

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

National Resource Centers and Foreign Language and Area Studies Fellowships

CFDA # 84.015A

PR/Award # P015A180006

Grants.gov Tracking#: GRANT12653612

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180006

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="06/15/2018"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

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

* a. Legal Name: <input type="text" value="The Board of Regents of the University of Wisconsin System"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="396006492"/>	* c. Organizational DUNS: <input type="text" value="161202122"/>

d. Address:

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

e. Organizational Unit:

Department Name: <input type="text" value="European Studies"/>	Division Name: <input type="text" value="International Division"/>
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f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Elizabeth"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Covington"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Faculty Associate"/>

Organizational Affiliation: <input type="text" value="The Board of Regents of the University of Wisconsin System"/>
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* Telephone Number: <input type="text" value="(608) 265-4778"/>	Fax Number: <input type="text"/>
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* Email: <input type="text" value="eecovington@wisc.edu"/>
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Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

*** 12. Funding Opportunity Number:**

ED-GRANTS-052518-001

* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

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

Add Attachment

Delete Attachment

View Attachment

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

Center for European Studies National Resource Center 2018-2022

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,232,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,232,000.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

The Board of Regents of the University of Wisconsin System

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	113,900.00	119,788.00	115,532.00	112,331.00		461,551.00
2. Fringe Benefits	27,495.00	29,812.00	30,554.00	33,084.00		120,945.00
3. Travel	16,000.00	17,250.00	14,750.00	14,750.00		62,750.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	11,500.00	11,500.00	12,000.00	12,500.00		47,500.00
6. Contractual						
7. Construction						
8. Other	81,105.00	71,650.00	77,164.00	77,335.00		307,254.00
9. Total Direct Costs (lines 1-8)	250,000.00	250,000.00	250,000.00	250,000.00		1,000,000.00
10. Indirect Costs*	20,000.00	20,000.00	20,000.00	20,000.00		80,000.00
11. Training Stipends	288,000.00	288,000.00	288,000.00	288,000.00		1,152,000.00
12. Total Costs (lines 9-11)	558,000.00	558,000.00	558,000.00	558,000.00		2,232,000.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2013 To: 06/30/2019 (mm/dd/yyyy)

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

The Indirect Cost Rate is 8.00%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) 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 %.
PR/Award # P015A180006

Name of Institution/Organization The Board of Regents of the University of Wisconsin System	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>BRENDA A EGAN</p>	<p>TITLE</p> <p>Managing Officer</p>
<p>APPLICANT ORGANIZATION</p> <p>The Board of Regents of the University of Wisconsin System</p>	<p>DATE SUBMITTED</p> <p>06/15/2018</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
4040-0013

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

Prime SubAwardee

* Name: Board of Regents of the University of Wisconsin System

* Street 1: 21 N. Park Street, Suite 6401 Street 2: _____

* City: Madison State: WI: Wisconsin Zip: 53715-1218

Congressional District, if known: _____

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

6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr CFDA Number, if applicable: 84.015
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8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
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10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 N/A Street 2 _____

* City N/A State _____ Zip _____

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

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

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

* Signature: BRENDA A EGAN

* Name: Prefix _____ * First Name BRENDA Middle Name A
* Last Name EGAN Suffix _____

Title: Managing Officer Telephone No.: 608-262-3822 Date: 06/15/2018

Federal Use Only: _____ **Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)**

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

Wisconsin_CES_GEPA_20181032301699.pdf

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University of Wisconsin-Madison
Center for European Studies
National Resource Center Application, 2018-22
GEPA Statement

