

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 # P015A140170 P015B140170

Univ of Wisconsin System/Regents

PART TWO

✓ Check the following:

World Area and Application Type (Look on the attached form in the application for this information)

REE World Area or Other is indicated. Write the World Area or Unique Configuration in top the margin of the SF 424. You may abbreviate, e.g., AF; CAN; EA, etc. This will make expedite separating the applications by world areas and unique/different configurations so that we can complete the PR numbers on the SF 424.

Comprehensive NRC and FLAS

Undergraduate NRC and FLAS

Comprehensive NRC only

Undergraduate NRC only

FLAS only

Federal Forms, Assurances, Certifications, and Statements

Original and at least two copies. We asked them to send three extra copies.

SF 424 Federal Financial Assistance

Supplemental Information for the SF 424

Assurances and Certifications, signed

- Assurances-Non-Construction Programs (SF424B)
- Certification Regarding Lobbying (ED 80-0013)
- Lobbying Disclosure Form (SF LLL)
- General Education Provisions Act (GEPA) section 427

Diverse Perspectives Statement

Government Service in Areas of National Needs Statement

Application Abstract

One page--may be single-spaced

Application Narrative

55 pages Single institution proposal

RUSSIA, EAST EUROPEAN, AND CENTRAL ASIAN STUDIES
University of Wisconsin-Madison
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Abstract

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OFFICE OF RESEARCH AND SPONSORED PROGRAMS

UW Reference # MSN177851

U.S. Department of Education

Director

**National Resource Center and FLAS Program 2014-18 Ctr. for Russia,
East Europe, and Central Asia**

This proposal has been administratively approved on behalf of the Board of Regents of the University of Wisconsin System and is submitted for your consideration. Please keep our office advised as developments occur with regard to this application.

The appropriate programmatic and administrative personnel of each institution involved in this application are aware of the sponsor's grant policy and are prepared to establish the necessary inter-institutional agreement(s) consistent with that policy.

All costs cited conform to established institutional policies and procedures. Our DHHS Negotiated Rate Agreement can be found at <http://www.rsp.wisc.edu/rates/rates.pdf>. Website: <http://www.rsp.wisc.edu/>

A final agreement is contingent upon the successful negotiation of terms and conditions acceptable to the University of Wisconsin-Madison.

We ask that you use the University's above-referenced proposal number in any future correspondence.

Questions regarding administrative matters should be directed to:

PreAward Services by email: preaward@rsp.wisc.edu or by phone: (608) 262-3822.

Questions regarding the technical nature of this application should be directed to:

The Principal Investigator.

A handwritten signature in black ink that reads "Brenda Egan".

Brenda Egan, Interim Managing Officer, PreAward Services

6/27/14

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="06/26/2014"/>	4. Applicant Identifier: <input type="text"/>
---	---

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
---	--

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
--	--

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Board of Regents of the University of Wisconsin System"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="396006492"/>	* c. Organizational DUNS: <input type="text" value="1612021220000"/>

d. Address:

* Street1:	<input type="text" value="Research & Sponsored Programs"/>
Street2:	<input type="text" value="21 N. Park Street, Suite 6401"/>
* City:	<input type="text" value="Madison"/>
County/Parish:	<input type="text" value="Dane"/>
* State:	<input type="text" value="WI: Wisconsin"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="53715-1218"/>

e. Organizational Unit:

Department Name: <input type="text" value="CREECA"/>	Division Name: <input type="text" value="College of Letters & Science"/>
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f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text"/>	* First Name: <input type="text" value="Yoshiko"/>
Middle Name: <input type="text" value="M."/>	
* Last Name: <input type="text" value="Herrera"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Director"/>	
Organizational Affiliation: <input type="text" value="CREECA"/>	
* Telephone Number: <input type="text" value="608-262-3379"/>	Fax Number: <input type="text"/>
* Email: <input type="text" value="director@creeca.wisc.edu"/>	

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015A;84.015B

CFDA Title:

National Resource Centers and Foreign Language and Area Studies Fellowships Programs

*** 12. Funding Opportunity Number:**

ED-GRANTS-053014-001 and -002

* Title:

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

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:**

Application for a comprehensive National Resource Center and Foreign Language and Area Studies Fellowships

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="2,578,000.00"/>
* 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="2,578,000.00"/>

*** 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: 06/30/2017

Name of Institution/Organization
Board of Regents of the University of Wisconsin System

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	135,625	148,203	149,595	151,001		584,424
2. Fringe Benefits	43,669	44,102	44,539	44,981		177,291
3. Travel	5,427	3,271	2,556	2,556		13,810
4. Equipment						
5. Supplies	18,408	16,853	11,339	14,891		61,491
6. Contractual						
7. Construction						
8. Other	56,130	46,830	51,230	45,830		200,020
9. Total Direct Costs (lines 1-8)	259,259	259,259	259,259	259,259		1,037,036
10. Indirect Costs*	20,741	20,741	20,741	20,741		82,964
11. Training Stipends	364,500	364,500	364,500	364,500		1,458,000
12. Total Costs (lines 9-11)	644,500	644,500	644,500	644,500		2,578,000

***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 / 2017 (mm/dd/yyyy)

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

- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that: Is included in your approved Indirect Cost Rate Agreement? or X Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.0 %

Center for Russia, East Europe, and Central Asia
University of Wisconsin - Madison
NRC Budget 2014-2018

	Page # in Narrative	Priorities Addressed	2014-15	2015-16	2016-17	2017-18
Estimated annual salary increases for faculty/staff				0,01	0,01	0,01
Fringe rates						
Faculty and academic staff salaries			0,345	0,345	0,345	0,345
Project and teaching assistant salaries			0,242	0,242	0,242	0,242
Student hourly assistance			0,041	0,041	0,041	0,041
A. SALARIES			2014-15	2015-16	2016-17	2017-18
<u>1. Administrative</u>						
Associate Director (base rate: \$88,732)	1, 21		22,183	22,405	22,629	22,855
Jennifer Tishler (25% time, 12-mo. appt; see section 8, goal 1)			7,653	7,730	7,807	7,885 <i>fringe</i>
Student hourly appointment, to assist with fiscal transactions. \$10/hour			4,500	4,500	4,500	4,500
(25% time; see section 8, goal 1)			185	185	185	185 <i>fringe</i>
Subtotal, Administrative			26,683	26,905	27,129	27,355
<u>2. Language Instruction</u>						
Central Asian Languages: Kazakh	12, 29		41,781	42,199	42,621	43,047
Lecturer (base rate: \$41,781) Courses: 1st-through 3rd-year Kazakh, plus distance-education module through CIC Course Share (100% time, 9-mo. appt; see section 8, goal 1)			14,414	14,559	14,704	14,851 <i>fringe</i>
Central Asian Languages: Azeri/Turkish			15,572	15,728	15,885	16,044
Lecturer: Funda Derin (base rate: \$47,189) Course: Advanced Azeri/Turkish (33% time, 9-mo.; see section 8, goal 1)	12,19		5,372	5,426	5,480	5,535 <i>fringe</i>
West Slavic Languages	12-13, 29		17,281	17,454	17,628	17,805
Senior Lecturer: Ewa Miernowska. Full-time rate \$52,367 Academic (33% time, 9-mo.; see section 8, goal 1) Course: Advanced Polish (3rd-and 4th-year Polish), also offered through CIC Course Share to University of Illinois			5,962	6,022	6,082	6,143 <i>fringe</i>
East Slavic Languages	28-29	NRC CPP1				
Lecturer: (UW-L). Compensation=\$1,414 per credit. Fringe rates at UW-L start at 52.64% according to ORSP (see section 8, goal 1) Course: teach third-year Russian at UW-Lacrosse, to be provided through CLP to UW-Eau Claire, Stevens Point, and Oshkosh. 2, 4-credit courses (fall and spring) Years 2-4.				11,312	11,425	11,539
				5,955	6,315	6,696 <i>fringe</i>
Subtotal, Language Instruction			74,634	86,693	87,560	88,435
			2014-15	2015-16	2016-17	2017-18
<u>3. Area and Other Instruction</u>						
Introductory Interdisciplinary Course	29		3,745	3,783	3,821	3,859
Teaching Assistant, one semester, base rate: \$34,049 (22% time, 4.5-months w/ additional 22% provided by UW; see section 8, goal 1)			906	915	925	934 <i>fringe</i>

Subtotal Area and Other Instruction		3,745	3,783	3,821	3,859
<u>4. Outreach Personnel</u>					
Outreach Director (base rate: \$52,124, Calendar)	23-26, 29				
Nancy Heingartner		26,062	26,323	26,586	26,852
(50% time, 12-mo. appt.; see section 8, goal 1)		8,991	9,081	9,172	9,264 <i>fringe</i>
Student Assistance	29				
(450 hours @ \$10 per hour; see section 8, goal 1, and p. 25)		4,500	4,500	4,500	4,500
Assists Outreach Director with planning conferences and workshops and with running Teacher Resource Library; coordinates logistics and publicity for events		185	185	185	185 <i>fringe</i>
Subtotal, Outreach Personnel		30,562	30,823	31,086	31,352
SALARIES SUBTOTAL		135,625	148,203	149,595	151,001
B. FRINGE BENEFITS					
Faculty and academic staff salaries (34.5%)		42,393	42,817	43,246	43,678
Project and teaching ass't salaries (29.5%)		906	915	925	934
Student hourly assistance (4.1%)		369	369	369	369
FRINGE BENEFITS SUBTOTAL		43,669	44,102	44,539	44,981
C. TRAVEL					
1. Domestic Travel	40				
Administrative travel to US/ED and other professional meetings (each trip @ \$400 airfare and \$105 per diem for 3 days; 3 in yr. 1; (see section 8, goal 7)		2,145	1,430	715	715
Outreach Travel for Outreach Coordinator to meet with state teachers, partner MSIs and CCs, and attend state and national conferences (4 trips in year 1 and then 2 trips @ \$250 car or airfare and \$104 per diem for 2 days) (see section 8, goal 6A)	38	1,832	916	916	916
Travel for language faculty and off-campus partners to attend ACTFL Oral Proficiency Interview training workshop Two in year 1 and then one faculty per year each trip @ \$400 and \$105 per diem for 5 days (see section 8, goal 4B)	34	1,450	925	925	925
TRAVEL SUBTOTAL		5,427	3,271	2,556	2,556
D. SUPPLIES					
Library Acquisitions (see section 8, goal 4C)	17-19, 35	14,000	14,000	10,000	14,000
Purchase of Kodeks database, together with UW School of Law (see section 8, goal 4C)	18, 35	2,500	1,500		
Office supplies, copying & communications					
For Teacher Training Workshop (see section 8, goal 6A & 6B)	39	400	400	300	250
For K-16 outreach programs (see section 8, goal 6A & 6B)	39	750	750	600	450

For M.A. degree program (see section 8, goal 5)	36		759	203	439	191
SUPPLIES SUBTOTAL			18,409	16,853	11,339	14,891

E. OTHER			2014-15	2015-16	2016-17	2017-18
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1. Teacher Training

K-12 Teacher Training institute, in partnership with WIOC, UW-L, UW-EC, Alverno College, Carthage College	23-24	NRC CPP1 NRC CPP2				
Participant travel, 7 @ \$100			700	700	700	700
Participant lodging, 7 @ \$70 for 5 days			2,450	2,450	2,450	2,450
Professional services, guest speakers 3 @ \$400			1,200	1,200	1,200	1,200
Travel and per diem, guest speakers 3 @ \$450 (see section 8, goal 6A)			1,350	1,350	1,350	1,350

CREECA K-12 Teacher Training activities, in partnership with UW SoE	24	NRC CPP2				
Participant travel, 8 @ \$100			800	800	800	800
Participant lodging, 8 @ \$70 for 5 days			2,800	2,800	2,800	2,800
Professional services, guest speakers 2 @ \$400			800	800	800	800
Travel and per diem, guest speakers 2 @ \$450 (see section 8, goal 6A)			900	900	900	900

Pre-college teacher residency program in partnership with Pushkin Summer Institute, Russian Flagship	37-39					
Participant travel, 5 @ \$300			1,500		1,500	
Participant lodging 5 @ \$70 for 5 days			1,750		1,750	
Participant meals 5 @ \$40 for 5 days			1,000		1,000	
Professional services, guest instructors			1,000		1,000	
Travel and per diem, guest instructors			1,250		1,250	
Technology fees (see section 8, goal 6B)			1,000		1,000	

2. Outreach

Visiting lecturers for Center Professional Services for 10 @ \$300	33		3,000	3,000	3,000	3,000
Travel for 10 @400			4,000	4,000	4,000	4,000
Two days' lodging and meals per diem for 10 @ \$105 (see section 8, goal 7A & 7B)			2,100	2,100	2,100	2,100

Wisconsin International Outreach Consortium Support for resource fairs for Community College Passport Program (see section 8, goal 6A)	27, 34	NRC CPP1	500	500	500	500
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Workshop for technical college faculty on Global Issues, in partnership w/Midwest Institute (see section 8, goal 7D)	40	NRC CPP1	1,500	1,500	1,500	1,500
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3. Course and Faculty Development

Registration fee for faculty or language instructor to attend ACTFL Oral Proficiency Interview workshop (2 in year 1 and then 1 per year) (see section 8, goal 4B)	34		1,800	900	900	900
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Interdisciplinary Courses: Visiting Lecturers Professional Services for 3 @ \$300	37		900	900	900	900
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Two days' lodging and meals per diem for 3@105			630	630	630	630
Travel for 3 @ \$400 (see section 8, goal 3B & 3C)			1,200	1,200	1,200	1,200
Course development grants for CREECA faculty to purchase materials for new and revised Eurasia-focused classes	32		1,500	1,200	1,200	1,200
Annual Saturday symposium for International Education FIG Years 2-4 only	31,33	NRC CPP2		300	300	300
Scholar access grants for language instructors at UW-L, UW-EC to attend professional conferences or prof. dev. opportunities (see section 8, goal 6C, and p. 29)	39	NRC CPP1	1,000	1,000	1,000	1,000
4. Consortia and Institutional Cooperation						
Professionalization workshop for master's students in REECA studies, in partnership with Kansas University, UIUC, fall 2015, 2017 (see section 8, goal 5A)	7,35			2,100		2,100
Collaborative conference on Global Indigineity, in partnership with Center for Southeast Asian Studies, Latin American Studies, African Studies, College of Menominee Nation, spring 2015 (see section 8, goal 7C)	40	NRC CPP1	3,000			
Administrative support for Baltic Studies Summer Institute (BALSSI) (see section 8, goal 2)	8,30		2,000	2,000	2,000	2,000
Administrative support, Balkan and Black Sea (BBS) Language Consortium (see section 8, goal 2)	8,30		2,000	2,000	2,000	2,000
Administrative support, Central Eurasian Studies Summer Institute (CESSI) (see section 8, goal 2)	8,31		4,000	4,000	4,000	4,000
5. Impact and Evaluation			2014-15	2015-16	2016-17	2017-18
Center evaluation (outreach surveys, focus groups, faculty surveys) (see section 8, goal 8, and pp. 34, 42)	41,46		2,500	2,500	2,500	2,500
Standardized Wisconsin Evaluation Program for Title VI (SWEPT): additional \$32,000 annually provided by UW (see section 8, goal 8)	41-42,45		6,000	6,000	5,000	5,000
OTHER SUBTOTAL			56,130	46,830	51,230	45,830
F. DIRECT COSTS			259,259	259,259	259,259	259,259
G. INDIRECT COSTS @ 8% OF ALL DIRECT COSTS			20,741	20,741	20,741	20,741
TOTAL COSTS			280,000	280,000	280,000	280,000

**Center for Russia, East Europe, and Central Asia
at the University of Wisconsin-Madison
Foreign Language and Area Studies (FLAS) Fellowships Budget
2014-2018**

We request 10 academic year awards (9 Graduate, 1 Undergraduate) and 5 summer FLAS fellowships for the grant cycle 2014-2018 for study of the following languages:

Czech, Kazakh, Persian, Polish, Russian, Serbo-Croatian, Turkish (Azeri).

Category	2014-15	2015-16	2016-17	2017-18
I. Academic Year				
Graduate Students				
Institutional payment (9@\$18,000)	\$162,000	\$162,000	\$162,000	\$162,000
Subsistence allowance (9@\$15,000)	\$135,000	\$135,000	\$135,000	\$135,000
Undergraduate Students				
Institutional payment (1@\$10,000)	\$10,000	\$10,000	\$10,000	\$10,000
Subsistence allowance (1@\$5,000)	\$5,000	\$5,000	\$5,000	\$5,000
Total Academic Year	\$312,000	\$312,000	\$312,000	\$312,000
II. Summer				
Institutional payment (5@\$5,000)	\$25,000	\$25,000	\$25,000	\$25,000
Subsistence allowance (5@\$2,500)	\$12,500	\$12,500	\$12,500	\$12,500
Total Summer	\$37,500	\$37,500	\$37,500	\$37,500
TOTAL REQUEST	\$349,500	\$349,500	\$349,500	\$349,500

GRAND TOTAL \$1,398,000

Narrative addressing GEPA Section 427

The University of Wisconsin supports the right of full and equal educational opportunity and practices non-discrimination, regardless of gender, race, national origin, color, disability, or age. We are committed to full and equitable access to, and participation in all of the programs of our National Resource Center.

In strict accordance with GEPA Section 427, the Center for Russia, East Europe, and Central Asia (CREECA) programs are committed to diversity and equal opportunity in employment and take affirmative action to employ and advance minorities, women, persons with disabilities and veterans. All openings in CREECA are advertised to conform to EO/AA criteria. CREECA posts openings systematically where minority candidates are likely to see them (e.g., on our website and minority community newspapers).

Equity and Diversity committees exist in all schools, colleges, and administrative divisions in the University of Wisconsin-Madison to identify, track, and lead diversity efforts, particularly for faculty and staff. Madison recently announced the continuation of the extremely successful \$1 million/year Faculty Strategic Hiring Initiative to recruit women and minority faculty in underrepresented departments.

We ensure that no barriers impede equal access to our programs, and to integrate under-represented groups, including those of gender, ethnicity, age, or disabilities, per GEPA Section 427 provision. We actively recruit from these groups for all positions and scholarships that we sponsor, and provide equal access to our MA degree program. UW has a formal plan to achieve educational quality through racial diversity, and we target urban areas in our outreach programs to recruit minority students into our field. The McBurney Disability Resource Center serves students with learning disabilities. All our Center's activities take place in wheelchair-accessible venues and are open to the public. We advertise activities and programs extensively to guarantee equal access to information.

**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"/>

NATIONAL RESOURCE CENTER for RUSSIA, EAST EUROPE, AND CENTRAL ASIA
University of Wisconsin-Madison
ABSTRACT

The Center for Russia, East Europe, and Central Asia (CREECA) at the University of Wisconsin-Madison (UW) is one of the very strongest centers of Eurasian studies in the United States. This is evident as measured by the University of Wisconsin's commitment to the center (described in section 1), and our extensive and high-quality graduate and undergraduate student training programs, which we discuss in terms of the quality of curriculum design (section 2) and non-language (section 3) and language instructional programs (section 4). The UW library and its collection on Eurasia is outstanding (section 5), and the quality of staff resources discussed in section 6 shows that the size, as well as and quality, of CREECA's core faculty and staff is unusually robust relative to peer institutions. Last but not least, our outreach program is innovative and impactful, as we discuss in section 7.

CREECA's capacity, influence, and dynamism in is evident in its people and its programming and is thanks in large part to a decades-long commitment by the UW as well as the generous support of Title VI funding since 1997. CREECA proposes to build on this strength, and further advance Eurasian studies in key areas at UW and in the broader field. Specifically, we have eight goals for 2014-18:

- 1) Increase access to UW Eurasian studies and language courses for undergraduate and graduate students, including new populations of previously underserved students at community colleges and Minority-Serving Institutions.
- 2) Collaborate with others in the Slavic, East European, and Central Asian field to support cross-university collaborative summer language training programs in order to provide learning opportunities and disseminate best teaching practices in the languages of our region.
- 3) Increase participation in Eurasian studies among UW students, including increasing the number of students taking Eurasian courses, the number of students gaining degrees or certificates in Eurasian studies, and the diversity of our students.
- 4) Increase the depth and quality of regional knowledge among our faculty and students, and the Eurasian language proficiency of students graduating from UW.
- 5) Offer more opportunities for our graduate and undergraduate students to learn about pathways to success in different career areas, including government, where they can use their Eurasian area expertise and language skills.
- 6) Continue to implement wide-ranging, innovative, and effective outreach programs that cultivate knowledge about and interest in the region for K-12 teachers and students, the general public, the media, business, and the academic community.
- 7) Sustain, enrich, and expand the size and diversity of the interdisciplinary community of scholars working on the Eurasian region, within the UW, within the state of Wisconsin, and across the country.
- 8) Improve the evaluation of our programs and better assess the impact of CREECA, including replicating our innovative series of alumni and student surveys.

These goals, which are discussed in detail in section 8, meet Absolute and Invitational Priorities as well as the NRC and FLAS Competitive Preference Priorities for 2014. We note these priorities in the text and also summarize our commitment to them at the end of section 8.

To achieve these goals we seek Title VI funding for 2014-18 to build on Wisconsin's sustained tradition of significant investment in comprehensive and high-quality research, instruction, and outreach on the region.

**Center for Russia, East Europe, and Central Asia (CREECA), University of Wisconsin-Madison
LIST OF ABBREVIATIONS**

NRC IP	NRC Invitational Priority		
NRC CPP1	NRC Competitive Preference Priority 1	FLAS CPP 1	FLAS Competitive Preference Priority 1
NRC CPP2	NRC Competitive Preference Priority 2	FLAS CPP 2	FLAS Competitive Preference Priority 2

AATSEEL	American Association of Teachers of Slavic & Eastern European Languages
ACIE	American Councils for International Education
ACLS	American Council of Learned Societies
ACTFL	American Council on the Teaching of Foreign Languages
ACTR	American Council of Teachers of Russian
ASEEES	Association for Slavic, East European, and Eurasian Studies
AY	Academic Year
BALSSI	Baltic Studies Summer Institute
CAILS	Central Asian Interactive Listening Series
CESS	Central Eurasian Studies Society
CESSI	Central Eurasian Studies Summer Institute
CET	CET Academic Programs (study abroad organization)
CIC	Committee on Institutional Cooperation (Universities of the Big Ten & U. of Chicago)
CIEE	Council on International Educational Exchange
CREECA	Center for Russia, East Europe, and Central Asia (UW)
CRL	Center for Research Libraries (Chicago)
DIS	Division of International Studies (UW)
FIG	First-Year Interest Group (UW)
FTE	Full Time Equivalent
GEPA	General Education Provisions Act
GLOWS	Global Learning Outcomes at Wisconsin Survey (UW)
IAP	International Academic Programs (UW)
II	International Institute (UW)
IREX	International Research and Exchanges Board
KU	University of Kansas
L&S	College of Letters and Sciences (UW)
LCA	Languages and Cultures of Asia, Department of (UW)
LCTL	Less Commonly Taught Language
MC	Madison College (formerly Madison Area Technical College)
MITA	Madison International Trade Association
MSI	Minority Serving Institution
NCEEER	National Council for Eurasian and East European Research
NICHD	National Institute of Child Health and Human Development
NSEP	National Security Education Program
NSF	National Science Foundation
OPI	Oral Proficiency Interview
PM	Performance Measure
PONARS	Program on New Approaches to Eurasian Security
REECAS	Russian, East European, and Central Asian Studies
SoE	School of Education (UW)
SSRC	Social Science Research Council
STEM	Science, Technology, Engineering, and Mathematics
SWEPT	Standardized Wisconsin Evaluation Program for Title VI (UW)
TA	Teaching Assistant
UIUC	University of Illinois at Urbana-Champaign
US/ED	U.S. Department of Education
UT	University of Texas-Austin
UW	University of Wisconsin-Madison
UW-EC	University of Wisconsin-Eau Claire
UW-L	University of Wisconsin-LaCrosse
UWSC	UW Survey Center
WIOC	Wisconsin International Outreach Consortium (UW-Madison/UW-Milwaukee NRCs)

1: Commitment to the Subject Area. Center operation: The commitment of resources by the University of Wisconsin-Madison (hereafter, “UW”) to the regions of Russia, East Europe, and Central Asia (hereafter, “Eurasia”), as described in Table 1, has reached a new height of \$5.4 million, despite budgetary pressures in recent years. Moreover, the UW’s Division of International Studies (DIS) is profoundly committed to the continued internationalization of UW, including expanding the reach of area studies programs across schools and departments on campus as well as off-campus through improved outreach. DIS

Table 1: UW Contributions to CREECA and Eurasian studies, AY 2013-14	
1. UW Support for CREECA Operations	
Supplies/equipment	\$5,000
Tech/Lab support	\$141,668
Admin support	\$79,050
Total support for CREECA Operations	\$248,927
2. UW Support for CREECA-related salaries and benefits	
REECA Area Studies Faculty	\$4,106,865
REECA Language Faculty	\$396,785
REECA Library Staff	\$171,707
CREECA Administration: Faculty and Staff	\$117,723
Total CREECA-related salaries and benefits	\$4,793,080
3. UW Support for Eurasian studies Library Acquisitions	
Acquisitions: Memorial Library	\$157,813
Acquisitions: Law Library	\$10,392
Total Eurasian studies library support	\$168,205
4. UW Support for CREECA Outreach activities	
Outreach	\$13,209
Visiting lecturers	\$10,000
5. UW Support for Eurasian studies students	
Division of International Studies (DIS) Field Research Awards	\$3,000
DIS International Internships	\$13,000
DIS scholarships for study abroad	\$49,000
Graduate assistantships	\$21,544
Graduate fellowships	\$129,500
UW support for FLAS	\$75,000
Mellon grad research awards	\$10,000
Total support for Eurasian studies students	\$301,044
TOTAL UW Contributions to CREECA and Eurasian studies	\$5,511,256

permanently supports the International Institute (II), an umbrella organization of campus area and international studies programs, including the Center for Russia, East Europe, and Central Asia (CREECA), with an annual budget of approximately \$200,000. In 2012, UW received \$750,000 from the Mellon Foundation, which was matched in equal measure by the DIS, to strengthen area and international studies, including language training, pre-dissertation graduate research awards, and innovative interdisciplinary faculty research projects. It is notable that the UW supports CREECA administration by compensating a senior faculty member to be director and UW’s contribution of .75 FTE of the associate director’s salary allows for a highly-qualified PhD-holding

professional. UW also provides CREECA with excellent physical and technological facilities.

Teaching staff: UW's most significant contribution to Eurasian studies is the long-term and continued investment in faculty positions in area studies and critical languages, as shown in Table 2. UW has 36 core professors and lecturers with primary research and teaching expertise in Eurasian studies and the languages of the region. Particular strengths of our program include

New faculty (2010-14)	2
Tenured core faculty	26
Tenure-track core faculty	3
Instructional academic staff (lecturers, faculty associates)	7
Tenured affiliated faculty	10

instruction in Russian language, as exemplified by the Russian Flagship program, Eurasia specialists in the social sciences, the teaching of East European literatures and cultures, including an undergraduate major in Polish, and

offerings in Turkish, Persian, and Kazakh language at three levels or more during the academic year and the summer term. All faculty and academic staff are eligible for regular university support to attend national and international professional conferences. UW also provides over \$100,000 annually for CREECA faculty research through internal grants, named award competitions, start-up packages for new hires, and retention packages for high-demand faculty.

Library support: UW's library system is the 13th largest research library in the US with total holdings of 8.5 million volumes in 40 specialized libraries. The Library is ranked 25th overall by the Association of Research Libraries (ARL), which evaluates physical holdings as well as electronic resources and expenditures—currently for UW a total investment of \$24 million annually on collection and staffing, of which there is substantial support for library professional staff and acquisitions in Eurasian studies (see section 5 below).

Linkages abroad: In addition to our faculty members' own personal collaborations with colleagues in Central and Eastern Europe and Eurasia, notably at the Higher School of Economics in Russia, Al-Farabi Kazakh National University in Almaty, and Charles University in Prague, CREECA is an active partner in an ongoing partnership between UW and Nazarbayev University (NU) in Astana, Kazakhstan. This agreement provides for increased mobility of faculty, staff, and students between the two universities (NRC IP).

Outreach activities: The campus has several sources of support for funding outreach activities, and CREECA has been consistently competitive in securing these funds: \$32,835 since fall 2010. We receive funds from the University Lectures Committee nearly every semester to support public lectures by distinguished scholars and public figures. We use every opportunity to introduce students to these distinguished speakers, who regularly give guest lectures in courses and meet with students in small groups. CREECA also has a small Baltic studies endowment for visiting lectures by scholars engaged in research on Estonia, Latvia, or Lithuania.

Student support: CREECA graduate students are typically very strong and receive extensive campus financial support: non-teaching University Fellowships (an average of 7 per year), Chancellor's Fellowships in the Humanities (2 per year), teaching fellowships (16 per year), project research assistantships (6 per year), and lectureships (4 per year). The Division of International Studies also offers international field research awards that enable doctoral students to conduct exploratory pre-dissertation research abroad: Our graduate students from the departments of Forest and Wildlife Ecology, History, Sociology, and Languages and Cultures of Asia (LCA) have received awards to conduct research in Belarus, Kazakhstan, and Russia. CREECA allocates resources from its partnership with Nazarbayev University to fund additional student scholarships and grants for critical language study, field research, and travel to professional conferences. In recent years our students have also obtained external fellowships from the Fulbright program, the SSRC, IREX, ACIE, NSEP, and the NSF.

Annually 3-5 undergraduate Polish majors receive scholarship support and one graduate student in Polish studies receives a full fellowship from the Lapinski Scholarship fund, a \$1.13 million endowment in the Slavic department. In addition, the Mortenson-Petrovich Scholarship fund in the history department supports three annual undergraduate scholarships for students working on Russian history, as well as graduate research awards and academic symposia.

Goals for Criterion 1, Commitment to the Subject Area: CREECA plans to continue to leverage Title VI funds for increased campus and external support. In an era of budget

constraints, UW has made it clear that the campus strategy will be to build on strength, rather than supporting weak or declining programs. We plan to combine Title VI funds with campus resources to support high-quality center staff and faculty, to provide additional Eurasian languages and courses, and to further CREECA’s outreach efforts.

2: Quality of Curriculum Design. UW offers extensive and well-constructed degree programs in Eurasian studies at the undergraduate and graduate levels as well as study-abroad and summer language programs. Table 3 summarizes the content, credit requirements, and numbers of students in Eurasian studies programs at UW.

Undergraduate programs: The Russian major has three tracks: Language and Literature, Language and Civilization (focused more on area studies), and a track for native Russian speakers. There is also a Polish major and a major in Languages and Cultures of Asia (LCA).

Degree Program	Minimum Requirements of Degree	Degrees 2010-14	Current
Undergraduate major in Russian Language and Literature	36 credits: 20 credits in language courses above 4 th -semester Russian; one 4-credit culture course; three literature courses (one at 400-level).	19	20
Undergraduate major in Russian Language and Civilization	36 credits: 20 credits in language courses above 4 th -semester Russian; one 4-credit culture course; interdisciplinary course in Russia; 9 credits in Russian area studies courses.	23	19
Undergraduate major in Russian for Native speakers	36 credits: 20 credits in language courses above 4 th -semester Russian; one 4-credit culture course; three 4-credit literature courses.	6	2
Undergraduate major in Polish	24 credits: 9 credits in language courses above 4 th -semester Polish; 3 credits of literature in Polish; 6 credits of literature in translation; 6 credits in Polish and Central/East European culture and area studies.	6	10
Undergraduate major in Languages and Cultures of Asia: Languages Track	30 credits, including 4 semesters of language (Kazakh, Uzbek, Turkish/Azeri), LCA 600 capstone seminar, 3 courses in LCA courses numbered 300 or above.	4	2
Undergraduate Certificate in REECAS	21 credits, including one interdisciplinary course; 3 courses from at least 2 departments in history and the social sciences; 3 courses in literature and the arts.	24	16
Graduate certificate in REECAS	12 credits in at least 3 departments; 1 seminar paper using original language material; 2 years or the equivalent of language study; M.A. or PhD in a discipline.	4	4
Interdisciplinary MA in REECAS	22 credits of interdisciplinary course work, including 3 graduate seminars and one introduction to Eurasian studies course; regional language study each term (4 semesters of language study minimum).	10	7

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MA in Slavic Languages and Literature	30 credits, including 3 2-credit “professional courses” in literary theory, linguistics, and pedagogy, 3 3-credit “foundational courses” in Russian literature, and 2 graduate-level seminars; students must achieve a ranking of Advanced Low or higher in Russian (ACTFL proficiency guidelines) on 3 of 5 exams (reading, writing, listening, speaking, grammar).	4	8
MA in LCA (concentration in Central Asian languages)	24 credits, including two courses in literature and/or linguistics; two seminars or pro-seminars in the Department of LCA; master’s thesis. Students must have 3 years (6 semesters) of an Asian language offered by the Department, or 2 years (4 semesters) of two Asian languages offered by the Department.	3	2
PhD in Slavic languages and literature	51 credits, including one graduate seminar beyond the MA (3 total), 2 2-credit “professional” courses and 3 “foundational courses”; 9-12 credits in a PhD minor; 2 semesters and reading knowledge of a Slavic language other than Russian; reading knowledge of French or German; dissertation; ranking of Advanced Low or higher in all four modalities of the language (ACTFL proficiency guidelines) on 5 of 5 examinations.	4	13
PhD in LCA (concentration in Central Asian languages)	39 credits, including 4 seminars; two courses in literature and/or linguistics; three years of a major language, two years of a secondary language; dissertation; PhD minor.	1	3
PhD minor in REECAS	9 credits of graduate-level courses in Russian, East European, or Central Asian Studies in 2 departments outside the student’s major department.	2	2

Graduate programs: CREECA has offered an interdisciplinary MA program in Russian East European, and Central Asian Studies since 2001. The MA program provides regional, language, and research training for those who seek employment in government service or the non-profit sectors, including Eurasia Foreign Area Officers (FAOs) from the US Army and other military branches. Each year we receive more than 30 applicants to our program. In 2012, we streamlined the requirements for the MA and identified more summer courses that would allow for year-round instruction. All students are benefitting from the revised curriculum, but the potential to earn a degree in 12 months allowed us to recruit more FAOs into the program: 2 are currently enrolled with 3 additional FAOs joining the program in 2014-15.

CREECA’s courses also supplement professional school degrees at UW: JD (Law School), MA in International Public Affairs (LaFollette School of Public Affairs), BS in International Agriculture and Natural Resources (College of Agriculture and Life Sciences), certificate and BS in International Business Studies (Business School), certificate in Global Health, and an international concentration for MA students in Urban and Regional Planning.

Beyond formal degree programs, CREECA offers informal academic training opportunities for graduate students, including interdisciplinary graduate student workshops in History, Political Science and Sociology, which provide a forum where members present and discuss their works in progress. Graduate students also present their research at CREECA's weekly lecture series. Additionally, CREECA arranges for graduate students to meet with all visiting lecturers, helping them form valuable professional contacts.

Academic and career advising: Undergraduates and graduates in our programs have access to a broad array of resources for academic and career advising. The Slavic department provides an advisor for undergraduate majors in Russian and Polish. Faculty from the Central Asian Studies program and CREECA (Schamiloglu, Herrera, Tishler) advise Eurasian studies, MA and certificate students. The UW also maintains a Cross-College Advising Service for students who have not yet declared a major, and there is a Ph.D.-credentialed career advisor for International Studies, Political Science, and Sociology, and an International Directions Advisor, run through the Language Institute, who provides academic and career advising. In spring 2013, the Wisconsin area and international studies centers launched a new Center for International Advising, a one-stop, cross-campus advising service that provides guidance to students who want to explore international opportunities on campus and around the world.

CREECA also provides career advice and assistance to students who want to work in the region. We announce jobs requiring regional expertise on our student email lists and social media sites. We also invite alumni in various fields back to campus to interact with students. In the 2013-14 academic year we hosted UW alumni Robert Moser, a political scientist, sociologist Marina Zaloznaya, Ryan Prinz, who uses his Russian language skills in the National Endowment for Democracy, and Colonel (ret.) Christopher Kolenda, a senior advisor in the Department of Defense. In addition, CREECA regularly hosts information sessions for students by governmental and non-governmental agencies, including the State Department, CIA, and NSA.

To enhance the professional and career skills of our graduate students, CREECA has

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collaborated since 2009 with its partner centers at the Universities of Texas (UT), Illinois (UIUC), and Kansas (KU) to jointly sponsor bi-annual one-day professionalization workshops for REECAS MA students, where our alumni lead discussions on using foreign languages and regional expertise in government, education, business, and non-profit careers.

