, the

Harvard Map Collection encompasses an extensive range of contemporary and historical maps, atlases, and other geographical materials on the region, many of which are available digitally.

HCL also maintains a robust program to collect Slavic-studies materials published in English, German, French, and other non-Slavic languages at a near-comprehensive level. The library provides access to a wide array of Slavic electronic materials, including 847 online databases, 61,069 electronic journals, and 303,000 electronic books. Electronic resources are discussed further on p. 24.

Support for library acquisitions and library staff. In 2013–2014, Harvard provided \$818,00 in salaries and fringe benefits for library staff working in the Slavic Division and \$600,000 for acquisitions in the Slavic division (in addition to the Title VI contribution of \$35,600).

University support of Davis Center Collection acquisitions totaled \$22,909, with Title VI funds contributing an additional \$5,000. Support for HURI Reference Library acquisitions totaled \$22,501. Funds for the purchase of Slavic-studies materials in English and other non-Slavic languages are also provided by HCL at substantial levels.

Access to research materials at other institutions. All Harvard Library patrons have access to research material at other institutions through Inter-Library Loan as well as the Borrow Direct service for Ivy League and some other university libraries. The Slavic Division belongs to both the East Coast Consortium for Slavic Collections (ECC) and the Northeast Regional Library Consortium. The benefits of membership include negotiated discounted prices for expensive (>\$10,000) microfilm or electronic resources. In part through these consortia, the Slavic Division recently purchased several major resources: the Stalin Digital Archive; the Slavic Humanities Index; Balkan Insight; Russia State Duma Election, 2011: Election Ephemera Collection; and Belarus Presidential Election, 2010: Election Ephemera Collection. Other major e-resources include the **East View Universal Databases** (over 500 titles from the region, updated daily), and the **ISI Emerging Markets** (full-text access to current news sources from throughout the region; includes business and economic sources).

Accessibility for teachers, students, and faculty from outside institutions. Harvard makes its resources and collections available to non-Harvard patrons in several ways. The full range of Harvard's resources is discoverable online through the HOLLIS catalog. Digitizing of Harvard's collections makes the materials much more broadly accessible. For example, the *Harvard*

Project on the Soviet Social System Online has been used by students and scholars worldwide both for research and in the classroom, including in a curricular module, “Everyday Life in the Soviet Union,” developed by Outreach staff for use by K-16 teachers and students. Faculty and Ph.D. students from other institutions are eligible for renewable three-month visiting researcher cards for library access. Scholars with long- or short-term affiliations with, or sponsorships by, DCRES, HURI, and other Harvard research institutions (including visiting scholars) are also granted library privileges. Students, faculty, and researchers at other universities around the country can access materials through Inter-Library Loan and avail themselves of reference services. Local undergraduates often make research visits to Harvard, and New England-based K-12 teachers participating in on-campus educational programming receive stack access as a component of the training activities provided by the Program on Outreach and Engagement (POE). Additionally, in the past year, the Slavic Division of Widener Library received \$40,200 in internal funding for two projects to increase access to Slavic materials: one to digitize a large collection of Russian political ephemera from the late 1980s and 1990s, and another to preserve and digitize a collection of about 300 fragile books and pamphlets from the late 19th and early 20th centuries printed on rapidly deteriorating paper.

6. *QUALITY OF STAFF RESOURCES*

Quality of faculty and staff. Harvard conducts nationwide (and, in many cases, worldwide) searches to identify individuals who are leading scholars and teachers in their fields. Harvard is fortunate to have a distinguished and highly regarded faculty teaching and researching the R/E region. Of 41 key faculty, 26 devote 100% of their time to R/E; 27 are tenured, and 2 will be eligible for tenure within the forthcoming grant cycle. These 41 faculty members offered 70 R/E-related courses during 2013–14 and reported 60 scholarly publications (20 books, 40

articles/chapters), including Serhii Plokhii's recent book, *The Last Empire: The Final Days of the Soviet Union*. In addition to teaching and research, all advise undergraduate and graduate students and serve on academic committees. For faculty and staff CVs and percentage of time devoted to teaching and/or research on the region, see *Appendix III*.

Professional development opportunities. Harvard supports faculty professional development through a variety of programs and activities, many of which are organized through the **Office of Faculty Development and Diversity** (FD&D). FD&D administers the Research Enabling Grant, a one-time award that provides relief to pre-tenure ladder faculty facing work/life or personal/family challenges to their academic work. The office also offers professional development workshops (subsequently archived online); recent topics include "Getting Your Voice into Popular Media," "Exploring Social Media," and "Writing Books for Readers Beyond Academia." FD&D also organizes "Talking About Teaching," an annual series designed by faculty, for faculty, that explores pedagogical connections across disciplines and schools. Faculty within FAS have access to a **publication fund**, providing up to \$5,000 of supplemental research funds to defray costs related to scholarly publications. Junior faculty are eligible for two terms of fully paid **sabbatical leave**, allowing tenure-track faculty concentrated time to focus on research prior to their promotion review. Many area centers, including DCRES, CES, HURI, and WCFIA, provide key junior faculty with additional paid leave; DCRES administers the John F. Cogan Junior Faculty Leave Program, which funds one semester of full-time sabbatical research, and supports senior faculty through the Abby and George O'Neill Senior Faculty Research Program. In addition, individual departments support faculty travel to domestic and international scholarly conferences. DCRES provides \$1,000 grants annually to senior faculty for summer research trips, and DCRES, CES, WCFIA, and HURI support faculty-organized conferences,

Table 10: Oversight Arrangements

Faculty	Dept.	DCRES	HURI
Terry Martin, Chair	History	X	X
Rawi Abdelal	HBS	X	
Eve Blau	GSD	X	
Jonathan Bolton	SLL	X	
Svetlana Boym	Comp. Lit./SLL	X	
Julie Buckler	SLL	X	
Steven Clancy	SLL	X	
Timothy Colton	Gov't	X	
Grzegorz Ekiert	Gov't	X	
Michael Flier	Linguistics		X
Alison Frank	History	X	
George Grabowicz	SLL	X	X
Loren Graham	DCRES	X	
Lubomyr Hajda	HURI		X
Tymish Holowinsky	HURI		X
Salmaaan Keshavjee	HMS	X	
John Malmstad	SLL	X	
Kelly O'Neill	History	X	
Serhii Plokhii	History	X	X
James Russell	NELC	X	
Stephanie Sandler	SLL	X	
William Todd	SLL	X	
Alexandra Vacroux	DCRES	X	
Justin Weir	SLL	X	

both at Harvard and abroad, with funds, facilities, and staff assistance. Harvard staff enjoy development opportunities through the Center for Workplace Development (CWD), which offers a wide range of professional, managerial, technical, and career development classes. Staff can also take courses at greatly reduced rates through the university's Tuition Assistance Plan.

Faculty involvement in teaching, supervision, and advising of students. Faculty devote an average of 15 hours per week to the teaching and supervision of undergraduate students, and another 15 hours per month advising Ph.D. and master's students engaged in course work, thesis writing, and general exam preparation (advising protocols are detailed in **Section 2**, pp. 11–12).

During 2013–14, key faculty in R/E advised 3–10 students each; Joanna Nizynska (*Appendix III*, p. 24) received the 2011 Everett Mendelsohn Excellence in Mentoring Award for her

exemplary dedication to student advising.

Departmental, professional school, and library involvement in oversight arrangements.

The DCRES Executive Committee is comprised of 21 current and emeritus faculty representing seven FAS departments, HBS, HMS, and GSD; the **HURI Executive Committee** includes 6 faculty and staff members dedicated to Ukrainian studies. Both committees (**Table 10**) meet several times per semester to provide oversight of the centers' major activities, set policies, review budget priorities, and confirm R/E personnel.

Staffing and oversight arrangements for administration and outreach activities. Terry Martin (*Appendix III*, p. 1), professor of history, has served as DCRES director since 2010. Together with Alexandra Vacroux (*Appendix III*, p. 34), Executive Director since 2010, Martin oversees the management of the Title VI grant, including budgeting, reporting, communicating with the ED, and liaising with the many departments impacted by grant funds. Vacroux plays a large role in supervising programming funded through the grant, such as course development, teaching, and the Program on Outreach and Engagement (POE). DCRES boasts a dynamic outreach team that coordinates events, projects, and resources for the general public. The team has been led since 2006 by Outreach Director Cris Martin (*Appendix III*, p. 22), who manages all NRC outreach activity, prepares ED reports, and implements evaluation across the NRC grant. Anna Mudd, Digital and Curricular Projects Coordinator (*Appendix III*, p. 23), develops educational resources and helps teachers and students use them. Program Assistant Rebekah Judson (*Appendix III*, p. 18) fulfills all administrative functions for outreach programming and provides technical support for multimedia projects. Donna Griesenbeck (*Appendix III*, p. 15), Student Programs Officer at DCRES, oversees FLAS grant publicity, selection, notification, and fellowship oversight; Robert LaPointe, Sr. Admissions and Financial Aid Officer in GSAS, manages FLAS grant payments.

Nondiscriminatory employment practices. Harvard University provides equal opportunity in employment for all qualified persons and prohibits discrimination in employment on the basis of race, color, religion, creed, sex, sexual orientation, gender identity, national origin, ancestry, age, veteran status, disability unrelated to job requirements, genetic information, military service, or other protected status. Every member of the University is expected to ensure a wholly non-discriminatory process of recruiting, hiring, and promoting women, members of minority groups, qualified handicapped individuals, and disabled and other covered veterans at all levels of employment throughout the University.

The Office of the Assistant to the President (OAP), led by a Chief Diversity Officer, takes a strategic approach to promoting diversity across the Harvard workforce. OAP serves as the University's liaison with the federal government in matters related to contract compliance concerning employment, as well as coordinating the University's affirmative action programs and overseeing their implementation throughout the University. The 2012–13 Summary Highlights of the Affirmative Action Programs, as prepared by the OAP, indicates that as of November 1, 2012, Harvard employed 16,540 individuals, 53% of whom were women and 25% of whom were minorities. 23% (231/990) of ladder faculty positions were held by women (an increase of 2.1 percentage points from 2007) and 21% (328/990) were held by minorities (an increase of 8.3 percentage points from 2010). Women now hold 23% of the tenured professorships within FAS, which is more than double the 10.7% share they held 20 years ago. FD&D serves as Harvard's central faculty affairs office. Led by Dr. Judith Singer, Senior Vice Provost for Faculty Development and Diversity, FD&D oversees and guides institutional policies and practices in all areas of faculty affairs, providing intellectual leadership and coordination across Harvard's schools with the twin goals of increasing accountability and fostering

measurable progress in important domains. In all its activities, FD&D places special emphasis on junior faculty and on women and minorities at all academic ranks. In 2012, Harvard hired Anya Bernstein (Anthropology) into a tenure-track R/E position and awarded tenure to Alison Frank, a historian with expertise in Central and Eastern Europe.

7. OUTREACH ACTIVITIES

Outreach to elementary and secondary schools. DCRES's Program on Outreach and Engagement (POE) serves the general community, with particular emphasis on K-16 teachers and students in greater New England [AP]. From 2010 to 2014, the POE held 53 events, including four week-long summer workshops, 16 classroom presentations at elementary, middle and high schools, and five online sessions with a total attendance of nearly 2,500—a 7.8% increase in participation since 2010 (**Table 11**). Thirty-five Harvard affiliates—including junior and senior professors, visiting scholars, undergraduate and graduate students and staff from all corners of the university—presented at these events. K-16 teachers, students, and the community can access free of charge a resource library of R/E books and videos maintained by the POE. While continuing to offer school visits and traditional professional development opportunities for teachers, the POE under the current grant cycle has pursued a strategy for online programming and resource development, introducing, for example, live webinars for teachers and community members across the country. This format has been used to address issues on both historical and current events in the region.

DCRES has also devoted considerable effort to developing curricular modules and other multimedia tools. The three existing modules—“Women and Revolution: Women's Political Activism in Russia from 1905 to 1917,” “Art in Context,” and “Everyday Life in the Soviet Union”—are designed to be highly modular for maximum flexibility, as well as multimodal,

incorporating content essays, writing prompts, videos, interactive exercises, and supplemental resources. Connections to state education standards and the common core are provided, and each module has been vetted by a team of educators. The modules are accessible via the DCRES website at daviscenter.fas.harvard.edu/teach.

DCRES has also increased collaborations with other international centers on campus (three of them NRCs) through an outreach committee. Historical and current events frequently extend beyond national boundaries, and teachers must engage with questions of global competency, a key component of the new core curricula. Bimonthly outreach committee meetings allow centers to share best practices and collaborate on initiatives that benefit teachers and the general community while conserving staffing and financial resources. An online portal, globalstudiesoutreach.harvard.edu, showcases the committee's efforts. Among the more successful has been the Global Literature Online Book Group, which brings together scholars, authors, and teachers for live online conversations, with a particular emphasis on classroom applications. In 2012–13, the inaugural year, 125 people registered for the book series. The outreach collaboration also produced a series of summer workshops for educators. In August 2013, 30 middle and high school teachers from greater New England as well as Texas participated in a four-day workshop, "Teaching Water: Global Perspectives on a Resource in Crisis." In addition to lectures by scholars and practitioners, the workshop incorporated presentations by master teachers who had developed curricula about water for use in their classrooms, as well as a negotiation simulation exercise. Participants received professional development points, and nearly half earned graduate credit from Framingham State College. The workshop was evaluated highly: 100% of participants indicated that the simulation was a useful or very useful exercise, and 59% said they would use it with students. Ninety-seven percent

indicated they would use some of the materials accessed through the course in their own teaching. Sixty-one percent said additional time would be helpful to discuss classroom applications— feedback that will be incorporated into the 2014 session, “Visualizing Global Studies: A Mapping Workshop for Educators.”

Finally, DCRES made inroads to the community of high school language learners by hosting American Councils’ New England Regional Competition of the Olympiada of Spoken Russian in April 2014. Twenty-nine students from two local schools representing language learners from beginning level through native and heritage speakers competed in the event; 6 gold medals, 8 silver, 8 bronze, and 7 honorable mentions were awarded. DCRES plans to pursue further engagement with these language students (see **Section 8**, p. 40).

Outreach to postsecondary institutions, business, media, and the general public. Harvard’s most substantial outreach to the general public has been through the establishment of **EdX**, a massive online open course (MOOC) platform founded by Harvard and MIT in May 2012 at a cost of \$60 billion, and **HarvardX**, the internal Harvard initiative that works with faculty and departments to develop courses for the platform. Over 1.2 million individuals across the globe have registered for a HarvardX course, and 100,000 have received course completion certificates. Registration, which is free, is currently available for more than 30 courses, with another 60 in development. The material on HarvardX is intended not only for online audiences, but also for undergraduates on campus as well as high school and community college students [**NRC CPP#1**]. Moving forward, DCRES will build on R/E-relevant resources developed by HarvardX in order to make them more accessible to students and educators at secondary schools and community colleges.

Table 11: Select R/E Outreach Events, 2010-14 (T=Teachers, C=Community, S=Students)			
Summer Workshops	<i>Date</i>	<i>Attendance</i>	<i>Co-sponsors</i>
Teaching Water: Global Perspectives on a Resource in Crisis	8/5-8/8/2013	31 T	CMES, Asia Center, ISP, DRCLAS, CAS
Everyday Life in the Soviet Union	8/7-8/9/2012	20 T	
World Literature	8/8-8/12/2011	23 T	CMES, CAS
Thirteen Days, Three Views: Exploring the Cuban Missile Crisis from the Cuban, American and Soviet Perspectives	8/10-8/12/2010	18 T	DRCLAS
School-Year Workshops	<i>Date</i>	<i>Attendance</i>	<i>Co-sponsors</i>
Democracy and Human Rights in Russia	5/10/2013	8 T, 3 C	
Everyday Life in the USSR	2/7/2013	22 T	
Authoritarianism in Russia & Middle East	6/4/2012	135 S	CMES
Understanding the Soviet Space Race	4/27/2012	4 T, 2 S, 14 C	
Understanding Perestroika	5/20-21/2011	6 T, 2 S, 10 C	
Changing Role of Religion in the Middle East and Eurasia in the 21st Century	12/3/2010	22 T	CMES
Analyzing Film Propaganda from the Great Patriotic War	6/11/2010	8 T, 3 C	
Teaching Global Studies with Technology: Russia and Georgia	4/23-24/2010	12 T	
Webinars	<i>Date</i>	<i>Attendance</i>	<i>Co-sponsors</i>
Aftermath: The Double-Edged Legacies of the Great Patriotic War	12/5/2014	10 T	
Global Literature Online Book Group: <i>The Dream Life of Sukhanov</i> , Olga Grushin	11/13/2014	10 T	
Red Front: The Soviet Side of WWII	11/5/2014	10 T	
Global Literature Online Book Group: <i>The Accompanist</i> , Nina Berberova	5/13/2013	20 T	
Orange Revolution and the Arab Spring	1/9/2012	98 S, 2 T	CMES
Lectures/Guest Speakers	<i>Date</i>	<i>Attendance</i>	<i>Co-sponsors</i>
Reporting Russia: In Conversation with Miriam Elder and Julia Ioffe	2/28/2014	105 C	Nieman Foundation, CES
The New Russian Protest Movement, Artemy Troitsky	2/21/2014	150 C	
Book Talk: <i>The Museum of Communism</i> , Slavenka Drakulic	4/14/2011	30 C	
Book Talk: <i>The Possessed</i> , Elif Batuman	10/15/2010	80 C	
Off-Site Visits	<i>Date</i>	<i>Attendance</i>	<i>Co-sponsors</i>
International Festival, Russia table	4/11/2014	100 S, 75 C	
Human Rights Under Putin	2/12/2014	70 S, 6 T	
The Gulag	Annual 2011-2014	100 S, 4 T	
Russian History and Culture	Annual 2012-2014	85 S, 8 T	
Russian Matryoshkas	2/26/2013	40 S, 4 T	
Pussy Riot and Human Rights in Russia	11/13/2012	40 S, 4 T	
Rise and Fall of the USSR	3/22/2012-4/26/2012	19 C	
St. Petersburg: History and Travel Advice	1/19/2012	17 S, 2 T	
The Gulag and Solzhenitsyn	12/7/2011	18 S, 2 T	
The Geopolitics of the Caucasus	5/13/2011	30 C	

Caucasus and Central Asia	5/9/2011	80 C	
Russia and Her Neighbors	12/7/2010	30 C	World Affairs Council
Community/Cultural Events	<i>Date</i>	<i>Attendance</i>	<i>Co-sponsors</i>
Olympiada of Spoken Russian	4/5/2014	29 S, 2 T	
Nowruz (Persian New Year)	Annual	75-100 C	CMES, MEI, ISP
<i>Stilyagi</i> film viewing	10/26/2012	45 C	

DCRES outreach engages with many constituencies within the wider public. Since the outbreak of the crisis in Ukraine in late 2013, DCRES has worked diligently to meet the public's need for information on developing events. DCRES, HURI, and numerous other Harvard departments organized several events on campus and online, and facilitated media placements of faculty in outlets such as NPR/WBUR, CBS Radio News Desk, Discovery News, and USA Today. Faculty interviews and editorials have appeared in *The New York Times*, *The Los Angeles Times*, *The Washington Post* and *Foreign Affairs* (among others) in recent months.

DCRES and HURI events are open to the public and are publicized widely online, through email distribution lists, and in campus publications; recordings of lectures and workshops are available on the DCRES website for individuals who cannot attend in person.

Outreach Director Cris Martin has worked closely with the organization Adult Learning in the Fitchburg Area (ALFA), delivering 7 lectures for senior citizens since 2011, including a 5-part series on the history of the Soviet Union. Postsecondary students are targeted through several annual events: the Undergraduate Colloquium, which showcases research in R/E studies by students from Harvard, Wellesley, and Wheaton Colleges; the International Experience and Career Fair; biweekly Russian-language conversation hour; and pre-departure orientation sessions for students preparing for study abroad. Additional Harvard-sponsored outreach is described in detail in **Section 1**, pp. 4–5.

8. PROGRAM PLANNING AND BUDGET

Activities for which funding is sought. Harvard seeks Title VI funding to strengthen and expand R/E studies programming in three key areas: (A) **Language and Area Studies**; (B) **Outreach**

and Engagement; (C) Library Acquisitions, Collaboration, and Digitization. The proposed activities will contribute to the preparation of Harvard graduates for further study or for employment as R/E specialists; foster the development of R/E scholarship and teaching in K-12 schools and community colleges; and enhance the understanding of R/E within the University, the U.S., and abroad. These activities will be evaluated internally to ensure activities funded through the Title VI grant are meeting set goals and objectives (see *Appendix I*, budget line D).

(A) Language and Area Studies. Funding is sought to support Dr. Steven Clancy's (*Appendix III*, p. 9) *Online Russian-Language Project* (ORL - budget line A.1.C and A.3.a), a multi-year endeavor that will restructure Russian-language instruction at Harvard through the use of technology, and make the resulting tools available to online language learners worldwide at no cost. This approach will combine the best of Harvard's strong Slavic linguistics tradition with contemporary developments in instructional technology, web technology, and research in second-language acquisition, corpus linguistics, construction grammar, and cognitive linguistics. The project's outputs will include completely revamped online curricula for elementary through advanced Russian, and the foundations of an online module or MOOC, to be hosted through EdX. Clancy has already developed much of the core curriculum and course for elementary Russian (materials, activities, and exercises for 72 lessons), with portions piloted with Harvard undergraduates during AY 2013–14. The course makes use of *Soliloquy*, an interactive language-learning app that Clancy developed for the iPad, and which is now being redeveloped and expanded for cross-platform use.

Short instructional videos and podcasts developed under this project will allow educators to take advantage of the "flipped classroom" model, enabling students to receive asynchronous instruction outside of class and preserving valuable classroom hours for greater interaction in the

target language. This model of instruction will also allow Clancy to provide a better training and professional development experience for graduate student teaching fellows, and therefore provide higher quality instruction to Harvard students in classes taught by first-time teachers. This project will impact all Russian-language learners at Harvard and will provide instructors and students nationwide (at the high school, community college, and university level, as well as independent language learners) with a new, cost-effective way to learn the fundamentals of a foreign language [NRC CPP#1]. The project will be evaluated throughout its development for efficacy and replicability across other regional languages, as well as integration with HarvardX.

