

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 # P015A140058 P015B140058

Univ of Chicago



June 24, 2014

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

The enclosed proposal is being submitted by The University of Chicago, on behalf of the Principal Investigator in response to the National Resource Centers (NRC) Program and Foreign Language and Area Studies Fellowships (FLAS) Program. Information regarding the submission is listed below:

TITLE OF PROJECT:	South Asia Language and Area Center NRC and FLAS Program, 2014-2018
PRINCIPAL INVESTIGATOR:	Kathleen Morrison
DEPARTMEN/UNIT:	South Asia Language and Area Center
UNIV. FUNDING PROPOSAL ID:	FP058537-01-PR (NRC) and FP058506-01-PR (FLAS)

To assist with processing, please cite the University's Funding Proposal ID as well as your reference number when submitting any correspondence regarding this project.

Should you need further information, please do not hesitate to contact me.

Sincerely,

A handwritten signature in blue ink that reads "Sandra Santizo".

Sandra Santizo

Enclosures

cc: Kathleen Morrison
Dean Clason

SA

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): _____ * Other (Specify): _____
* 3. Date Received: _____	4. Applicant Identifier: _____	
5a. Federal Entity Identifier: _____	5b. Federal Award Identifier: _____	
State Use Only:		
6. Date Received by State: _____	7. State Application Identifier: _____	
8. APPLICANT INFORMATION:		
* a. Legal Name: The University of Chicago		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 36-2177139	* c. Organizational DUNS: 0054211360000	
d. Address:		
* Street1: 5801 S. Ellis Avenue	Street2: _____	
* City: Chicago	County/Parish: Cook	
* State: IL: Illinois	Province: _____	
* Country: USA: UNITED STATES	* Zip / Postal Code: 60637-5418	
e. Organizational Unit:		
Department Name: _____	Division Name: _____	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: Ms.	* First Name: Sandra	
Middle Name: _____	* Last Name: Santizo	
Suffix: _____	Title: Grants and Contracts Manager	
Organizational Affiliation: The University of Chicago		
* Telephone Number: 773-795-8012	Fax Number: 773-702-2142	
* Email: ssantizo@uchicago.edu		

Application for Federal Assistance SF-424

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

Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

CFDA 84.015A&B

CFDA Title:

National Resource Centers and Foreign Language and Area Studies Fellowships Programs

*** 12. Funding Opportunity Number:**

ED-GRANTS -053014-001 & -053014-002

* Title:

National Resource Centers and Foreign Language and Area Studies Fellowships Programs

13. Competition Identification Number:

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

The South Asia Language and Area Center National Resource Center

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="610,945.00"/>
* b. Applicant	<input type="text" value=""/>
* c. State	<input type="text" value=""/>
* d. Local	<input type="text" value=""/>
* e. Other	<input type="text" value=""/>
* f. Program Income	<input type="text" value=""/>
* g. TOTAL	<input type="text" value="610,945.00"/>

*** 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:

**Sandra Santos
Grants and Contracts Manager
Acting on behalf of Carol Zuiches**

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

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	Kathleen		Morrison	

Address:

* Street 1:	5848 S. University Ave.
Street 2:	Kelly Hall 104
* City:	Chicago
County:	Cook

* State:	IL	* Zip Code:	60637	Country:	US
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* Phone Number (give area code):	Fax Number (give area code):
(773) 702-8637	(773) 702-1309

* Email Address:

morrison@uchicago.edu

2. Novice Applicant:

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

Yes No

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:

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



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

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

Name of Institution/Organization
University of Chicago

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	120,397	119,730	118,955	118,066		477,148
2. Fringe Benefits	32,026	31,848	31,642	31,405		126,921
3. Travel	15,050	15,389	15,753	16,143		62,335
4. Equipment						
5. Supplies	15,800	14,800	13,800	11,800		56,200
6. Contractual						
7. Construction						
8. Other	65,750	65,942	66,149	66,373		264,214
9. Total Direct Costs (lines 1-8)	249,023	247,709	246,299	243,787		986,818
10. Indirect Costs*	19,922	19,817	19,704	19,503		78,946
11. Training Stipends	342,000	342,000	342,000	342,000		1,368,000
12. Total Costs (lines 9-11)	610,945	609,526	608,003	605,290		2,433,764

***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: 07/01/2012 To: 06/30/2015 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): DHHS The Indirect Cost Rate is 58 %

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

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

Addendum Information on Section 427 of GEPA

I. Equal Employment Opportunity and Affirmative Action

This statement is available on-line at:

<http://humanresources.uchicago.edu/fpg/policies/200/p201.shtml>.

The University of Chicago Personnel Policy Guidelines

Subject: Equal Employment Opportunity (EEO)

Section: U201

Date: May 17, 2004

Prior Version Date(s): February 8, 2011; July 1, 2002; October 31, 1995; October 10, 1985

Purpose: To express the University's continuing practice of nondiscrimination in employment.

Policy: The University of Chicago provides equal employment opportunities to all employees, applicants, and job seekers. No person shall be discriminated against in employment or harassed because of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, disability, veteran status, genetic information, marital status, parental status, ancestry, source of income, or other classes protected by law. This policy includes the commitment to maintaining a work environment free from unlawful harassment.

An employee who, in good faith, reports concerns that he/she has been discriminated against or has knowledge of discrimination in violation of this policy or cooperates in an investigation shall not be subject to reprisal or retaliation for making a report or participating in an investigation. Staff employees should immediately bring to the attention of the Office of Employee Relations or the Office of Affirmative Action any complaint or retaliation.

- Guidelines:**
1. This policy applies to all terms, conditions, and privileges of employment including: recruitment, hiring, probationary period, training and development opportunities, job assignment, supervision, promotion or transfer, compensation, benefits, layoff and recall, termination, and retirement.
 2. The Vice President & Chief Human Resources Officer (VP & CHRO) is responsible for ensuring that University policies (i.e., EEO policy among others) regarding the fair and equitable treatment of staff employees are implemented.
 3. The Affirmative Action Officer coordinates the University's compliance with and interpretation of this Policy and advises employees, supervisors, and managers about the policy as needed.
 4. Department heads, managers, and supervisors have primary responsibility for ensuring that employment decisions and the work environment are in compliance with this policy. Their own work performance will be evaluated, in part, on the basis of their efforts and results in the area of EEO.
 5. Staff employees who believe they have been discriminated against, harassed, or have knowledge of such conduct should discuss their concerns or bring any work-related concerns to their supervisor. However, a staff employee may elect to contact Human Resources or the Affirmative Action Office. Every reasonable effort will be made to conduct a prompt investigation and to treat complaints impartially and confidentially with a view to arriving at fair resolutions. If an investigation leads to a determination that this Policy was violated, corrective action up to and including termination of employment will be taken.
 6. The University will provide, upon request by a job seeker or an applicant, reasonable accommodations of a disability, to complete the application process.
 7. In accordance with the Americans with Disabilities Act, the University shall provide upon request by an employee with a disability, reasonable accommodations for the employee when doing so will enable the employee to successfully perform the essential duties of the job. Staff employees should contact the Office of Employee Relations to initiate the disability accommodation process.

In addition, the University has developed and is executing action-oriented programs consisting of the following:

1. The University of Chicago makes available Assistive Learning Devices for the hearing impaired at all events and functions
2. Annually informing its prime recruiting sources of its equal employment and affirmative action policies.
3. Identifying specialized recruiting sources for minorities and females and notifying those sources of the university's new hire needs and of the university's selection process.
4. Notifying the Illinois Department of Employment Security of all staff openings to be filled by outside hires.
5. Working with college and campus organizations to apprise potential minority and female candidates of job openings.
6. Establishing direct links with local schools with significant minority and female enrollment.
7. Maintaining a job posting program.
8. Sponsoring a tuition reimbursement program, open to all minority and women employees on a non-discriminatory basis.
9. Including minorities and women on its Human Resources staff.
10. Reviewing any new position descriptions, developed for open positions, to ensure they accurately reflect position functions.
11. Providing copies of position specifications for job openings to all recruiting sources.
12. Offering part-time employment opportunities and flexible work hours to improve employment opportunities for women and minorities.
13. Participating in various job fairs, including the following: Cook County Job Fair, Regional Minority Job Fair, Hispanic Alliance Career Exposition, Olive Harvey Spring Semester Job Fair, DeVry Institute Career Fairs, Operation Access Job Fair, Diversity Job Fair, Women for Hire, St. Ailbe/Featherfist, Governors' State University Job Fair, Loyola Life Sciences Career Fair, Greater Midwest Sci/Tech Job Fair.
14. The University houses an Office of Business Diversity. The Office of Business Diversity works to create opportunities for minority- and women-owned businesses within professional services, construction, goods and other services. The Office's professional services symposium provides an opportunity for senior leaders at the University to network and build sustainable relationships with minority- and women-owned firms. This forum has resulted in groundbreaking and innovative relationships for the University. The University of Chicago recently hired two African American owned money management firms to invest a portion of our endowment funds. In addition to creating contract opportunities with minority- and women-owned businesses, the Office of Business Diversity also provides free workshops to our local south side of Chicago business owners. Through a collaborative undertaking with the University Law School Institute for Justice Clinic on Entrepreneurship, our distinguished professors, students, and alumni have facilitated several workshops about issues pertaining to marketing and financing, that typically draw an average of 40 local business owners. More information is available at: <http://businessdiversity.uchicago.edu/>
15. As one indication of the University of Chicago's partnership with the community to create greater economic opportunity, the University announced in March 2014 its new **UChicago Local** program. UChicago Local is a University initiative designed to support local businesses and job seekers in the neighborhoods around the University's campus. UChicago Local includes a variety of programs and tools to help connect businesses and residents to opportunities at the University and at UChicago Medicine. A complete description is available at: http://www.uchicago.edu/community/economic_impact/uchicago_local/

II. Student Policies

A. Non-discrimination in Admissions

From the University of Chicago Student Manual, studentmanual.uchicago.edu.

In keeping with its long-standing traditions and policies, the University of Chicago considers students, employees, applicants for admission or employment, and those seeking access to programs on the basis of individual merit. The University, therefore, does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, disability, or veteran status, and does not discriminate against members of protected classes under the law. The Affirmative Action Officer (773-702-5671) is the University official responsible for coordinating the University's adherence to this policy and the related federal, state and local laws and regulations (including Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act).

B. Assistance for Disabled Students

The University has implemented an extensive Disability Accommodation Protocol to support students with disabilities. The preamble to the protocol is included below. The complete protocol is published in the University of Chicago Student Manual: studentmanual.uchicago.edu.

To ensure the intellectual richness of research and education, the University of Chicago seeks to provide an environment conducive to learning, teaching, working, and conducting research that values the diversity of its community. The University strives to be supportive of the academic, personal and work related needs of each individual and is committed to facilitating the full participation of students with a disability in the life of the University.

Section 504 of the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA) prohibit colleges and universities that receive federal funding from discriminating against qualified students with disabilities in educational programs and activities. A "qualified student with a disability" is a disabled student who, with or without reasonable accommodation (e.g., architectural access, communication aids/services, or modifications to policies and practices) meets the University's academic and technical standards required for admission or participation in the University's educational programs or activities. The University is committed to complying with Section 504, the ADA and amendments.

III. Workplace and Academic Environment

The University of Chicago strives to maintain an environment free from sexual harassment. Following is an excerpt from the University of Chicago's Unlawful Discrimination and Harassment Policy, which includes policies against sexual harassment. The complete statement, including procedures for resolution of complaints, is available on-line at <http://humanresources.uchicago.edu/fpg/policies/600/p607.shtml>.

The University of Chicago is a community of scholars dedicated to research, academic excellence, and the pursuit and cultivation of learning. Members of the University community cannot thrive unless each is accepted as an autonomous individual and is treated without regard to characteristics irrelevant to participation in the life of the University. Freedom of expression is vital to our shared goal of the pursuit of knowledge and should not be restricted by a multitude of rules. At the same time, unlawful discrimination, including harassment, compromises the

integrity of the University. It is the intention of the University to take necessary action to prevent, correct, and, where indicated, discipline unlawful harassment.

Unlawful Discrimination and Harassment

This policy is the basis for the University's commitment to conform with the law in regard to nondiscrimination and maintaining a workplace free from sexual harassment and other unlawful forms of harassment. Discrimination based on factors irrelevant to admission, employment, or program participation violates the University's principles. In keeping with its long-standing traditions and policies, the University of Chicago considers students, employees, applicants for admission or employment, and those seeking access to programs on the basis of individual merit. The University does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, disability, veteran status, genetic information or other protected classes under the law. Such discrimination is unlawful. Unlawful harassment based on one of the factors listed above is verbal or physical conduct that is so severe or pervasive that it has the purpose or effect of unreasonably interfering with an individual's work performance or educational program participation, or that creates an intimidating, hostile, or offensive work or educational environment.

A person's subjective belief that behavior is offensive, intimidating or hostile does not make that behavior unlawful harassment. The behavior must be objectively unreasonable. Expression occurring in an academic, educational or research context is considered as a special case and is broadly protected by academic freedom. Such expression will not constitute unlawful harassment unless (in addition to satisfying the above definition) it is targeted at a specific person or persons, is abusive, and serves no bona fide academic purpose. Unlawful harassment includes same sex harassment and peer harassment among students, staff or faculty. Unlawful harassment by a faculty member, instructor, or teaching assistant of a student over whom he or she has authority, or by a supervisor of a subordinate, is particularly serious.

Additional Characteristics of Sexual Harassment and Sexual Assault

Sexual harassment deserves special mention. Sexual harassment encompasses a range of conduct, from sexual assault (a criminal act that the U.S. Department of Education defines as sexual harassment), to conduct such as unwanted touching or persistent unwelcome comments, e-mails, or pictures of an insulting or degrading sexual nature, which may constitute unlawful harassment, depending upon the specific circumstances and context in which the conduct occurs. For example, sexual advances, requests for sexual favors, or sexually-directed remarks or behavior constitute sexual harassment when:

1. submission to or rejection of such conduct is made, explicitly or implicitly, a basis for an academic or employment decision, or a term or condition of either; or
2. such conduct directed against an individual persists despite its rejection.

Romantic relationships that might be appropriate in other contexts may, within a university, create the appearance or fact of an abuse of power or of undue advantage. Moreover, even when both parties have consented at the outset to a romantic involvement, such consent does not preclude a subsequent charge of sexual harassment against the instructor or supervisor. Because of its relevance to sexual harassment, the University's policy on consensual relations in cases where one person has educational or supervisory authority over another is reproduced under section V, "Policy on Consensual Relations between Faculty and Students and between Supervisors and Employees."

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

Africa	<input type="checkbox"/>
Canada	<input type="checkbox"/>
East Asia	<input type="checkbox"/>
International	<input type="checkbox"/>
Latin America & Caribbean	<input type="checkbox"/>
Middle East	<input type="checkbox"/>
Pacific Islands	<input type="checkbox"/>
Russia / Eastern Europe / Eurasia	<input type="checkbox"/>
South Asia	<input checked="" 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"/>

Table of Contents

Application for Federal Assistance (SF424)	[unnumbered]
US Department of Education Supplemental Information for the SF424 Form	[unnumbered]
Budget Information Form (ED-524)	[unnumbered]
General Education Provisions Act (GEPA) Section 427 statement	[unnumbered]
World Area Selection Sheet	[unnumbered]
FLAS Eligible Languages Sheet	[unnumbered]
Table of Contents	i
Tables	iii
Acronyms Guide	iv
Abstract	vi
Project Narrative	
1. Commitment to the Subject Area	A1
2. Quality of Curriculum Design	A7
3. Quality of the Applicant's Non-Language Instructional Program	A11
4. Quality of the Applicant's Language Instructional Program	A14
5. Strength of Library	A19
6. Quality of Staff Resources	A22
7. Outreach Activities	A25
8. Program Planning and Budget	A33
9. Impact and Evaluation	A36
10. FLAS Awardee Selection Procedures	A43
11. Competitive Priorities	A47
Information to Meet HEA Statutory Requirements	
Diverse Perspectives and Wide Range of Views in Funded Activities	[unnumbered]
Government Service in Areas of National Need and in Other Employment Sectors	[unnumbered]
Certifications and Assurances	
Assurances – Non-Construction Programs (SF-424B)	[unnumbered]

Certification Regarding Lobbying (ED80-0013)

[unnumbered]

Appendices

- | | |
|-----------------------------------|----|
| 1. Project Budget | B1 |
| 2. Profiles for Project Personnel | C1 |
| 3. Course List | D1 |
| 4. Performance Measure Forms | E1 |

Letters of Support

[unnumbered]

Tables

1. University financial support, 2012-13	A4
2. South Asia Course Enrollments	A7
3. Fulbright-Hays Doctoral Dissertation Research Abroad (DDRA), 2012-13	A10
4. Languages Offered, 2013-14	A12
5. Language Enrollments 2013-2014	A15
6. Summer Language Study, 2012	A16
7. Library Acquisitions Funds, Staff Salaries, and Benefits, 2012-13	A20
8. Summer Teacher Institute Attendance	A26
9. International Education Conference	A27
10. Website Traffic for K-16 Outreach	A28
11. Salac Evaluation Plan 2014-18	A38
12. Degrees Awarded with South Asian Concentration, Autumn 2010 - Autumn 2013	A40
13. Placement of Graduates, 2010-13	A41
14. Competitive Priorities	A47

Acronyms Guide

ACTFL	American Council on the Teaching of Foreign Languages
AIIS	American Institute of Indian Studies
AIPS	American Institute of Pakistan Studies
CCC	City Colleges of Chicago
CFD	Computational Fluid Dynamics
CIS	Center for International Studies
CLC	Chicago Language Center
COSAS	Committee on Southern Asian Studies
CPDU	Continuing Professional Development Unit
CPS	Chicago Public Schools
CSE	Center for Science and the Environment
CTE	Center for Teaching Excellence
FLAS	Foreign Language and Area Studies
ILR	Interagency Language Roundtable
LCTL	Less Commonly Taught Language
MSI	Minority-Serving Institution
NEH	National Endowment for the Humanities
NORC	National Opinion Research Center
NRC	National Research Center
NSF	National Science Foundation
SALAC	South Asia Language and Area Center

SALC	South Asian Languages and Civilizations Department
SASLI	South Asia Summer Language Institute
SSA	School of Social Service Administration
SSRC	Social Science Research Council
STAMP	Standards-based Measurement of Proficiency
STI	Summer Teacher Institute
UChicago	University of Chicago
UEI	Urban Education Institute
USED	US Department of Education
UTEP	Urban Teacher Education Program

Abstract

The University of Chicago South Asia Center, founded in 1950, has recently embarked on a major new expansion designed to broaden and enhance its contributions to scholarship on the region. In 2014, the university opened the UChicago Center in Delhi to facilitate research, teaching, outreach, and global collaboration. Fourteen new faculty members in South Asian language and area studies have been appointed since 2010, and a high-profile visiting professorship with the Indian Ministry of Culture was created in 2012.

The South Asia program grants degrees for research on India, Pakistan, Bangladesh, Sri Lanka, Nepal, and Tibet. Two hundred and fifty total courses with South Asia content are taught, amounting to around 180 each year. Major and minor degrees in South Asian Languages and Civilizations are offered; students may also receive degrees from various disciplines while benefiting from comprehensive language and area training. The Center in Delhi opens up rich new opportunities for international enrichment, and we are working with the Center for Science and Environment to create one such program, meeting the invitational priority for such efforts.

Many opportunities for graduate and professional study of South Asia are available, including a formal joint degree with the Business School and degrees with South Asia emphasis in Divinity, Public Policy, and Law. Graduates are consistently placed in schools, colleges, and universities. The Center has also supplied high-ranking officers to the Department of State and to important non-governmental organizations. Our students are trained in nine modern languages, each offered to advanced levels. All Center FLAS languages are among the 78 priority languages, addressing the second FLAS competitive priority as a matter of course. The university has confirmed that financial need is now factored into FLAS applications, a development that places the Center in good stead with the first FLAS competitive priority.

The UChicago library is the leading private South Asia library in the world. Its strength rests on an outstanding collection of 751,000 volumes, 282,000 volumes of serials, 5,000 audio-visuals, and 13,200 maps as well as on the quality of the collection's processing and accessibility. High staffing levels ensure rapid processing of materials and the facilitation of access for university and visiting scholars. Major collaborative projects with collections in India and Pakistan are designed to preserve materials and make them available in the US.

The Center's outreach programs are a recognized resource for secondary schools, post-secondary institutions, media, business, and government. Collaborative teacher workshops and biannual conferences in conjunction with other NRCs and a series of South Asia workshops and seminars are designed to further the Center's reach in the community. Enhancing, sustaining, and making more of these programs available to remote audiences is a major part of this proposal.

In the forthcoming project period, the Center will expand on UChicago's historical role as a leading educator of academics and teachers with a program of collaborative efforts to offer rigorous pedagogical training, professional certifications, and workshops to South Asia specialists and those with broader international interests alike. In so doing, UChicago will expressly address the absolute priority for teacher training and the NRC competitive priorities; forming a sustained relationship with the City Colleges of Chicago and partnering with new pre-professional teacher training programs on campus.

In this cycle, each of UChicago's NRCs will, for the first time, work in partnership with an outside evaluator to set and measure sustainable goals across our programmatic offerings. We look forward to the careful tracking of quantitative and qualitative outcomes over the course of the project cycle and the paths to continuous improvement such information will provide.

I. Commitment to the Subject Area

The University of Chicago is a private university of 15,539 students with a strong emphasis on graduate teaching. It has 5,607 undergraduates, 9,932 graduate and professional students in its five graduate divisions, six graduate professional schools, and a school of continuing education. The University is one of the world's great intellectual communities. It has been home to 89 Nobel Prize winners, eight of whom are current faculty. Perhaps its greatest strength is as a **teacher of teachers**. UChicago produces undergraduates who go on to graduate and professional schools at an unparalleled rate (95%); Chicago is also a top 20 medium-sized institution contributing to Teach for America. Further, most graduate students go on to teach in universities, four-year colleges, and community colleges. Teacher training is offered to both undergraduates and graduate students. For the community at large, the Urban Teacher Education Program, UChicago UTEP, prepares teachers of the highest caliber for Chicago Public Schools while developing a model for urban teacher preparation.

Building on its long commitment to the study of South Asia and South Asian languages, UChicago has embarked on a **major new expansion** that seeks to strengthen existing linkages and create new connections between South Asia and the US. This effort, which includes the opening of a major new academic center in Delhi, new faculty hiring, and new resources for research and teaching in areas related to South Asia represents a new era in Chicago's history of scholarship, education, and outreach. Significantly, these new initiatives seek to build from existing strengths in the humanities and social sciences to more fully incorporate work from the professional schools, including business, medicine, law, policy, and social services administration.

This year, the University demonstrated its commitment to South Asian Studies with the **opening of the UChicago Center in Delhi**. Following its opening in March of 2014, the center has begun to support and expand opportunities for collaboration among scholars and students from Chicago and their colleagues in India and across South Asia. The Center in Delhi is a home for University of Chicago faculty and students from all disciplines and is a hub for global engagement with South Asia as a whole. The faculty director of the 17,000 ft² center is Gary Tubb, with a steering committee that includes center members Dipesh Chakrabarty, Leela Gandhi, William Mazzarella, Martha Nussbaum, and John Schneider representing Humanities, Social Sciences, the Law School and Medical School respectively. The Center offers support for conferences, workshops, lectures and professional development programs for Indian and regional executives, government officials, and practitioners. It offers residencies and fellowships for faculty and graduate students working India.

In the last four years, the University demonstrated its ongoing commitment to South Asia by hiring **14 new faculty area specialists**. SALAC welcomed 6 new faculty in Telugu, Bangla, Sanskrit and Tamil literature, and Tibetan. Chicago is also making significant investments in the future of South Asian studies with one faculty hire in Anthropology, and two in Political Science, as well as an art historian working in Tamil and Telugu. In addition, the library hired a full time Assistant Bibliographer of Southern Asia to support the existing subject-specific bibliographer. UChicago now regularly offers courses in **nine modern South Asian languages**: Bengali, Hindi, Malayalam, Marathi, Pali, Tamil, Telugu, Tibetan, and Urdu. It is the only university in the nation that offers instruction in Malayalam, Marathi, and Telugu to advanced levels of proficiency.

In spring 2014, Chicago welcomed the first Indian Ministry of Culture **Vivekananda Chair**, historian Sir Christopher Bayly of Cambridge University. The Vivekananda chair is on campus consecutive spring quarters to offer classes and participate in the life of the university; Bayly taught “India in World History” in 2014 and presented six public lectures as well as advising students and interacting with local scholars. He and the second holder of the chair, David Schulman of Hebrew University, were selected by an interdisciplinary committee of SALAC members.

The importance of the South Asian program to the university was recognized in 2012, when the Humanities Division secured \$750,000 from the Andrew W. Mellon Foundation to support Chicago’s five area centers. The award came at a time of budget cuts in the NRC program, and allowed the centers to maintain language teaching at all levels. The university currently offers **more South Asian language offerings taught by full-time professionals than any other university in the US**. Language study is integrated with study of society, literature, religion, and other topics and is a fundamental part of research and education across the institution. Course enrollments are consistently high; see Table 2.

1.A.1) Financial and other support to Center operations. UChicago supports the study of South Asia across a range of academic units. The overall sum contributed by UChicago to the South Asia Language and Area Center's programs and staff, well over \$13 million last year, represents an **impressive ongoing commitment** (Table 1). Center support from the US Department of Education (USED), while vital, is less than 5% of total annual expenses. The financial data in Table 1 do not include fringe benefits or indirect expenses that UChicago incurs in maintaining the Center beyond the 8% permitted by USED. The Center is integrated with the financial

support services of the Social Sciences division, ensuring the equivalent of one-quarter of one full-time employee's administrative support.

As noted, the Center received a major one-time infusion of funds in 2012, when the Humanities Division secured \$750,000 from the Andrew W. Mellon Foundation. Long-term funding comes from the Committee on Southern Asian Studies (COSAS), funded by a UChicago endowment. COSAS supports and implements faculty and student academic and research

Center	
Salaries	\$ 430,000
Office equipment	8,000
Supplies and miscellaneous	14,000
Faculty	
Salaries and benefits	\$4,170,182
Research, travel, seed money	456,769
Departmental support	102,615
Public meetings, seminars	74,000
Library	
Salaries and benefits	\$445,770
Acquisitions	157,313
Outreach	15,100
Support	
Salaries	\$754,841
Student Support	
Fellowships	\$6,741,000
Conferences and activities	22,500
Overseas Institutional Connections	21,260
Total	\$13,413,350

projects that broadly encompass the study of South and Southeast Asia; such support in 2013-14 and 2014-15 totals nearly \$1.5 million.

1.A.2) Financial and other support to teaching staff. UChicago paid more than \$4,100,000 in 2013-14 for the salaries of all core South Asia faculty and most language instructors. In the last four years, UChicago demonstrated its **ongoing commitment to the study of South Asia** by hiring 14 new faculty area specialists. The Center welcomed six new faculty in Telugu, Bangla, Sanskrit and Tamil literature, and Tibetan. UChicago is also making significant investments in the future of South Asian studies with one faculty hire in Anthropology and two in Political Science, as well as an art historian working in Tamil and Telugu.

In spring 2014, UChicago welcomed the first Indian Ministry of Culture Vivekananda Chair, historian Sir Christopher Bayly. That UChicago secured a \$1.5 million gift to enrich the study of India on campus demonstrates a significant commitment to center activities.

1.A.3) Financial and other support for library resources. UChicago contributes over \$430,000 annually to acquisitions and the salaries of two full-time staff, with the recent addition of a full-time Assistant Bibliographer of Southern Asia to support the existing subject-specific bibliographer. UChicago also facilitates the writing and administration of many grants for library support, including those that support the equivalent of another 16 full-time positions in India.

1.A.4) Financial and other support for linkages abroad. In March of 2013, UChicago demonstrated its commitment to South Asian studies with the opening of the Center in Delhi, at a cost of \$3.45 million. The establishment of the Center in Delhi represents a major step forward in developing, maintaining, and expanding UChicago's relationships with institutions abroad. The Center in Delhi's mission is explicitly formulated to this end. The already-existing Chicago center in Beijing and the in-progress Center in Hong Kong (to open in 2015) provide a cross-Asian network for building affiliations across South Asia and beyond and, together with the Center in Delhi, to link scholars in the US and Asia. There are a number of direct linkages to universities abroad, outlined in section 2.B.2. Additionally, UChicago already maintains strong links to foreign institutions through the American Institute of Indian Studies (AIIS), whose US office is provided by UChicago, and other American overseas research centers.

1.A.5) Financial and other support for Center outreach activities. UChicago campus lectures and workshops are open to the general public, and our library is open both to visiting scholars and to the general public (5.B.2). Center outreach activities are given in Section 7. UChicago commits \$15,100 in divisional funds yearly for Center outreach programming. These funds are very important for K-12 outreach, including teacher training. The Center for International Studies (CIS) is an important source of support for the Center as a co-sponsor and coordinating body for outreach, evaluation, and other programming activities. Center events frequently receive

programming support from campus entities such as COSAS, the Franke Institute for the Humanities, the Norman Wait Harris Fund, and the Arts Planning Council.

1.A.6) Financial and other support to students. In addition to the figures in Table 1, undergraduates benefit from the Odyssey scholarship program; this replaces all federal loan obligations for families with less than \$75,000 annual income and half of those obligations for families making \$75,000 to \$90,000. In 2012-13, UChicago's total grant and aid budget for undergraduates was \$98 million, with the average recipient receiving \$37,500 per year. These programs help two-thirds of UChicago undergraduates graduate with no debt.

1.B) Financial support to graduate students. UChicago routinely offers students tuition remissions, stipends, teaching fellowships, and research fellowships. Specifically, UChicago's Graduate Aid Initiative now offers five years of support to nearly all doctoral candidates. The average stipend is \$27,000 annually, or roughly \$2.4 million to virtually all of the nearly 100 current students whose work includes significant study of South Asia. This amount does not include waived tuition for aid recipients. UChicago's total contribution to students who received FLAS fellowships from 2010-13 was \$315,870. Students focusing on South Asia also have exclusive access to COSAS fellowship support, currently set at \$5,000 per quarter for up to seven quarters.

2. Quality of Curriculum Design

2.A.1) Baccalaureate degree programs.

UChicago undergraduates are introduced to South Asia through a specifically designed two-quarter sequence called South Asian Civilizations. Both this sequence and a one-quarter

Table 2
South Asia Course Enrollments
2010-2014

Year	Undergraduate Enrollments	Graduate Enrollments	South Asia BAs Awarded
2010-2011	331	604	70
2011-2012	499	525	149
2012-2013	544	835	86
2013-2014	391	709	57

intensive version taught in India are offered each year, with an enrollment of around 60 students every year. South Asia content courses are taught across campus, with

strong representation in the humanities, social sciences, and religious studies. BA theses submitted for degrees in anthropology, international studies, environmental studies, and history often focus on South Asia, pointing to the broad integration of South Asian studies into the curriculum.

2.A.2) Appropriateness of undergraduate options. The South Asian Studies undergraduate major requires two quarters of the South Asian Civilizations sequence, three quarters of a South Asian language at the second-year level or higher, six other approved courses (three of which could be additional language courses), and, if students wish to receive honors, a BA thesis written under the supervision of a faculty advisor. Students are encouraged to take more than the minimum language requirements, and almost all undergraduates do. A minor in South Asian Studies is another option. It involves seven courses, including a three-course language requirement at the second year or above. Outside the South Asia Languages and Civilizations (SALC) department, over 80 courses with South Asia content are offered across the university.

Students in baccalaureate programs are carefully supervised by both a College and a

faculty advisor to ensure that their academic programs are well considered and comprehensive. College advisors in the Dean of Students office regularly consult with students about requirements, research prospects, and study abroad opportunities. Center staff advise students on language and research opportunities in South Asia. The Center also plans to facilitate the development of mentored internship opportunities in India, with the assistance of the Center in Delhi (2.B.2).

2.A.3) Variety of options for graduate studies. South Asia courses had a total of 582 graduate enrollments in 2013-2014 (See Sections 3.A and 3.B for detailed statements on the courses available to graduate students and Appendix 2). This variety is made possible by the disciplinary breadth of South Asia faculty (See Appendix 2). Students with South Asia interests are attracted to Chicago because of the overall quality of the faculty, specific area studies strengths, and the range and level of language-training options open to them. Since 2010, for example, 11% of all PhDs in anthropology focused on South Asia; all these students have South Asian language competency and advanced area skills. MA and PhD students with South Asia interests are found across all division and professional schools, and students have opportunities both for learning and teaching South Asia courses.

2.A.4) Appropriateness and quality of graduate studies options. In both the Humanities and Social Sciences divisions, PhD students specializing in South Asia must both master the theoretical aspect of their discipline and become experts in a particular region. Students in both divisions must meet rigorous language requirements. The SALC department requires expertise in a “language of concentration” as well as study of both a second South Asian language and a third European or South Asian language. Social Sciences departments have language requirements that accept South Asian languages. South Asia students in the Divinity School study either a

classical or modern South Asian language in addition to two European languages. The Center also offers a joint MA/MBA program with the Booth School of Business for students planning a career in international business (3.A.2).

2.A.5) FLAS student training options and their appropriateness. UChicago is extraordinarily well suited to serve the needs of FLAS fellows. The wide variety of disciplines and professional programs on campus with South Asia faculty is documented throughout this narrative and in Appendix 2. South Asia language offerings are the most expansive of any US university. The effectiveness of our training programs is substantiated by the demand for our graduates from the nation's finest institutions of higher education, not-for-profits, and government bodies.

2.B.1) Career advising. South Asia students have ready access to advising both through a disciplinary as well as an area studies network. Advising is provided through the Center, departments, and the university-wide Career Advancement Office. The office has recently undergone a major expansion, and now offers dedicated pre-professional programs for undergraduate students in eight areas. Students receive personalized career counseling from an adviser with extensive experience in the field, participate in skill-building workshops, and network with professionals and potential employers. Graduate students are offered career workshops and professionalization courses by their departments. The Center maintains an active student email list to disseminate information about available teaching and professional positions as well as opportunities for study abroad.

2.B.2) Establishment of programs abroad. UChicago currently has 48 study abroad programs open to undergraduate students. Each autumn quarter 26 undergraduates study abroad in the India program. The three-course Colonizations sequence, to be taught at the Center in Hong Kong beginning in 2015, has significant South Asia content (50% of Colonizations 2 and 3).

Graduate students are expected to go to South Asia as part of their PhD training. Student fieldwork may be supported by participation in faculty projects in South Asia, internal grants from COSAS, and some departments. South Asia students have also received external grants from Fulbright, the American Institute of Indian Studies (AIIS), the American Institute of Pakistan Studies

Table 3
Fulbright-Hays Doctoral Dissertation Research Abroad (DDRA) Fellowships 2012-13

University	Total Institutional Award	Percentage of Total Awards
Chicago	\$448,889	13.86%
UCLA	\$264,208	8.16
Berkeley	\$226,812	7
NYU	\$154,846	4.78
UNC-Chapel Hill	\$150,409	4.64
Cornell	\$150,224	4.64
Stanford	\$146,030	4.51
Michigan State	\$143,724	4.44
Michigan	\$112,637	3.48
Wisconsin	\$112,637	3.47
Georgetown	\$104,536	3.23

(AIPS), the Social Science Research Council (SSRC), the US Institute of Peace, the American Philosophical Society, the Wenner-Gren Foundation, and the National Science Foundation (NSF). UChicago has the largest number of Fulbright-Hays DDRA fellowship recipients (Table 3) and junior and senior AIIS fellowship recipients of any institution in the country.

UChicago also maintains a number of direct institutional partnerships: the School of Social Service Administration (SSA) with Tata Institute of Social Sciences (TISS) to examine the organization of social welfare in India (3.A.2); the Center for Global Health with Andhra Pradesh AIDS Consortium in an elective program to share information about AIDS transmission with medical students; an exchange program for Booth School of Business students with the Indian Institute of Management, Bangalore and the Indian Institute of Management, Ahmedabad; and the Computational Institute to explore new technological methods for processing large digital humanities databases. The Argonne National Laboratory also has research programs at Indian universities including IIT Kanpur regarding bio-diesel produced from indigenous plants and IIT Madras on Computational Fluid Dynamics (CFD) modeling.