Research and study abroad: UW provides extensive overseas opportunities across the region, and is continually seeking to expand these. The Division of International Studies provides campus funding for an International Internship Program; among the worldwide placements 2010-14 were internships in Croatia, Poland, and Russia. From September 2010 through May 2014, Wisconsin students participated in the ACTR programs in Moscow, St. Petersburg, and Vladimir (52 students), in the ACTR Flagship Program in St. Petersburg (11 students), in the CIEE programs in Budapest (3 students), in the CET programs in Prague (14 students), and the CIEE programs in Prague (78 students) and Warsaw (1 student). In the professional schools, the College of Engineering sponsors programs at technical universities in Budapest (44 students, 2010-14), Prague (18 students, 2010-14), and Ankara (1 student, 2011), and the School of Business sponsors an exchange at the Warsaw School of Economics (1 student, 2014). In addition to standard study abroad programs, we offer short-term, faculty-led seminars abroad for students. Since 2007 Tomislav Longinovic (Slavic) has taught a four-week summer seminar in Croatia, "Conflict and Culture" (47 students in the past 4 years).

Access to study abroad and summer language programs: Each semester over 1,000 students attend the UW Study Abroad Fair, which provides information about campus and national programs for every region of the globe. UW's International Academic Programs (IAP) offers peer advising, a resource library on UW and non-UW study abroad opportunities, and assistance transferring credits earned abroad in non-UW programs. To maximize language gain, CREECA and UW provide funding, access, and administrative support for domestic and overseas summer language study. CREECA facilitates summer language training through summer FLAS awards to UW students. UW students who complete summer language study

elsewhere use the online Summer Course Equivalency Service, which streamlines course equivalencies and credit transfer.

We seek funding to continue participation in summer language consortia with the Univ. of Pittsburgh (Balkan and Black Sea Language Consortium), the Baltic Studies Summer Institute (BALSSI), and the Central Eurasian Studies Summer Institute (CESSI). UW has been a member of the Baltic Studies Summer Institute (BALSSI) since its inception in 1994, and we are proud to have hosted it in 2009-11. BALSSI is the only summer language program in the US to provide intensive, proficiency-based instruction in elementary Latvian, Estonian, and Lithuanian.

In 2010, CREECA joined five other NRCs to establish the Central Eurasian Studies Summer Institute (CESSI) consortium. By incorporating formal pedagogical training and systematic evaluation, CESSI ensures high quality instruction and state-of-the-art assessment of outcomes. CREECA has hosted CESSI since 2011, and since its inception, CESSI has offered instruction during the summer in beginning and intermediate Kazakh, Uyghur, and Uzbek. In 2013 the CESSI board approved CREECA's proposal to host the institute for a second three-year term, 2014-16. Since 2013, CESSI has received a significant investment of resources from the UW-Nazarbayev University project, which has allowed for enhanced linkages between NU instructors of Kazakh and UW and CESSI teaching faculty (**NRC IP**).

Goals for Criterion 2. Quality of Curriculum Design: In the coming years CREECA seeks Title VI funding 1) to increase access to UW-Madison courses by students in Minority Serving Institutions (MSI), community colleges, and other UW-system schools; 2) to increase the number of students in our undergraduate and graduate degree programs; 3) to increase numbers of students pursuing summer Eurasian language study, 4) to increase the depth of Eurasian studies knowledge and language proficiency at UW; and 5) to improve career development training for our MA students. We discuss these goals and performance measures (PMs) in section 8.

3: Quality of Non-Language Instructional Program. Eurasian studies courses: UW offers 149 non-language courses related to Eurasia with at least 25% area content in 27

departments (Appendix 1: Course List). These courses comprehensively cover the countries of the region: Russia (69 courses), Eastern Europe (30), Central Asia (17), and combinations of them (33). UW's non-language curriculum is one of the strongest in the country as measured by depth of course offerings, particularly in History, Political Science, and Slavic Languages and Literature (Appendix 1).

Depth of course coverage: CREECA encourages its faculty to offer new courses and add regional coverage to existing ones. Since fall 2010, CREECA faculty have collaborated in the development of First-Year Interest Groups (FIGs) focused on Eurasia in order to have an impact on students from their very first day of class at UW. A FIG is a self-selected group of 20 first-year students who take three linked courses during their first semester in college; for example, a core seminar on a Eurasian studies topic (in a specific department), first-semester Russian language, and another Eurasian studies area course. FIG students benefit from a range of improved learning outcomes generally (grades, graduation rates, skills development); in our experience FIG students are also more likely than their non-FIG counterparts to remain significantly involved in study of the region, whether by majoring in Russian, declaring the undergraduate certificate in REECAS, or joining the Russian Flagship. Table 4 summarizes four recent and one upcoming FIG that have been organized and offered by CREECA.

Year	Instructor	Core Seminar Course	Second linked course, in addition to Slavic 101, First Semester Russian
2010	Theodore P. Gerber	Sociology 170: "Russia in the Contemporary World"	Political Science 106: Introduction to Comparative Politics
2011	Manon van de Water	Theatre and Drama 219: "Russian Performance and Culture"	Lit Trans 201/203: Survey of 19th c. Russian Literature in Translation I
2012	Yoshiko M. Herrera	Political Science 100 : "Russian Politics and Culture"	Lit Trans 201/203: Survey of 19th c. Russian Literature in Translation I
2013	Robert J. Kaiser	Geography 353: "Geopolitics of Russia and Eurasia"	Political Science 633: Russian Politics
2014	Kathryn Hendley	Political Science 100: "Law and Disorder in Post-Communist Societies"	Political Science 106: Introduction to Comparative Politics

UW's professional schools incorporate regional issues into their regular course offerings, such as International Business Transactions, International Law courses, and School of Education

(SoE) curriculum development courses for prospective social studies teachers. Since 2006 the UW SoE has required teacher education students to take courses on a culture outside the US, and we have promoted Eurasian studies courses to fulfill this requirement.

Interdisciplinary courses: The importance of interdisciplinary perspectives at UW is reflected in the three courses that CREECA coordinates: “Russia: An Interdisciplinary Survey,” “Eastern Europe: An Interdisciplinary Survey,” and “Central Asia from the Silk Route to Afghanistan.” The Central Asian course (cross-listed in LCA and History), is now offered every spring. The Russia and Eastern Europe courses (cross-listed in Geography, History, Political Science, and Slavic) are offered in alternate years; 10 faculty from 6 departments, off-campus affiliates, and visiting scholars from other universities participate in these courses. The course on Russia is popular, with enrollments between 55 and 75 students, and average evaluations of 4.25 on a 5-point scale. In spring 2014 the Eastern Europe course and Central Asia course enrolled, respectively, 33 and 27 students. Students have access to 23 other interdisciplinary and cross-listed courses, such as popular courses on Islamic culture and Shamanism (See Appendix 1).

Faculty: Wisconsin has an exceptional group of 36 professors available to teach Eurasian area studies courses (see section 6 and Appendix 2). UW’s institutional commitment to Eurasian studies allowed for the hiring of two tenure-track assistant professors in recent years who are core CREECA members based on their research and teaching interests: Maria Belodubrovskaja (2012, Communication Arts), a specialist on Soviet film of the Stalinist era, and Kathryn Ciancia (2013, History), who teaches undergraduate and graduate courses in Central European history.

Pedagogy training: UW demonstrates outstanding commitment to instructional assistant training and provides multiple opportunities for general and specialized training each year. The College of Letters & Science (L&S), for example, conducts annual teacher training workshops, led by award-winning Teaching Fellows; recent fellows include students affiliated with CREECA from the departments of Slavic and Sociology. These workshops prepare TAs for classroom teaching and provide training in the issues of diversity and sexual harassment.

Pedagogy support services on campus, including the Teaching Assistant Resource Center, have full-time staff to work with new and returning TAs. UW College of Letters & Science (L&S) holds mandatory, full-day training sessions for TAs in our writing-intensive courses.

Departments supplement this with their own teaching support systems to provide TAs with regularly scheduled training sessions, counseling, and evaluation of their classroom performance.

Goals for Criterion 3, Quality of Non-Language Instructional Program: In order to improve the quality of CREECA’s non-language instructional program, CREECA seeks Title VI funding for 2014-18 in order to: 1) increase participation in regional courses by UW System and MSI faculty and students; 2) expand our FIG offerings; 3) develop new regional courses, and redesign existing courses to include Eurasian studies content; and 4) to increase enrollments in core interdisciplinary courses and other Eurasian area courses (see goals 1 and 3 in section 8).

4: Quality of Language Instructional Program. Language courses and levels: UW offers regular academic year instruction in 7 languages of the region, 5 of which are available at the third-year level or higher (Table 5). For most languages there is more than one instructor available; for Russian there are 10 faculty who teach language courses, in addition to graduate teaching assistants. In the summer term, UW regularly offers 4 languages at 3 levels, with 8 faculty and 6 TAs participating in teaching. With Title VI funding, CREECA supports three

Table 5: UW Languages offered, with levels and number of faculty

Academic Year			Summer Term		
Language	Levels	Faculty	Language	Levels	Faculty/ Instructors
Czech	2	1			
Kazakh	3	1	Kazakh	3	3
Persian	3	2*	Persian	3	3
Polish	5	2			
Russian	6	10	Russian	3	6*
Serbo-Croatian	2	1 (1*)			
Turkish/ Azeri	3	1 (1*)	Turkish	2	2
* TA-taught			Uzbek	1	1
			Uyghur	1	1

levels of instruction in Kazakh, advanced Polish, and a third-year Azeri/Turkish course with the development of curricular materials to assist students with some background in Turkish to reach advanced-level Azeri.

In 2010, UW received funding for a Russian Flagship, a major initiative of NSEP that aims to bring undergraduates to a professional level of competence in critical world languages,

including Russian, and in 2012 funding for Project GO, which funds contracted ROTC students to take critical languages. The addition of the Russian Flagship and Project GO funding at UW allows first- through third-year Russian to be taught at UW during the summer session, and three advanced-level courses beyond fourth-year Russian (a two-semester sequence in the history of Russian culture and contemporary Russian culture, plus a third advanced-level course selected in consultation with an advisor). In addition, CREECA has hosted CESSI since 2011, allowing for summer instruction in Kazakh, Uzbek, and Uyghur. The combination of academic-year and summer courses creates additional pathways for students who want to study these critical languages and allows them to reach higher levels of proficiency faster.

Since 2011, UW has offered advanced Polish courses to students at the University of Illinois through distance technology and CIC CourseShare (CIC is a consortium of the Big Ten universities plus the University of Chicago). During the past 4 years CREECA has also provided distance Kazakh instruction to students at Indiana University and the University of Michigan through CIC CourseShare and we have hosted instruction in Czech and Mongolian. Our experience suggests that the CIC CourseShare program is a promising avenue for delivery of some less commonly taught languages (LCTLs) and Wisconsin is well positioned as the home (sending) campus of Polish and Kazakh in 2014-18.

Table 6: Enrollments (See Appendix 1 for other enrollment data)

First-year language	F10	F 11	F 12	F 13
Czech (1 st -year in odd-numbered years)	1	10	2	1
Kazakh (taught since fall 09)	6	--	1	2
Persian	18	12	10	12
Polish (intensive grad course in 2011, 2013)	16	11	15	10
Russian	95	78	80	58
Serbo-Croatian (new two-year sequence)	13	14	15	--
Turkish	13	14	7	7
Upper levels				
Kazakh (3 rd year; taught since fall 09)	3	3	3	--
Persian (3 rd year)	5	5	4	1
Polish (3 rd / 4 th year)	12	11	8	10
Russian (3 rd year)	25	24	20	32
Russian (4 th year)	18	22	16	14
Turkish/Azeri (3 rd year)	3	1	4	2

Enrollments: Enrollments in our first-year Russian classes are robust, and more students are continuing into the upper levels (see Table 6). As shown in Table 6 enrollments in first-year Polish and Serbo-Croatian are stable. We believe that enrollments in the LCTLs of Central Asia

(Turkish, Persian, and Kazakh) will increase with more active recruiting, greater non-language coverage of the region, and interest among our MA students.

Language instruction in other disciplines: Wisconsin offers language-across-the-curriculum and content-based language classes, with separate discussion sections for students with advanced levels of Russian (e.g. “Russia Today in Literature and Film”). Many graduate courses and PhD programs require the use of regional languages in research, and REECAS MA students have to demonstrate use of regional languages in their work. In the Russian Flagship program, students take an individual one-credit tutorial in Russian area studies or the student’s major area of study, which has included anthropology, biology, economics, geography, history, Russian literature, linguistics, physics, and political science, among others; in these tutorials, students read and discuss materials in Russian and write a 5-page paper in Russian on the subject of the tutorial.

Language faculty: Wisconsin has 8 tenured faculty members and 4 full-time, permanent instructional academic staff with the rank of senior lecturer or faculty associate who teach in the Eurasian language programs. Slavic Department faculty (David Danaher, Karen Evans-Romaine, Ewa Miernowska, Andrew Reynolds, Irina Shevelenko, Jennifer Tishler, Anna Tumarkin) and Languages and Cultures of Asia faculty (Uli Schamiloglu) have all participated in an American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) workshop or other significant training in language teaching. Evans-Romaine, the director of the Russian Flagship program at UW, is a leader in the field of Russian language education, a former director of the renowned Middlebury College Davis School of Russian, and co-author of *Golosa*, the most widely used introductory Russian language textbook in the United States. She has reviewed and rated Intermediate High, Advanced- and Superior-level Russian-language testing materials in reading and listening for the Defense Language Institute and for American Councils for International Education (ACIE). Evans-Romaine has taught Russian language at all four levels. She and Tumarkin are both ACTFL-certified OPI testers in Russian, as are four current

Teaching Assistants (three in the Slavic Department, one in Second Language Acquisition with a Slavic minor). There are a number of other faculty whose pedagogical achievements stand out, including the senior lecturer in Polish, Ewa Miernowska, recognized this year for her excellence in teaching with the prestigious College of Letters & Science academic staff mid-career award.

Language pedagogy training: UW has demonstrated an abiding commitment to training in language pedagogy. Russian-language TAs must take a four-day language-teaching workshop run by the UW Language Institute and a two-credit graduate-level course on Teaching Methods in Slavic Languages with their first teaching assignment. They also take a required teaching practicum every semester of their appointment. The language program director, Anna Tumarkin (PhD, Russian Literature), supervises Russian-language TAs, monitors their training, and runs the weekly practicum, observes them in the classroom, conducts the department-wide annual assessment, and provides academic and career advising. Tumarkin has been teaching Russian language courses at all levels for 18 years and has received two UW teaching awards.

In the Department of Languages and Cultures of Asia, faculty associate Erlin Barnard (PhD in Second Language Acquisition) provides additional pedagogical training to Central Eurasian language instructors. Instructors in the Central Eurasian Studies Summer Institute participate in a week-long orientation which focuses heavily on pedagogy and syllabus design. As faculty director, Schamiloglu observes the summer instructors, provides feedback, and organizes additional opportunities for professional development.

Performance-based instruction: The language instructional programs in Slavic and LCA all emphasize development of oral and written performance abilities that correspond to the ACTFL proficiency guidelines for novice, intermediate, advanced, and superior levels. UW's Russian language curriculum has focused particularly on strengthening advanced language training and the Russian Language Flagship at UW is a critical part of this strategy. To date nine students have completed the academic-year Russian Overseas Flagship Program at St. Petersburg University and achieved Superior-level proficiency in three modalities (speaking, listening,

reading); 12 students have been admitted to the Overseas Flagship for 2014-15, 8 of whom received Boren Scholarships, a remarkable indicator of the quality of the UW Russian language students. In addition to required coursework, the Flagship program requires 2-3 hours per week of non-credit individualized and small-group tutoring for students at all levels. The success of UW's Flagship Program, which in fall 2014 will enroll a total of 43 students from various majors, testifies to the quality of its Russian language training, its national leadership in international education and research, and its outstanding commitment to language learning and to the internationalization of the undergraduate curriculum across programs of study.

In the Slavic department, the Czech, Polish, and Serbo-Croatian language programs emphasize performance-based instruction; students are tested each semester on real-world tasks in all four modalities. Both Czech and Polish have either developed materials used by or are teaching via distance learning on other campuses. David Danaher has developed innovative pedagogical materials for teaching Czech that are used at UW, the University of Texas, Indiana University, Kansas University, and Brown University. These include a web-based alphabet and sounds tutorial, an outline of Czech grammatical structure, and text-based cultural materials for different levels of instruction. Ewa Miernowska teaches Polish language at all levels and regularly teaches Polish via videoconferencing, with additional individual consultations via Skype, to students at the University of Illinois. The Slavic Department also assesses language proficiency with official tests done by the Polish Association of Language Testers that refer to European standards. The teaching follows the standards of the Common European Framework of Reference. In 2011-12 the Czech program adopted a new textbook geared toward meeting proficiency goals in the Common European Framework.

Uli Schamiloglu, the current president of the American Association of Teachers of Turkic Languages, has also been active in the drafting of proficiency guidelines for the languages of Central Asia. He led the Central Asian Interactive Listening Series (CAILS) project, which expanded US national capacity in critical Turkic languages of Central Asia. Housed in the UW

Language Institute, CAILS was supported by a US/ED grant to develop online lessons in Kazakh and in Uzbek. These lessons, which are freely available at the CAILS web site, are designed to enable students with Intermediate-level proficiency in either language to achieve Advanced-level listening comprehension. As part of the ongoing agreement between UW and Nazarbayev University Schamiloglu and Evans-Romaine are part of a team of UW language and pedagogy specialists advising NUs Department of Kazakh Language, Literature, and Culture. This partnership allows for professional development opportunities in developing curricula, training, and assessments in LCTLs for partners at both campuses (NRC IP).

Resources for language teaching and practice: In addition to performance-based teaching in the classroom, student learning is supported by UW Learning Support Services, which has one of the most sophisticated digital learning labs in the country and provides training on the use and development of instructional technology. The Language Institute promotes collaboration for research, education, and outreach in languages, literatures, and cultures. UW also has a PhD program in Second Language Acquisition, which enhances the teaching of languages on campus. Outside the classroom, students practice their language skills in weekly language tables and student-led cultural organizations, as well as the International Learning Community, which houses 8 different language groups, including Russian.

Language proficiency assessment and requirements: Our Slavic department boasts one of the nation's strongest assessment programs in Russian language. The program includes a computerized grammar and syntax exam, Moodle-based tests in reading and listening based on ACTFL Proficiency Guidelines, a traditional pencil-and-paper essay exam to assess writing, and an OPI by one of the two department faculty who are ACTFL-certified testers. Slavic graduate students who are non-native speakers of Russian must achieve Advanced Low or better in all four modalities of the language and pass the grammar exam. Most exceed these standards.

In order to better assess our MA and FLAS students' linguistic competence, and to provide benchmarks for future improvements to our program, CREECA evaluates students'

Russian language skills in speaking, reading, listening, and knowledge of grammar. Having this information allows us to make improvements in advising, placement, and curriculum planning. We have emphasized Russian as the language that most Eurasian-focused students study in common and the language for which we have the strongest assessment infrastructure in place.

Goals for Criterion 4, Quality of Language Instructional Program: While the quality of instruction in Eurasian languages at UW is very high, CREECA has plans for improvement in four areas over the next four years: 1) to expand advanced technology in teaching Central Eurasian languages (see section 8, goal 1, PM 1B); 2) to increase the number of students taking AY and summer language courses at UW, at our partner institutions, and overseas (see section 8, goals 2 and 3); and 3) to increase the language proficiency of more students (section 8, goal 4).

5: Strength of Library. Holdings: UW's collection on the Eurasian region is one of the best in the country, with Slavic, East European, and Central Asian holdings now totaling 320,000 titles, including 256,500 in languages of the region, together with more than 65,000 titles about the region in English or other West European languages. This includes a growth of over 14,500 titles in the languages of the region over the last four years. Memorial Library, the largest library at UW, has active subscriptions to over 1,000 periodicals from or about the region.

Significant regional coverage can be found in other campus libraries as well. UW owns a rare collection of 22 Russian icons and 96 Soviet paintings in socialist realist style, and is also home to the Rzhnevsky Collection, one of the largest North American collections of films (over 300) from the Soviet Union. The Wisconsin Center for Pushkin Studies in the Slavic Department holds more than 8,000 works on Pushkin.

The Michael B. Petrovich Reading Room in Memorial Library, a 4,056 square-foot facility, offers ready access to basic reference works on the region, including bibliographies (both national and topical), serial indexes, library catalogues, archival guides, statistical handbooks, census material, encyclopedias, and language dictionaries. In addition to print materials, UW provides online access to many electronic resources, including licensed full-text

and citation databases, bibliographies, abstracting services like the American Bibliography of Slavic and East European Studies and MLA International Literature, electronic journal databases such as the Central and East European On-line Library, and newspapers and news services (including the complete digital back files of *Pravda*, *Izvestiia*, *Literaturnaia gazeta*, *Argumenty i fakty* and *Iskusstvo kino*). In addition, UW provides access to the Eastview publications, the digital version of the Foreign Broadcast Information Service Daily Reports, the 2002 Russian census, as well as the on-line Russian Academy of Sciences Bibliographies. To further improve access to resources, the library has created, with CREECA's assistance, a Russian, East European, and Central Asian web site with descriptions of individual parts of the collections, a guide to social science materials, links to other collections and resources, and full-text online editions of newspapers, journals, and other publications of the region.

The Law Library and CREECA have collaborated on a subscription to "Kodeks," an online English-Russian database of Russian law that includes legislation from the major cities, republics, regions, and territories of the Russian Federation. This search engine is used by students and faculty in law, business, economics, and political science.

Support for acquisitions and staff: For fiscal year 2013-2014, UW has budgeted \$147,202 for new acquisitions in Eurasian studies. The Slavic librarian leverages these funds by using exchanges rather than purchases when possible. The library maintains active exchanges with almost 100 partner institutions in the region, particularly with the national libraries and academies of Eastern European countries, as well as libraries in provincial cities in Russia and Poland, including Cheboksary, Rostov-na-Donu, Voronezh, Wrocław, Lublin, and Poznan.

Over and above the acquisitions budget; cataloging and processing cost about \$39 per item and are paid by UW. Two fulltime librarians (a bibliographer and an original cataloger) and 1.75 FTE support staff work on the Slavic, East European, and Central Asian collection in Memorial Library. In addition to his collection development duties, the Slavic bibliographer, Andrew Spencer, who holds an MA in Soviet and East European studies and an MLS from

Indiana University, provides customized bibliographic instruction sessions in many Eurasian studies courses, introducing students to the major resources and indexing tools available to them for the subject area of their specific courses. Spencer also provides in-depth reference assistance to students and faculty working on projects in the Slavic, East European, and Central Asian area.

Access to materials: The library resources of the Madison campus are made available to every institution of higher education in Wisconsin through the statewide Voyager-based integrated library system and the Wisconsin Universal Borrowing Service. The CIC libraries (the Big Ten plus University of Chicago) have committed themselves to free or low-cost resource sharing, priority service interlibrary loan, and rapid delivery of materials. Students access CIC catalogues via the electronic library and request interlibrary loans online. UW-Madison ranks 3rd in the ARL in number of items lent to other libraries with 104,282 being lent in 2011-12. In the same period UW-Madison users requested 82,240 items on interlibrary loan for materials not held by UW-Madison libraries. UW-Madison is a full member of the CRL in Chicago, thus our grad students and faculty have full borrowing privileges for materials in the CRL collection.

Goals for Criterion 5, Strength of the Library: We will support UW Library acquisitions related to Eurasia, to serve as a teaching and research resource for our expanding network of students and scholars (see section 8, goal 4).

6: Quality of Staff Resources. Qualifications of faculty and staff for center activities: As noted above, Wisconsin has a remarkably large number of faculty focused on Eurasia, with at least 36 professors who teach courses on the region, distributed across 16 departments, many of which are very highly ranked nationally (e.g. Geography and Sociology are regularly ranked in the top three nationally, Slavic in the top five, History and Political Science in the top fifteen). Profiles of CREECA faculty and staff are in Appendix 2; they demonstrate that our faculty maintains a world-class reputation, particularly in languages, literature, and the social sciences. This concentration of faculty working on the region at UW is unusually strong, relative to our peer institutions, and CREECA has substantial depth in particular departments, including three

faculty focused fully on Eurasia in Political Science (Gehlbach, Hendley, Herrera), and three in History (Ciancia, Hirsch, McDonald).

Moreover, our faculty associates, who have a partial or secondary research or teaching interest in the region, represent a considerable additional pool of expertise in our intellectual community that we tap for our courses and outreach programs. Andrew Kydd works on international security, the Cold War, and US-Russian relations. Phillip Kim (School of Business) has published research on entrepreneurship in five East European countries. Mutlu Ozdogan (Forest and Wildlife Ecology) is carrying out a large study of deforestation in Russia.

Our off-campus affiliates are an additional resource for lectures and outreach events. Recent participants include historians Neal Pease, Winson Chu, and Christine Evans (UW-Milwaukee) and Sarah Kent, a historian of the former Yugoslavia (UW-Stevens Point). In 2013-14 we welcomed two new affiliates: Elizabeth Peacock, an assistant professor of anthropology at UW-La Crosse, and Ora John Reuter, assistant professor of politics at UW-Milwaukee.

A sampling of faculty activities and distinctions in the last four years demonstrates their remarkable productivity and accomplishments. In that time CREECA faculty published 22 books and 84 articles focused on Russia, East Europe, and Central Asia. Particularly noteworthy are Longinovic's *Vampire Nation: Violence As Cultural Imaginary* (2011), van de Water's *Theatre, Youth, and Culture: A Critical and Historical Exploration* (2012) and Herrera's, *Mirrors Of The Economy: National Accounts And International Norms In Russia And Beyond*, an honorable mention for the 2011 Ed A. Hewett book prize, sponsored by NCEEER.

Our professors are highly visible in the governing bodies of their disciplines. They serve as the officers and board members of ACLS, ASEEEES, CESS, IREX, NCEEER, PONARS, and SSRC, and on the editorial boards of area studies journals such as *Slavic and East European Studies Journal*, *Journal of Central Asia and the Caucasus*, and *Slavic Review*.

Since summer 2011 CREECA has been directed by Yoshiko M. Herrera, professor of political science and co-director of the International Institute. Herrera's research examines

politics in Russia and the former Soviet states, focusing on norms and social identities including nationalism and ethnic politics. She has published three books in the field and numerous articles.

Jennifer Tishler, associate director, holds a PhD from UW in Slavic languages and literature. She teaches Russian language, civilization, and the interdisciplinary course on Russia, and she oversees the MA program. Tishler was recognized in 2013 with the College of Letters & Science academic staff mid-career award for her outstanding contributions to CREECA in advising, teaching, and administration. Tishler was also promoted in 2014 within the academic staff ranks to Faculty Associate, further recognition by UW of her service to area studies and the university. Nancy Heingartner, CREECA's outreach coordinator and undergraduate advisor, has a PhD in Slavic linguistics from Brown and has worked for the State Department in Ukraine. Heingartner's excellent command of Russian language, her policy and regional experience, and her academic background make her an exceptionally well-qualified outreach coordinator.

Overseas experience, professional development, and networking: Our faculty travel regularly throughout the region for research, instruction, and other professional activities. Evans-Romaine, Gehlbach, Gerber, Hendley, Herrera, Hirsch, Johnson, McDonald, Radeloff, Schamiloglu, van de Water, and others have undertaken multiple and extensive trips for these purposes in the last three years. UW's agreement with Nazarbayev University in Astana provides excellent opportunities for faculty exchanges with Kazakhstan and we plan to expand opportunities for students in the next 4 years (**NRC IP**).

CREECA's faculty has enjoyed impressive success in major internal grant competitions, collectively earning 86 awards in the past 4 years from the UW Graduate School, Wisconsin Alumni Research Fund, and UW Foundation. CREECA faculty also are recognized in prestigious UW faculty awards: DuBois received a Kellett Mid-Career Award (2012), Gehlbach and Radeloff received an H. I. Romnes Faculty Fellowships (2013), and van de Water was named Vilas-Phipps Distinguished Achievement Professor (2014).

Externally, CREECA faculty have also been extraordinarily successful, securing a total of 37 external grants in the past 4 years: In 2013, Gerber won a \$3-million Minerva Research Initiative grant to study homeownership and societal stability in Central Eurasia. Radeloff, in the Department of Forestry and Wildlife Ecology, was awarded an NSF grant to train graduate students on the future of biodiversity conservation in Eurasia. Other professors have received external grants from IREX, Fulbright, NICHD, NSF, SSRC, and NCEEER (See Appendix 2).

Teaching, supervision, and advising: Notwithstanding their productivity in research and writing, our core faculty are devoted to teaching, supervising, and advising students (Criterion 2). Our REECAS MA students are mentored by the CREECA associate director, who serves as their main academic advisor, and by a faculty/thesis mentor. Eurasian studies faculty have been recognized with campus-wide awards for teaching and advising and regularly share their best practices at Wisconsin's annual Teaching and Learning Symposium.

Program staffing and oversight: CREECA is governed by formal bylaws and has an Administrative Council, which meets monthly and provides oversight of CREECA's activities. It consists of the Director and Chair of Russian and East European studies, Chairs of Central Asian studies, Languages and Cultures of Asia, and the Slavic department, the Slavic bibliographer, Russian language program director, and four elected members of the faculty. In 2012-13, the elected members represented history, political science, Slavic, and theater. In 2013-14, they represented geography, law, sociology, and Slavic. CREECA also employs a financial specialist and student hourly workers.

Commitment to Diversity: UW is committed to an inclusive campus community, as reflected in both university policy and state law, and we strive to increase diversity among our staff and faculty. It is the policy of UW-Madison to promote the full realization of equal employment opportunities for minorities, women, and persons with disabilities through a comprehensive affirmative action program, which is overseen by the campus Office of Equity and Diversity. Currently, women comprise 45% of CREECA faculty, matching the overall UW

percentage, and 71% of CREECA staff. Eurasian studies has traditionally attracted few minority scholars, but we work to increase minority participation through such initiatives as the Graduate School's Advanced Opportunity Fellowship program and our precollege Pushkin Summer Institute (see section 7), and we ensure that searches for faculty and staff positions are nationally advertised, and include strong equal opportunity statements to obtain more minority faculty applicants and hires, a major goal for CREECA and for all of its core departments.

Goals for Criterion 6, Quality of Staff Resources: In the next 4 years, we will increase the size and diversity of the interdisciplinary community of scholars working on the Eurasian region, within the UW, within the state of Wisconsin, and across the country (see section 8, goal 7).

7: Outreach Activities. CREECA takes seriously the "Wisconsin Idea," a principle that has inspired the UW community since it was articulated by the university president in 1904: "Education should influence and improve people's lives beyond the university classroom." CREECA's outreach activities, coordinated and directed by Nancy Heingartner, incorporate the myriad talents and expertise of our faculty in the humanities, social sciences, and professional schools. Our outreach program has a significant and measurable impact regionally and nationally in three spheres: 1) elementary and secondary schools, 2) postsecondary institutions, and 3) business, media, and the public. Table 7 provides a summary of recent outreach activities.

	Number of events	Avg. number of participants
Teacher training 2010-14	2 per year	20 per workshop
K-12 outreach 2010-14	10 per year	200 per event
Pushkin Summer Institute	6-week summer program at UW	25 students per year
Media appearances	10 per year	N/A
Events for business	2 per year	100 per event
Newsletter	3 per year	2700 per issue
Concerts, exhibitions, films	10 per year	200 per event
Public lectures	20 per year	35 per event
website unique visitors	144 per day	52,803 per year

Elementary and secondary schools: The hallmark of CREECA's outreach program is the professional development and training of K-12 teachers. Each June, we offer an intensive, week-long workshop where elementary and secondary school teachers earn graduate credit by studying

international topics while developing standards-based lessons for their classrooms. Many of these workshops are planned collaboratively with other area studies centers and the UW School of Education; we follow recommendations of consultants from the Wisconsin Department of Public Instruction on how to tailor our programs to meet the needs of Wisconsin teachers. Our last four workshops covered “Exploring Afghanistan’s History and Culture” (2011), “The Silk Route: Historical and Cultural Legacies” (2012), “Women and Democracy around the World” (2013), and in 2014, “World War I and its Legacies.” In the next four years we will continue our summer workshops and, in response to recent surveys of participants, will also add shorter training sessions for K-12 teachers during the academic year (see Table 8).

Spring 2015, 2016	Professional Development Workshops for K-12 Teachers: 1) “Behind The Headlines: Putin’s third Term” and 2) “Wisconsin connections to Russia, East Europe, Central Asia” (4th-grade curriculum)
Summer 2017	Summer Teacher Workshop: “100 th Anniversary Commemoration of 1917, ‘The Year of Revolutions’”
Summer 2018	Professional Development Workshop for K-12 teachers: “Russia, East Europe, and Central Asia in Our Community” (tour and discussions of Madison-area Eurasia resources: stores, cultural and religious organizations, heritage groups, museums)

CREECA also has made concerted efforts to reach high school students. Our annual “Culture Day” programs, which address Russia, Central Asia, and East Europe on a rotating basis, provide half-day interdisciplinary introductions to these critical regions and languages for students from around the state. Our recent “Day in East and Central Europe,” held in March 2014, attracted 334 students from 12 Wisconsin schools. These “Days” have also proven to be an effective recruiting tool for bringing new K-12 teachers into our network.

In addition to K-12 teacher training workshops and one-day student events, CREECA is now the administrative home of the Pushkin Summer Institute (PSI). PSI is an intensive, residential summer program in Russian language and culture for high school students from underrepresented communities. This transformative program provides a rigorous introduction to Russian with the goal of improving students’ Russian language abilities, stimulating their interest in Russian studies, building critical thinking skills, and preparing them for college life. Led by a dynamic team of experienced Russian instructors, the 6-week academic program blends intensive

Russian instruction with an integrated subject curriculum centered on the works of Alexander Pushkin, Russia's national poet. In summer 2014, 23 students from three high schools will participate in the 6-week program: most are first-generation applicants to college and come from high schools where the student population is predominantly Latino, African-American, or Alaskan Native. Since its inception in 2012, the PSI has made great strides in developing the Russian language and critical thinking and writing skills of its student participants.

Postsecondary institutions: CREECA has a strong commitment to outreach for two- and four-year colleges, and MSIs. We have a long-standing connection with Madison College (MC, formerly Madison Area Technical College), a two-year community college in Madison. Madison College is a member of the Wisconsin International Outreach Consortium (WIOC), which also includes 9 UW-Madison area studies centers (including CREECA) and 2 UW-Milwaukee NRCs. We have also reached out to a broad group of Wisconsin four-year colleges classified as MSIs in order to expand our programming with post-secondary institutions in the coming four years to new audiences, including education students and teacher trainers.

Business, media, and the general public: Through WIOC and our own alumni, we have become a valuable resource for the business community, the Wisconsin Economic Development Corporation (WEDC), mass media, and the public service sector. The CREECA outreach coordinator is a member of the Madison International Trade Association (MITA) and regularly takes part in MITA events catering to Wisconsin entrepreneurs doing business in the CREECA regions. CREECA receives an average of 50 requests a year from media, courts, heritage groups, and local family/adoption support groups, to which faculty and graduate students respond. Our faculty members are in high demand as guests and expert commentators on Wisconsin and national radio and television. In 2013-14 Danaher, Gerber, Herrera, Kydd, McDonald, and Schamiloglu appeared on Wisconsin television and radio news programs.

As a resource to the university, the general public, business, and the media, CREECA sponsors a variety of lectures, conferences, films, exhibits, and concerts. In 2010-14 many of our

faculty participated in briefings and roundtables on topical issues, such as the 2013 Boston Marathon Bombings and the 2014 crisis in Ukraine. Our outreach also draws the community into cultural events, an effective means to spark interest in our regions. The UW Russian Folk Orchestra is a unique resource supported, in part, by CREECA; it is led by Victor Gorodinsky, a cataloger in the UW Library, who is an accomplished musician and Vice-President of the Balalaika and Domra Association of America. Our outreach coordinator always arranges to have visiting musical groups conduct a lecture-demonstration at a local school in addition to their public performances. Our website supports an online archive of podcasts from our weekly lecture series, links to scholarly resources on the region, as well as information about our academic and outreach programs. In 2014 we had 71,124 site visits from 52,803 unique visitors.

Over the next four years, CREECA aims to deepen its connection to MITA and to the Madison Committee on Foreign Relations (MCFR). We will collaborate with both on inviting guest speakers who are international experts, and in planning roundtable discussions utilizing our faculty expertise on current issues in Eurasia that intersect with Wisconsin business and trade. We may also work with WEDC on advising Wisconsin delegations on a trade mission to Russia.

Goals for Criterion 7, Outreach Activities: Outreach is one of the key areas that CREECA plans to expand in 2014-18. In fall 2014, we plan to redesign our website to make it more a more dynamic and user-friendly resource for our constituents, but our primary goal over the next four years is to increase the impact and range of outreach particularly to community college and MSI faculty and students, in order to work with those institutions to internationalize their curricula and expand our networks (see section 8, goal 1, 3, 5, 6, and 7).