Table 12: ORL Project Timeline

Year	Deliverable	Deliverable	Deliverable	Deliverable
Yr 1 (AY 14-15)	Refine and implement Elementary Russian curriculum	Begin to develop Intermediate Russian curriculum		
Yr 2 (AY 15-16)	Refine and implement Intermediate Russian curriculum	Begin to develop Advanced Russian curriculum	Elicit potential partner institutions external to Harvard for piloting Russian digital curriculum	
Yr 3 (AY 16-17)	Refine and implement Advanced Russian curriculum at Harvard	Determine external partners for piloting curricular resources	Begin to develop digital curricula for additional R/E language (TBD)	Initial development of Russian-language MOOC
Yr 4 (AY 17-18)	Continue to develop curriculum for additional language	Pilot Russian curricula in partner institutions	Complete development of Russian-language MOOC	Disseminate Russian curricular materials to external institutions

Title VI funding enhances Harvard's ability to offer high-quality language- and area instruction to students, particularly in areas of critical national need, such as Central Asian and Caucasian studies. DCRES requests funds to offer courses around these two strategically important and less-studied regions, through: *1) Salary for an instructor of Central Asian and/or Caucasian languages [FLAS CP#2]* (Budget line A.1.A.a). The language offered is expected to be Uzbek, Kazakh, or Georgian, depending on student interest beginning fall 2015. REECA master's students—a cohort with a strong history of entering careers in government service and policy—are the most likely candidates for enrollment; therefore, providing them with the opportunity to

study one of these LCTLs is critically important. Funds are also requested to cover the cost of offering BCS (budget line A.1.A.b). 2) *Salary for an area studies instructor to teach one course per year on Central Asia and/or the Caucasus* (budget line A.1.B.a). These courses will draw on new scholarship and allow students to study the region from historical and modern perspectives. Funds are also requested to raise the proficiency of students of Russian by organizing annual workshops for Russian preceptors and students with renowned linguist Boris Shekhtman, founder of the Specialized Language Training Center (budget line A.4.Aa/b). Each year, Shekhtman will work one-on-one with advanced students of Russian (particularly REECA master's candidates) to propel them toward rarely achieved levels of professional proficiency. Shekhtman will also address the compulsory training course for *all* Harvard teaching fellows in languages, and meet with Russian-language staff for training in his methodology. Funds will be used to cover domestic travel costs for language preceptors' participation in professional conferences, such as ATSEEL, ACTFL, and ASEEES (budget line A.2.a), as these staff have no other way to obtain funding to attend and present at professional meetings. Finally, funds will be used to help support the Baltic Studies Summer Institute, a rotating summer language consortia through which students can pursue intensive study of Estonian, Latvian, and Lithuanian (budget line A.4.B).

(B) Outreach and Engagement. The majority of funds will be allocated to salary costs for part-time DCRES outreach staff Cris Martin, Rebekah Judson, and Anna Mudd (budget lines B.1.a-c). Most outreach projects have low program costs but would not exist without staff support and direction. The goal of all projects undertaken by these staff is to inform individuals—students, teachers, and members of the general community—about R/E, drawing on faculty research and university resources to the greatest extent possible. With NRC funding, Outreach staff will

engage in the following projects: *Community College Collaboration*. DCRES, together with the Asia Center, CAS, and SAI, have partnered with Bunker Hill Community College (BHCC) in Boston in order to help them globalize their campus through programming and faculty-student networking [NRC CPP#1]. This collaboration (budget line B.2.b) is built around BHCC's stated needs, and demonstrates strong local impact with the possibility for future national impact. DCRES and its partners will provide program design, Harvard speakers, and evaluation for programming related to International Education Week and International Women's Day, areas where BHCC's previously strong efforts have been hindered by budget cuts. In addition, DCRES will work with Harvard partners to develop a nationwide network of community college educators teaching international studies, global affairs, and languages. This network will begin with BHCC faculty (as identified by BHCC executive leadership), expanding to include educators across the U.S. over the four-year grant period. The network's activities will focus on resources, curricula, and course development to ensure community colleges benefit from Harvard's human and material resources.

Globalizing the Classroom: Collaboration with Project Zero. 'Globalizing the Classroom' (GtC) is a major collaboration between DCRES, the Asia Center, CAS, SAI, and Project Zero (PZ), a research institute based at Harvard's Graduate School of Education [NRC CPP #2]. PZ, founded in 1967, has built on its strong research agenda in the arts to include investigations into the nature of intelligence, understanding, thinking, creativity, crossdisciplinary and crosscultural thinking, ethics, and most recently, global competency, with the landmark resource, *Educating for Global Competence: Preparing Our Youth to Engage the World*. GtC (budget line B.1.d and B.2.c) will promote teachers' capacity to teach for global competence by integrating content knowledge developed at the NRCs with pedagogical approaches developed at Project Zero. See

Table 13 for a detailed project timeline.

Table 13: GtC Project Timeline				
	Year 1: Design and Develop Programs; Recruit and Select Participants; Build Capacity	Year 2: Seminar Phase I: Pilot, Document, and Revise; Build Capacity	Year 3: Seminar Phase II: Implement, Document, and Refine; Build Capacity	Year 4: Create Final Products, Evaluate, Disseminate, and Build Capacity
Workshops and Trainings	Train NRC staff on PZ pedagogical frameworks and approach to documentation; use both to inform curriculum design and instructional strategies for workshops and trainings; publicize workshops in the educational community	Work with NRC staff to design, facilitate, and document campus workshops/trainings on interdisciplinary themes across regions; train NRC staff in PZ pedagogical frameworks, protocols, and documentation methodology; create website for broad dissemination of materials in Year 4	NRC staff designs, facilitates, and documents workshops and trainings with support, guidance, and feedback from PZ; test website	Launch website to disseminate rich curriculum examples, instructional tools, and case studies of teaching for global competence developed and piloted in workshops and seminar
Seminar	Work with NRC staff to develop application and selection process for participants in Globalizing the Classroom seminar and design seminar plan	PZ and NRC staff co-lead Phase I of intensive seminar for 8-10 teachers to develop curriculum through a cyclical and ongoing process of classroom innovations, documentation, analysis, and revision	NRC staff facilitate and document intensive seminar and curriculum development with support, guidance, and feedback from PZ; identify teacher-leaders interested in facilitating adult learning	Create rich curriculum units and exemplary case studies of teaching for global competence to disseminate via website and future workshops and seminars; train teacher-leaders in facilitating adult/peer learning
In Year Four, Project Zero will develop a Pedagogical Guide that will help other practitioners (faculty, international center staff, educators) promote global competency in the classroom through area studies and educational pedagogy. This guide will be freely disseminated online and through direct marketing to NRCs and schools of education across the country.				

Events and activities for K-16 educators and students. The POE will organize two R/E teacher training workshops annually as well as cultural and special events (budget line B.2.a). These programs will be aligned with the Common Core to ensure fluid integration into the classroom. When possible, these events will be planned jointly with other international centers and based around themes in order to help teachers build global competence. POE staff will continue delivering lectures at schools, local community organizations, and public libraries. The POE will offer its annual summer workshop in collaboration with Harvard international centers. This partnership has proven highly fruitful, as highlighted through the successful

organization of two workshops, one devoted to water and one devoted to mapping. These 4-day workshops will be multiregional and multidisciplinary, incorporating pedagogical approaches and hands-on technology training. Workshops will explore themes relevant to the Common Core (e.g., migration, empire, global health, commerce). Participation will be open to educators at the middle and high school level, as well as community and state college educators [NRC CPP#1] from throughout the country. Presentations delivered and resources developed at the workshop will be archived online for use by other educators. The POE will work to ensure that the teacher participants in on-campus programming are diverse and representative of communities across the New England area. The POE will also target in-service teachers at local universities, to help them globalize their curricula before they even begin their classroom careers.

DCRES will annually administer American Councils' Olympiada of Spoken Russian for the New England Region (budget line B.2.a). By studying the language in middle and high school, student participants have demonstrated a level of commitment to understanding Russia. To encourage their continued language studies, DCRES will organize additional programming for this cohort, including an on-campus event featuring mini-lectures by Harvard faculty, graduate students, and alumni on current events, history, and career opportunities.

Digital projects and products. DCRES remains committed to showcasing the research and resources of the university to the wider public, including through the creation and dissemination of high-impact, accessible digital content. DCRES staff will continue to video and audio record center-administered presentations and archive them online for future use. These recordings will provide raw material for curricular resources (for example, videos of a teacher workshop on Everyday Life in the USSR have been used as key resources in an eponymous curricular module). Viewing guides allow teachers to pick and choose segments of videos to show in class, and

supplemental exercises and activities will build on the video content. POE staff will partner with Harvard faculty and students in presenting their work to the wider public in the effective media. The POE will also work with faculty and HarvardX to develop modules (brief MOOCs) on R/E history, culture, and current events. These resources can be paired with modules on pedagogy and other text and digital resources for use by K-16 students and educators.

Finally, funds will be allocated to continue the development of Kelly O'Neill's (*Appendix III*, p. 25) Imperia Project (budget line B.2.d), which promotes the understanding of Russia's spatial history. The project, already well into development, encompasses an interactive, web-based historical geographic information system (GIS) focused on the infrastructures of demographic, economic, and cultural mobility that shaped life in the Russian Empire; and a series of openly accessible base maps, layers, and datasets. These resources have been developed in WorldMap, Harvard's open-source GIS software. NRC funds will be used to create, host, and maintain a project site on Omeka, a web-publishing platform that allows users to develop online collections, virtual archives, and interpretive exhibits. The Imperia Project will benefit the R/E scholarly community, K-16 teachers and students, and the general community.

Lastly, limited funds will be allocated to a reception for REECA master's students and alumni following a professional networking program based in Washington, DC, to help students make professional contacts and investigate careers in government service (budget line B.2.e).

(C) Library Acquisitions, Collaboration, and Digitization. Title VI funds will be used to bolster Slavic library holdings through targeted acquisitions (budget line C.1.a/b), and to digitize several special collections for use by both R/E specialists and the general public (budget line C.1.c). Most materials will be purchased for the Slavic Division, the remainder for the Davis

Center Collection, with development efforts closely coordinated to ensure complementary acquisitions that build on student and faculty requests.

19th-Century Periodicals Digitization. Grant funds will be used as seed money to digitize two separate collections within HCL (budget line C.1.c). First, a collection of 19th-century literary journals. In consultation with colleagues in the East Coast Consortium of Slavic Library Collections, we propose to compile a selective list of important, not yet digitized periodicals for the study of literature and history, including journals, newspapers, and other materials. DCRES librarian Hugh Truslow (*Appendix III*, p. 33) will develop a project plan to digitize these materials, seeking additional sources of funding to complete the projects identified. Once digitized, these collections will be freely available online to all through Harvard’s digital library

Project	Year One	Year Two	Year Three	Year Four
19 th -Century Periodicals Digitization	Initial survey to determine most sought-after titles/collections; initial list of projects and relevant library holdings; working meeting to prioritize potential projects; identify other potential funding sources	Begin digitization projects using Harvard’s Collections Digitization Program; continue to identify funding sources	Continue digitization projects	Disseminate information on finished products
Making 20 th -Century Collection More Visible	Compile and prioritize project list and internal collaborators; identify technical platform for exhibits; determine workflows; address intellectual-property issues; begin digitization and contextual work on first collection	Complete first collection, begin groundwork for second.	Complete additional projects and disseminate information	Curate several online exhibits using materials and disseminate widely

systems, as well as through the systems of partner institutions. Second, *Making 20th-Century Collections More Visible*. Grant funds will be used to improve descriptions for and selectively digitize some so-called “hidden” collections from the 20th-century to make them more useful and discoverable. Preliminary efforts will be incorporated into web-based exhibits to better explain

and contextualize the materials, and improve the possibilities for engagement by a range of learners, from K-16 students and teachers to graduate students and the interested public. Soviet Information Bureau photographs, Soviet posters, and glasnost-era independent press publications are among the materials that could be included. The project timeline for both projects is elucidated in **Table 14**. Title VI funds will further support collection development by providing travel funds for Slavic librarians to participate in conferences and meet with book vendors (budget line C.2.a).

9. IMPACT AND EVALUATION

Impact on University, community, region, and the nation. Harvard's status as an NRC continues to have a quantifiable impact on the University, community, region, and nation. This is clear from the number of graduates who go on to pursue R/E studies in their professional careers—from 2010 to 2013, one-third of REECA A.M. graduates entered government service and another 22% pursued careers with the U.S. military. 65–75% of REECA graduates and FLAS recipients pursue careers in R/E—in federal government, NGOs that support U.S. national interests, or in education, where they train specialists on the region. In October 2014, DCRES will organize its first large-scale reunion of REECA alumni, which will allow graduate students to network with alumni in the field and also help DCRES to better track alumni job placements. K-12 teachers report concrete results from training events. Post-workshop surveys indicate teachers make direct use of content and resources from outreach programming. In a follow-up survey to 2013 summer workshop participants, 72% of respondents indicated they had implemented the project developed at the workshop in their classroom, and 100% indicated they drew on resources presented at the event. “I didn’t realize when I designed the unit...that it

would become the driving force behind all my instruction this year,” remarked one respondent.

“Time after time, we were able to make connections to other issues concerning water.”

In addition to public seminar series, numerous recent special events on Ukrainian history and politics shed light on the complexities of ongoing developments in the region. Sponsored research programs, such as the Working Group on the Future of U.S.-Russia Relations and the Project on Islam in Eurasia, publish analysis and policy recommendations incorporating American and regional perspectives. Faculty frequently contribute to public understanding of current events through media appearances (see **Section 7**, p. 34).

Provisions for equal access and treatment. An environment of inclusivity is central to the university’s mission and essential to maintaining the intellectual excellence at Harvard.

Harvard’s admissions policy seeks to assemble a diverse, well-rounded student body. The Undergraduate Minority Recruitment Program, staffed by current undergraduates, works with Harvard’s Admissions Council to extend University outreach to groups that have traditionally been underrepresented on campus. Forty-six percent of the class of 2017 self-identified as African American, Latino, Asian American, or Native American. The Assistant Dean for Diversity and Minority Affairs, a position created in 2010, revamped GSAS’s recruitment and admissions processes in order to build a more diverse Ph.D. program across the disciplines.

To support the pipeline of minority students into graduate programs in the humanities and social sciences, Summer Research Opportunities at Harvard allows recent college graduates interested in pursuing a Ph.D. to live at the university for the summer, work alongside faculty and graduate students, and enjoy firsthand access to Harvard resources. GSAS also offers a Graduate Prize Fellowship of full tuition and stipend support to qualified minority Ph.D. students. Kimberly St. Julian, 2014 graduate of the REECA program and rising Ph.D. student of Soviet history, was a

recipient of this award.

Harvard provides extensive support services and accommodations to well-qualified students with documented disabilities. Moreover, all buildings hosting NRC events are wheelchair accessible and easily reached by public transportation [**Section 427 of GEPA**].

Comprehensive and objective evaluation plan. DCRES will work with independent evaluation consultant Sarah Meyrick (*Appendix III*, p. 23) on a comprehensive evaluation plan drawing on advanced methodologies to provide meaningful, measurable criteria and outcome-oriented results (budget line D.a). She brings over seven years of international education program evaluation experience and is committed to improving the quality of Title VI programs. Her guidance in developing performance goals and measures and implementing assessments will provide evaluation data and accompanying reports, allowing DCRES to measure its impact and make necessary adjustments throughout the project period. DCRES has established the following three **project goals** for the 4-year grant period, in accordance with Title VI priorities. **PG1:** Increase the capacity of K-16 teachers to teach for global understanding [**NRC AP; NRC CC#1**]. **PG2:** Increase proficiency of language learners in LCTLs at Harvard and beyond. **PG3:** Increase access to information on R/E studies by diverse audiences (faculty, university and school students, interested public) by developing and disseminating resources that are informative, interesting and freely accessible online [**NRC AP**]. These goals are outlined and detailed with performance measures and related activities in *Appendix IV: PMF*. These goals do not directly address GPRA measures 3 and 4. Harvard offers eight languages at the intermediate or advanced level and makes individual allowances for students who want to study a specific language at the advanced level when a course is not regularly offered (see **Section 4**, p. 18). In

addition, Harvard students can concentrate in R/E studies through a major in SLL or through three specific R/E-related secondary fields (see **Section 2**, pp. 7–8).

Meyrick will evaluate all project goals with the exception of GtC (pp. 38–39), which Project Zero will spearhead. After establishing baseline data and determining targets for each goal throughout the grant period, Meyrick will develop logic models and assessment plans for each activity. She will also coordinate the development and implementation of all evaluative assessments—surveys, interviews, and focus groups. She will analyze all evaluative data and report to DCRES on progress achieved and recommendations for improvement.

The evaluation approach for each project goal will be as follows: **PG1**: a logic model for each professional development workshop and webinar; pre-/post/longitudinal surveys of participants, conducted online, to assess program effectiveness and impact; annual focus group of educators to assess the impact of programming and resources on teachers’ professional development and their classrooms. For the GtC project, PZ will determine baseline data and utilize surveys, interviews, classroom observations and documentation to determine measures of engagement, understanding, and impact. **PG2**: several surveys to assess language gains and student experience: annual survey of REECA master’s students assessing the effectiveness of advanced training with B. Shekhtman (Shekhtman will also do a thorough language assessment of each student participant); survey of students who complete the Russian-language MOOC; surveys of summer language students; and annual exit interviews of REECA graduates. **PG3**: pop-up surveys of visitors to the DCRES blog and those who download resources; annual community survey to determine use of DCRES’ digital resources; focus groups with users in residence regarding various resources. Meyrick will provide an annual report on all evaluation activities, with recommendations for future

programming. Evaluation results will be reported in IRIS and shared with key members of the administration in order to keep them informed and to leverage institutional support.

Use of recent evaluations to improve program. Smaller-scale evaluations have resulted in changes to several programs. Feedback elicited through a survey of REECA graduates shaped the curricular reform implemented in fall 2012 (see **Section 2**, p. 10) As a result, graduating REECA students now present their research to the public at a REECA Thesis Symposium. Students interested in careers in government, NGOs, and think tanks also now have the option to structure their master's thesis as a white paper. In addition, students now may fulfill their language requirement in a language other than Russian. Exit interviews with departing DCRES Fellows indicated a desire for more interaction between fellows, students, and faculty. In response, DCRES introduced writing support groups and monthly first-Friday social events. Feedback from teacher workshop participants has been used to improve subsequent events and programs. More time has been allocated during events for teachers to network, brainstorm lesson ideas, and discuss resources. Workshops now employ a thematic approach that spans multiple world regions, and resources are made available online post-event.

Improved supply of specialists and job placement. The NRC and FLAS programs at Harvard have contributed to an improved supply of specialists with expertise in the region. Between 2010

and 2014, 41 individuals graduated from the REECA program and an additional 37 received Ph.D.s with an R/E focus. Graduates have pursued a wide variety of occupations, including positions within academia, government, and the military (**Table 15**). Roughly half of all REECA students

Field	Master's	Ph.D.
US Government	8	-
US Military	5	-
Private Sector	5	-
Professional School	3	-
Academia	3	18
Foreign Government	1	-
International Org (non-US)	1	-

are supported with FLAS fellowships. Over the past five years, more than 80% of all REECA graduates have entered region-related careers in government, NGOs, academia, or the private sector. Government service attracts the largest portion of REECA graduates: they pursue careers in public service as FAOs in the U.S. Army, Foreign Service Officers in the State Department, and as analysts for the federal government. Others serve in NGOs that contribute to civil society, education, and human rights. Still others are preparing to train the next generation of R/E experts by pursuing PhD degrees in the social sciences. Some are pursuing careers in the private sector related to the region, in agribusiness, consulting, and finance.

10. FLAS AWARDEE SELECTION PROCEDURES

Advertisement of FLAS awards. FLAS awards are advertised through many channels. They are listed in the publication “Financing Graduate Study,” sent to all incoming students in GSAS. The GSAS financial aid application cross-references the FLAS competition. FLAS fellowships are listed in FAS student funding databases, on the financial aid websites of GSAS and the professional schools, and on the DCRES and HURI websites. Flyers describing the program are distributed at student activity fairs and sent to prospective HUSI students. Current and prospective FLAS-eligible A.M. students are informed that they are expected to apply for FLAS. Email announcements go to professional school financial aid offices; R/E faculty, graduate, and undergraduate students; and prospective REECA and HUSI students. Faculty and advisors involved in new collaborations with the School of Engineering and Applied Sciences (SEAS) will strengthen recruiting of undergraduates in STEM fields; DCRES Faculty Associates in GSD, HMS, and SPH will help to recruit applicants from the professional schools.

Timeline for selection process. In 2014 DCRES moved to an online application process, with deadlines for summer and academic year FLAS timed to coincide with broader Harvard

admissions and funding processes. Applications are due in mid-January (AY) and mid-February (SU). Eligible applications are reviewed and ranked by mid-February (AY) and mid-March (SU). Notifications are made to nominees in early March (AY) and late March (SU).

Correspondence to announced priorities. Over the past four years, Harvard has awarded 40 AY FLAS fellowships and 21 summer grants (**Table 16**). Approximately 90% of FLAS fellowships were awarded to students studying ED priority languages, and at least 90% of awards during the 2014–18 grant period will be as well [**FLAS CPP#2**]. Financial aid status will be considered when awarding fellowships; fellowships will be awarded only to students with demonstrated financial need [**FLAS CPP#1**]. During the 2014-2018 grant period, 10 AY FLAS fellowships will be awarded annually (1 undergraduate/9 graduate) and 5 summer fellowships. Offering FLAS awards to undergraduates will complement the copious support made available through Harvard; however, because so much financial aid and travel assistance is available to undergraduates, most FLAS fellowships will continue to be reserved for graduate students.

Language	2010-11		2011-12		2012-13		2013-14	
	AY	Summer	AY	Summer	AY	Summer	AY	Summer
Czech	2	1	1	1	-	2	-	1
Polish	1	-	-	-	1	1	-	-
Russian	8	3	8	3	7	4	9	4
BCS	-	-	-	-	1	-	-	1
Tajik	-	1	-	-	-	-	-	-
Ukrainian	-	1	1	2	1	-	1	2
Uzbek	-	-	1	1	1	-	-	-
Total	11	6	11	7	11	7	10	8

Application procedure. The application will consist of a statement of purpose describing how the target language will be used in relation to a student’s program of study; one (SU) or two (AY) recommendations; a resume or CV; and a transcript. In making FLAS selections, Harvard meets ED criteria as specified in the *Code of Federal Regulations*. Eligible students must be (or be in

the process of becoming) a citizen or eligible permanent resident of the U.S.; be accepted for advanced training in both a foreign language and area studies, or be accepted for research and training in the international aspects of professional (or other) fields of study requiring further development of language proficiency; demonstrate potential for high academic achievement; and agree to pursue full-time study in accordance with Harvard's requirements during the entire award period. Students using the fellowship overseas must be enrolled in a language program recognized by a U.S. institution that meets ED criteria. A student may pursue dissertation research that cannot be conducted in the U.S. if the student has an appropriate overseas affiliation and will use original language materials to an extent equal to one year's instruction in the language.

Selection committee. The FLAS Selection Committee will consist of faculty representing relevant departments and is overseen by the DCRES Director and Executive Director.

Selection criteria. Applicants are ranked on the basis of academic merit, with applicants pursuing language and area studies receiving highest priority, followed by those pursuing dissertation research abroad, and dissertation research in the U.S.

Native speakers and students in their first two years of Russian language training receive lowest priority. Special consideration is extended to master's candidates more likely to seek employment in the public sector, and to those seeking advanced proficiency in languages other than Russian. FLAS applicants will be required to complete the same form used to determine student loan eligibility.

Table 17: References to Grant Priorities	
Priority	Page number
NRC AP	4, 30, 45
NRC CPP#1	32, 36, 37, 40
NRC CPP#2	38
FLAS CPP#1	49
FLAS CPP#2	36, 45, 48

11. COMPETITIVE PRIORITIES

NRC and FLAS priorities are clearly marked throughout the narrative (**Table 17**).

Letters of Commitment



imagine the possibilities

U.S. Secretary of Education Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan,

We are pleased to write in support of Harvard Area Research Centers' Title VI National Resource Center proposal for funding. The Harvard Area Research Centers (HARC), including the Asia Center, Committee on African Studies, Davis Center for Russian and Eurasian Studies, and the South Asia Institute, proposes collaboration with Bunker Hill Community College (BHCC) that will support both BHCC students and educators in increasing global thinking and understanding.