Support is requested to develop an institutional partnership with the Center for Science and the Environment (CSE) to facilitate student and faculty exchange between UChicago and Delhi (Budget C.2 & E.2.B). We seek to place UChicago students in mentored internships in topics related to the environment, science, and education. CSE has a substantial public profile as a public interest research and advocacy organization based in New Delhi that also conducts research and monitoring on air pollution and environmental toxins.

2.B.3) Access to other study-abroad programs. The Center regularly informs undergraduate students of the overseas opportunities offered by the AIIS, the Associated Colleges of the Midwest programs in India, and other programs. The College Study Abroad office and the Center both offer advising on study abroad.

3. Quality of Non-Language Instructional Program

3.A.1) Variety and Extent of Course Offerings. A large number of departments and professional programs have faculty and instructors devoting a significant portion of their teaching to South Asia, and award degrees with South Asian language proficiency requirements (Table 4).

Seventy-five faculty members in 17 departments and five professional programs incorporate significant South Asian content into their research and courses. Each of these departments has graduated students at the BA, MA, and PhD levels in the last four years. Since the last NRC proposal, the Social Sciences appointed 4 South Asian specialists, **Iza Hussin** and **Paul Staniland**, both Asst. Professors of Political Science, as well as **Constantine Nakassis** and **Kaushik Sunder Rajan**, Asst. and Assoc. Professors, respectively, in the Department of Anthropology (Appendix 2). The College recently has also made two significant appointments of South Asianists: **Anna Lise Seastrand**, an art historian, and **Ian Desai**, a historian (Appendix 2).

Table 4
Languages Offered, 2013-14¹

Regularly Offered	Levels	No. of Faculty	Professors
Bengali	4	2 (+2)	Bhaduri; d'Hubert
Hindi	4	2 (+6)	Grunebaum; Stark
Malayalam	4	1	Kommattam;
Marathi	4	1	Engblom
Persian	4	4 (+2)	Lewis; Ghahremani; Stolper; Woods
Pali	4	1	Collins
Sanskrit	4	6 (+7)	Arnold; Cox; Collins; Doniger; Kapstein; Tubb
Tamil	4	2 (+2)	Ebeling; Annamalai
Telugu	4	1	Collooru
Tibetan	4	3	Ngodup; Kapstein; Wedemeyer
Urdu	4	2 (+1)	Alam; Bashir
Total		25 (+20)	

Country coverage is

exceptionally broad. Course subjects relate to the states of South Asia and reflect the diversity of distinct regional language groups and cultures within the subcontinent. Mandira Bhaduri, Dipesh Chakrabarty, Thibaut d'Hubert, and Rochona Majumdar, who teach Bengali language and area studies, attend to both Bangladesh and West Bengal. Phillip

Bohlman (Music) researches and teaches on West Bengal. Sascha Ebeling, Nisha Kommattam, Elay Annamalai, and Whitney Cox (South Asian Languages and Civilizations), Kaley Mason (Music), Kathleen Morrison and Mark Lycett (Anthropology), and John Schneider (Medicine/Global Health) focus much of their diverse research on Dravidian South India. Ulrike Stark specializes in the modern literature of north India in Hindi and Urdu. Muzaffar Alam focuses on Islamic culture and Mughal history, common to both India and Pakistan, while Elena Bashir teaches Urdu and Urdu literature, with linguistic specialization in several tribal languages of the region. Additionally, Aisha Sethi, Assistant Professor of Medicine and key member of UChicago's Global Health Initiative, specializes in global infectious diseases in Pakistan. Daniel Arnold, Matthew Kapstein, Karma Ngodup, and Christian Wedemeyer teach courses on Tibet and Nepal. Phillip Engblom (South Asian Languages and Civilizations), William Mazzarella (Anthropology), and Martha Nussbaum (Law School) work in western India. Courses on the

¹Numbers within parentheses indicate teaching assistants and language assistants.

major religious traditions of the subcontinent are also well-represented in the curriculum. Michael Sells (Divinity School) specializes in Islam while his colleague Wendy Doniger studies Hinduism; Steven Collins works on the social and cultural history of Buddhism.

3.A.2) Availability of South Asia courses in professional schools. Most prolific of the professional schools in offering joint PhDs with the Center is the Divinity School. The Booth School of Business offers courses such as Kerem Cosar's recent "Managing the Firm in the Global Economy" and Ralph Ossa's "International Commercial Policy" that feature significant content on India. Such courses support the joint MBA/MA program in South Asian Studies (2.A.4). The program requires completion of 28 courses (13 in language and area studies) and a thesis. Each summer since 2010, SSA students visit TISS in Mumbai to participate in a formal and intensive four-week study-abroad program focused on urban poverty and community practice that combines fieldwork at community agencies with classroom instruction and seminar discussion.

3.B) Depth of specialized course coverage. The departments of SALC (18 faculty members) and Anthropology and the Divinity School (five or more South Asia specialists in each) offer a broad selection of courses. History, like SALC and the Divinity School, offers courses on both ancient and modern South Asia, as demonstrated in Appendix 3. In addition, many courses on Ottoman, Persian, and Mughal history offered in the Department of Near Eastern Languages and Civilizations are relevant for South Asia students.

3.C) Interdisciplinary courses. UChicago has long been a haven for interdisciplinarity. Center faculty regularly teach across disciplinary lines; e.g. Alam (history, literature), Chakrabarty (history, social theory, literature), Doniger (Hinduism, gender studies, social thought), Ebeling (literature, music, film), Kommattam (language, gender studies), Majumdar (history, film), Nussbaum (law, religion, gender studies), and Morrison (environmental studies). Undergraduates

benefit from the flagship two-quarter South Asian Civilizations course, taught both on campus and in India. Course syllabi include topics in literature, religion, philosophy, history, archaeology, economics, and political science. Graduate students are actively encouraged and often required to cross departmental lines through extra-departmental courses.

3.D.1) Adequate non-language faculty. The Center has 67 non-language faculty, at four levels of commitment: 100% to program, 21; 75% to program, 9; 50% to program, 16; 25% to program, 21 (Appendix 2). For faculty strength as measured by outstanding publishing quality and quantity, see brief curricula vitae in Appendix 2.

3.D.2) Pedagogy training for teaching assistants. Graduate teaching assistants are offered many opportunities to strengthen their teaching skills at all stages of their careers via the Center for Teaching Excellence (CTE). The CTE offers one-on-one course reviews and teaching consultations in addition to workshops and seminars. Graduate instructors also have the opportunity to apply for a **Certificate in Teaching** after completing a series of teaching workshops and seminars, a subject-specific pedagogy course, a teaching consultation, and a philosophy of teaching statement. Funding is requested to support the addition of greater international content to this important program (Budget E.1.b).

UChicago's Graduate Aid Initiative, a package provided to all graduate students, includes a **Practical Pedagogical Experience program** requiring all doctoral students to complete five units of teaching over a five-year period.

4. Quality of the Applicant's Language Instructional Program

4.A.1) Extent of languages covered. The Center regularly offers nine modern and two classical languages during the academic year: Bengali, Hindi, Malayalam, Marathi, Pali, Persian, Sanskrit, Tamil, Telugu, Tibetan, and Urdu (Table 5). This is **more regional language offerings by full-**

time professional instructors than any other university. Students interested in other languages are referred to the South Asia Summer Language Institute (SASLI, Budget E.2.a) and

Table 5

Language Enrollments 2013-14			
Bengali	15	Sanskrit	69
Hindi	59	Tamil	20
Malayalam	13	Telugu	12
Marathi	8	Tibetan	30
Persian	101	Urdu	36

encouraged to take advantage of AIIIS offerings as well as those of other summer programs.

4.A.2) Language enrollment statistics. Table 5 depicts enrollments for our language courses for 2013-14. For a breakdown of language enrollment by level, please see

Appendix 3. Our students make active use of the **summer language program option** for uninterrupted study; 17 or more students regularly take advantage of the summer option each year (Table 6). On average, 20 students annually enroll in SASLI, a program established with shared organizational leadership from UChicago (Budget E.2.a).

Graduate students are also supported for language study through fellowships awarded by COSAS at \$5,000 per student in the last two year. Our undergraduate students have been recipients of Foreign Language Acquisition Grants and Critical Language Scholarships.

4.B.1) Levels of

instruction. All languages are regularly offered at four levels. The modern languages regularly offered are Bengali, Hindi, Malayalam, Marathi, Persian, Tamil, Telugu, Tibetan and Urdu. Classical languages include Pali and Sanskrit.

4.B.2) Courses taught in

foreign languages. Other than advanced literature courses, South Asia

courses are taught in a South Asian language only irregularly.

4.C.1) Sufficiency of language faculty. **Twenty-five faculty** in 2013-14 and 20 instructional

assistants provide the personnel to staff four language levels (Table 4 and Appendix 3).

UChicago welcomed two new members of its language faculty in 2013-14: Whitney Cox,

Associate Professor of Sanskrit and Tamil Language and Literature, and Lavanya Collooru,

Lecturer in Telugu. In autumn 2014, Tyler Williams will join the faculty as an Assistant

Professor in Hindi.

Table 6
Summer Language Study, 2012

Student	Department	Language	Location
Hassan Awaisi	Divinity	Urdu	Other
Sameena Azhar	SSA	Urdu	Mumbai
Peter Faggen	Divinity	Amdo-Tibetan	Other
Nell Hawley*	SALC	Sanskrit	AIS
Justin Henry	Divinity	Sinhala, Tamil	AISLS
Joya John	SALC	Bengali	SASLI
Marc Kelley	Anthropology	Urdu	Pakistan
Andrew Kerr	Divinity	Hindi	Other
Chime Lama*	Divinity	Tibetan	Other
Austin Luebke	Divinity	Urdu	AIS
Daniel Morgan	CMST	Arabic	University of Chicago
Viraj Patel*	Divinity	Sanskrit	AIS
Erik Randall	Divinity	Sanskrit	SASLI
Gautham Reddy	SALC	Telugu	Other
Malini Singh	Divinity	Hindi	Other
Margherita Trento	SALC	Tamil	Other
Louise Williams	Divinity	Tibetan	Other
Nicholas Wong	CMLT	Kawi	Other

4.C.2) Language pedagogy. All graduate student language assistants are required to complete the quarter-long Foreign Language Acquisition Research and Teaching course, which emphasizes proficiency-based instruction. All senior lecturers and language assistants receive in-service continuing education through the **Chicago Language Center (CLC)**. The CLC, with significant new investment in resources and personnel from UChicago, is set to make lasting contributions to the landscape of South Asian language pedagogy. Grunebaum (Hindi) and Ngodup (Tibetan) have worked with CLC staff to develop new pedagogical tools based on literary translation and tablet-based learning for beginning and advanced language learners.

In September 2014, the CLC will host an on-campus ACTFL Oral Proficiency Workshop for language faculty and instructors. This follows on an introductory workshop on proficiency instruction and assessment in February 2014. Demand for the workshops has outstripped capacity, so the Center has proposed supporting additional workshops throughout the project to meet institutional demand (Budget E.2.h). The CLC is also initiating programs to make it possible to enable some of its least commonly taught languages to engage in shared curricular models, working closely with other campus NRCs to provide software training and professional development for instructors (Budget E.2.e).

Graduate students in the language departments can currently earn a Teaching Certificate from the CLC. In 2014-2015 the CLC will create a **Language Pedagogy Certificate** in cooperation with both UChicago's Center for Teaching Excellence (CTE) and several Ivy League partners. Graduate students will take courses and attend workshops on a variety of topics and develop a teaching dossier. Funding is requested for stipends for graduate students attending the workshops and to bring in experts to conduct them in the summer; such measures will enhance participation and ensure quality of professional development (Budget E.2.g)

For summer instruction, UChicago is a partner in SASLI. The University of Wisconsin-Madison has hosted SASLI since 2003, when it was developed by a joint action of the directors of the Title VI South Asia NRCs in cooperation with USED. The SASLI board agreed to continue to hold SASLI at UW through 2015. SASLI is dedicated to training students, faculty, and professionals in the languages of South Asia. In 2014, 11 modern languages (Bengali, Gujarati, Hindi, Malayalam, Marathi, Pashto, Sinhala, Tamil, Telugu, Tibetan, Urdu) and one classical language (Sanskrit) are offered at the elementary and intermediate levels. In order to keep tuition fees affordable and teacher-student ratios appropriate in the intensive learning environment, we request funds of \$8,000 per year to support this national, highly-reputed and much-needed summer institute (Budget E.2.a). Funds are sent to a SASLI-designated account, which will be transferred to the new host institution in 2016, should a new host be chosen by the SASLI Board of Trustees.

Each summer SASLI coordinates a week-long pedagogy workshop for incoming instructional staff. Over the next grant cycle, SASLI will offer a workshop on translating the ACTFL and ILR proficiency testing scales to both SASLI instructional staff and South Asia NRC leadership. The intention of such a workshop is to develop a standardized approach to translating these scales across the Title VI NRC community and the South Asian language instructors who will bring this knowledge back to their respective home institutions.

4.D) Performance-based instruction; teaching resources; proficiency requirements. UChicago's South Asia language faculty and students have been closely involved with development of the **Standards-based Measurement of Proficiency (STAMP)** assessment tool for Hindi and Urdu. Grunebaum's Hindi and Bashir's Urdu students were involved in pilot testing of the assessment tools.

The CLC is the locus of language resources on campus. The CLC's mission includes providing: 1) modern classroom facilities and multimedia resources in support of language teaching and learning for students, faculty and instructors; 2) a state-of-the-art research and development center for creating teaching materials in support of research in second-language acquisition, language pedagogy, and linguistics; and 3) professional development in language pedagogy and the use of technology in language instruction. The CLC also provides subscriptions to satellite television channels that are used as teaching aids in South Asian languages. Further, CSL supports a weekly working group on the use of electronic language corpora in language pedagogy and linguistic research. These physical and human resources will enable South Asia language instructors to develop resources for proficiency-based instruction and tools for assessment of student proficiency.

The CLC has offered Advanced Proficiency Testing to undergraduates since 1999, with the cost paid for by the College. Students receive a certificate documenting their accomplishment and annotation on their transcript. There is great potential to increase the number of languages for which testing is available and to also broaden participation to graduate students. The CLC will need to develop workshops to develop new tests and ensure reliability of scoring and rating. As this program becomes centralized in the CLC, the Center will work in close partnerships to support the development of such testing and underwrite the testing itself for graduate students in South Asia (Budget E.2.d).

5. Strength of the Library

5.A.1) University library holdings. The university library's century-long commitment to South Asia has produced a collection worthy of Chicago's leading role in international scholarship. Library leadership can be measured in the ambitious collection program, abundant services to

readers on- and off-campus, strength of staff, efficient provision of inter-library loans, and imaginative projects to further scholarship.

The commitment to South Asia is part of a wider dedication to area studies at UChicago. Together with its South Asia holdings, the materials on Southeast Asia, East Asia, Eastern Europe, Latin America, Africa, and the Middle East amounts to more than 3,295,000 volumes (approximately 31% of the library's total holdings) and comprises one of the world's great resources for area studies. These collections support cross-cultural and cross-regional scholarship on topics such as Islamic studies, where the sources and issues cut across all of Asia as well as other regions. Moreover, UChicago recently completed an expansion which increased the library's capacity by

University funds	\$164,735
Department of Education, Title VI	<u>0</u>
Total for acquisitions	\$164,735
University funds for 5 FTE in Chicago	\$263,430
Grant funds for 16 FTE in South Asia	<u>134,970</u>
Total for 32 FTE	\$398,400

more than 3.5 million volumes, making UChicago the country's sole top academic research library to keep its entire collection on campus.

The library supports scholarship on virtually all topics related to South Asia through an ambitious program of collecting contemporary materials that complement decades of collection development. **More than 751,000 volumes** comprise the South Asia collection. There are 469,000 volumes of books and 282,000 volumes of serials in more than 30 languages of the South Asian subcontinent. Breadth of selection has been a hallmark of a collection that includes "high" culture materials, such as philological treatises and texts in classical South Asian languages and "popular" materials such as novels and magazines. **UChicago is the only US library to collect in all languages of the region.**

5.A.2) University financial support for acquisitions and library staff. Generous support from UChicago combined with the regular receipt of grants enables consistent growth of the collection. These same financial sources support a strong staff, permit intensive processing of titles into the collection, and provide a hospitable climate for special projects. The amounts provided in Table 7 are conservative figures that do not reflect the value of space or of routine services provided by other departments. While libraries at several South Asia NRCs have reduced their staff, UChicago has maintained robust funding for personnel to select, acquire, catalog, and preserve our collection.

External grants from the Ford Foundation, the National Endowment for the Humanities (NEH), USED and others have supported major initiatives. In the past 15 years external funding for South Asia library collection development, preservation, and cataloging has exceeded \$5,542,500. Grants have contributed to the purchase and preservation of three important collections in South Asia: the Roja Muthiah Research Library in Chennai; the Urdu Research Centre in Hyderabad, India; and the Mushfiq Khwaja Library in Karachi. These projects have fostered unprecedented cooperation between public and private institutions in India, Pakistan, and the US.

5.B.1) Cooperative arrangements for access to research materials. UChicago is a founder and organizer of two cooperative projects: **Digital Dictionaries of South Asia** – creating 68 electronic dictionaries – and the **Digital South Asia Library**. These collaborative programs have been awarded grants totaling more than \$6,521,000. As their titles suggest, they provide critical tools to researchers over the internet: dictionaries, texts, maps, statistical data, photographs, audio recordings, indexes, and bibliographies. These projects receive more than three million web visits each month.

These consortia and the grants awarded to them represent only the recent efforts on behalf of South Asia studies at UChicago. The South Asia Microform Project, the Center for Research Libraries, and the Library of Congress (LC) Cooperative Acquisitions Program continue to undergird UChicago's cooperative library activities. The LC Cooperative Acquisitions Program is the fundamental source of materials from South Asia for US libraries.

5.B.2) Accessibility of library holdings and services to readers. For scholars interested in access to materials without actually visiting UChicago, most items can be obtained through inter-library loan. Furthermore, as demonstrated in the previous description of the Digital South Asia Library and Digital Dictionaries of South Asia projects, the projects provide many materials via the internet in the form of full-text documents or scanned images. The USED funding requested for the library is to maintain its preeminence in acquisitions in all South Asian languages and its capacity to serve regional and national scholars via interlibrary loan (Budget D.2).

6. Quality of Staff Resources

6.A.1) Qualification, career development, and time commitment. The Center's 75 faculty and 10 staff comprise a formidable aggregation of South Asia competencies. As demonstrated in Appendix 2, this group represents disciplines in the humanities, social and natural sciences, and professional schools and offers expertise in virtually every part of South Asia (For information on recent appointments, see 3.A.1).

Conventional measures of academic productivity and standing within the disciplines, such as publications, research fellowships, and peer-reviewed grants, underscore the national and international stature of the faculty. In the last decade, South Asia faculty members have been awarded 41 major grants from federal agencies, private foundations and other competitive grant programs. Over the last four years, six South Asia faculty members have been elected as fellows

of the American Academy of Arts and Sciences. The diverse, extensive, and multidisciplinary array of recent book titles and articles produced by UChicago faculty is enumerated in Appendix 2.

Faculty specializing in South Asia in the social science departments and professional schools usually devote from 25 to 50 percent of their teaching and advising time to South Asian studies while humanists teaching South Asian languages and literatures devote 100% of their time. The following figures suggest the distribution.

Percent and number of persons:	100% 29	75% 8	50% 17	25% 19
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6.A.2) Opportunities for career development and overseas experience. UChicago provides significant professional development opportunities for faculty, such as funds for participation in national conferences, competitive internal grant programs to seed research, and support for faculty release time. Junior faculty receives release time for research before tenure review and sabbatical programs sustain the institutional commitment to faculty research.

COSAS provides substantial support to all members for research and conference travel to South Asia with individual allocations and a competitive travel grant program. In 2013-14, just over \$135,000 was budgeted for these expenses. In addition, the Provost and Divisional Deans have competitive programs for overseas research grants targeted to junior faculty. Some departments have endowed funds for faculty research.

6.A.3) Teaching, supervision, and advising of students. All South Asia faculty are closely involved with teaching, advising, and supervision of students. Students in baccalaureate programs are **carefully supervised** by a faculty advisor, described further in Section 2.A.2. Center staff also regularly advise students on language and research opportunities in South Asia. Graduate students work closely with one or more faculty advisors. The Deans of Students in the

graduate divisions and professional schools and the Office of the Graduate Affairs also routinely advise South Asia graduate students.

6.B.1) Center oversight. Kathleen Morrison, Neukom Family Professor of Anthropology, is Director of the Center. Oversight is provided by an executive committee composed of the Chair of COSAS, Arnold (Divinity); Chair of SALC, Stark; a representative from the Division of Social Sciences, Chakrabarty (History); a representative from the Division of Humanities, Cox (SALC); and Director of the Center for International Studies, Lycett (Anthropology), *ex officio*.

COSAS provides governance for the common activities of the South Asia program and makes recommendations to the Center's Executive Committee. All of the graduate divisions and most of the professional schools are represented, and they meet on a quarterly basis to allocate budgets, select programs to support, award fellowships, and affiliate associate members. The Center Director reports to the dean of the Humanities Division.

6.B.2) Administration, teacher training, and outreach. Center staff are: Irving Birkner, full-time Associate Director, responsible for grant administration, design of teacher training programs, student advising, staff supervision, and area studies teaching; Toby Tieger, full-time Office and Communications; and Deanna Ramsay, Outreach and Program Coordinator. Additionally, the Center is staffed by three part-time undergraduate students and one graduate student (Appendix 2).

6.C) Removing obstacles to equal treatment of faculty and staff. The minorities whose representations are most often the subjects of discussion in our context are South Asians, who have sometimes been excluded in a field of special concern to them, and women. Of Asians, the Center has five full professors, three associate professors, two assistant professor, and five lecturers. The Center has 15 women of whom five are full professors, two associate professors,

three assistant professors, and five lecturers. Special efforts are made to alert women's networks and to bring job opportunities to the attention of professional conferences and meetings that include potential candidates of South Asian heritage. UChicago established the Provost's Career Enhancement Postdoctoral Scholarship in 2009 to promote a diversity of backgrounds, perspectives, and experiences among its faculty.

UChicago is one of the largest private employers in Chicago and the largest single employer on Chicago's South Side. Staff openings in the Center and in supporting offices are included in the University's Career Pathways initiative, which works with the City of Chicago and the Cara Initiative to help area residents find employment on campus, particularly those affected by poverty or homelessness. The Center also benefits from the Office of Business Diversity in selecting vendors for services. The office creates contract opportunities with minority- and women-owned businesses and provides free workshops to our local Chicago business owners.

For more information on UChicago policies on affirmative action and equality of opportunity, please refer to the attachment on GEPA.

7. Outreach Activities

The Center's teacher training and outreach program is a vital link between UChicago's faculty, students, Center staff, and the wider regional and national community. Through contact with media, business, and governmental organizations the Center is engaged in critical discussions regarding the contribution of language and area studies to our understanding of the world, and to global issues of religious freedom, women's rights, and electoral politics, among others. In addition, the Center's outreach program has deepened and expanded the scope of its

activities, offering workshops, film screenings, art exhibits, and lectures in schools, colleges, and public forums.

One of the largest South Asia film collections in the country, with more than 1,500 titles, is maintained by the Center. This archive of hard-to-find and mainstream works is available to all UChicago affiliates as well as educators throughout the region. The Center is in the process of updating its film collection, digitizing and cataloging in order to preserve rare films in outdated formats and to facilitate access. This includes linking the Center's archive to UChicago's library

database and reaching

out to partner

organizations such as

community colleges

and businesses to

publicize the collection.

At the same time, the

collection and interest

in our holdings grow through frequent campus screenings and discussions with film directors

(Budget E.1.f).

The Center publishes an annual newsletter in print and online (Budget D.1), and a list of South Asia-related events at UChicago and in the community is distributed every week to a growing e-mail list of 1,400 subscribers. The Center updated its website in September 2013 and the site currently receives 2,000 unique visits per month. In addition, the Center is growing its social media outreach, with online contacts increasing weekly.

Table 8
Summer Teacher Institute Attendance

Year	Title	Attendance
2014	Energy and the Global Environment: Science, History, Politics	TBD
2013	Natural Disasters and Social Responses: A Global Perspective	49
2012	Feeding the World: Challenges to Achieving Food Security	61
2011	Migration: Causes and Consequences	54
2010	Water: An Interdisciplinary Examination of the World's Most Essential Resource	57
2009	Understanding the Global Economy: Bringing the World Market into your Classroom	58
2008	Climate Change: Biological and Social Implications	63

During the past decade, the Center has increasingly worked in collaboration with UChicago's other area centers, local non-profits such as Kalapriya and the Indo-American Center, as well as the City Colleges of Chicago, and other community colleges.

Table 9
International Education Conference

Year	Title	Attendance
2014	TBD	TBD
2013	Global Citizenship	115
2012	5 th Annual International Education Conference	110
2011	4 th Annual International Education Conference	115
2010	3 rd Annual International Education Conference	123

7.A) Elementary and secondary school outreach. Outreach and teacher training activities targeted at elementary and secondary school

teachers is a sustained focus. Our collaborative teacher training institutes with UChicago's other NRCs have attracted hundreds of participants across the region over the last 6 years, with an effect extending to thousands of students. We expect to continue these successful efforts over the next four years (Budget E.1.a).

The **Summer Teacher Institute** is a multi-day workshop for K-12 teachers that brings educators, researchers, and professionals together to explore issues of global significance and to internationalize classroom curricula (Table 8). Teachers can receive up to 18 Continuing Professional Development Units (CPDUs) and Chicago Public School-specific professional development credits for completing the workshop. That the Institute routinely meets the high criteria to offer such credit is a testament both to the Institute's continued high-quality and to its significant contribution to teacher certification and professional advancement within CPS.

The Center's large International Education Conference has been held annually for the last six years for K-12 teachers (Table 9). Educator materials, including lesson plans, are made

publicly available online following both these workshops (Table 10). A detailed system tracking curricular incorporation ensures the Center is able to capture impact and follow up with participants in the subsequent years.

The Center will continue to organize additional teacher training workshops for local teachers, working in collaboration with other campus entities, including the Oriental Institute, the Center for International Studies, and the Center for Middle Eastern Studies (Budget E.1.j).

UChicago's **Urban Teacher Education Program (UTEP)** is a two-year graduate program accredited by the Illinois State Board of Education that awards a Master of Arts in Teaching (MAT) degree and prepares participants for careers in the CPS. The NRCs will collaborate with UTEP on programming to provide international historical and cultural background to the program, producing cohorts of teachers prepared for a diverse student population and equipped with a broader outlook from which they can develop curricula (Budget E.1.c).

To strengthen
UChicago's reputation
as a "teacher of
teachers," our Office of
Career Advancement

Table 10
Website Traffic for K-16 Outreach

Year	Unique site visitors	Adobe PDF	PPT	Word
2014 (Jan-May)	66,563	75,888	17,689	1,147
2013	141,434	228,478	39,176	3,742
2012	86,070	137,857	45,912	4,308
2011	48,135	73,822	34,709	4,807
Totals	342,202	516,045	137,486	14,004

launched the **Careers in Education Professions** in autumn 2012. The program provides specialized preparation for students interested in teaching, educational administration, research, and policy. Students are offered resources such as advising, workshops, guest speakers, teacher-training programs, partnerships with public and private local schools, internship opportunities,

and visits to various education institutions. As with the UTEP program, the Center requests funds to offer international content to this existing program (Budget E.1.c).

Another component of the Center's outreach is organizing events related to Asian Heritage Month in May. Enhanced programming for Asian Heritage Month in schools off campus in conjunction with UChicago's classical Indian dance group, Apsara, and the Department of Music is planned in the coming years. The Center also will continue to bring South Asia experts into local high school classrooms, with recent classroom presentations discussing colonialism and modernity in India and, for world history students, a talk on India – Indonesia connections (Budget E.1.j.).

7.B) Outreach to postsecondary institutions. UChicago is well positioned to provide postsecondary outreach because of our faculty's frequent involvement in professional meetings and conferences through which college teachers have opportunities to keep abreast of a changing South Asia. The Center has played a key role during the past years in implementing and publicizing scholarly conferences on South Asia, all of which were open to the public and well attended by faculty of colleges and universities across the region and nation. A Marathi literature conference held in spring 2014 featured presentations by faculty of Oakton Community College and the University of Illinois at Chicago, helping to strengthen the connections between UChicago faculty and those of other secondary institutions.

In order to address the competitive priority for NRC institutions to jointly plan, conduct and implement activities with Minority-Serving Institutions (MSIs) and community colleges, the area and international centers at UChicago have formed a robust **partnership with the City Colleges of Chicago (CCC)**. CCC consists of seven campuses and seven satellite locations and represents the largest community college district in Illinois. The student population of CCC is

diverse; in FY2013 over 84% of enrolled students represented minority populations. Moreover, CCC's Wilbur Wright College is designated by USED as a Hispanic-Serving Institution, while Malcolm X, Kennedy-King, and Olive-Harvey Colleges are recognized as Predominantly Black Institutions.

In consultation with the CCC Provost's office, we plan for CCC faculty and students to collaborate with our area centers on teacher training, curriculum development, language proficiency workshops, and pre-departure orientations for faculty and students going abroad. The Center also will support students' ongoing development with a database of careers in which foreign language and area studies expertise is useful and a list of colleges with strong international programs into which CCC students could potentially transfer (Budget E.1.i.). Through their participating, CCC faculty will have the ability to earn a certificate in curriculum internationalization from UChicago's Graham School of General Studies.

The Center's weekly South Asia Seminar series and Theory and Practice in South Asia (TAPSA) workshops offer lectures by visiting scholars and UChicago faculty that are open to academics as well as the public. Attendance at the 40 events per year ranges between 15 and 50 people per event and regularly includes postsecondary educators. The Center has sponsored a **South Asia Graduate Student Conference** for the past 11 years, bringing together students, faculty, outside educators, and the general public (Budget E.1.d.). The multi-day international conference is well attended by faculty of local colleges and universities. Those connections will be further augmented with increased outreach to local postsecondary educational institutions in the future in conjunction with the conference.

South Asia web resources developed by the Center are important for outreach to college faculty and students as well as for educators. The Center's website hosts information on events

and programming, language study and funding opportunities, multimedia content, the South Asia film library, and links to local organizations with a South Asia focus. The site also features outreach projects currently under development, and makes available a wide variety of resources for teacher training. The most striking web resource, with more than one and a half million hits each month, is UChicago's language-learning resources for less commonly taught languages (LCTLs) of the subcontinent that are available through the Digital Dictionaries of South Asia site (5.B.1).

7.C) Outreach to business, media, and the general public.

The Center is committed to a range of programming that impacts business, media, and the general public. All South Asia-related events sponsored by the Center are open to the public and advertised in the wider community through various channels. The Center's faculty have given interviews to national and international media, as well as penning editorials related to South Asia in major international publications like *The New York Times* and *New York Review of Books*. Two faculty members, Susanne Rudolph and Lloyd Rudolph, recently received the Indian government's prestigious Padma Bhushan Award to recognize distinguished service of a high order to the country. The award is India's third-highest civilian honor.

Successful collaborations with arts-related businesses, including local museums and arts organizations will continue. In 2013, the Center collaborated with the Smart Museum to host a public exhibit of the artworks of Sahmat, a Delhi-based activist collective. That exhibit won the 2014 Forbes India Art Award for an "exhibition of Indian art curated on an international stage." The Center will work together with Kalapriya, a local non-profit arts organization, to organize a theatrical performance, collaborate for Chicago's annual World Music Program and the Chicago

Humanities Festival, and to hold dance and music showcases at local K-12 schools and with the Chicago Parks District (Budget E.1.j.).

The Center has a strong relationship and has developed joint outreach initiatives with the International House of Chicago through the public lecture series “The World Beyond the Headlines,” featuring journalists, writers, and public intellectuals discussing South Asia and the world. The inaugural event of the Vivekananda Chair (1.A.2), a public celebration of Swami Vivekananda’s birth featuring classical Indian music and reflections on Vivekananda and his impact on interfaith understanding, was attended by more than 150 people. A second event, a lecture on Hinduism and world religion, was held in collaboration with the International House of Chicago, and was attended by more than 100 people. Many more events are scheduled as part of this pioneering partnership with the Indian Ministry of Culture.

The Center supports the groundbreaking *South Asia Across the Disciplines* book series, a major collaborative publishing project between the University of Chicago and Columbia University (Budget E.3.a.). *South Asia Across the Disciplines* publishes first books, thus promoting the continuation of South Asia expertise in the academy. Many books in the series have won awards, indicating the high quality of the series.

8. Program Planning and Budget

8.A) Nature, quality, and purposes of proposed activities. The Center's proposed activities strengthen the institutional capacity of our nationally recognized program in South Asian area and foreign language studies through initiatives that address the challenges of modern South Asian studies. Our programming will fulfill the goals of the NRC program by preparing a substantial cohort of highly trained language and area experts and delivering relevant, timely, and in-depth information to a variety of audiences. The Center's evaluation plan (Table 11), performance measure forms (Appendix 4) and the Narrative Budget Justification (Appendix 1) provide a timeline of proposed activities, nearly all of which address priorities for this competition.

UChicago is first and foremost a teacher of teachers. The majority of graduates and many of the undergraduates who complete their coursework will go on to careers as educators. Programming that enhances their proficiency, professionalism, and preparation for the job market therefore contributes directly to the **absolute priority of teacher training**. These programs include proficiency certification exams (Budget E.2.d), certification in language pedagogy (Budget E.2.g), and ACTFL oral proficiency workshops (Budget E.2.h). The Center is also committed to programs directed to teacher training in the community, working with UChicago's other NRCs to organize and host teacher training workshops targeted to primarily to secondary and post-secondary educators engaged in developing international curricula. Our major teacher training initiatives are described in Section 7 and the Narrative Budget Justification in Appendix 1. They fall under the following headings: Collaborative Teacher Training Workshops (Budget E.1.a.), Pre-service Internationalization Workshops for the Center for Teaching Excellence (Budget E.1.b.), Pre-service Internationalization Workshops with

Chicago Careers in Teaching & UTEP (Budget E.1.c.), K-12 Classroom Lecture and Teacher Development Support (Budget E.1.e.), City Colleges of Chicago (CCC) Advising Materials Development (Budget E.1.h.), and CCC Curriculum Internationalization Workshops (Budget E.1.i.).

The Center proposes a program of activities to address the **NRC invitational priority** by developing and sustaining linkages with overseas institutions. The Center is already an important resource for UChicago's many existing partnerships with institutions in South Asia (2.B.2). In addition, the Center is in conversation with the Center for Science and Environment in India to facilitate student and faculty exchange between Chicago and Delhi (2.B.2 & Budget C.2,E.2.b).

The **FLAS invitational priority** is squarely addressed; all South Asian languages taught at UChicago are among the 78 priority languages on the USED's list of LCTLs. Competitive priorities for both the NRC and FLAS programs are discussed in Section 11.

In addition to meeting the priorities above, the Center will undertake activities to strengthen the capacities of UChicago and the nation for South Asian studies. Those activities are described throughout this narrative and in the budget.

8.B.1) Timeline for strengthening the program. Table 11 and our budget narrative (Appendix 1) give implementation and evaluation plans for the programming described in the narrative, and Section 9 lists our program objectives, outcomes, and measures for assessing our progress and impact.

8.B.2) Effective of resources and personnel. UChicago's efficient use of its resources is reflected in the productivity of the area centers with minimal staffing and superb collaboration with other units across campus. The Center's Associate Director and Outreach Coordinator, whose salaries are partially funded by USED funds, successfully administer the array of activities set forth in

this narrative with oversight from the Director and Executive Committee. Cooperation among NRCs is facilitated through regular meetings of Associate Directors and Outreach Coordinators, a shared business manager, and staff of Graduate Student Affairs, which helps coordinate FLAS administration.

8.C) Costs in relation to objectives. UChicago's program is remarkable for: 1) the high percentage of requested USED funds applied to priority initiatives (see summary at conclusion of budget); 2) UChicago's substantial contribution to the program; and 3) the large number of PhDs trained. First, the Center will continue to spend a large percentage of Title VI funds for the absolute priority of teacher training – an average of 28% of the budget over the next four years – and an average of **80% of the budget for combined absolute, competitive, and invitational priority activities**. Second, UChicago paid over \$5 million to support South Asian studies in 2013-14, a clear demonstration that the University supports the Center's major financial requirements. Third, the fact that the USED grant results in many PhDs (34 since 2010) with high placement rates, demonstrates that money is effectively spent on **educating the next generation of South Asia educators**.