8: Program Planning and Budget. 8A. Planned activities and their relation to the purpose of the NRC program: Our programs in 2014-18 are designed to meet eight goals (Table 9) and the Absolute, Invitational, and NRC and FLAS Competitive Preference Priorities by building on strengths and pursuing a series of new performance measures (PMs). Below we

describe these goals, outline specific performance measures for each, describe the timeline and budget for each proposed PM, and discuss the long-term impact of these activities.

1. Increase external access to Eurasian studies courses at UW-Madison by students at MSIs, community colleges, and UW system schools
2. Support cross-university collaborative summer Eurasian language training programs
3. Increase participation in Eurasian studies among UW students
4. Increase the depth and quality of regional knowledge of our students and faculty, and Eurasian language proficiency among UW students
5. Increase professional development opportunities for students
6. Provide innovative outreach opportunities for K-12 teachers and the wider community in Eurasian studies
7. Increase the size and diversity of our community of Eurasian scholars
8. Improve the evaluation of our programs and better assess the impact of CREECA activities

Goal 1: Increase access to UW Eurasian studies and language courses for undergraduate and graduate students, including new populations of previously underserved students at community colleges and Minority-Serving Institutions.

Performance Measure (PM) 1A: Recruit at least 12 new Madison College (MC) students to UW-Madison Eurasian studies courses by 2018. Building on existing institutional agreements between MC and UW, and working directly with WIOC and the faculty director of the MC Global Studies Certificate Program, we will launch the *Community College Passport Program* in spring 2015, which will give increased access to UW area studies and language courses to MC students pursuing the Global Studies Certificate. Specifically, we will open our large interdisciplinary courses (“Russia: An Introductory Survey,” “East Europe: an Introductory Survey,” and “Central Asia from the Silk Route to Afghanistan”) to MC students, reserving at least 10 spots for them; other area studies and language courses that are not overenrolled will also be open to MC students. We have designed and received approval for a streamlined and free application process for MC students to take our courses and have them counted automatically on their home transcripts. UW area studies programs and MC will hold resource fairs to recruit prospective students. This direct, sustainable collaboration with a community college clearly meets **NRC CPP1**. **Timeline:** Begin in spring 2015 and last throughout the grant cycle.

PM 1B: CREECA will offer Kazakh to other campuses in the CIC through distance

learning technology, and will continue to do so for Polish. CREECA will also continue its current language offerings in Kazakh, Turkish/Azeri, and Polish, including summer instruction in the Central Eurasian languages through CESSI. Students from Madison College will be encouraged to enroll in these language courses. **Timeline:** Start offering Kazakh through CIC in fall 2015, and continue other language courses throughout the grant period.

PM 1C: In order to increase the number and diversity of students completing courses in advanced Russian in Wisconsin, we seek funds for instructional staff to teach third-year Russian at UW-La Crosse (UW-L, a Title III/Title V-eligible institution) with instruction provided to other receiving campuses in the UW System beginning in fall 2015 (**NRC CPP 1**). This will be done through the UW System Collaborative Language Program (CLP), which uses distance learning technology to provide critical language instruction to university campuses otherwise unable to support these offerings. Currently, UW-L is the home (sending) campus for first- and second-year Russian, which is received by UW-Stevens Point and UW-Oshkosh. The third-year course will meet currently unmet demand for higher levels of Russian, and CREECA's outreach coordinator will work with CLP and UW-L on planning and promotion. **Timeline:** Planning in 2014-15; begin instruction in fall 2015, to continue through spring 2018.

Budget Rationale for PMs in Goal 1: The costs to achieve the PMs in Goal 1 primarily lie in administrative support and support for language and course instruction. On administration, we seek support for 25% of the salary of our associate director, Jennifer Tishler (~\$30,000 with fringes each year); 50% of the salary of our outreach coordinator, Nancy Heingartner (~\$35,000 with fringes each year); and student hourly support (10 hour a week each for two students, ~\$9,500 total each year). We hasten to add however, that these staff positions will also be used to fulfill *all eight* of the goals, many of which require administrative agreements, communication, training, and oversight.

On language instruction, we seek a full-time position for Kazakh (~\$56,000) and a .33 FTE appointment each for Turkish/Azeri (~\$21,000 with fringes each year), Polish (~\$23,000

with fringes each year), and Russian at UW-L (~\$18,000 with fringes per year for 3 years). For other course instruction we seek support for one teaching assistant, for one semester for one of the core CREECA interdisciplinary courses (~\$5,000 with fringes each year). The support for language instruction requested here will also be used to support goals 3 and 4, which focus on increasing the participation in Eurasian studies and increasing the depth of knowledge of students and faculty. While we will endeavor to find other permanent funding sources for these language courses, Title VI support in the next four years will be essential to building student demand and pedagogical infrastructure to sustain them.

We believe our requested funding levels for all these PMs are reasonable for four reasons: 1) sharing courses between UW-Madison and other MSI's, community colleges, and UW system schools is the most efficient way to promote Eurasian studies to previously under-represented students; 2) we use Title VI funding to leverage additional contributions from UW and non-UW sources; 3) the quality of the administrative staff (Tishler and Heingartner) as discussed in section 6 is extraordinarily high and the amounts requested relative to their contributions to advancing the program goals of the NRC are relatively low; and 4) funding outlined in this section will be used to support multiple goals in this proposal and hence the costs should be viewed in light of the total proposal.

Impact of Goal 1: Once course access is opened up through institutional course-sharing agreements or distance technology, and new relationships with MSIs and community colleges are established, these relationships will remain in place and serve larger communities of previously under-represented students. These steps therefore will create lasting institutional linkages between UW-Madison and MSIs, community colleges, other UW System campuses, and CIC universities. The use of course-sharing and distance technology in language classes may also serve as a model for language and broader educational training in resource-constrained environments. Hence the PMs in this goal can potentially be replicated in other NRCs. Finally, our collaborations will help us expand and develop a national network of scholars: through these

collaborations we will not only leverage our funds to produce a greater impact but we will also link our affiliates with their counterparts in other programs. We expect these joint efforts to produce long-term, sustainable collaborations among individuals in different institutions.

Goal 2: Collaborate with others in the Slavic, East European, and Central Asian field to support cross-university collaborative summer language training programs in order to provide learning opportunities and disseminate best teaching practices in the languages of our regions.

PM 2A: We will support the Baltic Studies Summer Institute (BALSSI) and the Balkan and Black Sea Language Consortium (BBS), which are both currently hosted by the University of Pittsburgh, in order to provide nationwide access to Baltic and Balkan languages respectively, and to share best teaching practices across universities. **PM 2B:** CREECA will support and host CESSI, which provides access to Central Eurasian languages and is described in section 2 above. We hosted CESSI at UW in 2011-14 and will again in 2015-2016. CREECA's outreach coordinator will work to recruit students for CESSI and other summer language programs.

Timeline: Begin in fall 2014 and last throughout each year of the grant cycle.

Budget Rationale for PMs in Goal 2: The requested support for BALSSI and BBS is \$2,000 per year, per program, and for CESSI is \$4,000 per year. These consortia remain primarily dependent on Title VI centers and universities, but nevertheless are a judicious use of funds because they run on extremely modest budgets, pooling resources among area centers. Moreover, since 2013, CESSI has received a significant investment of resources from the UW-Nazarbayev University project. With these funds CREECA has been able to hire additional staff and support cultural programming for CESSI students, leveraging Title VI funding.

Impact of Goal 2: Language learning is a long-term investment. These consortia provide critical language training opportunities for students that have long-term benefits for professional development and academic advancement. They offer excellent instruction in languages that would not otherwise be taught in the US, and the programs attract a significant number of summer language students from professional programs in law, public affairs, and agriculture and

life sciences. The consortia also allow students in a number of fields to acquire critical language skills in a shorter timeframe, and last but not least, they provide an institutionalized mechanism for sharing best practices in teaching pedagogy across universities.

Goal 3: Increase participation in Eurasian studies among UW students, including increasing the number of students taking Eurasian courses, the number of students gaining degrees or certificates in Eurasian studies, and the diversity of our students.

PM 3A: We will offer new courses in the form of Eurasia-related First-Year Interest Groups in the fall semesters, 2014-18, and an international education-focused FIG starting in fall 2015 (**NRC CPP 2**). Over the next four-year cycle we plan to continue offering regionally-focused FIGs each year (see section 3), including a fall 2014 FIG on “Law and Disorder in Post-Communist Societies.” In addition, we will work with our area studies colleagues and with UW’s School of Education to develop and launch, in fall 2015, an annual area and international studies FIG for prospective K-12 social studies teachers who would apply for admission to the School of Education (SoE) in their sophomore year.

A professor of Curriculum and Instruction will be the faculty leader of this International Education FIG and will teach the core course: “International Studies and the K-12 Classroom.” FIG students will design an area studies module and teach a lesson on it in a Madison-area school under the supervision of an assigned, experienced teacher. The two linking courses will be Anthropology 104 (Cultural Anthropology and Human Diversity) and Geography 340 (World Regions in Global Context). The cultural anthropology discussion section will be led by a teaching assistant with international experience and K-12 classroom interest, and the world regional geography section will be co-led by Wisconsin area studies centers associate directors who are world area experts, including CREECA associate director Jennifer Tishler. We seek NRC funds for a late-October Saturday colloquium for which we will bring to campus six internationally experienced in-service social studies teachers from around the state to share their knowledge and expertise with the FIG students and help them build networks that will serve

them during their professionalization as future teachers. This activity solidly meets the **Absolute Priority** on teacher training and the **NRC CPP 2** on teacher training links with the School of Education. **Timeline:** We plan to introduce a new Eurasia FIG each year starting in fall 2014; the School of Education FIG for prospective K-12 teachers will be taught every fall starting in 2015.

PM 3B: We will offer course development support to UW faculty to add Eurasian content to existing courses or to develop new courses. **Timeline:** Implement these grants starting in fall 2014. We plan to support at least 3 new or revised courses by the end of the grant cycle.

PM 3C: By 2018 we will raise enrollments in our courses and participation in our degree and certificate programs overall by 25%. In order to increase the number of students in our undergraduate and graduate programs, especially those in fields of study outside the humanities and social sciences, such as engineering, business, environmental studies, law, and public health, CREECA advising staff will work with the staff members in Cross-College Advising Service and the Office of Undergraduate Advising. We will also work with the communications coordinator at the International Institute to promote our degree and certificate programs through internet and social media and with our faculty to advertise and promote their CREECA-related courses. To increase interest in our certificate programs, senior CREECA staff will develop new paper and electronic promotional materials, utilize social media, make informational presentations in each REECAS-related course, familiarize all CREECA faculty affiliates with the programs, and enlist their help with promotion. Finally, we will also work with faculty in the professional schools to increase their number of FLAS applicants, especially at higher levels of language instruction. **Timeline:** Begin in fall 2014 and continue throughout the grant cycle.

Budget Rationale for PMs in Goal 3: Because UW supports the primary costs of courses outlined in PM 3A, the main cost of fulfilling this goal are in CREECA administration, discussed under goal 1. For all of the PMs in goal 3, CREECA staff will work to help faculty organize new courses and promote existing courses and degree programs. Our outreach coordinator will be particularly vital for achieving PM 3C, increasing enrollments and degrees in

Eurasian studies through improved communication with students. Some costs of materials and supplies detailed under goal 6 will also be used to support PMs related to this goal.

In conjunction with PM 3A, CREECA seeks \$300 for the Saturday colloquium for FIG students and Wisconsin teachers. Toward PM 3B and 3C, CREECA seeks funding for three visiting lecturers to the core CREECA interdisciplinary courses and courses with Eurasian content in order to increase the quality and student interest in the courses. The costs for these visitors including travel, lodging, meals and honoraria are approximately \$1,000 per visitor and hence we request ~\$3,000 for each year of the grant cycle.

Impact of Goal 3: Setting up new courses in Eurasian studies will have an enduring impact for UW students and for students at our new partner institutions. Moreover, it has been shown that FIGs at UW have a number of long-lasting and positive effects on student learning outcomes and commitment to area studies training. Thus setting up new courses, particularly FIGs, and improving outreach to increase enrollments in our current offerings is a sustainable long-term strategy for increasing participation in and knowledge of Eurasian studies.

Goal 4: Increase the depth and quality of regional knowledge among our faculty and students, and the Eurasian language proficiency of students graduating from UW.

PM 4A: Over four years we plan to increase by 3% the number of students who leave the UW having attained advanced levels of proficiency in the languages we offer. We will expand our collaboration with the UW Russian Flagship Center to facilitate undergraduates' success in attaining Superior-level proficiency in Russian. **PM 4B:** We will continue assessing proficiency in Russian of incoming REECAS MA and FLAS students, and expand our testing to include all CREECA students with at least 4 years of Russian upon graduation. **Timeline:** Begin working with the UW Slavic department and Russian Flagship Center in fall 2014 to develop a plan for testing and targeted work with students in order to increase proficiency outcomes by 2018.

PM 4C: We will support UW Library acquisitions related to Eurasia, which will be a resource not only for our faculty and students, but also for our center-affiliated faculty and

visiting students from MSIs and community colleges taking regional courses at UW-Madison. We will continue to encourage all CREECA faculty to work with Library staff on creating specialized course pages and building library training sessions into their syllabi, especially those courses in which Community College Passport students are enrolled, further increasing students' access to this incomparable resource. **Timeline:** Each year of the grant cycle, 2014-18.

Budget Rationale for PMs in Goal 4: CREECA staff will work on PMs 4A and 4B and their salaries were discussed in goal 1, so there is no additional budget for salary in this section. In conjunction with PM 4B, we also seek funds for registration fees and travel funds for faculty and instructional staff to attend ACTFL Oral Proficiency Interview Workshops, two in 2014-15 (~\$1,800 for fees and \$1,500 for travel) and one in each of the next three academic years (~\$2,700 for fees and ~\$2,700 in travel costs for three years). These workshops further our instructors' development of proficiency assessments for our students; the request for workshop fees and travel is a relatively small investment with a large payoff for UW's capacity to increase the number of students reaching advanced proficiency in Eurasian languages.

We request ~\$14,000 for library acquisitions in each year of the grant. For the first two years, we request \$2,000 each year towards the purchase, jointly with the UW Law School, of the "Kodeks" database, with the full cost reverting to the Law School starting in Year 3. This database contains valuable materials on Eurasian countries and will be use by graduate students in Law, Business, and students in the social sciences. Moreover, in light of our goals related to collaboration with MSIs, community colleges, and UW System students, the UW library and its Eurasian studies collection will increasingly become a shared resource.

Impact of Goal 4: Reaching advanced proficiency in Eurasian languages will have positive long-term benefits for students in their professional and academic careers. Investment in UW's capacity in testing is clearly necessary for achieving the long-term gains of proficiency. Investment in Eurasian studies library acquisitions is also a long-term benefit because the highly-qualified staff dedicated to Eurasian studies in the UW library will invest acquisitions funds

wisely and will guarantee access for the scholarly community.

Goal 5: Offer more opportunities for our graduate and undergraduate students to learn about pathways to success in different career areas, including government, where they can use their Eurasian area expertise and language skills.

PM 5A: We will collaborate with our partner centers at UT, UIUC, and KU to continue offering shared professionalization workshops for REECAS MA students, including additional follow-on activities after the workshop. **Timeline:** Fall 2015 and fall 2017.

PM 5B: Increase student participation and attendance at our lecture series and cultural events by 20% by 2018. We will increase campus events focused on career planning and professional development aimed at undergraduate and graduate students while also increasing outreach and communication with students about events. **Timeline:** Begin in fall 2014 and continue throughout the grant cycle.

PM 5C: We will continue to support graduate student working groups, and to proactively include our graduate students in our lecture series, so they have the experience of presenting their research to audiences with diverse backgrounds and disciplinary orientations. **Timeline:** Administrative support for graduate student workshops will begin in fall 2014. CREECA staff will work with students to set up meetings, share materials, and manage web communications.

Budget Rationale for PMs in Goal 5: Administrative support by CREECA staff will be critical for increasing the number of professional development opportunities for students and in meeting PMs 5B and 5C. The costs of CREECA administration and outreach staff were discussed as part of goal 1, and there are no additional salary costs in this section. We request approximately \$1,500 for the entire grant cycle (4 years) for office supplies, copying and communication related to the REECAS MA program and other graduate student professional development. In order to support the professionalization workshops (PM 5A) we request ~\$2,100 for two years (fall 2015 and fall 2017). This is a relatively modest request because four universities are working together to share costs.

Impact of Goal 5: The benefits of the conferences and on-campus events for student professional network development and career advising are significant and long-term. Students will meet peers and professionals who share their regional expertise and will create life-long links. Similarly in working together in small groups and presenting their work, students will learn professional skills as well as develop enduring ties with other students.

Goal 6: Continue to implement wide-ranging, innovative, and effective outreach programs that cultivate knowledge about and interest in the region for K-12 teachers and students, the general public, the media, business, and the academic community.

PM 6A: Organize annual area studies teacher institutes at Wisconsin MSI campuses. The state of Wisconsin includes several institutions that meet the broader definition of MSIs announced for this competition: including the University of Wisconsin-La Crosse (UW-L), Carthage College (Kenosha), the University of Wisconsin-Eau Claire (UW-EC), and Alverno College (Milwaukee). Each has a department or school of education. With our WIOC partners, we will work with these four institutions to hold area studies teacher institutes on their campuses. The institutes, held annually in the late spring, will have a triple target audience: 1) education faculty members at the partner MSIs; 2) juniors and seniors majoring in Education at the partner MSIs; and 3) in-service teachers in the regions served by the MSIs.

This proposed activity will allow us not only to bring accurate and imaginative Eurasian studies materials to MSI faculty members, MSI education students, and in-service teachers who have links to their nearby MSI, it also will provide an annual occasion for K-12 education students in the MSIs to connect with in-service teachers in the area in an area-studies context, opening doors to lasting mentoring relationships and collaborations. In 2014-18 we plan to hold, in collaboration with the host campuses, the four workshops outlined in Table 10. Topics have been selected in response to teachers' input. This project meets the competition's **Absolute Priority** on teacher training, **NRC CPP 1** on sustained collaboration with MSIs, and **NRC CPP 2** on collaboration with schools or colleges of education. **Timeline:** Annual area studies teacher

institutes at Wisconsin MSI campuses will begin in spring 2015 and will be repeated for each year of the grant cycle. These will be organized in conjunction with WIOC and MSIs.

Table 10: K-16 Area Studies Teaching Institutes: <i>Thematic workshops for in-depth teacher training held at MSI institutions in Wisconsin</i>
Year 1: <i>Current Events in the Classroom: Handling Discussion of Conflict and Violence</i> Co-host: College of Education, UW-La Crosse.
Year 2: <i>Teaching about Crimes against Humanity and their Prosecution</i> Co-host: Education Department, Carthage College.
Year 3: <i>Teaching about International Trafficking and its Cultural Contexts (Drugs, Weapons, People)</i> Co-host: Department of Education Studies, UW-Eau Claire.
Year 4: <i>Best Practices in Developing a Global Studies Curriculum Unit</i> Co-host: School of Education, Alverno College.

PM 6B: Convene a summer teacher residency that draws on the resources of UW’s innovative STARTALK-funded Pushkin Summer Institute (PSI), an intensive, residential summer program in Russian language and culture for high school students from underrepresented communities (described in section 7). We will build on the success of this program by organizing two separate week-long residencies (in summer 2015 and 2017) for teachers of Russian from those schools sending students to the PSI. They would observe the unique approach of PSI-STARTALK language-learning and extracurricular activities, hold consultations with the PSI faculty leads, David Bethea and Anna Nesterchouk, on curriculum design, instructional materials, and assessment tools, and participate in discussions moderated by experts from the Language Institute on implementing aspects of PSI curricular design to their own teaching, thus improving articulation. **Timeline:** Summer 2015 and 2017.

PM 6C: To further instruction of critical languages at UW-L, UW-EC, and Madison College, we also seek funding to create scholar access grants for language instructors at these MSIs to attend national and regional conferences and/or pedagogical training sessions, such as AATSEEL conferences or ACTFL OPI workshops. **Timeline:** Annually starting in 2014.

Budget Rationale for PMs in Goal 6: In order to expand outreach activities aimed at K-12 teachers, students, and the wider community, we request funding for outreach activities aimed at minority and non-traditional students, and for activities in schools or colleges under-represented in CREECA activities. As with previous goals, the salary for CREECA

administration outreach was included in the discussion of goal 1. For the annual area studies teacher institutes at Wisconsin MSI campuses (PM 6A), which will pay for travel and lodging for 15 participants for 5 days, and 5 guest speakers, we request approximately \$11,000 per year for each year of the grant. These costs are based on very modest costs for travel, accommodations and meals and are meant to include as many participants as possible on a limited budget. In working with WIOC and other partner institutions for this conference and others, we are able to contain costs.

For the pre-college teacher residency associated with the Pushkin Summer Institute (PM 6B) we request \$7,500, which will pay for travel and lodging for 5 participants for 5 days, and support for instructional services. Currently the PSI receives funding from STARTALK, a national federally-funded program that provides critical language education for students K-16, professional development for critical language teachers, and resources for the world language teaching and learning field. Our proposed residency program could be an excellent candidate for increased funding from STARTALK as a teacher program, and hence an investment here could be leveraged in the future for additional resources.

For PM 6C we request \$1,000 per year to support travel for Russian language faculty from UW-L and UW-EC, both MSIs, to attend professional conferences and workshops. This is an important step toward supporting professional development of our partner faculty.

In order to establish teacher training workshops and other outreach activities, such as the institutional agreements outlined in goal 1, we request ~\$4,600 for travel for our outreach coordinator, for 10 two-day trips over the course of the grant cycle. We also request approximately \$3,900 for the entire grant cycle in office supplies, copying, and communication related to K-16 training and outreach programs. These funds for supplies, communication, and outreach travel will support the outreach activities in this goal and in goals 1, 2, 5, and 7.

Finally, we request \$1,500 per year in funding for WIOC, which will not only be a critical partner for the series of teacher workshops, but will also work with CREECA in other

goals, such as goal 1 in setting up external access to UW courses for MSIs and community colleges, and goal 7, which is related to increasing the size and diversity of our Eurasian studies scholarly community. These collaborations allow us to leverage the funds we spend on our programs to ensure that they are put to maximally efficient use.

Impact of Goal 6: Teacher training workshops and professional development opportunities for our partners at MSIs and community colleges are one of the primary ways of connecting in an impactful and long-term way with K-16 educators. Investing in these conferences and training programs allows us to reach instructors whose future teaching about Eurasia and other world areas will have a multiplier effect.

Goal 7: Sustain, enrich, and expand the size and diversity of the interdisciplinary community of scholars working on the Eurasian region, within the UW, within the state of Wisconsin, and across the country.

PM 7A: Expand our community of UW faculty and faculty affiliates by 5% by 2018. Within UW we work toward this goal by continuing our successful interdisciplinary lecture series, recruiting new faculty and graduate students from professional schools and STEM programs, and continuing our tradition of extensive collaboration with other area studies programs and campus partners such as the Global Legal Studies Program and the Center for Global Health. **Timeline:** CREECA staff will begin working on expanding our faculty and K-12 educator affiliations in fall 2014, and will continue throughout the grant cycle.

PM 7B: Recruit at least 25 new K-16 affiliates from outside UW-Madison by 2018. We plan to recruit new K-16 affiliates from MSIs, community colleges, and other UW System schools in Wisconsin, particularly through the teacher institutes planned with Schools of Education at UW-L, UW-EC, Alverno, and Carthage. **Timeline:** Begin in fall 2014, and continue throughout the grant cycle.

PM 7C: In partnership with the College of the Menominee Nation, an MSI now implementing an Indigenous Studies Certificate with the support of UW-Madison area centers,

provide expertise on Siberia and administrative assistance for a spring 2015 conference on Global Indigeneity in order to foster scholarly diversity and cross-area understanding. **Timeline:** Planning will begin in summer 2014 for the spring 2015 conference.

PM 7D: In partnership with the Midwest Institute for International/Intercultural Education, we will provide Eurasian studies content and expertise for annual workshops on global issues for community and technical college faculty. **Timeline:** Annually in August.

PM 7E: Create a partnership with the Eurasian Studies Center at Nazarbayev University in Kazakhstan in order to facilitate student and faculty exchanges, and cross-national and cross-cultural collaboration (**NRC IP**). **Timeline:** Begin planning in fall 2014, with institutionalized cooperation for visiting graduate students and post-doctoral fellows by 2018.

Budget Rationale for PMs in Goal 7: CREECA staff will be critical to achieving the PMs in this goal, the primary concern of which is expanding intellectual and professional networks. Salaries for CREECA staff are included in goal 1. In addition we request ~\$5,000 over four years for travel to US/ED and other professional meetings in order to communicate with other Eurasian studies center administrators and faculty. In order to help make seminars and other events constructive for new faculty and K-16 educator affiliates we request ~\$9,000 per year in visiting lecturers for the center, which would cover ten 2-day visits each year. The approximate cost of each visit is \$900 which is modest, but sufficient to bring high-quality scholars and professionals to Madison. With each visit we link the visitor with students and faculty in formal class settings as well in informal meetings in order to maximize the professional development and intellectual exchange opportunities in the visit.

For the conference on Global Indigeneity (7C), we request \$3,000 in AY14-15 and for Global Issues (7D) we request \$1,500 per year. These conferences are funded by multiple centers and universities and hence are an efficient way to share expertise and resources.

Impact of Goal 7: Building a large and diverse intellectual community of faculty, K-16 educators, professionals, and students is the core mission of a Eurasian studies center and the

whole should equal more than the sum of individual students, scholars, and courses. By creating ties among diverse people through substantive academic interaction we are creating the life-long links that foster professional development throughout individual careers. Therefore, investment in this goal clearly has a positive long-term impact on Eurasian studies.

Goal 8: Improve the evaluation of our programs and better assess the impact of CREECA. Detailed plans for evaluation and assessment are discussed in section 9 below, but we explain the budget and timeline here.

PM 8A: Repeat the Area Studies Alumni Survey (ASAS). **Timeline:** Revise instrument in spring 2017; run survey in fall 2017, analyze results and make recommendations for improvements at CREECA in spring 2018. **PM 8B:** Repeat the Global Learning Outcomes at Wisconsin Survey (GLOWS). **Timeline:** Revise instrument in fall 2014; run survey in spring 2015, analyze results and make recommendations for improvements at CREECA in fall 2015. **PM 8C:** Conduct annual surveys of CREECA-affiliated students and faculty each spring. **Timeline:** Work with the UW Survey Center (UWSC) to revise the instrument each fall of the grant cycle, run the survey each spring, analyze results, and make recommendations in summers.

Budget Rationale for PMs in Goal 8: The Standardized Wisconsin Evaluation Program for Title VI (SWEPT) will generate standardized, replicable data that will facilitate NRC evaluations. We seek \$6,000 per year for SWEPT (ASAS and GLOWS, PMs 8A and 8B) and \$2,500 per year for CREECA center evaluation (PM 8C). These funds will go towards paying for the survey director's salary, student assistance, supplies for survey implementation, and fees to UWSC. SWEPT is financially supported by UW sources at a level of over \$30,000 annually. The UWSC is an independent entity within the university. Its professional staff has extensive experience conducting evaluation studies and will provide unbiased, external evaluations. All UW-Madison Title VI centers will participate in SWEPT and will contribute part of their evaluation budgets, making SWEPT cost effective due to economies of scale.

Impact of Goal 8: As discussed below in greater detail, these surveys provide valuable

data to NRCs for use in benchmarking and assessing progress; a second round of SWEPT has the potential to become national model, establishing a standard of data collection for assessing the overall NRC program and comparing the performance of different institutions.

NRC and FLAS Priorities: Our application meets the Absolute Priority through teacher training activities described in section 7, and section 8 goals 4 and 6. We address the Invitational Priority primarily in our work with Nazarbayev University discussed in sections 1, 2, 4, and 6 and in section 8, goal 7. We meet NRC CPP1 on collaborative activities with MSIs as described in sections 2, 3, and 7, and in section 8, goals 1, 6, and 7. We propose collaborative activities with schools or colleges of education in line with NRC CPP2 in section 8, goals 3 and 6. We address the FLAS CPP1 regarding preference for financial need in section 10, and we note also in that section that we will easily meet FLAS CCP2 on having 25% of FLAS fellowship go to priority languages.

9: Impact and Evaluation. A. Impact of CREECA: The profound impact of our programs in meeting our previous goals is evident in enrollment levels in our courses and programs, the placement of our graduates, and participation in our outreach activities. We document our robust enrollment levels in Table 6 and Appendix 1, and we have specific plans to expand enrollments by an additional 25% in the coming grant period (see section 8, PM 3C).

As for placement, during the period May 2010-14, 14 graduate students affiliated with CREECA received doctoral degrees from UW. Graduates in this cohort received post-doctoral fellowships at Yale University and the Kennan Institute, and tenure-track jobs at George Washington University, University of Kentucky, Indiana University, University of Illinois, University of Massachusetts-Amherst, Rutgers University, and Swarthmore College.

Thirty-two students with at least 15 credits in CREECA-related courses received master's degrees from UW; 19 of them continued on to doctoral programs. Of the 13 who entered the workforce, professional placements include the US Navy, US Department of State (at the Embassies in Astana and Dushanbe), UW-Madison, Wisconsin Department of Administration,

American Councils for International Education, and CET Academic Programs.

During this period 490 students received a BA or BS from UW with at least 15 credits in CREECA-related courses. Their job placements include: National Endowment for Democracy, US Department of State, ACIE, US Senate Committee on Commerce, Science & Transportation, US Marines, US Army, and 25 placements in elementary or secondary education. We discussed the reach, diversity, and depth of our outreach program above (section 7), as well as our specific plans to expand our efforts and enhance their impact (section 8, goals 1 and 6). CREECA's impact in terms of participation in events and use of center resources is discussed above, in section 7 (see Table 7).

B. Provisions for Equal Access: CREECA ensures that no barriers impede equal access to our programs, and strives to integrate under-represented groups, including those of gender, ethnicity, age, or disabilities, per the GEPA provision. We actively recruit from these groups for all positions and scholarships that we sponsor, and provide equal access to our MA degree program. UW considers issues of diversity, equity, and inclusion to be a high-level priority of institutional life and we target urban areas in our outreach programs to recruit minority students into our field, in particular through the activities of the Pushkin Summer Institute described in section 7. The McBurney Disability Resource Center serves students with learning disabilities. All our Center's activities take place in accessible venues and are open to the public. We advertise activities and programs extensively to guarantee equal access to information.

C. CREECA's Evaluation plans: In collaboration with other NRCs at UW, CREECA has developed a systematic and thorough evaluation plan for the next four years, which produces quantifiable, outcome-measure-oriented data. In 2010-14 Wisconsin's area and international studies centers and Division of International Studies pooled resources to implement the Standardized Wisconsin Evaluation Program for Title VI (SWEPT), a coordinated, survey-based evaluation of all UW NRCs conducted by the UW Survey Center (UWSC) and led by a faculty director with expertise in demographics and statistical analysis.

The first phase of SWEPT included an Area Studies Alumni Survey (ASAS; conducted fall 2011) and a survey of current sophomores and seniors called the Global Learning Outcomes at Wisconsin Survey (GLOWS), designed to measure the extent of global competence among current UW undergraduates and to quantitatively assess the effectiveness of the NRC programs, study abroad, and other international programs on campus at promoting global competence among undergraduates (conducted spring 2013).

The Area Studies Alumni Survey included 1176 UW alumni, all of whom completed at least 30 credits of coursework in foreign languages or areas studies at UW. About two-thirds were affiliated with at least one NRC: either they had received a FLAS or participated occasionally in core NRC activities such as receiving academic-year or summer grants/fellowships, or taking part in brown bag lecture series, film series, other cultural events, career days, undergraduate certificate programs, and outreach activities. The 33% who were not UW affiliates represent a control group that helps assess the effectiveness of the NRCs.

Key findings from the ASAS are that 1) NRC affiliation has a modest but statistically positive effect on the likelihood of working in government after graduation; 2) NRCs have a clear positive impact on the subsequent careers of their students in terms of the use of language skills and area knowledge at work, travel abroad, and dealing with foreign clients, collaborators, and partners; 3) Affiliates report that NRC-sponsored contacts and language skills helped them obtain and succeed in jobs; 4) Subjective evaluations of NRC programming, staff, and contributions to careers are all positive.

Whereas the ASAS focused on UW alumni, The GLOWS survey, which uses “propensity score matching,” focused on current undergraduates. It was administered via a website, and overall 3,879 students participated. Some of the key findings are that 1) About 12% of UW-Madison sophomores and seniors participate in NRCs; 2) NRC participation rates are higher for: students who exhibited interest in foreign affairs during high school, African-Americans and Asian-Americans, Wisconsin high school graduates, international studies majors, and those who

take more credits of language and area studies courses; 3) NRC participants have significantly higher mean scores on all five dimensions of global competence (cultural competence, global knowledge, personal flexibility, cultural sensitivity, and geography knowledge). These all suggest modest but important positive effects of NRCs on current students.

Other continuing evaluation activities include monitoring enrollments in our courses, tracking students who take our courses, and assessing the language proficiency of our students upon graduation (see sections 2-4 above). We pay special attention to enrollments in CREECA language and area studies courses by students with STEM majors and other fields beyond the College of Letters & Science, in order to see if we are meeting our goals of expanding participation by these types of students.

Our future evaluation plans are comprehensive and objective. For 2014-18, we plan to support a second round of SWEPT. Replications of both surveys will be fielded in order to assess progress in CREECA's impact and overall evaluation. Specifically, we are interested in increasing 1) participation in CREECA's activities by UW students, and in particular under-represented minorities (see goals 1, 3, and 7, section 8); 2) professional and career outcomes, including more students with formal connections to CREECA going into areas of national need (see goal 5, section 8); 3) global competence (see goals 4 and 7, section 8). A second round of ASAS/GLOWS will allow us to assess our progress towards these goals.

ASAS2 will be planned for fall 2017, in order to have the subsequent five years of graduating classes to assess, including those students graduating in spring 2016. It will include all FLAS recipients and anyone who received NRC-related undergraduate and graduate degrees, certificates and minors; plus a control group of students who took 15 credits of NRC-related coursework while at Wisconsin but were not affiliated with NRCs. In order to measure the longer-term impact of FLAS and NRC-affiliation on career trajectories, alumni who graduated from UW between spring 2007 and spring 2011 will also be surveyed. As a survey of current undergraduates, GLOWS will be repeated on a shorter timeline than ASAS (every two years).

In addition to replicating the surveys of graduate alumni and current undergraduate students from the first round of SWEPT, SWEPT II will be expanded to incorporate an evaluation of the effectiveness of teacher-training workshops. All participants in workshops sponsored or co-sponsored by UW's NRCs (including CREECA) and WIOC during the past 10 years will be asked to take a brief web survey on whether and in what specific ways they introduced materials from the teacher training workshops into their courses and what obstacles or constraints (if any) limit their ability to do so. Previous evaluations of teacher training workshops have been limited to immediate subjective assessments of the quality of the programming on the last day of the activities. However, the true test of the effectiveness of teacher training workshops is whether the participants actually implement what they have learned in these courses. Accordingly, SWEPT II will obtain hard empirical data on the extent to which participants actually implement materials from the trainings. In turn, this data will inform the future planning of workshops and efforts to improve the workshops to facilitate more effective classroom implementation.

Finally, our proposed evaluation plan also includes annual surveys of CREECA-affiliated students and faculty in the spring of each year to solicit feedback on current programs and suggestions for mid-course improvements. They will provide CREECA leadership with objective data on the successes and challenges of current programs as well as needs that could be addressed with new programming. The UWSC will prepare reports on the results of the alumni, faculty, and student surveys for CREECA staff, including recommendations for program changes in response to the findings. A subset of standardized survey results from CREECA and all the UW NRCs will be compiled for public dissemination via a website.

CREECA has already used data from the first round of ASAS and GLOWS to formulate the eight goals enumerated in section 8. Specific areas of interest are outlined above in conjunction with future plans for SWEPT II. In addition, CREECA and its peer NRCs will use 2014-15 to implement programming changes suggested by results of GLOWS I, increasing our

visibility and engagement among current students, and thus increasing our impact in areas such as language and area studies coursework, public lectures and cultural events, exchange programs, professionalization workshops, networking opportunities, and research support.

D. Contributions to the Supply of Specialists and CREECA's record of placement in areas of national need: As discussed in the section on the UW alumni survey above, NRC affiliation has a modest but statistically positive effect on the likelihood of working in government after graduation. In addition, the placement data outlined at the beginning of this section show a significant number of graduates working as area specialists in government, NGOs, or in graduate programs. It is also worth noting that the REECAS MA program now has 1-2 Army Foreign Area Officers (FAOs) enrolled each year, and a steady stream of applicants. These FAOs go on to work as US Embassy attaches and other governmental positions.