Founded in 1973, BHCC is the largest community college in Massachusetts and ranks among the 25 fastest growing public two-year colleges in the U.S. The College enrolls more than 14,000 students in day, evening, weekend, and distance-learning courses and programs each semester. The student body at BHCC reflects the diversity of the urban community, and an essential part of the College's mission is to encourage this diversity. The average age of students is 27. More than half (57%) of BHCC's students are women, 36% are the first in their families to attend college, and 67 percent are persons of color. The majority work full- or part-time while attending college.

The collaborative initiatives described below will take place over a four-year period, beginning in academic year 2014-2015. The breadth of the collaboration between HARC and BHCC may go beyond these initiatives, and individual research centers might identify areas of collaboration not previously identified. Year one of the grant cycle will be spent redefining the proposed collaboration and identifying specific educator participants.

International Education Week

HARC will collaborate with Bunker Hill on a week-long program held annually in November that will strengthen international awareness amongst BHCC students and supplement curricula. HARC will assist in arranging speakers (faculty, postdoctoral fellows, and advanced graduate students) to take part in seminars, workshops, and lectures at BHCC.

International Women's Day

HARC will collaborate with Bunker Hill to bring a speaker or series of speakers to address a central issue related to International Women's Day.

CHARLESTOWN CAMPUS

250 New Rutherford Avenue • Boston, Massachusetts 02129-2925
Telephone: 617-228-BHCC TTY: 617-228-2051

CHELSEA CAMPUS

175 Hawthorne Street • Chelsea, Massachusetts 02150-2917
Telephone: 617-228-2100 TTY: 617-228-3377

SATELLITE LOCATIONS

Cambridge • Chinatown • Revere • Somerville • South End

www.bhcc.mass.edu

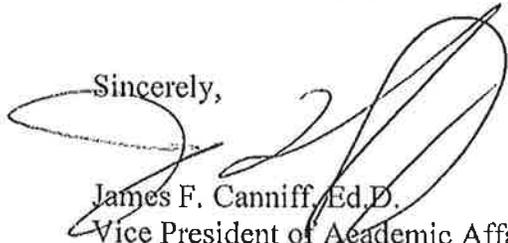
Professional Development for Bunker Hill Faculty

With Bunker Hill's input, HARC will orchestrate professional development opportunities for Bunker Hill faculty around curriculum development and language instruction. HARC will assist in this effort by welcoming BHCC educators to join a Professional Development program entitled 'Globalizing the Classroom,' that combines international studies content with pedagogical frameworks developed at the Harvard Graduate School of Education.

BHCC and HARC will also explore the possibility of forming an advisory network related to building global competencies in community college curricula. This network will include educators and advanced graduate students in a variety of disciplines from BHCC, other community colleges across the US, and Harvard University. The network will focus on conversations around resources, curriculum, and course development to ensure that community college educators benefit from the human and material resources available at Harvard University.

We appreciate this opportunity to offer our support for the collaborative venture between HARC and BHCC and hope you will give the HARC proposal your full consideration.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Canniff', written over a horizontal line.

James F. Canniff, Ed.D.
Vice President of Academic Affairs and Student Services



HARVARD GRADUATE SCHOOL OF EDUCATION

PROJECT ZERO

June 16, 2014

Terry Martin
Director, The Davis Center for Russian and Eurasian Studies
Harvard University
1730 Cambridge Street
Cambridge, MA 02138

Dear Dr. Martin,

Project Zero is pleased to submit an outline of proposed outreach and evaluation work in support of the Harvard Davis Center's Department of Education Title VI NRC grant. Project Zero is an educational research group housed at the Harvard Graduate School of Education. Founded in 1967, Project Zero's mission is to understand and enhance thinking, learning, and creativity within and across disciplines, for individuals and institutions. Over the years, we have worked with hundreds of schools, museums, and other partners, and thousands of educators from around the world. Three fundamental questions inform all of our work: *What does learning look like? What's worth understanding today and tomorrow? How and where does learning thrive?* Project Zero has developed theories, frameworks, tools, and examples that are shared in numerous books, articles, institutes, conferences, and research collaborations where we put theory into practice.

We look forward to collaborating with the Davis Center at Harvard around the following goals:

1. Design and prepare workshops to promote the capacity of public secondary school teachers and community college faculty to teach for global competence ("the capacity and disposition to understand and act on issues of global significance")
2. Enhance the capacity of NRC staff to lead this work and develop a cohort of teacher leaders who can share the work with other educators
3. Contribute to the design, documentation, and dissemination of a small number of quality teaching cases geared to teaching for global competence about the target regions.

If the Davis Center's proposal is successful, Project Zero reserves the right to negotiate its level of participation based on the funding that is available.

We appreciate the opportunity to serve as an outreach partner in the Davis Center's National Resource Center program proposal.

With all best wishes,

Veronica Boix-Mansilla
Principal Investigator
Future of Learning Institute Chair
Project Zero at the Harvard Graduate School of Education

Appendix I: Budget

Expense	Description	2014-2015		2015-2016		2016-2017		2017-2018		Total
		Year One	Year Two							
NATIONAL RESOURCE CENTER										
A. LANGUAGE AND AREA STUDIES										
1. Salaries and Fringe										
A. Language Instruction										
a.	LCTL (Uzbek/Kazakh/Georgian) Instructor									
	.50 FTE (Years 1-3).25 FTE (Year 4)	\$0	\$26,163	\$26,686	\$27,220	\$80,069				
	<i>Fringe: 17.6%</i>	\$0	\$4,605	\$4,697	\$4,791	\$14,092				
b.	Bosnian/Croatian/Serbian Instructor	\$11,850	\$12,087	\$12,329	\$12,575	\$48,841				
	<i>Fringe: 17.6%</i>	\$2,086	\$2,127	\$2,170	\$2,213	\$8,596				
B. Area Studies Instruction										
a.	Central Asia/Caucasus Course	\$0	\$13,250	\$13,648	\$14,057	\$40,954				
	<i>Fringe: 24.7%</i>	\$0	\$3,273	\$3,371	\$3,472	\$10,116				
C. Online Russian-Language Project										
a.	Native Russian Speakers	\$5,600	\$5,600	\$5,600	\$5,600	\$22,400				
	500 hours per year	\$431	\$431	\$431	\$431	\$1,725				
	<i>Fringe: 7.7%</i>	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000				
b.	Technical Assistants	\$770	\$770	\$770	\$770	\$3,080				
	400 hours per year	\$2,400	\$2,400	\$2,400	\$2,400	\$9,600				
	<i>Fringe: 7.7%</i>	\$29,850	\$69,500	\$70,663	\$71,852	\$241,865				
c.	Student Research Assistants	\$3,287	\$11,206	\$11,439	\$11,677	\$37,609				
	200 hours per year									
	Salaries Subtotal									
	Fringe Subtotal									
2. Travel										
a.	2 Language Preceptors to (ATSEEL)	\$2,206	\$2,206	\$2,206	\$2,206	\$8,824				
	RT airfare, lodging, meals and incidentals	\$2,206	\$2,206	\$2,206	\$2,206	\$8,824				
	Travel Subtotal									
3. Supplies										
a.	Online Russian-Language Project	\$1,800	\$0	\$0	\$0	\$1,800				
	3 iPads for faculty and teaching fellows	\$1,800	\$0	\$0	\$0	\$1,800				
	Supplies Subtotal									
4. Other Language Training										
A. Specialized Language Training Center										
a.	Instructor Fee	\$6,000	\$6,000	\$6,000	\$6,000	\$24,000				
b.	Travel	\$2,500	\$2,500	\$2,500	\$2,500	\$10,000				
	RT airfare, lodging, meals and incidentals									
B. Baltic Studies Summer Institute										
		\$1,500	\$1,500	\$1,500	\$1,500	\$6,000				
	Specialized Language Training Subtotal	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000				
	LANGUAGE AND AREA STUDIES SUBTOTAL	\$47,143	\$92,912	\$94,307	\$95,735	\$330,097				

Expense	Description	2014-2015 Year One	2015-2016 Year Two	2016-2017 Year Three	2017-2018 Year Four	Total
B. OUTREACH AND ENGAGEMENT						
1. Salaries and Fringe						
a.	Outreach Director (C. Martin)	\$22,189	\$22,799	\$23,426	\$24,071	\$92,486
	Fringe: 42.6%	\$9,453	\$9,713	\$9,980	\$10,254	\$39,399
b.	Outreach Assistant (R. Judson)	\$20,877	\$21,649	\$22,450	\$23,281	\$88,257
	Fringe: 55.9%	\$11,670	\$12,102	\$12,550	\$13,014	\$49,336
c.	Curricular and Digital Projects Coordinator (A. Mudd)	\$18,251	\$18,925	\$19,625	\$20,351	\$77,152
	Fringe: 55.9%	\$10,202	\$10,579	\$10,970	\$11,376	\$43,128
d.	Project Zero Research Director (M. Krechevsky)	\$7,432	\$7,773	\$8,132	\$8,637	\$25,974
	Fringe: 42.6%	\$3,166	\$3,311	\$3,464	\$3,637	\$11,065
	Salaries Subtotal	\$68,749	\$71,147	\$73,634	\$70,340	\$283,869
	Fringe Subtotal	\$34,491	\$35,705	\$36,964	\$35,768	\$142,928
2. Events and Projects						
	5 per year, including week-long summer workshop and Olympiada of Spoken Russian	\$5,000	\$5,000	\$5,000	\$5,000	\$20,000
a.	K-16 Teacher Training, Community and Cultural Events	\$3,000	\$3,000	\$3,000	\$3,000	\$12,000
b.	Events for Bunker Hill Community College	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000
c.	Globalizing the Classroom (GtC), Project Zero Collaboration	\$2,450	\$1,400	\$1,400	\$1,400	\$6,650
d.	Imperia Project Development	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000
e.	Reception for DC Networking Event					
	Events and Projects Subtotal	\$14,450	\$13,400	\$13,400	\$13,400	\$54,650
SUBTOTAL OUTREACH AND ENGAGEMENT						
		\$117,690	\$120,252	\$123,998	\$119,507	\$481,447
C. LIBRARY ACQUISITIONS, COLLABORATION, and DIGITIZATION						
1. Library Acquisitions						
a.	Widener Slavic Division	\$50,000	\$25,000	\$20,000	\$25,000	\$120,000
b.	Davis Center Collection at Fung Library	\$5,000	\$5,000	\$5,000	\$5,000	\$20,000
c.	Digitization Projects	\$15,000	\$15,000	\$15,000	\$15,000	\$60,000
	Supplies Subtotal	\$70,000	\$45,000	\$40,000	\$45,000	\$200,000
2. Travel						
a.	2 Librarians to conferences and book vendor fairs	\$2,206	\$0	\$2,206	\$0	\$4,412
	RT airfare, lodging, meals and incidentals	\$2,206	\$0	\$2,206	\$0	\$4,412
	Travel Subtotal	\$4,412	\$0	\$4,412	\$0	\$8,824
SUBTOTAL LIBRARY ACQUISITIONS, COLLABORATIONS, and DIGITIZATION						
		\$72,206	\$45,000	\$42,206	\$45,000	\$204,412

Expense	Description	2014-2015 Year One	2015-2016 Year Two	2016-2017 Year Three	2017-2018 Year Four	Total
D. EVALUATION						
a. External Evaluation		\$2,500	\$2,500	\$2,500	\$2,500	\$10,000
EVALUATION SUBTOTAL		\$2,500	\$2,500	\$2,500	\$2,500	\$10,000
E. TOTAL DIRECT COSTS						
		\$239,539	\$260,664	\$263,011	\$262,743	\$1,025,956
	DIRECT COSTS SUBJECT TO INDIRECT OVERHEAD	\$239,539	\$260,664	\$263,011	\$262,743	\$1,025,956
	DIRECT COSTS NOT SUBJECT TO INDIRECT OVERHEAD	\$0	\$0	\$0	\$0	\$0
F. TOTAL INDIRECT COSTS @ 8%						
		\$19,163	\$20,853	\$21,041	\$21,019	\$82,076
NRC TOTAL		\$258,702	\$281,517	\$284,052	\$283,762	\$1,108,033
FOREIGN LANGUAGE AND AREA STUDIES						
	10 Academic Year FLAS Fellowships	\$330,000	\$330,000	\$330,000	\$330,000	\$1,320,000
	5 Summer Fellowships	\$37,500	\$37,500	\$37,500	\$37,500	\$150,000
TOTAL FLAS		\$367,500	\$367,500	\$367,500	\$367,500	\$1,470,000
TOTAL NRC & FLAS		\$626,202	\$649,017	\$651,552	\$651,262	\$2,578,033

All program and instructional staff time is 100% dedicated to the Russia/Eastern Europe/Eurasia region addressed in this proposal

The staff salary expenses in this budget were calculated in accordance with the Harvard Treatment of Paid Absences portion of Section II of our rate agreements negotiated with the Department of Health and Human Services on May 15, 2014. Harvard began using a vacation accrual beginning July 1, 2007. Paid absences for vacation are not claimed as direct charges on federal awards and regular salary carries a vacation fringe to accrue earned vacation. Vacation assessment is budgeted on forty eight weeks of salary for exempt staff and on forty nine weeks of salary for non-exempt staff.

Appendix II: Course List

2012-2013

2013-2014

2014-2015

Interdisciplinary courses are marked with asterisks ()
NRC funded courses are highlighted**

Course List and Enrollments, AY 2012-13, AY 2013-2014, AY 2014-2015							
Catalogue #	Course Title	Instructor	Content	Enroll 12-13	Enroll 13-14	To Be Offered 14-15	Credit
I Faculty of Arts and Sciences							
Anthropology							
ANTHRO 1095	Urban Revolutions: Archaeology and the Investigation of Early States	Lamberg-Karlovsky	50%	35		X	1
Dramatic Arts							
DRAMA 117	Acting Chekhov	Airaldi	90%			X	0.5
Economics							
ECON 980u**	Immigration Economics	Borjas	25%	12		X	0.5
ECON 1018**	Cultural Economics	Alesina	30%		37	X	0.5
ECON 1393**	Poverty and Development	Nunn	25%	51		X	0.5
ECON 1535**	International Trade and Investment	Antras	25%	28		X	0.5
ECON 1661**	Fundamentals of Environmental Economics and Policy	Stavins	25%			X	0.5
ECON 2325**	Comparative Historical Economic Development	Nunn	25%		10	X	0.5
ECON 2412a**	Political Economics	Alesina	25%		4	X	0.5
ECON 2490**	The Economics of National Security Seminar	Feldstein	25%	6			0.5
Freshman Seminars and Extra-Departmental Courses							
FRSEMR 23k**	Insights from Narratives of Illness	Groopman	45%		11		0.5
FRSEMR 30l	George Balanchine: Russian American Master	Malmstad	100%	7			0.5
FRSEMR 34t	Experimental Fiction	Grabowicz	30%	6			0.5
FRSEMR 35n	The Art and Craft of Acting	Airaldi	25%	14			0.5
FRSEMR 43m**	Psychology of Religion	Boyd	25%	16	15	X	0.5
FRSEMR 44t**	The Atomic Bomb in History and Culture	Mendelssohn	25%	14	11	X	0.5
FRSEMR 48g	Facism From Mussolini to Today	Karch	25%	11	6		0.5
General Education							

AESTH&INTP 11	Poetry Without Borders	Sandler	100%	14			X	SLL	0.5
AESTH&INTP 24	First Nights: Five Performance	Kelly	25%		70				0.5
AESTH&INTP 41	How and What Russia Learned to Read: The Rise of Russian Literary Culture	Todd	100%	36			X	C&B, SLL	0.5
CULTR&BLF 15	The Presence of the Past	Buckler	100%						0.5
CULTR&BLF 27	Among the Nations: Jewish History in Pagan, Christian and Muslim context	Greenblatt	30%		27		X		0.5
CULTR&BLF 38	Icon, Ritual, Text: Reading the Culture of Medieval Rus'/Apocalypse Then.: Forging the Culture of Medieval Rus'	Flier	100%	2			X	RELIGION, SLL	0.5
CULTR&BLF 42	Communism and the Politics of Culture:Czechoslovakia from the Prague Spring to the Velvet Revolution	Bolton	100%	18				SLL	0.5
CULTR&BLF 43	The World of Yiddish	Wisse	90%	17					0.5
SOC-WORLD 18	Europe Since the Second World War	Lewis	60%	17	17		X	HIST	0.5
SOC-WORLD 35	Conditional Equality: The case of the Jews of Europe in Modern Times	Harris	25%		28			RELIGION	0.5
SOC-WORLD 44	Human Trafficking, Slavery and Abolition in the Modern World	Patterson	25%		54				0.5
SOC-WORLD 45	Beyond the Great Wall: China and its Nomadic Other	Elliott	40%		14		X		0.5
SOC-WORLD 52**	The Phoenix and the Firebird: Russia in Global Perspective	Buckler/O'Neill	100%		14				0.5
Government									
GOV 94al	Global Distributive Justice	Gallagher	25%	5					0.5
GOV 94fp	The Military Instrument of Foreign Policy	Braun	60%		15		X		0.5
GOV 94mg	The Politics of Immigration	Gest	25%	15	14				0.5
GOV 94ms	Responding to the Past, Reshaping the Present	Sarotte	N/A		7				0.5
GOV 94td	Tough Transition: Consolidating Democracy Under Adverse Circumstances	Soroka	N/A				X		0.5

GOV 1203	Capitalism and Democracy in Central and Eastern Europe	Ekiert	100%	16		X		0.5
GOV 1243	Russian Politics in Transition	Colton	100%	40		X		0.5
GOV 1732	The Origin of Modern Wars	Walt	50%	81		X		0.5
GOV 1780	International Political Economy	Frieden	30%	27	32			0.5
GOV 1796	Central Challenges of American National Security, Strategy and the Press	Allison	25%		11		HKS	0.5
GOV 2105	Comparative Politics: Field Seminar	Iversen/Dominguez	50%	9				0.5
GOV 2148	Civil Society, West and East	Pharr	50%	15		X		0.5
GOV 2151**	Comparative Politics of Eurasia	Colton/Vacroux	100%		12			0.5
GOV 2213**	Comparative Politics of Post-Socialism	Colton	100%			X		0.5
GOV 2791	Comparative Foreign and Security Policy	Johnston	40%		5			0.5
GOV 2887**	Imperial Legacies and International Politics in the Post-Soviet Space	Colton	100%	11				0.5
History								
HIST 60e	Overlapping Spheres: Jewish Life in Early Modern Europe	Greenblatt	40%		3			0.5
HIST 72e	The Life and Reign of Catherine the Great	O'Neill-Uzgriris	100%				SLL	0.5
HIST 72m	Living under a Dictatorship: Histories of Everyday Life in the Totalitarian Regimes of Twentieth Century	Timpe	50%	7				0.5
HIST 79j	The Oldest Profession? A Global History of Sex Work 1750 to the present(with Philippa Hetherington)	Manela	25%	14				0.5
HIST 80g	Travelers to Byzantium	Angelov	25%	5		X		0.5
HIST 82b	Fin-de-Siecle Vienna	Frank Johnson	75%	9				0.5
HIST 82f	The Origins of the Cold War: The Yalta Conference (1945)	Plokhii	100%	7			GOV, SLL, UKR	0.5
HIST 89h	Henry Kissinger: Statecraft in Theory	Ferguson	25%	14		X		0.5
HIST 89i	Planning for Peace during the Second World War	McKenzie	30%	1				0.5
HIST 1060	Europe and Its Borders, 950-1550	Barak	30%			X		0.5

HIST 1270	Frontiers of Europe: Ukraine since 1500	Plokhii	100%	5	8	X	SLL, UKR	0.5
HIST 1272	Consent and Coercion: The History of Nazi Germany	Timpe	40%	38				0.5
HIST 1280	History of the Soviet Union, 1917-1921	Martin	100%	39		X	SLL, UKR	0.5
HIST 1281	The End of Communism	Martin	100%		123		WORLD,	0.5
HIST 1290	The History of the Russian Empire	O'Neill-Uzgiris	100%	10		X	SLL, UKR	0.5
HIST 1329**	Human Rights: History and Theory	Moyn	25%	11			HLS	0.5
HIST 1878a	Ottoman State and Society I(1300-1550)	Kafadar	25%	28				0.5
HIST 1911	Pacific History: Conference Course	Armitage	25%	9				0.5
HIST 1920	A Global History of Modern Times	Maier	50%	7		X		0.5
HIST 1977b	History of the New East, 1055-1500: Conference Course	Mottahedeh	25%		13			0.5
HIST 2250**	Interpreting Europe's Twentieth Century: Seminar	Maier	50%	12		X		0.5
HIST 2259	Readings in Central European History: Proseminar	Frank Johnson	100%	9				0.5
HIST 2260	Central Europe: Seminar	Frank Johnson	100%		2		UKR	0.5
HIST 2270hf**	Informing Eurasia: Seminar	Martin	100%					0.5
HIST 2272	The Soviet Union: Seminar	Martin	100%			X	SLL, UKR	0.5
HIST 2275hf**	Subjectivities and Identities in Russia and Eurasia: Seminar	Martin	100%		9		SLL	0.5
HIST 2277	Eastern Europe: Peoples and Empires: Proseminar	Plokhii	100%		3		SLL	0.5
HIST 2285	Imperial Russia: Proseminar	O'Neill-Uzgiris	100%				SLL	0.5
<i>History and Literature</i>								
HIST-LIT 90ay**	Youth Protest in Europe	Gillett	30%		8	X	HIST	0.5
<i>History of Art and Architecture</i>								
HAA 145p	Court and Cloister in the Late Middle Ages	Hamburger	25%	12		X		0.5

HAA 249n	The Travel Narrative and Art History	van der Velden/Roxburgh	25%	5					0.5
HAA 274k	Russian and Soviet Avant-Garde	Gough	100%	8					0.5
<i>History of Science</i>									
HISTSCI 113**	Crusades, Plagues and Hospitals: Medicine and Society in the Islamic Middle Ages	Ragab	25%	15					0.5
HISTSCI 122v**	Science in the Cold War	Fulford/Baldwin	80%	24		X			0.5
<i>Humanities</i>									
HUM 11c**	Frameworks: The Art of Reading	Buckler/Puett	N/A			X		SLL	0.5
HUM 21**	Major Themes in the Humanities: Love and Freedom	Boym/Hamilton	N/A			X		SLL	0.5
<i>Linguistics</i>									
LING 250	Old Church Slavonic	Flier	100%	1		X		SLL, UKR	0.5
<i>Comparative Literature</i>									
COMPLIT 212/LITER 181	Kafka, Coetzee and the Difficulty of Reality	Zumhagen-Yekple	50%	2	10				0.5
COMPLIT 221**	Literature, Philosophy, Pedagogy: Love and Freedom	Boym/Hamilton	N/A			X			0.5
COMPLIT 240**	Paradoxes of the Secular-Sacred in Modernism	Zumhagen-Yekple	60%						0.5
COMPLIT 256**	Archeology of Modernity and Visual Culture	Boym	40%	4				SLL	0.5
COMPLIT 270**	Urban Imaginary and Visual Culture	Boym	N/A			X		SLL	0.5
COMPLIT 275	Theory of Narrative: Conference Course	Todd	50%			X		SLL	0.5
ENGLISH 157	The Classic Phase of the Novel	Fisher	40%		78	X			0.5
LITER 142**	Narrative Theories of Prose and Film	Weir	50%		5			SLL	0.5
LITER 147	"Why the Jews?": The Modern Jewish Experience in Literature	Horn	N/A			X			0.5
LITER 164	The 20th-Century Post-Realist Novel in Eastern Europe: Conference Course	Grabowicz	100%	8					0.5
LITER 165**	Trauma and Representation: The Holocaust in Literature, Memorials and Film	Suleiman	50%		5				0.5