As part of its Strategic Framework 2015-2019, the University of Wisconsin-Madison invests in its people as one of the five strategic priorities and initiatives to ensure the University is “fully equipped to address the complex problems facing the modern world.” In strict accordance with campus initiatives and Section 427 of General Education Provisions Act (GEPA), the Center for European Studies (CES) actively solicits for consideration at any and every level of employment, members of groups that have been traditionally underrepresented. Wisconsin’s 10-year plan to promote and sustain shared values of diversity and inclusion has yielded substantial gains—an increase in faculty retention and recruitment from underrepresented groups. In 2017, 21% of faculty members and 14% of academic staff members were from under-represented racial and ethnic groups, a sharp increase since 2000 and an increase of over 2% for each during the last 3 years. Almost 50% of Wisconsin's faculty and staff are women. Wisconsin's diversity and inclusion plan includes the following goals: significant improvement in the representation and academic success of all ethnic groups among the student body, faculty, and staff; improvement of the campus classroom and social climate for all; and an increase in the depth of understanding by the large majority not in those groups for their values, customs, and experiences. CES is actively involved in minority faculty recruitment and its own diversity profile is strong. Of 129 core European Studies faculty, 51% are women and 8% are racial/ethnic minorities. Between 2014-18, 66% of our FLAS grants have been awarded to women.

CES complies fully with Section 427 of GEPA not only in employment but in access by students and the public to our programs and activities. Wisconsin provides accommodations to permit employees, students, and visitors with disabilities access to employment, programs, activities, and facilities as required by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Wisconsin makes resources available to support individuals with disabilities: 1) the McBurney Disability Resource Center partners with campus units to aid in creating an accessible university community where students with disabilities have an equal opportunity to fully participate in all aspects of the educational environment; 2) the Office for Equity and Diversity's Disability Coordinator supervises a campus network of Divisional Disability Representatives (designated employees to aid employees with disability-related issues) to assist with accommodation concerns for employees, and 3) the ADA Coordinator in the Office of Compliance is available to support visitors and guests on campus with their accommodation needs and serves as the campus ADA compliance officer.

Wisconsin maintains a current Veterans 4212 report and a current Affirmative Action Plan in compliance with federal guidelines. As part of our strategic plan’s dedication to increasing support for nontraditional students, Wisconsin's Veterans Assistance and Military Assistance Center provides guidance to veteran students and employees and monitors campus compliance with statutes governing veterans’ rights and benefits. The Center partners with local, state and federal organizations and agencies to ensure veterans at UW-Madison receive knowledgeable advice and services to ensure success.

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 Board of Regents of the University of Wisconsin System

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE:

* DATE:

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

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Elizabeth	<input type="text"/>	Covington	<input type="text"/>

Address:

Street1:	1155 Observatory Dr
Street2:	213 Mark H Ingraham Hall
City:	Madison
County:	Dane
State:	WI: Wisconsin
Zip Code:	53706
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(608) 265-4778	<input type="text"/>

Email Address:

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #, if available:

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

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

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

University of Wisconsin National Resource Center for European Studies
Abstract 2018-2022

European Studies (ES), an academic program at the University of Wisconsin-Madison (Wisconsin) since 1972, stands out as a singular resource for teaching, research, and outreach of European subjects in all fields. Its NRC, the Center for European Studies (CES), fully adheres to the University's 114-year old legacy of the "Wisconsin Idea"—combining research and teaching with public service. CES research, curricular and outreach programs impact Wisconsin, its 26 Wisconsin System campuses, the K-14 educational community including Minority-Serving Institutions (MSIs), the Midwest, and the nation. Our 203 affiliated faculty have created a dynamic interdisciplinary intellectual community, helping European Studies garner prestigious external grants, including funding as one of 7 Jean Monnet European Union Centers of Excellence and one of 6 DAAD Center for German and European Studies in the US. CES students are participating in the project: the primary quantifiable indicator of ES impact on the university is the enrollment during 2017-18 of 20,096 students in 835 ES courses. CES has particular strengths in comparative European Union/US fields, especially those in professional schools including Medical History & Bioethics, Law, Environmental Studies, and Public Affairs, and the traditional disciplines Sociology, Political Science, History, and the languages and literatures relevant to Western Europe. Given our established breadth of expertise and resources on campus, and extensive network of off-campus affiliates, CES is well-situated to carry out the USED 2018-22 mission of using Title VI funds to further internationalize our curriculum, promoting excellence in language and area studies in topics related to the European Union and its Member States after Brexit. Yet we also have ambitious plans to make further resources available to under-represented groups in off-campus arenas, including MSIs such as the College of the Menominee Nation, Milwaukee and Waukesha Technical Colleges, Alverno and Madison Colleges, etc. CES will respond to the call for diversity of viewpoints, the promotion of dialogue, and the reinforcement of skill sets important to national need, thus addressing all absolute and competitive preference priorities.