E. Addressing National Needs; Generating and Disseminating Information: US-Russian relations today are unfortunately at their lowest point since the end of the Cold War, and there is even discussion of a new Cold War and further sanctions against Russia owing to the situation in eastern Ukraine and Crimea. Unlike in the Cold War however, the geopolitical relationship is no longer purely bilateral: Poland, as an active NATO member, is very involved; Kazakhstan holds influence as a mediator among FSU states. Moreover, even aside from the Ukrainian situation, Eurasia plays an integral role in Middle Eastern conflicts as well in political and economic relations with Europe and the United States. Hence the expertise on the Eurasian region broadly conceived remains critical for US interests and CREECA, as one of the leading centers for Eurasian studies, is at the forefront of producing alumni working in areas of national needs.

Moreover, CREECA addresses national needs by following the priorities set out by the US/ED. In working with other federal grants (Project GO, STARTALK, and the NSEP Russian Flagship), CREECA is also working toward fulfillment of national priorities in those activities. Most broadly, however, through the creation of a robust community of knowledgeable students, faculty, and affiliates, and by supporting the publications and work of this community as well as

the dissemination of information through libraries, websites, and other forms of outreach, CREECA is actively involved in furthering knowledge about Eurasia.

F. Addressing National Need through FLAS: CREECA awards FLAS fellowships in Czech, Serbo-Croatian, Polish, Russian, Kazakh, Turkish, and Persian. Expertise in all of these languages is critical in advancing US interests. As noted above, Eurasia is a strategic region and proficiency in critical languages is at the core of area knowledge. The CREECA FLAS fellowships in Eurasian languages therefore quite directly address national needs.

10: FLAS Awardee Selection Procedures. FLAS fellowships are awarded on a competitive basis after careful review of applications by a faculty committee appointed by the CREECA Administrative Council. The composition of the committee changes every year, but always includes 4-6 professors from different campus units representing both language and area studies. Starting in mid-November we advertise the competition widely via notices to our affiliated departments and faculty, in our newsletter and social media sites, on the International Institute, CREECA, and professional school websites and campus bulletin boards, email announcements to our student lists, and both email and printed announcements to all graduate coordinators. In early December and late January we hold information sessions for undergraduate and graduate prospective applicants in order to answer students' questions about eligibility, priorities, and the selection plan. Throughout the application process we make a special effort to publicize the competition to faculty, students, and advisors in fields such as Business, Law, Public Health, Public Policy, Environmental Studies, Communication, Journalism, and Education, working with CREECA faculty in those professional schools to identify and advise potential applicants early on. At UW, many professional school students can take graduate-level courses in their fields of study to satisfy the area studies requirements of the FLAS (e.g. Educational Policy Studies 600: Education in Russia and Eurasia, Law 819: Russian Legal Process). One current FLAS fellow is a JD candidate studying advanced Russian.

In 2010, UW-Madison introduced a coordinated online FLAS application system (flas.wisc.edu), which streamlines the admissions, screening, award- management, and record-keeping procedures. Since its inception, the system has increased the visibility of the FLAS Fellowship on campus, as departments and programs link the central online portal for FLAS to their departmental funding resource pages. As a result of our expanded recruitment, we have received competitive applications from students in more varied disciplines, such as Agriculture and Applied Economics, Botany, Educational Policy Studies, and Medical Microbiology and Immunology. By the mid-February deadline, applicants submit to CREECA—through flas.wisc.edu—an application that includes their major, academic record, a statement on career goals, prior language study, plans for language and area study, standardized test scores, a language evaluation, two letters of recommendation, and information on financial need (expected family contribution). In early March, the five-member FLAS selection committee meets and ranks the applicants on merit, giving consideration to students pursuing advanced-level language proficiency in LCTLs. We also aim for regional and disciplinary balance, see Tables 11 and 12 for the number of students by language and department/program.

Table 11: UW FLAS awards, by language and number of students, summer and AY 2010-14

Czech	5	Estonian	1	Georgian	1	Turkish	1
Polish	6	Latvian	1	Persian	2	Uzbek	6
Russian	49	Lithuanian	4	Kazak	19		
Ukrainian	1	Serbo-Croatian	8	Kyrgyz	1		

Table 12: UW FLAS awards, by discipline, and number of students, summer and AY 2010-14

Graduate awards (by discipline)							
Anthropology	3	Folklore and Ethnomusicology	1	Law	2	Second Language Acquisition	1
Art History	2	Geography	4	Library and Information Science	1	Slavic Lang and Literature	17
Botany	1	German	2	Linguistics	5	Sociology	2
Communication Arts	1	History	6	MA in REECAS	15		
Comparative Lit.	3	Languages and Cultures of Asia	5	Political Science	10		
Curriculum and Instruction	1			Public Affairs	2		
Undergraduate Awards (by major)							
Anthropology	1	Comparative Literature	1	History	2	Neurobiology	1
Chemistry	1	Computer Science	1	International Studies	2	Political Science	2
Classics	1	Economics	2	Journalism	1	Russian	7
				Mathematics	1		

Beginning in the 2015 competition (for AY 2015-16 awards) we will continue to evaluate all applicants on merit, but give competitive preference to undergraduate and graduate applicants who demonstrate financial need as indicated by the students' expected family contribution (**FLAS CPP 1**). To assess the financial need of an applicant, the application will include an entry for the student's expected family contribution (EFC) as determined by the Free Application for Federal Student Aid (FAFSA). Applicants will be encouraged to complete the online FAFSA to get their EFC number in time for the mid-February FLAS application deadline. FLAS coordinators will later confirm the EFC with the UW Office of Student Financial Aid. All applicants will be notified of their status in late March.

Our average applicant to award ratio for the past 3 years has been 4 to 1. Our original FLAS budget allowed for 64 awards from 2010-14, but we increased summer fellowship opportunities for students attending BALSSI and CESSI by accepting excess FLAS funds from peer centers. Of the 107 awards made from September 2010-June 2014, 64% were made to women, and 36% to men. Applicants for academic-year graduate, academic-year undergraduate, and summer fellowships are considered separately; undergraduate applicants must be studying a language at the third-year level or higher. For 2014-18, we seek funding for 9 graduate academic-year awards, 1 academic-year undergraduate award, and 5 summer awards for the study of the following languages: Czech, Kazakh, Persian, Polish, Russian, Serbo-Croatian, and Turkish (Azeri). All except Czech are considered priority languages by the US/ED. We pledge to make *at least 25%* of our academic year fellowships in priority languages, and this percentage will surely be much higher (**FLAS CPP 2**).

Goals for Criterion 10: Our goals for our FLAS program are to increase the number of FLAS applicants from professional schools, especially at higher levels of language instruction (section 8, goal 3C). Using the surveys discussed in section 9, we also plan to track our alumni more comprehensively in order to get better information on how they are using their language skills.

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

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).

Information Requirement 1 (3000 characters)

Diverse Perspectives in Funded Activities. Provide 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.

Inscribed on a plaque near the foundation of Bascom Hall, the main administration building of the University of Wisconsin-Madison, which commands a view of the entire campus from atop Bascom Hill, are words that first appeared in 1894 in the minutes of an obscure meeting of the Wisconsin Board of Regents. This anonymously composed sentence, now famous, has been described through the years as “glorious” and “troubling.” It is the essence of this institution:

"Whatever may be the limitations which trammel inquiry elsewhere, we believe that the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found."

Here is a statement of courageous, fearless, resistance to cant, to fashion, to preconception, to ideology. Truth is real, it says. It must be sought. It often is found in grist and chaff and unexpected places.

It is neither grandiose nor impractical to employ this famous phrase to explain the diverse perspectives and wide range of viewpoints that are not only welcomed but encouraged by the PI, the faculty, and the staff of this center as it applies for designation as a National Resource Center in Russian, East European, and Central Asian area studies. Whatever the reputation of the University of Wisconsin-Madison in the popular culture of America, the proud fact – all here understand this – is that Wisconsin’s actual hallmark and greatest asset is intellectual humility. We *seek* all viewpoints on the world region that is our focus because we are acutely aware of the limitations of our own knowledge. We bear in mind constantly and with a kind of dread the perils of hubris, self-satisfaction, and settled thought. In every wind we winnow.

In practical terms what does this mean? We hire the most qualified candidates without regard and with no attention whatsoever to their politics or their “take” on affairs or events in our region or current U.S. policies toward it. We are mindless of orthodoxies when we select scholars and others from across the nation, around the world, to speak on our campus, to our students, to our outreach constituents. In every setting we want to hear from well-informed people who have interesting and provocative things to say. We stifle nothing. In what serious university would serious people want otherwise?

Our faculty, we know, are not a monolith. Their political opinions, voting behaviors, and policy prescriptions run the gamut. Our students are in that phase of life when we *want* them to challenge conventional wisdom, including our own. There is no censorship here, open or oblique. Any observer from afar who thinks he or she sees such a thing needs to come closer, where fiercely conflicting opinions, usually politely expressed, are in every breeze that blows.

Information Requirement 2 (3000 characters)

Areas of National Need. Provide a description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.

The Center for Russia, East Europe, and Central Asia (CREECA) 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. Undergraduate and graduate students in our program will receive information and advising about career opportunities in government service, education, business, and the nonprofit sectors, where they can utilize their expertise in foreign languages and world regions. First, we partner with the UW-Madison Language Institute on its popular “Language for Life” lecture series, which features UW alumni using their world language expertise in a variety of careers, including government service and the nonprofit sector. Second, we partner with Marie Koko, the Government Careers Specialist in the College of Letters & Science Career Services office, to plan events where students learn about opportunities for applying their foreign language and area studies skills in government service. Third, every year CREECA invites to campus representatives of federal agencies, including the U.S. Department of State and the NSA, to meet with our students and inform them about government service. In the next four years we will expand this program to include presentations by other Federal agencies with a demonstrated need for expertise in foreign languages and world regions. Finally, our students are able to participate in the Washington D.C. Semester in International Affairs, organized by the Division of International Studies at UW-Madison, which allows eligible students to hold a one-semester internship and to gain insight into the functioning of the government, business, or non-profit sectors.

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

Name of Applicant Institution and Center: The Board of Regents of the University of Wisconsin System, National Resource Center and FLAS Fellowships: Ctr. for Russia, East Europe, and Central Asia.

Name of Authorized Representative (Typed): **Brenda Egan**

Title: **Interim Managing Officer** Telephone: **608-262-3822**

Signature: *Brenda Egan*

E-mail: **preaward@rsp.wisc.edu**

Date: **June 26, 2014**

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 <i>Brenda Egan</i>	TITLE Interim Managing Officer
APPLICANT ORGANIZATION The Board of Regents of the University of Wisconsin System	DATE SUBMITTED 6/26/2014

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	
<input style="width: 100%;" type="text" value="University of Wisconsin - Madison"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 150px;" type="text" value="Brenda"/> Middle Name: <input style="width: 100px;" type="text"/>
* Last Name: <input style="width: 200px;" type="text" value="Egan"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 100%;" type="text" value="Interim Managing Officer, Sponsored Programs Office"/>	
* SIGNATURE: <input style="width: 150px;" type="text" value="Brenda Egan"/>	* DATE: <input style="width: 100px;" type="text" value="6/26/2014"/>

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB

0348-0046

(See reverse for public burden disclosure.)

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: WI-002	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Congressional District, if known:	
6. Federal Department/Agency: Department of Education	7. Federal Program Name/Description: Ntl Resiyrce Ctr Pr, Foreign Language & Area Studies Fellowships CFDA Number, if applicable: 84.015A & B	
8. Federal Action Number, if known: N/A	9. Award Amount, if known: \$ N/A	
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI): N/A	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): N/A	
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.	Signature: <u>Brenda Egan</u> Print Name: <u>Brenda Egan</u> Title: <u>Interim Managing Officer</u> Telephone No.: <u>608-262-3822</u> Date: <u>6/26/2014</u>	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

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

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

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

(b) Enter the full names of the individual(s) performing services, and include full address if different from 10 (a). Enter Last Name, First Name, and Middle Initial (MI).
11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503.

Center for Russia, East Europe, and Central Asia (CREECA), University of Wisconsin-Madison
Appendix 1: Course List

This table includes courses with 25% or greater area content offered in the 2012-13 academic year, recently or currently offered in 2013-14, or scheduled to be offered in 2014-15. Contact hours and credits are the same unless otherwise indicated. Information on instructors may be found in Appendix 3. Courses numbered 100-299 are for undergraduate credit only; courses numbered 300-699 are for both undergraduate and graduate students; courses numbered 700-999 are for graduate and professional school students, although advanced undergraduates may enroll with the permission of the instructor. 200-level Bascom Courses are undergraduate seminar-like courses to develop skills in critical reading, logical thinking, and use of evidence and resources. Courses listed under Interdisciplinary are those with interdisciplinary syllabi or those cross-listed in multiple departments (those courses are counted only once in the total number of courses available). Courses marked with an asterix (*) have been supported by Title VI.

- FA = Fall semester
- SP = Spring semester
- SU = Summer session
- Ct. Hrs. = Contact hours

Group A. Language Courses in Russian, East European, and Central Asian Studies

Department, Course Number, Description	Instructor	Term	Ct. Hrs.	2012-13 Enroll.		2013-14 Enroll.		Offered 2014-2015
				UG	G	UG	G	
301 First Semester Uyghur	Mayila	SU	4		1			
302 Second Semester Uyghur	Mayila	SU	4		1			
328 Elem Summer Immersion Persian	Khoshkhoosani	SU	8	1				Y
331 First Semester Kazakh*	Batayeva	FA	4	1			2	Y
331 First Semester Kazakh	Mussabekova	SU	4		2			Y
332 Second Semester Kazakh*	Batayeva	SP	4	1			2	Y
332 Second Semester Kazakh	Mussabekova	SU	4		2			Y
339 First Semester Turkish	Derin	FA	4			5	2	Y
339 First Semester Turkish	Erbil	FA	4	5	2			Y
340 Second Semester Turkish	Derin and Erbil	SP	4	1	4	5	2	Y
343 First Semester Uzbek	Djuraeva	SU	4	4				
344 Second Semester Uzbek	Djuraeva	SU	4	4				
363 First Semester Persian	Lotfi	FA	4	10		8	4	Y
364 Second Semester Persian	Lotfi	SP	4	7		4	1	Y
431 Third Semester Kazakh*	Batayeva	FA	4			1	1	Y

Department, Course Number, Description	Instructor	Term	Ct. Hrs.	2012-13 Enroll.		2013-14 Enroll.		Offered 2014-2015
				UG	G	UG	G	
432 Fourth Semester Kazakh*	Batayeva	SP	4					Y
439 Third Semester Turkish	Aykut	FA	4	3	1	1	1	Y
439 Third Semester Turkish	Tunc	FA	4			5	1	Y
440 Fourth Semester Turkish	Aykut	SP	4	2	1			Y
440 Fourth Semester Turkish	Erbil	SP	4			3	1	Y
463 Third Semester Persian	Mirsharifi	FA	4	5	1	6		Y
464 Fourth Semester Persian	Mirsharifi	SP	4	6	1	4		Y
531 Fifth Semester Kazakh*	Batayeva	FA	3		3			Y
532 Sixth Semester Kazakh*	Batayeva	SP	3		2			Y
539 Fifth Semester Turkish & Azeri*	Derin	FA	3	3	1	1		Y
540 Sixth Semester Turkish & Azeri*	Derin	SP	3	3	1	1		Y
563 Fifth Semester Persian	Mirsharifi	FA	3	2	2	1		Y
564 Sixth Semester Persian	Mirsharifi	SP	3	2	2	1		Y
644 Read-Ottoman Turkish & Chagatay	Schamlioglu	FA	3		1			Y
Slavic Languages and Literature								
101 1st Semester Russian	Graduate Assistants	FA	4	78	2	56	2	Y
101 1st Semester Russian	Vergara	SU	4	3				
102 2nd Semester Russian	Graduate Assistants	SP	4	58	4	62	2	Y
102 2nd Semester Russian	Tabatowski	SU	4	3				
111 1st Semester Polish	Miernowska	FA	4	13	2			Y
112 Second Semester Polish	Kononova	SP	4	7	1			
115 First Semester Czech (Meets w/Slavic 351)	Danaher	SP	4	7				Y
117 Intensive 2nd Yr Russian	Shippie	SU	4	12	3			
118 Intensive 2nd Yr Russian	Karpukhin	SU	4	12	3			
141 First Semester Serbo-Croatian (Meets w/Slavic 341)	Mitrovic	FA	3	11				Y
142 Second Semester Serbo-Croatian (Meets w/Slavic 342)	Mitrovic	SP	3	9	1			
181 Russ Honor Tutorial-Slav101	Evans-Romaine/ Reynolds	FA	1	17		17		Y

Department, Course Number, Description	Instructor	Term	Ct. Hrs.	2012-13 Enroll.		2013-14 Enroll.		Offered 2014-2015
				UG	G	UG	G	
182 Russ Honor Tutorial-Slav102	Tumarikin	SP	1	11		9		Y
203 Third Semester Russian	Graduate Assistants	FA	4	27	4	38	1	Y
204 Fourth Semester Russian	Graduate Assistants	SP	4	17	3	29	1	Y
207 Third Semester Polish	Miernowska	FA	4			7		
208 Fourth Semester Polish	Miernowska	SP	4			5	1	Y
251 Third Semester Serbo-Croatian (Meets w/Slavic 441)	Longinovic/Mitrovic	FA	3	6		8		
252 Fourth Semester Serbo-Croatian (Meets w/Slavic 442)	Simic/Longinovic	SP	3	2		6		Y
275 Third Year Russian I*	Tishler/Walter	FA	4	18	2	24	8	Y
276 Third Year Russian II	Evans-Romaine/Tishler/Walter	SP	4	14	2	21	7	Y
277 Third Year Polish I (Meets w/Slavic 331)*	Miernowska	FA	3	3		3		Y
277 Third Year Polish I (Meets w/Slavic 331)*	Miernowska	SP	3	1				Y
278 Third Year Polish II (Meets w/Slavic 332)*	Miernowska	FA	3	1		3		Y
278 Third Year Polish II (Meets w/Slavic 332)*	Miernowska	SP	3	3		5		Y
279 Intensive Third Year Russian	Multiple Instructors	SU	8	3	2			
283 Russ Honor Tutorial-Slav203	Reynolds	FA	1	7				
301 Intro to Intensive Polish	Miernowska	FA	3			4	5	
302 Zarys historii lit polskiej	Filipowicz	SP	3			1		Y
304 4 th Sem Intensive Polish	Miernowska	SP	4				4	Y
306 6 th Sem Intensive Polish	Miernowska	FA	3		1			Y
306 6 th Sem Intensive Polish	Miernowska	SP	3		2			Y
315 Russian Lang & Culture I	Reynolds/Tumarikin	FA	2	19		22		Y
316 Russian Lang & Culture II	Tumarikin	SP	2	13		17		Y
321 Fourth Year Russian I	Reynolds/Shevelenko	FA	4	13	3	11	3	Y

Department, Course Number, Description	Instructor	Term	Ct. Hrs.	2012-13 Enroll.		2013-14 Enroll.		Offered 2014-2015
				UG	G	UG	G	
322 Fourth Year Russian II	Lapina/ Shevelenko	SP	4	13	2	7	2	Y
331 Fourth Year Polish I (Meets w/Slavic 277; Distance Learning Course provided to UIUC)*	Miernowska	FA	3	4		2	2	Y
331 Fourth Year Polish I (Meets w/Slavic 277)*	Miernowska	SP	3	2		2		Y
332 Fourth Year Polish II (Meets w/Slavic 278)*	Miernowska	FA	3	1		1		Y
332 Fourth Year Polish II (Meets w/Slavic 278; Distance Learning Course)*	Miernowska	SP	3	6		2		Y
341 First Semester Intensive Serbo-Croatian (Meets w/Slavic 141)	Mitrovic	FA	3		3			Y
342 Second Semester Intensive Serbo-Croatian (Meets w/Slavic 142)	Mitrovic	SP	3		3			
433 History of Russian Culture	Lapina	FA	3	11	2	13	3	Y
434 Contemporary Russian Culture	Lapina	SP	3	9	3	11	2	Y
441 Third Semester Intensive Serbo-Croatian (Meets w/Slavic 251)	Longinovic/ Mitrovic	FA	3	1			1	
442 Fourth Semester Intensive Serbo-Croatian (Meets w/Slavic 252)	Simic/ Longinovic	SP	3	2		1	1	Y
449 Istorija srpske/hrvatske lit	Longinovic	FA	3			4	1	
470 Historija literatury poljskiej do roku 1863 (Meets w/Lit Trans 215)	Filipowicz	SP	3	5	2	4		Y
472 Hist lit polskej po roku 1863 (Meets w/Lit Trans 473)	Filipowicz	FA	3	4	1	4		Y
560 Capstone Seminar: Russian Lit & Culture	Evans-Romaine/ Tumarkin	FA	3	12	1	10		Y
705 Special Topics - Adv Russian Listening and Conversation	Evans-Romaine	SP	3	2		14	1	Y

Group B. Interdisciplinary and Cross-Listed Courses in Russian, East European, and Central Asian Studies

Department, Course Number, Description	Instructor	Term	Ct. Hrs.	2012-13 Enroll.		2013-14 Enroll.		Offered in 2014-2015
				UG	G	UG	G	
Interdisciplinary								
Geography/History/Political Science/Slavic 253 Russia: An Interdisciplinary Survey*	Kornblatt	SP	4	55				
Geography/History/Political Science/Slavic 254 Eastern Europe: An Interdisciplinary Survey*	Nikolova	SP	4			33		Y
LCA/History 265 Central Asia: From the Silk Route to Afghanistan*	Schamloglu	SP	3	23		27		Y
The three courses listed above are sponsored by the Center and fulfill the interdisciplinary requirement for the REECA certificate program.								
UW also offers an additional 20 interdisciplinary or cross-listed courses that focus on the region or include at least 25% regional content. Each course is listed only once, under the primary department.								
Agricultural and Applied Economics								
374 Growth & Development of the Global Economy (Cross-listed with: International Studies) [25% content relating development of economic sector in Russia, East Europe, and Central Asia]	Foltz	FA	3	37		44	1	Y
Curriculum and Instruction								
515 Holocaust: History, Memory & Education (Cross-listed with: History, Jewish Studies) [50% coverage of Eastern/Central Europe]	Resenly/Schweber	FA	3	17		39		
Economics								
306 The Real Estate Process (Cross-listed with: Agricultural and Applied Economics, Real Estate and Urban Land Economics, Urban and Regional Planning)	McCabe	FA	3	240	3	231	6	Y
306 The Real Estate Process (Cross-listed with: Agricultural and Applied Economics, Real Estate and Urban Land Economics, Urban and Regional Planning)	McCabe	SP	3	230	3	206	3	Y
306 The Real Estate Process (Cross-listed with: Agricultural and Applied Economics, Real Estate and Urban Land	Johnson	SU	3	43	3			

Department, Course Number, Description	Instructor	Term	Ct. Hrs.	2012-13 Enroll.		2013-14 Enroll.		Offered in 2014-2015
				UG	G	UG	G	
Economics, Urban and Regional Planning)								
474 Econ Problems – Developing Areas (Cross-listed with: Agricultural and Applied Economics) [25% REECAS]	Alix-Garcia/Schechter	SP	3	59		47	3	Y
English								
223 V Nabokov: Russian & American Writing (Cross-listed with: Literature in Translation)	Dolinin	FA	3	43		43		Y
Environmental Studies – Gaylord Nelson Institute								
244 Environment & Global Economy (Cross-listed with: Environmental Studies) [25% content relating to environmental issues in Russia, Central Asia, and East Europe]	Planeuf	SP	3	87	4	18		Y
866 Global Environmental Governance (Cross-listed with: Public Affairs, Political Science)	Nemet	SP	3	21		18	1	Y
Folklore Program								
347 Kalevala & Finnish Folklore (Cross-listed with: Literature in Translation)	DuBois	SP	4	10				
352 Shamanism (Cross-listed with: Religious Studies)	DuBois	FA	3			104	2	Y
443 Sami Culture, Yesterday & Today (Cross-listed with: Scandinavian Studies)	DuBois	FA	4	25	2			
443 Sami Culture, Yesterday & Today (Cross-listed with: Scandinavian Studies)	DuBois	SP	4			43	4	Y
Gender and Womens' Studies								
220 Women in Russian Literature in Translation (Cross-listed with: Literature in Translation, Slavic Lang and Lit)	Evans-Romaine	SP	3	15				
History								
439 Islamic History: Origins of the Ottoman Empire (Cross-listed with: Religious Studies)	Chamberlain	SP	4	36	3	42		Y
History of Science								
562 Byzantine Med & Pharmacy (Cross-listed with: History, Medical History and Bioethics, Medieval Studies, Social and Administrative Pharmacy)	Scarborough	SP	3	19	3	22	4	Y

Department, Course Number, Description	Instructor	Term	Ct. Hrs.	2012-13 Enroll.		2013-14 Enroll.		Offered in 2014-2015
				UG	G	UG	G	
International Studies								
318 Comparative Study of Genocide (Cross-listed with: Political Science)	Straus	FA	4					189
Jewish Studies								
269 Yiddish Literature of Eastern Europe in Translation (Cross-listed with: German, Literature in Translation)	Hollander	FA	3					Y
Languages and Cultures of Asia								
357 Literatures-Muslim Societies (Cross-listed with: Religious Studies)	Derin	FA	3	20	2	19		
357 Literatures-Muslim Societies (Cross-listed with: Religious Studies)	Derin	SP	3	17	1	13		
Medieval Studies								
309 Crusades: Christianity & Islam (Cross-listed with: Medieval Studies, Religious Studies) [33% coverage of Balkans, Central Asia]	Morgan	FA	4	67	2	69		Y
Religious Studies								
205 Islam W:ld:MidEast,500-1500 (Cross-listed with: History, Lang and Cultures of Asia)	Chamberlin	FA	4	42		37		Y
370 Islam: Religion and Culture (Cross-listed with: African Languages & Literature, Lang and Cultures of Asia) [33% content on Central Asia, Balkans]	Gade	FA	4	48	4	57	1	Y
Sociology								
614 Social Structures of Muslim Societies (Cross-listed with: Religious Studies, Lang and Cultures of Asia) [30% coverage of Islamic societies of Central Asia, Balkans]	Elder	SP	3	36				

Group C. Discipline-specific non-language courses in Russian, East European, and Central Asian Studies

Department, Course Number, Description	Instructor	Term	Ct. Hrs.	2012-13		2013-14		Offered in 2014-2015
				UG	G	UG	G	
Agricultural and Applied Economics								
The International Ag Economy [25% on Eurasia]	Stiegert	FA	3	17	3	16		Y
Anthropology								
606 Ethnicity, Nations & Nationalism [25% on Eurasia]	Camal	SP	4			18	3	Y
Art History								
310 Early Christian & Byzantine Art	Dale	SP	3	24	1			
351 20th Century Art in Europe [25% of course related to Russian and East European art]	Buenger	FA	3	23	4			Y
515 Proseminar in Medieval Art: Medieval Art and Culture	Dale	FA	3	4				Y
556 Proseminar 20th Cent European Art: 20th Cent European Women Artists	Buenger	FA	3	11				Y
556 Proseminar 20th Cent European Art: Art & Visual Culture of WWI (Meets w/Art History 856)	Buenger	SP	3			4		Y
556 Proseminar 20th Cent European Art: Fascist/Totalitarian Modernity (Meets w/Art History 856)	Buenger	FA	3			8	7	Y
805 Seminar – Ancient Art and Architecture	Cahill	FA	3			2	6	
815 Seminar in Medieval Art: Icon: Cross-Cultural Encounters	Pruitt	SP	3				5	Y
815 Seminar in Medieval Art: Death and the Afterlife	Dale	SP	3			1	12	Y
815 Seminar in Medieval Art: Medieval Art and Culture	Dale	FA	3		10			Y
856 Grad Seminar-20 th Cent. European Art: Art & Visual Culture of WWI (Meets w/Art History 556)	Buenger	SP	3				6	Y
856 Grad Seminar-20 th Cent. European Art: European Avant-Garde: 1900-1950	Buenger	SP	3	2	8			Y
Communication Arts								
350 Introduction to Film [25% regional content; taught by Russia specialist]	Belodubrovskaya	FA	3	119		157	2	Y
350 Introduction to Film	Belodubrovskaya	SP	3	173		128		Y
352 Film History to 1960	Kepley	FA	3	15	1	17		Y

Department, Course Number, Description	Instructor	Term	Ct. Hrs.	2012-13		2013-14		Offered in 2014-2015
				UG	G	UG	G	
456 Russian and Soviet Film	Kepley / Belodubrovskaya	SP	3	10	1	13	2	Y
463 Avant-Garde Film [25% regional content]	Singer	SP	3			10	4	Y
958 Seminar in Film History: Film Historiography	Kepley	SP	3		8			Y
Comparative Literature								
358 Problems in Transnational Genre & Mode: Magical Realism [25% on Russian and Polish science fiction]	Livanos	SP	3			18		Y
Economics								
364 Survey-International Economics [25% of course related to East Europe and Russia]	Muniagurria	FA	4	34	1	32		Y
364 Survey-International Economics [25% of course related to East Europe and Russia]	Muniagurria	SP	4	12				
467 Intl Industrial Organizations [25% of course related to East Europe and Russia]	Muniagurria	FA	3	77		89		Y
Educational Policy Studies								
675 Introduction to Comparative & International Education	Johnson	SP	3	8	10			Y
Geography								
318 Introduction to Geopolitics [taught by regional specialist]	Kaiser	FA	3			47	1	Y
340 World Regions in Global Context [25% of course related to Russia, East Europe, Central Asia]	Olds	FA	3	187		165	3	Y
340 World Regions in Global Context	Olds	SP	3	177	4	161	3	Y
340 World Regions in Global Context	Olds	SU	3	117	1			
353 Russia and the NIS-Tropical Analysis	Kaiser	FA	3			23		
518 Power, Place, Identity [taught by regional specialist]	Kaiser	SP	3			7	12	
History								
200 Historical Studies: Islamic History	Chamberlain	SP	3	10				Y
200 Historical Studies: Mass Violence in Europe 1900-1950 [50% on Eastern Europe; taught by specialist on Poland]	Ciancia	FA	3			14		Y
200 Historical Studies: World War I	Archdeacon	FA	3	16		18		Y

Department, Course Number, Description	Instructor	Term	Ct. Hrs.	2012-13 Enroll.		2013-14 Enroll.		Offered in 2014-2015
				UG	G	UG	G	
201 The Historian's Craft: Russia Engages America	Hirsch	SP	4			40		Y
223 Exploration-European History: Eastern Europe since 1900	Ciancia	FA	3			26		Y
223 Exploration-European History: First World War & 20 th Cent. Europe	Ussishkin	FA	3	40				Y
223 Exploration-European History: Historical Development of European Unity	O'Connor	SP	3	24				Y
225 Exploration-3 rd World History: The First Islamic Empire	Chamberlain	FA	3			12		Y
357 The Second World War	Roberts	FA	4			73		
417 History of Russia before 1800	McDonald	SP	4			37	1	
418 History of Russia 1800-1917	McDonald	FA	4	60				
419 History of Soviet Russia	Hirsch	FA	4			38		
420 Russian Social and Intellectual History	McDonald	SP	4	22	1			
424 The Soviet Union and the World	Hirsch	SP	4	72				Y
425 History of Poland & the Baltic Area	Ciancia	SP	3			31	1	Y
463 Topics in South Asian History: Empires of the East	Wink	FA	3	9	2	9		Y
463 Topics in South Asian History: Empires of the East	Wink	SP	3			10	1	Y
475 European Social History 1914-Present	Koshar	FA	4	43				Y
475 European Social History 1914-Present	Koshar	SP	4			43	1	Y
600 Advanced Seminar in History: Byzantine Gender	Neville	FA	3	10	1			Y
600 Advanced Seminar in History: Cold War on Ice: 1972	McDonald	FA	3	16				
600 Advanced Seminar in History: Genocide, Justice and Human Rights	Hirsch	SP	3			16		
600 Advanced Seminar in History: Jewish Life-Age of Secularization	Wobick	SP	3	8				Y
600 Advanced Seminar in History: Russia's Great War, 1914-1917	McDonald	FA	3			17		Y
600 Advanced Seminar in History: The European Union in History	Boswell	SP	3			10	1	Y
845 Seminar: Central European History	Koshar	SP	3		9			

Department, Course Number, Description	Instructor	Term	Ct. Hrs.	2012-13 Enroll.		2013-14 Enroll.		Offered in 2014-2015
				UG	G	UG	G	
849 Seminar: History of Imperial Russia, 1649-1917	McDonald	SP	3		4			
850 Seminar: History of the Soviet Union and Modern History of East-Central Europe	Hirsch	FA	3		11			Y
857 Seminar: Empires of the East [25% on Central Asia]	Wink	FA	3				4	Y
857 Seminar: Empires of the East [25% on Central Asia]	Wink	SP	3				2	Y
891 Proseminar: Modern European History	Roberts	FA	3				11	Y
891 Proseminar: Modern European History	Ciancia	SP	3				10	Y
Journalism and Mass Communication								
620 International Communication [25% on region]	Fair/Ward	FA	4	40	1	21		
620 International Communication [25% on region]	Rojas/Ward	SP	4	21		28		Y
621 Mass Communication in Developing Nations [25% on Central Asia]	Fair	SP	4			43		Y
La Follette School of Public Affairs								
850 International Governance [25% on region]	Copelovitch/ Borzyskowski	FA	3	6	15	1	15	Y
856 Trade, Competition & Governance	Kanata	SP	3	3	6			
Languages and Cultures of Asia								
236 Bascom Course - Culture & Imperialism Along the Silk Road	Schamlioglu	FA	3	13				Y
640 Proseminar-Central Asian History	Schamlioglu	SP	3	17	1	13		Y
Law								
818 Comparative Law	Hendley	FA	3				17	Y
827 International Law	Huneus	SP	3		45			Y
828 International Transactions	Yackee	SP	3		35		43	Y
942 European Union Law	Dickey/ Multiple	FA	3		9		8	Y
Literature in Translation								
201 19th and 20th C Russian Lit in Translation (Meets w/Lit Trans 203)	Bethea	FA	3	39		37		Y
202 20th C. Russian Lit in Translation (Meets w/Lit Trans 204)	Reynolds	SP	3	27	1	38		Y

Department, Course Number, Description	Instructor	Term	Ct. Hrs.	2012-13		2013-14		Offered in 2014-2015
				UG	G	UG	G	
203 19th and 20th C Russian Lit in Translation (writing intensive; Meets w/Lit Trans 201)	Betha	FA	4	66		56		Y
204 20th C. Russian Lit in Translation (writing intensive; Meets w/Lit Trans 202)	Reynolds	SP	4	51		33		Y
208 The Writings of Vaclav Havel	Danaher	FA	3			10		Y
214 Literatures of Central Asia in Translation (Meets w/LCA 314)	Sehamiloglu	FA	3	25	3			Y
233 Russian Life & Culture (to 1917)	Lapina	FA	4	28		28		Y
234 Soviet Life & Culture (1917 on)	Lapina	SP	4	33		27		Y
241 Literature & Culture of Eastern Europe	Longinovic	FA	3			26		
247 Topics-Slavic Literature in Translation: Representing the Holocaust in Poland	Filipowicz	FA	3	5		8		Y
247 Topics-Slavic Literature in Translation: Representing the Holocaust in Poland	Filipowicz	SP	3	11				
247 Topics-Slavic Literature in Translation: Russian Folklore	Tishler	SP	3	14				
329 Vampire in Literature and Film	Longinovic	SP	3	2	287			Y
Political Science								
100 Freshman Topics Seminar: Russian Politics & Culture	Herrera	FA	3	18				Y
106 Intro-Comparative Politics [25% on Russia]	Herrera/Ringe	FA	4	191		123		Y
312 Politics of World Economy [25% on region; extensive coverage of command economies]	Friedman	SP		74				
338 Eur Union:Politics&Pol Econ [40% on region; coverage of new member-states]	Ringe	FA	4	128	3	83	2	Y
359 Problems in American Foreign Policy	Favretto/McMannus	SP	4/3	46		61	1	Y
359 Problems in American Foreign Policy	Pevehouse	SU	3	78	2			
367 Theories: International Security	Favretto	FA	3			21		
377 Nuclear Weapons & World Politics	Kydd	FA	3	67				
377 Nuclear Weapons & World Politics	McMannus	SP	3			90	1	
377 Nuclear Weapons & World Politics	Kydd	SU	3	68	2			

Department, Course Number, Description	Instructor	Term	Cl. Hrs.	2012-13 Enroll.		2013-14 Enroll.		Offered in 2014-2015
				UG	G	UG	G	
505 Challenge of Democratization [25% on region; extensive coverage of transition periods in Russia and East Europe]	Ewig	SP	3	2		47		
513 Radical Political Theory [30% of course content on Marxism and its application in USSR and Eastern Europe]	Klausen/Yi	SP	3	29		12		
601 Topics in Political Science: Politics & Policy in the European Union	Ringe	SP	3			5	1	Y
601 Topics in Political Science: Third Parties in International Conflict [25% on former Yugoslavia, Eurasia]	Favretto	SP	3			7	1	Y
633 Russian Politics	Hendley	FA	3	45				
633 Russian Politics	Nikolova	SP	3	22	1			
657 Comparative Political Culture [25% on Russia]	Schatzberg	FA	3	36				Y
814 Social Identities [25% on Eurasia; taught by Russia specialist]	Herrera	FA	3					Y
840 Comparative Political Economy [25% on Russia, East Europe]	Ahlquist	FA	3				6	
854 Nationalism & Ethnic Conflict [25% on Balkans, Central Asia, Russia]	Shelef	SP	3			1	6	
856 Field Seminar: Comparative Politics	Herrera	FA	3		14		10	
857 International Relations Theories	Kydd/Martin	FA	3		5		7	Y
948 Topics in Comparative Politics: Comparative Law	Bhavani/Hendley	FA	3				10	Y
948 Topics in Comparative Politics: Contentious Politics Development	Simmons	FA	3	10				Y
948 Topics in Comparative Politics: Democracy & Development	Ewig	FA	3	6				Y
960 Seminar-International Relations: Third Parties in International Conflict	Favretto/Renshon	FA	3			1	11	
Slavic Languages and Literature								
420 Chekhov (Meets w/Lit Trans 220)	Lapina	FA	4		14			
422 Dostoevsky (Meets w/Lit Trans 222)	Dolinin	SP	4	24	2	37	1	
424 Tolstoy (Meets w/Lit Trans 224)	Shevelenko	FA	3	27	2	14		Y

Department, Course Number, Description	Instructor	Term	Ct. Hrs.	2012-13		2013-14		Offered in 2014-2015
				UG	G	UG	G	
440 Soviet Literature (Meets w/Lit Trans 240)	Dolinin/ Reynolds	FA	3	37	2	11	1	Y
701 Survey of Old Russian Lit	Shevelenko	SP	2				4	Y
702 18th Century Russian Lit	Shevelenko	SP	2		5			
707 Russian Realism	Reynolds	FA	3				8	
710 Pushkin	Dolinin	FA	3		5			
755 Topics in Slavic Literature: Intro to Graduate Studies	Kornblatt	FA	3		8			
755 Topics in Slavic Literature: The Russian Elegy	Reynolds	SP	3		4			
801 Slavic Critical Theory & Practice	Reynolds	SP	2			1	4	Y
802 The Structure of Russian	Danaher	FA	2			2	4	
803 Old Church Slavonic/Russian Literary Language	Shevelenko	SP	2				5	Y
818 Methods: Teaching Slavic Language	Evans-Romaine	FA	3		5			
820 College Teaching of Russian	Tumarkin	FA	1		5			
820 College Teaching of Russian	Tumarkin	SP	1		4			
900 Seminar-Slavic Lit & Culture: Brodsky and His Circle	Betha	FA	3				5	Y
900 Seminar-Slavic Lit & Culture: Early Russian Prose	Dolinin	SP	3				3	Y
900 Seminar-Slavic Lit & Culture: Intro to Slavic Cognitive Linguistics	Danaher	FA	3			2	3	Y
900 Seminar-Slavic Lit & Culture: Realism	Reynolds	FA	1				7	Y
920 Seminar-Pre-Soviet 20C Lit	Shevelenko	FA	3		5			
920 Seminar-Pre-Soviet 20C Lit	Dolinin	SP	3		3			
Sociology								
496 Topics in Sociology – Population & Society in Contemporary Russia	Gerber	FA	3	10	2			Y
621 Class, State & Ideology, an Introduction to Marxism [40% on region]	Wright	FA	3			6	10	Y
633 Social Stratification [25% regional content; taught by Russia specialist]	Gerber	SP	3	31				

RUSSIAN, EAST EUROPEAN, AND CENTRAL ASIAN STUDIES CORE FACULTY

University of Wisconsin-Madison

At the University of Wisconsin-Madison, tenure is secured at the level of Associate Professor while Assistant Professor is an untenured position.