RSRA 298**	Master's Thesis Reading and Research	Adams	100%		1	X		0.5
RSRA 298hf**	Master's Thesis Reading and Research	Adams	100%	9	6	X		0.5
RSRA 299**	Master's Thesis Reading and Research	Martin	100%		1	X		0.5
RSRA 299hf**	Master's Thesis Development and Writing	Martin	100%		9	X		0.5
<i>Slavic Languages and Literature</i>								
BCS Ar	Elementary Bosnian/Croatian/Serbian	Clancy	100%		1	X		0.5
BCS Br	Intermediate Bosnian/Croatian/Serbian	Clancy	100%		3	X		0.5
BCS Cr	Advanced Bosnian/Croatian/Serbian	Clancy	100%		1	X		0.5
PLSH Cr	Advanced Polish	Baranczak	100%		2	X		0.5
RUSS 103	Advanced Russian: Reading, Composition and Conversation	Reed	100%		6			0.5
RUSS 115	Communication	Pokrovsky	100%		3			0.5
RUSS At	Through Pushkin)	Willis	100%			X		1
RUSS B	Intermediate Russian	Reed	100%		11	X		1
RUSS Bab	Intermediate Russian(Intensive)	Chirkov	100%		6	X		1
RUSS Bt SLAVIC	Intermediate Russian through Authentic Texts (Russian through Bulgakov)	Tcherkassova/Willis	100%		6	X		0.5
101/RUSS 101	Advanced Intermediate Russian: Reading, Grammar Review, and Conversation	Gitin/Pokrovsky	100%	6	11	X		0.5
102r/RUSS 102r	Advanced Russian: Introduction to the Language of History and the Media	Chaput/Clancy	100%	9	6	X		0.5
SLAVIC 103/RUSS 103	Advanced Russian: Reading, Composition and Conversation	Pokrovsky	100%			X		0.5

SLAVIC 111/RUSS 111	Advanced Russian: Readings in Russian/Post-Soviet Studies	Pokrovsky	100%	10		X		0.5
SLAVIC 112/RUSS 112	Advanced Russian: Russian Press and Television	Pokrovsky	100%	5	5	X		0.5
SLAVIC 113/RUSS 113	Advanced Russian: Readings in Russian Literature I	Pokrovsky	100%	11	11	X		0.5
SLAVIC 115/RUSS 114	Advanced Russian: Russian Cultural Self-Images and National "Mentality"	Pokrovsky	100%	12	5	X		0.5
120r/RUSS 120r	Supervised Readings in Advanced Russian	Chaput/Clancy	100%	1	3	X		0.5
SLAVIC 126a	Structure of Modern Russian: Phonology and Morphology	Flier	100%					0.5
SLAVIC 140	20th Century Culture, Film, and Dance	Khitrova	100%			X		0.5
SLAVIC 143	Russian Formalism	Weir	100%				COMP LIT	0.5
SLAVIC 148**	Strange Russian Writers	Sandler	100%		37		C&B	0.5
SLAVIC 152	Pushkin	Todd	100%			X		0.5
SLAVIC 153**	The Leningrad Affairs: On Cultural Lives of the other City(1918-2013)	Barskova	100%		2			0.5
SLAVIC 155	Dostoevsky	Todd	100%		13			0.5
SLAVIC 156	Nabakov: A Cross-Cultural Perspective after the Cold War	Boym	100%			X		0.5
SLAVIC 157**	Some Versions of Russian Pastoral	Todd	100%		4		COMP LIT	0.5
SLAVIC 158	Gogol's Short Fiction	Todd	100%		5	X		0.5
SLAVIC 160	Intersection of Polish and Jewish Culture	Labov	100%			X		
SLAVIC 166**	Russian- Ukrainian Literary Relations in the 19th Century: Conference Course	Grabowicz	100%		1			0.5
SLAVIC 169	20th-Century Ukrainian Literature, Arts, and Society	Grabowicz	100%			X		
SLAVIC 172**	Experiment and Innovation in Eastern European Theatre	Romanska	100%		3		DRAMA	0.5
SLAVIC 176	Between Avant- Garde & Catastrophism: The Interwar in Polish Literature	Nizynska	100%		2			0.5
SLAVIC 177	Polish Literature After 1989: the Arrival of the Others	Nizynska	100%					0.5

SLAVIC 179	Bialoszewski: The Art of Private Life	Nizynska	100%	1					0.5
SLAVIC 180	Russian Symbolist Poetry	Malmstad	100%		2				0.5
SLAVIC 181	Russian Poetry of the 19th Century	Malmstad	100%	3					0.5
SLAVIC 184	the Age of Revolution	Wolfson	100%				X		
SLAVIC 185	18th-Century Russian Literature: Seminar	Khitrova	100%				X		
SLAVIC 192**	Literature as Instructions: Conference Course	Todd	100%		4			COMP LIT	0.5
SLAVIC 194	The Austro-Hungarian Grotesque	Labov	100%				X		
SLAVIC 201	Introduction to East Slavic Languages	Flier	100%				X	UKR	
SLAVIC 223	19th Century Ukrainian Poetry	Grabowicz	100%			1			0.5
SLAVIC 230	Medieval, Renaissance, and Baroque Prague: A Cultural History	Bolton	100%			3			0.5
SLAVIC 231	Czech Literary Culture, 1900-1945	Bolton	100%			3			0.5
SLAVIC 251	Reading Anna Karenina	Buckler	100%						0.5
SLAVIC 252	Rereading Russian Intellectual History	Weir	100%				X		0.5
SLAVIC 253	Reading Contemporary Russia	Sandler	100%				X		0.5
SLAVIC 270hf**	Mapping Cultural Space: Sites, Systems & Practices across Eurasia	Buckler/Blau/O'Neill	100%				X		0.5
SLAVIC 280**	Slavic Culture: Seminar	Flier	100%				X	SLL, UKR	0.5
SLAVIC 281**	Literature, Film and Visual Arts in Russia, 1920-1930	Boym	100%	6					0.5
SLAVIC 282**	Literature, Film and Visual Art in Contemporary Russia	Boym	100%			6			0.5
SLAVIC 287	Poetic Self-Creation in 20th-Century Russia: Seminar	Sandler	100%			7			0.5
SLAVIC 289	Elegy: The Art of Losing	Sandler	100%			4			0.5
SLAVIC 291	Problems in the History of Early Ukrainian Literature	Grabowicz	100%			1			0.5
SLAVIC 292	20th-Century Ukrainian Prose	Grabowicz	100%	1					0.5
SLAVIC 299	Proseminar	Sandler/Buckler/Weir	100%			4	X		0.5

SLAVIC 91r	Supervised Readings and Research	Bolton/Nizynska	100%	6	2	X	0.5
SLAVIC 97	Tutorial-Sophomore Year	Bolton/Khitrova	100%	2	4	X	1
SLAVIC 98	Tutorial- Junior Year	Rukelman/Todd	100%	3		X	1
SLAVIC 99a	Tutorial- Senior Year	Bolton/Nizynska	100%	3	2	X	1
SLAVIC 99b	Tutorial- Senior Year	Bolton	100%		1	X	1
SLAVIC A/RUSS A	Beginning Russian	Reed/Clancy	100%	15	15	X	1
SLAVIC Aab/RUSS Aab	Beginning Russian (Intensive)	Chirkov	100%	6	5	X	1
SLAVIC Ac/RUSS Ah	Grammar and Vocabulary Review for Heritage Speakers	Chaput	100%	4			0.5
SLAVIC Cb	Beginning Czech I	Hamp/Tuckerova	100%	3		X	0.5
SLAVIC Cc/CZCH B	Beginning Czech II	Hamp	100%	3	7		0.5
SLAVIC Cd	Intermediate Czech I	Hamp	100%	4		X	0.5
SLAVIC Ce/CZCH C	Intermediate Czech II	Hamp	100%	2	1		0.5
SLAVIC Cf/CZCH Cr	Supervised Readings in Intermediate/Advanced Czech	Hamp	100%	1		X	0.5
SLAVIC Da/PLSH A	Beginning Polish I	Baranczak	100%	2	5	X	0.5
SLAVIC Db	Beginning Polish II	Baranczak	100%				0.5
SLAVIC Dc/PLSH B	Intermediate Polish I	Baranczak	100%	2	1	X	0.5
SLAVIC Dd	Intermediate Polish II	Baranczak	100%	2			0.5
SLAVIC Ga/UKRA A	Beginning Ukrainian I	Dibrova	100%	2	1	X	0.5
SLAVIC Gb	Beginning Ukrainian II	Dibovra	100%	2			0.5
SLAVIC Gr	Supervised Readings in Intermediate/Advanced Ukrainian	Dibrova	100%	2			0.5
UKRA Br	Intermediate Ukrainian	Dibrova	100%		3	X	1

UKRA Cr	Advanced Ukrainian	Dibrova	100%				X	UKR	0.5
<i>Social Studies</i>									
SOC-STD 98oc**	Religion and Secularism in the Global World	Bernstein	25%	5					0.5
SOC-STD 98ne**	Nation, Race, and Migration in Modern Europe	Karch	25%	2	4				0.5
<i>Sociology</i>									
SOCIOL 134	Theories of Power and Postcommunist Societies	Adams	100%	13					0.5
SOCIOL 174	Contemporary Central Asia and the Caucasus	Adams	100%	13					0.5
<i>The Study of Religion</i>									
RELIGION 1816	Ismaili History and Thought	Asani	25%	7					0.5
<i>Ukrainian Studies</i>									
UKRAN 200**	Ukrainian Studies: Seminar	Flier	100%	1					1
<i>Environmental</i>									
VES 184**	Imagining the City	Bruno/Boym	40%	14	12			HAA, SLL	0.5
<i>School</i>									
HBS-1144**	The Energy Business and Geopolitics	Maurer	25%	127					3
HBS-1151**	Globalization and Emerging Markets	Musacchio/Wecker	30%	91	186		X		3
HBS-1130**	Entrepreneurship and Global Capitalism	Jones	50%		95		X		3
HBS-1166**	Managing International Trade and Investment	Roscini	25%		96		X		3
<i>Kennedy School of Government</i>									
DPI-413**	Democratization	Norris	40%		34		X		1
IGA-103**	Global Governance	Ruggie	25%	52	49		X		1

I GA-110**	Modern Diplomacy: Peace and War in the 21st Century	Burns	25%	53	66			1
I GA-116**	Great Power Competition in the International System	Burns	25%	57	55	X		1
I GA-232**	Controlling Weapons Proliferation	Bunn	25%	19	27	X		1
I GA-331M**	Business and Human Rights	Ruggie	25%		31			1
I GA-412**	The Geopolitics of Energy	O'Sullivan	25%		71	X		1
I GA-414**	Political Economy of Oil and Mining Resources in Developing Countries	Monaldi	30%	42		X		1
PED-131M**	Policies for Competitiveness	Farra	75%	58	44			0.5
IV Law School								
HLS 2392**	Self, Serenity, and Vulnerability: West and East	Unger	50%		19			2
V Extension School								
GOVT E-1511**	The Changing Geopolitics of Energy	Kravets	N/A			X		4
GOVT E-1243	Russian Politics in Transition	Colton	100%	26				4
Govt E-1241	The Political Economy of Russia and China	Sergi	100%	27				4
GOVT E-1880	Popular Culture and US Foreign Policy During the Cold War	Nichols	30%	62	54	X		4
HIST E-10b/W	World History II: The Rise of the East	Ostrowski	25%	91				4
HIST E-10d/W	World History IV: Globalization, 1800-Present	Ostrowski	60%		72			4
HIST E-1551**	Mapping the Russian Empire	O'Neill-Uzgis	100%	7	7	X		4
HIST E-1557**	History of Russian Culture Through Film & Literature	Ostrowski	100%			X		4
HIST E-1895	The Origins of the Cold War: The Yalta Conference, 1945	Plokhii	100%		7			4
RELI E-1432**	Christianity and the Silk Road	Stang	25%		13			4
RUSS E-10	Readings and Discussions in Russian Literature	Chaput	100%	7				4

Appendix III: Profiles for Project Personnel

Faculty and Staff by Department

I. Faculty of Arts and Sciences P#

Anthropology		Clancy, Steven 100%	9
Bernstein, Anya 75%	4	Dibrova, Volodymyr 100%	10
Lamberg-Karlovsky, C.C. 25%	21	Flier, Michael 100%	12
Economics		Grabowicz, George 100%	14
Alesina, Alberto 25%	3	Hampl, Nora 100%	16
East Asian Languages		Malmstad, John 100%	22
Elliott, Mark 30%	11	Nizynska, Joanna 100%	24
Government		Pokrovsky, Natalia 100%	27
Colton, Timothy 100%	10	Reed, Natalia 100%	29
Ekiert, Grzegorz 100%	11	Sandler, Stephanie 100%	31
Frieden, Jeffrey 30%	13	Todd, William Mills 100%	33
History		Tuckerova, Veronika 100%	34
Frank, Allison 75%	13	Weir, Justin 100%	35
Maier, Charles 30%	21	Extension School	
Martin, Terry 100%	1	Ostrowski, Donald 75%	26
O'Neill, Kelly 100%	25	II. Professional Schools, Centers, and Libraries:	
Plokhii, Serhii 100%	26	Davis Center for Russian and Eurasian Studies	
History of Art and Architecture		Griesenbeck, Donna 100%	15
Gough, Maria 100%	14	Judson, Rebekah 100%	18
Necipoglu-Kafadar, Gulru 20%	24	Martin, Cris 100%	22
Roxburgh, David 25%	30	Martin, Terry 100%	1
Linguistics		Mudd, Anna 100%	23
Polinsky, Maria 50%	27	Simons, Thomas 100%	32
Near Eastern Languages and Civilizations		Vacroux, Alexandra 100%	34
Harris, Jay 25%	16	Ukrainian Research Institute	
Russell, James 100%	30	Hajda, Lyubomyr 100%	15
Wisse, Ruth 75%	35	Holowinsky, Tymish 100%	17
Slavic Languages & Literature		Harvard College Library	
Baranczak, Anna 100%	4	Aleksic, Olha 100%	2
Bolton, Jonathan 100%	6	Chaban, Lev 100%	8
Boym, Svetlana 100%	6	Epstein, Joanna 100%	12
Buckler, Julie 100%	7	Jagendorf, Asaph 100%	18
Chirkov, Natalia 100%	9	Kulash, Kristin Johnson 100%	20
		Pyro, Hana 100%	28
		Rakityanskaya, Anna 100%	28

Truslow, Hugh 100% 33

Harvard Business School

Abdelal, Rawi 75% 2

Harvard Graduate School of Design

Blau, Eve 50% 5

Kennedy School of Government

Allison, Graham 75% 3

Bunn, Matthew 10% 7

Carter, Ashton 30% 8

Hunt, Swanee 30% 17

Kaiser, Karl 15% 19

Norris, Pippa 50% 25

Harvard Medical School

Keshavjee, Salman 50% 19

III. Institutional Partners and External Consultants

Bunker Hill Community College

Senatore, Valerie Smith 31

Tafawa, Vilma 32

Project Zero at Harvard University

Graduate School of Education

Boix-Mansilla, Victoria 5

Krechevsky, Mara 20

Rivard, Melissa 29

External Consultants

Meyrick, Sarah 23

Martin, Terry

*George F. Baker III Professor of Russian Studies, Department of History
Director, Davis Center for Russian and Eurasian Studies*

Appointed: 1998; tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Dissertations/theses supervised in the past five years: 20

Education: Ph.D. Russian History, University of Chicago, 1996

M.A. English Literature, University of Chicago, 1987

Publications:

“Pro kozhnoho z nas dumae Stalin...” *Krytyka* 7:12 (Winter 2003).

“The 1932-33 Ukrainian Terror: New Documentation...” In Ed. W. Isajiw, *Famine-Genocide in Ukraine, 1932-1933: Western Archives*. Toronto, 2003.

“Soviet Union as Empire: Salvaging a Dubious Analytical Category.” *Ab Imperio* 2 (2002).

“The Russian Mennonite Encounter with the Soviet State, 1917-55.” *Conrad Grebel Review* 20 (2002).

“Stalinist Forced Relocation Practices: Patterns, Causes, Consequences.” In Eds. Weiner and Russell, *Moving Targets: Demography and Security*. Bergahn, 2001.

The Affirmative Action Empire: Nations and Nationalism in the Soviet Union. Cornell U., 2001.

A State of Nations: Nation-Building in the Time of Lenin and Stalin. Edited with R. Suny. Oxford U., 2001.

“The Political Police in the Soviet Union, 1918-53,” *Cahiers du monde russe* (2001).

“Modernization or Neo-Traditionalism? Ascribed Nationality and Soviet Primordialism.” In *Stalinism: New Directions*. Routledge, 2000.

“Borders and Ethnic Conflict: The Soviet Experiment in Ethno-Territorial Proliferation,” *Jahrbucher fur Geschichte Osteuropas* 47 (1999).

“Interpreting the New Archival Signals: Nationalities Policy and the Nature of the Soviet Bureaucracy,” *Cahiers du monde russe* 40 (1999).

“The Russification of the RSFSR,” *Cahiers du monde Russe* (1998).

“Modernization or Neo-Traditionalism? Ascribed Nationality and Soviet Primordialism.” In *Russian Modernity: Politics, Practices, Knowledge*. Princeton U. Press, 1998.

Recent Courses:

Subjectivities and Identities in Russia and Eurasia: Seminar 2013-2014, History of the Soviet Union, 1917-1921,

The End of Communism, Informing Eurasia: Seminar

Distinctions/Awards: Baxter Adams Book Prize, American Hist. Association, 2003. Vucinich Book Prize, AASSS, 2002. Hoopes Prize Teaching Award, 2002. Olin Fellowship 2002-03. Weatherhead Center Grant, 2001-03. Harvard Ukrainian Research Fellowship, 2000; IREX, 1999.

Current Research: Kremlin Politics; Russian Political Elite; Russian National Identity Issues; Soviet Nationalism; Surveillance; Islam.

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	3	3	3	3
French,		3		
German		3		
Polish		3		
Ukrainian		2		
Belarussian		2		

Abdelal, Rawi

Joseph C. Wilson Professor of Business Administration and Herbert F. Johnson Professor of International Management, Harvard Business School

Appointed: 1999; tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 75%

Education: Ph.D., M.A., Cornell University, 1999, 1997; BS, Georgia Institute of Technology, 1993.

Publications:

With Ulrich Krotz, "Disjoining Partners: Europe and the American Imperium." In *Power in a Complex Global System*, ed. Bruce W. Jentleson and Louis W. Pauly. London: Routledge, forthcoming 2014.

"The Profits of Power: Commerce and *Realpolitik* in Eurasia." *Review of International Political Economy*, vol. 20, no. 3 (June 2013): pp. 421-456.

With Sophie Meunier, "Managed Globalization: Doctrine, Practice, and Promise." *Journal of European Public Policy*, vol. 17, no. 3 (April 2010): pp. 349-366.

With Mark Blyth and Craig Parsons, *Constructing the International Economy*. Cornell University Press, 2010.

With Yoshiko Herrera, Alastair Iain Johnston, and Rose McDermott, *Measuring Identity*. Cambridge U. Press, 2009.

The Rules of Globalization: Case Book. World Scientific, 2008.

Capital Rules: The Construction of Global Finance. Harvard University Press, 2007.

Current Research: Energy Politics in Russia and Eurasia; Economic Cooperation and Integration Among the Former Soviet Republics; International Relations of Post-Soviet Eurasia; Political Economy.

Distinctions/Awards: Greenhill Award for Outstanding Services, HBS, 2013; Herbert F. Johnson Professorship, HBS, 2013, Charles M. Williams Award for Excellence in Teaching, HBS, 2012

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	2	2	2	1
German		2		

Aleksic, Olha

Petro Jacyk Bibliographer for Ukrainian Collections, Slavic Division, Widener Library and Harvard Ukrainian Research Institute

Appointed: 2006; not tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Education: MLS, Simmons College, 2008; Master of Theological Studies, Harvard Divinity School, 2004; BA, English language and literature, Ivan Franko Lviv National University, Lviv, Ukraine, 1995; Certificate in Eastern Christian Studies, St. Paul University, Ottawa, Canada, 1996-1999.

Previous experience:

Library Assistant, Technical Services and Slavic Division, Harvard College Library, 2002-2006

Supervisor of English Program, Translator, and English Language Department Faculty, Ukrainian Catholic University, Lviv, Ukraine, 1995-2000

International Relation Department Faculty, Ivan Franko Lviv National University, Lviv, Ukraine, 1996-2000.

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Ukrainian, Russian	3	3	3	3
Polish, French	1	2	1	1

Alesina, Alberto

Nathaniel Ropes Professor of Political Economics, Harvard University
Faculty Associate, Center for Basic Research in the Social Sciences, Harvard University
Senior Associate, Weatherhead Center, Center for European Studies, Harvard University

Appointed: 2003; tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 20%

Education:

Ph.D., M.A. Harvard University, 1986, 1985. Laurea *summa cum laude* Economics, Univ. Bocconi, Milan

Publications:

“L’Italia Fatta in Casa.” *Mondadori* (November 2009) (In Italian with Andrea Ichino).

“La Crisi.” *Il Saggiatore* (November 2008) (In Italian, with Francesco Giavazzi).

“Il Liberismo é di Sinistra.” *Il Saggiatore* (September 2007) (In Italian, with Francesco Giavazzi). Translation: Bulgarian.

The Future of Europe: Reform or Decline. MIT Press, 2006 (with Francesco Giavazzi). Translations: Greek, Korean, Italian, Portuguese, Spanish.

Fighting Poverty in the US and Europe. Oxford, 2005.

“Choosing and Reneging on Exchange Rate Regimes,” *Journal of Economic Literature* (2005). Co-Author.

“Regulation and Investment,” *Journal of European Economic Association* (forthcoming 2005). Co-Author.

The Size of Nation. MIT Press, 2003.

Distinctions/Awards: Milton Award, Harvard University, 2012-13, Member, American Academy of Arts and Sciences, from 2006; Munich CES Prize in Economics, 2007; Honorary Degree from Normal University, Beijing, 2005; NSF Grants, successive annual, 1989-2004; Fellow of Econometric Society since 2003

Recent Courses: Cultural Economics, Political Economics, Research in Macroeconomics

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Italian	3	3	3	3

Allison, Graham

Director, Belfer Center for Science and International Affairs, Harvard University
Douglas Dillon Professor of Government, Kennedy School of Government

Appointed: 1989; tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 75%

Dissertations/theses supervised in the past five years: 12

Education: D.Laws Honorary, University of North Carolina--Wilmington, 1992; D.Laws Honorary, Davidson College, 1985; D.Phil, Honorary, Uppsala University, 1979; Ph.D. Political Science, Harvard University, 1968; M.A. and B.A., Philosophy, Politics, and Economics, Hertford College, Oxford University, 1964.

Publications:

“The Air Cure Town: Commodifying Mountain Air in Alpine Central Europe,” *Central European History* 44, no. 2 (June 2012)

“The Children of the Desert and the Laws of the Sea: Austria, Great Britain, the Ottoman Empire, and the Mediterranean Slave Trade in the Nineteenth Century,” *American Historical Review* 117 (April 2012), 410-444.

“Continental and Maritime Empires in an Age of Global Commerce,” *East European Politics and Societies* 25, no. 4 (November 2011), 779-784.

“Environmental, Economic, and Moral Dimensions of Sustainability in the Petroleum Industry in Austrian Galicia,” *Modern Intellectual History* 8, no. 1 (April 2011), 171-19.