CES will build on the ES base of 835 European courses with the creation of 22 new interdisciplinary courses (6 in professional schools) and expand our undergraduate Certificate in European Studies program to STEM field students via the campus Constellations initiative. CES plans to recruit more STEM field students to ES, while also addressing under-represented groups through new initiatives for experiential learning, internships, and diversity efforts for study abroad (e.g., Global Gateway and First-Year Interest Group initiatives). We will enhance content-based language learning with 7 new Foreign Language across the Curriculum (FLAC) sections, improving depth of teaching of Less Commonly Taught Languages (LCTLs) with emphasis on Finnish, Turkish, Modern Greek, Modern Irish, and Arabic, especially via CIC and other distance learning innovations. CES will also enhance third- and fourth-year offerings in established LCTLs—Portuguese, Dutch, Italian, Norwegian, Swedish and Danish, and further enrich Wisconsin library's nationally recognized ES collection with targeted purchases in LCTLs, digital collections such as *Border & Migration Studies Online* and European Union resources.

Under the rubric "Making the Best of the Post-Western Future," CES has plans with our 203 ES affiliated faculty to create interdisciplinary working groups which will develop 29 new courses and FLACs, at least 12 major workshops, conferences and/or symposia, as well as substantial teacher training with the School of Education. Off campus outreach includes further Title III and V community college and MSI collaboration, as well as general public outreach. CES's four programmatic themes for 2018-22 include these global issues: (1) Multilingualism in "Post-Truth" Democracies; (2) Challenges of Demography: Pensions, Health Care, Generational Transfer and Conflict; (3) Populism and Illiberal Democracy; and (4) Migration and Globalization. Activities on these themes will be taken beyond the confines of Madison through the active CES outreach program. Specific activities are extensive teacher training from elementary through community college levels, events for media, business, and the general public, and national events. In 2018-22, CES will explore new cost-effective means of promoting global education in rural areas and for teachers at MSIs through the Discovery Box and Community College Master Teacher Initiatives, and extension of our MSI initiatives to new campuses including the Lac Courte Oreille Ojibwa Technical College. Lastly, CES will attract the most highly qualified FLAS applicants for future careers in government service, business and diplomacy in professional work in LCTLs and on topics of national need, taking into account both merit and financial need in our awards process. We will also continue our SWEPT evaluation program, carrying out a third survey to our ES undergraduates and graduates for outcome-measure oriented data on their achievements facilitated by this NRC. CES is a unique national resource in ES, which can help diverse constituents gain expertise in pressing national security and economic needs in language and area studies.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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Criterion A: Program Planning and Budget

1. High-Quality Activities. The Center for European Studies (CES) is the primary administrative unit for European Studies (ES) at the University of Wisconsin-Madison (Wisconsin), a public land-grant university ranked 28th in the 2017 Academic Ranking of World Universities (46th overall in 2018 US News & World Report, 12th for public colleges). ES has 203 faculty affiliates across campus including the professional schools, and hosts a European Commission Jean Monnet European Union Center of Excellence (JMEUCE) and the German Academic Exchange Service (DAAD) Center for German and European Studies (CGES). ES provides a common profile for the 3 centers at Wisconsin by coordinating classroom activities, research and outreach; however, each center focuses on unique programming determined by discipline and language focus, faculty expertise, professional school affiliation, and K-14 outreach. CES has campus, state, national, and even international, presence; in 2014-18, Wisconsin remained one of only 2 campuses nationwide that held European Commission, DAAD and National Resource Center (NRC) funds—Berkeley was the other. Thus, CES has a superior base upon which to build further capacity and expertise in language and area studies (NRC Goal 1), while diverting additional resources to non-traditional students and under-represented groups (Goal 2), and promoting diversity of viewpoints and the fostering of dialogue on themes and issues of national need (Goals 3, 4).