CREECA STAFF

Yoshiko M. Herrera	Political Science	100%
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Ph.D. 1999, University of Chicago; M.A. 1994, University of Chicago; A.B. 1992, Dartmouth College

Academic Experience

2014-present	Professor Political Science University of Wisconsin-Madison
2007-2014	Associate Professor Political Science University of Wisconsin-Madison
2004-2007	Associate Professor Government Harvard University
1999-2003	Assistant Professor Government Harvard University

Languages: Russian (Advanced), French (Novice)

Specialization: Political Science, Comparative Politics, Identity, Ethnic conflict, Nationalism, Norms, Institutional Change, State Capacity, Methodology of measurement of social identities

Area Studies Courses: Political Science 106 Intro to Comparative Politics, Political Science 186 Honors Intro to Comparative Politics, Political Science 856 Grad Field Seminar in Comparative Politics, Political Science 949 Post-Communist Politics, Political Science 814 Social Identities

PhD dissertations supervised: 15 - 20

Master's theses supervised: 3

Overseas experiences: Extensive travel to Russia and former Soviet states including living in Russia for 2 1/2 years in 1990s

Awards: Mirrors of the Economy: National Accounts and International Norms in Russia and Beyond. Cornell University Press, 2010. / Honorable Mention for the 2011 Ed A. Hewett Book Prize, sponsored by the National Council for Eurasian and East European Research (NCEEER), awarded annually by the Association for Slavic, East European, and Eurasian Studies (formerly AAASS) for an outstanding publication on the political economy of the centrally planned economies of the former Soviet Union and East Central Europe and their transitional successors.

Service: 2011-Present: Director, Center for Russia, East Europe and Central Asia, University of Wisconsin-Madison; 2012-Present: co-Director, International Institute, Division of International Studies, University of Wisconsin-Madison; 2012-Present: Faculty Principal Investigator, University of Wisconsin-Madison consulting project with Nazarbayev University, Astana, Kazakhstan; 2012-Present: Member, Advisory Board to the Interim Dean of the Division of International Studies, University of Wisconsin-Madison; 2012-Present: Member, Advisory Board to the Language Institute, University of Wisconsin-Madison; 2005-Present: Member, Board of Visitors, Nelson A. Rockefeller Center for Public Policy in the Social Sciences, Dartmouth College, 1999-Present: Member, Program on New Approaches to Research and Security in Eurasia (PONARS Eurasia), George Washington University; 2010-Present: Member, Working Group on the Future of U.S.-Russian Relations, Davis Center for Russian and Eurasian Studies, Harvard University and Council on Foreign and Defense Policy, Moscow; 2010-Present: Faculty affiliate, Central Asian Studies Program (CASP), University of Wisconsin, Madison

Publications:

- 2010 Mirrors of the Economy: National Accounts and International Norms in Russia and Beyond. Cornell University Press, 2010.
- 2009 Measuring Identity: A Guide for Social Scientists. Edited by Rawi Abdelal, Yoshiko Herrera, Alastair Iain Johnston, and Rose McDermott, Cambridge University Press, 2009.
- 2013 "Accidental Hegemony: How the System of National Accounts Became a Global Institution," in Gerald Berk, et al., eds. Political Creativity: Reconfiguring Institutional Order and Change, University of Pennsylvania Press, 2013, Chp. 7, pp. 67-187.
- 2013 "National Identity and Xenophobia in Russia: Opportunities for regional analysis," by Yoshiko M. Herrera and Nicole B. Kraus in William M. Reisinger, ed. Russia's Regions and Comparative Subnational Politics, Routledge, 2013, Chp. 6, pp. 102-119.

Jennifer Tishler	Slavic Languages and Literature, Center for Russia, East Europe, and Central Asia	100%
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Ph.D. 1999, University of Wisconsin-Madison; M.A. 1993, University of Wisconsin-Madison; B.A. 1991, Mount Holyoke College

Academic Experience

2004-present Associate Director CREECA UW-Madison
 2004 Outreach Coordinator CES and CREECA UW-Madison
 1999-2004 Visiting Assistant Professor Russian Dartmouth College

Languages: Russian (Superior)

Specialization: Russian language, women in Russian literature, twentieth-century literature and culture.

Area Studies Courses: Slavic 275 Third-Year Russian I, Slavic 276 Third-Year Russian II, Slavic 253 Interdisciplinary Survey of Russia, Literature in Translation 233 Russian Civilization to 1917, Literature in Translation 247/Slavic 350 Russian Folklore

Overseas experiences: Travel and work in Russia (Moscow and St. Petersburg).

Awards: L&S Mid-Career Academic Staff Award, UW-Madison, 2013

Service: ASEES Communications Committee, 2013-2015; Division of International Studies staffing task force, January-March 2014; Participant on “Non-faculty Academic Careers” roundtable at ASEES in Boston, November 2013; Title VI Ad-hoc Language Committee (TALC), UW-Madison, January 2013-May 2013; Project GO Working Group, UW-Madison, September 2012-present

Nancy Heingartner	Center for Russia, East Europe, and Central Asia	100%
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Ph.D., Brown University, 1996; M.A., Brown University, 1992; B.A., Oberlin College, 1988

Academic Experience

2010-present Senior Outreach Specialist, CREECA
 2007-2010 Outreach Specialist, CREECA
 2005-2006 Interim Assistant Director for Study Abroad
 2003-2006 Lecturer in Russian UW-Whitewater
 1996-1999 Visiting Assistant Professor of Russian, University of Utah
 1996 (Spring) Visiting Assistant Professor of Russian, Luther College
 1992-1995 Teaching Fellow (Russian Language), Brown University

Languages: Russian (Superior), Czech (Intermediate), French (Novice)

Specialization: Slavic Linguistics

Language Pedagogy: Took part in ACTFL OPI Assessment Workshop, UW-Madison, September 2011; Took and taught Russian language courses at Brown University; Taught Russian language and culture courses at the University of Utah and the University of Wisconsin-Whitewater; ACTR/ACCELS Summer Program for Russian Language Teachers at Moscow State University, 1994 and 1997

Overseas experiences: Russia, Ukraine, Czech Republic, former Soviet Union

Service: Fascell Fellowship, Political Section, U.S. Embassy Kiev, Ukraine, 1999-2001

Outreach Activities: Conference Presentation, “My Grandparents’ Kaunas: Searching for the 1920s in 2010,” at the annual conference of the Association for the Advancement of Baltic Studies, Chicago, IL, April 27, 2012; College for Kids course on Russian Language and Culture, “From”Ah” to “Yah:” An Introduction to Russian Language and Culture,” summer 2010-present; Nationally-Certified Medical Interpreter (Russian-English-Russian), UW Hospital & Clinics, 2007-present; Assorted programming geared toward WI K-12 students; Various professional-development courses for WI K-12 teachers; Outreach to WI businesses and media organizations; Co-organize events with and for various WI community groups; Outreach events for UW-Madison and other WI universities, colleges, technical schools, community colleges

CORE FACULTY

Saule Batayeva	Languages & Cultures of Asia	100%
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Certificate for Materials Development (CARLA), University of Minnesota, 2013; Postgraduate studies, National Academy of Sciences, Kazakhstan, 1995; B.A., Rostov State University, Russia, 1988

Academic Experience

2012-present Lecturer (Kazakh language), Languages and Cultures of Asia, University of Wisconsin-Madison
 2011-2012 Editor of Kazakh, JSC Kazakhfilm, Kazakhstan.
 2008-2011 ESL and Kazakh language teacher, Boomerang, Kazakhstan
 2004-2008 Lecturer of Sociology, Philosophy and Cultural Studies, Zhetysu State University, Kazakhstan
 2002-2004 Lecturer of Sociology and Cultural Studies, Abylaykhan Kazakh University of International Relations and World Languages, Kazakhstan
 1995-2002 Teacher (English), Gymnasium, Kazakhstan
 1988-1991 Lecturer of Philosophy, Ethics and Aesthetics, Zhezkazgan State Institute of Teacher Training, Kazakhstan

Languages: Kazakh (Native), Russian (Native), English (Advanced)

Specialization: Kazakh language instruction, sociology and cultural studies

Area Studies Courses: First, third and fifth semester Kazakh

National/International/University Service: Conference Presentation- "The contradictions of formation of Ethnic Identities of Kazakhs in Post-Soviet Kazakhstan," Central Eurasian Studies Society Conference, Madison, Wisconsin, October 2013.

Maria Belodubrovskaya	Communication Arts	75%
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Ph.D. 2011, University of Wisconsin-Madison; M.A. 2005, University of Wisconsin-Madison

Academic Experience

2012-present Assistant Professor Communication Arts University of Wisconsin-Madison

Languages: English (Distinguished), Russian (Native)

Specialization: Film Studies

Area Studies Courses: Communication Arts 456: Russian and Soviet Cinema

Overseas experiences: Archival research in Russia

Awards: Post-doctoral Fellowship, Davis Center, Harvard (2011-2012)

Publications:

- 2014 "Soviet Hollywood: The Culture Industry That Wasn't," *Cinema Journal*, 53:3 (Spring 2014), 100-122.
- 2011 "The Jockey and the Horse: Joseph Stalin and the Biopic Genre in Soviet Cinema," *Studies in Russian and Soviet Cinema* 5:1 (2011): 29-53.
- 2009 "Understanding the Magic: Special Effects in Ladislav Starewitch's *L'Horloge magique*," *KinoKultura* 23 (2009).
- 2006 "Ekstsentrika stilia v kinokartine A. Rooma Strogii iunosha" [Eccentricism of Style in Abram Room's *A Strict Young Man*], *Tynianovskii sbornik* 12 (2006): 318-38.

David M. Bethea	Slavic Languages & Literature	100%
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Ph.D. 1977, University of Kansas; M.S. 1974, Georgetown University; B.A. 1970, Washington and Lee University

Academic Experience

1981-present Vilas Research Professor Slavic UW-Madison
 2005-2011 Professor of Russian Studies Faculty of Medieval and Modern Langs. Oxford University
 1977-1981 Assistant Professor of Russian Russian Middlebury College

Languages: Russian (Distinguished), French (Intermediate), Serbo-Croatian-Bosnian (Novice-Intermediate), Latin ,

Specialization: Pushkin and his era, modern Russian poetry (esp. Khodasevich and Brodsky), Russian cultural / mythology, Russian émigré literature, Anglo-American vs. Russian modernism, 20th century / Russian/Slavic literary theory, biography .

Area Studies Courses: Littrans 201-203 Survey 19th-Century Russian Literature, Slavic 321 4th-Year Russian

PhD dissertations supervised: 5-10 **Master's theses supervised:** None

Overseas experiences: Yearly research at Pushkinskii Dom (Pushkin House), Academy of Sciences, St. Petersburg, Russia; consulting at School of Higher Economics, Moscow (2013-14)

Awards: STARTALK grant to fund Pushkin Summer Institute, 2014

Service: Chair, External Review Committee, Slavic, Yale (spring 2009); Member, External Review Committee, Slavic, UC-Barkeley (spring 2012); Chair, External Review Committee, Slavic, Brown (spring 2013); Member, UITC (University International Travel Committee) (2013-14); Member, Etkind Book Award Committee, European University of St. Petersburg (2013-14); Member, editorial board, ACTA SLAVICA ESTONICA (University of Tartu) (2013-14); Dean, Wadham College (Oxford) (spring 2010); Director, Pushkin Summer Institute (UW-Madison) (2012-present).

Publications:

- 2014 “Соловьев и Дарвин: между Софией и «выживанием сильнейших»” (Solov’ev and Darwin: Between Sophia and ‘Survival of the Fittest’), article (4400 words) for Lotmanovskii sbornik
- 2014 “Another Look at Pushkin’s Byronism,” in Zapiski russkoi akadem icheskoi gruppy v SShA (Festschrift for Vladimir Alexandrov), 7000 words, 2014
- 2013 American Contributions to the Fifteenth International Congress of Slavists. Minsk, August 2013. ed. David M. Bethea and Christina Y. Bethin (Bloomington: Slavica, 2013) (121 pgs.)
- 2013 “A Note on Nabokov’s Invitation to a Beheading : The Reichstag Fire and the Execution of Marinus van der Lubbe,” in (Ne)muzykal’noe prinoshen ie, ili Allegro affettuoso (Sbornik statei k 65 - letiiu Borisa Aronovicha Katsa), ed. Alexander Dolinin, Il’ia Doronchenkov, Liudmila Kovnatskaia, and Natalia Mazour (St. Petersburg: Evropeiskii universitet, 2013), 592 - 598

Rachel F. Brenner	Center for Jewish Studies	40%
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Ph.D. 1986, York University; M.A. 1975, Tel Aviv University; B.A. 1968, Hebrew University

Academic Experience

2001-present Professor Hebrew Studies University of WI-Madison
 1996-2000 Associate Professor Hebrew Studies University of WI-Madison
 1992-1996 Assistant Professor Hebrew Studies University of WI-Madison

Languages: English (Distinguished), Hebrew (Distinguished), Polish (Distinguished)

Specialization: Literary representations of the Holocaust / Autobiography and Diary Study / Ethics

Area Studies Courses: Hebrew Studies Heb 401 survey of modern Hebrew Literature, Hebrew Studies Heb 402 Survey of Modern Hebrew Literature, Hebrew Studies Heb 356 Zionism from Inception to the State

PhD dissertations supervised: None **Master's theses supervised:** 1-2

Overseas experiences: Holocaust, Israel

Awards: 2012 Honored Instructors Award, Chadbourne Residential College, 2011 Honored Instructors Award, Chadbourne Residential College, 2011 Kellet Mid-Career Faculty Research Award (\$60,000), 2011 CREECA travel grant, 2011 Center for European Studies annual Faculty Travel Grant, 2011 Summer Grant and Travel Grant, Graduate School, 2010 Summer Grant, Graduate School, 2009 Honored Instructors Award, University Housing, 2009 Summer Grant, Graduate School, 2009 Max and Frieda Weinstein-Bascom Professorship in Jewish Studies, 2008 Senior Fellow, Institute for Research in the Humanities (five years appointment)

Service: Various committees in the Center for Jewish Studies, Appeals committee

Publications:

- 2014 Ethics of Witnessing
- 2014 “The Final Solution in Early Polish Testimonial Fiction: The Impact of the Holocaust on the Witnessing World”
- 2014 “L’attitude de Russell, Benda, and Gide: conceptions du bonheur et de la réalité de l’Holocauste dans le journal de Aurelia Wyleżyńska”
- 2013 “Ideological Reactions to the Holocaust in Autobiographical Writings of Polish Diarists-Writers”

Barbara Buenger	Art History	25 %
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Ph.D. 1979, Columbia University; M.Phil. 1973, Columbia University; M.A. 1971, Columbia University B.A. 1970, Vassar College

Academic Experience

1997-present Professor, Department of Art History, University of Wisconsin-Madison
 1993-1997 Chair, Department of Art History, University of Wisconsin-Madison
 1983-1997 Associate Professor, Department of Art History, University of Wisconsin-Madison
 1979-1983 Assistant Professor, Department of Art History, University of Wisconsin-Madison

Languages: German (Superior)

Specialization: German self-portraits, 20th century European painting and sculpture, modern art.

Area Studies Courses: 20th Century European Painting and Sculpture; Art in Europe, 1880-1914; Art in Europe, 1915-1955

PhD dissertations supervised: 5 **Master's theses supervised: 3**

Overseas experiences: Research in Germany, Poland, Russia

Service: University lectures at the Chazen Museum of Art

Publications:

- 2012 Barbara C. Buenger. Review of "Franz Radziwill and the Contradictions of German Art History, 1919-45" by James A. Van Dyke.
- 2009 "Some portraits from Frankfurt's Weimar Era," *Of Truths Impossible to Put in Words: Max Beckmann Contextualized*, Maria Makela and Rose-Carol Washon Long, eds., Peter Lang
- 2008 "German Prints from War to Weimar: Methods and Meanings," for the temporary exhibition from the collection of Syracuse University Museum, "Impassioned Images: German Expressionist Prints," Frances Lehman Loeb Art Gallery, Vassar College

Kathryn Ciancia	History	100 %
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Ph.D. 2011, Stanford University; M.A. 2004, University College, London; B.A. 2002, University of Oxford

Academic Experience

2013-2014 Assistant Professor History University of Wisconsin-Madison
 2011-2013 Postdoctoral Fellow Undergraduate Education Stanford University

Languages: Polish (Advanced)

Specialization: Modern Eastern Europe; Poland between the two world wars; Polish national identity; transnational history of the relationships between Polish interwar state, Polish citizens abroad, members of the Polish diaspora; mass violence; ethnic relations

Area Studies Courses: History 200 Historical Studies-"Mass Violence in Europe, 1900-1950"; History 223 Eastern Europe Since 1900: War, Revolution, Society; History 425 A History of Poland in the World; History 891 Historiography of Modern Eastern Europe

Overseas experiences: Extensive field research in Poland

Awards: Mellon Foundation Dissertation Fellowship (2011), Vice Provost for Graduate Education Diversity Dissertation Research Award (2008-09), History Department Five-Year Fellowship, Stanford University (2005-10)

Publications:

- 2013 "Creating Lives: Fictional Characters in the History Classroom," *Perspectives on History*

Thomas Dale	Art History	50 %
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Ph.D. 1990, Johns Hopkins University; M.A. 1986, Johns Hopkins University; B.A. 1984, Trinity College, University of Toronto

Academic Experience

2008-present Chair, Department of Art History, University of Wisconsin-Madison
 2005-present Professor, Department of Art History, University of Wisconsin-Madison
 2000-2005 Associate Professor, Department of Art History, University of Wisconsin-Madison
 1999-2000 Assistant Professor, Department of Art History, University of Wisconsin-Madison

Languages: Greek (reading knowledge), Russian (reading knowledge)

Specialization: Early Christian, Medieval and Byzantine art; Romanesque art (religious experience and the senses); San Marco in Venice; the cult of the saints; cultural appropriation and hybridity

Area Studies Courses: Art Hist 310 Early Christian and Byzantine Art; Art Hist 311 Medieval Art; Art Hist 415 Topics in Medieval Art "Death and the Afterlife"; Art Hist 515 Proseminar in Medieval Art "Pilgrimage and the Cult of Saints in Medieval and Byzantine Art"; Art Hist 815 Seminar in Medieval Art "Icon: The Holy Image in Eastern Orthodox Culture"

PhD dissertations supervised: 5 **Master's theses supervised:** 3

Overseas experiences: Greece, Serbia, Russia

Awards: University of Wisconsin Graduate School: project assistant for "Color and the Phenomenology of Religious Experience in Romanesque Art (ca. 1050-1200)." (2012-2013); University of Wisconsin Graduate School: project assistant for "Romanesque Sculpture, Embodiment and Multi-Sensory Religious Experience." (2011-2012); University of Wisconsin, College of Letters and Sciences, Anonymous Fund grant to support symposium, "Russian Icons in Context": \$1800.00 (2011-2012)

Service: Article Reviewer, *Speculum* (2012); Article Reviewer, *Gesta* (2012); Program Review Committee member, Department of Art History, University of Oregon at Eugene (2011); Book manuscript Reviewer, Pennsylvania State University Press (2011); Book manuscript Reviewer, Yale University Press (2010); Book manuscript Reviewer, University of Chicago Press (2010) Mellon Funding Committee, College of Letters and Sciences (2011-present); Co-Chair, Humanities Strategic Planning Committee (2010-11); Commission of Faculty Compensation and Benefits (2010-12); Steering Committee, Year of the Arts, UW-Madison (2009-11)

Publications:

- In Progress "Romanesque Corporealities: Sculpture, Embodiment, the Senses and Religious Experience in as Western Europe, ca. 1050-1215."
- In Progress "Cultural Hybridity and Appropriation from the East in Medieval Venice after the Fourth Crusade."
- 2012 "Romanesque Mural Painting, Colour and Multi-sensory religious experience," *From Minor to Major: The Minor Arts and Their Current Status in Art History*, ed. Column Hourihane (Princeton: Princeton University Press, forthcoming 2012), 23-42.
- 2010 "Cultural Hybridity in Medieval Venice: Re-inventing the East at San Marco after the Fourth Crusade" in *San Marco and the Myths of Venice* (Washington D. C.: Dumbarton Oaks,), 151-191.
- 2010 "The Nude, *Phantasia*, Vision and the Affective Powers of Romanesque Sculpture" *Romanesque at a Crossroads: Eleventh- and Twelfth-Century Sculpture Studies*, eds. K. Ambrose and R. Maxwell (Turnhout: Brepols, 2010), 61-76.

David S. Danaher	Slavic Languages & Literature	100 %
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Ph.D. 1995, Brown University; M.A. 1990, Brown University; B.A. 1989, American University

Academic Experience

2010-present Professor Slavic Languages UW-Madison
 2004-2009 Associate Professor Slavic Languages UW-Madison
 1998-2004 Assistant Professor Slavic Languages UW-Madison
 1996-1998 Lecturer Languages and Literatures University of Denver

Languages: Czech (Superior), Russian (Advanced)

Specialization: Czech language; Cognitive Linguistics; Ethnolinguistics

Area Studies Courses: Interdisciplinary 254 Intro to Central Europe (The Culture of Dissent)

Overseas experiences: Fulbright Lectureship, Charles University, Prague, 2006; other research/language travel to the Czech Republic and Russia

Awards: Distinguished Honors Faculty Award, UW-Madison (2014); Sabbatical Research Leave, UW-Madison (2012-2013)

Service: Member of Advisory Board for CET Prague Study Abroad (2012 to present); Vice-President, International Association of Teachers of Czech (2003 to present)

Publications:

- 2015 Reading Václav Havel, University of Toronto Press
- 2013 The Linguistic Worldview: Ethnolinguistics, Cognition and Culture (as co-editor with Adam Glaz and Przemyslaw Lozowski. Amsterdam: Versita.
- 2013 "Ethnolinguistics and Literature: The Meaning of svedomi (conscience) in the Writings of Václav Havel," 93-113. In The Linguistic Worldview (eds. A. Glaz, D. Danaher, P. Lozowski). Amsterdam: Versita.
- 2013 "'Neklid transcendence': zanry Vaclava Havla," Ceska literatura 1: 29-50.

Funda Derin	Languages and Cultures of Asia	100 %
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Ph.D. 2010, Gazi University; M.P.A 1999, Public Administration Institute for Turkey and the Middle East;
B.A. 1990 Ondokuz Mayıs University

Academic Experience

2012-present Lecturer (Turkish/Azeri), Department of Languages and Cultures of Asia, University of Wisconsin-Madison
2011-2012 Summer Director, Turkish Language Program & Lecturer for 2nd year & 3rd Turkish, Arabic, Persian and Turkish Language Immersion Institute (APTLII), University of Wisconsin-Madison
2008-2012 Associate Lecturer (Turkish/Azeri), Department of Languages and Cultures of Asia, University of Wisconsin-Madison

Languages: Turkish/Azeri (Native), English (Advanced)

Specialization: Turkish Language; Azerbaijani Language; Ottoman Turkish; Women in Turkish society

Area Studies Courses: Turkish and Azeri Language (all levels); Advanced Readings in Turkish Literature; Turkish Literature in Translation; Literature of Muslim Societies in Translation; Women in Turkish Society; Religion & Culture in Turkey; Politics & Society in the Modern Middle East

Overseas experiences: Advisor for Political Affairs and Media Relations, Mehmet Emin Murat Bilgiç, Member of Parliament, Turkey, 2006-2007; Member, Commission for Writing Textbooks for Secondary Education, Ministry of Education, Turkey, 2004-2005

Awards: Honored Instructor Award, UW University Housing, 2012

Service: Member and chair, "Crafting Energy Policy Across Borders," 14th annual meeting of the Central Eurasian Studies Society (2013); AATT student paper selection committee, Turkish Studies Association; International Baccalaureate examiner for Azeri language & literature (2011-present)

Alexander Dolinin	Slavic Languages & Literature	100 %
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Ph.D. 1977, Leningrad State University; M.A. 1970, Leningrad State University

Academic Experience

1999-present Professor, Department of Slavic Languages and Literature, University of Wisconsin-Madison
1993-1999 Associate Professor, Department of Slavic Languages and Literature, University of Wisconsin-Madison
1988-1998 Fellow Researcher, Comparative Literature Department, Institute of Russian Literature

Languages: Russian (Native), English (Distinguished), French (Superior)

Specialization: Nabokov, Pushkin, and the historical novel in nineteenth-century Russia.

Area Studies Courses: Nineteenth Cent Russian Literature; Twentieth Cent Russian Literature; Soviet Literature; Nabokov; Dostoevsky; Russian Poetry After Pushkin

PhD dissertations supervised: 5 **Master's theses supervised: 2**

Overseas experiences: Extensive experience in Russia

Service: *Nabokov Studies*, editorial board member; *Nabokovskii vestnik* (St.Petersburg), editorial board member; *Pushkin Series*, UW Press, co-editor with David Bethea; *From the Other Shores. Russian Writers Abroad*, editorial board member; Tartu University Press Russian Series "Humaniora: Litterae Russica", member of the international editorial board; *Russkii put'* Publishers, Moscow, editorial member of the *Russians Abroad* series; *Nabokov-on-Line Journal*, editorial board member; *Efim Etkind International Award*, jury member

Publications:

Forthcoming "Russkaia proza Vladimira Nabokova," chapter 21 in *Russkaia literatura XX veka: 1930-e—seredina 1950-kh godov*, ed. by Mark Lipovetskii a.o. Vol.II, 203—239 Moscow, 2014
Forthcoming "Karl Proffer i Vladimir Nabokov: k istorii dialoga," in *Novoe literaturnoe obozrenie*. 2014, No.125
2014 Vladimir Nabokov, *Istinnaiia zhizn' Sebastiana Naita; Prosvetchivaiushchie predmety*, St. Petersburg, 2014 (annotations to both novels, the introductory article, and a translation of *Transparent Things*).
2013 (Ne)muzykal'noe prinoshenie, ili Allegro affettuoso: Sbornik statei k 65-letiiu Borisa Aronovicha Katsa. St. Petersburg, 2013 (edited by Alexander Dolinin and Natalia Mazur). 672 pp.

Thomas DuBois	Scandinavian Studies	33 %
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Ph.D. 1990, University of Pennsylvania; B.A. 1983, Cornell University

Academic Experience

2000-present Professor, Dept of Scandinavian Studies, University of Wisconsin-Madison

Languages: Finnish (Advanced), French (Advanced), Swedish (Advanced), Estonian (Intermediate), German (Intermediate), Saami (Lappish) (Intermediate), Spanish (Intermediate), Russian (Intermediate), Old Norse (Intermediate), Old English (Intermediate), Latin (Intermediate), Norwegian (Intermediate), Icelandic (Intermediate), Danish (Intermediate), Irish (Intermediate)

Specialization: Finnish folklore and literature; Saami culture; Medieval Nordic (including Viking) religions; Lyric songs in Northern Europe.

Area Studies Courses: Shamanism

PhD dissertations supervised: 4 **Master's theses supervised:** 3

Overseas experiences: Fieldwork in Finland and England

Service: Current president, Society for the Advancement of Scandinavian Study; Fellowships Chair, American Scandinavian Foundation; Board member, ACLS

Publications:

2010 Turi, Johan Olafsson, Mikael Svonni, and Thomas A. DuBois. An Account of the Sámi: A Translation of Múitalus Sámiid Birra. Print.

Karen Evans-Romaine	Slavic Languages and Literature	100 %
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Ph.D. 1996, University of Michigan; M.A. 1989, University of Michigan ; B.A. 1986, Oberlin College

Academic Experience

2013-present Professor, Dept. of Slavic Languages and Literature, University of Wisconsin-Madison
 2009-2013 Associate Professor, Dept. of Slavic Languages and Literature, University of Wisconsin-Madison
 2002-2009 Associate Professor of Russian, Ohio University
 2003-2009 Director, Davis School of Russian, Middlebury College

Languages: Russian (Superior), German (Advanced), French (Advanced), Polish (Intermediate), Italian (Novice)

Specialization: Boris Pasternak, intertextuality in Russian Modernism, interrelationship of music and literature, German-Russian literary relations, European Modernism and Romanticism; foreign language pedagogy

Area Studies Courses: Russian language; Women in Russian Literature; Bulgakov's *Master and Margarita*

Overseas experiences: Extensive experience living and working in Russia and Eastern Europe

Awards: Principal Investigator and Director, UW-Madison Russian Flagship Center (2010-15), Honored Instructor Award, University Housing, UW-Madison (2010)

Service: Oral Proficiency Interviewer, Language Testing International, Inc. (2010-present); Board Member, American Council of Teachers of Russian (2011-present); Member, External Review Committee, Russian Department, Amherst College (2012); Consultant, Editorial Board, Academic Studies Press (2007-present); University of Wisconsin Press Board Member (2012-13); Second Language Acquisition Steering Committee (2012-13); Fulbright Evaluation Committee, International Institute (2012); Kazakh Language Working Group, Nazarbayev University (2012); Faculty Advisor, Russkii dom, International Learning Community (2011-2013); CREECA* MA Admissions Committee (2011-2012); CREECA Administrative Board (2010-2012); FLAS Selections Committee (2010-2012); Second Language Acquisition PhD Admissions (2011-2012); Second Language Acquisition PhD Advisory Board (2011-2012)

Publications:

2012 Dianna Murphy, Karen Evans-Romaine, and Snezhana Zheltoukhova, "Student and Tutor Perspectives of Tutoring in a Russian Flagship Program," *Russian Language Journal*

2011 Fredricke Carl. *Klassik und Theateravantgarde. V.E. Mejerchol'ds Revizor im Kontext der russischen Klassikerrezeption*. Munich: Verlag Otto Sagner (Slavistische Beiträge, Band 463), 2008. *Slavic and East European Journal* 55:4

2010 Sigrun Bielfeldt. *Selbst oder Natur: Schellings Anfang in Rußland*. Munich: Verlag Otto Sagner (Arbeiten und Texte zur Slavistik, Band 83), 2008. *Slavic Review* 69:4

Katja Favretto	Political Science	33 %
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Ph.D. 2009, University of California, Los Angeles; M.A. 2004, University of California, Los Angeles; B.A. 1999, California State University

Academic Experience

2009-present Assistant Professor, Dept. of Political Science, University of Wisconsin-Madison

Languages: Slovene (Superior), Serbo-Croatian (Superior), French (Advanced), Italian (Advanced)

Specialization: Crisis bargaining; international conflict management; third-party intervention

Area Studies Courses: Problems in American Foreign Policy; International Relations Seminar

PhD dissertations supervised: 2 **Master's theses supervised:** 2

Overseas experiences: Slovenia, Serbia, Croatia

Service: CREECA MA and FLAS selection committee, 2010-2012

Publications:

2009 "Should Peacemakers Take Sides? Major Power Mediation, Coercion and Bias" *American Political Science Review* 103.2, 2009

2009 "Mediation in the Shadow of Coercion: The Strategy of Great Power Intervention in International Conflicts," Dissertation, 2009.

Halina Filipowicz	Slavic Languages and Literature, Gender & Women's Studies	100 %
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Ph.D. 1979, University of Kansas; M.A. 1969, Warsaw University, Poland; B.A. 1967, Warsaw University, Poland

Academic Experience

1997-present Professor, Dept. of Slavic Languages and Literature, University of Wisconsin-Madison

1989-1997 Associate Professor, Dept. of Slavic Languages and Literature, University of Wisconsin-Madison

1982-1989 Assistant Professor, Dept. of Slavic Languages and Literature, University of Wisconsin-Madison

Languages: Polish (Native), Russian (Superior), English (Superior), French (Advanced)

Specialization: Polish literature; Polish cultural and intellectual history; history and theory of theatre and drama; women's and gender studies

Area Studies Courses: Polish Literature, 14th to the Mid-19th Century; Polish Literature, Late 19th and 20th Centuries; Polish Literature, Middle Ages to 1863; Polish Literature since 1863; Polish Culture and Literature; Taboo Topics in Polish Literature and Culture; Ethical

Issues in Representing the Holocaust in Poland

PhD dissertations supervised: 2 **Master's theses supervised:** 2

Overseas experiences: Extensive experience in Poland and Germany

Awards: University Housing's Honored Instructor Award, University of Wisconsin-Madison (2010)

Service: Member, Editorial Board, *Slavic and East European Journal*; Member, Editorial Committee, *Polish Theater Perspectives*.

Publications:

Forthcoming Taking Liberties: Patriotism, Transgression, and Polish Drama, 1786-1989. Forthcoming from Ohio University Pres. Anticipated release December 2014. 600 pp

2014 "Am I That Name?" Feminism, Feminist Criticism, and Gender Studies. *The Polish Review*. Vol.59(1), pp.3-15.

2014 "Review Women's Voices and Feminism in Polish Cultural Memory Chowaniec Urszula Phillips Ursula Cambridge Scholars Newcastle upon Tyne." *The Polish Review*. Vol.59(1), pp.107-109.

2013 "Czy Sejm Czteroletni uchwali? Konstytucje 3 Maja? Na Tropie Mitow Narodowych" ("The Peasant Prince: Thaddeus Kosciuszko and the Age of Revolution" - Book Review). *Slavic and East European Journal*. Vol.57(3), p.489-491.