Oil Empire: Visions of Prosperity in Austrian Galicia. Cambridge, MA: Harvard University Press, 2005.

Distinctions/Awards: Abby and George O’Neill Senior Faculty Research Grant, 2013-2014; R. John Rath Prize for the Best Article in the *Austrian History Yearbook*, 2009; Harvard University Center for the Environment Seed Grant, Summer 2009; Member, Commission on U.S. Policy toward Russia, 2009

Recent Courses: Central Issues of American Foreign Policy; Analytic Frameworks: Explaining and Predicting Decisions and Actions in Domestic and Foreign Affairs.

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	speaking	Reading	Aural Comprehension	writing
German,French,Polish	3	3	3	3
Italian, Ukrainian	2	2	2	2

Baranczak, Anna*Preceptor*, Department of Slavic Languages and Literatures**Appointed:** 1986; not tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 75%**Education:** Ph.D. and M.A. Polish Literature, Adam Mickiewicz University, Poland, 1977 and 1968.**Publications:***Wiersze zebrane*, Kraków: a5, 2006.*A Fugitive from Utopia: The Poetry of Z. Herbert*. Co-Author. Harvard, 1996.*Breathing Under Water and Other East European Essays*. Harvard, 1995.*Polish Poetry of the Last Two Decades of Communist Rule*. Co-Author. Northwestern U. Press, 1995.*Saved in Translation: Essays on Translating Poetry* (in Polish), The Five Press, 1995.*The Macondo License Plate: Essays* (in Polish), Aneks Press, 1994.**Recent Courses:** Elementary Polish, Intermediate Polish, Advanced Polish**Current Research:** Polish Poetry; Polish language instruction, oral proficiency testing.**Travel/Overseas Experience:** Poland, Czech Republic**Language Competence:**

(1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Polish	3	3	3	3
Russian	2	2	2	2
Ukrainian	2	2	3	2

Bernstein, Anya*Assistant Professor of Anthropology and Social Studies*, Department of Anthropology**Appointed:** 2012, not tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 75%**Education:** Ph.D. and M.A., Anthropology, New York University, 2010 and 2005. M.A., Visual Anthropology, University of Manchester, 2001. B.S., Linguistics, Georgetown University, 1999.**Publications:**“The Post-Soviet Art Wars: Blasphemy, Iconoclasm, and the Secular in Contemporary Russia,” *Public Culture* 26(3) (forthcoming Fall 2014).“Buddhist Body Politics: Life, Death, and Reincarnation in Transnational Eurasia,” in *Reincarnation in Tibetan Buddhism: Birth-Narratives, Institutional Innovation, and Embodiment of Divine Power*, edited by Derek Maher and Tsering Wangchuk. Wisdom Publications: Studies in Indian and Tibetan Buddhism, forthcoming 2014.*Religious Bodies Politic: Rituals of Sovereignty in Buryat Buddhism*. University of Chicago Press, 2013.“An Inadvertent Sacrifice: Body Politics and Sovereign Power in the Pussy Riot Affair,” *Critical Inquiry* (2013).“From North to South Asia: Gender, Power, and Place in Post-Soviet Buddhist Religious Geographies,” *Slavica Occitania* 36 (in French), 2013.“On Body-Crossing: Interbody Movement in Eurasian Buddhism.” *Ab Imperio* (2/2012): 168-195.**Distinctions/Awards:** Harvard Academy Junior Faculty Development Grant, 2013; SSRC Postdoctoral Fellowship for Transregional Research, 2012; Michigan Society of Fellows Postdoctoral Fellowship, 2010, Mellon/ACLS Dissertation Completion Fellowship, 2009.**Recent Courses:** Anthropology of Death and the Afterlife, Anthropology of Religion, Religion and Secularism in a Global World.**Language Competence:**

(1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	3	3	3	3
French	3	3	3	3
Italian	2	2	2	2
Spanish, Tibetan	1	1	1	
Latin, Old Church Slavonic		1		

Blau, Eve *Adjunct Professor of the History of Urban Form, Department of Urban Planning and Design
Harvard University Graduate School of Design*

Appointed: 2004, not tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 50%

Education: Ph.D. and M.A, History of Architecture, Yale University, 1978 and 1974. B.A., English and Sociology, University of York, England, 1972.

Publications:

“From Red Superblock to Green Megastructure: Municipal Socialism as Model and Challenge,” *Architecture and the Welfare State 1918-1979*. Mark Swenarton, Tom Avermate, Dirk van den Heuvel, eds. Taylor & Francis Publishers. In press, 2014.

Baku: Oil and Urbanism. (with Ivan Rupnik and Sasa Randic) Zurich: Lars Müller Publisher, 2013.

“Urbanism after Socialism,” *HDM 37: The Core of Urbanism*, Harvard Design Magazine Special Issue, 2013.

“Isotype and Modern Architecture in Red Vienna,” in Kenny Cupers, ed., *Use Matters: An Alternative History of Architecture*. Routledge. In press. (2013)

Project Zagreb: Transition as Condition, Strategy, Practice (with Ivan Rupnik). Barcelona & NY: Actar, 2007.

Distinctions/Awards: Mellon Foundation Grant, Co-PI: “Reconceptualizing the Urban: Interdisciplinary Study of Urban Environments, Societies, and Cultures”, Harvard University(2013-2017); Davis Center for Russian and Eurasian Studies, Harvard University, Research Grant for *Baku: Oil and Urbanism* (2013); Aga Khan Program, Graduate School of Design, Harvard University, Research Grant for *Baku: Oil and Urbanism*(2012)

Recent Courses: Cities by Design, Urban Design Proseminar, Modern Architecture and the Big City as Form and Idea in Europe, 1890-1940

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
German, French	3	3	3	3

Boix-Mansilla, Veronica

Principal Investigator, Project Zero

Lecturer in Education, Harvard Graduate School of Education

Appointed: 1991; not tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: N/A

Education:

Ed.D., Human Development and Psychology and Ed.M., Harvard Graduate School of Education, 2001 and 1992.

Lic. Educacion, Universidad de Buenos Aires, 1989.

Publications:

Boix Mansilla V. & Jackson A. (2014). *Educating for Global Competence : Preparing Our Youth to Engage*. New York, NY: Asia Society.

Boix Mansilla V., Dawes L., Wolfe C. & Haynes C. (2008). Targeted Assessment Rubric: An empirically grounded rubric to assess interdisciplinary writing. *Journal of Higher Education*.

Boix Mansilla V. (2008). *Interdisciplinary Teaching in the International Baccalaureate*. Geneva: IBO Publications Center.

Boix Mansilla V. & Gardner H. (2008). Disciplining the mind to prepare the young for tomorrow’s world. *Educational Leadership*. February, 2008.

Distinctions/Awards:

Asia Society Bernard Schwartz Fellowship, 2009; Canadian Institute for Advanced Research Award, 2008-2010;

The International Baccalaureate Research Award, 2007-2008.

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Spanish	3	3	3	3
Portuguese, French	3	3	3	3
German	2	2	2	2

Bolton, Jonathan*Professor, Department of Slavic Languages and Literatures***Appointed:** 2004; tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 100%**Dissertations/theses supervised in the past five years:** On 8 dissertation committees; 6 theses advised**Education:** Ph.D. Slavic Lang & Lit, U. Michigan Ann Arbor, 2001; M.A. Slavic Lang. & Lit., U. Texas Austin, 1997; B.A. Philosophy, Harvard U., 1990.**Publications:***Worlds of Dissent: Charter 77, The Plastic People of the Universe, and Czech Culture under Communism.* Harvard University Press, 2013.Ivan Wernisch, *In the Puppet Gardens: Selected Poems, 1963-2005.* (Michigan Slavic Publications, 2007), Edited."Desert Europa and the Sea of Ruins: The Post-Apocalyptic Vision in Egon Bondy's *Afghanistan*." In *The Inhabited Ruins of Central Europe: Re-Imagining Space, History and Memory*, eds. Dariusz Gafijczuk and Derek Sayer (Palgrave Macmillan, 2013)."Czech Prose Since 1989: History, Myth, Memories." *East European Politics and Societies* (roundtable on East Central European literature since the fall of Communism) (Fall 2009).**Distinctions/Awards:**For *Worlds of Dissent*: Honorable Mention, Reginald Zelnik Book Prize in History, Association for Slavic, East European and Eurasian Studies, 2013; Thomas J. Wilson Memorial Prize, Harvard University Press, for best first manuscript, 2010. Walter Channing Cabot Fellow, Harvard University, 2012-2013. John F. Cogan Junior Faculty Leave Grant, DCRES, Harvard University, Fall 2009. Junior Fellow, Harvard Society of Fellows, 2002-04, 2005-06.**Recent Courses:** Medieval, Renaissance, and Baroque Prague; From the Prague Spring to the Velvet Revolution; Slavic Languages and Literatures Sophomore Tutorial; Prague Between Two Empires**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Czech, Russian	3	3	3	3
French, German	2	3	2	2
Spanish	1	2	2	1

Boym, Svetlana*Curt Hugo Reisinger Professor of Slavic & Comparative Literature,
Department of Slavic Languages and Literatures***Appointed:** 1988; tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 100%**Dissertations/theses supervised in the past five years:** 15**Education:** Ph.D. Comparative Lit., Harvard University, 1988; MA Hispanic Lang, Boston University, 1983**Publications:**"Nostalgia and the Off-Modern Condition" (in French), in Centre Pompidou: *Promesses du Passé* (2010.)*Another Freedom: The Alternative History of an Idea.* University of Chicago Press, 2010.*Architecture of the Off-Modern.* Princeton Architectural Press, 2008.*Ninotchka.* SUNY Press, 2003."Banality of Evil, Mimicry and the Soviet Subject." *Slavic Review* (Spring-Summer 2008).**Recent Courses:** Russian Culture from Revolution to Perestroika; Literature and Exile; Memory and Modernity; Imagining the City through Literature, Film and Visual Arts (Interdisciplinary Course); Aesthetics and Freedom; Literature, Art and Film in Russia 1950s-Present; Text, Image, Culture; Literature, Art and Film in Russia 1920s-1940s; Vladimir Nabokov: a Cross-Cultural Perspective; Junior Tutorials for the Russian Majors.**Current Research:** 20th-C. Russian/Soviet literature, film and contemporary art, culture, literary theory, Soviet and Post-Soviet culture, memory and nostalgia, artistic freedom.**Distinctions/Awards:** Guggenheim Fellowship 1998-1999; ArtLink Award, 1993.**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian, Spanish, Portuguese	3	3	3	3
French, Italian, German	3	3	2	2
Latin, Church Slavonic	1	1	1	1

Buckler, Julie

*Professor, Department of Slavic Languages and Literatures
Department of Comparative Literature*

Appointed: 1996; tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Dissertations/theses supervised in the past five years: 7

Education: Ph.D. 1996, Harvard University; B.A. 1980, Yale University.

Publications:

Mapping St. Petersburg: Imperial Text and Cityshape. Princeton University Press, 2005.

Rites of Place: Public Commemoration in Russia and Eastern Europe, Julie A. Buckler and Emily D. Johnson, eds. (Northwestern University Press, 2013).

The Literary Lorgnette: Attending Opera in Imperial Russia. Stanford University Press, 2000.

“The City’s Memory: Texts of Preservation and Loss in Imperial St. Petersburg” Helena Goscilo and Stephen Norris, eds., *Preserving Petersburg: History, Tradition, Memory, and Loss.* University of Indiana Press, 2008.

“Eccentricity and Cultural Semiotics in Imperial Russia” Amy Mandelker and Andreas Schönle, eds., *Yuri Lotman and Cultural Studies.* University of Wisconsin Press, 2006.

Recent Courses: Slavic Proseminar; Eighteenth-Century Russian Literature; St. Petersburg as City of Culture; Tolstoy; Reading Eugene Onegin; Russian Imperial Masterworks; The Presence of the Past; Freshman Seminar on War and Peace; Russian Theater and Drama; Performing Texts; Russian Intellectual and Cultural Controversies

Distinctions/Awards: Harvard College Professor, 2010-2015, Harvard Cabot Fellow, 2008, Scaglione Prize for Studies in Slavic Languages and Literatures by MLA, 2007, Radcliffe Institute Fellowship, 2006-7

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	3	3	3	3
Serbo-Croatian	2	3	3	2
French, Modern Hebrew	2	2	2	2

Bunn, Matthew

Professor of Practice, Harvard Kennedy School

Appointed: 1997; tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 10%

Education: Ph.D., MA, Massachusetts Institute of Technology, 2007

Publications:

Nuclear Weapons Security Crises: What Does History Teach? Carlisle, Penn.: Strategic Studies Institute, U.S. Army War College, forthcoming 2013.

Transforming U.S. Energy Innovation. Cambridge, Mass.: Energy Technology Innovation Policy, 2011.

The Uncertain Future of Nuclear Energy. Princeton: International Panel on Fissile Materials, 2010.

Matthew Bunn and Vyacheslav P. Kuznetsov, directors, and Graham T. Allison, Andrei Yu. Gagarinski, Martin B. Malin, Steven E. Miller, Andrew Newman, Nikolai N. Ponomarev-Stepnoi, Vladimir M. Schmelev, William H. Tobey, Victor F. Tsibulski, and Evgeniy P. Velikhov, *Promoting Safe, Secure, and Peaceful Growth of Nuclear Energy: Next Steps for Russia and the United States.* Cambridge, Mass.: Belfer Center for Science and International Affairs, Harvard Kennedy School, and Russian Research Center “Kurchatov Institute,” October 2010.

Internationalization of the Nuclear Fuel Cycle: Goals, Strategies, and Challenges. Washington, D.C.: National Academy Press, 2009.

Securing the Bomb 2008. Cambridge, Mass., and Washington, D.C.: Project on Managing the Atom, Harvard University, and Nuclear Threat Initiative, November 2008.

Recent Courses: Seminar: International and Global Affairs, Controlling the World’s Most Dangerous Weapons

Current Research: National Research Council; Proceedings of the National Academy of Sciences.

Distinctions/Awards: Fellow, American Association for the Advancement of Science; Joseph A. Burton Forum Award, American Physical Society (2007); Hans Bethe Award, Federation of American Scientists (2007).

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	1	1	1	1

Carter, Ashton

*Co-Director, Preventive Defense Project, Harvard & Stanford Universities
Chair of International & Global Affairs faculty, Kennedy School of Government,
Ford Foundation Professor of Science and International Affairs, Kennedy School*

Appointed: 1996; tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 30%

Dissertations/theses supervised in the past five years: 8

Education: Doctorate, Theoretical Physics, Oxford U.

B.A. Physics, B.A. Medieval History, Yale, *summa cum laude, Phi Beta Kappa.*

Selected Publications:

“Defense Strategy and Budget in the Post-Bush Era.” *The Instruments and Institutions of American Purpose*, Kurt M. Campbell and Jonathan Price, eds. Washington, DC: The Aspen Institute, 2009.

“A Failure of Policy, Not Spying.” *Washington Post*, April 2005, A-23.

Keeping the Edge: Managing Defense for the Future, MIT Press, 2001.

Preventive Defense: A New Security Strategy for America. With William J. Perry. Washington, DC: The Brookings Institution, 1999. [translated into Russian by arrangement with Brookings Institution Press, 2003]

Soviet Nuclear Fission: Control of the Nuclear Arsenal in a Disintegrating Soviet Union, 1991.

Distinctions/Awards: currently under Secretary of Defense for Acquisition, Technology, and Logistics, Obama administration. Department of Defense Distinguished Service Medal; Fellow, American Academy of Arts and Sciences; Rhodes scholarship, Oxford.

Current Research: Former-Soviet nuclear weapons; Post-Cold-War intelligence relationships; negotiations in Bosnia Peace Plan Implementation Force.

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Latin		3		

Chaban, Lev

Slavic Librarian, Slavic Division, Harvard College Library, Harvard University

Appointed: 2006; not tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Education:

2004, M.L.S., Pratt Institute, New York, NY

1991, B.A. (equivalent), Drohobych Pedagogical Institute, Ukraine

Publications:

Chaban, L. (comp.). Mykhailo Orest. *Lysty do Oleksandra Fylypovycha*. On the Web at::

http://www.ispan.waw.pl/content/view/445/52/lang,pl_PL.ISO8859-2

Chaban, Lev. 2004. *Current Slavic, Baltic and East European Periodical and Newspaper Titles Available in the Slavic and Baltic Division, the Periodicals Division, & the Branch Libraries of New York Public Library*. 9th rev. ed. New York: NYPL. 1-191.

Horbal, B., Chaban, L. 2004. *Russian Periodicals, Newspapers, and Almanacs 1703-1939 in NY Public Library: Russian Émigré Newspapers*. New York: NYPL. 1-68.

Memberships: Shevchenko Scientific Society, W.K. Lypynsky East European Research Institute

Professional Experience:

Library Technical Assistant, Slavic and Baltic Division, New York Public Library, 1998-2005.

Librarian, American Jewish Joint Distribution Committee, New York, NY, 2005.

Librarian, Shevchenko Scientific Society, New York, NY, 2000-2002.

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Ukrainian, Russian	3	3	3	3

Chirkov, Natalia*Preceptor, Department of Slavic Languages and Literatures***Appointed:** 1984; not tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 100%**Education:** M.A., Leningrad State Institute of Theatre, Music and Film, 1973; B.A., State School of Fine Arts, 1967**Publications:**“Personal contact: Experience prevent the language barrier in America.” *Harvard Studies in Slavic Linguistics* (2/1993, 146-159).“Education intonation initially.” *Harvard Studies in Slavic Linguistics*. (1/1990): 230-240.*Neznakomec: An Original Story with Exercises*. Harvard University, 1988.**Distinctions/Awards:** 19 awards received for teaching, including: Certificate of Distinction in Teaching, Excellence in Section Teaching, Derek Bok Center for Teaching and Learning Certificate of Distinction in Teaching, and Phi Beta Kappa Award for Excellence in Teaching at Harvard University.**Interests:** Beginning through advanced Russian language instruction, theatre workshop and tutorials focusing on oral skills development.**Current Courses:** Beginning Russian, Beginning Russian – Intensive, Intermediate Russian , Theater Workshop.**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Ukrainian, French	3	3	3	3
Russian	1	2	1	
Polish	1	1	1	

Clancy, Steven*Senior Lecturer on Slavic Languages & Literatures**Director, Slavic Language Program**Department of Slavic Languages and Literatures***Appointed:** 2012; not tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 100%**Education:** Ph.D. in Slavic Linguistics, May 2000, The University of North Carolina at Chapel Hill, M.A. in Slavic Linguistics, May 1997, B.A. in Russian and English, May 1995, Rice University.**Publications:***Soliloquy: A Language Learning App for the iPad.*, 2012.*The Chain of BEING and HAVING in Slavic (Studies in Language Companion Series 122)*. Amsterdam/Philadelphia: John Benjamins, 2010.**Recent Courses:**

Russian 102r Advanced Russian: Introduction to the Language of Social Sciences and the Media

Current Research:

Designing the Next-Generation of Slavic Language Learning Materials: Curricular Innovation and Materials Development in Russian Automatic Creation

Distinctions/Awards: N/A**Travel:** Russia, Czech Republic, Poland.**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian, Czech	3	3	3	3
Polish, Bulgarian Slovak , Hindi- Urdu	2	2	2	2
German, French	1	1	1	1
Georgian		1		1

Colton, Timothy

*Morris and Anna Feldberg Professor of Government and Russian Studies,
Department of Government*

Appointed: 1989; tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Education: Ph.D. Political Science, Harvard University, 1974, M.A., B.A. University of Toronto, 1970, 1968

Selected Publications: *The State after Communism: Governance in the New Russia*, ed. with Stephen Holmes (Rowman and Littlefield, 2006)

“The Enigmatic Mr. Putin,” *Harvard Magazine*, May 2007.

“Post-Post communist Russia, the International Environment, and NATO,” in Aurel Braun, ed., *NATO-Russia Relations in the Twenty-First Century* (Routledge, 2008).

Yeltsin: A Life (Basic Books, 2008).

“The Putin Vote: Presidential Electorates in a Hybrid Regime” (with Henry E. Hale), *Slavic Review*, Fall 2009.

Distinctions/Awards: Social Sciences and Humanities Research Council of Canada, 1980–81 and 1982–83 Fellow, Award for best book in government and political science, 1995,

Recent Courses: Govt 1243: Russian Politics in Transition; Govt 2213: Comparative Politics of Post-Socialism; Govt 2105: Comparative Politics; Govt 2218: Topics in Russian Politics; Govt 3000a: Directed Readings: Ethnicity and State Structure in the Former Soviet Union and Eastern Europe.

Current Research: Political Parties and Electoral Development in Russia—collaborative project with Henry E. Hale.

Travel: Russia, Belarus, Ukraine.

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	2	3	3	2
French	3	3	3	3

Dibrova, Volodymyr

*Preceptor, Slavic Languages Department
Editor, Writer-in-Residence, Harvard Ukrainian Research Institute*

Appointed: 1996; not tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Education: Post-Graduate Courses, Shevchenko Inst. of Literature, Ukrainian Academy of Sciences 1985-88; Candidate of Sciences and M.A., Philology, Kiev Teachers' Institute of Foreign Languages, 1982, 1980; B.A., Teaching, Philology and Translation, Kiev State U., 1973.

Publications:

Retellings, Kiev, Komora 2013

In Your Own Words (Svojimy Slovamy), textbook of Ukrainian, Intermediate to Advanced level, used during Summer School at Harvard University

Around the Table, a collection of plays. Kyiv: Fact, 2005.

Vybhane, collected works. Kyiv: Krytyka, 2002.

Get-Togethers, an anthology of stories. Kyiv: Krytyka, 1999.

Burdyk. Kyiv: Geneza, 1998.

Peltse and Pentameron, Northwestern University Press, 1996.

Distinctions/Awards: 2007 BBC Ukrainian Service Book of the Year Prize for the novel “Andrew’s Way” (Andrijivs’kyj uzviz”). For translations: Lukash Literary Prize, 1991; Lapica Drama Award, 1996.

Travel: Eastern Europe, Britain.

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian, Ukrainian	3	3	3	3
French, Polish	2	2	2	1

Ekiert, Gregorz

*Professor, Department of Government, Harvard;
Research Associate, Weatherhead Ctr. International Affairs*

Appointed: 1991; tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Dissertations/theses supervised in the past five years: 16

Education: Ph.D./M.A. Sociology, Harvard U., 1991, 1987. M.A. Sociology, Jagiellonian University, Poland, 1980

Recent Publications:

“Democracy in Central and Eastern Europe 100 years On,” co-author Daniel Ziblatt, in: East European Politics and Societies Vol. 27, No. 1, February 2013, pp. 88-105

“The Illiberal Challenge in Post-Communist Europe: Surprises and Puzzles,” Taiwan Journal of Democracy, Vol. 8, No. 2, December 2012, pp. 63-77

Editor of the special issue of Taiwan Journal of Democracy, A Liberal Challenge? Civil Society and Grass-roots Politics in New Democracies, Authoritarian and Hybrid Regimes, Vol. 8, No. 2, December 2012 (with Sunhyuk Kim)

“Prawidlowosci transformacji w Europie Wschodniej,” Studia Sociologiczne, No. 1 (200), 2011, pp. 501-526 (in Polish)

“Civil Society: From Myth to Reality,” co-author Roberto Foa, in: Civil Szemle, Spring 2011, No, 1-2, pp. 90-119 (in Hungarian)

Distinctions/Awards: Faculty Research Grants in 2003-04: Korea Research Foundation, DCRES, WCIA. 2002

Recent Courses: Civil Society West and East; Capitalism and Democracy: Central and East European Politics in Historical Perspective; Comparative Politics of Post-Socialism; Issues in Comparative Political Analysis; Collective Action, Protest Movements and Politics; Research Workshop on Performance of Democracies.