We will develop quality programming which grows foreign language acquisition and area studies proficiency overall, but particularly provides access to under-represented groups, especially K-14 teachers who reach rural and inner-city students. This specialized knowledge will reflect a diversity of views and foster dialogue on themes of national need (migration, competition, globalization), and promote government service especially in the US/EU global

context. Existing teacher training activities will be enhanced/reconfigured within the framework of our central NRC theme, "Making the Best of the Post-Western Future." We propose to accomplish the following 7 major goals with NRC funds (see Budget Narrative Form):

2. Development Plan and Timeline. A) Strengthen the Teaching of and Proficiency in the LCTLs. CES's plans for Less Commonly Taught Languages (LCTLs) are to reinforce 3rd- and 4th-year teaching capabilities in our established Portuguese, Italian, Nordic language, and Dutch programs. Program-building focus will occur in Turkish, Finnish and Modern Greek. CES co-funds instruction of the intensive summer Arabic, Persian and Turkish Language Immersion Institute (APTLII) with other potential Wisconsin NRCs, instruction which prepares graduate and undergraduate students to qualify for Foreign Language and Area Studies (FLAS) awards for summer study of 2nd and 3rd year Arabic or Turkish. CES will fund 3rd-Year Dutch for 4 semesters in 2018-22 to allow Dutch language faculty (Vanderwal Taylor) to develop a topics course entitled "Dutch [In]tolerance." Intensive 1st and 2nd -year Finnish will be offered twice through online courses (Dubois).

Plans for other LCTLs reflect the program building focus which has made our International Learning Community (ILC) student enrollments robust. Western European language floor enrollments are *Stockwerk Deutsch*, 165 since 2002; *Piazza d'Italia*, 60 from 2005-16; *Baytunaa*, 56 residents since 2006; *Norden Floor*, 65 since 2007. Support targeted towards increasing diversity in these student populations includes funding First-Year Interest Group (FIG) and Constellations cohorts (see 2C for details). CES will fund 1st-Year Modern Greek online in 2018-22, given previous high demand (1st-semester enrollment of 28). CES provides Italian-language pedagogy workshops to groups statewide in financial partnership with the WisItalia heritage group. CES will continue to target specific library acquisitions of LCTLs.

2. B) Support Innovative Foreign Language Teaching across the Curriculum (FLAC)

With NRC funds, CES can help small departments explore innovative pedagogy, especially online and distance learning of LCTLs such as Finnish, Modern Greek, and Modern Irish. CES has 8 new FLAC sections scheduled for 2018-22, (see Table A.1; 5 were offered in 2014-18). The focus for new FLAC courses is 1) on providing topical instruction to FIG and Constellations undergraduates in conjunction with new FLAC resources in the Library (e.g., Idea of Europe in Cinema, EU/US Migration, Indigeneity in Nordic Countries); and 2) on encouraging STEM-field undergraduates and pre-service School of Education students to participate in FIGs, to encourage

Table A.1 New CES FLAC Trailer Sections for First-Year Interest Groups and STEM Constellations			
2018-19	2019-20	2020-21	2021-22
Cultural Studies of the Iberian Crises (Portuguese)	Migrants/Refugees in Germany and Beyond (Turkish)	Dutch [In]tolerance (Dutch)	Politicization of Immigration (Swedish)
The "New" German Problem (German)	Multilingualism in the EU (German, French)	Italian Immigrant Literature (Italian)	New Nordic Identity and Populism (Norwegian/Danish)

language aptitude in STEM and business fields, the earlier acquisition of foreign language in K-12 schools, and multi-year learning of languages across disciplines at university level.