Scott Gehlbach	Political Science	100 %
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Ph.D. 2003, UC Berkeley; M.A. 2000, UC Berkeley; M.A. 1998, UC Berkeley; M.B.A. 1991, Univ of Michigan; B.S. 1989, Univ of Illinois

Academic Experience

2012-present Associate Chair Political Science UW Madison
 2011-present Professor Political Science UW Madison
 2008-2011 Associate Professor Political Science UW Madison
 2003-2008 Assistant Professor Political Science UW Madison

Languages: Russian (Advanced), Czech (Novice), French (Novice)

Specialization: Russian politics, political economy, economic history, methods

Area Studies Courses: Political Science 949 Postcommunist Politics, Political Science 612 Transitions to the Market

PhD dissertations supervised: 3 **Master's theses supervised:** None

Overseas experiences: Extensive fieldwork in Russia. Two Fulbright-Hays Fellowships (one as grad student, one as faculty member), various other supporting grants.

Awards: Abram Bergson Prize for best paper published in Comparative Economic Studies (for "Did Postcommunist Privatization Increase Mortality?"), H. I. Romnes Faculty Fellowship, Graduate School, UW Madison, AAASS Davis Center Book Prize for Political and Social Studies (for Representation Through Taxation: Revenue, Politics, and Development in Postcommunist States), honorable mention

Service: Editorial Board, Politeia, 2014–present, Editorial Board, Comparative Economic Studies, 2013–present, Co-editor, Higher School of Economics Working Paper Series in Political Science, 2011–present, SSRC Eurasia Program Advisory Board on Quantitative Methodology, 2011–present. Academic Committee, New Economic School/Higher School of Economics B.A. Program in Economics, 2011–present. Co-editor, The Political Economist, Newsletter of APSA Political Economy Section, 2010–2013. Editorial Board, PS, 2009–2012.

Publications:

Forthcoming "Government Control of the Media." With Konstantin Sonin. Journal of Public Economics.
 Forthcoming "Electoral Manipulation as Bureaucratic Control." With Alberto Simpser. American Journal of Political Science.
 2013 Formal Models of Domestic Politics. Cambridge University Press (Analytical Methods for Social Research).
 2012 "Private Investment and the Institutionalization of Collective Action in Autocracies: Ruling Parties and Legislatures." With Philip Keefer. Journal of Politics. 74(2):621–635.

Theodore P. Gerber	Sociology	100 %
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Ph.D. 1995, UC Berkeley; M.A. 1991, UC Berkeley; B.A. 1987, University of Michigan

Academic Experience

2005-present Professor Sociology University of Wisconsin-Madison
 2003-2005 Associate Professor Sociology University of Wisconsin-Madison
 2002-2003 Associate Professor Sociology University of Arizona

Languages: Russian (Superior), French (Superior), Spanish (Intermediate)

Specialization: Sociology, Demography

Area Studies Courses: Sociology 496 Topics: Population and Society in Contemporary Russia, Sociology 170 Population Problems: Population and Society in Contemporary Russia

PhD dissertations supervised: 5-10 **Master's theses supervised:** 5-10

Overseas experiences: Visiting Professor, Center for Advanced Research in the Social Sciences, Juan March Institute, Madrid, Spain, August 2011-July 2012.

Awards: 2013-17 "Homeownership and Societal Stability." Minerva Initiative, Department of Defense (with Jane Zavisca, University of Arizona). Three-year, four-country project with likely two-year extension at a total funding level of \$3.5 million. 2011-13 Collaborative Research: Housing Status and Life Course after Privatization in Russia. National Science Foundation (with Jane Zavisca, University of Arizona), \$209,999. 2011 Kellett Mid-Career Award, University of Wisconsin 2010 Honored Instructors Award, Division of University Housing, University of Wisconsin (in recognition of instruction in Sociology 170, Fall 2010).

Service: Director, Center for Russia, East Europe, and Central Asia, University of Wisconsin, July 2007-July 2011, Board of Directors, National Council for Russian, East European, and Eurasian Research, 2010- Faculty Advisory Board, Department of Political Science and Sociology, European University of St.Petersburg, 2012- Editorial Board Member, American Sociological Review, January 2012-current. Department of Sociology, University of Wisconsin, 2012-13 Graduate Exchanges Committee (chair), Director of Evaluation of Title VI NRCs, International Institute, 2010-11 Nazarbayev University Steering Committee, 2010-11 Russian Flagship Program Steering Committee

Publications:

2014 Theodore P. Gerber and Jonas Radl. "Pushed, Pulled, or Blocked? The Elderly and the Labor Market in Post-Soviet Russia." Social Science Research. Vol. 45, 2014, pp. 152–169.
 2013 Theodore P. Gerber and Karine Torosyan. "Remittances in Georgia: Correlates, Economic Impact, and Social Capital Formation." Demography. Vol. 50, no. 4, August 2013, pp.1279-1301.
 2012 Theodore P. Gerber and Brienna Perelli-Harris. "Maternity Leave in Turbulent Times: Labor Market Transitions and Fertility in Russia, 1985-2000." Social Forces. Vol. 90, no. 4, June 2012, pp. 1297-1322.

Victor F. Gorodinsky	General Library Systems; The Russian Folk Orchestra	100 %
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M.L.S. 1989, Univ. of Illinois; M.A. 1979, Gnesin College, Russia

Academic Experience

1995-present Slavic & E.European Languages Cataloger, Library, University of Wisconsin-Madison
 1985-1995 Slavic & E.European Languages Cataloger, Library, University of Illinois

Languages: Russian (Native), Polish (Superior), French (Superior), Czech (Intermediate),

Specialization: Cataloging and technical processing of library materials in Slavic, East-European, and Central Asian languages; Directing the UW Russian Folk Orchestra

Overseas experiences: May 2013: teaching/consulting at the Nazarbaev University Library (Astana, Kazakhstan)

Kathryn Hendley	Law, Political Science	100 %
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Ph.D. 1993, UC Berkeley; M.A. 1987, Georgetown University; J.D. 1982, UCLA School of Law; A.B. 1979, Indiana University

Academic Experience

2001-present Professor, Law School & Political Science Department, University of Wisconsin-Madison
 1998-2001 Associate Professor, Law School & Political Science Department, University of Wisconsin-Madison

Languages: Russian (Superior), French (Novice)

Specialization: Russian legal reform, privatization, military conversion, contractual relations

Area Studies Courses: Law 811 Comparative Law, Political Science 633 Russian Politics

PhD dissertations supervised: 4 **Master's theses supervised:** None

Overseas experiences: Extensive field research in Russian Courts

Awards: Civil Society Partnership Program Advanced Practitioner Fellowship, Eurasia Foundation, 2014, Short-Term Travel Grant, IREX, 2013-14, Law and Public Affairs Fellowship, Princeton University, 2012-13, Fulbright Research Fellowship, Moscow, 2011-12, Ed A. Hewett Fellowship, The National Council for Eurasian and East European Research, 2011-2012, Kellett Mid-Career Award, University of Wisconsin, 2010, Research Grant, The National Science Foundation, 2008-2011

Service: Co-Organizer, Engaging Law in Eurasia, a workshop for young scholars held at the Kennan Institute, Washington, DC, 2013. Member, Editorial Board, Bulletin on Current Research in Soviet and East European Law, 2006-present. Member, Editorial Board, Post-Soviet Affairs, 2004-present. Member, Editorial Board, Review of Central and East European Law, 2005-present. Chair, Law & Society Association Dissertation Prize Committee, 2012-13. Member, Advisory Committee, Eurasia Program, Social Science Research Council, 2011-2013. Chair, 2010 Award Committee, Edward S. Corwin Award, American Political Science Association

Publications:

- 2013 "Too Much of a Good Thing? Assessing Access to Civil Justice in Russia," Slavic Review, vol. 72, no. 4, pp. 802-27, 2013.
- 2013 "What If You Build It And No One Comes? The Introduction of Mediation to Russia," Cardozo Journal of Conflict Resolution, vol. 14, no. 3, pp. 527-58, 2013
- 2012 "The Puzzling Non-Consequences of Societal Distrust of Courts: Explaining the Use of Russian Courts," Cornell International Law Journal, vol. 56, no. 3, 517-67, 2012
- 2012 "Who Are the Legal Nihilists in Russia?" Post-Soviet Affairs, vol. 28, no. 3, pp. 1-37, 2012

Francine Hirsch	History	100 %
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Ph.D. 1998, Princeton University; M.A. 1993/1991, Princeton University; B.A. 1989, Cornell University

Academic Experience

2005- Associate Professor, University of Wisconsin-Madison, Department of History
 2000-2005 Assistant Professor, University of Wisconsin-Madison, Department of History
 1999-2000 Assistant Professor, SUNY-Binghamton, Department of History

Languages: Russian (Superior), German (Advanced), French (Intermediate)

Specialization: Russian history, Soviet history

Area Studies Courses: History 201 Russia Engages America; America Engages Russia, History 419 History of Soviet Russia, History 424 Soviet Union & World, 1917-1991, History 850 History of the Soviet Union & Modern History of Early Central Europe, History 891 Postwar Europe

PhD dissertations supervised: 4 **Master's theses supervised:** 4

Overseas experiences: Extensive experience in Russia, Germany

Awards: H. I. Romnes Faculty Fellowship, University of Wisconsin (2009-2014); Institute for Research in the Humanities Fellowship, University of Wisconsin (Spring 2008)

Service: Faculty Committee of the University of Wisconsin Press (2008-), Human Rights Initiative Steering Committee (2007-), Vucinich Book Prize Committee for the AAASS (2008-11)

Publications:

- Forthcoming "Soviet Judgement at Nuremberg: A Cold War Story" (Book)
- 2008 "The Soviets at Nuremberg: International Law, Propaganda, and the Making of the Postwar Order." The American Historical Review. Vol.113(3), p.701-730.
- 2008 "How St. Petersburg Learned to Study Itself: The Russian Idea of Kraevedenie" (Book Review). Slavic Review. Vol. 67(1), p.250.

Mark Johnson	Educational Policy Studies	75 %
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Ph.D., Columbia University, 1995; M.A., Columbia University, 1987

Academic Experience

2014-present Director, Educational Initiative, Office of the Provost, University of Wisconsin-Madison
 2009-present Assistant Professor, Dept. of Educational Policy Studies, University of Wisconsin-Madison

Languages: Russian (Superior)

Specialization: The comparative history of higher education, education policy in Russia and central Eurasia

Area Studies Courses: Introduction to Comparative and International Education

Overseas experiences: Field research in Russia and Eurasia

Service: Team leader for Quality Improvement section, UW-Madison partnership with Nazarbayev University CREECA Administrative Council, 2010-2011

Publications:

- 2009 "Building Professional Skills and University Capacity for Policy-Relevant Social Science Research in Armenia, Georgia and Azerbaijan: The Caucasus Research Resource Centers (CRRC) Program," Eurasia Foundation and Eurasia Partnership Foundation, 2009
- 2008 "Legacies of the Carnegie Corporation of New York's Higher Education in the Former Soviet Union (HEFSU) Program," *Carnegie Results*, Carnegie Corporation of New York, 2008
- 2008 "Historical Legacies of Soviet Higher Education and the Transformation of Higher Education Systems in Russia and Eurasia," *The Worldwide Transformation of Higher Education*, Alex W. Wiseman and David P. Baker, eds., Elsevier Science, Ltd., 2008

Robert J. Kaiser	Geography	100 %
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Ph.D. 1988, Columbia University; M.Phil. 1986, Columbia University; M.A. 1985, Columbia University; B.S. 1980, State University of New York College at Brockport

Academic Experience

2002-present Professor, Dept. of Geography, University of Wisconsin-Madison
 1997-2002 Associate Professor, Dept. of Geography, University of Wisconsin-Madison
 1996-1997 Assistant Professor, Dept. of Geography, University of Wisconsin-Madison

Languages: Russian (Superior), Serbo-Croatian (Advanced), Czech (Advanced), French (Advanced), Kazakh (Novice).

Specialization: Cultural and political geographies; nationalism; politics of memory; borderlands; post-socialist space

Area Studies Courses: Geo 318 Introduction to Geopolitics; Geo 353 Geographies of Transition in Post-Socialist Space; Geo 518 Power, Place, Identity; Geo 553 Eastern Europe and the FSU: Problems in Human Geography

PhD dissertations supervised: 1 **Master's theses supervised:** 3

Overseas experiences: Principal investigator, NSF-funded project to Build an International Collaborative Network of Geographers and Related Specialists in the US and the Southern Tier of Post-Socialist States (2002-present)

Awards: Leon Epstein Faculty Fellow Award, College of Letters and Science, University of Wisconsin – Madison (2012-2015); Estonia and the Birth of Cyberwar. Visiting Fellowship, Aleksanteri Institute, University of Helsinki (2012-2013); Political Events and Spaces of Affect (with Keith Woodward, J.D. Dewsbury, and M. Fannin), British Council Connect Award and WUN seed-grant (2011-2012)

Service: Chair, Department of Geography, University of Wisconsin – Madison (2009-2012)

Publications:

Forthcoming "Performativity, Events and Becoming-Stateless," in R. Rose-Redwood and M. Glass (eds),
 Performativity, Politics and the Production of Social Space. New York and London: Routledge
 2012 "Reassembling the Event: Estonia's Bronze Night." Environment and Planning D: Society and Space
 2012 "Performativity and the Eventfulness of Bordering Practices," in T Wilson and H Donnan (eds), A
 Companion to Border Studies. Malden, MA and Oxford: Wiley-Blackwell, 2012.

Vance Keyly	Communication Arts	75 %
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Ph.D. 1978, University of Wisconsin-Madison; M.A. 1976, University of Wisconsin-Madison; B.A. 1973, University of Illinois

Academic Experience

1991-present Professor, Dept. of Communication Arts, University of Wisconsin-Madison
 1986-1991 Associate Professor, Dept. of Communication Arts, University of Wisconsin-Madison
 1982-1986 Assistant Professor, Dept. of Communication Arts, University of Wisconsin-Madison

Languages: Russian (Superior), French (Intermediate)

Specialization: History of cinema; film and social history; socio-historical contexts; documentary film

Area Studies Courses: CA 358 History of Documentary Film; CA 456 Russian and Soviet Film

Overseas experiences: Fieldwork in Russia and Ukraine

Service: Director, Wisconsin Center for Film and Theater Research

Publications:

2003 *The End of St. Petersburg*, I.B. Tauris, 2003
 2001 "The Order of Point of Order," *Film History* 13.2, 2001

Galina Lapina	Slavic Languages and Literature	100 %
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Ph.D. 1983, Leningrad State University; M.A. 1975, Leningrad State University;

Academic Experience

2004-present Senior Lecturer, Dept. of Slavic Lang and Lit, University of Wisconsin-Madison
 1993-2004 Lecturer, Dept. of Slavic Lang and Lit, University of Wisconsin-Madison

Languages: Russian (Native), English (Distinguished), French (Advanced)

Specialization: Issues in Russian language instruction, Russian iconography and church architecture, Russian decorative arts.

Area Studies Courses: Russian Culture and Civilization; Russian Culture through Literature and Arts; Soviet Culture through Literature and Arts; Anton Chekhov's Short Stories and Plays; History of Russian Culture; Contemporary Russian Culture

Publications:

2010 Brian Boyd. *Vladimir Nabokov: the Russian Years*. Translated as Vladimir Nabokov: Russkie gody. Moscow; St. Petersburg: Nezavisimaya Gazeta & Symposium, 2001 (second edition 2010). 695 pp.

Christopher Livanos	Comparative Literature	25 %
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Ph.D. 2001, Harvard University; M.A. 1996, Harvard University; B.A. 1991, University of California, Santa Cruz

Academic Experience

2007-present Associate Professor, Comparative Literature, University of Wisconsin-Madison
 2001-2007 Assistant Professor, Comparative Literature, University of Wisconsin-Madison

Languages: Greek (Superior), Russian (Intermediate)

Specialization: Speculative fiction (e.g. science fiction) in Russia and Eastern Europe

Area Studies Courses: CL358 Utopia, Dystopia, and Labor

PhD dissertations supervised: 2 **Master's theses supervised:** 1

Overseas experiences: Field work in Russia, Greece

Service: Director of Graduate Studies (2010-11); TA Selection and Review Committee (2009-present); Admissions and Fellowships Committee (2009-present); Liaison for Medieval Studies Steering Committee (2001-present) Member of Curriculum Committee (2008-present); Religious Studies Steering Committee (2010-present); Letters and Sciences Advisor (2004-present); Sponsor for CFACT internships (2007-present); Member of Modern Language Association; Member of Association for Slavic, East European, & Eurasian Studies;

Publications:

In Progress *Utopia, Dystopia, and Labor: A Study of Speculative Fiction in English and Russian* [Book].
The Poems of John Mauropous and Christopher of Mytilene. With Floris Bernard. Dumbarton Oaks

Forthcoming Medieval Library. Harvard University Press.

Forthcoming "Teaching the *Canzoniere* in a Comparative Literature Curriculum." *Approaches to Teaching Petrarch's Canzoniere and the Petrarchan Tradition*. Christopher Kleinhenz and Andrea Dini, Eds, MLA Publications. pp. 413-424.

2010 "Elissa as a New Dido: Greece, the East, and the Westward Movement of Culture in the *Decameron*," *Heliotropia: A Forum for Boccaccio Research and Interpretation*, 7.1-2 (2010): 133-144.

Tomislav Longinovic	Slavic Languages and Literature Comparative Literature	100 %
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Ph.D. 1990, University of Iowa; M.F.A. 1984 University of Iowa; B.A. 1981 University of Belgrade

Academic Experience

2001-present Professor, Dept. of Slavic Lang and Lit, University of Wisconsin-Madison
 1996-2001 Associate Professor, Dept. of Slavic Lang and Lit, University of Wisconsin-Madison
 1990-1996 Assistant Professor, Dept. of Slavic Lang and Lit, University of Wisconsin-Madison

Languages: Serbo-Croatian (Native), Russian (Superior), Slovenian (Superior), Macedonian (Superior), Bulgarian (Advanced), Spanish (Intermediate)

Specialization: South Slavic literatures and cultures; Serbo-Croatian language; literary theory; Central and East European literary history; comparative Slavic studies; translation studies; cultural studies

Area Studies Courses: Modern Central and East European Novel; Slavic Fantastic Literature; Slavic Critical Theory and Practice; Literatures and Cultures of Eastern Europe; Balkan Masculinities; Modern Serbian and Croatian Literature; Gender and Nation After Yugoslavia; Comparative History of South Slavic Literatures; Slavic Imagined Communities; Violence and Culture; The Vampire in Literature and Film; Literature and Nation Across the Slavic World

Overseas experiences: Resident Director, UW-Madison International Seminar (Rovinj, Croatia) (2004-present)

Awards: Visiting Scholar, Nazarbayev University (School of Humanities and Social Sciences), October 2013; Senior Fellow, Institute for Research in the Humanities, UW-Madison, 2013-2017; 2012 *Mihajlo Miša Đorđević Award* for best book in South Slavic studies, for *Vampire Nation (Violence as Cultural Imaginary)*; International Learning Community Grant (UW-Madison), "Culture of Crime in Serbia," 2012; Mellon Foundation, "Aesthetic Relations" (UW-Madison), 2012-2013; Mellon Foundation, "Music, Race, Empire (UW-Madison), 2010-2011

Service: Faculty Leader, UW-Madison Faculty Development Seminar: Psychoanalysis and Culture (2012); Editor-in Chief, *Serbian Literary Research* (refereed academic journal), Novi Sad, (Serbia); Academic Board Member, Banja Luka Communications College (Bosnia-Herzegovina) (2001-present); Member: MLA, AAASS, NASSS, ACLA, ICLA, M/MLA, AWP, Phi Beta Delta.

Publications:

- 2013 *Granična Kultura: Politika identiteta u četiri slovenska romana dvadesetog veka* (Beograd: Službeni glasnik, 2013), pp. 181.
- 2013 *Vampires Over the Ages: A Cultural Analysis of Scientific, Literary and Cinematic Representations* (San Diego: Cognella Publishing, 2013), textbook.
- 2013 "Zastrašujuće asimetrije: manifest kulturnog prevodenja." *Interkulturalnost*, March 2013; vol. 5: pp. 236-243.
- 2013 "Post-Yugoslav Emergence and the Creation of Difference," in *Post-Yugoslavia: The Cultural Legacies of a Vanished Land* (Stanford: Stanford UP, 2013), pp. 149-159.
- 2012 "Old Men Singing: Epic Masculinity Among 'the serbs,' in *Balkan Epic: Song, History, Modernity* (Lanham: Scarecrow Press, 2012), pp. 225-261.
- 2011 *Vampire Nation: Violence As Cultural Imaginary* (Durham: Duke University Press, 2011)

David McDonald	History	100 %
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Ph.D. 1988, Columbia University; M. Phil. 1982, Columbia University; M.A. 1979 University of Toronto; B.A. 1977, University of Toronto

Academic Experience

2000-present Professor, Department of History, University of Wisconsin-Madison
 1993-2000 Associate Professor, Department of History, University of Wisconsin-Madison
 1988-1993 Assistant Professor, Department of History, University of Wisconsin-Madison

Languages: Russian (Distinguished), French (Superior), German (Intermediate)

Specialization: History of Russia, 1649-1917: institutional, international, intellectual / Modern Europe, 1815-present

Area Studies Courses: History 417 Russia from 850CE-1801, History 418 Russia, 1801-1917, History 420 Russian Thought, 1762-1909, History 600 Russia's Great War, History 600 Cold War on Ice, the 1972 Summit Series

PhD dissertations supervised: 5 **Master's theses supervised:** 5

Overseas experiences: Russia, Poland, Germany, Canada

Service: Dept. Chair, History, 2006-2010; Chair, Provost Search, 2009; Chair, Advisory Committee for Division of International Studies, 2012-2014; Chair, Chancellor Search, 2012-2013.

Publications:

- forthcoming "Sport History and the Historical Profession," in R. Edelman et alii, eds., *The Oxford University Press Companion to Sport History*
- 2012 "Petr Badmaev," in S. Norris and W. Sunderland, eds., *Russia's People of Empire: Life Stories of Eurasia, 1500 to the Present* (Bloomington: Indiana U. P., 2012), 199-211
- 2011 "1991 and the History of Russian Gosudarstvennost'," *Ab imperio*, 3/2011: 223- 241
- 2010 "Leopold Haimson: His Historical Vision and Historiographical Impact," *Ab imperio*, 4/2010: 515-529

Anthony Michels	History	50 %
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Ph.D. 1998 Stanford University; M.A. 1994 Stanford University; B.A. 1989 University of California, Santa Cruz

Academic Experience

2006-present George L. Mosse Associate Professor of American Jewish History, University of Wisconsin-Madison
 1998-2005 George L. Mosse Assistant Professor of American Jewish History, University of Wisconsin-Madison

Languages: Yiddish (Advanced), Hebrew (Advanced), German (Advanced).

Specialization: American Jewish history; Yiddish culture; Russian Jewish history; socialism; working-class history; nationalism

Area Studies Courses: Eastern European Jews in the United States; Modern Jewish Politics: Russia, Israel, the United States

PhD dissertations supervised: 2 **Master's theses supervised:** 3

Overseas experiences: Field research in Poland

Service: 2011-present Academic Council, The Center for Jewish History; 2011-present Board of Directors, Association for Jewish Studies; 2007-present Executive Committee, Academic Council, American Jewish Historical Society; 2006-present Managing Board of Editors, American Jewish History; 2002-present Board of Directors, Center for the History of Print Culture in Modern America, University of Wisconsin, Madison

Publications:

Forthcoming Co-editor (with Mitchell Hart), *The Cambridge History of Judaism. Volume 8: The Modern Period* (Cambridge University Press, expected publication date: 2014).
 2013 "Two Faces of Labor Anticommunism," *Journal of the Historical Society*, Vol. 13, No. 2 (June, 2013)
 2012 "The Lower East Side Meets Greenwich Village: Immigrant Jews and the New York Intellectual Scene," in *Choosing Yiddish: New Frontiers of Language and Culture*, eds. Shiri Goren, Hannah Pressman, Lara Rabinovitch, (Wayne State University Press, 2012), pp. 69-85.
 2012 Editor, *Jewish Radicals: A Documentary History* (New York University Press, 2012).
 2010 "Communism and the Problem of Ethnicity in the 1920s: The Case of Moissaye Olgin," in *Studies in Contemporary Jewry*, Vol. 25 (2011), pp. 26-48.

Ewa Miernowska	Slavic Languages & Literature French & Italian	100 %
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Ph.D. 1996, University of Wisconsin-Madison; M.A. 1980, University of Warsaw-Poland

Academic Experience

2008-present Senior Lecturer Slavic Department and French UW-Madison
 1998-2008 Lecturer Slavic Department and French Department UW-Madison
 1981-1989 Lecturer French Insitute Warsaw-Poland

Languages: Polish (Native), French (Native)

Specialization: Polish Language Instruction, Language Methodology, French Modern Literature, French Language Instruction

Area Studies Courses: Slavic Slavic 277/278 Advanced Polish Language and Culture Third Year I and II, Slavic Slavic 331/332 Advanced Polish Language and Culture Fourth Year I and II, Slavic Slavic 111, 112, 207, 208 Polish Languages First, Second, Third and Fourth Semester, French French 322 French Modern Literature, French French 331 French Literature before Revolution

Overseas experiences: Poland, France

Awards: 2014 L&S Academic Staff Award: Mid-Career Award at UW-Madison; 2011 Polish Ministry of Education Award for Excellence of Polish Program at UW-Madison; Nomination for Teaching Award; 2013, 2010 Students Award for teaching

Service: 2011-present PDRC (Awards Committee)

Leonora Neville	History	25 %
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Ph.D. 1998, Princeton University; BA 1992, Yale University

Academic Experience

2013-present Professor, Dept. of History, University of Wisconsin-Madison
 2010-2013 Associate Professor, Dept. of History, University of Wisconsin-Madison
 2004-2010 Associate Professor, Dept. of History, Catholic University of America
 1998-2004 Assistant Professor, Dept. of History, Catholic University of America

Languages: English (Native), Greek (Advanced), German (Advanced), French (Intermediate)

Specialization: Byzantine history

Area Studies Courses: History 112 The World of Late Antiquity; History 313 Introduction to Byzantine History and Civilization; History 500 Byzantine Emperors and their Men; History 600 Women, Men & Eunuchs: Gender in Byzantium

PhD dissertations supervised: 4 **Master's theses supervised:** None

Overseas experiences: Greece, Russia

Awards: UW Madison University Housing's Honored Instructor Award, 2013 / Graduate School Fall Competition Grant, UW Madison 2012

Service: Speculum: Journal of the Medieval Academy of America, Editorial Review Board, 2012-2016. The Medieval Review, Editorial Review Board, 2011-2013. Editorial Board, Translated Texts for Byzantinists (Liverpool University Press), Since 2010. Treasurer, Byzantine Studies Association of North America, 2012-2014. Governing Board, Byzantine Studies Association of North America, 2012-2013. Institute for Research in the Humanities, Kingdon Fellowship Selection Committee 2014. Director of Undergraduate Studies, History Department 2013-2014. Director, Program in Gender and Women's History 2012-2014. Graduate School Research Committee 2011-2013.

Publications:

- 2014 "The Adventures of a Provincial Female Founder: Glykeria and the Rhetoric of Female Weakness" In Wiener Jahrbuch für Kunstgeschichte 60 volume guest-edited by Margaret Mullett, Michael Grünbart and Lioba Theis, 2014, 153-162.
- 2013 "Lamentation, History and Female Authorship in Anna Komnene's Alexiad." Greek, Roman & Byzantine Studies 53 (2013): 192-218
- 2013 "Organic Local Government and Village Authority." In Authority in Byzantium, ed. Pamela Armstrong, Ashgate, 2013, 285-295.
- 2013 "Families, Politics, and Memories of Rome in the Material for History of Nikephoros Bryennios." In The Byzantine Family ed. Shaun Tougher and Leslie Brubaker, Ashgate, Ashgate, 2013, 359-370.

Volker C Radeloff	Forest & Wildlife Ecology	25%
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Ph.D. 1998, University of Wisconsin-Madison; M.S. 1995, Edinburgh University; Diplom 1994, University of Trier

Academic Experience

2011-present Professor Forest and Wildlife Ecology UW Madison
 2006 - 2011 Associate Professor Forest and Wildlife Ecology UW Madison
 2000-2006 Assistant Professor Forest and Wildlife Ecology UW Madison

Languages: German (Native)

Specialization: Forestry, remote sensing, biodiversity conservation, land use

PhD dissertations supervised: 10-15 **Master's theses supervised:** None

Overseas experiences: Research visits to Russia (multiple), Eastern Europe (multiple), China, South Africa, Argentina, Bolivia, Mexico, Canada, Norway, German (multiple)

Awards: Romnes Faculty Fellowship, 2010

Service: Various hiring and mentoring committees on campus

Publications:

- 2014 Martinuzzi, S., S. Januchowski-Hartley, B. Pracheil, P. McIntyre, A. Plantinga, D. Lewis, and V. C. Radeloff. 2014. Threats and opportunities for freshwater conservation under future land use change scenarios in the United States. *Global Change Biology*, 20(1): 113-124
- 2013 Alcantara, C., T. Kuemmerle, M. Baumann, E. V. Bragina, P. Griffiths, P. Hostert, J. Knorn, D. Müller, A. V. Prishchepov, F. Schierhorn, A. Sieber, and V. C. Radeloff. 2013. Mapping the extent of abandoned farmland in Central and Eastern Europe using MODIS time series satellite data. *Environmental Research Letters*, 8: 035035.
- 2013 Bar Massada, A., S. I. Stewart, R. B. Hammer, M. H. Mockrin, and V. C. Radeloff. 2013. Using structure locations as a basis for mapping the Wildland Urban Interface. *Journal of Environmental Management*, 128: 540-547
- 2013 Bar Massada, A., A. D. Syphard, S. I. Stewart, and V. C. Radeloff. 2013. Wildfire ignition distribution modeling: a comparative stud. *International Journal of Wildland Fire*, 22(2): 174-183.

Andrew Reynolds	Slavic Languages and Literatures	100 %
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Ph.D. 1996, Oxford University; D. Phil. 1995, University of Oxford; B.A. 1986, University of Oxford

Academic Experience

2008-present Associate Professor, Dept. of Slavic Lang and Lit, University of Wisconsin-Madison
 2001-2008 Assistant Professor, Dept. of Slavic Lang and Lit, University of Wisconsin-Madison

Languages: Russian (Superior)

Specialization: 20th century Russian poetry; contemporary Russian prose; translation; critical theory

Area Studies Courses: 20th Century Russian Literature; Soviet Literature; 19th and 20th Century Russian Poetry; Mandelshtam; Critical Theory

PhD dissertations supervised: 2 **Master's theses supervised:** 2

Overseas experiences: Russia, Latvia, Poland

Service: Translator/Interpreter for the British Council, Dalgety Agricultural, British Gas, BBC, Sotheby's.

Publications:

- 2007 "Feathers and suns: Joseph Brodsky's 'Dedal V Sitsilii' and the 'fear of replication'" (Critical essay) Slavic and East European journal [0037-6752] Reynolds yr:2007 vol:51 iss:3 pg:553
- 2005 "Returning the ticket: Joseph Brodsky's 'August' and the end of the Petersburg text?" Slavic review [0037-6779] Reynolds yr:2005 vol:64 iss:2 pg:307

Uli Schamiloglu	Languages & Cultures of Asia	100 %
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Ph.D. 1986, Columbia University; M.A. 1980, Columbia University; B.A. 1979, Columbia College

Academic Experience

2000-present Professor Languages and Cultures of Asia University of Wisconsin-Madison
 1998-2000 Associate Professor Languages and Cultures of Asia University of Wisconsin-Madison
 1993-1998 Associate Professor Slavic Languages University of Wisconsin-Madison

Languages: Kazan Tatar (Native), Turkish, Uzbek, Kazakh (Superior), French, German, Russian, Hungarian (Advanced), Arabic, Persian, Italian, etc. (Intermediate-Advanced in reading),

Specialization: Turkic languages, philology & linguistics; medieval and modern social, economic, intellectual, and cultural history of Central Eurasia; Islamic civilization in the Middle East and Central Eurasia

Area Studies Courses: LCA 236 Cultural and Imperialism Along the Silk Road, LCA; LitTrans 314/214 Literatures of Central Asia; LCA/History 265 An Introduction to Central Asia: From the Silk Route to Afghanistan; LCA 640 Proseminar in Central Asian History; LCA 610 Proseminar: Introduction to Turkic Linguistics

PhD dissertations supervised: 5-10 **Master's theses supervised:** 5

Overseas experiences: Regular visits to Turkey (conferences), Tatarstan/Russia (conferences), Kazakhstan (conferences, consulting, teaching), and recently to Kyrgyzstan (conferences)

Awards: International Medal of the "World Congress of Tatars" "for Great Services to the Tatar Nation" [#98], Kazan, Tatarstan/Russia (September 30, 2011).

Service: chair, Central Asian Studies Program & Middle East Studies Program, UW-Madison; President, American Association of Teachers of Turkic Languages; Defense Language Institute, 2012; Duke U., 2013; established UW-Madison consultancy for a School of Humanities and Social Sciences at Nazarbayev; University (Astana, Kazakhstan); founder & academic director, Central Eurasian Studies Summer Institute; conference committee chair, Central Eurasian Studies Society annual meeting, UW-Madison, 2013

Publications:

- 2014 "The Plague in the Time of Justinian and Central Eurasian History: An Agenda for Research", Eurasia in the Middle Ages. Studies in Honour of Peter B. Golden, ed. István Zimonyi.
- 2014 "Approaches to Foreign Language Instruction in the United States and Europe", "Abayding Aqindiq Mektebi" xaliquaraliq ghilimiy-teoriyaliq konferentsiya materialdari. 10 zheltoqsan 2013 zhil (Almaty: Al-Farabi Kazakh National University), pp. 52-59.
- 2012 [From Medieval Languages to Modern Languages: The Rise of New Literary Languages in Europe and the Turkic World, in Turkish] "Ortacag Dillerinden Modern Dillere: Avrupa ve Türk Dünyasında Yeni Edebi Dillerin Varliga Gelmesi", IV. Dünya Dili Türkçe Sempozy
- 2011 "The Black Death in the Golden Horde and the Later Golden Horde and its Consequences", Natsional'naya istoriya tatar: Teoretiko-metodologicheskie problemı, Vıpusk 2, Bibliotheca Tatarica (Kazan), pp. 98-117.