8.D) Long-term impact on undergraduate, graduate, and professional training programs. We expect to: 1) enhance our already strong language offerings and develop more models for assessing language proficiencies; 2) strengthen instruction in South Asian languages and cultures, including the use of federal funds to seed a new faculty position in Telugu language instruction; 3) continue to expand teacher training programs and cooperative outreach in Chicago's K-12 and post-secondary schools, with new efforts to reach community colleges and MSIs; 4) provide access to resources for those educators to network with internationally focused colleagues, attend training, and build international curricula; and 5) to train qualified experts in

our region through enhanced collaboration with the College via study abroad, intensive language, and career training programs. Further, the creation of resources for **performance-based assessment** of language instruction with the CLC and SASLI will benefit students worldwide. Our enhanced collaboration with colleagues in **professional training programs** will strengthen international components of study in those schools and have an enduring impact on students who train in those programs.

9. Impact and Evaluation

9.A) Impact. The South Asia program at UChicago is renowned for teaching teachers and has trained some of the world's foremost area specialists. Courses on South Asia are offered to students in 17 departments and 5 professional schools (Section 3.A.1 and Appendix 2). This coursework prepares students, documented below, as intellectuals and specialists in area studies. UChicago's **record of placement for South Asia graduates** is excellent.

Rates of participation in the Center's teacher training program as well as other events and usage of Center resources have been consistently strong. The impact of those events is presented in narrative and quantified form in the Center's regular reports on the IRIS system. The Center has an associate membership program open to college and community college faculty, teachers, independent scholars and South Asia specialists across the larger Chicago and Illinois region. Associate members regularly use the Center's resources, participate in the Center's programs and have full library borrowing privileges at UChicago's library. Our collaborative summer teacher training institutes over the last three years have attracted large numbers of participants from across the greater Chicago area and have resulted in the development of over fifty lesson plans with international and area studies content for use in K-16 classrooms. In the past four years, 342,202 unique site visitors downloaded a total of 667,535 PDF, PowerPoint, and Word files from the

workshops' web archive (see Table 10). The South Asia film library is available to teachers for classroom use across the nation. Use of the South Asia library collection by readers in Chicago and elsewhere via inter-library loan exceeds that of our peer institutions (Section 5).

The Center's national impact on language teaching and learning is extraordinary. UChicago's language instructors and faculty have developed and widely published instructional and course materials online. In addition, the programs in which the Center is a partner – SASLI, the Consortium on Language Teaching and Learning, and the CLC – are recognized centers of excellence for creating and promulgating standards based instructional methods and materials (Sections 4.C & 4.D).

9.B) Equal access and treatment. The increased presence of historically underrepresented groups in the Center is in step with UChicago goals. For undergraduates, the Chicago Academic Achievement Program assists first-generation college students and students who receive need-based aid, among others. UChicago Promise increases access for students from the City of Chicago by ensuring that they graduate without debt, and the Odyssey program, discussed in 1.A.6, supports other students with financial need. In 2013–14, the total commitment for UChicago Promise was worth \$2.2 million. Odyssey funded 1,955 students: 32% are the first in their families to go to college, 50% are students of color. This places UChicago as one of the top prestigious, private institutions to recruit and fully support students from underrepresented groups. At the graduate level, students from underrepresented populations qualify for special diversity funding. Public outreach audiences are reached in part by recent major UChicago initiatives that deepen involvement with neighboring majority-minority communities. These efforts create formal and informal spaces where South Asianists can benefit from divergent voices, with scholars from different cultures and experiential backgrounds sharing new lenses

through which to view the world. (See addendum with "Information on Section 427 of GEPA".)

Table 11
SALAC Evaluation Plan 2014-18

Goal	Reference	Collection Method	Source	Standards	Timeframe
Increase # of students achieving advanced proficiency in priority languages	PMF 1, Narr. 4.D, Bud. E.2.a,d-e	Language enrollment data	Registrar	# of students reaching high level proficiency	Quarterly
		ACTFL testing	CLC	# of students sitting for exam	Annual
Increase # of graduate instructors, lecturers, and faculty trained in and implementing proficiency-based instruction	Narr. 4.D, Bud. E.2.c,f-h	Survey	SALAC	evidence-based self reporting	Annual
		Test Enrollment Data	CLC	# of individuals completing workshops	Annual
Expand certificate, preparatory, and professional programs with South Asia content	Narr. 3.A.2, Bud. E.1.b-c	Survey	SALAC	evidence-based self reporting	Annual
		Program enrollment data	Program Admin	program enrollment & completion	Annual
Increase South Asian content in K-14 curricula of outreach program participants	PMF 2, Narr. 7.B, Bud. E.1.a,e,i	Longitudinal deployment survey	SALAC	evidence-based self reporting	Q.2 and Q.4
		Enrollment and download data	SALAC	# of individuals receiving training and materials	Q.2 and Q.4
Increase partnerships and engagements with minority-serving institutions	PMF 3, Narr. 4.D.2, Bud. E.1.h-i	Event tracking data	CCC/SA LAC	% individuals indicating high satisfaction	Annual
		Deployment / Satisfaction Survey	CCC	# individuals deploying new materials in instruction	Annual

9.C.1) Evaluation plan. All NRCs collaborate on evaluation, using common data-gathering procedures and instruments to enhance the quality and economic efficiency of project evaluation. Beginning in 2010, the Center worked with the National Opinion Research Center (NORC), a leading contributor to social science research for 70 years. NORC contributed to study design and survey methodology, statistics, and data collection that allowed the Center to identify and locate alumni populations and to conduct baseline surveys of Center alumni. The Center worked with NORC to build surveys specific to our interests with FLAS alumni, with particular emphasis on the relevance of LCTL study to later career placement and development.

During the coming four years, UChicago's NRCs will again work together to evaluate both our NRC and FLAS programs. The current and proposed NRCs have retained the services of **Outlier Research and Evaluation** to create a plan that is comprehensive and objective, and

will produce quantifiable outcome measures (See appended Performance Measure Forms).

Outlier is an arm of UChicago's Center for Everyday Mathematics and Science Education, which is focused on improving and supporting pre-college education. They are expert in assessing short- and long-term outcomes and impacts, factors affecting scalability of educational innovations, and methods to increase data reliability and validity in longitudinal studies. In addition to assistance in defining measurable goals, we have retained an Outlier Research Director and Research Assistant (Budget E.4.a) to design the metrics and survey instruments to be deployed for the evaluative activities (Table 11).

The Center is interested in five broad quantitative objectives: 1) increase the number of students achieving advanced proficiency in priority languages; 2) increase the population of graduate instructors, lectures, and faculty trained in proficiency-based instruction; 3) increase the number of certificate, preparatory, and professional program participants reaching completion with significant South Asia content knowledge; 4) increase South Asian content in the K-14 curricula of outreach program participants and those who have accessed materials; and 5) increase partnerships and engagements with minority serving institutions.

The evaluation process was designed to facilitate engagement with all stakeholders – USED, students, faculty, and our outreach audiences – to ensure that their expectations will be met. Stakeholders will be engaged largely through tracking and follow-up surveys. SALAC expects that the new quantitative focus will support more agile and responsive program development throughout the project period.

SALAC will continue to collect placement and outcome data on students and FLAS fellows. We are in close contact with the offices of the University Registrar, Alumni Relations, and Career Advancement to provide baseline data. The analyst will establish protocols for and

oversee data collection by the Evaluation Specialist and will analyze the collected data.

9.C.2) Role of evaluations in program improvement. Regular surveys of FLAS applicants and

Table 12
Degrees Awarded with South Asian
Concentration, Autumn 2010–Autumn 2013²

Field	Ph.D.	M.A.	B.A.
Anthropology	3	7	47
Area Studies		15	61
Art/Art History			70
Biological/Life Sciences		1	88
Business Administration		1	
Comparative Human Development	1		
Ecology/Natural Resources			6
Economics			10
Film			
Finance			
Foreign Languages & Literatures	16		
Geography			2
International Relations		5	5
History	4	2	6
Interdisciplinary Studies			27
Law			
Linguistics			3
Literature			15
Mathematics			6
Music	1	1	
Not Applicable		2	8
Physical Science			2
Political Science	1		25
Psychology			2
Public Policy	1		9
Religious Studies	6	18	2
Social Work			
Sociology	1		1
Statistics			
Total	34	52	395

recipients have yielded important insights into student application behavior and concerns. In concert with the Office of Graduate Affairs and the divisional deans of students, FLAS program information was updated and advertised more broadly and additional information sessions were organized.

Survey responses provided by Center outreach participants have guided development of future events, speakers and topics. Qualitative feedback on the usefulness of the South Asia web site guided a comprehensive revision to the Center website in 2013. Confidential course evaluations in the College and the five professional schools provide a useful mechanism for measuring effectiveness and satisfaction among students in Center courses.

The proposed evaluation plan is more rigorous and comprehensive than past practices. It will provide more precise information to guide decisions about the specific investment of

²South Asian concentration equates to 500 units of area courses, as previously defined by USED.

resources and more refined future developments. Also, the proposed evaluation plan will highlight the long-term impact of the Center's programs on students and affiliates.

9.D) Enrollments, placement, and improved supply of specialists. In the 2013-14 academic year 112 South Asian language courses and 64 South Asia area-related courses were offered across the departments and professional schools. The 2013-14 academic year featured 391 course enrollments for undergraduate and 709 for graduate students, a significant number for a university of our size. During the past four years UChicago has graduated **395 BAs, 52 MA.s and 34 PhDs with South Asian concentrations as defined by the USED** (Table 12).

The PhDs placed in higher education are the Center's contribution to the next generation of teacher training. The Center's PhDs are

teaching in schools of education, law, and public health, and at the United States Military Academy at West Point. Not-for-profit placements are described below in 9.E.2. We know from a Gallup poll investigation that 95% of UChicago's undergraduates go on to post-collegiate education. The figure in Table

Table 13
Placement of Graduates, 2010-13

	MA.s & PhDs	BAs
Elementary or Secondary Ed.	3	10
Higher Education	27	1
Federal Government	1	2
State or Local Government	1	1
Private Sector (for-profit)	13	24
Private Sector (not-for-profit)	11	6
International Org. (in US)	-	1
International Org. (outside US)	1	1
Graduate Study	21	16
Seeking Employment	2	15
Not Known	3	16

13 for "graduate study" may be read as future PhDs since most of our MA.s go on to the PhD.

In 2013-14, there were approximately 120 graduate students of South Asia in all UChicago's departments and professional schools. They ranged from first-year graduate students to seventh-year students writing dissertations. The proposed emphasis on proficiency-based language training and on development of area and language expertise among students in the professional programs will

result in more graduates being even better equipped to excel in their chosen fields and to meet national needs.

9.E.1) Addressing national needs. The ongoing and proposed activities of the consortium, including the training of teachers and scholars specializing in the languages and societies of South Asia and the public dissemination of information about the region, **directly address areas of national need** as defined in the competitive and invitational priorities of the Title VI RFP, consultations by the Secretary of Education with federal agency heads, and the feedback of program officers reviewing our NRC programs. Our faculty addresses vital national needs in several ways. Their publications are often cited as pivotal contributions in such areas as public policy. Their skillful teaching is creating students fluent in nine of the languages listed among the government's 78 critical languages. Through public events, newsletters, and web-based materials, media relations and outreach activities with schools, businesses and the general public, the NRCs and our affiliated faculty disseminate important information about South Asia with broad and lasting public impact.

9.E.2) Student placement. Several of our graduates have highly visible government and not-for-profit positions such as: Head of Intelligence and Research, Department of State; Vice President, the Asia Society; South Asia Desk Officer, Department of State; First Secretary, U.S. Embassy, New Delhi; and President, Chicago Council on Global Affairs. The Center will continue to direct students to employment opportunities in the areas of national need.

9.F.1) FLAS fellows and national needs. The Center advertises the FLAS competition widely to students across the University to encourage applications from students who would serve the nation and its needs. It is also noteworthy that more than 80% of UChicago's South Asia FLAS recipients pursue advanced levels of language proficiency in national priority languages.

9.F.2) Improved supply of specialists. Survey responses from UChicago's FLAS alumni (35% response rate) showed that 66% are employed in higher education, 6% in elementary or secondary education, 4% in government, 8% in the private sector (both for profit and non-profit), and 6% in policy organizations or think-tanks. Approximately 72% indicated that foreign language and area studies training was essential, very influential, or influential in their initial marketability, and 68% that it was key to their later professional development and promotion. With a considerable contribution to education, UChicago's FLAS alumni utilize their FLAS training throughout their careers. UChicago will continue to promote and encourage such placements through the activities described in 9.E.2.

10. FLAS Awardee Selection Procedures

10.A) Advertising, selection process, and correspondence to announced priorities. The Center follows **consistent, explicit procedures in its selection of FLAS fellowship recipients** and adheres to USED regulations and guidelines. The FLAS competition is advertised from November through the deadline in January. Approximately 8,000 graduate students are reached by informing departments and professional schools of the available awards, announcing the competition on UChicago's Office of Graduate Student Affairs website, and disseminating details of the competition through the Center's electronic mail list and website. In addition, application packets sent to new students include information on FLAS and other fellowships. The deans of students carefully review applications for admission to UChicago for students who may be eligible for FLAS support but did not apply, and those applications are routinely forwarded to the area committees. In addition, UChicago's Office of Graduate Student Affairs conducts a FLAS workshop in January for all students interested in applying for a grant. Over the next four years, the Center will present additional FLAS informational workshops to expand

the qualified applicant pool, specially targeting those students demonstrating financial need. Those workshops will also provide information about summer language programs appropriate for use with FLAS awards.

FLAS awardee selections are made according to a defined timetable. The Director assembles the selection committee in February, before the University's admissions decisions are announced, to decide on both academic year and summer fellowships. The Director then reassesses the decisions in May after acceptances are known. On the basis of the rankings provided by the selection committee, the appropriate dean of students notifies alternate candidates of awards. The Director also promptly secures university funds to augment residues of FLAS funds to full awards.

The FLAS program competitive preference priorities are wholly addressed. At the announcement of the priority, UChicago's NRCs entered into a conversation with the divisional deans of students to set procedures so that students demonstrating financial need are encouraged to apply, and those applications are given preference when determining FLAS awards, while also taking into account students' potential for academic achievement. The second FLAS program competitive preference priority is also addressed, as all South Asian languages taught at UChicago for which academic year FLAS fellowships are awarded are among the 78 priority languages on the USED's list of less commonly taught languages (LCTLs). (Please see Section 11 for a more detailed statement.)

The FLAS program invitational priority is addressed, as all the Center's academic year fellowships will go to students proposing to study a priority language of South Asia according to the USED's list of LCTLs.

10.B) Application procedures. New students and continuing students apply by submitting a one- to two-page current project statement and two letters of support, one from a language teacher.

Applicants will be asked to note whether they intend to complete a FAFSA form for the upcoming academic year and if they receive financial support from their family in order to assist in **identifying students with financial need**. The full application packet is available to students via a campus website. The University's Director of Graduate Affairs assists the Center in administering the fellowship competition and advising students. Applications are supported by student files that have been thoroughly assessed and commented upon by the deans of students. Those files contain graduate and undergraduate transcripts, GRE scores, information about financial need, and recommendations of departments for other funding. The Center annually receives 30-40 applications for ten academic year and six summer awards.

10.C) Selection body and criteria. A system for selection by faculty has been carefully created over five decades to ensure that the most qualified candidates receive FLAS support. A committee including representatives of all disciplines and schools with applicants meets in February to review applicant information. The committee, including a representative of each modern language, discusses each candidate and prepares a list of recommended awardees in ranked order. Selection criteria include: 1) intellectual quality as measured by grades, standardized tests (such as GREs), letters of recommendation, and project proposal; 2) demonstrated financial need, 3) distribution across fields, languages, and areas; 4) language capability; 5) underrepresented categories of students; and 6) US citizenship or permanent residency status. The Center is working with the deans of students and Office of Graduate Student Affairs to determine a suitable mechanism for appraising the financial need of students while also preserving their privacy. Each applicant's language skills will be part of the selection criteria, as measured under a program of proficiency assessment for South Asian languages taught at UChicago. After students complete the term of their FLAS award, they are required to report on their course of language study during the award period and

their post-award language capability, and appropriate language instructors administer pre- and post-language program evaluations. In accordance with USED expectations, students who already have language fluency equivalent to educated native speakers in the language for which the award is sought and incoming graduate students are given a low priority.

UChicago is committed to continuing its practice of **complementing FLAS funds with local resources** during the next four years. Special support for our FLAS fellows is of four types. First, UChicago supplements the academic year FLAS institutional payment for tuition to the level of full tuition remission. This practice will continue even though universities are not required by USED to provide complete tuition remission for fellows. UChicago takes on this commitment in recognition of the high quality of students receiving FLAS awards. Second, UChicago will augment the FLAS subsistence allowance to a level that exceeds fellowship support under the local Graduate Aid Initiative. Specifically, the academic year stipend for a FLAS fellow during the 2014-15 academic year will be \$23,000, an amount \$8,000 greater than the proposed FLAS subsistence allowance of \$15,000. Third, \$3,000 in research/travel support will be reserved for the student's future use at a time most suitable for their academic program. Fourth, health insurance coverage will be provided to FLAS fellows.

The Center requests nine academic-year and six summer graduate fellowship FLAS awards each year for the next quadrennium. This request, constrained by the maximum FLAS budget recommended in the current call for proposals, is based upon the large number of highly qualified students for whom we have been unable to provide FLAS support.

11. Competitive Priorities

UChicago has the capacity to ably address the NRC and FLAS Program Competitive Preference Priorities. Table 14 provides select examples of how our programming fulfills NRC and FLAS competitive priorities.

Table 14
Competitive Priorities

Priorities	Activities	Reference
NRC Competitive Priority 1: <i>Collaborative activities with MSIs and/or community colleges</i>	Partnership with City Colleges of Chicago (CCC): <ul style="list-style-type: none"> Curriculum Enrichment Activities Language Proficiency Workshops Pre-Departure Orientations International Careers and Four Year Colleges Database 	Narr 7.B, Narr. 9.C.1, Budget E.1.h, E.1.i
NRC Competitive Priority 2: <i>Collaborative activities with schools or colleges of education</i>	Workshops and collaborative training with: <ul style="list-style-type: none"> Center for Teaching and Learning Urban Teacher Education Program Chicago Careers in Education Professions 	Narr. 7, Narr. 9.C.1, Budget E.1.b, E.1.c
FLAS Competitive Priority 1: <i>Preference to students who demonstrate financial need</i>	<ul style="list-style-type: none"> Inform students of need-based criteria Accept FAFSA as indication of need 	Narr 10.B, 10.C
FLAS Competitive Priority 2: <i>25% or more academic year fellowships in priority LCTLs</i>	<ul style="list-style-type: none"> 100% of academic year FLAS fellowships will go to the study of priority LCTLs 	Narr. 10

11.A) NRC Program Competitive Preference Priority 1. The area and international centers at UChicago have entered into a four-year partnership with the City Colleges of Chicago (CCC). In FY 2013 over 84% of CCC students represented minority populations. In consultation with the CCC Provost's office, we plan for CCC faculty and students to collaborate with our area centers on several activities, including teacher training, curriculum development, and language proficiency workshops (See Narr. 7.B).

11.B. NRC Program Competitive Preference Priority 2. The University of Chicago offers a number of training opportunities for in-service and pre-service educators, and the resources for supporting teacher education are numerous, diverse, and effective. In the upcoming grant cycle, the area centers will collaborate with several entities on campus to support the integration of

international and intercultural dimensions, including world languages, into teacher education and certificate programs, and to promote the preparation and credentialing of foreign language teachers in the LCTLs. Campus entities such as the Center for Teaching Excellence (CTE), the Urban Education Institute (UEI), the Office of Career Advancement and the Council on Advanced Studies are willing to host workshops with international content as part of their repertoire, thereby diversifying their own programs and formalizing partnerships with the area centers (See Narr. 7.A).

11.C. FLAS Program Competitive Preference Priority 1. The Center will address the competitive priority to give preference when awarding FLAS fellowships to students demonstrating financial need in multiple ways: 1) the Center will make an enhanced effort to reach out to students with financial need and encourage them to apply for FLAS fellowships; 2) the Center will include a question on the application form regarding financial need and the completion of a FAFSA form; and 3) the FLAS selection committee will give preference to those applicants demonstrating financial need when determining awards.

Information to Meet §602(e) Statutory Requirements

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

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

See attached.

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

See attached.

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

Name of Applicant Institution and Center: The University of Chicago South Asia Language and Area Center

Name of Authorized Representative (Printed): Ms. Carol Zuiches

Title: Associate VP for Research Administration

Telephone: (773) 702-8604

Signature:  E-mail: jo-ura@lists.uchicago.edu

Date: *6/24/14*

Sandra Santizo
Grants and Contracts Manager
Acting on behalf of Carol Zuiches

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.*

Since the adoption of the Kalven Report in 1967, the University of Chicago has had an explicit policy on the "University's Role in Political and Social Action." Beyond policy, the report reflects the longstanding ethos of the university.

The mission of the university is the discovery, improvement, and dissemination of knowledge... A university faithful to its mission will provide enduring challenges to social values, policies, practices, and institutions. By design and by effect, it is the institution which creates discontent with the existing social arrangements and proposes new ones. In brief, a good university, like Socrates, will be upsetting.

The instrument of dissent and criticism is the individual faculty member or the individual student. The university is the home and sponsor of critics; it is not itself the critic. It is, to go back once again to the classic phrase, a community of scholars. To perform its mission in the society, a university must sustain an extraordinary environment of freedom of inquiry and maintain an independence from political fashions, passions, and pressures. A university, if it is to be true to its faith in intellectual inquiry, must embrace, be hospitable to, and encourage the widest diversity of views within its own community. It is a community but only for the limited, albeit great, purposes of teaching and research. It is not a club, it is not a trade association, it is not a lobby. (Kalven Report excerpt, full text at <http://www-news.uchicago.edu/releases/07/pdf/kalverpt.pdf>)

The University administration has recently reiterated its adherence to the policy and ethos of the report several times regarding issues of international studies and global affairs: in reference to calls for divestment from firms doing business with the government of Sudan, to the creation and mission of the Milton Friedman Institute on campus, and to the appropriateness of bringing former Israeli Prime Minister Ehud Olmert to give the King Abdullah II Annual Leadership Lecture at the Harris School of Public Policy in October 2009. In each case, diverse and competing perspectives have been expressed across campus as a whole and specifically by faculty affiliated with the South Asia Language and Area Center.

All activities of the South Asia Language and Area Center (SALAC) and its related programs, including those supported by the grant, represent broad ranges of perspectives on national and international issues, and, equally keeping with both policy and ethos. Our funded activities represent broad ranges of perspectives on national and international issues, and, equally important, our audiences are also highly diverse. Chicago's Public schools have 92% minority students and SALAC has significantly increased involvement of this audience through our funded K-12 teacher training activities. South Asia affiliated faculty and staff share a common commitment to research, teaching, and the training of experts in fields related to South Asian studies, international studies, and global affairs not to advancing a particular perspective on subject matter. Chicago's faculty represent diverse disciplinary, substantive,

methodological, and political perspectives, with noted experts from across the political spectrum.

Students not only are exposed to a wide variety of perspectives in curricular and extracurricular settings, but also are encouraged to think critically and for themselves, with undergraduates trained in their core social science and humanities courses to read primary documents and critically evaluate arguments.

Areas of National Need.

The ongoing and proposed activities of the South Asia Language and Area Center all of which focus on the training of teachers and specialists in the language and societies of South Asia, and the public dissemination of information about the region, directly address areas of national need. We address these areas of need by training professionals with language skills and contextual knowledge needed to communicate and understand issues affecting the relationship between the United States and the region of South Asia.

National needs are addressed through all of our programming and our language and non-language training. We also particularly encourage service addressing areas of national need in government, education, business, and nonprofit sectors through career advising, outreach activities, and interdisciplinary programming in our curriculum and our public events to expose students and teachers to a wide range of career paths.

All of the South Asian languages taught at the University of Chicago are among the seventy-eight Least Commonly Taught Languages listed by the department of education. By offering these languages to advanced levels of proficiency the Center's South Asia program supports the goals of the U.S. Department of Defense, and the National Security Language initiative by increasing the numbers of advanced-level speakers of these languages.

Our collaboration with the South Asia Language Resource Center will increase the quality of language resources and assessment tools for these languages. Our collaboration with all other Title VI South Asia centers across the nation through the South Asia Summer Language Institute will continue to reach and train a large number of language specialists in all the priority languages of the region. In a survey of SASLI graduates between 2003 and 2008, 80% of the graduates reported using their South Asia language expertise in a wide variety of careers. Our faculty expertise provides for training in the language, literature, and cultures of all the linguistic regions related to the "critical languages" identified by the Department of State and we award FLAS fellowships for the study of the majority of these languages.

Our K-12 teacher training programs will continue to encourage the inclusion of South Asia regional study programs and to encourage the Chicago Public Schools to increase their curriculum offerings in area study as well as in the study of languages, Hindi-Urdu in particular. This will address the needs of the U.S. Department of Defense as well as the specific needs of the National Security Initiative that seeks to expand the number of Americans mastering crucial-need languages by starting at younger ages, to increase the number of advanced-level speakers of these languages, and to increase the number of foreign language teachers and their resources.

Our collaborations with professional programs will encourage greater international exchanges, area expertise, and advanced language proficiency among health researchers, epidemiologists, demographers, business specialists, and physical scientists. The launch of the University's Global Health Initiative and the new opportunities for establishing and enhancing our existing international education programs in public health and medicine in South Asia directly addresses the needs of the U.S. Department of Health and Human Services. The Center has and will continue to direct students across the university to employment opportunities in areas of national

need. Students are kept informed by the Center for recruiting efforts on campus.

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 the 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 (Clear Air) Implementation Plans under Section 176(c) of the Clear 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. §1721 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, AAudits 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  Sandra Santizo Grants and Contracts Manager Acting on behalf of Carol Zuiches		TITLE Associate VP for Research Administration
APPLICANT ORGANIZATION The University of Chicago		DATE SUBMITTED 4/24/14

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

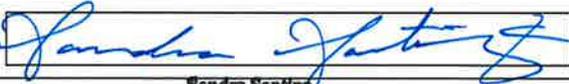
(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION			
The University of Chicago			
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE			
Prefix: Ms.	* First Name: Carol	Middle Name: <input style="width: 150px;" type="text"/>	
* Last Name: Zuiches	Suffix: <input style="width: 120px;" type="text"/>		
* Title: Associate VP for Research Administration			
* SIGNATURE: 		* DATE: 6/24/14	

Sandra Santiva
Grants and Contracts Manager
Acting on behalf of Carol Zuiches

Comprehensive National Resource Center Budget — 2014-2018
University of Chicago South Asia National Resource Center

Category and Explanation	% FTE from USED	Rate	Title VI Funds				References
			2014/15	2015/16	2016/17	2017/18	
A. Salaries							
1. Administrative Associate Director for South Asia, Irving Birkner	35%/Yr.1, reduced 5% annually	\$71,745 in 2014/15	25,111	22,061	18,844	15,452	CV 2, 6.B.2
Administration Subtotal			25,111	22,061	18,844	15,452	
2. Language Instruction	66%	\$46,125 in 2014/15	30,443	31,204	31,984	32,783	CV15, 4.A.1
Telugu Lecturer, Lavanya Collooru † Marathi Lecturer, Philip Engblom †	100%	\$51,177 in 2014/15	51,177	52,456	53,768	55,112	CV 19, 4.A.1
Subtotal of language instruction			81,620	83,660	85,751	87,895	
3. Teacher Training and Outreach Personnel	50%	\$27,334 in 2010/11	13,667	14,009	14,359	14,718	CV 3, 6.B.2
Outreach and Teacher Training Coordinator, Deanna Ramsay ‡							
Subtotal of Outreach Personnel			13,667	14,009	14,359	14,718	
Salaries Subtotal			120,397	119,730	118,955	118,066	
B. Fringe Benefits							
Professional salaries		Benefit rate of 26.6%	32,026	31,848	31,642	31,405	
Fringe Benefits Subtotal			32,026	31,848	31,642	31,405	
C. Travel							
1. Domestic Travel							
Graduate Student Conference Travel Subsidies ‡		\$300 ea x 20 student	6,000	6,000	6,000	6,000	7.B.
Graduate Student Conference Keynote Travel ‡		\$1500 x 2 keynotes	3,000	3,000	3,000	3,000	7.B.
South Asia Conference travel ‡		See narrative justification.	1,700	1,751	1,804	1,858	6.A.2.
Local Outreach Travel		See narrative justification.	750	750	750	750	7.A
2. International Travel							
Liaison trips to Center in Delhi/ Center for Science and Environment ◆		See narrative justification.	3,600	3,888	4,199	4,535	2.B.2, 8.A
Travel Subtotal			15,050	15,389	15,753	16,143	

Priorities: † Absolute ; § NRC Competitive 1 & 2
‡ FLAS Competitive ; ◆ Invitational

Comprehensive National Resource Center Budget — 2014-2018

University of Chicago South Asia National Resource Center

Category and Explanation	% FTE from USED	Rate	Title VI Funds			References
			2014/15	2015/16	2016/17	
D. Supplies						
1. Production of South Asia Outreach Newsletter ‡		See narrative justification.	3,800	3,800	3,800	7
2. Library Acquisitions		See narrative justification.	12,000	11,000	10,000	5.B.2.
Supplies Subtotal			15,800	14,800	13,800	11,800
E. Other						
1. Teacher Training and Outreach						
a. Collaborative Teacher Training Workshops ‡		(2) Annually @ \$3000 ea	6,000	6,000	6,000	7.A.
b. Pre-service internationalization workshops for Center for Teaching Excellence §		See narrative justification	900	900	900	3.D.2., 7.A.
c. Pre-service internationalization workshops with Chicago Careers in Teaching & UTEP §		See narrative justification	1,500	1,500	1,500	7.A.
d. South Asia Graduate Student Conference ‡		See narrative justification.	12,600	12,600	12,600	7.B.
e. K-12 Classroom lecture and teacher development support ‡		Five events each year. See narrative justification.	2,400	2,400	2,400	7.A.
f. Film Library Screening, Digitization, and Dissemination Project ‡			3,100	3,100	3,100	7
g. Lecture Recording and Production		See narrative justification	4,350	4,350	4,350	7
h. City Colleges of Chicago Advising Materials Development §		1000 @ \$2/copy	2,000	2,000	2,000	7.B. / 11.A.
i. CCC Curriculum Internationalization Workshops §		2/year; professional service fee: \$500; facilities and materials: \$300	1,600	1,600	1,600	7.B.
j. Public Arts and Educational Event Partnerships		See narrative justification	2,000	2,000	2,000	7.C.
2. Language and Area Studies Training Enhancements						
a. South Asia Summer Language Institute †		See narrative justification.	8,000	8,000	8,000	4.A.2.
b. Collaboration with the Center for Science and Environment, India ♦		See narrative justification.	2,400	2,592	2,799	3,023

Priorities: ‡ Absolute ; § NRC Competitive 1 & 2
 † FLAS Competitive ; ♦ Invitational
 B2

Comprehensive National Resource Center Budget — 2014-2018
University of Chicago South Asia National Resource Center

Category and Explanation	% FTE from USED	Rate	Title VI Funds			References	
			2014/15	2015/16	2016/17		2017/18
c. CLC Summer Language Support ‡		10 @ \$50/each	3,000	3,000	3,000	3,000	4.C.2.-4.D.
d. Graduate Student Proficiency Certification Exams ‡			500	500	500	500	4.D.
e. Shared Curricula Development (Tibetan) †		See narrative justification	1,000	1,000	1,000	1,000	4.C.2.
f. K-12 Language Instruction Workshop ‡			1,400	1,400	1,400	1,400	7.A.
g. Language Pedagogy Certificate ‡		Annual support	1,000	1,000	1,000	1,000	4.C.1.
h. ACTFL Oral Proficiency Workshops ‡		See narrative justification.	1,400	1,400	1,400	1,400	4.C.2.
3. Other Outreach							
a. South Asia Across the Disciplines			5,000	5,000	5,000	5,000	7.C.
4. Evaluation, Assessment, and Impact							
a. Evaluation and Tracking of Outcomes (Outlier)			5,000	5,000	5,000	5,000	9.C.1.
b. Outreach Impact and FLAS Student Tracking			600	600	600	600	9.C.1.
Other Subtotal			65,750	65,942	66,149	66,373	
F. Total Direct Costs			249,023	247,709	246,298	243,787	
G. Indirect Charges		8% of total direct costs.	19,922	19,817	19,704	19,503	
Total Costs			\$268,945	\$267,526	\$266,002	\$263,290	

Summary of expenditures* for priority activities:

Total for absolute priority of teacher training ‡

Total for NRC Competitive Priorities §

Total for NRC Invitational Priority ◆

Total for FLAS Invitational Priorities †

Total expenditure for priority activities

Percentage of total NRC budget for priority activities

\$73,983	\$74,450	\$74,929	\$75,419
\$6,480	\$6,480	\$6,480	\$6,480
\$6,480	\$6,998	\$7,558	\$8,163
\$121,317	\$124,107	\$126,966	\$129,897
\$208,259	\$212,035	\$215,933	\$219,960
77%	79%	81%	84%

*If an expenditure is classified as supporting more than one priority activity, the expenditure is only included under the highest level priority to avoid double counting.

Priorities: ‡ Absolute ; § NRC Competitive 1 & 2

† FLAS Competitive ; ◆ Invitational

Foreign Language and Area Studies Fellowships Budget — 2014-2018

University of Chicago South Asia National Resource Center

Category and Explanation	Rate	Title VI Funds				References
		2014/15	2015/16	2016/17	2017/18	
Academic Year Awards						
Subsistence Allowance	9 students @ \$15,000 each.	\$135,000	\$135,000	\$135,000	\$135,000	10.A-C, 11.C
Institutional Payment	9 students @ \$18,000 each.	162,000	162,000	162,000	162,000	
Academic Year Fellowships Subtotal		297,000	297,000	297,000	297,000	
Summer Awards						
Subsistence Allowance	6 students @ \$2,500 each.	15,000	15,000	15,000	15,000	10.A-C, 11.C
Institutional Payment	6 students @ \$5,000 each.	30,000	30,000	30,000	30,000	
Summer Fellowships Subtotal		45,000	45,000	45,000	45,000	
Total proposed FLAS budget		\$342,000	\$342,000	\$342,000	\$342,000	

Notes: All expenditures are for the FLAS Program Competitive Priorities. Preference will be given to students applying for FLAS awards who demonstrate financial need, and all of the South Asian languages taught at the University of Chicago are among the 78 Least Commonly Taught languages listed by the Department of Education. All expenditures will also meet the FLAS Program Invitational Priority as all academic year FLAS fellowships will be awarded to those studying a priority language of South Asia according to the Department of Education.

Narrative Budget Justification — 2014-2018
University of Chicago South Asia National Resource Center

The budget demonstrates the University of Chicago's commitment to engage in all of the priority activities requested by the U.S. Department of Education under the National Resource Center (NRC) Program and the Foreign Language and Area Studies (FLAS) Program. This University commitment encompasses the Absolute Priority for teacher training as well as all of the Competitive Preference priorities and Invitational priorities. At least seventy-five percent of the NRC budget is for priority activities in each of the four project years. One hundred percent of the FLAS budget is for Competitive Preference priorities.

National Resource Center Program

A. Salaries

Salaries are projected to increase by 3% each year.

1. Administrative

Center Associate Director, Irving Birkner – Yr. 1: 35% of \$71,745 annual salary. USED contribution is reduced 5% for each of the subsequent three project years. The Associate Director will provide leadership for all programming and program activities that meet the NRC absolute and invitational priorities and FLAS competitive preference priorities. Mr. Birkner will manage project implementation, evaluation and reporting. Specific responsibilities include guiding LCTL instructional material development; collaborating on the development of proficiency-based language teaching at UChicago; teacher training and outreach program design; leading programmatic collaborations with area institutions; advising FLAS applicants; monitoring the disbursement of grant funds and progress toward project goals; and guiding the evaluation, assessment and outcome tracking for the Center's programs.