2. C) Increase Diversity and Access to ES Curriculum and Study for Under-represented

Groups; Enhance Undergraduate Level ES Outside Traditional Classroom. ES participates in an International Division (ID) initiative to increase diversity in traditional study-abroad programs, which historically attract far more Western European heritage students than under-represented groups. With the Global Gateway program, we recruit minority students to European programs; from 2014-17, the initiative has increased minority student participation in study abroad from 9 to 15%. CES will augment Global Gateway resources to reach high-school juniors and seniors outside Madison. Our Brussels Summer Study Program, now in its 12th year and coordinated by the University of Colorado (Boulder), gives undergraduates 5 weeks of full-time on-site training and coursework in the operations of the EU and EU/US relations. CES Director

Ringe has directed the program 3 times and is currently recruiting student attendees through a gender- and minority-student diversity effort. ES also focuses on providing a broader range of resources for students, including networking through our European Commission initiatives (European Horizons undergraduate think-tank) and increasing internship opportunities and access to experiential learning. Starting in 2018, the Constellations Program on campus targets STEM undergraduates, adding focus on communication skills and substantive context on the EU and global affairs which can be overlooked in their majors. Constellations allows for the promotion of higher language skills and the formal linkage of pure science to broader social concerns and market forces. In 2017-18, enrolled ES Certificate undergraduates numbered just under half the size of the International Studies (IS) major; ES will aim to increase the number of STEM field students with ES hidden concentration in 2018-22. FLAC and FIG sections will provide new resources to STEM undergraduates, for whom language and area studies instruction have been downplayed in favor of laboratory work.

2. D) Expand Interdisciplinary Course Offerings on Europe. In 2018-22, CES will support 22 new courses, 6 in the professional schools, 8 in the social sciences, and 8 in the humanities. These courses will deepen knowledge of ES subject matter in programs with already substantial European expertise—in the SoE, Business, Law, College of Agriculture and Life Sciences (CALS), Public Affairs, and Planning and Landscape Architecture (P&LA). For majors in the College of Letters and Science (L&S), we intend to strengthen interdisciplinary courses in EU/US affairs (e.g., Researching Multilingualism in Education, High Finance and Real Estate in the Mediterranean EU) while not neglecting new approaches to the study of individual nations (e.g., Culture of Iberian Crises, the "New" German Problem).

2. E) Increase Teacher Training and Disseminate ES Knowledge through Outreach. Our proposed budget devotes significant resources to innovative methods of outreach for public and university communities, particularly the training of statewide K-14 teachers. CES will integrate higher numbers of teachers, graduate students from Upper Midwest institutions, faculty from the Wisconsin technical and 4-year colleges and universities into our activities and will make our resources available to them. These include K-14 teacher training workshops at Minority Serving Institutions (MSIs), programs for rural schools like the Discovery Box Initiative, the “Globalizing Higher Education” FIG with the SoE, and 2 indigenous studies projects with 3 tribal colleges. NRC funds are vital to such outreach initiatives (see detail in Criterion I).

2. F) Organize Conferences, Workshops, Courses and Outreach Activities. Columnist Martin Wolf recently emphasized the importance of “Making the Best of the Post-Western Future” as we progressively leave behind a western-dominated past (*Financial Times*, May 2018). Key elements of this development have been the erosion of the world order created by the two World Wars of the 20th Century; concerns about the capacity of states and international organizations to address new challenges ranging from terrorism to climate change to migration to nuclear proliferation; the weakening of long-term alliances in the West; anxieties raised by digital warfare and privacy risks; and democratic “backsliding” in Europe, where populism, resurgent ethnic nationalism, and the sudden eruption of “illiberal” democracies threaten stability and the rule of law. The economic and social consequences of the Euro Crisis and the Great Recession (still felt across Europe and the globe) exacerbate the sense that international relations are in flux. The European continent finds itself at a crossroads: will the European model succumb to or make the best of the challenges posed by a “post-Western future”? CES has designed 4 programmatic themes to foster dialogue and diversity of views on these global issues,

including (1) Multilingualism in "Post-Truth" Democracies; (2) Challenges of Demography: Pensions, Health Care, Generational Transfer and Conflict; (3) Populism and Illiberal Democracy; and (4) Migration and Globalization. CES maintains extensive partnerships with our 203 affiliated faculty and off-campus partners; thus, the programming below expands our programs with cutting-edge scholarship while promoting a diversity of viewpoints. Tables below are illustrative, not exhaustive.