Current Research: Comparative Politics, Political Sociology, Collective Action and Social Movements, Democratic Transitions and Regime Change, Civil Society.

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Polish	3	3	3	3
Russian	1	3	2	1
French, Czech, Slovak	3			

Elliott, Mark C.

*Mark Schwartz Professor of Chinese and Inner Asian History,
Department of East Asian Languages and Civilizations*

Appointed: 2003; tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 30%

Education:

Ph.D., UC Berkeley, 1993, M.A., BA Yale University, 1981

Publications:

“The Real China Model.” *International Herald Tribune*, 13 November 2012

“The Historical Vision of Shengshi.” *China Heritage Quarterly* 29 (March 2012)

Emperor Qianlong: Son of Heaven, Man of the World (Longman, 2009).

The Manchu Way: The Eight Banners and Ethnic Identity in Late Imperial China. Stanford: Stanford University (2009)

“Yoroppa, Beikoku ni okeru Manshûgaku: kako, genzai, mirai” (“Manchu studies in Europe and the United States: Past, Present, Future.”) *Tôyô bunka kenkyû* 10 (March 2008). (in Japanese)

Recent Courses: Chinese History 118: China and Inner Asia; History 2624: Research Methods in Late Imperial China; Mongolian 120A

Current Research: Qing and modern China; Qing frontiers in Central Asia; comparative empire

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian, Literary Mongolian		2		
Polish, Chinese	3	3	3	2
French	2	3	2	2
Japanese	2	3	2	1

Epstein, Joanna**Appointed:** 1993; not tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 100%**Education:**

Ph.D., Yale University, 1982

MLS, Southern Connecticut State University, 1984

Publications:

Book Review published in SEEIR Journal, Spring 2005.

Overseas Experience: Poland**Other Experience:** Selection, cataloging and reference in Polish studies (Literature, Language, History and Political science).

University of Chicago: Slavic cataloguer; Head of Authority Control

Language Competence:**(1=Fair, 2=Good, 3=Excellent)**

	Speaking	Reading	Aural Comprehension	Writing
Polish	3	3	3	
Russian	3	3	3	3
French, German	1	2	1	2

Slavic Librarian, Harvard College Library

Flier, Michael*Oleksandr Potebnja Professor of Ukrainian Philology,
Department of Slavic Languages and Literatures***Appointed:** 1991; tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 100%**Education:** Ph.D., M.A., B.A. Slavic Languages and Literature, U. California, Berkeley, 1962-68**Publications:**"Transporting Jerusalem: The Epiphany Ritual in St. Petersburg," in *Rites of Place: Public Commemoration in Russia and Eastern Europe*. Ed. Julie A. Buckler and Emily Johnson, 15-33. Evanston: Northwestern University Press. 2013."Surzyk at the Top: The Linguistic Dimension of Kučmagate," *Studien zu Sprache, Literatur und Kultur bei den Slaven: Gedenkschrift für George Y. Shevelov aus Anlass seines 100. Geburtstages und 10. Todestages*. Ed. Andrii Danylenko and Serhii Vakulenko, 245-51. Die Welt der Slaven Sammelbände. Sborniki, no. 42. Munich and Berlin: Otto Sagner. 2012."Language" in *The Cambridge Companion to Russian Culture*, ed. Nicholas Rzhevsky. 2nd rev. ed., 19-43. Cambridge: Cambridge University Press. 2012. Co-author.**Recent Courses:** Apocalypse Then! Forging the Culture of Medieval Rus; Old Church Slavonic; Comparative Slavic Linguistics; Intro to East Slavic Languages; Modern Russian; Intro to West Slavic Languages; Semiotics of Medieval East Slavic Culture.**Current Research:**

Slavic linguistics, semiotics of medieval East Slavic culture; Apocalypse in Medieval Rus; case government in Ukrainian; Ukrainian-Russian code-mixing; Modern Ukrainian Phonetics; Slavic Language Dialects.

Distinctions/Awards: 2000, 2004 Harvard Clarke-Tozier Grant; Distinguished Lecturer in Medieval Studies, Arizona State University, 2007.**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian, Ukrainian	3	3	3	
Czech, French, Ital.	2	3	2	3
German, Spanish		3		2
Old Church Slavonic		3	3	3

Frank, Allison*Professor, Department of History***Appointed:** 2005; tenured**Education:** Ph.D, Harvard University, 1996-2001, AM, Harvard University 1998**Publications:** "The Air Cure Town: Commodifying Mountain Air in Alpine Central Europe," *Central European History* 44, no. 2 (June 2012)"The Children of the Desert and the Laws of the Sea: Austria, Great Britain, the Ottoman Empire, and the Mediterranean Slave Trade in the Nineteenth Century," *American Historical Review* 117, no. 2 (April 2012), 410-444"Continental and Maritime Empires in an Age of Global Commerce," *East European Politics and Societies* 25, no. 4 (November 2011), 779-784*Oil Empire: Visions of Prosperity in Austrian Galicia*. Cambridge, MA: Harvard University Press, 2005.**Distinctions/Awards:** Abby and George O'Neill Senior Faculty Research Grant, 2013-2014; R. John Rath Prize for the Best Article in the *Austrian History Yearbook*, 2009; Harvard University Center for the Environment Seed Grant, Summer 2009**Recent Course:** *German Empires, 1848-1948*. Lecture. Gen Ed (cross-listed in German and Slavic); *The End of Communism in Eastern Europe and the USSR* (with Terry Martin). Gen Ed**Language Competence:**(1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Polish, French, German	3	3	3	3
Russian, Ukrainian, Italian	2	2	2	2
Slovenian, Czech		3		

Frieden, Jeffrey*Stanfield Professor of International Peace, Department of Government***Appointed:** 1995; tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 30%**Education:** Ph.D. Columbia University, 1984., B.A. *summa cum laude* Columbia College, 1979.**Publications:***World Politics: Interests, Interactions, and Institutions* (New York: W. W. Norton, 2010). Second edition, 2013 (with David Lake and Kenneth Schultz)."Global Economic Governance After the Crisis," *Perspektiven der Wirtschaftspolitik* 13, issue 4 (2012).*Lost Decades: The Making of America's Debt Crisis and the Long Recovery* (New York: W. W. Norton, 2011). Paperback edition, 2012. (with Menzie Chinn)"The Political Economy of Exchange Rate Regimes in Transition Economies." *Review of International Organizations* 5, No. 1 (March 2010). (with David Leblang and Neven Valev)"Global Governance of Global Monetary Relations: Rationale and Feasibility." *Economics* Vol. 3, No. 6 (March 2009)."Global Governance of Global Monetary Relations: Rationale and Feasibility." *Economics* Vol. 3, March 2009.**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
French, Spanish, Italian, Portuguese	3	3	3	3
Russian	1	3	1	2

Gough, Maria

Joseph Pulitzer, Jr. Professor of Modern Art
Department of History of Art and Architecture

Appointed: 2009, tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Dissertations supervised in the last 5 years: 13

Education: Ph.D. 1997, Harvard University; M.A. 1990, Johns Hopkins University; B.A. 1985, University of Melbourne

Publications:

“I Am Not a Poster Artist,” in *Gustavs Klucis* (Latvijas Nacionālais mākslas muzejs, 2009).

“The Utopia of Fact,” in *The Condition of the Document and Modern Photographic Utopia*, eds. Jorge Ribalta and Jordana Mendelson (Museu d'Art Contemporani de Barcelona, 2009).

“For Immediate Release: El Lissitzky and the Topography of *G*,” in the facsimile reprint and translation of *G*:

“Back in the USSR: John Heartfield, Gustavs Klucis, and the Medium of Soviet Propaganda,” *New German Critique*, no. 107 (Fall 2009).

“John Heartfield’s Biography of Soviet Petroleum,” in *Magazines, Modernity and War*, ed. Jordana Mendelson (Museo Nacional Centro de Arte Reina Sofía, Ministerio de Cultura, 2008).

“Radical Tourism: Sergei Tret’iakov at the Communist Lighthouse,” *October*, no. 118 (Fall 2006): 159-178.

The Artist as Producer: Russian Constructivism in Revolution (University of California Press, 2005).

Grants, Awards, and Fellowships: Faculty Summer Research Grant, Dept. of Art and Art History, Stanford University, 2008, 2007, 2005. Publication Subvention, Office of the Vice President for Research, University of Michigan, 2002. Clark Fellowship, Clark Art Institute, Williamstown, MA., 2001.

Courses Designed and Taught: The Russian and Soviet Avant-Gardes, Intermedia Practices of the 1920s and 1930s, Theories and Practices of Abstraction, Constructivism in Circulation, Photographic Utopia under Stalin, European Modernism and the International Avant-Gardes,

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian, Italian	3	3	3	3
French, German	3	3	3	2

Grabowicz, George

Dmytro Chyzhevskij Professor of Ukrainian Literature, Slavic Department
Editor, *Harvard Ukrainian Studies*

Appointed: 1975; tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Education: Honorary Doctorate, Kyiv University, 1996; Ph.D., M.A., Comparative Literature, Harvard University, 1975, 1970. B.A. English, Yale U.

Recent Publications:

“Holodomor and Memory,” in *Hunger by Design* ed. Halyna Hryn, HURI/Harvard U. Press, 2008, pp. 131-146.

“The Soviet and Post-Soviet Discourses of Contemporary Ukraine: Literary Scholarship, the Humanities and the Russian-Ukrainian Interface,” in *From Sovietology to Postcoloniality*, [proceedings of the International Conference held in Stockholm, Sweden, October, 6-7, 2005, [ca. 30 pp].

Teksty i masky [Texts and masks], Essays, Kyiv, 2005, 310 pp.

Do istoriji ukrajins'koji literatury [Toward a History of Ukrainian Literature], Second, enlarged edition, Krytyka, Kyiv, 2003, 631 pp.

Distinctions/Awards: Annual Award “For Intellectual Courage,” Journal “Ji”, Lviv, Ukraine, January 14, 2004; Fulbright, Ukraine, USSR, Poland, 1996 & 1987.

Recent Courses: Slavic 223. 19th-Century Ukrainian Poetry (fall), Slavic 291. Problems in the History of Early Ukrainian Literature (fall), Slavic 190. Literature and Dissent in Eastern Europe: Modernism in an Age of Crisis and Oppression - (New Course) (spring)

Current Research: Russian-Ukrainian and Polish-Ukrainian literary relations, literary theory.

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Ukrainian, Polish, Russian	3	3	3	3
French, German	2	3	3	2

Griesenbeck, Donna *Student Programs Officer, Davis Center for Russian and Eurasian Studies*

Appointed: 1996; not tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Education:

AM, Russian Language & Literature, Bryn Mawr College, 1985

AB, German Language & Literature, Bryn Mawr College, 1983

Previous Experience:

Interpreter and translator of Russian for wide range of cultural and arts exchanges, 1987-1993

Resident Director, ACTR Study Abroad Moscow, 1988

Slavic language program assistant, Harvard Slavic Department, 1993-1996

Publication:

“Regional Studies in the Workplace: Alumni Career Paths Across Two Decades,” AAASS NewsNet, October 2006

Travel: Russia, Former Soviet Union, Germany, France.

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	3	3	3	3
German	2	2	2	2
French	1	1	1	1

Hajda, Lubomyr

Associate Director, Harvard Ukrainian Research Institute

Appointed: 1992, not tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Education:

Ph.D. History and Middle Eastern Studies, Harvard University, 1984

M.A., Harvard University, 1978; B.A. History, Boston College, 1966

Publications:

After the Holodomor: The Enduring Impact of the Great Famine on Ukraine (2010)/

Cultures and Nations of Central and Eastern Europe, Co-Editor. Harvard Ukrainian Research Institute, 2000.

“Ukraine: History.” In *Encyclopedia Britannica*. 1993 edition.

Distinctions/Awards: National Geographic Society Consultant for Soviet Union and Eastern Europe, 1989-2000.

Editor, *Harvard Ukrainian Studies*, 1998-2000; Harvard Series in Ukrainian Studies, Editorial board member since 1992.

Recent Courses: Ukrn S-123: Images of Ukraine in Western Culture

Current Research: Ukrainian Regionalism; Ukrainian Nationalism; Ukraine’s Security Issues.

Travel: France, Ukraine.

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Ukrainian	3	3	3	3
Polish, Russian	3	3	3	2
Belarusian, Czech	1	2	1	1
French, Italian, German	2	3		
Arabic, Persian, Turkish		2		

Hampl, Nora*Preceptor, Slavic Languages and Literatures**Program Director, Study Abroad in Czech Republic, Harvard Summer School***Appointed:** 1992, not tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 100%**Education:**

Institute of Political Sciences, Paris, France. Certificate in International Relations.

B.A. European History and Theatre Arts, 1984.

Selected Publications:*Beginning Czech and Intermediate Czech*, Basic Grammar Handbook for In-Country Language Study."Development of a Biomedical Innovation Economy" *Journal of Technology Management & Innovation*, 4(2).*Comprehensive Czech Level 1*, Simon & Schuster – Pimsleur Language Series, 2006. 30- unit interactive audio course based on the Pimsleur method.

"History of Sound Recordings in Central Europe" (translation). Czech-English translation of a book and all supporting documentation for an exhibit, Prague, 2003); texts were re-published in Phonograph I & Phonograph II (two-volume archival edition published in 2006).

Distinctions/Awards: Faculty Innovation Grant – Committee on Education Abroad, to create internship abroad opportunities. Consortium for Language Teaching and Learning: grants for teaching material development. The Presidential Instructional Technology Fellowship, for website development.**Recent Courses:** Czech Culture: Early History, for Harvard program in Prague. Slav Ca, Cb: Beginning Czech; Slav Cr: Intermediate/Advanced Czech Readings; Russian, Fort Devens, MA.**Professional Activities:** Study Abroad Initiative for Harvard's Czech program; Czech Independent Filmmakers, viewing program with Harvard Film Archive. Department of the Army, Special Forces Training, Instructor in Russian and Czech, 1994.**Current Research:** Synthesized speech and voice-recognition technology.**Language Competence:**

(1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian, Czech, French	3	3	3	3
Spanish, German	2	2	2	2

Harris, Jay*Harry Austryn Wolfson Professor of Jewish Studies,
Department of Near Eastern Languages and Civilizations***Appointed:** 1989; tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 25%**Dissertations/theses supervised in the past five years:** 13**Education:** Ph.D., M.A. Department of Religion, Columbia University, 1985, 1980**Publications:***Maimonides after 800 years : essays on Maimonides and his influence*. Harvard University Press, 2007.*The Pride of Jacob: Essays on Jacob Katz and His Work*. Harvard Center for Jewish Studies / Strook, 2002.*Studies in Medieval Jewish History and Literature*. Co-Editor. Harvard U. Press, 1999.*How do we know this? : Midrash and the fragmentation of modern Judaism*. State U. of New York Press, 1995.*Rabbi Abraham Ibn Ezra: Studies in the Writings of a Twelfth-Century Jewish Polymath*. Co-Editor. Harvard U., 1993.**Distinctions/Awards:** House Master of Harvard Cabot House, 2003. Jewish Quarterly Review editorial board; Jewish Book Annual, editorial board. Consultant for Harvard Theological Review.**Recent Courses:** HUMA E-50a Introduction to the Classics of Western Thought I (Fall term 2013)

HUMA E-50b Introduction to the Classics of Western Thought II (Spring term 2014)

Current Research: Modern Jewish Cultural History; Cultural History East European Jewish Diasporas.**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Yiddish	1	3	2	1
Hebrew	3	3	3	3
German, French	1	2	1	1
Aramaic		3		

Holowinsky, Tymish*Executive Director, Harvard Ukrainian Research Institute***Appointed:** 2001; not tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 100%**Education:**

J.D., Suffolk University Law School, 1989

A.B., European History, Brown University., 1983

Research: International Law, Race and the Law, Comparative Literature, Management**Distinctions/Awards:**

Harvard Society of Human Resource Management certificate; Harvard "Leadership in Action" training

Experience:

1996-2001 Harvard Department of Chemistry and Chemical Biology, Manager of Research Grants & Contracts.

1990-96 Harvard Office for Sponsored Research, Asst. Director of Awards Mgt.

	Speaking	Reading	Aural Comprehension	Writing
Ukrainian	3	3	3	3
Russian	2	2	2	2
French	2	2	2	2

Hunt, Swance*Eleanor Roosevelt Lecturer in Public Policy, Kennedy School of Government***Appointed:** 1997; not tenured**Education:**

M.A, Iliff School of Theology, 1980

M.A, Ball State University, 1976

B.A Texas Christian University, 1972

Publications: "Taking courage from the women of Bosnia and Herzegovina" *Organization for Security and Cooperation in Europe* (June 2012), co-authored with Mirsad Jacevic."Peace Activist Mossarat Qadeem Enlists Mothers to Fight Terrorism" *The Daily Beast* (27 May 2012).*Worlds Apart: Bosnian Lessons for Global Security*. Durham: Duke University Press, 2011.*Half-Life of a Zealot*. Durham: Duke University Press, 2006 (autobiographical).*This Was Not Our War: Bosnian Women Reclaiming the Peace*. Durham: Duke University Press, 2004; recipient of the LL Winship/PEN New England Award (non-fiction; reflects on history and circumstances surrounding the Bosnian conflict).**Recent Courses:** Inclusive Security**Distinctions/Awards:** White House Project; United Nations Association of Greater Boston;

Girl Scouts of Eastern Massachusetts; The Latina Initiative(2008); Boston Chamber of Commerce; Iliff School of Theology; National Women's Hall of Fame; Ms. Foundation; Massachusetts Women's Political Caucus(2007); Honorary Doctorate of Humane Letters, Cambridge College(2007);Honorary Doctorate of Letters, Pine Manor College(2007).

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
German	3			
French		3		
Italian	1	1	1	1

Jagendorf, Asaph*Library Assistant, Slavic Division, Widener Library***Appointed:** 2012, not tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 100%**Education:**

M.A., Russian, East European and Central Asian Studies, Harvard University

B.A. History and Russian Studies, Hebrew University

Experience:

Research Assistant, Tel Aviv University (1999)

Mission Coordinator, JDC (1997)

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	3	3	3	3
Modern Hebrew	3	3	3	3

Judson, Rebekah*Program Assistant, Davis Center***Appointed:** 2012, not tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 100%**Education:** B.A. Russian/History and Educational Studies, Swarthmore College, 2012**Experience:**

Director's Intern, City of New York Parks & Recreation Computer Resource Centers, 2010

Research Intern, Edlab, Teachers College, Columbia University, 2009

Corps Member, City Year New York, 2007-2008

Distinctions/Awards: Phi Beta Kappa, 2012. Kathryn Davis Fellowship for Peace, Middlebury School of Russian, Summer 2012. Lang Scholarship for Social Action, Swarthmore College, 2010.**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	2	3	3	2

Kaiser, Karl*Adjunct Professor* of Public Policy, Harvard Kennedy School**Appointed:** 2003, not tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 15%**Education:** Dipl.Kfm. Cologne, 1958; Dipl. d'Etudes Politiques, Grenoble 1959. Ph.D., Nuffield College, Oxford/Cologne, 1963**Publications:***Century Security Environment* (Coedited with Alexei Arbatov and Robert Legvold), Nomos 2000*Shaping a New International and Financial System. Challenges of Governance in a Globalizing World* (Coedited with John Kirton and Joseph Daniels) Ashgate 2002*Towards a New Democratic Commonwealth*, with Graham Allison and Sergei Karaganov, BCSIA Harvard and DGAP Bonn, 1996**Recent Courses:** The United States and Europe in Global Affairs, Seminars: The Future of the European Union, Transatlantic Relations**Current Research:** Evolution of the international system and global governance, European affairs (including Russia), transatlantic relations**Distinctions/Awards:** Prix Bentinck, NATO Award, Honorary Doctorate of the Russian Academy of Sciences**Travel:** Russia, Britain, France, Germany, Asia**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
German	3	3	3	3
French	3	3	3	3
Italian	1	1	1	1

Keshavjee, Salmaan*Associate Professor*, Department of Medicine, Harvard Medical School**Appointed:** 1998, tenured**Education:** B.A, Queens University, Ph.D, MA, Harvard University, 1998**Percent time devoted to Russia/Eastern Europe/Central Asia:** 50%**Publications:***Blind Spot: How neoliberals infiltrated global health*. Berkeley: University of California Press, *forthcoming*.*Reimagining Global Health: An Introduction*. Berkeley: University of California Press, 2013."Time for Zero Deaths from Tuberculosis." *Lancet* 2011;Picking up the Pace – Scale-up of MDR Tuberculosis Treatment Programs. *NEJM*, 2010.**Recent Courses:** Global Health Effectiveness: "Management Seminar", Societies of the World: Case Studies in Global Health**Current Research:** Political Economy of Global Tuberculosis Control (2013 – present), Author.**Distinctions/Awards:** Harvard Institute for Global Health (2013) teaching; Zinberg Fellowship in Global Health Delivery (2011) research; Loan Repayment Program Award (2007).

Krechevsky, Mara*Senior Researcher, Project Zero, Harvard Graduate School of Education***Appointed:** 1987, not tenured**Education:** B.A, Philosophy and Psychology, Yale University, 1980.**Percent time devoted to Russia/Eastern Europe/Central Asia:** N/A**Publications:**Krechevsky, B., Mardell, B., and Romans, A. (2014). "Engaging City Hall: Children as citizens." *The New Educator* (10)1: 10-20.Krechevsky, M., Mardell, B., Rivard, M., and Wilson, D. (2013). *Visible learners: Promoting Reggio-inspired Approaches in All Classrooms*. San Francisco: Jossey-Bass.Krechevsky, M., Boni, M., and Doyle, J. (2012). *Teacher study guide for the video, "The color investigation: Making Learning Visible in a K0-K1 classroom."* Boston Public Schools.Burton, F., Krechevsky, M., and Rivard, M. (Eds.) (2011). *The Ohio Visible Learning Project: Stories from Wickliffe Progressive Community School (and companion DVD)*. Dayton, OH: Greyden Press.**Current Research:** Developing global competency in K-12 students**Kulash, Kristin Johnson***Serials Librarian, Slavic Division, Harvard College Library***Appointed:** 1986; not tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 100%**Education:**

M.A. in Library Science, University of Iowa, 1981.

M.A. in Linguistics, University of Iowa, 1980.

B.A. in English, Iowa State University, 1977.

Publications:

"Issues in Cataloging E-Journals in Aggregator Databases." Paper presented at American Association for the Advancement of Slavic Studies, Annual conference, Nov. 2003.

Professional Activities:

American Association for the Advancement of Slavic Studies

American Library Association. Association of College and Research Libraries. Slavic and East European Section

Language Competence:

(1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	2	3	2	1

Lamberg-Karlovsky, C.C.

*Chair, Phillips Professor of Archaeology and Ethnology,
Department of Anthropology*

Appointed: 1969; tenured.

Percent time devoted to Russia/Eastern Europe/Central Asia: 25%

Dissertations/theses supervised in the past five years: 12

Education:

Ph.D. Anthropology, M.A., University of Pennsylvania, 1965, 1964. B.A. Dartmouth, 1959.

Dr.Sc. Honorary, Russian Academy of Sciences, 2002. A.M. Honorary, Harvard, 1970.