2. Language Instruction (in Department of South Asian Languages and Civilizations) †
FLAS Competitive Priority

Visiting Professor in Telugu, Lavanya Collooru † – 66% of \$46,125 in annual salary. Telugu, a language with more than 74 million speakers, is among the South Asian languages almost never taught in the U.S.

Lecturer in Marathi, Philip Engblom † – 100% of \$51,177 annual salary. Until Engblom began teaching Marathi at UChicago in 2002, no graduate South Asian studies program in the U.S. was offering the language to advanced levels of competency. Dr. Engblom will offer six courses per year from the second year level and above.

Narrative Budget Justification — 2014-2018
University of Chicago South Asia National Resource Center

3. Teacher Training and Outreach Personnel ‡

Absolute Priority for teacher training

Outreach and Teacher Training Coordinator, Deanna Ramsay ‡ – 50% of \$27,334 annual salary (three-quarter time position). The Outreach and Teacher Training Coordinator will implement all of the Center's teacher training and outreach activities. Specific responsibilities will include planning and implementation of all collaborative teacher training workshops, , directing and assisting K-12 teachers with South Asia curriculum development, convening and leading teacher working groups, playing a leading role in the South Asia National Outreach Consortium, overseeing collaborative educational activities with City Colleges of Chicago, planning of programming targeted at teacher training, and participating in and guiding evaluation of outreach activities for the Center.

B. Fringe Benefits

Fringe benefits on salaries are based on the University's negotiated rates for Federal grants. Those rates are budgeted at 26.6% for professional salaries

C. Travel

All travel expenses include annual inflation of three percent.

1. Domestic Travel

Travel to South Asia related conferences.

Rate: Two Center staff, average expense of approximately \$850 per person per year plus 3% annual inflation.

Travel for Outreach activities.

Rate: Travel by Outreach staff and presenters to local events, 10 annually at \$75 each.

2. Foreign Travel ♦

Invitational Priority

Travel will be for collaboration to facilitate student and faculty exchange between Chicago and Delhi. Travel during year 2 will include review of the University's college program in India and library acquisitions.

Rate: One airfare, U.S.-South Asia-U.S., each year and subsistence for 10 days per trip, plus 8% annual inflation for India.

D. Supplies

1. Production of South Asia Outreach Newsletter ‡

Absolute Priority for teacher training

Printing and postage for one issue per year. The publication, 32 pages in length, will be delivered via the Internet. A limited number of copies will be produced as ink print.

Rate: Approximately \$3,400 per issue and \$400 for limited postage.

Narrative Budget Justification — 2014-2018
University of Chicago South Asia National Resource Center

2. Library Acquisitions

Partial payment for acquisition of books, journals, and newspapers from South Asia via the Library of Congress Field Offices in the region. All of the funds will be used to acquire materials for the study of Islamic societies, including the expansion of the University's collection profile to include publications from Afghanistan.

E. Other

1. Teacher Training and Outreach

a. Collaborative Teacher Training Workshops ‡♦

Absolute Priority

The Center will conduct two annual collaborative teacher workshops with the other UChicago area centers and present the South Asian component to an international studies topic. These workshops will be targeted to secondary and post-secondary educators engaged in internationalizing curricula and other professionals seeking international and area knowledge.

Rate: For each of the two annual events, we will provide speaker fees of \$500 and \$1,000 per person for travel and consulting expenses of a South Asia specialist to travel to Chicago. We will also incur costs of \$1000 for each workshop to record, produce, and stream the South Asian portion of the event. Additional funds are requested to offer speaker fees to graduate student discussion leaders, materials, and supplies.

b. Pre-service Internationalization workshops with the Center for Teaching Excellence §

NRC Competitive Priority

Center staff and faculty will develop an International Studies module for students developing their teaching skills in preparation for the academic job market.

Rate: One workshop per year. Costs include speaker fees of \$150 for three South Asia graduate student presenters in addition to materials, acquisition, and duplication costs for working group participants at a rate of \$18 per participant, with an estimated 25 participants.

c. Pre-service internationalization workshops with Chicago Careers in Teaching and Urban Teacher Education Program §

NRC Competitive Priority

Center staff and faculty will develop International Studies modules for students pursuing careers in K-12 education.

Rate: Two workshops per year; one per program. Costs include speaker fees of \$150 for two South Asia graduate student presenters in addition to materials, acquisition, and duplication costs for working group participants at a rate of \$18 per participant, with an estimated 25 participants.

Narrative Budget Justification — 2014-2018
University of Chicago South Asia National Resource Center

d. South Asia Graduate Student Conference ‡

Absolute Priority

The Center, in partnership with numerous other campus entities, will support this major annual conference, organized entirely by graduate students with a thematic focus in South Asia. This is a major professionalization opportunity for the organizers, and participants, many of whom come from other US campuses and abroad.

Lodging and airfare support for travel to Chicago for presenters at South Asia Graduate Student Conference

Rate: \$300 in support for 20 students annually; lodging costs of \$80/night for 20 students for 3 nights

Additional costs include venue rental of \$1000, custodial services of \$500, and audio-visual equipment rental fees of \$300

e. K-12 Classroom Lecture and Teacher Development Support ‡

Absolute Priority

The Center will sponsor a series of classroom presentations for students and teachers in the Chicago Public Schools and local charter schools. The lectures include current events, history, and cultural programs geared to a Rate: An average of \$250 per event will be paid toward speaker fees and materials for ten events annually.

f. Video Library Digitization and Dissemination Project

The Center maintains a library over 1,000 video titles ranging from popular Bollywood films to rare historical fiction to contemporary documentaries. Many of the films are imported from overseas and are difficult to find in the U.S.

Rate: \$3100 annually for production fees and rights to digitize or convert film formats, in addition to postage costs for distributing and retrieving physical media.

g. Lecture Recording and Production

The South Asianist community at UChicago hosts a bi-weekly seminar in addition to many other events throughout the year. In order to reach a wider audience, the Center would like to make more of these programs available online through channels such as YouTube and iTunes.

Rate: The relevant campus office charges \$87/hr for editing and production services; the 25 events the Center will record require two hours each to edit and produce.

h. City Colleges of Chicago Advising Materials Development §

Competitive Priority

The Center and UChicago's four other NRCs have formed a collaborative arrangement with the City Colleges of Chicago, a network of MSI community colleges. We will develop printed guides for students on international careers and selecting four year colleges with strong international programs.

Rate: 1000 copies at a printing and distribution cost of \$2/copy. Material development and advising done in house.

Narrative Budget Justification — 2014-2018
University of Chicago South Asia National Resource Center

i. City Colleges of Chicago Curriculum Internationalization Workshops §

Competitive Priority

City Colleges instructors will meet twice yearly at Center-hosted events to develop strategies for bringing international intellectual content into their courses.

Rate: Each of the two workshops will feature one expert speaker, compensated with a \$500 professional service fee and incur facilities, materials, and audio-visual costs of \$300.

j. Public Arts and Educational Event Partnerships.

The Center, in collaboration with the World Beyond the Headlines Program and Kalapriya Center for Indian Performing arts will consult and contribute to existing public event series focused on South Asia.

Rate: Contributions to speakers' fees, venue rental, and audio-visual cost to be \$2000/annually.

2. Language and Area Studies Training Enhancements

a. South Asia Summer Language Institute (SASLI) †

FLAS Competitive Priority 1

SASLI, a collaborative creation of all the South Asia National Resources Centers, will offer intensive first- and second-year instruction in at least eleven less-commonly-taught languages of South Asia. SASLI is a remedy for the paucity of current opportunities for training specialists in these critical languages.

Rate: An annual payment of \$8,000 is made to the University of Wisconsin-Madison for expenses of SASLI administration. UChicago also gives one summer FLAS award to be distributed by SASLI.

b. Collaboration with the Center for Science and Environment, India ♦

Invitational Priority

The Center has engaged CSE to facilitate student and faculty exchange between UChicago and Delhi. We will place students interested in internships in topics related to the environment, science, and education supervised by mentors staffed to the CSE.

Rate: Professional service fees of \$800 to each of three mentors annually, plus an inflationary rate for India of 8%.

c. Chicago Language Center Summer Support ‡

Absolute Priority

In summer, 2014, the CLC will administer the first Summer Language Institute, during which the CLC offer pedagogy courses and workshops to University instructors and grad students, as well as to the greater language teaching community, including university and college instructors and high school language teachers.

Rate: The CLC requests a flat contribution of \$3000 per NRC to support materials, professional service fees, and overhead.

Narrative Budget Justification — 2014-2018
University of Chicago South Asia National Resource Center

d. Graduate Student Proficiency Certification Exams ‡

Absolute Priority

The Chicago Language Center is undertaking an initiative to offer Advanced Proficiency Testing to graduate students. Students can pass the tests with a score of Pass, High Pass, or High Pass with Honors, and receive a certificate documenting their accomplishment and annotation on their transcript.

Rate: The CLC charges a flat fee of \$50 to administer the four hour skills test, for which we expect ten students a year to sit.

e. Shared Curricula Development †

FLAS Competitive Priority

The Center, in partnership with the Chicago Language Center, is initiating programs to make it possible to enable some of its least commonly taught languages to engage in shared curricular models. Students in CIC institutions who wish to enroll can register as CIC Travelling Scholars and participate remotely. In year 1, the program will be piloted with Tibetan.

Rate: CLC requests a flat contribution of \$1000 for materials, software acquisition, and licensing.

f. K-12 Language Instruction Workshop ‡

Absolute Priority

The Center and the Chicago Language Center will work together to host an annual day-long program with K-12 language instructors to introduce best practices, performance-based teaching, and current developments in language instruction pedagogy.

Rate: The Center will contribute \$1400 to professional service fees, materials, audio-visual equipment rental, and venue rental.

g. Language Pedagogy Certificate ‡

Absolute Priority

In 2014-2015, the Center will partner with CLC and UChicago's Center for Teaching Excellence to create a Language Pedagogy Certificate, available following completion of a summer workshop. Workshop topics include multimedia and instruction, course design, and assessment.

Rate: The Center will make an annual contribution of \$1000 to provide support to graduate students attending the workshops, professional service fees for instructors and materials.

h. ACTFL Oral Proficiency Workshop ‡

Absolute Priority

UChicago's five area centers and the CLC will host an annual ACTFL Oral Proficiency Workshop. The intensive 4-day event a conversation about proficiency, about pedagogy, about the goals and aims of language instruction emerges organically. The participants then become a core of leaders in pedagogy and innovation.

Rate: Professional service fee of \$1000 for an outside ACTFL expert to lead the workshop, and \$400 annually to defray costs of materials, audio-visual equipment rental, and equipment costs.

Narrative Budget Justification — 2014-2018
University of Chicago South Asia National Resource Center

3. Other Outreach

a. South Asia Across the Disciplines

With support from the Andrew W. Mellon Foundation, three of the academy's leading publishers in South Asian studies have combined their resources to launch "South Asia Across the Disciplines," a major new series devoted to first books by scholars in this vibrant area of scholarship.

Rate: A flat \$5000 subvention to the University of California to continue the series annually.

4. Evaluation, Assessment, and Impact

a. Consulting

Outlier, a project of UChicago's Center for Everyday Mathematics and Science Education (CEMSE) has been engaged as external evaluators and consultants. All of UChicago's National Resource Centers have joined together for comparable evaluations. A Senior Survey Director at NORC with South Asia experience and language skills will provide ongoing guidance on evaluation plans and tracking of outcomes.

Rate: Outlier charges a retainer rate of \$5000 annually for services.

b. Outreach Impact and FLAS Student Tracking

The Center will work collaboratively with other Chicago National Resource Centers to implement a content management system. The system will store information collected through online surveys and discussion forums and facilitate the Center's tracking of outreach outcomes and FLAS grant recipients.

Rate: Annual fee of \$600 for database hosting will be paid to the University of Chicago's IT Services department. System development and design will be done by the University's Center for International Studies.

Foreign Language and Area Studies Fellowship Program †

All expenditures are for FLAS Program Competitive Priority and the FLAS program Invitational Priority.

All of the South Asian languages taught at UChicago are in the category of least-commonly taught and more than 80% of the FLAS recipients will pursue advanced levels of language proficiency.

FLAS fellowships will be awarded with consideration for the financial need of the student.

An exception will be made to the normal UChicago preference for granting FLAS awards to in-residence students in order to permit awards to talented, entering master's degree students who are likely to pursue government service or enter a professional field.

General Note

The following abbreviations are used in the References column of the main budget: Narr = Narrative; CV = Curricula Vitae

Appendix 2
Profiles for Project-related Personnel
University of Chicago South Asia NRC and FLAS proposal, 2014-2018

There are several noteworthy characteristics of the University's South Asia faculty. First, many have appointments in more than one department or school. This is consonant with the range of their knowledge and interests. The summary below includes faculty and the departments in which they hold appointments. Second, most faculty have a thorough knowledge of at least one South Asian language. They use this language knowledge in both their research and teaching. Third, most faculty have conducted field research in South Asia.

Proficiency in South Asian languages is registered in the brief biographical data using a scale of 1 (novice) through 5 (superior).

Statistical Overview of South Asia Faculty and Staff

Number of faculty
Professors 41
Associate Professors 7
Assistant Professors 14
Lecturers 11

Number of South Asia staff 11

Number of departments 17
Number of professional schools 5
Faculty with endowed professorships 17

Languages regularly taught 11

Distribution of faculty by percentage of effort devoted to South Asian studies:

29 with 100% effort
8 with 75% effort
17 with 50% effort
19 with 25% effort

Faculty teaching less-commonly-taught languages: 25, with 10 teaching assistants and 10 language assistants

<u>I. Administration, South Asia Language and Area Center</u>	Page
Morrison, Kathleen D., Director	C5
Birkner, Irving, Associate Director	C5
Ramsay, Deanna M., Outreach and Program Coordinator	C6
<u>II. Department of South Asian Languages and Civilizations</u>	
Alam, Muzaffar, Professor	C6
Annamalai, Elay, Visiting Professor	C7
*Bahl, Kali Charan, Associate Professor, emeritus	C8
Bashir, Elena, Senior Lecturer	C9
Bhaduri, Mandira, Lecturer	C9
*Chakrabarty, Dipesh, Professor	C11
Collins, Steven, Professor	C11
Collooru, Lavanya, Lecturer	C12
Cox, Whitney	C12
d'Hubert, Thibaut, Assistant Professor	C13
*Doniger, Wendy, Professor	C14
Ebeling, Sascha, Assistant Professor	C14
Engblom, Phillip, Senior Lecturer	C15
Grunebaum, Jason, Senior Lecturer	C17
*Inden, Ronald, Professor, emeritus	C18
Kommattam, Nisha, Lecturer	C21
Majumdar, Rochona, Assistant Professor	C23
*▲ Masica, Colin, Professor, emeritus	C24
Naim, Choudhri Mohammed, Professor, emeritus	C27
Ngodup, Karma, Lecturer	C28
*Reynolds, Frank, Professor, emeritus	C33
Seely, Clinton, Professor, emeritus	C36
Stark, Ulrike, Professor	C39
Tubb, Gary, Professor	C41
Vakulabharanam, Rajagopal, Lecturer	C41
*▲ Zide, Norman, Professor, emeritus	C43
<u>III. Department of Anthropology</u>	
Friedrich, Paul, Professor, emeritus	C15
Kelly, John Dunham, Professor	C20
Kolata, Alan, Professor	C20
Lycett, Mark, Senior Lecturer	C22
Marriott, McKim, Professor, emeritus	C24
Mazzarella, William, Associate Professor	C25
Morrison, Kathleen D., Professor	C5
Nakassis, Constantine, Assistant Professor	C27
Nicholas, Ralph, Professor, emeritus	C28
Rajan, Kaushik, Associate Professor	C32
<u>IV. Department of Comparative Human Development</u>	
*▲ Shweder, Richard, Professor	C37
*Taub, Richard, Professor	C40
<u>V. Department of Ecology and Evolution</u>	
Price, Trevor, Professor	C31

VI. Department of Economics

Townsend, Robert, Professor C40

VII. Department of English

Gandhi, Leela, Professor C16

VIII. Department of History

Austen, Ralph, Professor, emeritus C8

Bradley, Mark, Professor C10

*▲Chakrabarty, Dipesh, Professor C11

Hevia, James, Professor C17

*▲Inden, Ronald, Professor, emeritus C18

*▲Woods, John E., Professor C43

IX. Department of Linguistics

*▲Bahl, Kali Charan, Professor, emeritus C8

*Masica, Collin, Professor, emeritus C24

*Zide, Norman, Professor, emeritus C43

X. Department of Music

Bohlman, Phillip, Professor C10

Mason, Kaley, Assistant Professor C25

XI. Department of Near Eastern Languages and Civilizations

Ghahremani, Saeed, Senior Lecturer C16

Kadi, Wadad, Professor, emerita C19

Lewis, Franklin, Associate Professor C22

Moayyad, Hashmat, Professor C26

Perry, John R., Professor C30

Qutbuddin, Tahera, Associate Professor C31

Stolper, Matthew Wolfgang, Professor C39

*Woods, John E., Professor C43

XII. Department of Philosophy

*Nussbaum, Martha, Professor C29

XIII. Department of Political Science

Hussin, Iza, Assistant Professor C18

Mearsheimer, John R., Professor C26

Rudolph, Lloyd I., Professor, emeritus C33

Rudolph, Susanne Hoeber, Professor, emerita C34

Slater, Dan, Associate Professor C38

Staniland, Paul, Assistant Professor C38

XIV. Department of Psychology

*Shweder, Richard, Professor C37

XV. Department of Sociology

*▲Taub, Richard, Professor C40

XVI. Social Sciences Collegiate Division

Leonard, Spencer, Assistant Professor C21
Paidipaty, Poornima, Assistant Professor C30

XVII. Humanities Collegiate Division

Desai, Ian, Assistant Professor C13
Seastrand, Anna Lise, Assistant Professor C35

Professional Schools

XVIII. University of Chicago Booth School of Business

Oster, Emily, Assistant Professor C29
Rajan, Raghuram, Professor C32

XIX. University of Chicago Divinity School

Arnold, Daniel, Assistant Professor C7
*Doniger, Wendy, Professor C14
Kapstein, Matthew, Professor C19
*Nussbaum, Martha, Professor C29
*▲Reynolds, Frank, Professor, emeritus C33
Sells, Michael, Professor C36
Wedemeyer, Christian, Assistant Professor C42

XX. University of Chicago Harris School of Public Policy

Schell, Frank, Member, Dean's International Council C34

XXI. University of Chicago Law School

Malani, Anup, Professor C23
*▲Nussbaum, Martha, Professor C29
Vega-Byrnes, Thomas, Lecturer C42

XXII. University of Chicago Medical School

Schneider, John, Instructor C35
Sethi, Aisha, Assistant Professor C37

XXIII. Professional Staff

Baumann, Katherine, Director, Chicago Language Center C44
Fitzsimmons, Jeanne, Associate Director, South Asia Language Resource Center C44
Noonan, Brooke, Director, Graduate Student Affairs C45
Nye, James, Bibliographer for the Southern Asia Collection C45
Ring, Laura, Assistant Cataloger for Southern Asia C46

NRC Director

- 1) **MORRISON, Kathleen D.**, Professor, Department of Anthropology and the College. Appointed 1996. Tenured. Director, South Asia Language and Area Center.
Ph.D. (Anthropology) University of California, Berkeley, 1992; M.A. (Anthropology) University of New Mexico, 1986; B.A. (Anthropology) University of Notre Dame, 1984.
Percentage of time dedicated to South Asian studies: 100%.
Research interests: South Asia; historical anthropology; colonialism and imperialism; archeobotanical analysis, archaeology method and theory, agricultural organization and change, power and violence; landscape history.
South Asian language: Hindi (1)
Overseas experience in South Asia: India (2002, 2000, 1999, 1996-97, 94, 92, 1988-90) Sri Lanka (1993).
Courses taught or proposed (partial listing): State and Society in South Asia; South Asia before the Buddha; Power in Ancient India; Commerce and Culture in the Indian Ocean Trade; The State in India; Archaeology of Empires; South Asian Civilization in India.
Selected distinctions: Andrew W. Mellon Foundation New Directions Fellowship (2010); Indiana Center for Cultural Exchange (2007); Center for Advanced Study in the Social and Behavioral Sciences, Stanford (2004); Board of Senior Fellows, University of Chicago Society of Fellows (2002); American Association of University Women Postdoctoral Fellowship (2000).
Selected recent publications:
Forthcoming: *Oceans of Dharma: A Political Ecology of Farming and Food in South India*, (Washington: University of Washington Press).
Forthcoming: *Vijayanagara Landscapes: Farming and Food in the Making of an Urban Hinterland*, In *Indian Society for Historical Research Lecture Series* (Bangalore).
2013: with M. Lycett, "The 'Fall' of Vijayanagara Reconsidered: Political Destruction and Historical Construction in South Indian History" *Journal of the Economic and Social History of the Orient* 56:5 (433-470)
2012: "Doorways to the Divine: Vijayanagara Reservoirs and Rural Devotional Landscapes" *South Asian Studies* 28:2 (157-169).
2012: with S. N. Reddy and A. Kashyap, "Agrarian Transitions in Iron Age South India: Social and Environmental Implications" *South Asian Archaeology*, ed. Vincent Lefevre. Paris.
2010: "Dharmic Projects, Imperial Reservoirs, and New Temples of India: An Historical Perspective on Dams in India," in *Conservation and Society* Volume 8, Issue 3 (182-195).
2009: "Daroji Valley: Landscape History, Place, and the Making of a Dryland Reservoir System". In *Vijayanagara Research Project Monograph Series 18*. (Delhi: Manohar Press).

NRC Associate Director

- 2) **BIRKNER, Irving A.**, Associate Director, South Asia Language and Area Center and the Committee on Southern Asian Studies. Appointed 2012.
M.A. (Middle Eastern Studies) University of Chicago, 2001; B.A. (International Relations) Knox College, 1996.
Percentage of time dedicated to South Asian studies: 100%.
Research interests: Popular culture in South Asia, Islam in South Asia.
Major fellowships and grants:
Center for International Studies NRC Grant, \$1,000,000 / 4 yrs., 2006; Defense Threat Reduction Agency Grant, \$800,000 / yr., 2008.
Memberships and professional commitments:
Illinois Humanities Council, member; U.N.I.T.E. Civic Association, Board member; Global Initiative Chicago, Advisory board member.

Outreach and Program Coordinator

- 3) **RAMSAY, Deanna M.**, Outreach and Program Coordinator, South Asia Language and Area Center and Committee on Southern Asian Studies. Appointed 2013.
Ph.D. candidate (History) University of Hawaii at Manoa; M.A. (Religion) Columbia University, 2006; B.A. (Religion) University of California, Berkeley, 1998.
Percentage of time dedicated to South Asian studies: 100%
Research interests: Colonial history; Sanskrit in South and Southeast Asia; print culture in Indonesia.
South Asian languages: Sanskrit (3), Hindi (1)
Overseas experience in South Asia: 2013.
Selected distinctions:
AAS Southeast Asia Council Translation Grant (2014); Fulbright-IIE Fellowship – Indonesia (2006); FLAS fellowship – Hindi (2005).
Selected recent publications:
2013: “Exile Islands: Then and Now” *CounterPunch*, Nov. 21, 2013.
2013: “Creating Sakti” *The Jakarta Post*, March 27, 2013.
2012: “Remembering an Overlooked Auteur” *The Jakarta Post*, Jan. 31, 2012.
Memberships and professional commitments:
Association for Asian Studies; Jakarta Foreign Correspondents Club.

Faculty

- 4) **ALAM, Muzaffar**, George G. Bobrinsky Professor in the Department of South Asian Languages and Civilizations and the College. Appointed 2001. Tenured.
Ph.D. Jawaharlal Nehru University, New Delhi, 1976; M.Phil. A.M.U., Aligarh, 1970; M.A. A.M.U., Aligarh, 1969; B.A. Jamia Millia, New Delhi, 1967.
Percentage of time dedicated to South Asian studies: 100%.
Research interests: History of religious/literary cultures pre-colonial northern India; Indo-Persian travel accounts; Islamic world as seen from an Indian perspective.
South Asian languages: Urdu (5), Hindi (5), Persian (5)
Courses taught or proposed (partial listing): Third and Fourth-year Urdu; Advanced Readings in Urdu; Introduction to South Asian Civilizations, Part II (1000-1800AD).
Selected distinctions: Visiting Fellow, School of Oriental and African Studies, London (2008); London Nominated President of the Medieval Section, Indian History Congress (2000); Visiting Professor, Maison des Sciences de l’Homme, Paris (1998); Directeur d’Etudes Associated, Ecole des Hautes Etudes en Sciences Sociales, Paris, (1997).
Selected recent publications:
2013: “A Muslim State in a Non-Muslim Context” in M. Boroujerdi, ed., *Mirror for the Muslim Prince: Islam and the Theory of Statecraft*. Syracuse University Press. 160-189
2011: with S. Subrahmanyam, *Writing the Mughal World: Studies on Culture and Politics*. (New York: Columbia University Press.)
2009: “The Mughal, the Sufi Shaikhs and the Formation of the Akbari Dispensation”, In *Modern Asian Studies*, 43(1).
2007: with Sanjay Subrahmanyam “Acculturation or Tolerance? Inter-Faith Relations in Mughal North India”, in *Jerusalem Studies in Arabic and Islam* 33.
2005: with S. Subrahmanyam. “The Afterlife of a Mughal *Masnavi*: The Tale of Nal and Daman in Urdu and Persian.” In Kathryn Hansen and David Lelyveld (eds.) *A Wilderness of Possibilities: Urdu Studies in Transnational Perspective*, (Delhi: Oxford University Press).
2004: *The Languages of Political Islam in India: c.1200-1800*. (Chicago: The University of Chicago Press/London: Hurst & Company/Delhi: Permanent Black).

- 5) **ANNAMALAI, Elay**, Visiting Professor in Tamil, Department of South Asian Languages and Civilizations.
 Ph.D (Linguistics) University of Chicago, 1969; M.A. and M. Litt (Tamil) Annalamai University.
Percentage of time dedicated to South Asian studies: 100%.
Research interests: Tamil grammar, modern and traditional, including semantics. Language use and ideology in the Tamil society, multilingualism, language conflicts, language policy in India, study and development of the indigenous languages of India. Language preservation and pedagogy.
South Asian languages: Tamil (5), Hindi (5)
Courses taught or proposed (partial listing): First and second year Tamil; Advanced Readings in Tamil
Selected distinctions: Member of the panel of the Endangered Languages Documentation Project, London and UNESCO's World Language Survey, Bilbao, Spain. Currently Chair of Terralingua, an international non-profit organization promoting bio-cultural diversity and a Secretary-General of International Association for Tamil Research.
Selected recent publications:
 2014: "Death by Other Means: Neo-vernacularization of South Asian Languages". In *Language Endangerment and Preservation in South Asia*, 7.
 2013: India's Economic Restructuring with English: Benefits vs. Costs. In *Language Policies in Education: Critical Issues*, J. Tollefson (ed.).
 2011: "Social Dimensions of Modern Tamil". In *Journal of Linguistic Anthropology*, 22(3).
 2010: The Politics of Language in India. In *Handbook of South Asian Politics*, P. Brass (ed.).
- 6) **ARNOLD, Daniel**, Assistant Professor, Divinity School. Appointed 2004. Untenured.
 Ph.D. (Divinity) University of Chicago, 2002; M.A. (Theology and Philosophy of Religions) Iliff School of Theology, 1997; M.A. (Indic Languages & Cultural History) Columbia University, 1991; B.A. (History) Carleton College, 1988.
Percentage of time dedicated to South Asian studies: 75%.
Research interests: Philosophy of religion; Indian philosophy; Buddhist epistemologists; Sanskrit.
South Asian languages: Sanskrit (5), Tibetan (3)
Courses taught or proposed (partial listing): The Status of Universals: Realism and Nominalism in Comparative Perspectives; Indian Philosophy; Introduction to the Philosophy of Religion.
Number of dissertation committees in the past five years: 4
Selected recent publications:
 2012: *Brains, Buddhas, and Believing: The Problem of Intentionality in Classical Buddhist and Cognitive-Scientific Philosophy of Mind* (Columbia University Press).
 2011: "Mīmāṃsā," in Jay Garfield and William Edelglass, eds., *The Oxford Handbook of World Philosophy*, pp.138-46
 2008: "Buddhist Idealism, Epistemic and Otherwise: Thoughts on the Alternating Perspectives of Dharmakīrti," In *Sophia* 47(1).
 2008: *Buddhists, Brahmins, and Belief: Epistemology in South Asian Philosophy of Religion*. (New York: Columbia University Press/New Delhi: Motilal Banarasidass).
 2008: "On (Non-semantically) Remembering Conventions: Dharmakīrti and Dharmottara on Samketakāla" In Piotr Balcerowicz (ed.) *Logic and Belief in Indian Philosophy*.
 2005: "Is *svasamvitti* transcendental? A tentative reconstruction following Śāntaraksita," In *Asian Philosophy*, 15(1).
 2003: "Candrakīrti on Dignaga on Svalaksanas," In *Journal of the International Association of Buddhist Studies*, 26(1).

- 7) **AUSTEN, Ralph A.** Professor Emeritus, Department of History. Tenured.
Ph.D. Harvard University, 1966; M.A. University of California Berkeley, 1960; B.A. Harvard University, 1958.
Percentage of time dedicated to South Asian studies: 25%.
Distinctions: Faculty Guest, Centre of Historical Studies, Jawaharlal Nehru University, New Delhi, India.
Selected recent publications:
Forthcoming: "Postcoloniality in Historical Perspective: Europe, Overseas Empire and Globalization."
2009: "The Colonial in the Attic: Imperialism, the Victorian Domestic Novel and Gentlemanly Capitalism" In *British Scholar*, II(1).
2008: "Indirect Rule," In William A. Darity, Jr. (ed.), *International Encyclopedia of the Social Sciences*, 3. (Detroit: Thomson Gale).
2007: "Human Rights" In Thomas Benjamin (ed.), *Encyclopedia of Western Colonialism since 1450*. (Detroit: Thomson Gale).
- 8) **BAHL, Kali Charan**, Associate Professor Emeritus, Department of South Asian Languages and Civilizations and Department of Linguistics. Appointed 1967. Tenured.
Ph.D. (Hindi, Linguistics) Panjab University, 1965; M.A. (Linguistics) Yale University, 1960; M.A. (Hindi) Panjab University, 1955.
Percentage of time dedicated to South Asian studies: 100%.
Research interests: Hindi language; bhakti literature of northern India; Indian oral legends; linguistics.
South Asian languages: Hindi (5), Punjabi (5), and Rajasthani (5)
Selected recent publications:
2009: Review of "Sadani: A Bhojpuri Dialect Spoken in Chotanagpur" by Monika Jordan-Horstmann. In *American Anthropologist* 73(4).
2007: "The concept of person as a relational category in modern standard Hindi and interpersonal speech-behavior on the parts of its partakers: a study of functions of personal pronouns in modern standard Hindi". (Chicago: University of Chicago Press).
1986: "Category of Number in Personal Pronouns in Hindi," (in Hindi). In Bholanatha Tivari (ed.) *Hindi Bhasa Hi Rupa Samracana*. (Dilli: Sahitya Sahakara).
1981: "The Twin (Yugala) Image of Radha-Krsna in the Bhakti Literature of Northern India and its Implication for the Riti Poetry in the Hindi Area," In *Journal of South Asian Literature*, 19 (2).

- 9) **BASHIR, Elena**, Senior Lecturer, Department of South Asian Languages and Civilizations, Appointed 1997. Untenured.
 Ph.D. (Linguistics) University of Michigan, 1988; M.A.(Linguistics) University of Wisconsin, 1984; B.A. (English) University of California, 1961; B.A. (Slavic Languages and Literature) University of California, 1961.
Percentage of time dedicated to South Asian studies: 100%.
Research interests: Iranian and Indo-Aryan languages; Urdu; languages of Pakistan, grammar of Khowar; areal and typological linguistics.
South Asian languages researched: Balochi, Balti, Brahui, Burushaski, Shina, Kalasha, Khowar, Pashto, Wakhi.
South Asian languages: Urdu (5), Hindi (5), Punjabi (5)
Overseas experience in South Asia: Pakistan (2000-10, 1990-97, 1986-87, 1961-82)
Courses taught or proposed (partial listing): Urdu, Pashto
Selected distinctions: American Institute of Pakistan Studies post-doctoral research grant (1995); Regents Fellowship, University of Michigan-Ann Arbor (1988).
Number of dissertation committees in the past five years: Reader 1
Selected recent publications:
 2010: "Traces of mirativity in Shina" in *Himalayan Linguistics*
 2010: "Innovations in the Brahui verb system" in *Journal of South Asian Linguistics*
 2009: b. Wakhi. The Iranian Languages, G. Windfuhr (ed.). London: Routledge Curzon, pp. 825-862.
 2008: Review of Ruth Laila Schmidt and Razwal Kohistani, "A Grammar of the Shina Language of Indus Kohistan". In *Studia Orientali*, 70. (Wiesbaden: Harrassowitz Verlag).
 2008: *Indo-Iranian Frontier Languages and the influence of Persian*. In *Encyclopaedia Iranica*.
 2007: "Contact-induced change in Khowar". In Saeed, Shafqat (ed.) *New Perspectives on Pakistan: Contexts, Realities and Visions of the Future*. (Karachi: Oxford University Press).
 2006: "Change in progress: Negation in Hindi and Urdu". In Rajendra Singh (ed.) *Yearbook of South Asian Languages and Linguistics 2006*. (Berlin: Mouton de Gruyter).
 2005: "Burushaski." In Philipp Strazny (ed.) *Encyclopedia of Linguistics*. (New York: Routledge).
 2003: "Dardic." In G. Cardona (ed.) *The Indo-Aryan Languages*. (London: Routledge).
- 10) **BHADURI, Mandira**, Lecturer, South Asian languages and Civilization. Untenured.
 B.Ed. Secondary Education (Bengali, Geography) Scottish Church College, Kolkata, 1991; M.A. (Comparative Literature) Jadavpur University 1989; B.A. (Geography) Honours, Lady Brabourne College 1987.
Percentage of time dedicated to South Asian studies: 100%.
Research interests: Bengali language and literature.
South Asian languages: Bengali (5), Hindi (3)
Courses taught or proposed (partial listing): First, Second, Third, and Fourth-Year Bangla; Advanced Readings in Bangla.
Selected distinctions: Started the Bengali Program in the University of Michigan in Fall, 2004, and taught there until Winter, 2007. She has also taught Bengali in SASLI, University of Wisconsin, Madison in Summer 2005-2007. She started her career as a second language Bengali instructor at the American Institute of Indian Studies, Kolkata, in 1992 and taught there until 2004.
Selected recent publications:
 2004: with Anindita Bhaduri "A Checklist of Autobiographies in Bangla" In Subha Chakraborty Dasgupta and Jatindra K. Nayak (eds.) *Reminiscence Excerpts from Oriya and Bangla Autobiography*. (Kolkata: Jadavpur University).
 2003: *Bangla Bhasasikhha o Sahityo : Bengali Reading Material for Advanced Level Students*. (Kolkata: American Institute of Indian Studies).