Irina Shevelenko	Slavic Languages & Literatures	100 %
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Ph.D. 1998, Stanford University; M.A. 1994, Stanford University; B.A. 1991, University of Tartu, Estonia

Academic Experience

2012-present Associate Professor Slavic Languages and Literatures University of Wisconsin-Madison
 2008-2012 Assistant Professor Slavic Languages and Literatures University of Wisconsin-Madison

Languages: Russian (Native), French (Intermediate), German (Intermediate)

Specialization: Russian Literature and Culture

Area Studies Courses: Slavic SL321 Fourth-Year Russian I, Slavic SL322 Fourth-Year Russian II, Literature in Translation LT224/SL424 Tolstoy, Slavic SL439 Russia Today in Literature and Film, Slavic SL910 Graduate seminar: Nationalism and Aesthetic Experiment: Russian Art and Literature, 1860—1910s

PhD dissertations supervised: 4 **Master's theses supervised:** None

Overseas experiences: Russia, Latvia, Poland

Awards: 2012-2014: Vilas Associate Award, Graduate School, UW-Madison (carries two months of summer research salary support and a \$12,500 flexible research fund in each of the two fiscal years, 2012-13 & 2013-14) / 2011-2012: Resident Fellowship, Institute for Research in the Humanities, UW-Madison (carries a release from teaching and service for one semester) /

Service: Literature/Culture Book Prize Jury Member, AATSEEL (American Association of Teachers of Slavic and East European Languages); 2014-2016 -- Book Manuscript Referee (non-anonymous); 2013: [in Russian] Korkina E.B. Chronicle of Marina Tsvetaeva's Life

Publications:

- 2014 Литературный путь Цветаевой: идеология – поэтика – идентичность автора в контексте эпохи
 [=Tsvetaeva's Literary Path: Ideology, Poetics, and Identity of the Author in the Context of the Epoch].
 2nd, revised, edition (Moscow: Novoe Literaturnoe Obozrenie).
- 2013 2. «Суздальские богомазы», «новгородское кватроценти» и русский авангард [=‘Suzdal’ God-
 Daubers,’ ‘Novgorodian quattrocento,’ and the Russian Avant-Garde], Novoe Literaturnoe Obozrenie 124
 (2013), 148-179.
- 2012 “Репрезентация империи и нации: Россия на Всемирной выставке 1900 года в Париже”
 [=“Representing the Empire and the Nation: Russia at the 1900 Universal Exposition in Paris”], in: Etkind,
 Alexander, Dirk Uffelman, and Ilya Kukulin, eds., Там, внутри: Пра

Andrew Spencer	Slavic, East European and Central Asian Bibliographer	100 %
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M.L.S. 1999, Indiana University; M.A. 1992, University of Kansas; B.A. 1990 and 1985, University of Arizona

Academic Experience

2007-present Senior Academic Librarian - Slavic, East European and Central Asian Bibliographer, University of Wisconsin-Madison
 2002-2007 Academic Librarian - Slavic, East European and Central Asian Bibliographer, University of Wisconsin-Madison

Languages: Russian (Superior), Kazakh (Superior)

Specialization: Library science, Central Asian studies, Kazakh and Mongolian culture

Overseas experiences: Fieldwork in Russia, Kazakhstan

Service: Serves as the Slavic and Central Asian bibliographer; Service on the CREECA Administrative Council, as well as on the MA Selection Committee; Service on the Executive Committee and the Automated Bibliographic Control Committee, Slavic and East European Section, American Library Association, 2005-present

Anna Tumarkin	Slavic Languages and Literature	100 %
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Ph.D. 2009, University of Wisconsin-Madison; M.A. 1998, University of Wisconsin-Madison; B.A. 1997, University of Wisconsin-Milwaukee

Academic Experience

2010-present Assistant Director, Russian Flagship Program, University of Wisconsin-Madison
 2005-present Russian Language Program Director, University of Wisconsin-Madison
 2005-present Russian Undergraduate Major Advisor, University of Wisconsin-Madison

Languages: Russian (Native); Ukrainian (Native); English (Distinguished); Polish (Intermediate); French (Intermediate)
Specialization: Nineteenth-century and twentieth century Russian literature and culture. Soviet satire. Russian Film. Language teaching methodology, instructional technology

Area Studies Courses: Slavic 560 Capstone in Russian Literature: Russian Political Satire; Slavic 820 College Teaching of Russian; Slavic 315/316 Russian Lang and Culture I/II; Slavic 705 Advanced Russian Grammar and Composition; Slavic 181/182/283/284 Honors Tutorial for First and Second Year Russian

Overseas experiences: Russia, Belarus

Awards: College of Letters and Science Academic Advising Award, 2012; Nominated by the Department of Slavic Languages and Literature for the UW-Madison Academic Staff Excellence Award, 2010

Service: Textbook Manuscript Reviewer for Routledge, 2010-2014; Serve on the UW-Madison Slavic Department Awards Committee and Timetable Committee, 2005-present; Serve on the UW-Madison Center for Russian, East Europe and Central Asia (CREECA) Administrative Council, 2005-present; Serve as Chapter Advisor for National Slavic Honor Society *Dobro Slovo*, 2005-present; Member: American Association of Teachers of Slavic and East European Languages (AATSEEL), American Council of Teachers of Foreign Languages (ACTFL), Wisconsin College Personnel Association (WCPA)

Publications:

2010 Review of *Stalin in Russian Satire: 1917-1991*, by Karen L. Ryan, *The NEP Era: Soviet Russia, 1921-1928*, Vol. 4 (2010): 73-75

Manon van de Water	Slavic Languages & Literature, Theatre and Drama	75 %
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Ph.D. 1996, Arizona State University; M.A. 1992, Penn State University; Doctoraal 1985, University of Leiden, Netherlands; Kandidaats 1982, University of Leiden, Netherlands

Academic Experience

2013-present Vilas-Phipps Distinguished Achievement Professor Slavic Languages and Literature/Theatre and Drama University of Wisconsin-Madison
 2008-2013 Professor Theatre and Drama/Curriculum and Instruction UW-Madison
 2004-2008 Associate Professor Theatre and Drama/Curriculum and Instruction UW-Madison
 1998-2004 Assistant Professor Theatre and Drama/Curriculum and Instruction UW-Madison

Languages: Dutch (native), English (Distinguished), Russian (Superior), German (Advanced), First Degree Teacher Certification Russian, University of Amsterdam/University of Leiden, 1985
Specialization: Theatre, International Theatre for Children and Youth, Russian Theatre and Drama, Drama and/in Education, Theatre as Therapy
Area Studies Courses: Theatre and Drama 619 Special Topic: Theatre as Therapy in Volatile Regions, Theatre & Drama 911 Seminar: Theatre, Youth, and Culture, Theatre & Drama 532 Russian Theatre History, Theatre & Drama 911 Seminar: Ideologies in Theatre for Youth, Theatre & Drama 219 First Year Interest Group Course (FIG): Russian Culture and Performance

PhD dissertations supervised: 5-10 **Master's theses supervised:** 3
Overseas experiences: Chair of ITYARN (International Theatre for Young Audiences Research Network) : (co) organization of overseas international research conferences and forums (Warsaw, Linz, Hildesheim, Bologna, Okinawa, Adelaide, Kristiansand, Derry-Londonderry, Bucharest, Bulgaria)

Awards: Vilas-Phipps Distinguished Achievement Professor (2013); Winner 2013 AATE Distinguished Book Award for Theatre, Culture and Youth: A Critical and Historical Exploration. Palgrave Studies in Theatre and Performance History, Don B. Wilmet series editor. Palgrave Macmillan, 2012.; 2011-2014; Ira and Ineva Baldwin Wisconsin Idea Endowment Grant for TYA in Taliesin. \$120,000; 2009; Vilas Associate Award 2009-11. Research funds and 2/9 summer salary for two summers. (c. \$66,000) Vilas

Service: 2011-2014 Chair ITYARN executive board (International Theatre for Young Audiences Research Network) the Research Network of Assitej International (International Association of Theatre for Children and Young People) / 2012-present International advisory board Assitej publications / 2011-14 Advisory Board Arts Education Policy Review (AERP) / 2009-12 Advisory Board RiDE (Research in Drama Education: The Journal of Applied Theatre and Performance) / 2008-11 UW Graduate School Research Awards Committee (Humanities panel) / 2009-11 AATE Director of Publication and Research / 2008-11 Chair ITYARN Executive Board / 2008-09 Editor Youth Theatre Journal / 2012-13 Letters & Sciences Dean Screen and Search Committee / 2012-13 Arts Institute Executive Board / 2012-13 Creeca Administrative Board / 2011-12 College of the Arts Curriculum Committee / 2008-11 Graduate School Research Awards Committee (Humanities panel) / 2012 Outside Promotion Review (Private University) / 2012 Outside Book Proposal (Routledge) / 2011 Dissertation "marker" University of West Australia, Perth. / 2010 Adjudicator IUPUI/Bonderman New Plays for Young Audiences Awards 2010-11 (script review) / 2010 Outside book proposal review (Routledge) / 2010 Outside Senior Promotion Review (State University)

Publications:

- 2015 forthcoming: Drama and Education: Performance Methodologies Tool for Teaching and Learning. Text book with Kristin Hunt and Mary McAvoy. Contracted with Routledge. MS due August 2014.
- 2012 Theatre, Youth, and Culture: A Critical and Historical Exploration. Palgrave Studies in Theatre and Performance History, Don B. Wilmet, Series Editor. (winner 2013 AATE Distinguished Book Award).
- 2013 Youth Theatre Journal Vol. 27.2, 2013. "Art Meets Research" Special Issue. with Geesche Wartemann. TYA, Culture, Society: International Essays on Theatre for Young Audiences. A Publication of ASSITEJ and ITYARN. Series "Kinder-, Schul- und Jugendtheater - Beiträge zu Theorie und Praxis" Frankfurt: Peter Lang, 2012.

Andre Wink		35 %
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Ph.D. 1984, University of Leiden; M.A. University of Leiden; B.A. University of Leiden

Academic Experience

1989-present Professor, Dept. of History, University of Wisconsin-Madison
Languages: Arabic (Superior), Dutch (Superior), German (Superior), French (Intermediate), Greek (Intermediate), Latin (Intermediate), Marathi (Intermediate), Persian (Intermediate), Sanskrit (Novice)
Specialization: India and the Indian Ocean area in the medieval and early modern age
Area Studies Courses: History 857 Empires of the East

Publications:

- 2013 Wink, Andre. Rev. of The Millennial Sovereign: Sacred Kingship and Sainthood in Islam (South Asia Across the Disciplines). The American Historical Review 118.4 (2013): 1148-149. Print.
- 2009 Wink, André. Akbar. Oxford: Oneworld, 2009. Print.

FACULTY ASSOCIATES

Anna Gade	Languages and Cultures of Asia, Religious Studies	10 %
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Ph.D. 1999, University of Chicago; M.A. 1999, University of Chicago; B.A. 1989, Swarthmore College

Academic Experience

2010-present

Associate Professor, Dept. of Lang and Cultures of Asia, University of Wisconsin-Madison

Languages: Arabic (Superior), Indonesian/Malay (Superior), Khmer (Cambodian) (Intermediate), French (Intermediate), Dutch (Novice), German (Novice), Chinese (Novice)

Specialization: Traditions of global Islam, Qur'an, anthropological approaches to religion.

Area Studies Courses: Introduction to Islam.

PhD dissertations supervised: 2

Master's theses supervised: 2

Awards: Faculty Research Grant, Victoria University, New Zealand, 2008 and 2009

Service: Co-Chair, Study of the Qur'an Group, American Academy of Religion (2010-present); Service on a Steering Committee, American Academy of Religions (2008-present); Advisory Board, New Zealand Asia Foundation Faculty Fellow; Lubar Institute for the Study of Religions (2010-2011)

Publications:

- 2014 "Indonesian Islamic Law of the Environment: Fatwa and Dakwah." Forthcoming in *Worldviews: Global Ecology, Cultures and Religions* (in press, forth. December, 2014)
- 2012 "Tradition and Sentiment in Indonesian Environmental Islam" *Worldviews: Global Ecology, Culture and Religion* 16:3 (2010): 263-285
- 2010 *The Qur'an: An Introduction* (Oxford, U.K.: Oneworld Publications, 2010)
- 2010 "Religious Biography of the Prophet Muhammad in 21st Century Indonesia," in *The Cambridge Companion to Muhammad* (Cambridge: Cambridge University Press, 2010), edited by Jonathan Brockopp

Philip Hollander	Department of Hebrew and Semitic Studies	10 %
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Ph.D. 2004, Columbia University; M.A. 1999, Columbia University; B.A. 1991, Columbia University

Academic Experience

2013-present

Assistant Professor, Department of German, University of Wisconsin-Madison

2009-2013

Assistant Professor, Department of Hebrew and Semitic Studies, University of Wisconsin-Madison

Languages: German, Hebrew, Yiddish

Specialization: Israeli Literature, American and European Hebrew Literature, Israeli Film, Holocaust Literature, Jewish Literature, Gender Studies, Queer Theory

Area Studies Courses: The Holocaust in Hebrew Culture; Introduction to Modern Hebrew Literature

Awards: Madison Teaching and Learning Excellence Faculty Fellow (2014-2013); UW- Madison Graduate School Summer Research Grant (2013, 2011, 2010); AAJR Early Career Faculty Workshop (2011); National Association of Professors of Hebrew Kabakoff Memorial Travel Grant (2010)

Publications:

- Forthcoming From Schlemiel to Sabra: Contested Masculinity in Early Twentieth Century Palestinian Hebrew Culture.
- 2012 "Shifting Manhood: Masculinity and the Lebanon War in Waltz with Bashir and Beaufort" In *Narratives of Dissent: War in Contemporary Israeli Arts and Culture*.
- 2012 "Rializm minimalisti ve-ahrayut hevratit be-yetzirato ha-mukdemet shel Gadi Taub" (Minimalist Realism and Social Responsibility in the Early Work of Gadi Taub).
- 2010 "Contested Zionist Masculinity and the Redemption of the Schlemiel in Levi Aryeh Arieli's "Allah Karim!"; *Israel Studies*.

Andrew Kydd	Political Science	10%
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Ph.D. 1996, University of Chicago; M.A. 1990, University of Chicago; B.A. 1987, Princeton University

Academic Experience

2007-present Associate Professor, Dept. of Political Science, University of Wisconsin-Madison
 2006-2007 Associate Professor, Dept. of Political Science, University of Pennsylvania
 2004-2006 Associate Professor, Dept. of Government, Harvard University
 2001-2004 Assistant Professor, Dept. of Government, Harvard University

Specialization: Armed Conflict; Conflict Resolution; Foreign Policy; Political Violence; Weapons of Mass Destruction

Area Studies Courses: PS 377 Nuclear Weapons and World Politics; PS 704 International Security

Service: Associate Editor, *International Organization*; Editorial Board Member, *International Organization*, *International Theory*; Referee, *American Journal of Political Science*, *American Political Science Review*, *Conflict Management and Peace Science*, *European Journal of International Relations*, *International Organization*, *International Security*, *International Studies Quarterly*, *Journal of Conflict Resolution*, *Journal of Peace Research*, *Journal of Politics*, *Political Psychology*, *Political Science Quarterly*, *Security Studies*, *World Politics*

Publications:

- 2013 Andrew Kydd, Scott Straus, "The Road to Hell? Third-Party Intervention to Prevent Atrocities." *American Journal of Political Science*.
- 2011 Andrew Kydd, Barbara F. Walter. "A win-win strategy for the Palestinians." *Los Angeles Times*. Sept. 29, 2011.
- 2011 Andrew Kydd, "Terrorism and Profiling." *Terrorism and Political Violence* 23,3 (2011): 458-73
- 2010 Andrew Kydd, "Learning Together, Growing Apart: Global Warming, Energy Policy and International Trust." *Energy Policy* 38, 6 (2010): 2675-80

Phillip Kim	Management and Human Resources	10 %
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Ph.D. 2006, University of North Carolina, Chapel Hill; M.A. 2000, Trinity International University; B.S. 1994, University of Pennsylvania

Academic Experience

2006-present Assistant Professor, Dept. of Management and Human Resources, University of Wisconsin-Madison

Specialization: Entrepreneurship, team support network configurations, social trust in East European economies

Overseas experiences: Consulting services

Awards: Entrepreneurship Research Grant, Ewing Marion Kauffman Foundation, 2010

Service: Editorial Board Member, *Journal of Business Venturing* (2011-2013); Faculty Member, Weinert Center for Entrepreneurship; Service on Ph.D. Committee, Department of Management and Human Resources, 2008-2011

Publications:

- 2013 Kim, P., Longest, K., & Lippmann, S. (2013). The Tortoise Versus the Hare: Progress and Business Viability Differences Between Conventional and Leisure-Based Founders. *Journal of Business Venturing*
- 2013 Kim, P., & Longest, K. (2013). You Can't Leave Your Work Behind: Employment Experience and Founding Collaborations. *Journal of Business Venturing*
- 2013 Kim, P., Longest, K., & Aldrich, H. (2013). Can You Lend Me a Hand? Task-Role Alignment of Social Support Social Support for Aspiring Business Owners. *Work and Occupations* (40), 211-247.
- 2012 Kim, P., Lee, C., & Reynolds, P. (2012). Backed by the State: Social Protection and Starting Businesses in Knowledge-Intensive Industries. *Advances in Entrepreneurship, Firm Emergence and Growth* (14), 25-62.

Anna Nesterchouk	English and Pushkin Summer Institute	20%
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M.S. 2012, University of Wisconsin-Madison ; M.A. 2002, Yaroslavl State Pedagogical University

Academic Experience

2014-present Lead Instructor, Pushkin Summer Institute
 2012-present Faculty Associate, English as a Second Language, Dept. of English, University of Wisconsin-Madison

Languages: Russian (native), English (distinguished), French (intermediate)

Specialization: teaching of foreign languages

Overseas experiences: Freelance translator and tutor, Russia; English/French teacher, Russia

Awards: Mark and Elisabeth Eccles Teaching Award for Excellence in Teaching English as a Second Language (2012); Letter of Appreciation for Promoting Russian Language and Culture Abroad, President of the Russian Federation Medvedev (2011)

Service: Director, Madison Russian School, Inc. (2008-present); Russian Language Tutor, Russian Language Program (2011-2012); Russian Language Instructor, Pushkin Summer Institute (2012-2013)

Mutlu Ozdogan	Forest and Wildlife Ecology	15 %
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Ph.D. 2004, Boston University; M.A. 1999, Boston University; M.S. 1997, North Carolina State University; B.A. 1995, Istanbul University

Academic Experience

2014-present Associate Professor, Dept. of Forest and Wildlife Ecology, University of Wisconsin-Madison
 2007-2014 Assistant Professor, Dept. of Forest and Wildlife Ecology, University of Wisconsin-Madison

Languages: Turkish (Native), English (Superior)

Specialization: Remote sensing, hydrology, land-use/land-cover change

Area Studies Courses: Envir St 556 Remote Sensing Digital Image Processing, Envir St 506 Modeling and Analysis of Environmental Systems

PhD dissertations supervised: 5 **Master's theses supervised:** 2

Overseas experiences: Turkey, Russia, Ukraine

Service: Affiliated, Certificate on Humans and the Global Environment, University of Wisconsin-Madison; Affiliated, Agroecology, College of Agricultural & Life Science, University of Wisconsin-Madison

Publications:

In press Ozdogan, M., Rodell, M., Kato, H., and Toll, D., Impact of irrigation on LDAS predicted hydrological fluxes, Journal of Hydrometeorology, in press.
 2010 Ozdogan, M., 2010, The spatial distribution of crop types from MODIS data: Temporal unmixing using Independent Component Analysis, Remote Sensing of Environment, doi:10.1016/j.rse.2010.01.006.

Thomas Popkewitz	Curriculum and Instruction	20 %
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Ph.D. 1989, Umea University; Ed.D. 1970, New York University; M.A. 1964, Columbia University; B.A. 1962, City University of New York

Academic Experience

1970-1976 Assistant Professor, Dept. of Curriculum and Instruction, University of Wisconsin-Madison
 1976-1979 Associate Professor, Dept. of Curriculum and Instruction, University of Wisconsin-Madison
 1970-present Professor, Dept. of Curriculum and Instruction, University of Wisconsin-Madison

Languages: Russian (Superior), Swedish (Superior), Finnish (Superior)
Specialization: Paradigms of research and evaluation in curriculum and instruction.
Area Studies Courses: Teaches courses on education reform and change, paradigms of research and evaluation in curriculum and instruction, with significant content related to Russia and East Europe.

Overseas experiences: Fulbright grants in the Soviet Union; extensive experience living abroad
Awards: Tao Xingzhi Chair Professor, Nanjing Normal University, China (2012-2013); French Ministère de L'Éducation Nationale, De L'Enseignement Supérieur et De La Recherche, Institut National de Recherche Pédagogique (2010)

Service: Organizer and participant in international conference in Moscow to commemorate centennial of L. Vygotsky's birth; Co-Director, curricular development program with teachers from Azerbaijan

Publications:

2012 Popkewitz, T. (2012). Numbers in grids of intelligibility: Making sense of how educational truth is told. In H. Lauder, M. Young, H. Daniels, M. Balarin, & J. Lowe, eds (pp.169-191). *Educating for the Knowledge Economy? Critical Perspectives*. London: Routledge.

2011 Popkewitz, T. (2011). Políticas Educativas e Curriculares. *Abordagens Sociológicas Críticas*. Lisboa: Edições Pedago.

2011 Tröhler, Daniel, Popkewitz, Thomas S. and. Labaree, David F, eds. (2011). The child, the citizen, and the promised land: Comparative visions in the development of schooling in the long 19th century. New York: Routledge.

Nils Ringe	Political Science	15 %
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Ph.D. 2006, University of Pittsburgh; M.A. 2003, University of Pittsburgh; B.A. 2001, Brandeis University

Academic Experience

2012-present Associate Professor, Dept. of Political Science, University of Wisconsin-Madison
 2006-2012 Assistant Professor, Dept. of Political Science, University of Wisconsin-Madison

Languages: German (Native), English (Distinguished)
Specialization: European politics and comparative politics
Area Studies Courses: Introduction to Comparative Politics; The European Union – Politics and Political Economy
PhD dissertations supervised: 5 **Master's theses supervised:** 3

Overseas experiences: Germany, Poland
Awards: DAAD Junior Professor, Center for German and European Studies and the College of Letters & Science, University of Wisconsin-Madison (2012, 2011); Honored Instructor Award, University Housing, University of Wisconsin-Madison (2010)

Service: Editorial Board member, *Journal of European Public Policy*; Director, EU Studies Summer Program in Brussels (2013); Co-Section Head, Political Networks, Midwest Political Science Association Conference (2011); Referee for *American Journal of Political Science*, *American Political Science Review*, *American Politics Research*, *British Journal of Political Science*, *Comparative Political Studies*, *European Journal of Government and Economics*, *European Journal of Political Research*, *European Political Science Review*, *European Societies*, *European Union Politics*, *International Organization*, *International Relations*, *Journal of Common Market Studies*, *Journal of Politics*, *Legislative Studies Quarterly*, *Policy Studies Journal*, *Revue Internationale de Politique Comparée*, *Social Networks*, *West European Politics*

Publications:

2013 Nils Ringe, and Jennifer Nicoll Victor, with Christopher J. Carman. *Bridging the Information Gap: Legislative Member Organizations as Social Networks in the United States and the European Union*. University of Michigan Press, 2013.

2013 Nils Ringe, Jennifer Nicoll Victor, and Justin Gross. "Keeping Your Friends Close and Your Enemies Closer? Information Networks in Legislative Politics." *British Journal of Political Science* 43, 3 (2013): 601-28

2013 Nils Ringe, Jennifer Nicoll Victor, and Justin Gross, "Keeping Your Friends Close and Your Enemies Closer? Information Networks in Legislative Politics." *British Journal of Political Science*, Volume 43, Issue 03 (July 2013), pp. 601-628.

Karen Rosneck	Slavic Acquisitions Specialist	50 %
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M.A. 1988, 1984, University of Wisconsin-Madison; B.A. 1980, Ohio State University

Academic Experience

1999-present Slavic Acquisitions Specialist, University of Wisconsin-Madison
 1997-1999 Acquisitions Specialist, University of Wisconsin-Madison
 1991-1997 Slavic Cataloger, University of Wisconsin-Madison

Languages: Russian (Superior), Polish (Intermediate), Serbo-Croatian (Intermediate), Spanish (Superior), German (Superior)
Specialization: Russian Silver-Age authors

Publications:

2010 *A Study of Nadezhda Khvoshchinskaia's Album*, Edwin Mellen Press, 2010; *Russian Writers of the Soviet Period*, ed., Gale, 2010
 2010 "Women and Realist Vision in Nadezhda Khvoshchinskaia's 'At the Photographer's,'" *The Sisters Khvoshchinskaia*, Joe Andrew, Arja Rosenholm and Hilde Hoogenbroom, eds., Rodopi, 2010

Erik Wright	Sociology	15 %
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Ph.D. 1976, University of California, Berkeley; B.A. 1970, Balliol College, Oxford University; B.A. 1968, Harvard University

Academic Experience

1983-present Professor, Dept. of Sociology, University of Wisconsin-Madison
 1980-1983 Associate Professor, Dept. of Sociology, University of Wisconsin-Madison
 1976-1980 Assistant Professor, Dept. of Sociology, University of Wisconsin-Madison

Specialization: Class analysis and social change, economic sociology, political sociology
Area Studies Courses: Class, State and Ideology: An Introduction to Marxist Social Science; Theories of the State.
PhD dissertations supervised: 8 **Master's theses supervised:** 3
Overseas experiences: France
Service: President, American Sociological Association, 2011-12

Publications:

2010 Wright, Erik Olin. *Envisioning Real Utopias*. London: Verso, 2010. Print.

OFF-CAMPUS AFFILIATES

Yuri Amirkhanian	Center for AIDS Intervention Research (CAIR)	Medical College of Wisconsin
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Ph.D. 1999, St. Petersburg State University; M.S. 1996, St. Petersburg State University

Academic Experience:

2012 – present Professor, Medical College of Wisconsin
2007 – present Director, International HIV Prevention Research Core, Medical College of Wisconsin
2007 – 2012 Associate Professor, Medical College of Wisconsin
2003 – 2007 Associate Director, International HIV Prevention Research Core, Medical College of Wisconsin
2003 – 2007 Assistant Professor, Medical College of Wisconsin

Specialization:

AIDS risk behavior assessment and prevention models; Cultural anthropology and ethnic sociology

Awards:

Outstanding Research Paper, First Russian Youth Scientific Forum, St. Petersburg, Russia, 1995

Publications:

2014 "Social networks, sexual networks and HIV risk in men who have sex with men." *Current HIV/AIDS Reports*, 11: 81-92.
2012 "Review of HIV vulnerability and condom use in Central and Eastern Europe." *Sexual Health*, 9: 34-43.
2010 "A 'Panorama of Time': the Chronotopics of Programma Vremia," *Ab Imperio*, 2.

Alan Ball	History	Marquette University
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Ph.D. 1982, University of North Carolina at Chapel Hill; M.A. 1976, University of North Carolina at Chapel Hill

Academic Experience:

2006 – present Professor, Marquette University
2006 – present Director of Graduate Studies, Department of History, Marquette University
1990 – 2006 Associate Professor, Marquette University
1983 – 1990 Assistant Professor, Marquette University

Specialization:

Soviet television and mass media

Awards:

Faculty Development Award, Marquette University Graduate School, 1993, 2003

Publications:

2006 "Building a New State and Society: NEP, 1921-1928," *The Cambridge History of Russia. Volume III: The Twentieth Century*, edited by Ronald Grigor Suny. Cambridge University Press, 2006.
2003 "Imagining America: Influence and Images in Twentieth-Century Russia." Rowman & Littlefield, 2003.

Lowell Barrington	Political Science	Marquette University
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Ph.D. 1995, University of Michigan; M.A. 1993, University of Michigan

Academic Experience:

2003 – present Associate Professor, Marquette University
 2007 – present Assistant Chair, Department of Political Science, Marquette University
 2007 – present Director of Graduate Studies, Department of Political Science, Marquette University

Specialization:

Comparative politics; International relations

Awards:

Faculty Development Award, Marquette University, 2008
 Elmer Plischke Annual Faculty Research Award in Political Science, Marquette University, 2006
 Political Science Graduate Student Association Faculty of the Year Award, Marquette University, 2004, 2006, 2007
 Diversity Funds Course Development Grant, Marquette University, 2003
 National Research Competition grant, National Council for Eurasian and East European Research, 2002–2004

Publications:

2012 “Fragile Snapshot or Stable Relationships?” *Comparative Political Studies*, 45(3): 312-340.
 2010 “Comparative Politics: Structures and Choices.” co-authored with Michael J. Bosia, Kathleen Bruhn, Susan Giaimo, and Dean E. McHenry, Jr. Boston, MA: Wadsworth/Cengage, 2010.

Peter Blitstein	History and Ethnic Studies	Lawrence University
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Ph.D. 1999, University of California, Berkeley; M.A. 1991, University of California, Berkeley

Academic Experience:

2014 – present Department Chair, Department of History, Lawrence University
 2007 – present Associate Professor, Lawrence University
 2010 – 2013 Department Chair, Department of History, Lawrence University
 2001 – 2006 Assistant Professor, Lawrence University
 2001 – 2006 Visiting Assistant Professor, William Paterson University

Specialization:

Nationalism, non-Russian peoples of the former Soviet Union

Awards:

American Council on Education Fellow, 2013-2014 (Placement: Vassar College)
 Faculty Research Grants, Lawrence University, 2004 and 2006
 Curriculum Development Grant, Lawrence University, 2006

Publications:

2011 “Был ли Сталинское государство колониальной империи? Сталинские антисемитизм и полонофобия в сравнительной перспективе.” [Was the Stalinist State a Colonial Empire? Stalinist Anti-Semitism and Polonophobia in Comparative Perspective] In *История Сталинизма: итоги и проблемы изучения* [The History of Stalinism: Results and Problems of Study]. Moscow: Rosspen, 2011.

Winson Chu	History	University of Wisconsin - Milwaukee
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Ph.D. 2006, University of California, Berkeley; M.A. 1999, University of California, Berkeley.

Academic Experience:

2013 – present Associate Professor of History, University of Wisconsin-Milwaukee
 2007 – 2013 Assistant Professor of History, University of Wisconsin-Milwaukee

Specialization:

Modern Central Europe; German-Polish borderlands

Awards:

German History Article Prize, German History Society, UK, 2013
 Commendation, The Fraenkel Prize in Contemporary History, The Wiener Library, London, 2012
 Fritz Stern Dissertation Prize, Friends of the German Historical Institute Washington, DC, 2007

Publications:

2013 “A Sonderweg through Eastern Europe? The Varieties of German Rule in Poland during the Two World Wars.” co-authored with Jesse Kauffman and Michael Meng. *German History* 31(3): 318-344.
 2012 “The German Minority in Interwar Poland.” In series *Publications of the German Historical Institute*, Cambridge and New York: Cambridge University Press, 2012.
 2012 “National Socialism and Hierarchical Regionalism: The German Minorities in Interwar Poland.” In *Heimat, Region and Empire: Spatial Identities under National Socialism*, edited by Claus-Christian W. Szejnmann and Maiken Umbach. New York and Basingstoke, UK: Palgrave Macmillan, 2012: 72-90.
 2012 “The ‘Lodzermensch’: From Cultural Contamination to Marketable Multiculturalism.” In *Germany, Poland and Postmemorial Relations: In Search of a Livable Past*, (eds.) Kristin Kopp and Joanna Nizyńska. New York and Basingstoke, UK: Palgrave Macmillan, 2012: 239-258.

Gary Cohen	History	University of Minnesota
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Ph.D. 1975, Princeton University; M.A. 1972, Princeton University

Academic Experience:

2001 – present Professor of History, University of Minnesota, Twin Cities
 2010 – 2013 Chair, Department of History, University of Minnesota, Twin Cities
 2001 – 2010 Director, Center for Austrian Studies, University of Minnesota, Twin Cities
 1995 – 2001 Professor of History, University of Oklahoma

Specialization:

Modern European Social History; East-Central Europe, 1740-1939

Awards:

Ehrenkreuz (Cross of Honor) for Science and Arts, First Class, The Republic of Austria, 2009

Publications:

2013 “Our Laws, Our Taxes, Our Administration: Citizenship in Imperial Austria.” In *Shatterzone of Empires: Coexistence and Violence in the German, Habsburg, Russian, and Ottoman Borderlands*, edited by Omer Bartov and Eric D. Weitz. Bloomington: Indiana University Press, 2013: 103-121.
 2011 “Austrian Studies in the United States.” *Contemporary Austrian Studies*, 20: 266-73.

Christine Evans	History	University of Wisconsin - Milwaukee
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Ph.D. 2010, University of California, Berkeley; M.A. 2004, University of California, Berkeley

Academic Experience:

2011-present Assistant Professor of History, University of Wisconsin-Milwaukee

Specialization:

Soviet television and mass media

Awards:

Residency Research Fellow, Eisenberg Institute of Historical Studies, University of Michigan, 2010- 2011

Publications:

- 2011 "Song of the Year and Soviet Culture in the 1970s." *Kritika: Explorations in Russian and Eurasian History*, 12(3).
- 2010 "A 'Panorama of Time': the Chronotopics of Programma Vremia," *Ab Imperio*, 2.
- 2010 "How Terrorists Learned to Map: Plots and Plotting." In *Recollections of a Terrorist and Pale Horse*, edited by Boris Savinkov. Madison: University of Wisconsin Press, 2010.

H. Richard Friman	Political Science	Marquette University
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Ph.D. 1987, Cornell University; B.A. 1979, Indiana University

Academic Experience:

- 1999 – present Professor of Political Science, Marquette University
- 2001 – present Chair, Department of International Studies, Marquette University
- 2004 – present Director, Center for Transnational Justice, Marquette University
- 2000 – 2003 Chairman, Department of Political Science, Marquette University
- 1993 – 1999 Associate Professor of Political Science, Marquette University

Specialization:

Politics of (im)migration and crime; Drug control policy

Overseas experiences:

Field research in Japan and Germany

Awards:

Faculty of the Year, Political Science Department Graduate Students, Marquette University, 2012
Nominated for Faculty Excellence in Advising Award, Marquette University, 2012, 2008

Publications:

- 2011 "Migrant Smuggling and Threats to Social Order in Japan." In *Global Human Smuggling: Comparative Perspectives*, edited by David Kyle and Rey Koslowsky. Baltimore: The Johns Hopkins University Press, 2011: 325-351.
- 2011 "The Illegal Migration Industry." In *Migration in the Global Political Economy*, edited by Nicola Philips. Boulder: Lynne Rienner Press, 2011: 83-99.
- 2010 "Numbers and Certification: Assessing Foreign Compliance in Combating Narcotics and Human Trafficking." In *Sex, Drugs, and Body Counts: The Politics of Numbers in Transnational Crime and Conflict*, edited by Peter Andreas and Kelly Greenhill. Ithaca and London: Cornell University Press, 2010: 75-109.

Shale Horowitz	Political Science	University of Wisconsin - Milwaukee
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Ph.D. 1996, University of California, Los Angeles; M.A. 1991, University of California, Berkeley

Academic Experience:

- 2008 – present Professor, University of Wisconsin – Milwaukee
- 2003 – 2008 Associate Professor, University of Wisconsin – Milwaukee
- 1997 – 2003 Assistant Professor, University of Wisconsin – Milwaukee

Specialization:

International and ethnic conflict; Politics of international trade and finance

Publications:

- 2013 “Targeting Civilians in Ethno-Territorial Wars: Power- and Preference-Based Sources of Ethnic Cleansing and Mass Killing Strategies.” co-authored with Min Ye. *Studies in Conflict and Terrorism*, 36(5): 372-93.
- 2012 “Democracy with Economic Stagnation, and Democracy with Rapid Growth: Understanding the Indian Enigma.” co-authored with Deepti Sharma. *Korea Observer*, 43(1): 89-112.
- 2010 “Turnover of Government as a Restraint on Investing in Influence: Evidence from Transition Countries.” co-authored with Branko Milanović and Karla Hoff. *Economics and Politics*, 22(3): 329-61.
- 2010 “Reacting to Russia: Liberal Nationalist Democracy, Neo-Communist Authoritarianism, and Foreign Relations in the Former Soviet Bloc.” co-authored with Michael Tyburski. In *Beyond Great Powers and Hegemons: Why Secondary States Support, Follow, or Challenge*, edited by Kristen Williams, Steven Lobell, and Neal Jesse. Stanford, CA: Stanford University Press, 2010: 161-76.

Tomasz Inglot	Political Science	Minnesota State University-Mankato
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Ph.D. 1994, University of Wisconsin-Madison; M.A. 1990, University of Wisconsin-Madison

Academic Experience:

- 2007 – present Professor of Government, Minnesota State University-Mankato
- 2006 – 2008 Director, International Relations Program, Minnesota State University-Mankato
- 2001 – 2007 Associate Professor, Minnesota State University-Mankato
- 1995 – 2001 Assistant Professor, Minnesota State University-Mankato

Specialization:

Comparative social policy; Welfare state and comparative democratization

Awards:

- 34th Annual Frontier Forum Lecture Award Minnesota State University-Mankato, 2013
- AAASS/Orbis Book Prize, 2009

Publications:

- 2011 “Western Welfare States Watched from the East During the Cold War: Condemnation, Competition, and Creative Learning.” *Journal of International and Comparative Social Policy*, 29(3): 241-257.
- 2010 “Reforming Post-Communist Welfare States: Family Policy in Poland, Hungary, and Romania since 2000.” co-authored with Dorottya Szikra and Cristina Rat. *Problems of Post-Communism*, 59(6): 27-49.
- 2010 “Continuity and Change in Family Policies of the New European Democracies: A Comparison of Poland, Hungary, and Romania.” co-authored with Dorottya Szikra and Cristina Rat. In *Part I: Institutional Legacies and Path Dependence in Family Policies, 1945-2000*. Washington DC: NCEEER: 1-74

Seung-Ho Joo	Social Science	University of Minnesota – Morris
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Ph. D. 1993, The Pennsylvania State University; M.A. 1985, Eastern Kentucky University

Academic Experience:

2008-present Professor of Political Science, University of Minnesota-Morris
 2003 – 2008 Associate Professor of Political Science, University of Minnesota-Morris
 1995 – 2003 Assistant Professor of Political Science, University of Minnesota-Morris

Specialization:

World politics; Comparative foreign policy

Overseas experiences:

Regularly travels to Russia, Korea, Germany, Japan, and Great Britain for research

Awards:

2005 Faculty Distinguished Research Award, granted by The University of Minnesota-Morris

Publications:

2012 “North Korea under Kim Jong-un: The Beginning of the End of a Peculiar Dynasty” *Pacific Focus*, 27(1): 1-9.
 2009 “Moscow-Pyongyang Relations under Kim Jong-Il: high hopes and sober reality,” *Pacific Focus*, 24(1): 107-130.

Sarah Kent	History	University of Wisconsin – Stevens Point
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Ph.D. 1988, Indiana University; M.A. 1978, Indiana University

Academic Experience:

1987 – present Professor of History, University of Wisconsin-Stevens Point

Specialization:

19th century Croatian history; national identity formation

Overseas experiences:

Travelled to former Yugoslavia, Hungary, Russia for field research

Publications:

2010 “Zagreb” In *Capital Cities in the Aftermath of Empires: Planning in Central and Southeastern Europe*, edited by Tanja Damjanović and Emily G. Makaš. London: Routledge, 2010.