1) Multilingualism in Post-Truth Democracies: Diversity, Parliaments, Education: This theme focuses on the effects on democracy of a plurality of citizen voices in governance, educational reform, and cultural change in EU/US comparative context. Theme activities will

Table A.2 Theme 1: Multilingualism in "Post-Truth" Democracies (2018-19)			
Courses	Turkish (APTLI), 3 rd -Year Dutch, Distance Finnish (w/Superior, Oulu)	International Conferences	EU/US Governance of Emerging Medical Technologies (w/JMEUCE)
NRC Activities	Conference: Twitter and Democracy in Post-Truth Societies (w/Journalism & Mass Communications)	K-14 Outreach	EU-US Global Implications Workshop on Human Rights for minority HS (w/Institute of World Affairs (IWA))
Annual Symposia	Workshops on Higher Education: Multi-lingualism in the Classroom (w/SoE)	MSI, and Title III/V Initiatives (Competitive Preference Priority 1)	Conference on Global Indigeneity, International Career Workshops for Undergraduates
Speaker Series	Illiberal Democracies? EU Member States and Populism (w/JMEUCE)	SoE K-12 Initiative (Competitive Preference Priority 2)	Globalizing the K-12 Classroom (FIG w/SoE)

reflect cutting-edge work on the "institutional" multilingualism in the EU (the rules of language use in EU institutions); multilingualism as a plurality of voices in the nation-building sense (accession candidacy of Montenegro, Serbia) and the resulting cultural politics of EU potential integration. Multilingualism in the classroom is the result of globalization and migration: pedagogy must adjust to the displacement of formerly "official" nation-state languages.

2) Challenges of Demography: Pensions, Health Care, Generational Transfer and Conflict:

Many complex topics to be pursued in this category include comparative EU/US health policy

and the mismatch between EU and US regulation. For example, there is a lack of parity between how the EU wishes to prevent monopoly in business (Microsoft), prevent privacy violations (the May 25, 2018 EGDP Regulation), and EU/US disaccord over the ethics of tissue production. The regions are also managing debates over the ethics of marketing of pharmaceuticals and medical devices, how to serve aging populations given the potential fiscal burden they pose to social safety nets and markets, as well as generational transfer. Work here also includes comparative EU/US gender, environmental, and human rights policy.

Table A.3 Theme 2: Challenges of Demography: Pensions, Health Care, Generational Transfer and Conflict (2019-20)			
Courses	Turkish (APTLII), 3rd-Yr Norwegian, 4 th - Yr Portuguese, Problems in Comparative Data Privacy Law	International Conferences	Impediments to Second Language Acquisition (w/ LI); Gender Security Post #MeToo (with Center for Demography & Ecology-Sociology)
NRC Activities	EU/US Sustainable Urban Development through Sister-City Pairings (Madison-Freiburg)	K-14 Outreach	5 Years Later: The Continuing Consequences of the Refugee Crisis in Europe
Symposia	Italian Pedagogy Workshops (w/LI, IWA)	MSI, and Title III/V Initiatives	Teacher Workshop on Sugar Trade in History (CES/IRIS); Minority-Serving Institution Workshops on Area Studies (w/IRIS)
Speaker Series	EU and the Global Economy	LCTL Project	Sami Indigeneity; New Norwegian Identity

3) Populism and Illiberal Democracy: The terms Euroskepticism and “enlargement fatigue” demonstrate that expansion of the EU to 28-member states has not been well received by increasing numbers of Europeans: the existence of the terms makes undergraduates assume the EU is "over." Recently, observers have held their breath at nearly every European Member State election, wondering whether splinter parties would make inroads into governments. This political polarization also influences the way the European past is remembered, and its influence on US diplomatic and geopolitical decisions. This thematic focus aims to prepare undergraduates and in-service teachers for advanced knowledge of cultural difference and higher-level problem-solving skills necessary for success in for diplomacy, business, the armed forces, environmental and human rights, health, and NGOs.