- 11) **BOHLMAN, Philip**, Mary Werkman Professor of the Humanities and of Music, Department of Music and the College; Appointed 1987. Tenured.
 Ph.D. (Ethnomusicology/ Musicology) University of Illinois at Urbana-Champaign, 1984;
 M.M.(Ethnomusicology/ Musicology) University of Illinois at Urbana-Champaign, 1980;
 B.M. (Piano) University of Wisconsin, 1975.
Percentage of time dedicated to South Asian studies: 25%.
Research interests: Social history of music; “musical identity” in immigrant communities; ethnomusicology, musical cultures of Europe, America, Middle East, South Asia; music and religion; music and race.
Courses taught or proposed (partial listing): Ethnomusicology; Music of South Asia, Music of the Middle East, Music and Holocaust; Introduction to World Music
Number of dissertation committees in the past five years: Chair 7, Reader 5
Selected distinctions: Distinguished Visiting Professor of Ethnomusicology and Ritual Studies, Yale University (2006); Alan P. Merriam Prize, Society for Ethnomusicology (2005); Werner Grilk Lecture in German Studies, University of Michigan, (2004); Berlin Prize, American Academy of Berlin (2003); Outstanding Graduate Teaching (University of Chicago) (1999); Edward J. Dent Medal, Royal Music Association (1997).
Selected recent publications:
 2013: Philip V. Bohlman, ed., *The Cambridge History of World Music* (Cambridge: Cambridge University Press.)
 2013: *Revival and Reconciliation: Sacred Music in the Making of European Modernity*, (Lanham, Md.: Scarecrow Press.)
 2009: “Ex oriente lux: Islam and the Eurovision Song Contest”. In *Antropologia della musical nelle mediterranee: Interpretazione, performance, identita*. (Bologna: CLUEB).
 2004: “Music and Religion in India.” In *The Encyclopedia of Religion*. (London: Macmillan).
 2002: *World Music: A Very Short Introduction*. (Oxford: Oxford University Press).
 2002: “World Music at the End of History,” In *Ethno-musicology*, 46(1).
 2000: *Music and the Racial Imagination*, (Chicago: University of Chicago Press).
- 12) **BRADLEY, Mark**, Bernadotte E. Schmitt Professor of International History and the College, Department of History. Appointed 2012.
 Ph.D. (History) Harvard University, 1995; M.A. (History) Harvard University, 1989; A.M. (Asian Studies) University of Michigan, 1987; B.G.S. (History and General Studies) University of Michigan, 1986.
Percentage of time dedicated to South Asian studies: 50%.
Research interests: Twentieth-century US international history; global history of human-rights politics; postcolonial Southeast Asia.
Courses taught or proposed (partial listing): Intro to East Asian Civilization; Human Rights; Perspectives on International Relations; US and the World since 1945; America in World Civilization.
Selected distinctions: Fellowships from the American Council of Learned Societies, the National Endowment for the Humanities, and Fulbright-Hays. President of the Society for Historians of American Foreign Relations.
Selected recent publications:
 2009: *Vietnam at War: The Search for Meaning*. New York: Oxford University Press, 2009.
 2009: "Decolonization, Revolutionary Nationalism, and the Cold War, 1919-1962." In *The Cambridge History of the War*, vol 1, M. Elvyn, P. Leffler, and O. Westad (eds.).
 2008: "The Ambiguities of Sovereignty: The United States and the Global Rights Cases of the 1940s." In *Art of the State: Sovereignty Past and Present*, D. Howland and L. White (eds.).
 2007: "Introduction." In *Human Rights and Revolution*. J. Wasserstrom, L. Hunt, and G. Grandin (eds.).

- 13) **CHAKRABARTY, Dipesh**, Lawrence A. Kimpton Distinguished Service Professor, Department of South Asian Languages and Civilizations, Department of History and the College. Appointed 1995. Tenured.
 Ph.D. (South Asian History) Australian National University, 1983; Diploma (Management) Indian Institute of Management Calcutta, 1971; B.Sc. (Physics) Calcutta University, 1969.
Percentage of time dedicated to South Asian studies: 100%.
Research interests: Cultural interpretation of colonial and postcolonial India.
South Asian language: Bengali (5)
Overseas experience in South Asia: India (1988, 1992-93)
Courses taught or proposed (partial listing): Colonial Rule in South Asia; Modern South Asian History; Critics of Colonialism.
Number of dissertation committees in the past five years: 26
Selected distinctions: D.Litt (Honoris Causa), University of London (to be conferred in September 2010); Honorary Professorial Fellow, School of Historical Studies, The University of Melbourne (2007); American Institute of Indian Studies Senior Fellowship (2006); Elected Fellow, American Academy of Arts and Sciences (2004)
Selected recent publications:
 Forthcoming: "Friendships in the Shadow of Empire: Rabindranath Tagore's Reception in Chicago, c. 1913-1932" forthcoming in *Modern Asian Studies*
 2013: "Subaltern Studies in Retrospect and Reminiscence," in *Economic and Political Weekly*, pp. 23-27
 2012: "Community, State, and the Body: Epidemics and Popular Culture in Colonial India," in David Hardiman and Projit Mukharji eds., *Medical Marginality in South Asia: Situating Subaltern Therapeutics*, (London and New York: Routledge,) pp. 36-58.
 2012: "Postcolonial Studies and the Challenge of Climate Change," in *New Literary History*, 43(1), Winter, pp. 1-18.
- 14) **COLLINS, Steven**, Professor, Chester D. Tripp Professor in the Humanities, Department of South Asian Languages and Civilizations and the College. Appointed 2008, Tenured.
 D.Phil. Oxford University, 1979; B.A. Oxford University, 1974.
Percentage of time dedicated to South Asian studies: 100%
Research interests: Pali, Sanskrit language and literature; social and intellectual history of Buddhism in South and Southeast Asia.
South Asian languages: Sanskrit (4), Pali (4)
Overseas experience in South Asia: India (1997, 1987); Sri Lanka (1998, 1984); Thailand (2007, 2005, 2003, 2002, 2001, 2000, 1999, 1998)
Courses taught or proposed (partial listing): Pali (all levels); Sanskrit (Intermediate); South Asian Texts and Critical Practices; Social History of Buddhism and Selected Topics; Intro to Buddhism Teaching South Asia, The Ethnography of Lived Religion
Number of dissertation committees in the past five years: 10
Selected distinctions: Board Member, Fragile Palm Leaves Project, Bangkok (2002); Pali Text Society, London (1981-87, 2006-current); 2006 Distinguished Scholar Lecture, University of California at Riverside; University of Texas at Austin Distinguished Visiting Lecturer 2009.
Selected recent publications:
 Forthcoming: Steven Collins, ed., *The Vessantara Jātaka*, (New York: Columbia University Press; Readings of Buddhist Literature series.)
 2013: *Self and Society: Essays on Pali Literature 1988-2010*. (Chiang Mai: Silkworm Books.)
 2012: with Juliane Schober, "The Theravāda Civilizations Project: Future Directions in the Study of Buddhism in Southeast Asia", in *Contemporary Buddhism*.
 2010: *Nirvana: concept, imagery, narrative*. (Cambridge: Cambridge University Press).

- 15) **COLLOORU, Lavanya**, Lecturer, Department of South Asian Languages and Civilizations, Appointed 2012. Untenured.

Percentage of time dedicated to South Asian studies: 100%

Research interests: Telugu language, Telugu literature

South Asian languages: Telugu (5), Tamil (3), Hindi (4)

Overseas experience in South Asia: India (2010-2013, 2005-2006, 1985-1988).

Courses taught or proposed (partial listing): Telugu (all levels)

Selected distinctions: Telugu Lectureship Eligibility through National Eligibility Test (2004); Gold Medalist in Telugu in Bsc from Madras University (1988).

Selected recent publications:

2012: "pamu nalikaku chilikalu ela kaligayi" (ed.), In *Vasavi seva tarangini*.

2012: "bharya bhartala anubandham" (ed.), In *Vasavi seva tarangini*.

2012: "barbarikudu" (ed.), In *Vasavi seva tarangini*.

2012: "abaddham-Brahma kapalam" (ed.), In *Vasavi seva tarangini*.

2010: "maa vasavi" (ed.), In *Vasavi seva tarangini*.

2010: "vesavi kalam" (ed.), In *Vasavi seva tarangini*.

2010: "Orule- padya vivarana", "nanna" (ed.), In *Vasavi seva tarangini*.

2010: "nutajala puritambulagu-padya vivarana", "papam manishi" (ed.), In *Vasavi seva tarangini*.

2010: "Dhrut kshama-padya vivarana", "sneham, snehitudu" (ed.), In *Vasavi seva tarangini*.

2010 "klibyam manmagamaha-padya vivarana", "telugu Bhasha (ed.), In *Vasavi seva tarangini*.

dinotsavam" (ed.), In *Vasavi seva tarangini*.

2010: "narasya-padya vivarana", "Andhra rashtra avatarana" (ed.), In *Vasavi seva tarangini*.

2010 "aporva kopi-padya vivarana", "manasu" (ed.), In *Vasavi seva tarangini*.

2010 "Rajni – padya vivarana", "Potti Sreeramulu vardhanthi" (ed.), In *Vasavi seva tarangini*.

- 16) **COX, Whitney**, Senior Lecturer, South Asian Languages and Civilizations, Appointed 2006 Untenured.

PhD (Department of South Asian Languages and Civilizations), University of Chicago, 2006; BA (History and Religious Studies), University of Virginia, 1996.

Percentage of time dedicated to South Asian studies: 100%

Research interests: Sanskrit language and literature; premodern Tamil language and literature; the history of medieval South India.

South Asian languages: Sanskrit (4), Old Tamil (3), Modern Tamil (4), Prakrit (2)

Courses taught or proposed (partial listing):

Selected distinctions: Arts and Humanities Research Council Early Career Fellowship (2013);

British Academy Small Research Grant (2010); British Academy Conference Support grant (2008)

Selected recent publications:

2013: "From source-criticism to intellectual history in the poetics of the medieval Tamil country." In Whitney Cox and Vincenzo Vergiani, eds *Bilingual Discourse and Cross-cultural Fertilisation: Sanskrit and Tamil in Medieval India*. Collection Indologie no. 121. Pondicherry: Institut Français de Pondichéry/École Française d'Extrême-Orient.

2013: "Literary Register and Historical Consciousness in Kalhaṇa: A Hypothesis." In Whitney Cox, ed. "Kalhaṇa's *Rājatarangīnī* and its Inheritors." Special issue of the *Indian Economic and Social History Review*, 50 (2), 2013.

2012: "Bhoja's Alternate Universe" *Journal of the Royal Asiatic Society*, 22 (1).

2011: "Saffron in the *Rasam*." In Yigal Bronner, Whitney Cox and Lawrence McCrea, eds, *South Asian Texts in History: Critical Engagements With Sheldon Pollock* Asia Past and Present no. 7. Ann Arbor: Association of Asian Studies.

- 17) **DESAI, Ian**, Collegiate Assistant Professor, Humanities; Harper-Schmidt Fellow
PhD (Modern History) Oxford University, 2010; M.A. (Modern History) Oxford University, 2006; B.A. (Ancient Studies) 2004, University of Chicago.
Percentage of time dedicated to South Asian studies: 50%.
Research interests: Classical epics, knowledge and social movements, book collecting.
South Asian languages: Urdu (5), Hindi (5), and Persian (5)
Courses taught or proposed (partial listing): Readings in World Literature
Selected distinctions: currently Harper fellow in the Society of Fellows; Visiting Assistant Professor and Visiting Scholar in History at Wesleyan University (2011-12); Postdoctoral Associate and Lecturer in South Asian Studies and History at Yale University (2010-11); 2005 Rhodes Scholar at Merton College;
Selected recent publications:
2013: 'Shelf Life' in *The Chronicle of Higher Education*
2011: 'Books Behind Bars: Mahatma Gandhi's Community of Captive Readers' in W.R. Owens and S. Towheed, *The History of Reading*
2010: 'Gandhi's Invisible Hands' in *The Wilson Quarterly*
2010: 'Gandhi, M.K.' in Michael Suarez and Henry Woudhuysen, *The Oxford Companion to the Book*
- 18) **D'HUBERT, Thibaut**, Assistant Professor, Department of South Asian Languages and Civilization. Appointed 2010. Untenured.
Ph.D. École des Hautes Études: Historical and Philological Sciences, Paris, 2009; B.A. (Sanskrit) University of Paris III, Sorbonne Nouvelle, Paris, 2006. Mphil (Advanced Asian studies) École des Hautes Études: Historical and Philological Sciences, Paris, 2005, M.A. (Bengali) Insitute National des Langues et Civilisations Oriental, Paris, 2004, B.A. (Bengali) Insitute National des Langues et Civilisations Oriental, Paris, 2003.
Percentage of time dedicated to South Asian studies: 100%
Research interests: History of Safavid dynasty; the advent of Shi'ism in Iran.
South Asian language: Bengali (5), Persian (5), Urdu (3), Hindi (3), Sanskrit (2), Pali (2)
Overseas experience in South Asia: Bangladesh (2009, 2007, 2005), Myanmar (2009, 2003-2004), India (2007)
Courses taught or proposed (partial listing): Readings in World Literature; Bengali (Teaching Assistant)
Selected Distinctions: Grant Recipient, Bourse d'étude EFEO granted by École Française d'Étrême Orient
Selected recent publications:
"Alāwal [Ālāol]" in *The Encyclopaedia of Islam*, THREE. Leiden: E.J. Brill.
"Abd al-Ḥakīm [Ābdul Hākīm]" in *The Encyclopaedia of Islam*, THREE. Leiden: E.J. Brill.
2012: "'Bengal, Poetry of'", in *The Princeton Encyclopedia of Poetry and Poetics*, fourth edition. Princeton: Princeton University Press
"Bengali Literature", in *The Encyclopaedia of Islam*, THREE. Leiden: E.J. Brill.
2008: "Traders and Poets in Mrauk-U: On Commerce and Cultural Links in Seventeen Century Arakan." with Jacques P. Leider. In *Pelagic Passageways: Dynamic Flows in the Northern Bay of Bengal World before the Appearance of Nation States*. Ed. Rila Mukherjee. New Delhi: Ratna Sagar

19) **DONIGER, Wendy**, Mircea Eliade Distinguished Service Professor, Divinity School and Department of South Asian Languages and Civilizations. Appointed 1978. Tenured.

D. Phil. (Oriental Studies) Oxford University, 1973; Ph.D. (Sanskrit and Indian Studies) Harvard University, 1968; M.A. Harvard University; B.A. Radcliffe College, 1962.

Percentage of time dedicated to South Asian studies: 75%.

Research interests: Hindu myths; psychology and sex; texts about women, animals and evil; the *Mahabharata* and the Puranas; translation of religious texts.

South Asian language: Sanskrit (5)

Overseas experience in South Asia: India (1964-65, 1998)

Courses taught or proposed (partial listing): The Kamasutra and Ancient Indian Sexuality; Readings in the *Mahabharata*; Sanskrit.

Number of dissertation committees in the past five years: 22

Selected Distinctions: South Asian Literary Association, Distinguished Scholar Award (2009); Rose Mary Crawshay Prize for *The Bedtrick* (2002); PEN – Oakland literary award for excellence in multi-cultural literature, non-fiction, for *Splitting the Difference* (2000). Finalist for the 2010 National Book Critics Circle award for non-fiction, for *The Hindus: An Alternative History*.

Selected recent publications:

2014: “India: Censorship by the Batra Brigade.” *The New York Review of Books*, May 8

2013: *On Hinduism*. Delhi: Aleph Book Company

2013: “The Rings of Budur and Qamar.” In *Scheherazade’s Children: Global Encounters with the Arabian Nights*, ed. Marina Warner and Philip Kennedy. New York: New York University Press

20) **EBELING, Sascha**, Assistant Professor, Department of South Asian Languages and Civilizations. Appointed 2005. Untenured.

Ph.D. (Indology) University of Cologne, 2005; M.A.(South Asian Area Studies) School of Oriental and African Studies, University of London, 1998; Magister Artium. (Indology, General Linguistics, Romance Philology, and English Studies) University of Cologne, 1998.

Percentage of time dedicated to South Asian studies: 100%.

Research interests: Tamil language, literature, poetry, folktales; religion and state in Cambodia during the Angkor period, colonial history of South India.

South Asian languages: Tamil (5), Malayalam (4), Sanskrit (4)

Courses taught or proposed (partial listing): Tamil (all levels), Tamil Literature; Readings in World Literature; History of South India

Selected Distinctions: Theodor Fontane Award, Germany (1997); Whiting Award for Excellence in Undergraduate Teaching (2009)

Selected recent publications:

2012: “Tamil Poetry and Poetics”, in: Greene, Roland (ed.). *The Princeton Encyclopedia of Poetry and Poetics*. 4th edition. Princeton: Princeton University Press

2012: “Afterword” in: Holmström, Lakshmi and Sascha Ebeling (eds.). *A Second Sunrise. Poems by Cheran*. Edited and translated from the Tamil. New Delhi: Navayana

2012: (with Lakshmi Holmström). *A Second Sunrise. Poems by Cheran*. Edited and translated from the Tamil. New Delhi: Navayana

2011: “Love, War, and the Sea Again: On the Poetry of Cheran”, in: Schalk, Peter (ed.). 2011. *The Tamils from the Past to the Present. Celebratory volume in honour of Professor Alvapillai Velupillai at the occasion of his 75th birthday*. Uppsala: Uppsala University, and Colombo: Kumaran Book House

2009: “Cpap” In Heinz Ludwig Arnold (ed.) *Kindlers Literatur Lexikon*, (Stuttgart/Weimar: Verlag J.B. Metzler).

- 21) **ENGBLOM, Philip**, Senior Lecturer, Department of South Asian Languages and Civilizations, Appointed 2002. Untenured.
 Ph.D. (South Asian Languages and Literature) University of Minnesota, 1983; B.A. (English) Rockford College, 1973.
Percentage of time dedicated to South Asian studies: 100%.
Research interests: Marathi language, Marathi literature
South Asian language: Marathi (5), Hindi (2)
Overseas experience in South Asia: India (2009/10, 1977/78, 1974/75)
Courses taught or proposed (partial listing): Marathi (all levels)
Selected distinctions: Norman Cutler Travel Grant (2010); National Endowment for the Humanities Translation Grant (1994).
Selected recent publications:
 2014: "Marathi Poetry." *The Princeton Encyclopedia of Poetry and Poetics*. 4th ed. Princeton: Princeton University Press
 Forthcoming: "Vithobas of the Marathi Literary Imaginary: Godbole's *Navnit* and Lineages of the Modern *Abhanga*." In Anne Feldhaus and Eleanor Zelliot (eds.). *Many Vithobas*.
 2003: with Maxine Berntsen, Sucheta Paranjpe, and Neeti Badve *Marathi in Context*. (Chicago: Associated Colleges of the Midwest). First-year Marathi language textbook.
 2003: Translation Editor. *Pandita Ramabai's America*. [*The Conditions of Life in the United States and a Travelogue*. Mumbai, 1989.] (Grand Rapids: Eerdmans).
 2003: with M. Berntsen, S. Paranjpe, and Neeti Badve *Marathi in Context*. (Chicago: Associated Colleges of the Midwest).
 2001: "Reading *Jejuri* and *Aruna Kolatakaracya Kavita* in Tandem." *New Quest*, 146.
- 22) **FRIEDRICH, Paul**, Professor Emeritus, Department of Anthropology. Appointed 1962. Tenured.
 Ph.D. (Ethnology) Yale, 1957; M.A. (Russian) Harvard University, 1951; B.A. (General Studies) Harvard College, 1951.
Percentage of time dedicated to South Asian studies: 25%.
Research interests: Proto-Indo-European poetry, linguistics, semiotics, politics.
Courses taught or proposed (partial listing): Walden/Gita
Selected distinctions: Burlington Award for Excellence in Graduate Teaching, 1999.
Selected recent publications:
 2008: *The Gita Within Walden*. (SUNY Press).
 1997: Author of 35 entries in J.P. Mallory and D.Q. Adams (eds.) *Encyclopedia of Indo-European Culture*. (Chicago: Fitzroy-Dearborn).

- 23) **GHAHREMANI, Saeed**, Senior Lecturer of Persian, Dept. of Near Eastern Languages and Civilizations. Appointed 2002. Untenured.
Ph.D. (Comparative Literature) University of Toronto, 2004; M.A. (English) Goethe University, Frankfurt, 1988; B.A. (English Language and Literature) University of Mashhad, Iran, 1971.
Percentage of time dedicated to South Asian studies: 75%
Research interests: Persian poetry and literature; Persian prosody; history of modern Iran; translation; comparative literature; Persian grammar and teaching and translating.
South Asian language: Persian (5).
Courses taught or proposed (partial listing): Persian language, Persian literature.
Number of dissertation committees in the past five years: 2
Selected recent publications (under pen name Saeed Yousef):
2007: *Poetics and Politics — East and West: The Poetries of Ahmad Shāmlu and Bertolt Brecht* (Canada: Javān Publishers).
2007: “A difficult step towards simplicity in Simin Behbahāni’s ghazal” [“Gāmi doshvār be-suy-e sādēgi dar ghazal-e Simin Behbahāni”] in: *Iran Nameh XXIII*(1-2).
2005: Khoi, Esmail: *KOSHTĀR-E 67, BE BĀNG-E BOLAND* [Poems], Saeed Yousef (ed.). (Atlanta: Esmail Khoi Foundation).
2003: *Jān-bākhtegān be buy-e fardā’I now* [‘Fallen, aspiring to a better tomorrow’]. Long poem. (Germany: Noghteh Publications).
2003: A review of Kamran Talattof’s “The Politics of Writing in Iran: A History of Modern Persian Literature” In *The Middle East and South Asia Folklore Bulletin*, 19(1). (Syracuse: Syracuse University Press, 2000).
- 24) **GANDHI, Leela**, Professor, Department of English Language and Literature. Appointed 2005. Tenured.
Ph.D. (English Language and Literature) Balliol College, University of Oxford, 1991; M.Phil. (English Language and Literature) Balliol College, University of Oxford, 1989; B.A. (English) Hindu College, Delhi University, 1986.
Percentage of time dedicated to South Asian studies: 75%
Research interests: Postcolonial studies, 20th century English literature.
South Asian language: Hindi (5)
Overseas experience in South Asia: India (1991-92, 1995, 1998, 2006-07).
Courses taught or proposed (partial listing): Postcolonial Theory and Beyond, India in English.
Number of dissertation committees in the past five years: 22
Selected distinctions: Visiting Fellowship at the Humanities Research Centre, Australian National University, 2005; Three year Australian Research Council Discovery Grant for Research into, ‘Affective Communities: Anticolonial Thought and the Politics of Friendship’, 2003.
Selected recent publications:
Forthcoming: *The Common Cause: Postcolonial Ethics and the Practice of Democracy, 1900- 1955*(forthcoming, University of Chicago Press).
Forthcoming: "Around 1948," coeditor with Deborah Nelson for special issue of *Critical Inquiry*
2011: ‘Acts of Literature: Antonio Lobo Antunes and the *Return of the Caravels*’, *Portuguese Literary and Cultural Studies*, 19:20
2011: "The Pauper’s Gift: Postcolonial Studies and the New Democratic Dispensation," *Public Culture*
2010: "After Virtue: Notes on C20th Socialist Antimaterialism," *English Literary History* 2006: *Affective Communities: Anticolonial Thought and the Politics of Friendship*. (Durham: Duke University Press).

- 25) **GRUNEBAUM, Jason**, Senior Lecturer in Hindi, Department of South Asian Languages and Civilizations. Appointed 2007. Untenured.
M.F.A. (Fiction Writing) Columbia University, 2004; B.A. (Comparative Literature and South Asian Studies) Brown University, 1995.
Percentage of time dedicated to South Asian studies: 100%
Research interests: Hindi language and literature; translation
South Asian language: Hindi (5), Urdu (5), Indonesian (3)
Overseas experience in South Asia: East Timor (2001-02); India (1996-1998).
Courses taught or proposed (partial listing): Hindi (all levels).
Selected distinctions: Salzburg Global Seminar Fellow, 2009; PEN Translation Award Juror, 2009; Honorable Mention, *Best American Short Stories 2008*, 2008; Resident, Djerassi Resident Artists Program, 2008; American Literary Translators Association Fellow, 2006; Blue Mountain Center for the Arts Resident, 2006; PEN Translation Fund Award recipient, 2005;
Selected publications:
2010: "Letters to Lord Curzon." Balmukund Gupta. Translated from Hindi with Ulrike Stark. In *Translating Nationalism*. (New Delhi: Permanent Black).
2009: "The Walls of Delhi." Uday Prakash. Translated from Hindi. In *Delhi Noir*. (Brooklyn: Akashic Books).
2008: *The Girl with the Golden Parasol*. Translation of the novel *Pīlī Chatrī Wālī Laṛkī* by Uday Prakash. (New Delhi: Penguin India.)
- 26) **HEVIA, James**, Professor, International History and the College. Director, Program in International Studies. Appointed 2004. Tenured.
Ph.D. (History) University of Chicago, 1986; M.A. (History) Pennsylvania State University, 1979; B.A. (History), 1977.
Percentage of time dedicated to South Asian studies: 25%
Research interests: Modern China; British empire; imperialism and colonialism; global studies.
Courses taught or proposed (partial listing): Orientalism and Historiography
Number of dissertation committees in the past five years: 5
Selected distinctions: Institute for the Arts and Humanities Fellow, University of North Carolina, 2004; University Research Council Publication Grant, University of North Carolina, 2003; Joseph R. Levenson Book Prize for Pre-Modern Chinese Studies, 1997; Woodrow Wilson International Center for Scholars Fellow, 1997.
Selected publications:
Forthcoming: *Secret Archive: British India Army Intelligence and the Construction of Geostrategic Asia*. (Cambridge: Cambridge University Press).
2003: *English Lessons: The Pedagogy of Imperialism in Nineteenth Century China*. (Durham: Duke University Press).
1995: *Cherishing Men from Afar: Qing Guest Ritual and the Macartney Embassy of 1793*. (Durham: Duke University Press).

- 27) **HUSSIN, Iza**, Assistant Professor, Department of Political Science
Ph.D (Political Science) University of Washington, 2008; M.A. (Middle Eastern Studies) Harvard University, 2000; B.A. (Social Studies) Harvard University (Magna cum Laude), 2000
Percentage of time dedicated to South Asian studies: 50%.
Research interests: Comparative Politics; Religion, Politics, and the State; Middle East, Southeast Asia, South Asia; Law and Society; Islam and Colonialism
South Asian languages: Urdu (5), Hindi, (5), Persian (5)
Courses taught or proposed (partial listing): Law and Society in the Muslim World; Islam Online; Islam/Politics/Gender; Power, Identity, Resistance; Law, State, Space.
Selected distinctions: American Political Science Association Walter Dean Burnham Prize in Politics and History 2009, International Convention of Asia Scholars Best PhD Social Sciences 2009
Selected recent publications:
2013: "Textual Trajectories: Re-reading the Majalah and Constitution in 1890s Johor," in *Indonesia and the Malay World*
2013: "Circulations of Law: Colonial Precedents, Contemporary Questions," in *Oñati Socio-Legal Series Working Paper*
2012: "Revelation and Redemption: Colonial Precedents for the Politics of Islam in India and Malaysia," in *The Everyday Life of the State: A State-in-Society Approach*
2009: "Ethnicity, Religion and the Paradox of Jurisdiction: Two Malaysian Cases," in *Yearbook of Islamic and Middle Eastern Law*
- 28) **INDEN, Ronald B.**, Professor, Departments of History and South Asian Languages and Civilizations, and the College. Appointed 1966. Tenured.
Ph.D. (Department of South Asian Languages and Civilizations) University of Chicago, 1972.;
M.A. (Department of South Asian Languages and Civilizations) University of Chicago, 1963;
B.A. University of Chicago, 1961.
Percentage of time dedicated to South Asian studies: 75%.
Research interests: History of ancient and medieval India; kingship in ancient India; history of Hinduism; Bengali caste and kinship; ritual and religion in South Asia, film in India.
South Asian languages: Bengali (4), Sanskrit (4), Hindi (3).
Overseas experience in South Asia: Research, Singapore (1999); AIIS research fellow, Kashmir (1983); Fieldwork, Bengal (1963-65).
Selected distinctions: Provost's Award for Innovative Technology (1999); Fellow, Wissenschaftskolleg zu Berlin, Berlin (1996-97).
Selected recent publications:
2006: *Text and Practice: Essays on South Asian History*. (New Delhi: Oxford University Press).
2000: with J.S. Walters and Daud Ali, *Querying the Medieval: Texts and the History of Practice in South East Asia*. (New York: Oxford University Press).
1999: "Transnational Class, Erotic Arcadia, and Commercial Utopia in Hindi Films." In Christiane Brosius and Melissa Butcher (eds.) *Image Journeys: Audio-Visual Media and Cultural Change in India*. (New Delhi: Sage Publications).
1997: "Transcending Identities in Modern India's World." In Kathryn Dean (ed.) *Politics and the Ends of Identities*. (Aldershot: Ashgate).
1995: "Embodying God: From Imperial Progresses to National Progress in India," In *Economy and Society* 24(2).
1990: *Imagining India*. (Oxford and Cambridge: Basil Blackwell).

- 29) **KADI, Wadad**, Professor Emerita, Department of Near Eastern Languages and Civilizations and the College. Appointed 1988. Tenured.
 Ph.D. American University in Beirut, 1973; M.A. American University in Beirut, 1969; B.A. American University in Beirut, 1965.
Percentage of time dedicated to South Asian studies: 25%.
Research interests: Islamic thought, political theory, prose and poetic alternatives; Qur'an and Arabic literature, Arabic manuscripts; Islamic civilization; biographical literature.
South Asian language: Persian (2)
Courses taught or proposed (partial listing): Introduction to Islam; Islam Heresiography.
Number of dissertation committees in the past five years: Chaired 8.
Selected Distinctions: Avalon Foundation Distinguished Service Professor (1997-Present); King Faisal International Prize for Arabic Literature (1994).
Selected recent publications:
 2007: "Population Census and land Surveys Under the Umayyads, 61-132/660-750," In *Der Islam*, 83(2) (Hamburg).
 2006: "Scholars and their Books: A Peculiar Islamic View from the Fifth/Eleventh Century" (Presidential Address), *Journal of the American Oriental Society* 124(4).
 2003: "The Conceptual Foundation of Cultural Diversity in Pre-Modern Islamic Civilization," In Abdul Aziz Said and Meena Sharify-Funk (eds.) *Cultural Diversity and Islam*, (Laham, New York/Oxford: University Press of America).
- 30) **KAPSTEIN, Matthew**, Numata Visiting Professor, Divinity School. Appointed 2002. Tenured.
 Habilitation (Sciences Religieuses) École Pratique des Hautes Études, Paris, 2002; Ph.D. (Philosophy) Brown University, 1987; A.B. (Sanskrit) University of California, 1981.
Percentage of time dedicated to South Asian studies: 100%.
Research interests: Scholastic traditions of later Indian and Tibetan Buddhism; Tibetan Indian Buddhist art, ritual, meditation, yoga; Development of major systems of esoteric Buddhism.
South Asian languages: Sanskrit (4), Tibetan (5), Nepali (4), Hindi (3), Pali (3)
Overseas experience in South Asia: China (1998, 1992-93) India (1996-97, 1992-93), Nepal (1992-93).
Courses taught or proposed (partial listing): Buddha Nature; The Buddha in Barcelona; Tibetan Religion; Buddhist Philosophy.
Selected Distinctions: NEH Fellowship Award (2006); Associate Director, project "Tibetan Language Digital Resources," financed by the Department of Education (2003);
Selected recent publications:
 2013: (in press) "Spiritual Exercise' and Buddhist Epistemologists in India and Tibet," in Steven Emmanuel, ed., *A Companion to Buddhist Philosophy*. Oxford: Blackwell.
 2013: (in press) "Stoics and Bodhisattvas," in Stephen Clark, Michael McGhee and Michael Chase, eds., *Philosophy as a Way of Life*. Oxford: Blackwell
 2013: *Tibetan Buddhism: A Very Short Introduction*. Oxford University Press, forthcoming in autumn
 2013: *Sources of Tibetan Tradition*. Edited by Kurtis R. Schaeffer, Matthew T. Kapstein, and Gray Tuttle. Columbia University Press
 2012: "Tibetan Poetry," in Roland Greene, ed., *The New Princeton Encyclopedia of Poetry and Poetics*, 4th edition. Princeton University Press.
 2011: "The Dialectic of Eternal Heaven: A Tibetan Defense of Mongol Imperial Religion," in *Mahāmudrā and the Kagyü Tradition*. Eds. Matthew T. Kapstein and Roger Jackson. Andiast, Suisse: International Institute for Tibetan and Buddhist Studies GmbH, pp. 259-316.

- 31) **KELLY, John Dunham**, Professor, Department of Anthropology and the College. Master, Social Science Collegiate Division; Deputy Dean of the Division of Social Sciences; Associate Dean in the College. Appointed 1994. Tenured.
 Ph.D. (Anthropology) University of Chicago, 1988; M.A (Anthropology) University of Chicago, 1982; A.B. (Social Studies) Harvard University, 1980.
Percentage of time dedicated to South Asian studies: 50%
Research interests: Fiji Indians and overseas Indians; colonialism and capitalism; colonial discourse and practice; Indian semiotics and anthropology of knowledge; social and cultural theory.
South Asian languages: Sanskrit (3), Hindi (2), Fiji Hindi (4)
Overseas experience in South Asia: India (1990).
Courses taught or proposed (partial listing): Ethnography of the Raj; Knowledge and Power in Ancient India.
Selected distinctions: Howard Foundation Fellowship (2001).
Selected recent publications:
 2013: Professional Team Sports and Urbanization of Desire. *International Journal of the History of Sport*. (In Press.)
 2013: Chinese Desires? Olimpism and Dominance, Guagzhou and Missed Opportunity, Major Leagues and Isolation on the Pacific Rim. *International Journal of the History of Sport*. Special issue on the Guangzhou Asian Games.
 2012: Seeking What? Subversion, Situation, and Transvaluation. *FOCAAL*, 64: 51-60
 2010: One World, Real World, Memory and Dream: Shadows of the Past and Images of the Future in Contemporary Asian Sports Internationalisms. *International Journal of the History of Sport*, 27(14-15): 2608-2641.
- 32) **KOLATA, Alan**, Bernard E. and Ellen C. Sunny Distinguished Service Professor, Department of Anthropology and in the Social Sciences, University of Chicago. Appointed 2012.
 Ph.D. (Anthropology). Harvard University, Cambridge, 1978; M.A. (Anthropology), Harvard University, Cambridge, 1975; B.A. Marquette University (Anthropology), Milwaukee, 1973.
Percentage of time dedicated to South Asian studies: 50%.
Research interests: Study and comparison of agroecological systems, human-environment interactions, the human dimension of global change, agricultural and rural development, and archaeology and ethnohistory. Andean region, Southeast Asia.
Courses taught or proposed (partial listing): Introduction to Latin American Civilization; Inka and Aztec States; Anthropology of Development; The Aymara and the Quechua;
Selected recent publications:
 2012: "Paleoenvironmental History of the West Baray, Angkor (Cambodia)", with Mary Beth Day, David Hodell, Mark Brenner, Hazel J Chapman, Jason H Curtis, William F Kenney and Larry C. Peterson. In *Proceedings of the National Academy of Sciences* Vol. 109(4):1046–1051.
 2011: "Middle to Late Holocene Initiation of the Annual Flood Pulse in Tonle Sap Lake, Cambodia," with Mary Beth Day, David Hodell, Mark Brenner, Jason Curtis, George Kamenov, Thomas Guilderson, Larry Peterson, in *Journal of Paleolimnology* 45: 85-99.
 2006: "Before and After Collapse: Reflections on the Regeneration of Social Complexity," in *After Collapse: The Regeneration of Complex Societies*, Glenn M. Schwartz and John J. Nichols ed., pp. 208-221. (Tuscon: Univ. of Arizona Press).

- 33) **KOMMATTAM, Nisha**, Lecturer, Department of South Asian Languages and Civilizations. Appointed 2005. Untenured.
Magister Artium. (Indology, English Studies, and Philosophy) University of Cologne, 2005.
Percentage of time dedicated to South Asian studies: 100%
Research interests: Gender and sexuality in Malayalam literature; gender studies and women's studies; queer theory.
South Asian languages: Malayalam (5), Hindi (3)
Overseas experience in South Asia: India (2007-10, 2004)
Courses taught or proposed (partial listing): Malayalam (all levels)
Number of dissertation committees in past five years: 1
Selected distinctions: Norman Cutler travel grant, Committee on Southern Asian Studies (2006-2007); South Asia Language and Resource Center mini-grant for curricular material development (2007); College Teaching Innovation Grant (2008).
Selected recent publications:
Forthcoming: "Der Steuermann ohne Gesicht." Translation of Malayalam short story by Madhavikkutty into German. In *NewKOLAM—A Mirror of South Indian Culture*.
2010: "Malayalam Poetry", article in *PUP Encyclopedia of Poetry and Poetics 2010*, (Princeton: Princeton University Press).
2008: Review of *The Enigma of the Kerala Woman*. Swapna Mokhopadhyay (ed). *Journal of Asian Studies* (New Delhi: Social Science Press.)
- 34) **LEONARD, Spencer**, Assistant Professor, Social Sciences Collegiate Division. Appointed 2010. Untenured.
Ph.D. (History/South Asian Languages and Civilizations) University of Chicago, 2009; M.A. (South Asian Languages and Civilizations) University of Chicago, 1997; B.A. (Religious Studies/Astrophysics) University of Virginia, 1994.
Percentage of time dedicated to South Asian studies: 100%
Research interests: Social theory, modern South Asian intellectual history
South Asian languages: Marathi (4), Hindi (3), Bengali (3), Sanskrit (3).
Courses taught or proposed (partial listing): Self, Culture, and Society
Selected distinctions: Junior Fellow, University of Chicago Society of Fellows, 2009-13; Junior Research Fellow, Chicago Center for Contemporary Theory, 2009; AIIS Doctoral Research Fellowship, 2008; Wallis Annenberg Research Grant, 2007.
Selected recent publications:
2009: "Going it Alone: Christopher Hitchens and the Death of the Left." In *Platypus Review* 11.
2009: "Nothing Left to Say: A Critique of the *Guardian's* Coverage of the 2008 Mumbai Attacks." In *Platypus Review* 10.
2006: Review of *Peasants, Famine and the State in Colonial Western India* by David Hall-Matthews. In *Contemporary South Asia*, 15(2).
2000: "Ananda Coomaraswamy's Cultural Dialectics." In *Chicago Art Journal*, 8.