Paulis Lazda	History	University of Wisconsin – Eau Claire
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Ph.D. 1987, University of Wisconsin-Madison; M.A. 1965, University of Wisconsin-Madison

Academic Experience:

1998 – Present Professor of History, University of Wisconsin-Eau Claire

Specialization:

Labor unions in Latvia; History of the Holocaust and the gulag in Latvia

Overseas experiences:

Travelled to Latvia, Poland, and Russia

Publications:

1993 “The Development of the Market Systems in the Baltic Republics.” co-authored with Jack Reardon. *Journal of Economic Issues*, 27(2).

Katia Levintova	Public & Environmental Affairs	University of Wisconsin – Green Bay
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Ph.D. 2004, Western Michigan University; M.A. 1995, Appalachian State University

Academic Experience:

2012 – present Associate Professor of Political Science, University of Wisconsin-Green Bay,
 2007 – 2012 Assistant Professor of Political Science, University of Wisconsin-Green Bay,
 2004 – 2007 Assistant Professor of Political Science, Texas A&M University-Texarkana

Specialization:

Russian, Central Asian and East European politics; Globalization and global politics

Awards:

UW-Green Bay Student-Nominated Teaching Award (2012)

Publications:

2012 “Being the Opposition in Contemporary Russia: Communist Party of the Russian Federation (KPRF) Between Social-Democratic, Marxist-Leninist, and Nationalist-Socialist Discourses.” *Party Politics*, 18(5): 727-747.

2011 “Academic Freedom and International Standards in Higher Education: Contestation in Journalism and Political Science at Moscow State University.” co-authored with Jim Butterfield and Ekaterina Levintova. *Journal of Communist and Post-Communist Studies*, 44(4): 329-341.

2011 “Global Citizens Are Made, Not Born: Multi-Class Role-Playing Simulation of Global Decision-Making,” co-authored with Ekaterina Levintova, Terri Johnson, Denise Scheberle, and Kevin Vonck. *Journal of Political Science Education*, 7(3): 245-274.

2011 “Official Discourse in Pre-Transition and Post-Communist Russia: What Have Really Changed since the Communist Period?” In *Legacies of the Totalitarian Era in the New Discourse Forms of the Post-Totalitarian Era: The Case of Eastern Europe, Russia, and China*, edited by Ernst Andrews. Lexington Books, 2011.

Jason Lindsey	Political Science	Saint Cloud State University
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Ph.D. 2004, Columbia University; M.Phil 1999, Columbia University; M.A. 1994, Columbia University

Academic Experience:

2011 – present Chair of the Political Science Department, St. Cloud State University
 2008 – present Associate Professor of Political Science, St. Cloud State University
 2004 – 2008 Assistant Professor of Political Science, St. Cloud State University
 2001 – 2004 Instructor of Political Science, Miles College

Specialization:

Political theory; Comparative politics

Overseas experiences:

Semester in Ukraine as Fulbright scholar; Commonly travels to Russia, Georgia and other countries in the region.

Awards:

Fulbright Scholar, Council for International Exchange of Scholars, 2013

Publications:

2013 “Concealment of the State: Exposing and Challenging the Postmodern State.” Bloomsbury Academic, 2013.
 2013 “Vattimo’s Renunciation of Violence.” *Ethical Theory and Moral Practice*, 16(1): 99-111.
 2012 “Baudrillard’s Simulated Politics and Debord’s Agents of Detournement.” *International Journal of Baudrillard Studies*, 9(3).
 2010 “Green Youth of Russia, Kazakhstan, and Ukraine: After-School Naturalist Programs in Post-Soviet Space.” co-authored with M.S. Blinnikov. *International Research in Geographical and Environmental Education*, 19(3): 207-225.

Karl Loewenstein	History	University of Wisconsin – Oshkosh
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Ph.D. 1999, Duke University; M.A. 1993, Duke University

Academic Experience:

2009 – present Associate Professor of History, University of Wisconsin-Oshkosh
 2003 – 2009 Assistant Professor of History, University of Wisconsin-Oshkosh

Specialization:

Modern Russia; Pre-Revolutionary Russia; Modern East European; Modern European history

Overseas experiences:

Led trips for students to Russia and Estonia

Publications:

2012 “The Changing Nature of Literary Censorship, 1961-1965” *The Soviet and Post-Soviet Review*, 39(1): 3-21.
 2009 “‘Obshchestvennost’ as Key to Understanding Soviet Writers of the 1950s.” *Journal of Contemporary History*, 44(3).

Yuri Maltsev	Economics	Carthage College
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Ph.D. 1980, Institute of Labor Research, Moscow; M.A. 1973, Moscow State University

Academic Experience:

1997 – present Professor of Economics, Carthage College
 1994 – 1997 Associate Professor of Economics, Carthage College
 1991 – 1994 Assistant Professor of Economics, Carthage College

Specialization: Economics of post-communist transitions with emphasis on issues of privatization and deregulation.

Overseas experiences: Lived and studied in Russia until after completion of Ph.D.

Publications:

2011 “Lessons from Soviet Medicine.” *Journal of American Physicians and Surgeons*, 16(2): 47.

Michael Mikos	Slavic Languages	University of Wisconsin - Milwaukee
---------------	------------------	-------------------------------------

Ph.D. 1977, Brown University; M.A. 1963, Katolicki Uniwersytet Lubelski (Lublin, Poland)

Academic Experience:

2013 – present Chair, Department of Foreign Languages and Literature, University of Wisconsin-Milwaukee
 1990 – present Professor of Foreign Languages and Literature, University of Wisconsin-Milwaukee
 1990 – 2008 Director, Language Resource Center and the Simultaneous Interpretation Facility
 1984 – 1990 Associate Professor, Department of Slavic Languages, University of Wisconsin-Milwaukee
 1985 – 1989 Chairman, Department of Slavic Languages, University of Wisconsin-Milwaukee

Specialization:

Polish language, literature, and culture

Overseas experiences:

Director of summer study program in Poland; Director of seminar series in Russia

Awards:

Order of Merit, John Paul II Catholic University of Lublin, Poland, 2008

Publications:

2012 “Zarys historii polonistyki w Ameryce Północnej.” co-authored with Uniwersytet Śląski and Wydawnictwo Gnome.
 2012 “Obecność literatury polskiej w Ameryce Północnej i Anglii.” co-authored with Wydawnictwo Gnome. In *Literatura polska w świecie Vol. IV*, edited by Romuald Cudak: 123-130.
 2010 “Synowie Hermesa: północnoamerykańscy tłumacze literatury polskiej.” co-authored with Wydawnictwo Gnome. In *Literatura polska w świecie Vol. III*, edited by Romuald Cudak: 404-413.

Ph.D. 2003, University of Kansas; M.A. 1995, University of Arizona

Academic Experience:

2011 – 2012 Lecturer in Slavic Languages, University of Wisconsin-Milwaukee.
 2006 – 2010 Assistant Professor of Russian, United States Military Academy at West Point
 2003 – 2006 Visiting Assistant Professor of Russian, University of Arizona

Specialization:

Soviet television and mass media

Overseas experiences:

Organizes and leads annual three-week excursion for USMA cadets on the Trans-Siberian Railway. Studied in Russia.

Publications:

2004 “Letter -Sound Correspondence Acquisition in First Semester Russian.” co-authored with William Comer. *Canadian Slavonic Papers*, 46(1-2): 23:35

Ph.D. 1985, Northwestern University; M.A. 1981, Northwestern University

Academic Experience:

2001 – present Professor, Department of Modern Languages and Literatures, Beloit College
 1995 – 2001 Associate Professor, Department of Modern Languages and Literatures, Beloit College
 1989-1995 Assistant Professor, Department of Modern Languages and Literatures, Beloit College

Specialization:

Russian literature; Russian literature in translation

Awards:

James R. Underkofler Award for Excellence in Undergraduate Teaching, 2004

Publications:

2014 “Gambling with a Constant Heart: Sonya’s Inevitable Loss.” In *War and Peace (Critical Insights)*, edited by Brett Cooke. Salem Press, 2014.
 2013 “Первый Круг: Russian Full Circle, first-year Russian textbook.” co-authored with Edie Furniss. Yale University Press, 2013.
 2010 “Fool or Saint? Russian Writers Reading the Zsulich Case.” In *Just Assassins? The Culture of Terrorism in Russia*, edited by Anthony Anemone. Northwestern University Press, 2010.

Elizabeth Peacock	Anthropology	University of Wisconsin – La Crosse
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Ph.D. 2011, University of California, San Diego; M.A. 2003, University of California, San Diego

Academic Experience:

2013 – present Assistant Professor of Sociology and Archaeology, University of Wisconsin-La Crosse
 2012 – 2013 Visiting Assistant Professor of Anthropology, Grinnell College
 2009 – 2012 Instructor, Behavioral Sciences Department, Southwestern College
 2010 – 2011 Instructor, Department of Anthropology, University of California- San Diego

Specialization:

Linguistic Anthropology; Sociolinguistics; Citizenship and identity

Overseas experiences:

Studied abroad in Ukraine on multiple occasions

Awards:

George Haydu Prize for the Anthropological Studies, University of California-San Diego, 2011
 Graduate Student Paper Competition Finalist, Society for Linguistic Anthropology, 2011

Publications:

2012 “The Authentic Village and the Modern City: The Space-Time of Class Identities in Urban Western Ukraine.” *Anthropology of East Europe Review*, 30(1): 213-23

Neal Pease	History	University of Wisconsin – Milwaukee
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Ph.D. 1982, Yale University; M.A. 1976, Yale University; M.A. 1975, University of Kansas

Academic Experience:

2009 – present Professor of History, University of Wisconsin-Milwaukee
 2008 – 2011 Chair, Department of History, University of Wisconsin-Milwaukee
 1988 – 2009 Associate Professor of History, University of Wisconsin-Milwaukee
 1983 – 1988 Assistant Professor of History, University of Wisconsin-Milwaukee

Specialization:

Modern history of Poland and Central Europe

Overseas experiences:

Studied for 2 years in Poland

Awards:

John Gilmory Shea Prize, American Catholic Historical Association, 2010
 Co-winner, ASEES/Orbis Book Prize, 2010

Publications:

2011 “The Marshal and the Almighty: Pilsudski and Religion.” *The Polish Review*, 56: 47-56.
 2011 “The United States and east central Europe in the 20th Century: General Remarks.” In *Halina Parafianowicz*, edited by Czas Ameryki: 193-198.
 2011 “Polish Americans in Sports,” In *The Polish American Encyclopedia*, edited by James S. Pula. Jefferson NC and London: McFarland and Co., 2011: 494-499.

Joseph Peschio	Slavic Languages	University of Wisconsin – Milwaukee
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Ph.D. 2004, University of Michigan; M.A. 1999, University of Michigan

Academic Experience:

2012-present Associate Professor, University of Wisconsin-Milwaukee
 2004-present Coordinator, Slavic Languages Program, University of Wisconsin-Milwaukee
 2007-2012 Assistant Professor, University of Wisconsin-Milwaukee
 2004-2007 Adjunct Assistant Professor, University of Wisconsin-Milwaukee

Specialization:

Literary and cultural history of the Russian Golden Age

Awards:

Graduate School Research Committee Award, University of Wisconsin-Milwaukee, 2013

Publications:

2012 “The Poetics of Impudence and Intimacy in the Age of Pushkin.” In *Publications of The Wisconsin Center for Pushkin Studies*. Madison: University of Wisconsin Press, 2012.
 2012 “Lighting The Green Lamp: Unpublished and Unknown Poems.” In *The Other Pushkin: Taboo Texts, Topics, Interpretations*, edited by Alyssa Gillespie Madison: University of Wisconsin Press, 2012: 84-111.
 2011 “The Proliferation of Elite Readerships and Circle Poetics in Pushkin and Baratynskii (1820s – 1830s).” co-authored with I. Pil’shchikov. In *The Space of the Book: Print Culture in the Russian Social Imagination*, edited by Miranda Remnek. Toronto: University of Toronto Press, 2011: 82-107.

Donald Pienkos	Political Science	University of Wisconsin – Milwaukee
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Ph.D. 1971, University of Wisconsin-Madison; M.A. 1966, University of Wisconsin-Madison

Academic Experience:

Professor Emeritus of Political Science

Specialization:

Russian and East European politics; Foreign policy; American ethnic group politics

Overseas experiences:

Travelled to Russia, Ukraine, Uzbekistan, Poland, Czech Republic, Slovakia, Eastern Germany, Hungary, Estonia, and former Yugoslavia

Awards:

Officer's Cross of Merit, President of Poland, 2010

Publications:

2012 “Brother Against Brother: Conflict in the Polish National Alliance, 1900-1940.” *The Polish Review*, 57: 50-66.
 2011 “Of Patriots and Presidents: America's Polish Diaspora and United States Foreign Policy Since 1917.” *Ost Europa*, 61: 63-75,

Alexis Pogorelskin	History	University of Minnesota, Duluth
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Ph.D. 1976, Yale University; M.Phil 1971, Yale University; M.A. 1968, Harvard University

Academic Experience:

1988 – present Associate Professor, University of Minnesota, Duluth
 2005 – present Director, Center for Genocide, Holocaust, and Human Rights Studies, UMD
 1987 – 1988 Assistant Professor, University of Minnesota, Duluth
 1982 – 1987 Assistant Professor, St. Peter's College

Specialization:

Soviet cinema; Finnish and Soviet conflict; Migrations in Karelia.

Overseas experiences:

Travelled to Russia to conduct field research

Awards:

Fulbright Scholar, Council for International Exchange of Scholars, 2010
 Teaching Award, University of Minnesota, Duluth, 2006

Publications:

2012 "Exiled to Hollywood: British cinema, the plight of Europe's Jews and the case of *The Mortal Storm*"
Journal of European Popular Culture, 3(2) 143-154.
 2010 "Phyllis Bottome's *The Mortal Storm* in the Film and Controversy." *The Space Between*, 6: 39-56

Randall Poole	History	College of St. Scholastica
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Ph.D. 1996, University of Notre Dame; M.A. 1990, University of Notre Dame

Academic Experience:

2004 – present Associate Professor of History, College of St. Scholastica
 2008 – present Chair, Department of History, College of St. Scholastica
 1999 – 2004 Assistant Professor of History, Boston University
 1997 – 1999 Assistant Professor of History, University of Notre Dame

Specialization:

Russian and European intellectual history; History of ideas and philosophical and religious thought

Overseas experiences:

Travelled to Russia to conduct field research

Awards:

Tassie McNamara Awards Nominee, College of St. Scholastica student body, 2009

Publications:

2014 "Kant and the Kingdom of Ends in Russian Religious Thought (Vladimir Solov'ëv)." In *Thinking Orthodox in Modern Russia: Culture, History, Context*, edited by Patrick Lally Michelson and Judith Kornblatt. Madison: University of Wisconsin Press, 2014: 215-234.
 2013 "Russian Political Theology in an Age of Revolution." In *Landmarks Revisited: The Vekhi Symposium 100 Years On*, edited by Robin Aizlewood and Ruth Coates. Academic Studies Press, 2013: 146-169.
 2012 "Religious Toleration, Freedom of Conscience, and Russian Liberalism." *Kritika: Explorations in Russian and Eurasian History*, 13(3): 611-634.

Ora John Reuter	Political Science	University of Wisconsin – La Crosse
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Ph.D. 2010, Emory University; M.A. 2009, Emory University

Academic Experience:

2013 – present Assistant Professor of Political Science, University of Wisconsin-Milwaukee
 2011 – present Senior Researcher, Center for the Study of Institutions and Development Higher School of Economics, Moscow
 2012 – 2013 Post-Doctoral Fellow of Political Science, University of Rochester

Specialization:

Comparative Politics; Comparative Political Institutions; Comparative Political Economy

Overseas experiences:

Archival research in Russia

Awards: Residency Research Fellow, Eisenberg Institute of Historical Studies, University of Michigan, 2010- 2011

Publications:

2013 “Regional Patrons and Hegemonic Party Performance in Russia” *Post-Soviet Affairs*, 29(2).
 2013 “Electoral Strategies to Defeat Authoritarian Incumbents: Understanding Pre-Electoral Coalitions.” co-authored with Jennifer Gandhi. *Democratization*, 20(1).
 2012 “Sub-national Appointments in Authoritarian Regimes: Evidence from Russian Gubernatorial Appointments.” co-authored with Graeme Robertson. *Journal of Politics*, 74(4).
 2011 “Economic Performance and Elite Defection from Hegemonic Parties.” co-authored with Jennifer Gandhi. *British Journal of Political Science*, 41(1).
 2010 “The Politics of Dominant Party Formation: United Russia and Russia’s Governors.” *Europe-Asia Studies*, 62(2).

David Rowley	History	University of Wisconsin – Platteville
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Ph.D. 1982, University of Michigan; M.A. 1972, University of Chicago

Academic Experience:

2010 – present Professor of History, University of Wisconsin-Platteville
 2004 – 2010 Associate Professor of History, University of Wisconsin-Platteville
 1999 – 2004 Assistant Professor of History, University of Wisconsin-Platteville
 1997 – 1999 Chair, Department of History, University of North Dakota
 1995 – 1999 Associate Professor, University of North Dakota

Specialization:

Soviet television and mass media

Overseas experiences:

Intensive Russian language and cultural immersion program through University of Michigan

Awards:

College of Liberal Arts and Education Teaching Excellence Award, University of Wisconsin-Platteville, 2010
 Award for Outstanding Advising to a Student Organization, University of Wisconsin-Platteville, 2010

Publications:

2012 “Giuseppe Mazzini and the Democratic Logic of Nationalism,” *Nations and Nationalism*, 18(1).

Theo Stavrou	History, Classic and Near Eastern Studies	University of Minnesota
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Ph.D. 1961, Indiana University; M.A. 1957, Indiana University

Academic Experience:

1970 – present Professor of History, University of Minnesota
 1964 – 1970 Associate Professor of History, University of Minnesota
 1961 – 1964 Assistant Professor of History, University of Minnesota,

Specialization:

Modern Balkan and Greek-Slavic relations; Religious history in modern Russia

Overseas experiences:

Visiting professor at Institute for Balkan Studies, Thessaloniki, Greece, summers '76, '77, '78

Awards:

Lifetime Achievement Award, President of the Republic of Cyprus, 2002
 Morse-Alumni Distinguished Teacher Award, University of Minnesota, 2000

Publications:

2014 “Eastern Orthodox Christianity: A Documentary History” co-authored with Bryn Geffert. Yale University Press, 2014.

Andris Straumanis	Journalism	University of Wisconsin – River Falls
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M.A. 1983, University of Minnesota, Twin Cities

Academic Experience:

2011 – present Associate Professor of Journalism, University of Wisconsin-River Falls
 2005 – 2011 Assistant Professor of Journalism, University of Wisconsin-River Falls
 1998 – 2005 Lecturer on Communications and Journalism, University of Wisconsin-Eau Claire

Specialization:

Online journalism; Translating Latvian news into English

Overseas experiences:

Visiting Lecturer at Rīga Stradiņš University, Rīga, Latvia

Awards:

Gold Medal Award, Council for Advancement and Support of Education, 1998

Publications:

2013 “Latvians and Latvian Americans, 1870-1940.” In *Immigrants in American History: Arrival, Adaptation, and Integration*, edited by Elliott Robert Barkan. Santa Barbara, Calif.: ABC-CLIO, 2013: 481-485.
 2012 “Latvians and Latvian Americans, 1940-Present.” In *Immigrants in American History: Arrival, Adaptation, and Integration*, edited by Elliott Robert Barkan. Santa Barbara, Calif.: ABC-CLIO, 2013: 1089-1098.

Peter Toumanoff	Economics	Marquette University
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Ph.D. 1977, University of Washington; M.A. 1975, University of Washington

Academic Experience:

1986-present Associate Professor, Marquette University.
 1991-1994 Chair, Department of Economics, Marquette University.
 1979-1986 Assistant Professor, Marquette University.
 1978-1979 Visiting Assistant Professor, Bates College.

Specialization:

Comparative economic systems; Communist and Postcommunist economies,

Overseas experiences:

Regularly travels to Russia for reseach purposes

Awards:

Fulbright Senior Specialist to Russian Federation, Council for International Exchange of Scholars, 2006
 Rev. John P. Raynor, S.J. Faculty Award for Teaching Excellence, Marquette University, 2005
 College of Business Administration Wayne Sanders Teaching Excellence Award, Marquette University, 2004

Publications:

2010 "Are Consumers Disadvantaged or Vulnerable? An Examination of Consumer Complaints to the Better Business Bureau." co-authored with Dennis Garrett. *Journal of Consumer Affairs*, 44(1): 3-23.

Peter Wagner	Political Science	University of Wisconsin – Whitewater
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Ph.D. 1993, Rutgers University; M.S. 1988, Rutgers University

Academic Experience:

2012- present Associate Professor of Political Science, University of Wisconsin – Whitewater
 2007-2012 Assistant Professor of Political Science, University of Wisconsin – Whitewater
 2005-2007 Visiting Assistant Professor of Political Science, North Carolina State University

Specialization:

European politics and societies; Transatlantic relations; International politics

Overseas experiences:

Travelled to Germany, Bulgaria, Romania, and Turkey

Publications:

2010 "Post-Socialist Models of Rule in Central and Southeastern Europe." co-authored with Sabrina Ramet. In *Central and Southeastern Europe since 1989*, edited by Sabrina Ramet. Cambridge, UK: Cambridge University Press, 2010. 11-36.
 2010 "Romania in the European Union: Challenges, Pathways, and Prospects." Ashgate Publishing, 2010.

Appendix 3: Project-Specific Measures

1. Project Goal Statement #1: Increase access to UW Eurasian studies and language courses for undergraduate and graduate students, including new populations of previously underserved students at community colleges and Minority-Serving Institutions.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
1A: Recruit at least 12 new students from Madison College (MC) to UW-Madison Eurasian studies courses by 2018.	1A1: Starting in spring 2015 by opening selected Eurasian language and area studies courses to Madison College students through the <i>Community College Passport Program</i> for MC credit and toward completion of their MC Global Studies Certificate, reserving at least 10 spots for them in our large interdisciplinary courses 1A2: Implement streamlined and free application process for Madison College students to take our UW-Madison courses 1A3: Hold resource fairs to recruit prospective Madison College students.								
1B: Offer Kazakh and Polish to other campuses in the CIC through distance learning technology starting in fall 2015	1B1: Set up distance Kazakh through CIC, and maintain distance teaching of Polish 1B2: Recruit CIC students for Kazakh and Polish distance language courses								
1C: Increase the number and diversity of students completing courses in advanced Russian in Wisconsin beginning in fall 2015	1C1: Offer third-year Russian at UW-La Crosse (Title III/V-eligible institution) with instruction provided to other hosting campuses in UW System, using the University of Wisconsin System Collaborative Language Program (CLP) 1C2: Recruit UW System students for third year Russian at UW-La Crosse								

Appendix 3: Project-Specific Measures

1. Project Goal Statement #2: Collaborate with others in the Slavic, East European, and Central Asian field to support cross-university collaborative summer language training programs in order to provide learning opportunities and disseminate best teaching practices in the languages of our region.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
2A: Support the Baltic Studies Summer Institute (BALSSI), and the Balkan and Black Sea Language Consortium (BBS), both hosted by University of Pittsburgh	2A1: Provide funding to BALSSI 2A2: Provide funding to BBS								
2B: Support and host the Central Eurasian Studies Summer Institute (CESSI)	2B1: Provide funding and organizational support to CESSI 2B2: Recruit students for CESSI								

Appendix 3: Project-Specific Measures

1. Project Goal Statement #3: Increase participation in Eurasian studies among UW students, including increasing the number of students taking Eurasian courses, increasing the number of students gaining degrees or certificates in Eurasian studies, and increasing the diversity of our students.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
3A: Offer 5 new courses in the form of Eurasia-related First-Year Interest Group (FIG) courses in the fall semesters in 2014-18, and an international education-focused FIG starting in fall 2015	3A1: Set up and offer fall 2014 FIG on "Law and Disorder in Post-Communist Societies" 3A2: Set up and offer, in conjunction with other NRCs and the UW School of Education, fall 2015 FIG on "International Studies and the K-12 Classroom" 3A3: With above course organize a Saturday colloquium with six internationally experienced in-service social studies teachers from around the state to share their knowledge and expertise with the FIG students. 3A4: Set up and offer Eurasia-related FIGs in fall 2015, 2016, and 2017								
3B: Offer course development support to UW faculty to add Eurasian content to existing courses or develop new courses. Support at least 3 new or revised courses by the end of the grant cycle.	3B1: Set up course development grants on an annual basis beginning in fall 2014.								

Appendix 3: Project-Specific Measures

<p>3C: Raise enrollments in our courses and participation in our degree and certificate programs overall by 25% by 2018</p>	<p>3C1: Recruit students in fields of study outside the humanities and social sciences, such as engineering, business, environmental studies, law, and public health for Eurasian Studies courses.</p> <p>3C2: Work with the staff members in Cross-College Advising Service and the Office of Undergraduate Advising to recruit students, especially those pursuing REECAS certificates in departments or schools beyond Letters & Science</p> <p>3C3: Work with the staff communications coordinator at the International Institute to promote our degree and certificate programs through internet and social media.</p> <p>3C4: Work also more closely with our faculty to advertise and promote their CREECA-related courses.</p> <p>3C5: Develop new paper and electronic promotional materials, utilize social media, make informational presentations in each Eurasia-related course, familiarize all CREECA faculty affiliates with the programs, and enlist their help with promotion.</p> <p>3C6: Increase number of FLAS applicants from professional schools, especially at higher levels of language instruction.</p>						
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Appendix 3: Project-Specific Measures

1. Project Goal Statement #4: Increase the depth and quality of regional knowledge among our faculty and students, and the Eurasian language proficiency of students graduating from UW.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
4A: Increase by 3% the number of students who leave the UW having attained advanced levels of proficiency in Eurasian languages	4A1: Collaborate with the UW Russian Flagship Center to develop a plan for increasing undergraduates' success in attaining Superior-level proficiency in Russian.								
4B: Continue testing the language ability of all FLAS recipients, and expand our testing to all CRECCA-affiliated students with at least 4 years of Russian.	4B1: Work with certified faculty to carry out testing of all students with at least 4 years of Russian 4B2: Develop a plan for assessment of other regional languages								
4C: Support UW Library acquisition of materials related to Eurasia	4C1: Provide funds for the library in each year of the grant cycle, starting in fall 2014.								

Appendix 3: Project-Specific Measures

1. Project Goal Statement #5: Offer more opportunities for our graduate and undergraduate students to learn about pathways to success in different career areas, including government, where they can use their Eurasian area expertise and language skills.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
5A: Offer shared professionalization workshops for REECAS MA students	5A1: Collaborate with our partner centers at the University of Texas-Austin (UT), University of Illinois (UIUC) and University of Kansas (KU) to set up joint workshops in fall 2015 and fall 2017, which will include additional follow-on activities after the workshop								
5B: Increase student participation and attendance at our lecture series and cultural events by 20% by 2018	5B1: Increase our campus events focusing on career planning and professional development talks aimed at undergraduate and graduate students 5B2: Increase outreach and communication with students about events								
5C: Support graduate student working groups	5C1: Continue to support student works-in-progress groups in History and Political Science with administrative support (set up meetings, share materials, and manage web communications) 5C2: Pro-actively include our graduate students in our lecture series								

Appendix 3: Project-Specific Measures

1. Project Goal Statement #6: Continue to implement wide-ranging, innovative, and effective outreach programs that cultivate knowledge about and interest in the region for K-12 teachers and students, the general public, the media, business, and the academic community.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
6A: Organize 7 annual area studies teacher training workshops at UW and other MSI campuses	6A1: Organize, with WIOC partners, 4 annual area studies teacher institutes in cooperation with departments or schools of education at 4 MSIs: UW-La Crosse, Carthage College, the UW-Eau Claire, and Alverno College. Audiences will include: 1) education faculty at the partner MSIs; 2) juniors and seniors majoring in Education at the partner MSIs; and 3) in-service teachers in the regions served by the MSIs. 6A2: Organize 3 teacher training workshops on Eurasian studies in Madison								
6B: Organize 2 summer teacher residency programs at UW's Pushkin Summer Institute (PSI).	6B1: Organizing 2 week-long residencies in summer 2015 and 2017 for teachers of Russian from those schools sending students to the PSI, an intensive, residential summer program in Russian language and culture for high school students from underrepresented communities								
6C: Create scholar access grants for the MSI Russian language instructors to attend national/regional conferences and/or pedagogical training	6C1: Set up annual scholar access professional development grants for Russian instructors at UW-L and UW-Eau Claire starting in fall 2015 to attend conferences or training sessions, such as ACTFL OPI workshops								

Appendix 3: Project-Specific Measures

1. Project Goal Statement #7: Sustain, enrich, and expand the size and diversity of the interdisciplinary community of scholars working on the Eurasian region, within the UW, within the state of Wisconsin, and across the country.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	
7A: Expand our community of UW faculty and faculty affiliates by 5% by 2018	7A1: Advertise and expand our interdisciplinary lecture series 7A2: Recruit new faculty and graduate student from within L&S as well as from professional schools and science programs 7A3: Collaborate on recruitment with other area studies programs and campus partners such as the Global Legal Studies Program and the Center for Global Health (CGH)								
7B: Recruit at least 5 new faculty affiliates from outside UW-Madison, and 20 new K-12 teacher affiliates by 2018	7B1: Recruit faculty affiliates from MSIs, community colleges and other UW system schools in Wisconsin, 7B2: Recruit new K-12 affiliates through the new teacher institutes planned with Schools of Education at UW-L, UW-Eau Claire, Alverno, and Carthage								
7C: Support and participate in a conference on Global Indigeneity	7C1: Work with other UW-Madison area centers and the College of Menominee Nation in order to organize this conference								
7D: Support and participate in conferences on global issues for community and technical college faculty	7D1: Work with the Midwest Institute for International/Intercultural Education to provide Eurasian studies content and expertise for annual workshops on global issues for community and technical college faculty								

Appendix 3: Project-Specific Measures

<p>7E: Set up a partnership with the Eurasian Studies Center at Nazarbayev University in Kazakhstan</p>	<p>7E1: Work with UW's International Academic Programs to set up a student exchange program 7E2: Work with the Eurasian Studies Center at NU to in order to facilitate faculty exchanges</p>						
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Appendix 3: Project-Specific Measures

1. Project Goal Statement #8: Improve the evaluation of our programs and better assess the impact of CREECA																	
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Fre- quency	6. Data Source	7. Baseline and Targets												
					BL	T1	T2	T3	T4								
8A: Repeat the Area Studies Alumni Survey (ASAS) in fall 2017	8A1: Work with the Survey Director, other UW NRCs, and the UW Survey Center (UWSC) to revise the instrument and include content specific to CREECA 8A2: Field the survey to alumni in fall 2017 8A3: Analyze the results in spring 2018 and make recommendations for improvements at CREECA																
										8B: Repeat the Global Learning Outcomes at Wisconsin Survey (GLOWS) in spring 2015							
8B1: Work with the Survey Director, other UW NRCs, and the UWSC to revise the instrument and include content specific to CREECA																	
	8B2: Field the survey to students in spring 2015																
	8B3: Analyze the results in fall 2015 and make recommendations for improvements at CREECA																
	8C1: Work with the UWSC and revise the instrument																
	8C2: Field the survey to faculty and students annually in the spring																
	8C3: Analyze the results during the summer and make recommendations for improvements at CREECA																



UNIVERSITY of WISCONSIN - EAU CLAIRE

College of Education and Human Sciences • CEN 3015 • (715) 836-3671
105 Garfield Avenue, PO Box 4004
Eau Claire, WI 54702-4004

DATE: June 27, 2014
TO: Guido Podesta, Vice Provost/Dean, International Studies, UW-Madison
FROM: Dr. Carmen Manning
RE: UW-Eau Claire Participation in WIOC Grant

Beginning on July 17, 2014, I will be the Dean of the College of Education and Human Sciences at the University of Wisconsin-Eau Claire. UW-Eau Claire has been contacted by Rachel Weiss, Coordinator of the Wisconsin International Outreach Consortium (WIOC) (on behalf of the area studies centers at UW-Madison, UW-Milwaukee and Madison College,) about our interest in participating in workshops for in-service and pre-service teachers that focus on incorporating international content into curricula.

Participation in this grant will allow the teacher education program at UW-Eau Claire the opportunity to enhance and expand the international elements of the curriculum and teacher training experience. Enhanced globalization of the curriculum is a university-wide goal at UW-Eau Claire. Participation in this grant would provide a strong collaborative avenue for our teacher education program to work toward that goal.

UW-Eau Claire is especially eager to participate in new programming that has been established to offer training workshops and curriculum development institutes to pre-service and in-service teachers and to establish lasting and sustaining partnerships in the pursuit of global competency among our students and teachers in the Eau Claire district.

UW-Eau Claire is interested in hosting WIOC-sponsored critical teacher training to K-12 teachers and pre-service teachers at a biannual, thematic professional development trainings and follow-up best practice workshops. We understand that content expertise will be provided by faculty and staff of the UW-Madison area studies centers and the host institutions. Together the in-service and pre-service training and professional development program will foster a dynamic and sustainable network to further advance teaching and curriculum development.



The University of Wisconsin System

Collaborative Language Program

618 Van Hise Hall
1220 Linden Drive
Madison, WI 53706-1557
608-262-4066

June 29, 2014

To Whom It May Concern:

The UW System Collaborative Language Program (CLP) fully endorses the proposal by the Center for Russia, East Europe, and Central Asia (CREECA) at the University of Wisconsin-Madison to provide funding for fifth- and sixth-semester Russian instruction at UW System campuses. Starting in fall 2015 a lecturer at UW-La Crosse will teach third-year Russian; this instruction will be provided via synchronous distance learning technology to other campuses in the University of Wisconsin System. The technology is already in place and the CLP has a proven record of offering beginning level critical language courses using this technology.

The CLP will provide the pedagogical training and resources for instruction via distance learning. UW-La Crosse, UW-Stevens Point, and UW-Oshkosh will provide the facility and classroom technology support for these courses. Dean Ruthann Benson of the College of Liberal Studies UW-La Crosse, Dean John Koker of the College of Letters and Science at UW-Oshkosh, and Associate Dean Todd Good of the College of Letters and Science at UW-Stevens Point have offered their support for this plan. I urge the members of the review committee to fund this proposal, as it will increase student access to intermediate and advanced levels of Russian, a critical world language.

Sincerely,

Lauren Rosen
Director, UW System Collaborative Language Program
rosen@uwosh.edu

Executive Board

Dean John Koker UW Oshkosh Co-Chair	Dean Todd Good UW-Stevens Point Co-Chair	Dean Ruthann Benson UW-La Crosse	Dean David Travis UW-Whitewater	Lauren Rosen CLP Director	Kristine Butler UW-River Falls	David Coury UW Green Bay
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June 24, 2014

Guido Podestá
Vice Provost/Dean, International Studies
268 Bascom Hall, 500 Lincoln Drive
Madison, WI 53706

Dear Vice Provost Podestá ,

Madison College is extremely pleased to support the University of Wisconsin-Madison proposals for National Resource Centers for Foreign Language and Area Studies. As a former Title VI UISFL awardee, Madison College has regularly collaborated with UW-Madison NRCs as a partner in the Wisconsin International Outreach Consortium (WIOC). Existing collaboration includes partnerships for Chinese and Arabic languages at Madison College, joint development of faculty professional development workshops, and co-sponsorship of various global education events for students and the community.

As part of the most recent proposals for NRC collaboration, Madison College is excited to partner with UW area studies and language centers to create a new *Community College Passport* program to expand access to international studies and foreign language learning opportunities. Through this new initiative, students who are enrolled in the Madison College Interdisciplinary Global Studies Certificate will have the opportunity to enroll as special students in a broad range of UW-Madison courses in area studies and foreign languages. This initiative is designed to expand the depth and breadth of community college international learning, cultivate interest in completion of area studies and foreign language bachelor's degrees, and strengthen collaborative ties between Madison College and UW-Madison. Additionally, Madison College and UW-Madison Title VI NRCs plan to collaborate on a series of annual professional development workshops for faculty. These regional workshops are designed to help faculty in targeted disciplines to infuse global content into their curriculum, discuss best practices in international education pedagogy, and expose them to the resources of UW-Madison NRCs.

These partnerships build on a strong history of cooperation between our institutions, but also strengthen and deepen this collaboration in new and substantial ways. Madison College unequivocally supports these initiatives and the overall contribution that UW NRCs make in the Madison community and the greater world of global scholarship. Madison College commits to the staffing, coordination, and institutional support for the *Community College Passport* program and will be the host site and coordinating body for the faculty professional development institutes. We look forward to this and other opportunities for collaboration.

Sincerely,

Jack E. Daniels, III, Ph.D.
President