Publications:

Ancient Irrigation Systems of the Aral Sea Area, by Boris V. Andrianov. Edited and translated from the Russian by Simone Mantellini, C.C. Lamberg-Karlovsky and Maurizio Tosi. Oxford: Oxbow Press, 2013.

The Proto Elamite Settlement and its Neighbors. Oxford: Oxbow Books. (2013).

Excavations at Tepe Yahya: The Early Periods. (translated into Persian) Ministry of Culture, Institute of Cultural Heritage and Tourism, Teheran.

'A Different Path: Piotr Eltsov's Journey 'From Harappa to Hastinapura', in *From Harappa to Hastinapura, A Study of the Earliest South Asian City and Civilization*. E.J. Brill: Boston/Leiden, 2008.

'Prefazione/Preface', In *Animali e Mito nel Vicino Oriente Antico* Venice; Il Punto, 2008.

Recent Courses: Social Analysis 50: Urban Revolutions: Archaeology and the Investigation of Early States; Anthro 152: Mesopotamia, Egypt, and the Indus Valley.

Current Research: Excavations in southern Siberia, Turkmenistan, Uzbekistan, Tajikistan; Russia, Middle East. Near Eastern Archeology and Ethnography.

Distinctions/Awards: Fellow of American Academy of Arts and Sciences, American Association for Advancement of Science, Russian Academy of Sciences; and American Anthropological Association.

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian, Czech	3	3	3	3

Maier, Charles

Leverett Saltonstall Professor of History; Department of History

Appointed: 1981; tenured.

Percent time devoted to Russia/Eastern Europe/Central Asia: 30%

Education: Ph.D., Harvard University, 1967; AB, Harvard College, 1960.

Professional Activities: Past Director, HU Center for European Studies; HU Faculty Council Committee.

Publications:

"Leviathan 2.0: Inventing Modern Statehood," currently included in *A World Connecting 1870-1945*. Emily Rosenberg, ed., being vol. 5 of *A History of the World*, Akira Iriye and Jürgen Osterhammel, general editors. (Cambridge Mass., Harvard University Press, 2012),

"Lessons from History? German Economic Experiences and the Crisis of the Euro," in *Bulletin of the German Historical Institute*, Nr. 50 (Spring 2012), 75-89.

"Global History for an Era of Globalization: An Introduction," in *The Harvard Sampler: Liberal Education for the Twenty-First Century*, Jennifer M Shephard, Stephen M. Kosslyn, Evelyn M. Hammonds, eds. (Cambridge, Mass., Harvard University Press, 2011), 127-155,

Recent Courses: Historical Studies B-53: WW I & 20th C. Society; Historical Studies B-54: World War and Society in the 20th Century; Hist 1964: International History: War, Peace, and International Organization;

Current Research: World Hist 20th C; World War II; Europe, Ec. & Soc. History; European Integration; German Identity and Post-Communist Reality.

Distinctions/Awards: Helmut Schmidt prize in German-American economic history, awarded biannually by the Zeit/Bucerius Foundation, Germany(2011).

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
German, French	3	3	3	3
Italian	2	3	3	2

Malmstad, John

*Samuel Hazzard Cross Professor of Slavic Languages and Literature,
Department of Slavic Languages and Literature*

Appointed: 1985; tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Education: Ph.D., M.A., Slavic Languages and Literatures, Princeton University, 1968, 1964

Publications:

Na rubezhe dvukh stoletii. Sbornik v chest' 60-letii Aleksandra Vasil'evicha Lavrova. Moscow, 2009 (847 pp.).

Edited with Vsevolod Bagno and Mariia Malikova. Introduction and article.

P. N. Zaitsev. *Vospominaniia: Poslednie desiat' let zhizni Andreia Belogo. Literaturnye vstrechi* (Moscow: Novoe literaturnoe obozrenie, 2008). Introduction and translation of letters.

Mikhail Kuzmin: Iskusstvo, zhizn', epokha (St. Petersburg: Vita Nova, 2007), with N. Bogomolov. 557pp. (a revised, corrected, and expanded – by over one-third – version of the 1996 edition).

“*Moi vechnyi sputnik po zhizni*”. *Perepiska Andreia Belogo i A. S. Petrovskogo: Khronika druzhby* (Moscow: Novoe literaturnoe obozrenie, 2007). Editor, introduction and commentaries. 297 pp.

“Vse ili nichego.” *Poslednie pis'ma N. I. Petrovskoi.* Introduction, publication, commentary — *Diaspora. Novye materialy. VIII.* (Atheneum–Feniks, Paris, St. Petersburg, 2007), pp. 281–300.

Courses: Lit. & Arts C-51: Russian Avant-Garde; Slav 98: Junior Tutorial; Slav 180: Russian Symbolist Poetry; Slav 181a/b: Russian Poetry of 19th/20th C.; Slav 182: 20th-C. Poetry; Slav 285r: Modern Rus. Lit.

Current Research: M.A. Kuzmin; Russian Culture of the Silver Age.

Awards: American Councils for International Education (ACTR & ACCELS) (2013); AAASS, Honorable Mention for Wayne S. Vucinich Book Prize for *Mikhail Kuzmin: A Life in Art*, 2000; Lomonosov Prize, 1997

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	3	3	3	3
Polish, German, Ukrainian	1	3	1	1
French	2	3	2	1
Italian	2			

Martin, Cris

Outreach Director, Davis Center for Russian and Eurasian Studies

Appointed: 2006; not tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Education:

Ed.M., International Education Policy, Harvard Graduate School of Education, 2006

B.A., Social History, Carnegie Mellon University, 2000

Experience:

IREX, Program Officer, 2000-2005

-Oversaw the administration of US State Department and USAID projects, including strategic program planning, the development of application and selection materials, the recruitment and selection of participants, the placement of volunteers at host organizations throughout the US and Russia, the monitoring and evaluation of volunteers, and the organization and implementation of workshops

-Coordinated relations and communications with international program staff as well as program sponsors, such as the National Security Council, the US Agency of International Development (USAID), the Bureau of Educational and Cultural Affairs (ECA) of the US Department of State, and the Russian Embassy

-Developed and coordinated alumni activities, including three small grant programs and various events, both small and large-scale, throughout Eurasia

-Maintained program budgets totaling nearly 2 million dollars

Distinctions/Awards: Phi Beta Kappa, Phi Kappa Phi

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian, Spanish	1	1	1	1

Meyrick, Sarah *Independent Consultant in Evaluation, Davis Center for Russian and Eurasian Studies*

Appointed: 2014; not tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Education:

M.A., Near Eastern Studies, New York University, 2011

B.A., Political Science and Middle Eastern Studies, University of Massachusetts—Amherst, 2009

Experience:

Outreach Program Director, Center for Middle Eastern Studies, Harvard University, 2013- present

Assistant Director for Outreach Studies, George Washington University, 2012-2013

Peer Reviewer, Fulbright-Hayes Group Project Abroad (2013)

Peer Reviewer, Department of Education Title VI American Overseas Research Centers (2012)

Relevant Conference Attendance: Demonstrating the Impact of National Resource Centers (2013, Ohio State University), Department of Education Technical Assistance Workshop (2013, Washington, D.C.),

Internationalization of U.S. Education in the 21st Century (2014, Williamsburg, VA)

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Arabic	3	3	3	3

Mudd, Anna *Curricular and Digital Projects Coordinator, Davis Center for Russian and Eurasian Studies*

Appointed: 2011; not tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100% (Part time position)

Education:

BA, Religion, Haverford College, 2003

MTS, Harvard Divinity School, 2009

Previous Experience:

Social Studies and World Religion Teacher, Mother Caroline Academy, 2003-2006

Discovery Center Interpreter, Boston Museum of Science, 2007

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Italian	1	1	1	1
Biblical Greek	1	1	1	1

Necipoglu-Kafadar, Gulru

*Aga Khan Professor of Islamic Art,
Department of History of Art & Architecture*

Appointed: 1989; tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 30%**Dissertations/theses supervised in the past five years:** 14**Education:** Ph.D., M.A. Fine Arts, Harvard 1986, 1982.**Publications:** “Mimar Sinan Çağında Mimarlık Kültürü ve Âdâb (Architectural Culture and Decorum in the Age of Sinan,” forthcoming article in two languages in the proceedings of the *International Sinan Conference* I organized in Kayseri in September 2012, to be published by the Kayseri Sinan Institute“Frontiers of Islamic Art and Architecture,” co-edited with Julia Bailey (The Aga Khan Program of Islamic Architecture Thirtieth Anniversary Special Volume: *Muqarnas* vol. 25, 2008)*The Age of Sinan: Architectural Culture in the Ottoman Empire* (Reaktion Books/ Princeton U. Press, 2005).*Architectural Culture in the Age of Sinan*. Reaktion Books, UK, 2004.**Distinctions/Awards:** Appointed Slade Professor of Fine Art, University of Cambridge, Lent Term, Affiliation with Pembroke College (2013); Inaugural Lecture for the opening celebration of a new lecture hall named after myself (Gulru Necipoglu-Kafadar Lecture Hall) at the Art History Department, Akdeniz University, Antalya, Turkey, 9 November 2012; Elected Fellow of the American Academy of Arts and Science 2008; Elected Member of the American Philosophical Society, 2007.**Recent Courses:** Introduction to Islamic Architecture; Junior Tutorial; Architecture of the Mediterranean World (1300-1650); Monuments of Medieval Islamic Architecture.**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
French, Italian, German, Spanish, Arabic	3	3	3	3
Persian	2	3	2	2
Ottoman-Turkish	2	2	2	2

Nizynska, Joanna

Assistant Professor, Slavic Languages and Literatures

Appointed: 2004; not tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 100%**Education:** Ph.D. Polish Literature, M.A. Comparative Literature, University of California, Los Angeles, 2002, 1996; TESL Certificate, U. California, Riverside, 1993; M.A. Classical Philology, Adam Mickiewicz University, Poznan, Poland, 1991.**Publications:** *The Kingdom of Insignificance: The Traumatic, the Quotidian, and the Queer in the Prose of Miron Białoszewski* (Evanston: Northwestern University Press, March 2013)*A History of Polish Literature: New Perspectives* (with Przemysław Czapliński and Tamara Trojanowska), forthcoming 2014.*Journal of the American Association for the Advancement of Slavic Studies*, vol. 66 (2007).“Globalization and its Discontents: Notes on Polish Studies in an Age of Globalization,” *East European Politics and Societies*, forthcoming 2014.“Things Post-German: Stefan Chwin’s Death in Danzig.” *Transitions Online*, May 5, 2005.“Marsyas’ Howl: The Myth of Marsyas in Ovid’s *Metamorphoses* and Zbigniew Herbert’s ‘Apollo and Marsyas.’” *Comparative Literature: Journal of the American Comparative Literature Association*, vol. 53 (2001).**Distinctions/Awards:** Post-Doctoral Fellowship, American Council of Learned Societies, 2003-04. Woodrow Wilson International Center Fellowship, Junior Scholars, 2002.**Recent Courses:** Polish Culture 1945-Present; Romanticism in Polish Poetry; Trauma in Polish Literature; Poetry and its Function.**Current Research:** Polish studies, Classics, American lit & philosophy, hermeneutics, trauma studies.**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Polish	3	3	3	3
Italian	3	1	3	1
Russian	1	3	1	1
Latin, Ancient Greek		3		

Norris, Pippa*McGuire Lecturer in Comparative Politics, Harvard Kennedy School***Appointed:** 2002; not tenured**Education:** B.A, Warwick University, 1974

Ph.D, M.Sc, London University, 1975, 1988

Publications: *Why Electoral Integrity Matters* (In press, for publication Fall 2014). New York: Cambridge University Press.“Beyond quotas: Strategies to promote gender equality in elected office” *Political Studies* With Mona Lena Krook. (Forthcoming 2014).‘Assessing the quality of elections.’ *Journal of Democracy*. With Ferran Martinez I Coma and Richard W. Frank. 24(4): 124-135.(2013).“The new research agenda studying electoral integrity.” Special issue of *Electoral Studies* 34(4)

DOI:10.1016/j.electstud.2013.07.015 (2013).

Making Democratic Governance Work: How Regimes shape Prosperity, Welfare and Peace. New York: Cambridge University Press. pp281 (2012).**Current Research:** *The Electoral Integrity Project*, a major research project June 2011-2016 funded by the Australian Research Council, International IDEA, the Weatherhead Center for International Affairs, Harvard University.**Distinctions/Awards:** Faculty grant from the Weatherhead Center for International Affairs, Harvard University(2012); Johan Skytte Prize (2011).**O’Neill, Kelly***Assistant Professor, Department of History***Appointed:** 2007, not tenured**Percentage of time devoted to Russia/Eastern Europe/Central Asia:** 100%**Education:** Ph.D., History, Harvard University, 2006; M.A., Regional Studies: Russia, Eastern Europe and Central Asia, Harvard University, 2000; B. A., *magna cum laude* with distinction, Russian, Amherst College, 1997**Courses Taught:** Russia and the Great Eurasian Steppe; History of the Russian Empire; Cities and the Making of Modern Russia; The Life and Reign of Catherine the Great; The Black Sea World; Imperial Russia; Proseminar.**Publications:**“Rethinking Elite Integration: Crimean Murzas and the Evolution of Russian Nobility,” *Cahiers du Monde russe*, 2012, issue 52/2-3

Southern Empire: the Logic and Limits of Russian Rule in Crimea (book manuscript, under review)

“Slaves, Subjects, and the Irrelevance of Empire in the Black Sea, 1774-1866,” (article, under review)

“Between Subversion and Submission: the Integration of the Crimean Khanate into the Russian Empire, 1783-1853,” Ph.D. Dissertation, Harvard University, 2006

“Constructing Russian Identity in the Imperial Borderland: Architecture, Islam, and the Transformation of the Crimean Landscape,” *Ab Imperio* 2 (2006): 163-192“Allegiance to Tsar and Allah: Crimean Tatars in the Russian Empire, 1783-1853,” *Central Eurasian Studies Review* 5, no.1 (2006): 31-35**Current Research:** A History of Maritime Economies in Russia (second book project, research in progress);Historical Geographic Imaging System project on the Russian Empire**Distinctions/Awards:** Davis Center/Fisher Prize in GIS (2012), Harvard nominee for the Mellon New Directions Fellowship national competition (2011) Radcliffe Exploratory Seminar grant (2011)

Weatherhead Center for International Affairs, Junior Faculty Research Grant(2011), John Cogan Junior Faculty Leave Grant(2010), Post-Doctoral Fellowship, Davis Center for Russian and Eurasian Studies(2006-2007)

Language Competence:

	Speaking	Reading	Aural Comprehension	Writing
Russian	3	3	3	3
Turkish, German	1	2	1	1
French, Spanish	2	3	2	2

Ostrowski, Don*Chair, Early Slavist Seminar Series, Davis Center for Russian Studies**Lecturer and Research Advisor in the Social Sciences, ALM Program, Harvard Extension School***Appointed:** 1985; not tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 100%**Dissertations/theses supervised in the past five years:** 3**Education:** Ph.D., Russian History, Pennsylvania State University, 1977; M.A. European History, San Francisco State University, 1970.**Publications:***Portraits of Old Russia: Imagined Lives of Ordinary People*, (2013)

“Peter’s Dragoons: How the Russians Won at Poltava,”(2012)

“Simeon Bekbulatovich’s Remarkable Career as Tatar Khan, Grand Prince of Rus’, and Monastic Elder,” and “Response,”(2012)

“The End of Muscovy: The Case for ca. 1800,”(2010)

“The Mongols and Rus’: Eight Paradigms,” in *A Companion to Russian History*, edited by Abbott Gleason, Oxford: Wiley-Blackwell, 2009.**Distinctions/Awards:** Prize for Distinguished Scholarship, Early Slavic Studies Association (ESSA) 2004; International Research and Exchanges Board (IREX), Collaborative Grant 1994; Petra T. Shattuck Excellence in Teaching Award, Harvard University Extension School 1992; Commendations for Distinguished Teaching Performance 1989, 1990, 1991, 1999, 2001 & 2004**Recent Courses:** World War II through Film and Literature, From Cold War to Global Terror: World History, 1945 to the Present.**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	3	3	3	2

Plokhii, Serhii*Mykhailo Hrushevsky Professor of Ukrainian History, Department of History***Appointed:** 2005; tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 100%**Education:** Ph.D. Sciences (History) Kiev University, 1990; M.A. History, Lumumba U., Moscow, 1982.**Selected Publications:***The Last Empire: The Final Days of the Soviet Union* (New York: Basic Books, 2014).*The Cossack Myth: History and Nationhood in the Age of Empires* (Cambridge: Cambridge University Press, 2012).*Yalta: The Price of Peace* (New York: Viking, 2010; Penguin Books, 2011).“Reconstructive Forgery: The Hadiach Agreement (1658) in the *History of the Rus’*”, *Journal of Ukrainian Studies* nos. 35-36 (2010-2011).“Poltava: The Battle That Never Ends,” introduction to *Poltava 1709: The Battle and the Myth* (Cambridge, MA, 2012), pp. xiii-xxv.“Forbidden Love: Ivan Mazepa and the Author of the *History of the Rus’*,” in *Poltava 1709: The Battle and the Myth* (Cambridge, MA, 2012).**Distinctions/Awards:** Walter Channing Cabot Fellow for academic year 2013-14, Faculty of Arts and Sciences, Harvard University; Star Family Prize for Excellence in Advising, 2013—Nominated; Book of the Year 2011 (Biographies and Memoirs) Kyiv—Ukrainian translation of *Unmaking Imperial Russia*; Lionel Gelber Foundation 2011 Prize for the world’s best non-fiction book in English on global issues—Shortlisted, *Yalta: The Price of Peace*; The Joseph R. Levenson Memorial Teaching Prize—Nominated, 2011**Selected Courses:** Early Modern Eastern Europe; Cultures and Identities: East Central Europe; Frontiers of Europe: Ukraine since 1500; History of Ukraine; Medieval and Imperial Russia; The Making of the Russian Empire; Soviet and Post-Soviet Political Thought; Religion and Society in Eastern Europe; East European Identities: Russia and Ukraine; Contemporary Ukraine; Russian National Thought; Church-State Relations in the USSR; The USSR in Crisis; Soviet and Post-Soviet Identities; The Origins of the Cold War: The Yalta Conference (1945).**Current Research:** Ukrainian and Russian nationalism, identity, foreign policy, Church-State.**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian, Ukrainian	3	3	3	3

Pokrovsky, Natalia*Preceptor*, Department of Slavic Languages and Literatures**Appointed:** 1985; not tenured**Percent time devoted to Russia:** 100%**Education:** Candidate Ph.D., M.A., Moscow State University, 1968, 1976.**Publications, Most Recent, Selected:**“K Predstavleniyu predstavleniya” [On Introduction of Performance], [With S. Maksudov], *Russian Literature*, North-Holland, XLIX (2001) pp. 393-448*Russian Reforms: A Revolution from Above. A Textbook for Intermediate-Level Students of Russian*. FC-IZDAT Publishers. 2004. [with Sergey Maksudov].“Desyat' let spustya. Sobach'e serdze glazami studentov Garvarda v 1989 b v 1999 godax.” *Nezavisimaya Gazeta Exlibris* (NG Literary Supplement). N27 (150) 20.07 2000.**Courses Taught:** Elementary; Intermediate Russian; Third-Year Russian; Third-Year Russian; Third-Year Russian, Harvard Summer School; Advanced Russian: Topics in Russian Culture; Advanced Russian: Readings in Russian/Post-Soviet Studies; Advanced Russian: Russian Press and Television; Advanced Russian: Readings in Russian Literature; Supervised Readings in Advanced Russian; Advanced Russian: Reading Literary Texts**Distinctions/Awards:** Harvard University Certificate of Distinction In Teaching, 1986-2009. The Consortium for Language Teaching and Learning Grant for curriculum development, 2004.**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	3	3	3	3
French	1	2	1	1
German		1		

Polinsky, Maria*Professor*, Department of Linguistics *Fellow*, Institute for Quantitative Social Science
Director, Language Science Lab**Appointed:** 2006; tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 50%**Specialization:** Linguistics**Education:** Ph.D., M.A., Institute for Linguistics, Russian Academy of Sciences, 1986, 1983; BS, Moscow University, 1979.**Dissertations supervised:** 15; **Bachelor's Theses:** 20.**Editorial boards:** *Heritage Language Journal*, *Journal of Slavic Linguistics*, *Linguistics*, *Linguistic Discovery*, *Linguistic Inquiry*, *Natural Language and Linguistic Theory*, *Studies in Language***Publications, Most Recent, Selected as related to the languages in question:**Russian in the USA. In: *Slavic Languages in Migration*, ed. M.Moser. Wien: University of Vienna, 2013 (with Irina Dubinina).Backward raising. *Syntax* 15(1):75-108, 2012 (with Eric Potsdam).Subject preference and ergativity. *Lingua* 22(3), 267-277, 2012 (with P. Graff, C.Gomez Gallo, and E.Kravtchenko)Reanalysis in adult heritage language: A case for attrition. *Studies in Second Language Acquisition* 33:305-328, 2011.**Recent Courses:** Languages and Cultures; Theories of acquisition; Theoretical and experimental approaches to language; Knowledge of Language; Heritage Languages and their Speakers.**Current Research:** Languages of the Northwest and Northeast Caucasus; language acquisition in Dagestan; heritage languages with a particular emphasis on heritage Russian**Travel:** Russia, Germany, France, UK, Israel, Finland**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	3	3	3	3
French	2	2	3	2
German	1	2	2	1
Turkish		1	1	
Avar		2	1	1
Adyghe	1	2	1	1

Pyro, Hana

*Slavic Librarian for Czech, Slovak, Sorbian, former Yugoslav and Bulgarian collections,
Harvard College Library*

Appointed: 1993; not tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Education:

M.A., Slavic Languages and Literatures, Harvard U, 1971

M.L.S. Simmons College 1990

B.A. Russian Language/Lit Charles U, Prague, Czechoslovakia 1965-68

Professional Activities:

American Association for Advancement of Slavic Studies

Language Competence:

(1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Czech		3		
Slovak		3		
Wendic		3		
Bulgarian		3		

Rakityanskaya, Anna

Slavic Librarian, Slavic Division, Harvard College Library

Appointed: 2004; not tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Education:

Master of Library and Information Science, University of South Carolina, 1994.

MA (with High Honors) in Slavic Linguistics and Literatures (Polish, Bulgarian and Russian), Moscow State University, 1989.

Publications:

“Reinvention of REENIC.” *Slavic and East European Information Resources* (3:1, 2002).

Professional Activities:

“Serials Related to Slavic and East European Studies Currently Received in the General Libraries,”
U. Texas at Austin (a resource guide)

“Central & Eastern European Studies” (annotated resource guide for UT CREEES, updated biannually)

“Russian and Post-Soviet Studies” (annotated resource guide for UT CREEES, updated biannually)

“Russian Reference Sources Recently Acquired at UT Austin” (resource guide, updated every semester)

Book exhibit “Perspectives on Russian Politics” (Perry-Castaneda Library, Nov. 1998-Jan. 1999)

Organized book exchange with the Bialystok University Library and the National Library in Prague

Created an informational web site “Russian Austin” (http://www.geocities.com/russkii_ostin/)

Travel: Russia

Language Competence:

(1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian (native)	3	3	3	3
Polish (near-native)	3	3	3	2
Bulgarian, Ukrainian, Belarusian	2	2	1	1
Italian, French, Latin	2	2	1	1

Reed, Natalia*Preceptor, Slavic Languages and Literature s***Appointed:** 1997; not tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 100%**Education:** Ph.D., Slavic Languages and Literature, Harvard University, 1994. B.A. 1982 U. Wisconsin-Madison.**Publications:***The Sickness of Heroic Will: Mimetic Rivalry in Lermontov's A Hero of Our Time.* In preparation.“The Philosophical Roots of Polyphony: A Dostoevskian Reading.” In Ed. Caryl Emerson, *Critical Essays on Mikhail Bakhtin.* Twayne/MacMillan Publishers, 1999.*MacLang Russian Exercises for Intermediate/Advanced Levels.* Co-Author. Self-published, 1989.**Distinctions/Awards:**

Title VI Grant for Advanced Russian language materials, 1997; Title VI Grants for Intermediate Russian language materials, 1992, 1994-96; Grant from Consortium for Language Teaching and Learning for curriculum development, 1995; Teaching Award, Harvard Danforth Center for Teaching; Phi Kappa Phi, 1982.