- 35) **LEWIS, Franklin**, Associate Professor, Department of Near Eastern Languages and Civilizations. Appointed 2005. Tenured.
PhD (Near Eastern Languages and Civilizations) University of Chicago, 1995; BA (Near Eastern Studies) U.C. Berkeley, 1983.
Percentage of time dedicated to South Asian studies: 100%
Research interests: Persian literature and poetry
South Asian language: Persian (5)
Courses taught or proposed (partial listing): Persian
Selected distinctions: CAORC, summer Persian language program, Dushanbe, Tajikistan, American Institute of Iranian Studies, 2007-09. Phi Beta Kappa Teaching Recognition, 2002-2003; Rumi Award, *Encyclopaedia Iranica* Foundation, 2001; British-Kuwait Friendship Society Book Award for best book in the field of Middle Eastern Studies published in the United Kingdom, 2000.
Selected recent publications:
2008: "Dar jostojuy-e čehre-ye târîxi-ye Mowlânâ" [In Search of the Historical Rumi] In *Iran Nameh* 24(1).
2008: *Rumi: Swallowing the Sun* (Oxford: Oneworld, 2008). (Translation of selected poems of Jalâl al-Din Rumi, arranged by persona/voice/mode and with translation, notes and introduction).
2004: with Heshmat Moayyad. *The Colossal Elephant and His Spiritual Feats: Shaykh Ahmad-e Jâm. The Life and Legendary Vita of a Popular Sufi Saint of the 12th Century*. (Costa Mesa: Mazda).
- 36) **LYCETT, Mark**, Director, Program on the Global Environment (2007-to date); Interim Director, Center for International Studies (2009-2010); Senior Lecturer, Department of Anthropology and the College. Appointed 1996. Untenured.
Ph.D. (Anthropology) University of New Mexico, 1995; B.A. (Anthropology) University of New Mexico, 1983.
Percentage of time dedicated to South Asian studies: 25%.
Research interests: Archaeology, method and theory, analytical methods, ethnohistory, colonialism, demography, Western North America, South Asia.
Overseas experience in South Asia: India (1997, 1996, 1993, 1995, 1990).
Courses taught or proposed (partial listing): Making the Natural World, Readings and Research in Anthropology
Selected recent publications:
Forthcoming: (with K.D. Morrison and M. Trivedi) *Megaliths and Memory: Kadebakele and the Megaliths of Northern Karnataka in the South Asian Archaeology 2010*, Proceedings of the European Association of South Asian Archaeology, Vienna.
Forthcoming: (with K.D. Morrison) *Constructing Nature: Socionatural Histories of an Indian Forest in The Social Lives of Forests: The Past, Present, and Future of Woodland Resurgence*, ed. S.B. Hecht, K.D. Morrison, and C. Padoch, University of Chicago Press.
2014: *Towards An Historical Ecology Of The Mission In Seventeenth Century New Mexico*. In *Indigenous Landscapes and Spanish Missions: New Perspectives from Archaeology and Ethnohistory*, edited by Tsim Schneider and Lee Panich, University of Arizona Press, Tucson.
2013: (with K.D. Morrison) *The "Fall" of Vijayanagara Reconsidered: Political Destruction and Historical Construction in South Indian History Journal of the Economic and Social History of the Orient* 56: 433-470.
2013: (with K.D. Morrison) *Forest Products in a Wider World: Early Historic Connections in Southern India In Connections and Complexity: Papers in Honor of Gregory Possehl*, ed. S. Abraham, T. Raczek, and U. Rizvi, pp. 127-142. Left Coast Press, Walnut Creek, CA.

- 37) **MAJUMDAR, Rochona**, Assistant Professor, Department of South Asian Languages and Civilizations; Appointed 2005. Untenured.
Ph.D. (History and South Asian Languages and Civilizations) University of Chicago, 2003; M.A. (Modern History) St. Catherine's College, University of Oxford, 1995; B.A. (History) Presidency College, University of Oxford, 1992.
Percentage of time dedicated to South Asian studies: 100%.
Research interests: Indian Gender history, Postcolonialism, history of Indian cinema.
South Asian Language: Bengali (5), Hindi (5), Marathi (3)
Overseas experience in South Asia: India (1996-2010)
Courses taught or proposed (partial listing): A Historical Introduction to Indian Cinema, Critics of Inequality in Modern India
Number of dissertation committees in the past five years: 7
Selected distinctions: Faculty Fellowship, Franke Institute (2008); Visiting Scholar Max Planck Insitut fur Bildungsforschung, Center for the History of Emotions (2008);
Selected recent publications:
2012: "Debating radical cinema: A history of the film society movement in India," *Modern Asian Studies*, Vol. 46, part 3
2012: "A Conceptual History of the Social: Some Reflections from Colonial Bengal," in Michael Dodson and Brian Hatcher edited, *Transcolonial Modernities in South Asia* (London: Routledge), pp. 165-188
From the Colonial to the Postcolonial: India and Pakistan in Transition. Editors, Dipesh Chakrabarty, Rochona Majumdar & Andrew Sartori, New Delhi: Oxford University Press, 2007
- 38) **MALANI, Anup**, Lee and Brena Freeman Professor of Law, University of Chicago Law School, Appointed 2011. Tenured.
Ph.D. (Economics) University of Chicago, 2003; J.D *High Honors* (Law) University of Chicago Law School, 2000; B.S.F.S *Cum Laude*, Georgetown University, 1992
Percentage of time dedicated to South Asian studies: 50%.
Research interests: Models of judicial behavior measuring the welfare impact of laws; Value of medical innovation and insurance; Control of infectious diseases; Placebo effects
South Asian languages: Urdu (5), Hindi, (5), Persian (5)
Courses taught or proposed (partial listing): Advanced Law and Economics: Theory and Practice; Economic Analysis of The Law; The Federal Budget
Selected distinctions: Appearance on Chicago Tonight (TV program), WTTW-Chicago, discussion of Fischer Supreme Court case with Phil Ponce (2013); Law Clerk, U.S. Supreme Court (2001-2002), Research Associate, National Bureau of Economic Research (2012 – present); Senior Fellow, University of Southern California, Leonard D. Schaeffer Center for Health Policy & Economics (2012 – present);
Selected recent publications:
2014 (forthcoming): Anup Malani and Michael Schill, eds. *The Future of Health Care Reform*. University of Chiaco Press.
2014 (forthcoming): Darius Lakdawalla, Anup Malani, and Julian Reif. "The Complex Relationship Between Health Care Reform and Innovation". In Malani and Schill, eds. *The Future of Health Care Reform Richard Holden and Anup Malani. Renegotiation Design through Contract*. University of Chicago Law Review.
2013: Anup Malani and Jonathan Masur. "Raising the Stakes in Patent Cases". *Georgetown Law Review*, 101(3): 637-687.
2013: Ward Farnsworth, Dustin Guzior and Anup Malani. "Implicit Bias in Legal Interpretation",. In *Journal of Law & Courts*, 1(1): 115-138 (2013).

- 39) **MARRIOTT, McKim**, Professor Emeritus, Department of Anthropology and the College. Appointed 1957. Tenured.
Ph.D. University of Chicago, 1955; A.M. University of Chicago, 1949.
Percentage of time dedicated to South Asian studies: 50%.
Research interests: Ethnography; ethnosociology; ethnopsychology of South Asia.
South Asian languages: Hindi (4) and Marathi (3)
Overseas experience in South Asia: India (1985, 1982, 1978-79, 1968-69, 1955-57).
Courses taught or proposed (partial listing): Hindu Ethnosociology; Intensive Study of a Culture: Hindu; Hindu Cultural Studies; Readings and Research on South Asia.
Number of dissertation committees in the past five years: 2
Selected recent publications:
2004: "Varna and *jati*." In Sushil Mittal and Gene R. Thursby (eds.) *The Hindu World*. (London and New York: Routledge).
2000: "Gender, Law, and Resistance in India," Book Review, *American Anthropologist* 102(2).
1998: "The Female Family Core Explored Ethnosociologically." *Contributions to Indian Sociology*, 32.
1998: "India without Hindu Categories?" Review article (on Delcan Quigley *The Interpretation of Caste*). In *Journal of the American Oriental Society*, 118.
1990: Editor. *India through Hindu Categories*. (New Delhi, Newbury Park/London: Sage Publications).
- 40) **MASICA, Colin**, Professor Emeritus, Department of South Asian Languages and Civilizations; Department of Linguistics. Appointed 1971. Tenured.
Ph.D. (South Asian Languages and Civilizations) University of Chicago, 1971; M.A. (South Asia Regional Studies) University of Pennsylvania 1959; B.A. (Geography) University of Minnesota, 1953.
Percentage of time dedicated to South Asian studies: 100%.
Research interests: Hindi language and literature, Indo-Aryan languages, linguistics.
South Asian languages: Hindi (5), Marathi (3), Gujarati (3), and Sanskrit (3)
Overseas experience in South Asia: India (1981)
Selected recent publications:
2007: *Old and new perspectives on South Asian languages: grammar and semantics*. (Delhi: Motilal Banarsidass).
1995: with Marc Picard. "The Indo-Aryan Languages." *Canadian Journal of Linguistics* 40(2).
1993: *Indo Aryan Languages*. (Cambridge: Cambridge University Press)
1989: "South Asia." In William Bright and Henry Hoenigswald (eds.) *Oxford International Encyclopaedia of Linguistics*.
1989: "Areal Linguistics." In William Bright and Henry Hoenigswald (eds.) *Oxford International Encyclopaedia of Linguistics*.
1986: with Bh. Krishnamurti and K. Anjani. *South Asian Languages: Structure, Convergence, and Diglossia*. (Delhi: Motilal Banarsidass).

- 41) **MASON, Kaley**, Assistant Professor of Music University of Chicago. Appointed 2008. Untenured. Ph.D. (Music) University of Alberta, 2006; BMUS. Queen's University at Kingston, 1999.
Percentage of time dedicated to South Asian studies: 75%.
Research interests: Distribution of musical agency in regional Indian film industries and the social uses of cinematic songs in Kerala and South Asian diasporas
South Asian language: Malayalam (3)
Selected distinctions: Honorary Post-Doctoral Fellowship in Ethnomusicology, University of Chicago, 2007,
Selected recent publications:
 Forthcoming. "Songs of Protest: Performing Caste, Class, and Social Movement in Malabar." In *Music and Dance as Everyday Life in South Asia*(proposal under review)
 Forthcoming. "On Nightingales and Moonlight: Songcrafting Femininity in Malluwood." In *Popular Music in India: Dancing with the Elephant*, eds. Gregory Booth and Bradley Shope. Oxford: Oxford University Press.
 Forthcoming. "Musicians and the Politics of Dignity in South India." In *The Cambridge History of World Music*.
 2009: Compte Rendu/Book Review. "Christine Guillebauld. 2008. Le Chant des Serpents: Musiciens Itinérants du Kerala." *Cahiers d'Ethnomusicologie*22:278–82.
 2007: "Situating Musical Lives in Multiethnic Canada: Listening for the Non-Western." In *Folk Music, Traditional Music, Ethnomusicology: Canadian Perspectives, Past and Present*, edited by Gordon Smith and Anna Hoefnagels, 94-101. NewCastle, UK: Cambridge Scholars' Press.
- 42) **MAZZARELLA, William**, Associate Professor, Department of Anthropology and the College. Appointed 2001. Tenured.
 Ph.D. (Socio-Cultural Anthropology) University of California, Berkeley, 2000; M.A. (Socio-Cultural Anthropology) University of California, Berkeley, 1994; B.A. (Social Anthropology/Social and Political Science) University of Cambridge, England, 1991.
Percentage of time dedicated to South Asian studies: 100%
Research interests: Anthropology of publicity, including the cultural politics of globalization; mass media; public culture and consumerism; critical theory; economic anthropology; commodity aesthetics; post-coloniality; South Asia
South Asian Language: Hindi (3)
Overseas experience in South Asia: India (1997-2009)
Courses taught or proposed (partial listing): Media in South Asia; Postcolonial Predicaments in South Asia; Cultural Politics of Contemporary India; Whatever Happened to the Mahatma?; Performance and Politics in India; Commodity Aesthetics; The Crowd: From Mass to Multitude; Public Affect
Number of dissertation committees in the past five years: 30
Selected distinctions: National Endowment for the Humanities Fellowship (2011); Faculty Fellowship, Franke Institute (2006).
Selected recent publications:
 2013: *Censorium: Cinema and the Open Edge of Mass Publicity*. Duke University Press.
 2013: *Mind the Gap! Or, What Does Secularism Feel Like?* In Rahman and Moss, eds., *The Sahmat Collective: Art and Activism in India since 1989*. SMART Museum, University of Chicago.
 2013: "A Different Kind of Flesh" : Public Obscenity, Globalization, and the Mumbai Dance Bar Ban In B. Bose and S. Phadke, eds., *Explode Softly: Sexualities in Contemporary Indian Visual Cultures*. Seagull (forthcoming).
 2013: *Why is Adorno so Repulsive?* In James Elkins, ed., *Beyond the Aesthetic and Anti-Aesthetic*. Penn State University Press (forthcoming)

- 43) **MEARSHEIMER, John, R.** Wendell Harrison Distinguished Service Professor of Political Science and the College; Co-Director of the Program on International Security Policy. Appointed 1982. Tenured.
Ph.D. (Political Science) Cornell University 1980, M.A. (Government) Cornell University 1978, M.A. (International Relations) University of Southern California 1974, B.S. West Point 1970.
Percentage of time dedicated to South Asian studies: 25%.
Research interests: Security issues; international politics; nuclear proliferation; American policy in South Asia and the Middle East.
Courses taught or proposed (partial listing): Strategy: a Seminar on Great Power Politics; Comparative Case Study Method, Seminar on Realism.
Number of dissertation committees in the past five years: 25
Selected Distinctions: Joseph Leggold Book Prize for *The Tragedy of Great Power Politics* 2001, Whitney H. Shepardson Fellow at the Council on Foreign Relations in New York 1998-1999.
Selected recent publications:
2009: "Reckless States and Realism," *International Relations*, 23(2).
2005: "Zu Diesem Buch," In Carlo Masala (ed.) *Kenneth N. Waltz: Einfuehrung in seine Theorie and Auseinandersetzung mit seinen Kritikern*. (Baden-Baden: Nomos).
2005: "The More Isms the Better," In *International Relations*, 19(3).
2001: *The Tragedy of Great Power Politics*. (New York: Norton).
- 44) **MOAYYAD, Heshmat**, Professor, Near Eastern Languages and Civilizations and the College. Appointed 1965. Tenured.
Ph.D. (Persian Literature and Islamic Studies) University of Frankfurt, 1958; L.L. (Persian and Arabic) Teheran University, 1949.
Percentage of time dedicated to South Asian studies: 50%.
Research interests: Persian language; classical and modern Persian poetry, Sufi literature, modern Persian novelists and short story writers; history of Persian literature.
South Asian languages: Persian (5) and Arabic (5).
Overseas experience in South Asia: Manuscript research and lecture series, India (1988).
Selected recent publications:
2004: With Franklin Lewis. *The Colossal Elephant and His Spiritual Feats: Shaykh Ahmad-e Jâm. The Life and Legendary Vita of a Popular Sufi Saint of the 12th Century*. Costa Mesa: Mazda.
2002: "Ta'mmoli dar Klidar" (Reflections on Doulatabadi's novel Klidar). *Daftar-e Honar* 14: 1906-1913.
2001: "Pajuhesh va Pajuheshgaran-e Adab va Tarikh-e Iran dar Qarn-e Bistom" (Iranian Researchers and Methods of Academic Research in Literature and History in 20th century Iran). *Khusheha* 12: 21-32.
2001: "Pajuheshgaran-e Adabiyat va Tarikh as Qazvini ta Kadkani" (Distinguished Researchers in Literature and History of Iran from Muh, Qazvini to Muh, Reza Kadkani). *Khusheha* 12: 35-54.

- 45) **NAIM, Choudhuri Mohammed**, Professor Emeritus, Department of South Asian Languages and Civilizations. Appointed 1961. Tenured.

M.A. (Linguistics) University of California, 1961; M.A. (Urdu) Lucknow University, 1955; A.B. Lucknow University, 1954.

Percentage of time dedicated to South Asian studies: 100%.

Research interests: Urdu language and literature; Muslim community and politics in South Asia.

South Asian languages: Hindi (5), Persian (3), Urdu (5)

Overseas experience in South Asia: India (1990); AIIS research fellow, India (1981, 1984-85).

Courses taught or proposed (partial listing): Urdu Language; Sufism in South Asia; Islamic Literature; Readings in Urdu.

Selected recent publications:

2006: "Shaikh Imam Bakhsh Sahba'i: Teacher, Scholar, Poet, and Puzzle-master". In Margrit Pernau (ed.), *The Delhi College: Traditional Elites, the Colonial State, and Education before 1857* (New Delhi).

2003: *Urdu Texts and Contexts: The Selected Essays of C. M. Naim*. (Delhi: Permanent Black).

2003: "Ghalib's Delhi: A Shamelessly Revisionist Look at Two Metaphors." In *The Annual of Urdu Studies*, 18(1).

1999: *Zikr-I Mir: The Autobiography of the Eighteenth Century Mughal Poet Mir Muhammad Taqi 'Mir' (1723-1810)*. (New Delhi: Oxford University Press).

1999: *Introductory Urdu*. (Chicago: South Asia Language & Area Center, University of Chicago).

- 46) **NAKASSIS, Constantine**, Assistant Professor, Department of Anthropology and Social Sciences. Appointed 2012. Tenured

Ph.D. (Anthropology) University of Pennsylvania, 2010; B.A. *Magna Cum Laude* with distinctions (Psychology and Anthropology) University of Pennsylvania, 2001.

Percentage of time dedicated to South Asian studies: 100%.

Research interests: History of religious/literary cultures pre-colonial northern India; Indo-Persian travel accounts; Islamic world as seen from an Indian perspective.

South Asian languages: Tamil (5), Hindi (4)

Courses taught or proposed (partial listing): Advanced Readings in Semiotics and Media; Self, Culture, Society; Engaging Media: Thinking about Media and Their Audiences

Selected distinctions: Franke Institute of the Humanities Fellowship, University of Chicago (2014–2015); Consultant for "Youth Fellowship Program" in Mumbai (2008); Assistant Editor, *Journal of Linguistic Anthropology* (2005-2007); Copyeditor and Translator for Tamil pedagogy project under Vasu Renganathan (2004)

Selected recent publications:

2014: Nakassis, C. "Suspended Kinship and Youth Sociality in Tamil Nadu, India." *Current Anthropology* 55(2):175–199. JSTOR

2014: Nakassis, C. "Realism, On and Off the Screen." In *Anand Pandian*, ed. Subramaniyapuram

2013: Nakassis, C. "Materiality, Materialization. A Comment on Hull, Matthew.

2012". Government of Paper. Berkeley: University of California Press." *HAU: Journal of Ethnographic Theory* 3(3):399–406.

2013: Nakassis, C. "The Quality of a Copy." In T. Kuldova, ed. *Fashion India: Spectacular Capitalism*. Trondheim: Akademika forlag, pp. 142–165.

2013: Nakassis, C. and L. Searle. "Introduction: Social Value Projects in Post-liberalisation India." In *Contributions to Indian Sociology* 47(2).

- 47) **NGODUP, Karma**, Lecturer, Department of South Asian Languages and Civilizations. Appointed 2010. Untenured
 M.A. (Education), University of Northern Iowa, 1996; M.A. (Geography), Panjab University, 1990; M.A. History, Panjab University, 1985
Percentage of time dedicated to South Asian studies: 100%.
Research interests: Tibetan language and technology
South Asian languages: Tibetan (5)
Courses taught or proposed (partial listing): First, Second, Third, and Fourth-Year Tibetan; Advanced Tibetan
Selected distinctions: Director of the Tibetan Education Development and Resource Center, Dharamsala; Tibetan Research Consultant for the Electronic and Cultural Atlas Initiatives (ECAI), Berkeley; Tibetan Language Program coordinator, UC Berkley
Selected recent publications:
 2010: "Tibetan language and Technology": Sambhota Tibetan program (Writing and Wylie conversion); TibetDoc Tibetan program (Writing, formatting, Wylie conversion); Monlam 14 programs for Tibetan multiple fonts; Microsoft Himalaya; Apple Tibetan Unicode
 2010: Review of Syntax & Semantics I Squib Topic: The case of Tibetan Relative Clauses: Internally-headed relative clauses (IHRCs) and externally-headed relative clause (EHRC), a paper by Chao-Yue Lai.
 2009: Panel discussion on "Tricky points in teaching language" at the University of California, Berkeley
- 48) **NICHOLAS, Ralph**, William Rainey Harper Professor Emeritus, Department of Anthropology and the College; President, American Institute of Indian Studies (2002-2010). Appointed 1971. Tenured.
 Ph.D. (Anthropology) University of Chicago, 1962; M.A. (Anthropology) University of Chicago, 1958; B.A (Sociology and Anthropology) Wayne State University, 1957.
Percentage of time dedicated to South Asian studies: 100%.
Research interests: Social and cultural anthropology of South Asia (West Bengal and Bangladesh); society and culture; agriculture and rural life; religion and ritual practice.
South Asian language: Bengali (4)
Overseas experience in South Asia: India (1960-2010); Bangladesh (1966, 1973)
Courses taught or proposed (partial listing): Caste in Colonial India; Myth and Ritual; Sacrifice.
Selected recent publications:
 2008: "The Constitution of Kelomal: Frontier Bengal in the Eighteenth Century." In *Societies and Cultures in India: Commemorative Volume of Prof. P. K. Bhowmick*. (Kolkata: R. N. Bhattacharya.)
 2008: *Rites of Spring: Gajan in Village Bengal*. (Delhi: Chronicle Books).
 2002: *The Fruits of Worship: Practical Religion in Rural Bengal*. (Delhi: Chronicle Books).
 1995: "The Effectiveness of the Hindu Sacrament (*Samskara*): Marriage, Divorce, and Caste in Bengali Culture." In L. Harlan and P. B. Courtright (eds.) *From the Margins of Hindu Marriage: Essays on Gender, Religion, and Culture*. (New York: Oxford University Press).
 1991: "Cultures in the Curriculum." In *Liberal Education* 77(3).

- 49) **NUSSBAUM, Martha**, Ernst Freund Distinguished Service Professor of Law and Ethics, Law School, Department of Philosophy, Divinity School and the College. Appointed 1995. Tenured. Ph.D. (Classical Philology) Harvard University, 1975; M.A. New York University, 1971; B.A. New York University, 1969.

Percentage of time dedicated to South Asian studies: 25%.

Courses taught or proposed (partial listing): Political Liberalism, Cosmopolitanism, Compassion and Mercy; Sexual Autonomy and Law, Feminist Philosophy, Religion and the State, Religion and the First Amendment.

Number of dissertation committees in the past five years: 8

Selected Distinctions: Board of Center on Gender Studies 1999-2002; Board of Human Rights Program 2002, Founder and Coordinator, Center for Comparative Constitutionalism 2002; Henry M. Phillips Prize in Jurisprudence, The American Philosophical Society, 2009; Centennial Medal of the Graduate School of Arts and Sciences at Harvard University, 2010; Prince of Asturias Prize in the Social Sciences, 2012. Honorary Degrees: Wesleyan University (2002); University of Haifa, Israel (2002); University of Turin, Italy (2002); State University of New York at Brockport (2000) L. H. D.; Queen's University, Kingston, Ontario, Canada (June 2000) Doctor of Laws.

Selected recent publications:

Forthcoming: with Wendy Doniger *India: Implementing Pluralism and Democracy*. (New York: Oxford University Press).

2014: "Development is More than Growth," *The Hindu Centre for Politics and Public Policy*, Thursday, May 8.

2014: "Law for Bad Behaviour," *The India Express*, Friday, February 21.

2013: "A Law Against Dignity," *The India Express*, Friday, December 27.

2012: "The New Religious Intolerance: Overcoming the Politics of Fear in an Anxious Age" (Cambridge: Harvard University Press)

2010: "Learning from the World." In *Democracy* 16.

2009: "Commentary: 'A Piece of the Pie': Women, India, and 'the West.'" In *New Literary History* 40.

2009: "Land of My Dreams: Islamic Liberalism Under Fire in India." In Rakhshanda Jalil (ed). *The Idea of a University: Jamia Millia Islamia*, (New Delhi: Aakar).

- 50) **OSTER, Emily**, Associate Professor, University of Chicago Booth School of Business. Appointed 2011. Tenured.

Ph.D. (Economics) Harvard University, 2006; B.A. (Economics) Harvard University, 2002.

Percentage of time dedicated to South Asian studies: 25%.

Research interests: Development economics and health economics.

Courses taught or proposed (partial listing): Microeconomics Applied Economics Workshop; Topics: Developmental/Economic Growth II; Microeconomic Issues in Development

Selected recent publications:

2013: with Bryce Miller "Do IT Service Centers Promote School Enrollment? Evidence from India" In *Journal of Developmental Economics*, 104 (123-135)

2009: with Robert Jensen "The Power of TV: Cable Television and Women's Status in India" In *Quarterly Journal of Economics*.

2009: "Does Increased Access Increase Equality? Health Investments and Gender Inequality in India," In *Journal of Developmental Economics*, 89(1).

2009: "Proximate Sources of Population Sex Imbalance in India", In *Demography*, 46(2). 2006: "Explaining Asia's 'Missing Women': A New Look at the Data – Comment," In *Population and Developmental Review*, 32(2).

- 51) **PAIDIPATY, Poornima**, Assistant Professor, Social Sciences Collegiate Division. Appointed 2009. Untenured.

Ph.D. (Anthropology) Columbia University, 2009; M.Phil. (Anthropology) Columbia University 2006; M.A. (Anthropology) Columbia University, 2006; M.A. (History) Jawaharlal Nehru University, 2000; B.A. (Economics) Yale University, 1997.

Percentage of time dedicated to South Asian studies: 100%

Research interests: Anthropology of the postcolonial state; history of anthropology; insurgency and civil war in South Asia.

South Asian languages: Hindi (5), Telugu (5), Urdu (3)

Overseas experience in South Asia: India (2004-06, 2000, 1997, 1996).

Selected distinctions: Preceptor Fellowship, Columbia University, 2008; Sheldon Scheps Dissertation Travel Grant, 2006; AIIS Junior Research Fellowship, 2005; A.M. Firestone Dissertation Fellowship, 2001.

Selected recent publications:

2010: "Reconstructing Corrosion: A Conversation with Pallavi Govindnathan," In *Public Culture*.

2009: "Circuits of Communication: Ashok Sukumaran's 'Glow Positioning System and Other Forms of Address,'" In *Art India*, IX(1).

2007: "Colonial Gaze," In William Darity (ed.) *International Encyclopedia of the Social Sciences*. (Detroit: Thompson Gale)

1997: with Nadia Rasheed "Cultural Globalization and Consumption". (New York: Human Development Report Office (UNDP) Occasional Papers Series).

- 52) **PERRY, John R.**, Professor, Department of Near Eastern Languages and Civilizations and the College. Appointed 1973. Tenured.

Ph.D. (Oriental Studies) Cambridge University, 1970; M.A Cambridge University, 1968; B.A. Cambridge University, 1964.

Percentage of time dedicated to South Asian studies: 50%.

Research interests: Persian Language; Afsharid and Zand dynasty; Iranian history; India and Iran.

South Asian languages: Persian (4), Arabic (3), and Urdu (3).

Overseas experience in South Asia: Indo-U.S. Subcommittee on Education and Culture: Indo-American fellowship for research in various regions of India (1989); Research and travel in various regions of India, Pakistan and Afghanistan (1975-84).

Courses taught or proposed (partial listing): Legend and Folktale in Islamic Literature; Classic Persian Literature; Sa'di, the Golestan; Iranian History from the 18th to the 20th Centuries.

Selected Distinctions: Lois Roth Prize for translation from Persian (2003); NCIIR Short-Term Travel Grant for research in Tajikistan (2006); Title VI/Dept. of Ed. Research Grant to develop a Tajik Persian Reference Grammar (2002-03); Editor, volume on Persian Literature in the South Asian Subcontinent (2001-present).

Selected recent publications:

2009: "Richard N. Frye, trans. Ibn Fadlan's Journey to Russia: A Tenth-Century Traveler from Baghdad to the Volga River". In *Journal of Near Eastern Studies*, 68(2).

2006: *Karim Khan Zand: Makers of the Muslim world*. (Oxford: Oneworld).

2005: "A Tajik Persian Reference Grammar". In *Handbook of Oriental Studies, Vol. 11*. (Leiden: Brill).

2004: "Lexical Areas and Semantic Fields of Arabic Loanwords in Persian and Beyond." In Eva A. Csato, Bo Isaksson and Carina Jahani (eds.) *Linguistic Convergence and Areal Diffusion: Case Studies from Iranian, Semitic and Turkic*. (Curzon: Routledge).

2002: "...And Then There Were None: Adventures in Twelve Indian Libraries." In *South Asia Library Notes and Queries*.

- 53) **PRICE, Trevor**, Professor, Department of Ecology & Evolution, Committee on Evolutionary Biology, Committee on Genetics, Genomics & Systems Biology, Biological Sciences Collegiate Division
 Ph.D. (Biochemistry) Trinity College Dublin, 2012; B.A. (Biochemistry and Immunology) Trinity College Dublin, 2007.
Percentage of time dedicated to South Asian studies: 50%.
Research interests: Phylogenetics and community ecology; Sexual selection and speciation; Quantitative Genetics; Conservation of Indian birds; Bird Speciation
South Asian languages: Hindi (3)
Courses taught or proposed (partial listing): Ecological Genetics; Environmental Ecology
Selected distinctions: E. O. Wilson Naturalist Award (2007), Postgraduate Studentship funded by Trinity Postgraduate Research Award (2008 - 2011), CodeX Discovery research funded by Enterprise Ireland (2007 - 2008)
Selected recent publications:
 2013: Dalvi, S., Sreenivasan, R. and T. Price, "Exploitation in Northeast India". In *Science* 339:270
 2012: Scordato, E. S. C., A. L. Bontrager and T. D. Price. "Cross-generational effects of climate change on expression of a sexually selected trait". In *Current Biology* 22:78-82.
 2011: Price, T. D., D. Mohan, D. T. Tietze, D. M. Hooper, C. D. L., Orme and P. Rasmussen. "Determinants of Northerly Range Limits along the Himalayan Bird Diversity Gradient". In *American Naturalist* 178: S97-S108.
 2009: Price, T. D., and M. Kirkpatrick. "Evolutionarily Stable Range Limits Set by Interspecific Competition". In *Proceedings of the Royal Society, B*, 276: 1429-1434.
- 54) **QUTBUDDIN, Tahera**, Associate Professor, Department of Near Eastern Languages and Civilizations. Appointed 2002. Tenured.
 Ph.D. (Arabic Literature) Harvard University, 1999; A.M. (Arabic Literature) Harvard University, 1994; Tamhidi Magister (Arabic Language & Literature) Ain Shams University, 1990; B.A. (Arabic Language & Literature) Ain Shams University, Egypt, 1988.
Percentage of time dedicated to South Asian studies: 50%.
Research interests: Arabic language and literature, Sufi Literature, Medieval Islamic Studies, Islamic law, Arabic in India.
South Asian language: Arabic (5), Urdu (5), Gujarati (5), Hindi (5), Persian (3)
Courses taught or proposed (partial listing): Advanced Arabic Syntax; Classic Arabic Literature in Translation; Islamic Thought and Literature
Number of dissertation committees in the past five years: 19
Selected distinctions: Faculty Fellowship, Franke Institute (2007); Carnegie Scholar (2009)
Selected recent publications:
 2012: "The Sermons of 'Ali ibn Abi Talib: At the Confluence of the Core Islamic Teachings of the Qur'an and the Oral, Nature-Based Cultural Ethos of Seventh Century Arabia," *Anuario de Estudios Medievales* 42/1 (2012), monograph volume titled *La predicación medieval: sermones cristianos, judios e islámicos en el Mediterráneo*, ed. Linda G. Jones (201-228.)
 2011: "Fatimid Aspirations of Conquest and Doctrinal Underpinnings in the Poetry of al-Qa'im bi-Amr Allāh, Ibn Hanī' al-Andalusī, Amir Tamīm b. al-Mu'izz, and al-Mu'ayyad al-Shirazī," in *Poetry and History: The Value of Poetry in Reconstructing Arab History*, ed. R. Baalbaki, S.S. Agha, and T. Khalidi, American University of Beirut Press (195-246.)
 2011: "The Dā'ūdī Bohra Ṭayyibīs: Ideology, Literature, Learning, and Social Practice" In Farhad Daftary (ed.) *A Modern History of the Ismailis: Continuity and Change in a Muslim Community*.

55) **RAJAN, Kaushik**, Associate Professor, Department of Anthropology and Department of Social Sciences. Tenured.

Ph.D. (History and Social Studies of Science of Technology) Massachusetts Institute of Technology, 2002; M.Sc. (Biochemistry) Oxford University, 1997; B.Sc. () All India Institute of Medical Sciences, 1994.

Percentage of time dedicated to South Asian studies: 50%.

Research interests: Studies on global pharmaceutical clinical trials; changes in the pharmaceutical industry and access to medicines under World Trade Organization–mandated patent regimes; and capacity building for translational research, all with a focus on the United States and India.

South Asian languages: Urdu (5), Hindi (5).

Courses taught or proposed (partial listing): Global Issues in Anthropology: Biomedicine; Introduction to Science Studies; Anthropology of Science and Technology

Selected distinctions: Assistant Professor, UC Irvine (2003); NSF Postdoc, Kennedy School, (2002-2003); Discussant, Korea Studies Graduate Student workshop (2007); Workshop organizer, “Experimental Systems, States and Speculations: Anthropology at the Intersection of Life, Science and Capital” (2007); Discussant, “What is so hard about soft law?”, Graduate student workshop (2007).

Selected recent publications:

2012: (Ed.) *Lively Capital: Biotechnologies, Ethics and Governance in Global Markets*. Duke University Press.

2012: “Pharmaceutical Crises and Questions of Value: Terrains and Logics of Global Therapeutic Politics”. *South Atlantic Quarterly*. 111(2):321-346.

56) **RAJAN, Raghuram G.**, Eric J. Gleacher Distinguished Service Professor of Finance, Graduate School of Business University of Chicago. Appointed 2006. Tenured.

Ph.D. (Economics) Massachusetts Institute of Technology 1991; M.B.A. Indian Institute of Management (Ahmedbad) 1987; B.Tech. (Electrical) Indian Institute of Technology (Delhi), 1985.

Percentage of time dedicated to South Asian studies: 25%.

Research interests: Banking, corporate finance, and economic development, especially the role finance plays in it.

Selected distinctions: Faculty Fellowship, Franke Institute (2008); Visiting Scholar Max Planck Insitut fur Bildungsforschung, Center for the History of Emotions (2008).

Selected recent publications:

2007: “Foreign Capital and Economic Growth” In *Brookings Papers on Economic Activity*.

2007: with Arvind Subramanian “Does Aid Affect Governance?”. In *American Economic Review*.

2006: with Kalpana Kochhar, Utsav Kumar, Arvind Subramanian, and Ioannis Tokatlidis, “India’s Pattern of Development: What Happened, What Follows?” In *Journal of Monetary Economics*, 53.

- 57) **REYNOLDS, Frank**, Professor Emeritus, Divinity School and Department of South Asian Languages and Civilizations. Appointed 1967. Tenured.
 Ph.D. (History of Religions) University of Chicago, 1971; M.A. University of Chicago, 1963;
 B.D. Yale University, 1955; B.A. Oberlin College, 1952.
Percentage of time dedicated to South Asian studies: 50%.
Research interests: Buddhism; South Asian religions; ethics and cosmology.
South Asian language: Pali (3).
Overseas experience in South Asia: Research in Thailand and India (2005); Lecturer, University of Peradeniya, Sri Lanka (1992); Fulbright-Hays Fellowship, Thailand (1973-74); Research, Thailand (1956-59).
Courses taught or proposed (partial listing): Theravada Buddhism; Mythology; Ethics.
Number of dissertation committees in the past five years: Chaired, 5; Read, 10.
Selected distinctions: Yale alumni award for "Distinction in Theological Education" (2005); Co-Director, NEH Translation Grant (1991-93); NEH Fellowship for Senior Faculty (1978-79); Fulbright-Hays Senior Faculty Fellowship (1973-74).
Selected recent publications:
 2006: with Joan Kruger. *Is there a God?: The life and times of Frank Reynolds*. (Lenexa, Kan: 3CrossPublishing).
 2004: with Jon Schofer. "Cosmology and Ethics." In William Schweiker (ed.) *The Blackwell Companion to Religious Ethics*. (Malden, MA: Blackwell Publishers).
 2001: "Teaching Buddhism in the Postmodern University: Understanding, Critique, Evaluation," In *Teaching Theology and Religion* 4(1).
 2000: with J.A. Carbine. *The Life of Buddhism*. (Berkeley: University of California Press).
- 58) **RUDOLPH, Lloyd I.**, Professor Emeritus, Department of Political Science, the Committee on Southern Asian Studies and the College. Appointed 1964. Tenured.
 Ph.D. (Political Science) Harvard University, 1956; M.P.A. (Political Science) Harvard University, 1950; B.A. Harvard University, 1948.
Percentage of time dedicated to South Asian studies: 50%.
Research interests: Political economy of India; state formation in India; foreign policy; Amar Singh's diary; cultural politics in India.
South Asian language: Hindi (3)
Overseas experience in South Asia: India (1995/96, 1991/92, 1987/88, 1983/84, 1979/80, 1975/76, 1970/71, 1966/67 1962/63, 1956/57).
Number of dissertation committees in the past five years: 3
Selected recent publications:
 2008: "Making Sense of India". In *Global Issues*, 3(1).
 2008: "An Intellectual History of the Study of Indian Politics," In Bhanu Pratap Mehta and Niraja Gopal Jayal (eds.) *A Companion to Indian Politics*, (New Delhi: Oxford University Press).
 2008: with Susanne Rudolph *Explaining Indian Democracy: A Fifty-Year Perspective. Volume I. The Realm of Ideas: Inquiry and Theory; Volume II. The Realm of Institutions: State Formation and Institutional Change; Volume III. The Realm of the Public Sphere: Identity and Policy*. (New Delhi, London and New York: Oxford University Press).
 2006: *Postmodern Gandhi and Other Essays: Gandhi in the World and at Home*. (New Delhi: Oxford University Press/Chicago: University of Chicago Press).
 2006: "The Making of US Foreign Policy for South Asia: Offshore Balancing in Historical Perspective," In *Economic and Political Weekly*, February 25, 2006.

- 59) **RUDOLPH, Susanne Hoerber**, William Benton Distinguished Service Professor, Emeritus, Department of Political Science and the College. Appointed 1964. Tenured.
Ph.D. Harvard University, 1955; M.A. Radcliffe College, 1953; B.A. Sarah Lawrence College, 1951.
Percentage of time dedicated to South Asian studies: 50%.
Research interests: Comparisons between European nation-states and Asian multi-national empires; personal documents in the colonial and post-colonial era; difference; category politics.
South Asian language: Hindi (3)
Overseas experience in South Asia: India (1995/96, 1991/92, 1983/84, 1979/80, 1975/76, 1966/67)
Number of dissertation committees in the past five years: 3
Selected distinctions: Grain of Sand Award, American Political Science Association, 2009; Ryerson Lecture, University of Chicago, 2002; President, Association for Asian Studies, 1986-87; President (take out elect), American Political Science Association, 2002-03.
Selected recent publications:
Forthcoming: "From Landed Class to Middle Class: Rajput Adaptation in Rajasthan." In Raka Ray and Amita Baviskar (eds). *The Middle Classes in India: Identity, Citizenship, and the Public Sphere*. (New York: Routledge).
2010: "An Intellectual History of the Study of Indian Politics," in Bhanu Pratap Mehta and Niraja Gopal Jayal, (eds.) *Oxford Companion to Indian Politics*, (New Delhi: Oxford University Press).
2008: with Lloyd Rudolph *Explaining Indian Democracy: A Fifty-Year Perspective. Volume I. The Realm of Ideas: Inquiry and Theory; Volume II. The Realm of Institutions: State Formation and Institutional Change; Volume III. The Realm of the Public*
- 60) **SCHELL, Frank C.**, Member, Dean's International Council, The Harris School, The University of Chicago; Editorial Board of the National Strategy Forum, Appointed 2008. Untenured.
M.B.A. University of Chicago, 1977, B.A. Stanford University, 1998.
Percentage of time dedicated to South Asian studies: 25%.
Research interests: Extensive work in development of new international markets and assessment of cross-border economic, political, and operating risks, and formulation of policy. Expertise in global trade, treasury and investment issues, with operating experience in Latin America, Europe, Africa/Middle East and India. Executive sponsor and director of reengineering and technology projects to improve performance and mitigate risk. Expertise in development of joint ventures and global alliances.
South Asian language: Hindi-Urdu (3)
Overseas experience in South Asia: India fact finding mission with Dean's International Council November 2008 – arranged a number of private and public sector in-country speakers, U.S. Peace Corps – India 1969 – 1972: Village level agriculture and education projects following U.S. technical and language training (10/68 – 1/69)
Courses taught or proposed (partial listing): Taught *pro bono* mini course, "India: Paradigm, Paradox and Potential" spring 2009 at Harris School
Selected recent publications:
2009: "Life and Death in the Swat Valley". In *Far Eastern Economic Review*.
2009: "Not Your Father's Mother India". In *American Spectator*.

- 61) **SCHNEIDER, John Alexis**, Assistant Professor of Health Studies, Section of Infectious Diseases and Global Health, Department of Medicine. Appointed 2010. Untenured.
M.D., Tufts University School of Medicine, 2001; M.P.H. Tufts University School of Medicine, 2001; B.A., (Interdisciplinary Studies; Anthropology, Demography and Public Health, and Integrative Biology) University of California, Berkeley, 1996.
Percentage of time dedicated to South Asian studies: 50%.
Research interests: Human Immunodeficiency Virus and Sexually Transmitted Infection prevention and transmission dynamics in South India and South Chicago.
Selected distinctions: Director of Research, Gati Community Health Clinic, Hyderabad, Andhra Pradesh, India 2007; Selected, “Distinguished Fellow”, NIH OBSSR Summer Institute on the Design and Conduct of Randomized Clinical Trials Involving Behavioral Interventions 2009
Courses taught or proposed (partial listing): HIV Epidemiology and Community Outreach, Topics in HIV, Global HIV Epidemiology and Community Outreach, Global Health, Critical Readings in Epidemiology
Selected recent publications:
2012: with S. Michaels S. Rani, C. Liao, V Yeldani, and G. Oruganti, “A protective effect of circumcision among receptive male sex partners of Indian men who have sex with men” in *AIDS and Behavior* 16:2 (350-359)
2011: with V. Hemmige, H. Snyder, C. Liao, K. Mayer, V. Lakshmi, S. Rani, G. Oruganti, “Sex position, marital status, and HIV risk among Indian MSM: Clues to optimizing prevention approaches.” *AIDS Patient Care and STDs*.
2010: with R. Dandona, S. Pasupneti, V. Lakshmi, C. Liao, V. Yeldandi, K. Mayer, “Initial commitment to pre-exposure prophylaxis and circumcision for HIV prevention amongst Indian truck drivers” in *PLoS ONE* 5:7.
2010: with V. Lakshmi, R. Dandona, G.A. Kumar, T. Sudha, L. Dandona, “Population-based seroprevalence of HSV-2 and syphilis in Andhra Pradesh state of India,” in *BMC Infectious Diseases* 10:59.
- 62) **SEASTRAND, Anna Lise**, Assistant Professor in the Humanities and Harper Fellow in the Society of Fellows. Appointed 2013. Untenured.
Ph.D. Columbia University, 2013; M.A. Columbia University, 2007; B.A. Wesleyan University, 2003.
Percentage of time dedicated to South Asian studies: 100%.
Research interests: South Indian Mural Paintings 1500-1800.
South Asian languages: Tamil (3), Telugu (3)
Courses taught or proposed (partial listing): South Asian Visual Arts, Tamil (Introductory)
Selected distinctions: Harper Fellow, Society of Fellows Postdoctoral Fellowship (2013-2017); C.V. Starr Fellowship, Columbia University (2012-2013); Ittleson Fellowship, Center for Advanced Studies in the Visual Arts (2010-2012); Foreign Language and Area Studies Fellowship (2010); Department of Art History and Archaeology Travel Fellowship (2010); C.V. Starr Dissertation Fellowship (2009-2010)
Selected recent publications:
Forthcoming: “Wall Painting of South Asia and Allied Textile Traditions.” In Oxford Bibliographies in Art History. Ed. Thomas DaCosta Kaufmann. New York: Oxford University Press.
2013: “Tracing a Line: Guruparamparā in the Murals of Iṅvār Tirunakari.” *Journal of Vaishnava Studies*.
2012: “Image and Text in Early Modern South Indian Murals,” Center 32: Record of Activities and Research Reports, National Gallery of Art.

- 63) **SEELY, Clinton B.**, Professor Emeritus of Bengali, Department of South Asian Languages and Civilizations; Appointed 1976. Tenured.
Ph.D. (South Asian Languages and Civilizations) University of Chicago, 1976; A. M. (South Asian Languages and Civilizations) University of Chicago, 1968; A. B. (Biology) Stanford University, 1963.
Percentage of time dedicated to South Asian studies: 100%.
Research interests: Emergence of modern (*adhunik*) Bangla literature in the 19th century, Particularly the works of Michael Madhusudan Datta (1824-73).
South Asian Language: Bengali (5)
Overseas experience in South Asia: Pakistan (1963-65).
Courses taught or proposed (partial listing): Bengali (all levels), Study of a Text: The Poetry of Jibanananda Das, Literary and Cultural History of Bengal (co-taught with Edward C. Dimock, Jr.), Three Bengali Novelists Named Banerjee.
Selected distinctions: Bangla Academy Honorary Fellowship (Dhaka), 2009; A.K. Ramanujan Book Prize for Translation, awarded by the South Asian Council of the Association of Asian Studies, for *The Slaying of Meghanada: A Ramayana from Colonial Bengal*, 2006; Distinguished Service Award, Cultural Association of Bengal, presented at the North American Bengali Conference (Baltimore), 2004.
Selected recent publications:
2010: "Rain through the Night". In *It Rained All Night*. (New Delhi: Penguin Books India).
2009: "Shifting Seas and 'Banalata Sen.'" In Faizul Latif Chowdhury (ed.) *Essays on Jibanananda Das*. (Dhaka: Pathak Shamabesh).
- 64) **SELLS, Michael**, John Henry Barrows Professor of the History and Literature of Islam, Divinity School. Appointed 2005. Tenured.
Ph.D. University of Chicago, 1982; M.A. University of Chicago, 1977; A.B. Gonzaga University, 1971.
Percentage of time dedicated to South Asian studies: 25%.
Research interests: Islamic poetry; construction of Muslim enemy in the West; Qur'anic Language and recitation; Arabic literature.
Courses taught or proposed (partial listing): Islamic Love Poetry.
Selected distinctions: Choice "Academic Book of the Year" Award (2004); Andrew Mellon "New Directions" Fellowship (2003); American Academy of Religion Annual Book Prize(1997).
Selected recent publications:
2010: *The God of War: American in a World of Religion*. (New York: Knopf).
2008: "Return to the Flash Rock Plain of Thahmad: Two Nasibs by Ibn al-Arabi," In *Journal of Arabic Literature*, 39.
2005: "Religion and Violence in the Post Cold-War World." Distinguished Lecture Series, West Chester University. 23 March 2005.
2003: with Emran Qureshi *The New Crusades: Constructing the Muslim Enemy*. (New York: Columbia University Press).

- 65) **SETHI, Aisha**, Assistant Professor of Dermatology, Associate Residency Program Director, Section of Dermatology, University of Chicago Pritzker School of Medicine. Appointed 2006. Untenured. M.D. Aga Khan University Medical College, Karachi, Pakistan, 1999; B.S. Kinnaird College for Women, Lahore, Pakistan.

Percentage of time dedicated to South Asian studies: 25%

Research interests: dermatology; global health; skin diseases associated with travel.

Selected distinctions: Member, Editorial Board of Journal of Pakistan Association of Dermatology; Selected participant in American Academy of Dermatology Leadership Program, 2010-11; Organizer, workshop on tropical dermatological diseases in Lahore, Pakistan, forthcoming.

Selected recent publications:

Forthcoming: with D. Bolotin and V. Rosic, "Psoriasiform dermatitis in acquired combined nutritional deficiency". In *Journal of the American Academy of Dermatology*.

2009: with B. Bartlett, O. Lupi, et. Al., "Tropical Dermatology: Tropical Disease caused by protozoa". In *Journal of the American Academy of Dermatology* 60(6).

2008: with J. Maddox, E. Kung, et. Al., "Cutaneous Drug Eruptions Induced by Sorafenib: A Case Series". In *Journal of Drugs in Dermatology* 7(9).

- 66) **SHWEDER, Richard**, William Claude Reavis Distinguished Service Professor, Department of Comparative Human Development, Department of Psychology. Appointed 1973. Tenured. Ph.D. (Social Relations, Social Anthropology) Harvard University, 1972; B.A. (Anthropology) University of Pennsylvania, 1966.

Percentage of time dedicated to South Asian studies: 25%.

Research interests: Moral development; family life; issues of karma and dharma from a developmental and cross-cultural perspective.

South Asian language: Oriya (3)

Overseas experience in South Asia: India (2004, 1998, 1992, 1988, 1982-83, 1968-71).

Courses taught or proposed (partial listing): Comparative Human Development Workshop; When Cultures Collide; Cultural Psychology.

Number of dissertation committees in the past five years: 23

Selected Distinctions: Visiting Scholar, Hoover Institution, Stanford University, CA (2006); Fellow at the Wissenschaftskolleg zu Berlin – The Institute for Advanced Study in Berlin (1999-2000).

Selected recent publications:

2014: "Let Me Tell You a Story About Hindu Temples and Run Away Trolleys: In Honor of Sudhir Kakar," in *Psychoanalysis, Culture and Religion: essays in honour of Sudhir Kakar*. Dinesh Sharma, Ed. (Oxford: Oxford University Press.)ci

2008: "The Cultural Psychology of Suffering: The Many Meanings of Health In Orissa, India." In Cheryl Mattingly (ed.) *Essays in Honor of Jerome Bruner*.

2004: "Moral Realism Without the Ethnocentrism: Is It Just a List of Empty Truisms?" In A. Sajo (ed.) *Universalism in Law: Human Rights and the Rule of Law*.

2003: *Why Do Men Barbecue? Recipes for Cultural Psychology*. (Cambridge: Harvard University Press).

2002: *Engaging Cultural Differences: The Multicultural Challenge in Liberal Democracies*. (Russell Sage Foundation Press).

- 67) **SLATER, Dan**, Associate Professor, Department of Political Science. Appointed 2010. Tenured. Ph.D. (Political Science) Emory University, 2005; M.A. (Jackson School of International Studies) University of Washington, 1996; B.A. (History and International Relations) University of Wisconsin-Madison, 1994.

Percentage of time dedicated to South Asian studies: 50%.

Research interests: Authoritarianism and Democratization; Contentious Politics and State-Building; Comparative-Historical Methods; Southeast Asian Politics

Courses taught or proposed (partial listing): State, Society and Democratization in Southeast Asia; Authoritarian Regimes; Democratic and Nationalist Revolutions

Selected distinctions: Senior Research Fellow, Institute for Southeast Asian Studies (ISEAS), Singapore (February – April 2014). Visiting Research Fellow, Monash University, Malaysia Campus (October – November 2013). Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship (September 2003 – June 2004).

Selected recent publications:

2012: "Strong-State Democratization in Malaysia and Singapore." *Journal of Democracy* 23, No. 2: 19-33.

2010: "Altering Authoritarianism: Institutional Complexity and Autocratic Agency in Indonesia." in James Mahoney and Kathleen Thelen (eds.), *Explaining Institutional Change: Ambiguity, Agency, and Power*

2010: "Informative Regress: Critical Antecedents in Comparative Politics," with Erica Simmons *Comparative Political Studies* 43,7

2009: "Revolutions, Crackdowns, and Quiescence: Communal Elites and Democratic Mobilization in Southeast Asia," *American Journal of Sociology* 115 (1)

- 68) **STANILAND, Paul**, Assistant Professor, Department of Political Science. Appointed 2010. Untenured.

Ph.D. candidate (Political Science) Massachusetts Institute of Technology; B.A. (Political Science) University of Chicago, 2004. Untenured.

Percentage of time dedicated to South Asian studies: 75%

Research interests: civil war, international security, civil-military relations, ethnic politics, South Asia.

South Asian language: Hindi (2), Urdu (2)

Overseas experience in South Asia: India (2007-2009); Sri Lanka (2008/09).

Selected distinctions: Dissertation Fellowship, Harry Frank Guggenheim Foundation, 2009; Pre-doctoral Research Fellowship, MacMillan Center for International and Area Studies, Yale University, 2009; Peace Scholar Dissertation Fellowship, U.S. Institute of Peace, 2009.

Selected publications:

2014: *Networks of Rebellion: Explaining Insurgent Cohesion and Collapse*, Cornell Studies in Security Affairs (Ithaca: Cornell University Press)

2013: "Kashmir since 2003: Counterinsurgency and the Paradox of 'Normalcy'" in *Asian Survey* 53: 5.

2012: "Organizing Insurgency: Networks, Resources, and Rebellion in South Asia" in *International Security* 37:1 (142-177).

2012: with V. Naran, "Institutions and Worldviews in Indian Foreign Security Policy" in *India Review* 11:2 (76-94).

2010: "Cities on Fire: Social Mobilization, State Policy, and Urban Insurgency". In *Comparative Political Studies*.

2010: "Foreign Policy Making in India in the Pre-Liberalization and Coalition Era." In Amitabh Mattoo and Happyman Jacob (eds). *Domestic Politics and Foreign Policy: India's 'Neo-Federal' Foreign Policy*. (New Delhi: Har-Anand Publishers).

69) **STARK, Ulrike**, Professor, Department of South Asian Languages and Civilizations. Appointed 2005. Tenured.

Ph.D. (Modern Indian Languages) University of Bamberg, 1994; M.A. (French Philology, Hispanic Philology, and Indology) University of Bonn, 1989; I.B. United World College of the Atlantic, 1981.

Percentage of time dedicated to South Asian studies: 100%.

Research interests: Hindi language and literature, print culture and book history in South Asia, North Indian intellectual culture in the 19th and 20th centuries, Hindi-Urdu interface.

South Asian languages: Hindi (4), Urdu (3), Sanskrit (3)

Overseas experience in South Asia: India (1990-2010)

Courses taught or proposed (partial listing): Hindi (advanced readings); Hindi Literature.

Number of dissertation committees in the past five years: 1

Selected distinctions: Faculty Fellowship, Franke Institute (2008); Excellence in Teaching Award of the State of Baden-Württemberg (2005).

Selected recent publications:

Forthcoming: "Benares Beginnings: Print Modernity, Book Entrepreneurs, and Cross-Cultural Ventures in a Colonial Metropolis, 1820-1890" in A. Gupta and S. Chakravorty (eds), *Founts of Knowledge*, Book History in India 3(Delhi: Orient Blackswan).

2013: "A Qur'an for Every Household: Mass Printing and the Commercialization of Islamic Sacred Texts in Nineteenth-Century Lucknow" in N. al-Bagdadi and M. Hasan (eds.) *Sacred Texts and Print Culture: The Case of the Qur'an and the Bible of the Eastern Churches, 18th and 19th Centuries* (Budapest: Central European University Press).

2012: "Through Subaltern Eyes: Shivaprasad at Simla, 1846-52." Summerhill: IAS Review, vol. xviii (no.1), 2012: 23-33.

2012: "Knowledge in Context: Raja Shivaprasad (1823-95) as hybrid intellectual and people's educator" in M. Dodson and B. Hatcher (eds), *Trans-Colonial Modernities in South Asia*, Routledge (68-91).

2011: "Associational Culture and Civic Engagement in Colonial Lucknow: The Jalsah-e Tahzib," in *The Indian Economic and Social History Review* 48.1 (1-33).

70) **STOLPER, Matthew Wolfgang**, Professor of Assyriology and the John A. Wilson Professor of Oriental Studies in the Oriental Institute. Tenured.

Ph.D. Department of Near Eastern Studies, University of Michigan, 1974; MA Department of Near Eastern Languages and Literatures, University of Michigan, 1967; BA Harvard College (1965)

Percentage of time dedicated to South Asian studies: 25%.

Research interests: Achaemenid Babylonian texts and secondarily on Elamite history and texts.

South Asian language: Persian (4).

Courses taught or proposed (partial listing): Persian

Number of dissertation committees in the past five years: Chair 2, Reader 6

Selected distinctions: Iran Heritage Society Grant (Persepolis Fortification Archive Project), 2009 (principal investigator), Mellon Foundation Grant for Emergency Recording of Persepolis Fortification Tablets, 2007-2009, 2009-2011 (co-principal investigator)

Selected recent publications:

2008: with Charles E. Jones "How Many Fortification Tablets Are There?" In Pierre Briant et al. (eds.) *Les archives des Fortifications de Persépolis dans le monde achéménide*, (Paris: de Boccard).

2007: In P. Briant and F. Joannès. Persika "Iranica in Post-Achaemenid Babylonian Texts." In *La transition entre l'empire achéménide et les royaumes hellénistique (verse 350-300 av. J.C.)*. *Actes du colloque international, Paris, Collège de France*, 9. (Paris: de Boccard).

- 71) **TAUB, Richard**, Paul Klapper Professor, Social Sciences Collegiate Division; Department of Sociology; Department of Comparative Human Development; Chairman of the Department of Comparative Human Development; Research Associate, Ogburn Stouffer Center. Appointed 1969. Tenured.

Ph.D. (Sociology) Harvard University, 1966; M.A. (Sociology) Harvard University, 1962; B.A. (English Literature) University of Michigan, 1959.

Percentage of time dedicated to South Asian studies: 25%.

Research interests: Small business and economic development; urban sociology.

South Asian Language: Hindi (3)

Overseas experience in South Asia: India (1975, 1970/71, 1962-64).

Number of dissertation committees in the past five years: 32

Courses taught or proposed (partial listing): Public Policy, Urban Field Research, Sociology.

Distinctions: University of Chicago Prize for Excellence in Graduate Student Teaching (2004); Distinguished Visitor, John D. and Catherine T. MacArthur Foundation (1998); Resident Fellow, W.E.B. Du Bois Institute for Afro-American Research, Harvard University (1997-1998).

Selected recent publications:

2006: with Julius Wilson *There Goes the Neighborhood*. (New York: Random House/New York: Knopf).

1998: "Making the Adaptation Across Cultures and Societies: A Report on an Attempt to Clone the Grameen Bank in Southern Arkansas" in *Journal of Developmental Entrepreneurship*.

1989: with D. Taub, *Entrepreneurship in India's Small Scale Industries* (Riverdale, MD: The Riverdale Company).

1987: *Entrepreneurship and Economic Growth in India: The Social Context of Small-Scale Industry*. (Maryland: Riverdale Press).

1980: with Doris Taub, "Cuttack Entrepreneurs," In Susan Seymour (ed.) *The Transformation of a Sacred Bhubaneswar, India*. (Boulder: Westview Press).

1976: "Immigrants from the Indian Subcontinent and the Social Experience of Ethnic Groups in America." In Hekmat Elkhaniyaly and Ralph Nicholas (eds.) *Immigrants from the Indian Subcontinent in the U.S.A.: Problems and Prospect*. (Chicago: India League of America).

1969: *Bureaucrats Under Stress: Administrators and Administration in an Indian State*. (Berkeley: University of California Press).

- 72) **TOWNSEND, Robert**, Professor, Department of Economics. Tenured.

Ph.D. (Economics) University of Minnesota, 1975; B.A. Duke University, 1970.

Percentage of time dedicated to South Asian studies: 25%.

Research interests: Formal and informal systems for credit and insurance in South Asia.

Overseas experience in South Asia: Bangladesh (1991); India (1990, 1991, 1988).

Number of dissertation committees in the past five years: 16

Selected distinctions: Frisch Medal, The Econometric Society, for the paper "Risk and Insurance in Village India," 1998; Editor of the *Journal of Political Economy* 1989-1991.

Selected recent publications:

2009: *Financial Systems in Developing Economies: Growth, Inequality and Policy Evaluation in Thailand*. (Oxford/New York: Oxford University Press).

2009: with John Felkner and Kamilya Tazhibayeva "Impact of Climate Change on Rice Production in Thailand," *American Economic Review*.

2007: with Xavier Giné and James Vickery "Statistical Analysis of Rainfall Insurance payouts in Southern India". In *American Journal of Agricultural Economics*, 89(5).

2005 with Anna L. Paulson "Financial constraints and entrepreneurship: Evidence from the Thai Financial crisis,". In *Economic Perspectives*, 29. (Chicago: Federal Reserve Bank of Chicago).

- 73) **TUBB, Gary A.**, Professor, Department of South Asian Languages and Civilizations; Appointed 2007. Tenured.
 Ph.D. (Sanskrit and Indian Studies) Harvard University, 1979; M.A. (Sanskrit and Indian Studies) Harvard University, 1976; B.A. (Sanskrit and Indian Studies) Harvard University, 1973.
Percentage of time dedicated to South Asian studies: 100%.
Research interests: Sanskrit, Sanskrit literature and poetry
South Asian Language: Sanskrit (5), Hindi (5), Urdu (3), Marathi (3), Prakrit (3)
Overseas experience in South Asia: India (1976-77, 1981, 1982-83, 1990-91, 1997)
Courses taught or proposed (partial listing): Sanskrit (all levels)
Selected distinctions: Research Fellow of the International Association of Sanskrit Studies (2006); Winston Fellowship, Norman and Rosita Winston Foundation, Institute for Advanced Studies at the Hebrew University of Jerusalem (2003); Infinity Foundation Grant for the Study of Nonduality, Columbia University, (1997).
Selected recent publications:
 2008: with Yigal Bronner “Vastutas tu: Methodology and the New School of Sanskrit Poetics”. In *Journal of Indian Philosophy*, 36.
 2007: with Emery Boose *Scholastic Sanskrit: A Handbook for Students*, Treasury of Indic Sciences (New York: American Institute of Buddhist Studies at Columbia University).
 2003: “Tamal Krishna Goswami’s The Drama of Lord Jagannatha”. In *Journal of Vaisnava Studies*, 11(2).
- 74) **VAKULABHARANAM, Rajagopal**, Lecturer, Department of South Asian Languages and Civilizations. Untenured.
 Ph.D., University of Wisconsin-Madison, 2004.
Percentage of time dedicated to South Asian studies: 100%.
Research interests: Telugu language and literature, history of modern south India
South Asian languages: Telugu (5)
Courses taught or proposed (partial listing): First and second year Telugu.
Selected distinctions: Visiting Fellow, School of Oriental and African Studies, London (2008); London Nominated President of the Medieval Section, Indian History Congress (2000); Visiting Professor, Maison des Sciences de l’Homme, Paris (1998); Directeur d’Etudes Associated, Ecole des Hautes Etudes en Sciences Sociales, Paris, (1997).
Selected recent publications:
 2009: “Decolonization and the Indian Left: Communism in Andhra Pradesh, 1947–1955”, National History Center, Seminar on Decolonization, 2009.
 2003: “The Rhetorical Strategy of an Autobiography: Reading Satyavati’s Armacaritam”, *The Indian Economic and Social History Review* 40,4.

75) **VEGA-BYRNES, Thomas**, Adjunct Professor of Law, Law School University of Chicago.

Appointed 2006. Untenured.

J. D. University of Chicago Law School, 1990; B.A. (Fine Arts) Loyola University of Chicago, 1980

Percentage of time dedicated to South Asian studies: 25%.

Research interests: International business transactions, such as investments in and lending to microfinance institutions in developing countries.

Courses taught or proposed (partial listing): Seminars: “Structuring International Transactions” and “Microfinance and International Development Institutions”.

Selected recent publications:

2007: “Understanding the Legal & Practical Aspects of International Joint Ventures”. In *Asia Pacific Centre for Continuing and Professional Development (Asia Business Forum)*.

1994: Articles in *Desktop Reference Guide to International Joint Ventures*, (ABA Young Lawyers Division).

76) **WEDEMEYER, Christian**, Assistant Professor, Divinity School. Appointed 2003. Untenured.

Ph.D. (Religion) Columbia University, 1999; M.Phil. (Religion and Buddhist Studies) Columbia University, 1995; M.A. (Religion) Columbia University, 1994; B.A. (Philosophy and Religion) Wesleyan University, 1991.

Percentage of time dedicated to South Asian studies: 75%

Research interests: Buddhism in South Asia (especially Tibet).

South Asian language: Tibetan (5), Sanskrit (4), Pali (2), Hindi (1).

Overseas experience in South Asia: Nepal (2006/07, 1995/96, 1992, 1989/90), India (2009, 2006/07, 2002, 1999, 1995/96, 1989/90), Thailand (2002).

Courses taught or proposed (partial listing): Mahayana Sutra Literature; Studies in Buddhism: The Classics; Indian Buddhism; Tibetan Autobiography.

Number of dissertation committees in the past five years: 2

Selected distinctions: Faculty Grant, Franke Institute, University of Chicago (2006); Norman Cutler Travel Grant (2009).

Selected recent publications:

2013: “Appraising Praises: Bu ston’s ‘Praise [entitled] ‘All Wishes Fulfilled’ and its Genre in South Asian Buddhist Literature,” in Wedemeyer, J. D. Dunne, and T. F. Yarnall (eds.) in *Vimalakīrti’s House: A Festschrift in Honor of Robert A. F. Thurman on the Occasion of his 70th Birthday*

2011: “Sex, Death, and ‘Reform’ in Eleventh-century Tibetan Buddhist Esoterism: ‘Gos Khug-pa Lhas-btsas, spyod pa (caryā), and mngon par spyod pa (abhicāra),” in T. Lewis and B. Owens (eds.), *Sucāruvādadeśika: A Festschrift Honoring Prof. Theodore Riccardi, Jr.*

2011: “Locating Tantric Antinomianism: An Essay toward an Intellectual History of the ‘Practices/Practice Observance’ (caryā/caryāvrata),” *Journal of the International Association of Buddhist Studies* 34:1–2, (349-419).

2010: “Introduction I: Two Scholars, a ‘School,’ and a Conference,” in Wedemeyer and W. Doniger (eds), *Hermeneutics, Politics, and the History of Religions: The Contested Legacies of Joachim Wach and Mircea Eliade*, (New York: Oxford University Press) (xv–xxvi.)

2009: “Pseudepigrapha in the Tibetan Buddhist Canonical Collections: The Case of the Caryamelapakapradipa”. In *Journal of the International Association of Tibetan Studies*, 5.

2009: “Introduction I: Two Scholars, a ‘School’, and a Conference”. In Christian Wedemeyer and Wendy Doniger (eds.) *Hermeneutics, Politics, and the History of Religions: The Contested Legacies of Joachim Wach and Mircea Eliade*. (Oxford University Press).

- 77) **WOODS, John E.**, Professor, Departments of History, Near Eastern Languages and Civilizations and the College; Director, Center for Middle Eastern Studies. Appointed 1977. Tenured.
Ph.D. Princeton University, 1974; M.A. Princeton University, 1965; B.A. University of Texas, 1960.
Percentage of time dedicated to South Asian studies: 25%.
Research interests: Mongols and Islam; Age of Timur; Islamic Social History; Kingship and Society.
South Asian language: Persian (4)
Distinctions: American Research Institute in Turkey research fellowship (1987-88); Senior Research Scholar, International Research and Exchanges Board (1979); Tehran University Visiting Fellow (1964-69); Proctor Fellow, Princeton University (1964-65);
Selected recent publications:
1999: *The Aqquyunlu: Clan, Confederation, Empire*. Revised and Expanded Edition. (Salt Lake City: University of Utah Press).
1993: *Fadlullah Khunji-Isfahani's Tarikh-I Alam-ara-yi Amini*, Persian text edited by John E. Woods with an abridged English translation by Vladimir Minorsky, revised and augmented by John E. Woods. (London: Royal Asiatic Society).
1990: "Timur's Genealogy," In Michel M. Mazzaoui and Vera B. Moreen (eds.) *Intellectual Studies on Islam, Essays Written in Honor of Martin B. Dickson* (University of Utah Press: Salt Lake City).
- 78) **ZIDE, Norman**, Professor Emeritus, Departments of South Asian Languages and Civilizations; Department of Linguistics. Appointed 1962. Tenured.
Ph.D. (South Asia Studies) University of Pennsylvania, 1960; M.A. Columbia University, 1948; B.A. (Psychology) New York University, 1947.
Percentage of time dedicated to South Asian studies: 100%.
Research interests: Hindi and Urdu poetry and linguistics; Western Austroasiatic (Munda) family of tribal languages; Mundari folksongs.
South Asian language: Hindi (5), Korku, Munda.
Overseas experience in South Asia: Indo-US Subcommission Grant, AIIS Senior Fellowship (research in India) 1978-79; Fulbright-Hays; Central Institute of India Studies, Mysore, Grant 1971-72.
Courses taught or proposed (partial listing): The Munda verb; Hindi and Urdu Poetry
Selected recent publications:
2005: with Gregory D. S. Anderson. *The Munda languages*. (London: Routledge).
1987: with H.M. Hoenigswald and G. Cardona, *Festschrift for Henry Hoenigswald: On the Occasion of His Seventieth Birthday*. Tubingen.
1979: *Studies of the Munda Numerals*. (Mysore: Central Institute of Indian Languages).
1976: with Ved Prakash Vatuk, *An Advanced Reader in Modern Hindi Poetry*. (Delhi: Alankar Prakashan).

Professional Staff

- 79) **BAUMANN, Katherine**, Director, Chicago Language Center. Appointed 2013.
Ph.D. (Curriculum and Instruction) University of Minnesota, 1994; M.A. (German Literature) University of Minnesota, 1987; B.S. (Elementary Education) University of Minnesota, 1979.
Percentage of time dedicated to South Asian studies: 25%.
Selected recent publications:
Review of *Teaching and Learning Second Language Listening. Metacognition in Action*, by Larry Vandergrift and Christine C. M. Goh. *Modern Language Review*, forthcoming Summer 2013.
Kreise: Erstes Jahr Deutsch im Kontext. With Jermaine Arendt, Gisela Peters and Ray M. Wakefield. Boston: Heinle & Heinle, 1992. First year text including all four skills and culture.
VOCI: Video Oral Communication Instrument. Invited consultant to develop video-mediated test of oral proficiency under auspices of the federally funded National Foreign Language Research Center. Wrote, scripted and filmed video. San Diego, CA. July, 1995.
German Pronunciation. With Stanley Connell. Lincolnwood, IL: National Textbook Company, 1990.
Schriftbilder: A Collaborative Work by German Department graduate students at the University of Minnesota. Directed five graduate students in the writing of a beginning reader, 1988.
Memberships and Professional Commitments:
American Association of Teachers of German (AATG), American Association of University Supervisors and Coordinators (AAUSC), American Council on the Teaching of Foreign Languages (ACTFL), International Language Testers Association (ILTA), Association of Language Testers of Europe (ALTE)
- 80) **FITZSIMMONS, Jeanne M.**, Associate Director, Nicholson Center for British Studies.
Ph.D. (Cultural Anthropology) University of Southern California, 2006; M.A. (Visual Anthropology) University of Southern California, 2006; M.A. (Public Policy and Administration) University of Wisconsin-Madison, 1990; B.A. (English) Boston College, 1984.
Percentage of time dedicated to South Asian studies: 75%.
Research interests: South Asia, India, globalization, education, gender, colonialism, educational technology, Visual Anthropology
South Asian language: Hindi (4), Tamil (2), Bengali (1)
Overseas experience in South Asia: India, (1991-92)
Major fellowships and grants:
South Asian Studies Language Institute, FLAS Fellowship, U.W.-Madison, (2006) School of American Research Fellowship (1998) John Randolph Haynes and Dora Haynes Foundation Writing Fellowship (1997-1998) John Randolph Haynes and Dora Haynes Foundation Research Fellowship (1996-1997) Timothy Asch Memorial Film Grant (1996) American Institute of Indian Studies Fellowship (1991-1992)
Memberships and Professional Commitments:
American Anthropological Association, member; Society for Visual Anthropology, member; Society for Applied Anthropology, member.