Selected Recent Courses:

Slav Aab: Beginning Russian (Intensive); Slav Cr: Intermediate Czech/Advanced Readings; Slav Dr: Intermediate Polish/Advanced Readings; Slav Er: Croatian/Serbian, Advanced Readings; Slav Gr: Intermediate Ukrainian/Advanced Readings; Slav 109: Theatre Workshop; Slav 114: Readings in Russian Lit. II; Slav 120r: Advanced Russian; Slav 269: Structure of Russian, for Instructors, Co-Teacher.

Research Interests: Russian language, pedagogy; nineteenth-century Russian literature (Lermontov, Dostoevsky); literary and social relations theory (Rene Girard, Bakhtin, etc.)**Language Competence: (1=Fair, 2=Good, 3=Excellent)**

	Speaking	Reading	Aural Comprehension	Writing
Russian	3	3	3	3
French, German, Polish		3		

Rivard, Melissa*Project Manager , Project Zero, Harvard Graduate School of Education***Appointed:** 1995, not tenured**Education:** Ed.M., Media and Technology in Education, Harvard Graduate School of Education, 2002
B.A., Visual Communication and Film Studies, University of Minnesota**Percent time devoted to Russia/Eastern Europe/Central Asia:** N/A**Publications:**Kuh, L. & Rivard, M. (in press). The prepared environment: Aesthetic legacies of Dewey, Montessori, and Reggio Emilia. In L. Kuh (Ed.), *Thinking critically about environments for young children: Bridging theory and practice.* New York, NY: Teachers College Press.Krechevsky, M., Mardell, B., Rivard, M., and Wilson, D. (2013). *Visible learners: Promoting Reggio-inspired Approaches in All Classrooms.* San Francisco: Jossey-Bass.Mardell, B., Rivard, M., and Krechevsky, M. (2012). “Visible learning, visible learners: The power of the group in a kindergarten classroom.” *Young Children*, pp. 12-16, 19.Rivard, M., & Krechevsky, M. (2011). Making learning visible: Redefining learning groups in school. In F. Burton, M. Krechevsky, & M. Rivard (Eds.), *The Ohio visible learning project: Stories from Wickliffe Progressive Community School* (pp. 9-22). Dayton, OH: Greyden.**Current Research:** Developing global competency in K-12 students

Roxburgh, David

Prince Alwaleed Bin Talal Professor of Islamic Art History
Department of History of Art and Architecture

Appointed: 2003; tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 25%

Dissertations/theses supervised in the past five years: 11

Education: PhD, A.M. History of Art, U. Pennsylvania 1996, 1991; M.A. Fine Art, U. Edinburgh and Edinburgh College of Art, 1988; M.A. *honoris causa*, Harvard, 2003.

Publications:“The Court of Gayumars’ from Shah Tahmasp’s *Shahnama* (‘Book of Kings’),” in *What Makes a Masterpiece: Artists, Writers, and Curators on the World’s Greatest Art*, ed. Christopher Dell (London: Thames and Hudson, 2010), pp. 182–85.

“The Rhetoric of Vision in Safavid Painting,” presented at the conference *Seeing the Past—Envisioning Islamic Art and Architecture*, University of Pennsylvania, Oct 9-10, 2009.

“Jong ii. Illustrations of Persian Jongs,” in *Encyclopaedia Iranica*, ed. Ehsan Yarshater (New York: Encyclopaedia Iranica Foundation, 2009), 15:11-14.

“Portraying the Prophet Muhammad,” workshop on *The Body of the Prophet Muhammad*, CMES, Dec 10, 2007.

Distinctions/Awards: *Mohamed Zakariya: Calligrapher*, project development, dvd, © MFA Houston 2007, New York Short Film Festival, Official Selection, 2008; Saidi Sirjani Book Award, Honorable Mention for *The Persian Album*, granted biennially by the International Society for Iranian Studies on behalf of the Persian Heritage Foundation, 2006.

Recent Courses: Intro. to Islamic Art: Visual and Portable Arts in Context; Art in the Wake of the Mongol Conquests: Genghis Khan and His Successors; Art of the Timurids in Iran and Central Asia; Art of the Islamic Book

Field Research: China; Kazakhstan and Uzbekistan; Egypt; India; Kuwait; Lebanon; Mongolia; Spain; Syria; Turkey (Armenian, Byzantine and Islamic periods: Seljuq, Beylik and Ottoman).

Language Competence:

(1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Arabic, French, German		3		
Italian, Persian, Turkish		3		

Russell, James

Mashtots Professor of Armenian Studies, Department of Near Eastern Languages and Civilizations

Appointed: 1993; tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Dissertations/theses supervised in the past five years: 4

Education: Ph.D., University of London, 1982; B.Litt., Oxford University, 1977; B.A., Columbia College, 1974.

Publications:

Ed., intro., and annotation, Arpine Khatchadourian, *The Epic of Sasun* and Jane Wingate (tr.), *The Epic of Sasun*, Belmont, MA: Armenian Heritage Press, 2013.

“On an Armenian Word List from the Cairo Geniza,” *Iran and the Caucasus* 17 (2013), pp. 189-214.

“Iranians, Armenians, Prince Igor, and the Lightness of Pushkin,” *Iran and the Caucasus* (forthcoming 2013).

“A Note on Armenian *hrmštk-el*,” *Festschrift Garnik Asatrian*, forthcoming 2013

J.R. Russell and Valentina Calzolari, “Derrière l’icône,” *Hétérographe*, Geneva, Numéro 7, Printemps 2012, pp. 74-84.

Distinctions/Awards:

Lady Davis Fellowship and Visiting Professorship, Hebrew University of Jerusalem, Israel, Spring 2009. Zohrab Publication Grants, 2005.

Recent Courses: Elementary Classical Armenian; Armenian Epic; Literature Concentration Tutorial; Mather House Seminars: “Four Cambridge Writers” and “St. Petersburg: The City as Art and Imagination”; Armenian Poetry in the 19th and 20th Centuries; Armenian Magical Texts; NELC Junior Tutorial.

Current Research: Epic of Satsun, St. Gregory of Narek, Armenian folk beliefs and practices.

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian, Armenian, Hebrew	3	3	3	3
Iranian, Greek	3	3	3	2
German, French	1	2	2	1

Sandler, Stephanie

Professor, Department of Slavic Languages and Literatures

Appointed: 2001; tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 100%**Dissertations/theses supervised in the past five years:** 13**Education:** Ph.D., M.A. Slavic Languages and Literature, Yale U., 1982, 1978; A.B. Russian Lit., Princeton, 1975.**Publications:**Olga Sedakova, *In Praise of Poetry*, translated w/ Caroline Clark and Ksenia Golubovich. forthcoming, 2014."Mikhail Eremin pishet stikhotvorenie 'Perevod,'" tr. E. Kanishcheva, *Vtoraia kul'tura Neofitsial'naia poeziia Leningrada v 1970-e-1980-e gody*, ed. Jean-Philippe Jaccard, (St Petersburg: Rostok, 2013), pp. 217-223."Zhenskaia vizual'naia poeziia v Rossii i za ee predelami," tr. Natalia Kun, *Imidzh, Dialog, Eksperiment: Polia sovremennoi russkoi poezii*, ed. Henrieke Stahl (Munich: Kubon & Sagner, 2013), pp. 155-182."Poetry after 1930," *Cambridge Companion to Twentieth-Century Russian Literature*, ed. Evgeny Dobrenko and Marina Balina. Cambridge: Cambridge University Press, 2011, pp. 115-134.**Recent Courses:** Strange Russian Writers; Subjectivities and Identities in Russian History (co-taught with Terry Martin); The Russian Elegy; Junior Tutorial (Reading Pushkin's *Evgenii Onegin*); The Creative Work of Translating**Awards:** O'Neill research award, Davis Center (2009-2014), AATSEEL Award for Outstanding Achievement in Scholarship(2012)**Current Research:** A book-length project on contemporary Russian poetry; a jointly authored *History of Russian Literature*, for Oxford University Press; an edited volume on the poetry of Olga Sedakova (*Ольга Седякова: Стихи, смыслы, истолкования*)**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	3	3	3	3

Senatore, Valerie SmithDean, Mathematics, Behavioral and Social Sciences and the International Center
Bunker Hill Community College**Appointed:** 2012; not tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** N/A**Education:**

Ph.D., Educational Psychology, Texas A&M University-Commerce, M.A., Sociology, B.A., History, University of Texas at Arlington

Publications:Smith, V.T. (in press). Teaching beyond content: Helping students avoid plagiarism. *Teaching Tips*. Association for Psychological Science, Teaching of Psychology.Cassanelli, C., Piskura, T. & Smith, V. (2012). Rate and frequency of demands on children with autism, *Modern psychological studies*.Martins, M. & Smith, V. (2012). Practitioner responses to DSM categorization of hoarding, *Modern psychological studies*.Smith, V. Reddy, J., Foster, K., Brooks, J & Asbury, T. (2011). Public perceptions, knowledge and stigma toward schizophrenics. *Journal of Public Mental Health*. 10, 1, 43-54.**Selected Distinctions/Awards:**

Community College Leadership Academy Fellow, 2013-2014, Council of Academic Division Administrators, BHCC representative, 2012-present, National Council Psi Beta Honor Society-SW Region Vice President 2008-09.

Simons, Thomas W., Jr.

Visiting Scholar, Davis Center for Russian and Eurasian Studies
Lecturer, Government Department

Appointed: 1989; not tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Education:

M.A. 1959, Ph.D. 1963, West/Central European and Islamic History, Harvard. B.A. Yale, 1958

Publications:

Eurasia's New Frontiers. Young States, Old Societies, Open Futures (Cornell U. Press, 2008).

"The U.S., Asian Security and Central Asia Before and After 9/11," Chapter 19 of Elizabeth Vie Wie Davis and Rouben Azizian, eds., *Islam, Oil, and Geopolitics: Central Asia after September 11* (Lanham, MD, Rowman & Littlefield, 2006), 271-285.

Islam in a Globalizing World (Stanford U. Press, 2003).

Selected Distinctions/Awards:

Provost's Visiting Professor, Cornell (2005-7).

Chair of the Advisory Council of the Kennan Institute for Advanced Russian Studies (2001-4).

Consulting Professor of 20th-century International History, Stanford (1998-2002).

(United States Foreign Service, retiring with the rank of Career Minister, 1963-1998)

American Ambassador to Pakistan (1996-1998).

Conference: Organizer, Policy Conference on Islam in Eurasia, co-sponsored by the Davis Center and the Kennan Institute for Advanced Russian Studies, Washington, D.C., June 6-7, 2013.

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
French, German, Polish	3	3	3	2
Romanian, Russian	2	3	2	2

Tafawa, Vilma

Executive Director, International Center
Bunker Hill Community College

Appointed: 2004; not tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: N/A

Education:

M.Ed, University of Papua New Guinea, B.A., English/Language Arts Education, University of Jos (Nigeria), Higher National Certificate in Business Studies, South West London College, UK, Diploma in Agriculture, Guyana School of Agriculture

Publications:

'Boston: Cultural Diversity in Learning Communities,' *Teaching for Our Times*, Volume 2, 2000.

'Partnership and Collaborative Agreement with Language Schools,' *Teaching for Our Times*, Volume 4, 2004;

'Strategic Direction for International Education at Bunker Hill Community College,' *Teaching for Our Times*, Volume 5, 2006.

Selected Distinctions/Awards:

Commonwealth of Massachusetts Distinguished Service Award, BHCC Board of Trustees Distinguished Service Award.

Todd III, William Mills

*Harry Tuchman Levin Professor of Literature,
Department of Slavic Languages and Literature*

Appointed: 1988; tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Dissertations/theses supervised in the past five years: 7

Education: Ph.D. Russian Lit., Columbia University, 1973; M.A., B.A. Russian, Oxford University, 1968.

Publications: “Discoveries and Advances in Literary Theory, 1960s-1980s: Neoformalism, The Linguistic Model, and Beyond.”

In Evgeny Dobrenko and Galin Tihanov, eds. *A History of Russian Literary Theory and Criticism: The Soviet Age and Beyond*. Pittsburgh: University of Pittsburgh Press, 2011. Pp. 230-49.

“Tolstoy and Dostoevsky: The Professionalization of Literature and Serialized Fiction.” *Dostoevsky Studies XV* (2011). Pp. 29-36.

“Lotman without Tears.” In *Lotman and Cultural Studies: Encounters and Extensions*. U. Wisconsin Press, 2006.

“Moral Hazard of the Russian Peasant,” (with Glen Weyl) *Journal of Political Economy* 117: 2 (April 2009).

“On the Care and Development of ‘Home-grown Disciplines.” *Slavic & East European Journal*. 51:1 (Spring 2007).

Recent Courses: Russian Civilization, Aspects and Forms of Narrative, What and When Russia Learned to Read, Pushkin, Gogol, Theory of the Novel, Theory of Narrative, 18th and 19th-century European Literature, Mellon Faculty Seminar on Interpretation.

Awards and Distinctions: Pushkin Medal, International Association of Teachers of Russian Language and Literature, 2003; Award for Distinguished Scholarship, AATSEEL, 2005.

Current Research: Semiotics, literary sociology, and cultural studies

Travel: Russia, Germany, England, France.

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian, French	3	3	3	3
German, Italian	1	2	2	1
Old Russian	-	3	-	-

Truslow, Hugh K.

*Librarian for the Davis Center for Russian and Eurasian Studies Collection,
Fung Library*

Appointed: 2008; not tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Education: M.S.L.I.S., Simmons College Graduate School of Library and Information Science, 2007, Concentration in Archives Management; B.A., University of Vermont, 1991, in Russian Language. Junior year at Moscow State University.

Publications and Presentations:

“States of Transition: Slavic Studies Research Guides and Information Literacy,” *Slavic & East European Information Resources*. Vol. 10, nos. 2/3 (2009): 276-288. (Thematic double issue on “Slavic Information Literacy: Past, Present, and Future.”)

“New Life for Interview Project: Online Resource Yields New Possibilities for 1950s Soviet Refugee Data.” *Novosti. The Newsletter of the Kathryn W. and Shelby Cullom Davis Center for Russian and Eurasian Studies*. Vol. XV, No. 1 (Summer 2008): 1-4.

Recent Workshops Offered, Selected:

“Online Journal Basics” and “Web Research in the Humanities and Social Sciences,” December 2008.

Co-organizer and presenter, Faculty Digital Resources Workshop (preconference), AAASS National Convention, November 2008.

Current Research Interests: Research guides and information literacy; Soviet archival practice; Stalin’s personal library.

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	3	3	3	3
French	1	1	1	1

Tuckerová, Veronika*Preceptor, Department of Slavic Languages and Literatures***Appointed:** 2013, not tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 100%**Education:** Ph.D and M.Phil., Columbia University, 2012 and 2006; M.Phil., The Graduate Center of the City University of New York, 2005; M.A., Charles University, Prague.**Publications:**"Village in the City: The Construction of Czech Identity in the Jubilee and the Ethnographic Exhibitions in Prague in the 1890s." *Bohemia*. (Forthcoming.)"Reading Kafka, Writing Vita: The Trials of Eduard Goldstücker." *New German Critique* (forthcoming).*Shoa in Czech Literature and Cultural Memory. Aspen Review*, July 2012.**Current Research:** Texas Czech Dialect Project, 2012 (coordinator).**Distinctions/Awards:** DAAD – Dissertation Fellowship, 2008-2009, Technische Universität Berlin; Faculty Fellow at the Department of Germanic Languages, Columbia University, NY, 2005-2008; Graduate Fellowship, CUNY Graduate Center, New York, 2002-2005; Fellowship, College for New Europe, Krakow, Poland. (Summer 2002).**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Czech	3	3	3	3
German	3	2	3	2
Russian	2	2	2	2
French	2	1	2	1

Vacroux, Alexandra*Executive Director, Davis Center for Russian & Eurasian Studies***Appointed:** 2010; not tenured**Education:** Ph.D., M.A., Government, Harvard University., B.A., Political Science & Economics. Tufts University.**Publications:**[Co-author] Russian Federation: Health System Review, *Health Systems in Transition*, vol. 13, no. 7 (2011)"Russian Resilience as a Great Power: A Response to Ambrosio," with Michael McFaul, *Post-Soviet Affairs*, vol. 22, no. 1 (January-March 2006), pp. 24-33"Regulation and Corruption in Transition: The Case of the Russian Pharmaceutical Markets," in *Building a Trustworthy State in Post-Socialist Transition*, ed. Janos Kornai and Susan Rose-Ackerman, New York: Palgrave Macmillan (2004)"Regulation: The Case of the Pharmaceutical Sector," in *Russie: Reformes Institutionnelles et Comportements des Bureaucraties*, ed. Marie Mendras, Centre d'études et de recherches internationales (2002).**Current Project:** From Peasant to Paris: A 19th and 20th Century Family History**Recent Courses:** The Comparative Politics of Eurasia**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian, French	3	3	3	3

Weir, Justin McCabe*Professor, Department of Slavic Languages and Literatures***Appointed:** 2004; tenured**Dissertations/theses supervised in the past five years:** 4**Percent time devoted to Russia/Eastern Europe/Central Asia:** 100%**Education:** Ph.D., M.A., Slavic Languages and Literature, Northwestern University, 1997, 1993**Publications:**

Todd, William Mills, and Justin Weir. Forthcoming. "Fear and Loathing in the Caucasus: Tolstoy's 'The Raid' and Russian Journalism," In *Before They Were Titans: Early Works of Dostoevsky and Tolstoy*, Ed. Elizabeth Cheresch Allen. Boston: Academic Studies Press.

The Author as Hero: Self and Tradition in Bulgakov, Pasternak, and Nabokov. Paperback Reprint. Evanston: Northwestern University Press, 2011.

Weir, Justin. 2010. *Turgenev as Institution: 'Notes of a Hunter' in Tolstoy's Early Aesthetics*. In *Turgenev: Art, Ideology, and Legacy*, Eds. Joe Andrew and Reid, Robert. Amsterdam/New York: Rodopi

Leo Tolstoy and the Alibi of Narrative, Yale University Press, 2011.

"Love and Memory in Dostoevsky's *Gambler*," accepted for Essays on Dostoevsky, eds. Joe Andrew and Robert Reid. Rodopi, expected 2010.

"Tolstoy's The Realm of Darkness and Violence," Accepted for Anniversary Essays on Tolstoy, Ed. Donna Orwin, Cambridge University Press, expected 2009.

"Turgenev as Institution: Notes of a Hunter in Tolstoy's Early Aesthetics." In *Turgenev and his Contemporaries*, eds. Joe Andrew and Robert Reid. Rodopi, 2009.

"Tolstoy Sees the Truth But Waits: the Consequences of Aesthetic Vision in Anna Karenina." Approaches to **Distinctions/Awards:** John F. Cogan Fund for Faculty Research in Russian Studies, Davis Center for Russian Studies, Harvard University (Fall term 2003);

Recent Courses: Tolstoy's *War and Peace*; The Films of Sergei Eisenstein; Russian Psychological Fiction; On Narrative; Theories of Authorship: Russian Case Studies;

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	3	3	3	3

Wisse, Ruth Roskies*Martin Peretz Professor of Yiddish Literature and Professor of Comparative Literature, Near Eastern Languages and Civilizations***Appointed:** 1993; tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 75%**Dissertations/theses supervised in the past five years:** 14**Education:** Ph.D. English Literature, McGill U., 1969; M.A. Columbia U, 1961.**Publications:**

No Joke: Making Jewish Humor, Princeton University Press (2013).

The Glatstein Chronicles (forthcoming, 2010) Yale University Press.

Jews and Power Nextbook/ Schocken (Random House), 2007. Russian edition, 2009

The Modern Jewish Canon: A Journey Through Literature and Culture. Free Press, 2000; Paperback edition, University of Chicago Press, 2003. Dutch Edition 2005; Russian edition, 2007.

If I Am Not For Myself: The Liberal Betrayal of the Jews. Free Press, 1992.

I. L. Peretz and The Making of Modern Jewish Culture. University of Washington Press, 1991.

The I. L. Peretz Reader. Schocken, 1990.

Recent Courses: Literature of Destruction; Modern Yiddish Literature.

Current Research: Modern Jewish Literature; Sholem Aleichem; Isaac Babel.

Distinctions/Awards: Senior Editor of the Library of Yiddish Classics, Schocken; National Jewish Book Award, 2001; National Foundation for Jewish Culture Achievement Award in Scholarship, 2001; Stiller Prize, Baltimore Hebrew University, 1998; Torch of Learning Award, The Hebrew University, 1993.

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Yiddish	3	3	3	3

Appendix IV: Performance Measure Forms

Attachment IV: Performance Measurement Form

1A. Increase the capacity of K-16 teachers to teach for global understanding									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
Increase global competency among K-12 educators	A. Project, Globalizing the Classroom (GtC) B. Teacher professional development events C. Development and use of digital and curricular resources								
Increase global competency among community college educators	A. Project, Globalizing the Classroom (GtC) B. Development and use of community college educator network C. Targeted events at BHCC for International Education Week								

<p>Increase global competency among students</p>	<p>A. Project, Globalizing the Classroom (GtC) B. Classroom visits and lectures; International Education Week events at BHCC; Olympiada of Spoken Russian C. Dissemination of digital and curricular resources</p>						
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1B. Increase proficiency of language learners in LCTLs at Harvard and greater community									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
<p>Increase Russian proficiency of REECA AM graduates</p>	<p>A. Russian online language textbook/MOOC B. Training sessions with B. Shekhtman</p>								

<p>Increase access to and proficiency in spoken Russian of pre-college students</p>	<p>A. Russian online language textbook/MOOC B. Olympiada of Spoken Russian</p>							
<p>Increase access to LCTL training at Harvard</p>	<p>A. BCS course B. LCTL language tutorials C. Online language textbook/MOOC in additional Slavic language</p>							
<p>Increase summer Russian language study both domestically and abroad</p>	<p>A. New Harvard summer program in Moscow B. New language courses in Harvard Summer School</p>							

1C. Increase access to information on R/E studies by diverse audiences (faculty, university and school students, interested public) by developing and disseminating resources that are detailed, informative, interesting and freely accessible online								
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3
Increase availability and visibility of new resources for broad audience	A. Davis Center Blog B. Digital and curricular modules C. Seminar recordings online D. Russian online language textbook/MOOC							
Increase availability and visibility of resources at the Harvard College Library	A. 19 th -Century Periodicals Digitization Project B. Making 20 th -Century Collections More Visible Digitization Project C. Curated exhibits of newly digitized media							

Increase reach and impact of newly developed resources	A. Development of digital marketing strategy B. Implementation of digital marketing strategy						
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