- 81) **NOONAN, Brooke E.**, Director, Graduate Student Affairs, Campus and Student Life Division of the University of Chicago. Foreign Language Area Studies Fellowship Coordinator. Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship Project Director. Fulbright Institute of International Exchange Graduate Program Adviser. Appointed 2000.

B.A. (Art History, French) DePauw University, 1995.

Percentage of time dedicated to Foreign Language Area Studies Coordination: 25%.

Selected memberships:

Council of Graduate Schools (CGS)

National Association of Student Personnel Administrators (NASPA Student Affairs

Administrators in Higher Education)

- 82) **NYE, James H.**, Bibliographer, Southern Asia Department, Joseph Regenstein Library. Director, South Asia Language and Area Center. Interim Director, South Asia Language Resource Center. Appointed 1984.

Ph.D. candidate (South Asian Languages and Literature) University of Wisconsin; M.S. (Library Science) Drexel University, 1974; M.A.R. (History of Religions) Yale University, 1970; B.A. (Philosophy) Augsburg College, 1968.

Percentage of time dedicated to South Asian studies: 100%.

Research interests: Epic and puranic Sanskrit literature; application of computers to Indic textual problems; development of Indic scripts; bibliography of South Asia.

South Asian languages: Hindi (3), Urdu (3), and Sanskrit (3).

Overseas experience in South Asia: Semi-annual acquisitions trips (1987 – to date); AIIS junior fellow, India (1982-83); AIIS senior fellow, India (2008-09).

Selected recent publications:

Forthcoming (2010): "Building a Multi-University Infrastructure and Digital Resources for the Teaching and Learning of South Asian Languages," *Web-based Instruction for Less Commonly Taught Languages*. Palo Alto: Center for the Study of Language and Information.

2006: "Shared Patrimony: An Archival *Double Entendre*" in *Creating an Archive Today*. Tokyo: Tokyo University of Foreign Studies.

Major grants:

National Resource Center: 1999-2010, U.S. Department of Education, three grants for "Comprehensive National Resource Center for South Asia," total of \$5,423,579.

Language Resource Center: 2002-2006, U.S. Department of Education, grant for "South Asia Language Resource Center," \$1,400,000.

Fulbright-Hays Group Projects Abroad Program: 2001, U.S. Department of Education, grant for a project in India, \$50,375.

American Overseas Research Center: 2002-2005, Andrew W. Mellon Foundation and Ford Foundation, planning grants for "The Center for South Asia Libraries," \$25,600; Council of American Overseas Research Centers, library survey grant, \$25,000; Ford Foundation, grant for "South Asia Union Catalogue, Phase I," \$90,000.

Selected memberships and professional offices:

American Oriental Society (American Committee on South Asian Manuscripts, 1994-to date);

Association for Asian Studies (Committee on South Asian Libraries and Documentation, Executive Committee, 1988-1990; Editor of *South Asia Library Notes and Queries*, 1984-1988);

Center for South Asia Libraries, Co-founder and Secretary/Treasurer, 2000-to date;

Microfilming Indian Publications Project, Steering Committee, 1989-to date; **Nineteenth**

Century South Asia Short Title Catalog Project, Steering Committee 1992-to date; **South Asia**

Microform Project (Chair, 1989-1992, 1996-1999, 2006-2009; Executive Committee, 1987-

1992, 1996-1999; Academic Coordinator for special projects, 1991-to date); **Supervisor for**

Fulbright Library Interns from India, six-month internships, 1988, 1989.

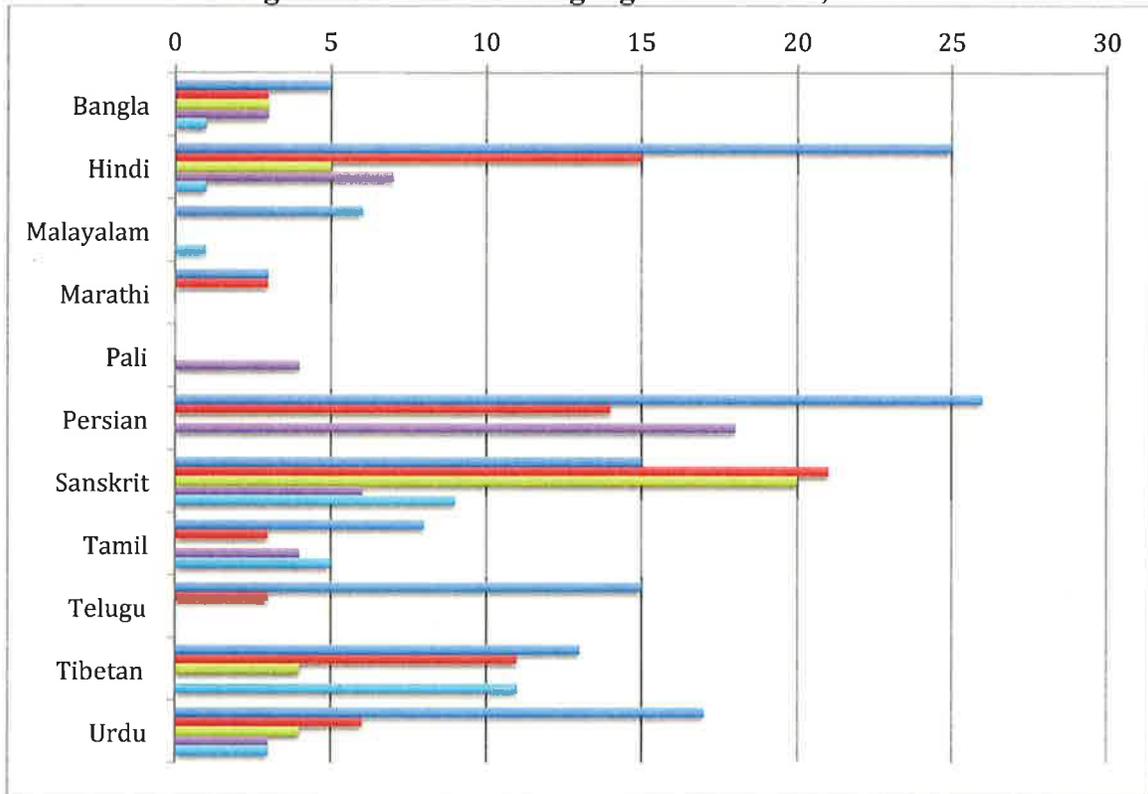
- 83) **RING, Laura**, Assistant Cataloger for Southern Asia, University of Chicago Library; Principal Orders Assistant, Acquisitions, University of Chicago Library. Appointed 2008.
M.L.I.S. (Library and Information Science) University of Illinois, Urbana-Champaign, 2010;
Ph.D. (Anthropology) University of Chicago, 2003; M.A. (Anthropology)
University of Chicago, 1994; B.A. (Anthropology) Hampshire College, 1990.
Percentage of time dedicated to South Asian studies: 100%
South Asian languages: Urdu (4), Hindi (4)
Courses taught or proposed: Peace and Violence in South Asia.
Selected distinctions: Fulbright Fellow, 1997; COSAS Fellow, University of Chicago, 2002; Social Sciences Fellow, University of Chicago, 1995.
Selected recent publications:
2010: "A Day in the Life". In Sarah Lamb and Diane Mines (eds.) *Everyday Life in South Asia*, 2nd edition, (Bloomington: Indiana University Press).
2006: *Zenana: Everyday Peace in a Karachi Apartment Building*. (Bloomington: Indiana University Press).

Appendix 3 Course List and Enrollments

University of Chicago South Asia NRC and FLAS Proposal, 2014-2018

The following list includes courses offered during the 2012-13 academic year. The total of enrollments is 1,765. All courses appear under a single course number and department. Course listings for 2012-13 also include cross-listed departments. All courses addressing India during the period prior to 1947 encompass what are now the independent nations Afghanistan, Bangladesh, Bhutan, India, the Maldives, Nepal, Pakistan, and Sri Lanka. All language courses are 100% South Asia content. All international and area studies courses included here have a minimum of 25% course content related to South Asia and are color-coded 100%, 75%, 50%, or 25%. Course credits are measured in units, with 100 units for each language and area course. Telugu and Marathi language are the only Title VI-funded courses and are funded in their entirety by USED.

**Graph 1
At a glance: South Asia language enrollments, 2012-2013**



	Bangla	Hindi	Malayalam	Marathi	Pali	Persian	Sanskrit	Tamil	Telugu	Tibetan	Urdu
1st Year	5	25	6	3		26	15	8	15	13	17
2nd Year	3	15		3		14	21	3	3	11	6
3rd Year	3	5					20			4	4
4th Year	3	7			4	18	6	4			3
5th Year	1	1	1				9	5		11	3

Course No.	Course Title	Instructor	Term Offered	UG	G		
Language Courses							
Course numbers:							
<u>Bengali (Bangla)</u>							
10100	First-Year Bangla-1	Bhaduri	Fall	1	1	X	X
10200	First-Year Bangla-2	Bhaduri	Winter	1	1	X	X
10300	First-Year Bangla-3	Bhaduri	Spring	1	0	X	X
20100	Second-Year Bangla-1	Bhaduri	Fall	0	1	X	X
20200	Second-Year Bangla-2	Bhaduri	Winter	0	1	X	X
20300	Second-Year Bangla-3	Bhaduri	Spring	0	1	X	X
30100	Third-Year Bangla-1	D'Hubert	Fall	0	1	X	X
30200	Third-Year Bangla-2	D'Hubert	Winter	0	1	X	X
30300	Third-Year Bangla-3	Bhaduri	Spring	0	1	X	X
40100	Fourth-Year Bangla-1	D'Hubert	Fall	0	1	X	X
40200	Fourth-Year Bangla-2	D'Hubert	Winter	0	1	X	X
40300	Fourth-Year Bangla-3	Bhaduri	Spring	0	1	X	X
47900	Rdgs: Advanced Bangla-1	D'Hubert	Fall	0	1	X	X
47901	Rdgs: Advanced Bangla-2	D'Hubert	Winter			X	X
47902	Rdgs: Advanced Bangla-3	D'Hubert	Spring			X	X
<u>Hindi</u>							
10100	First-Year Hindi-1	Grunebaum	Fall	9	0	X	X
10200	First-Year Hindi-2	Grunebaum	Winter	8	0	X	X
10300	First-Year Hindi-3	Grunebaum	Spring	8	0	X	X
20100	Second-Year Hindi-1	Grunebaum	Fall	2	4	X	X
20200	Second-Year Hindi-2	Grunebaum	Winter	2	3	X	X
20300	Second-Year Hindi-3	Kovacs	Spring	1	3	X	X
30100	Third-Year Hindi-1	Stark	Fall	2	1	X	X
30200	Third-Year Hindi-2	Stark	Winter	0	1	X	X
30300	Third-Year Hindi-3	Paramasivan	Spring	0	1	X	X
40100	Fourth-Year Hindi-1	Stark	Fall	1	0	X	X
40200	Fourth-Year Hindi-2	Stark	Winter	2	0	X	X
40300	Fourth-Year Hindi-3	Paramasivan	Spring	4	0	X	X
47900	Rdgs: Advanced Hindi-1	Stark	Fall	0	1	X	X
47901	Rdgs: Advanced Hindi-2	Stark	Winter			X	X
47902	Rdgs: Advanced Hindi-3	Stark	Spring			X	X
<u>Malayalam</u>							
10100	First-Year Malayalam-1	Kommattam	Fall	3	0	X	X
10200	First-Year Malayalam-2	Kommattam	Winter	2	0	X	X
10300	First-Year Malayalam-3	Kommattam	Spring	1	0	X	X
20100	Second-Year Malayalam-1	Kommattam	Fall	0	0	X	X
20200	Second-Year Malayalam-2	Kommattam	Winter	0	0	X	X
20300	Second-Year Malayalam-3	Kommattam	Spring	0	0	X	X
30100	Third-Year Malayalam-1	Kommattam	Fall	0	0	X	X
30200	Third-Year Malayalam-2	Kommattam	Winter	0	0	X	X
30300	Third-Year Malayalam-3	Kommattam	Spring			X	X
40100	Fourth-Year Malayalam-1	Kommattam	Fall			X	X
40200	Fourth-Year Malayalam-2	Kommattam	Winter			X	X
40300	Fourth-Year Malayalam-3	Kommattam	Spring			X	X
47900	Rdgs: Advanced Malayalam-1	Kommattam	Fall	0	0	X	X
47901	Rdgs: Advanced Malayalam-2	Kommattam	Winter	0	1	X	X

47902	Rdgs: Advanced Malayalam-3	Kommattam	Spring			X	X
Marathi (Title VI-funded)							
10100	First-Year Marathi-1	Engblom	Fall	0	1	X	X
10200	First-Year Marathi-2	Engblom	Winter	0	1	X	X
10300	First-Year Marathi-3	Engblom	Spring	0	1	X	X
20100	Second-Year Marathi-1	Engblom	Fall	1	0	X	X
20200	Second-Year Marathi-2	Engblom	Winter	1	0	X	X
20300	Second-Year Marathi-3	Engblom	Spring	1	0	X	X
30100	Third-Year Marathi-1	Engblom	Fall				
30200	Third-Year Marathi-2	Engblom	Winter				
30300	Third-Year Marathi-3	Engblom	Spring				
47900	Rdgs: Advanced Marathi-1	Engblom	Fall				
47901	Rdgs: Advanced Marathi-2	Engblom	Winter				
47902	Rdgs: Advanced Marathi-3	Engblom	Spring				
Pali							
10100	First-Year Pali-1	Collins	Fall				
10200	First-Year Pali-2	Collins	Winter				
10300	First-Year Pali-3	Collins	Spring				
20100	Second-Year Pali-1	Collins	Fall				X
20200	Second-Year Pali-2	Collins	Winter				X
20300	Second-Year Pali-3	Collins	Spring				X
30100	Third-Year Pali-1	Collins	Fall				
30200	Third-Year Pali-2	Collins	Winter				
30300	Third-Year Pali-3	Collins	Spring				
40100	Fourth-Year Pali-1	Collins	Fall				
40200	Fourth-Year Pali-2	Collins	Winter	0	2		
40300	Fourth-Year Pali-3	Collins	Spring	0	2		
Persian							
10101	Elementary Persian-1	Ghahremani	Fall	13	0	X	X
10101	Elementary Persian-1	Beers	Fall	6	0	X	X
10102	Elementary Persian-2	Ghahremani	Winter	13	0	X	X
10103	Elementary Persian-3	Ghahremani	Spring	14	0	X	X
20101	Intermediate Persian-1	Ghahremani	Fall	9	0	X	X
20102	Intermediate Persian-2	Ghahremani	Winter	5	0	X	X
20103	Intermediate Persian-3	Ghahremani	Spring	3	0	X	X
30324	Persian Poetry: Masnavi of Rumi-1	Lewis	Winter	0	8		
30325	Persian Poetry: Masnavi of Rumi-2	Lewis	Spring	0	6		
30220	Poetics/Politics Modern Iran	Ghahremani	Spring	0	2		
30351	Persian Poetry: Bidel	TBD	Spring	0	2		
49900	Rdgs: Advanced Persian-1	TBD	Fall				
49901	Rdgs: Advanced Persian-2	TBD	Winter				
49902	Rdgs: Advanced Persian-3	TBD	Spring				
Sanskrit							
10100	First-Year Sanskrit-1	D'Avella	Fall	1	5	X	X
10200	First-Year Sanskrit-2	Jones	Winter	1	4	X	X
10300	First-Year Sanskrit-3	Jones	Spring	1	3	X	X
20100	Second-Year Sanskrit-1	Tubb	Fall	2	6	X	X
20200	Second-Year Sanskrit: Rdgs. in the Mahabharata	Doniger	Winter	2	5	X	X
20300	Second-Year Sanskrit-3	D'Avella	Spring	1	5	X	X
30100	Third-Year Sanskrit-1	Arnold	Fall	1	7	X	X
30200	Third-Year Sanskrit-2	Tubb	Winter	1	6	X	X
30300	Third-Year Sanskrit-3	Tubb	Spring	1	4	X	X

40100	Fourth-Year Sanskrit-1	Arnold	Fall	0	2	X	X
40200	Fourth-Year Sanskrit-2	Tubb	Winter	0	2	X	X
40300	Fourth-Year Sanskrit-3	Tubb	Spring	0	2	X	X
47900	Rdgs: Advanced Sanskrit-1	Arnold	Fall	0	2	X	X
47901	Rdgs: Advanced Sanskrit-2	Tubb	Winter	0	2	X	X
47902	Rdgs: Advanced Sanskrit-3	Tubb	Spring	0	5	X	X

Tamil

10100	First-Year Tamil-1	Annamalai	Fall	2	2	X	X
10200	First-Year Tamil-2	Annamalai	Winter	0	2	X	X
10300	First-Year Tamil-3	Annamalai	Spring	0	2	X	X
20100	Second-Year Tamil-1	Annamalai	Fall	1	0		
20200	Second-Year Tamil-2	Annamalai	Winter	1	0		
20300	Second-Year Tamil-3	Annamalai	Spring	1	0		
30100	Third-Year Tamil-1	Annamalai	Fall				
30200	Third-Year Tamil-2	Annamalai	Winter				
30300	Third-Year Tamil-3	Annamalai	Spring				
40100	Fourth-Year Tamil-1	Annamalai	Fall	0	1		
40200	Fourth-Year Tamil-2	Annamalai	Winter	0	1		
40300	Fourth-Year Tamil-3	Ebeling	Spring	0	2		
47900	Rdgs: Advanced Tamil-1	Annamalai	Fall				
47901	Rdgs: Advanced Tamil-2	Annamalai	Winter	0	3		
47902	Rdgs: Advanced Tamil-3	Annamalai	Spring	0	2		

Telugu (Title VI-funded)

10100	First-Year Telugu-1	Collooru	Fall	3	2	X	X
10200	First-Year Telugu-2	Collooru	Winter	3	2	X	X
10300	First-Year Telugu-3	Collooru	Spring	3	2	X	X
20100	Second-Year Telugu-1	Collooru	Fall	1	0	X	X
20200	Second-Year Telugu-2	Collooru	Winter	1	0	X	X
20300	Second-Year Telugu-3	Collooru	Spring	1	0	X	X

Tibetan

10100	First-Year Tibetan-1	Ngodup	Fall	2	3	X	X
10200	First-Year Tibetan-2	Ngodup	Winter	1	3	X	X
10300	First-Year Tibetan-3	Ngodup	Spring	1	3	X	X
20100	Second-Year Tibetan-1	Ngodup	Fall	2	2	X	X
20200	Second-Year Tibetan-2	Ngodup	Winter	2	2	X	X
20300	Second-Year Tibetan-3	Epperson	Spring	1	2	X	X
30100	Third-Year Tibetan-1	Wedemeyer	Fall	1	1	X	X
30200	Third-Year Tibetan-2	Kapstein	Winter	0	2	X	X
30300	Third-Year Tibetan-3	Epperson	Spring			X	X
40100	Fourth-Year Tibetan-1	Ngodup	Fall			X	X
40200	Fourth-Year Tibetan-2	Ngodup	Winter			X	X
40300	Fourth-Year Tibetan-3	Ngodup	Spring			X	X
47900	Rdgs: Advanced Tibetan-1	Wedemeyer	Fall	0	4	X	X
47901	Rdgs: Advanced Tibetan-2	Kapstein	Winter	0	3	X	X
47902	Rdgs: Advanced Tibetan-3	Ngodup	Spring	0	4	X	X

Urdu

10100	First-Year Urdu-1	Bashir	Fall	6	2	X	X
10200	First-Year Urdu-2	Bashir	Winter	3	2	X	X
10300	First-Year Urdu-3	Bashir	Spring	2	2	X	X
20100	Second-Year Urdu-1	Bashir	Fall	1	1	X	X
20200	Second-Year Urdu-2	Bashir	Winter	1	1	X	X
20300	Second-Year Urdu-3	Bashir	Spring	1	1	X	X
30100	Third-Year Urdu-1	Alam	Fall	0	1	X	X

30200	Third-Year Urdu-2	Alam	Winter	0	2	X	X
30300	Third-Year Urdu-3	Alam	Spring	0	1	X	X
40100	Fourth-Year Urdu-1	Alam	Fall	0	1	X	X
40200	Fourth-Year Urdu-2	Alam	Winter	0	1	X	X
40300	Fourth-Year Urdu-3	Alam	Spring	0	1	X	X
47900	Rdgs: Advanced Urdu-1	Alam	Fall	0	1	X	X
47901	Rdgs: Advanced Urdu-2	Alam	Winter	0	2	X	X
47902	Rdgs: Advanced Urdu-3	Alam	Spring			X	X

Course No.	Course Title	Instructor	Term Offered	2012/13		13/14	14/15
				UG	G		

Area Studies Courses

Course numbers:

BLACK = 100% South Asia content RED = 75% content BLUE = 50% content GREEN = 25% content

Anthropology

21393	Making the Natural World	Lycett	Winter				X	
22145	Knowledge/Value: Property & Intellectual Property	Sunder	Spring	4	7			
22710	Signs and the State	Kelly	Winter				X	
22715	Weber, Bakhtin, Benjamin	Kelly	Winter				X	
23715	Self Determination: Theory and Reality	Kelly	Spring	16	16			
24000	Colonizations- 2	Morrison	Winter				X	
24003	Colonizations-3	Sunder	Spring				X	
24101	Intro to South Asian Civ-1	Alam	Winter				X	
24102	Intro To South Asian Civ-2	Majumdar	Winter	18	1		X	X
28210	Colonial Ecologies	Lycett	Spring				X	
28220	Naturalizing Disaster, Nature, Vulnerability, and Social History	Lycett; Drake	Spring	13	3			
34101	Intro Develop Soc/Cult Theory-1	Mazzarella	Fall				X	
34102	Intro Develop Soc/Cult Theory-1	Mazzarella	Fall				X	
37202	Language in Culture- 2	Nakassis	Winter				X	
41902	Public, Life	Gandhi/	Winter				X	
42001	Pedagogy in Anthropology	Kelly	Winter				X	
42221	Love, Capital and Conjuality in Africa and India	Majumdar; Cole	Winter	4	9			
45600	When Cultures Collide	Shweder	Spring				X	
45615	Displaced Nations and The Politics of Belonging	Embuldeniya	Spring	0	4			
52210	Archaeology Research Design	Morrison	Spring				X	
55960	AdvRdgs: Semiotics and Media	Nakassis	Spring				X	
57300	Linguistic Anthropology Practicum	Richland;	Spring				X	
62800	Reading/Research: Anthropology	Kelly	Spring	0	1			

Art History

16709	Islamic Art & Architecture, 1100-1500	Berlekamp	Spring				X	
16809	Islamic Art & Architecture 1500-1900	Berlekamp	Spring	21	4			
17205	Islamic Gardens in Landscape and Image	Berlekamp	Winter				X	
18700	The Arts of Arabic and Persian Manuscripts	Berlekamp	Winter	8	6			
23400	Art, Architecture, and Identity in the Ottoman Empire	Berlekamp	Winter	11	4			
28002	Islamic Art & Architecture of the Medieval Perso-Turkic Courts	Berlekamp	Winter				X	
42009	Art, Science, & Magic in the Pre-Modern Islamic World	Berlekamp	Spring	5	3			
42106	Arts of the Book in the Islamic World	Berlekamp	Autumn				X	

Biology

2480	Biology and Sociology of AIDS	Scheider	Winter				X	
25419	Infectious Disease Epidemiology, Networks, and Modeling	David; Schneider	Spring	7	3			

Business School

33650	Workshop in Macro and International Economics	Hurst; Neiman; Stroebel	Fall	0	45		X	X
33946	International Macroeconomics and Trade	Cosar; Itskhoki	Fall	0	19			
35210	International Corporate Finance	Rajan	Fall	0	125			
33502	International Financial Policy	Neiman	Winter	0	117		X	X
33650	Workshop in Macro and International Economics	Karabarounis; Kroszner	Winter	0	37		X	X
33501	International Commercial Policy	Ossa	Spring	0	56		X	X
33650	Workshop in Macro and International Economics	Kashyap	Spring	0	38		X	X

Center for Middle Eastern Studies

30601	Islamic Thought & Literature-1	Qutbuddin	Fall	36	7		X	X
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Cinema and Media Studies

28600	History of International Cinema	Gunning	Winter	45	0		X	X
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Comparative Human Development

21000	Cultural Psychology	Shweder	Fall	98	0		X	X
26321	Clinical, Critical and Cultural Perspectives on Mental Health	Fein	Spring	22	0			

Comparative Literature

46902	South Asia From the Peripheries: Afghanistan, Pakistan and the Transnational	Perkins	Fall	1	8			
CHDV 37802	Challenging Legends and Other Received Truths: A Socratic Practicum	Shweder	Winter				X	
CHDV 45601	Moral Development and Comparative Ethics	Shweder	Fall				X	
CHDV 45700	Urban Field Research	Taub	Spring				X	

English

24304	India in English	Gandhi	Spring	25	0		X	X
66740	Radical Ethics	Gandhi	Spring	1	17			

History

18302	Colonizations -2	Kelly	Spring	18	0		X	X
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26602	Mughal India: Tradition & Transition	Alam	Winter	2	6	X	X
26608	History and Literature of Pakistan: Postcolonial Representations	Perkins	Fall	4	0		
26803	The Transformation of 18th C. Empire	Leonard	Spring	13	4		
<u>History of Religions (Divinity School)</u>							
36402	Gender Norms and Deviations in South Asian Texts	Doniger; Kommattam	Spring			X	
43310	Against the Gods: Comparative Perspectives on Human Resistance to Higher Powers	Doniger; Daston	Spring	1	16		
43410	Buddhism in the Americas	Wedemeyer	Winter			X	
44701	Ritual in South Asian Buddhism	Wedemeyer	Winter			X	
52200	Problems in the History of Religions	Doniger	Spring	0	5	X	X
<u>International Relations</u>							
49800	Thesis Research/Writing IR	Bradley	Spring	0	3		
<u>Latin American Civilization</u>							
22001	Anthropology Of Development	Kolata	Spring	20	11		
<u>Law School</u>							
96101	International Human Rights	Ginsburg	Fall	0	46	X	X
42504	Legal Issues in International Transactions	Abebe	Winter	0	12		
48901	International Finance	Dam	Winter	0	7		
48401	International Trade Law	Abebe	Spring	0	37		
<u>Medicine</u>							
64900	Sivananda Rehabilitation Home in India: Forgotten Disease Program	Scheider	Fall			X	
64900	Sivananda Rehabilitation Home in India: Forgotten Diseases Program	Scheider	Winter			X	
64900	Sivananda Rehabilitation Home in India: Forgotten Diseases Program	Schneider	Spring			X	
<u>Music</u>							
10200	Introduction To World Music	Mason	Winter	16	1	X	X
23706	Music of South Asia	Mason	Fall	6	4		
33800	Enthnographic Methonds	Mason	Fall			X	
<u>Philosophy of Religion (Divinity School)</u>							
30201	Indian Philosophy I	Kapstein	Winter	0	17		
32401	Jainism: An Indian Religion and its Contributions to Philosophy	Kapstein	Winter			X	

41700	Readings in Madhyamaka	Arnold	Spring					X	
42701	Recent Work in Philosophy of Religions	Arnold	Spring					X	
47604	Brauer Seminar: Intentionality and Belieft	Arnold	Winter					X	
48910	Readings in Tibetan Buddhist Texts	Kapstein	Winter					X	
53401	Yocacara in the Indian Philosophical Tradition	Kapstein	Winter	0	6				
<u>Political Science</u>									
24601	Islam/Politics/Gender	Hussin	Fall	16	0				
27103	Islam Online	Hussin	Winter					X	
28013	Democracy in India	Ziegfeld	Spring	59	0				
42200	Political Science and Law	Hussin	Spring					X	
46701	Political World of the Indian Ocean	Hussin	Winter					X	
<u>Public Policy</u>									
31820	Security and Geopolitics of Pakistan	Ibrahim	Fall					X	
36331	South Asia: Domestic and Foreign Policy Challenges	Schell	Spring	1	10			X	X
<u>South Asian Lanugages and Civilizations</u>									
20400	Mahabharata in English Translation	Doniger	Winter	11	12				
20508	Radical Cinema in India: A Historical Introduction	Majumdar	Spring	20	3				
20606	Reading Panjabi - 02	Bashir	Fall	1	0				
20607	Reading Panjabi - 03	Bashir	Winter	1	0				
20612	Reading Panjabi - Advanced	Bashir	Spring	1	0				
20702	Colonizations -3	Brummel	Spring	21	0			X	X
20702	Colonizations -3	Sunder	Spring	18	0			X	X
20902	Indian Philosophy-2	Arnold	Spring	1	18				
25100	Topics in South Asia I: Modern Womanhood in Colonial India	Ambrosone	Spring					X	
25200	Topics in South Asia II: Intro to Tibetan Literature	Staff	Spring					X	
27301	Buddhism in South Asia	Wedemeyer	Winter	17	0				
27904	Wives, Widows, and Prostitutes: Hindi Literature and the "Women's Question", C. 1870-1940	Stark	Spring	6	2				
29201	Cosmopolitan and Vernacular: Language and Locality in South Asia	Rich	Spring	4	0				
29500	India in World History: Eighteenth to Twentieth Centuries	Staff	Spring					X	
29700	Intro to Buddhism	Collins	Fall					X	
30610	Rumi's Masnavi and the Persian Sufi Tradition	Lewis	Fall	2	5				
30705	Readings in the Bhakti Literatures of North India	Paramasivan	Winter	0	1				
40000	South Asia As A Unit Of Study	Collins	Winter	0	9				

40103	Research Themes: Public Literary Spaces in South Asia	D'Hubert	Spring	0	8		
40200	Research Themes II: Varieties of South Asian Pasts	Chakrabarty	Spring			X	
40705	Postcolonial Theory	Gandhi	Winter	2	25		
48202	Nirvana and Other Buddhist Felicities	Collins	Fall			X	
48317	Readings in Madhyamaka	Arnold	Spring	0	5		
48601	Readings in Indo-Persian Literature-2	Alam; d'Hubert	Fall	0	5		
50200	Coll: Subaltern Studies	Chakrabarty	Spring	1	17		
50700	Readings in Early Modern Hindi Literature	Paramasivan	Spring	0	0		
60100	Teaching South Asia	Collins	Fall	0	12		

Performance Measure Form: Mission-Aligned Goals and Project-Specific Measures

Goal 1: Increase the number of students achieving advanced proficiency in priority South Asia languages.

Performance Measures	Activities	Data/Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
A) Increase by 10% the number of students studying at advanced levels in a priority South Asia language.	<p>A.1. Increase dissemination of information about language courses.</p> <p>A.2. Recruit and hire additional language instructors.</p> <p>A.3. Increase summer instruction abroad support for advanced levels of language study.</p>								
B) Increase by 25% ACTFL testing of students studying priority South Asia languages.	<p>B.1. Support curriculum development in advanced language courses.</p> <p>B.2. Collaborate with language instructors to make testing a priority.</p> <p>B.3. Support student testing as part of curricula.</p>								
C) Increase by 10% the number of students studying South Asian languages abroad.	<p>C.1 .Advise students on opportunities and process for overseas summer language study.</p> <p>C.2. Develop in-house resources to promote overseas language study drawing on current students and alumni.</p> <p>C.3. Increase partnerships with overseas institutions offering advanced language instruction.</p>								

Performance Measure Form: Mission-Aligned Goals and Project-Specific Measures

Goal 2: Increase South Asian content in K-14 curricula of outreach program participants.									
Performance Measures	Activities	Data/Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
A) Increase by 25% the number of outreach contacts at K-14 institutions.	A.1. Increase contact list of K-14 institutions. A.2. Collaborate with other campus NRCs to develop additional outreach contacts. A.3. Work with students and faculty with contacts at K-14 institutions.								
B) Increase by 10% the amount of sponsored outreach programs.	B.1. Offer individualized outreach programs for K-14 institutions. B.2. Collaborate with other campus NRCs to create outreach programs. B.3. Prioritize curriculum development as an element of outreach programs.								
C) Increase by 30% the South Asia-related curricula developed for outreach participants.	C.1. Collaborate with faculty and graduate students to develop K-14 South Asia curriculum. C.2. Work with K-14 educators to develop South Asia-related curricula that adheres to instructional needs. C.3. Conduct workshops for CCC faculty and instructors.								

Performance Measure Form: Mission-Aligned Goals and Project-Specific Measures

Goal 3: Increase partnerships and engagements with minority-serving institutions.

Performance Measures	Activities	Data/Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
A) Increase by 25% the number of collaborations with K-12 institutions with large minority populations.	A.1. Offer individualized classroom visits, teacher trainings, and arts-related offerings to K-12 institutions. A.2. Collaborate with local non-profits working with minority-serving institutions. A.3. Work with other campus NRCs to develop trainings for K-12 minority-serving institutions.								
B) Increase by 75% the number of collaborations with postsecondary institutions serving minority populations.	B.1. Work with CCC to develop curriculum for postsecondary educators. B.2. Conduct course design workshops for CCC faculty and instructors B.3. Support CCC classroom instruction and actualize content of new courses.								
C) Increase by 10% the number of educators at annual teacher training workshops from minority-serving institutions.	C.1. Advertise teacher training workshops widely to minority-serving institutions. C.2. Offer price reductions to educators from minority-serving institutions attending workshops. C.3. Create additional, innovative incentives for educators from minority-serving institutions attending workshops.								



9 June 2014

U.S. Department of Education
International and Foreign Language Education
National Resource Centers
1990 K Street, N.W., Suite 6083
Washington, DC 20006

Dear NRC/FLAS Application Reviewers,

I am writing on behalf of the City Colleges of Chicago (CCC) to enthusiastically support the proposals submitted for funding as National Resource Centers for Foreign Language and Area Studies by the following University of Chicago area centers: the Center for East Asian Studies (CEAS), the Center for East European and Russian/Eurasian Studies (CEERES), the Center for Latin American Studies (CLAS); the Center for Middle Eastern Studies (CMES), and the South Asia Language and Area Center (SALAC).

The City Colleges of Chicago represents the largest community college district in Illinois. Included in our district are one Hispanic Serving Institution (Wilbur Wright College) and three Predominantly Black Institutions (Malcolm X, Kennedy-King, and Olive-Harvey Colleges), as recognized by the U.S. Department of Education. Our faculty and staff work with an exceptionally diverse population of students to give them access to resources which will prepare them to succeed in the workforce or in the pursuit of higher education. We are looking forward to partnering with the area centers at the University of Chicago to develop a schedule of activities, to take place over the next four years, which will bring international content and cultural understanding to our faculty and students. The collaborative programming, which will be planned and developed with input from our administrators, humanities faculty, and world language instructors, may include professional development activities to assist our faculty in adding international content to their courses; train them in best practices in teaching foreign languages and assessing student proficiency; and provide them with additional cultural and historical knowledge to increase their understanding of the student populations we serve.

The City Colleges of Chicago looks forward to this collaboration and the robust programming and resources that the area centers at The University of Chicago can provide to our faculty and students.

Sincerely,

Jonathan Keiser, Ph.D.
Executive Director of Academic Development
City Colleges of Chicago