Title VI dollars amount to approximately 2% of total spending on ES at Wisconsin, yet they are vital dollars in terms of increasing diversity of access and outreach to rural communities. The activities outlined in our proposal strengthen our undergraduate, graduate, and professional school programs by more thoroughly integrating ES across the curricula. Simultaneously, the impact of CES at university, regional, state, and national levels will be increased. Close collaboration with CGES, JMEUCE, and IRIS provides us with additional expertise, resources and connections to continue one of the most dynamic ES programs in the nation.

Criterion B: Quality of Staff Resources

CES has 203 affiliated faculty overall: 67 core ES non-language faculty and 62 core ES language faculty have 100% expertise in ES. The remaining 74 faculty and affiliated academic staff have 25-75% qualification as Europeanists. In addition to 40 new hires from 2003-14, 16 of whom are 100% ES, Wisconsin has hired 12 new full-time ES affiliated faculty in 2014-18. In 2017-18, 20% of just over 800 full-time faculty in L&S are affiliated with ES; another 43 hold their positions in professional schools. Additionally, there are 14 Europeanist academic staff positions serving administrative, teaching, and research functions (see Appendix 3 for full details).

1. Qualifications of Faculty. ES faculty research and publication expertise has allowed Wisconsin to achieve great success in winning prestigious external awards and grants (Guggenheim, Mellon, MacArthur, Humboldt, Berlin Prize, DAAD, NSF, etc.). ES faculty are selected through national recruitment, hold Ph.D.s from major research universities, and are typically ascendant in their fields. They have all completed some type of overseas experience, whether completing foreign advanced degrees before their US Ph.D.s (Beilin, Bousquet, Brossard, Covington, Elwert, Miernowski, Moedersheim, etc.) or spending several years residing and researching abroad and returning there annually—the case for nearly all of them. ES faculty

received 40% of Council for International Exchange Scholars (CIES) Fulbright awards to Wisconsin in 2010-18 (19 of 50). Several CES-related programs are among the top 20 nationally in their fields (Curriculum & Instruction [C&I]-1st; Sociology-6th; History-9th; Educational Policy Studies-3rd; French-7th; Economics-12th; Political Science-15th; sources: U.S. News & World Report, 2017, 2016). From 2014-18, 11 ES faculty have been promoted from assistant to associate professor (7 core include Conti, Dima, Eldridge, Klocke, Taylor, Todorovic, Ussishkin), 9 core faculty from associate to full, all in L&S (Britland, Evans-Romaine, Hirsch, Keller, Mani, Marshall, Phillips-Court, Ringe, Vatan). Since 1994, Wisconsin faculty undergo post-tenure review every 5 years to ensure continued assessment of academic work.

Professional Development Opportunities. In addition to competing successfully for NIH, SSRC, NEH, Bosch, and other national and international awards, CES faculty received Wisconsin's generous named professorships, including the Wisconsin Alumni Regional Foundation (WARF) Bascom, Vilas and Hildale appointments, which provide significant financial reward. In 2014-18, ES Faculty received 7 WARF named professorships, 6 Kellett Mid-Career Awards, 7 H.I. Romnes Faculty Fellowships, and 12 Vilas Associate Fellowships, totaling \$1.5+ million. ES also makes around \$95,000 available each year targeting pre-tenured faculty for course development, research and conference grants through a competitive process (non-CES funds). New Wisconsin faculty receive start-up grants for research and curriculum development, ranging from \$8,000 to \$100,000; academic staff also benefit from competitive professional development awards.

Teaching, Supervising, Advising. All 203 CES-affiliated faculty are full-time university teachers who instruct, supervise, and advise students, and thus devote at least 50% of their time

to these tasks. Professional Europeanists with academic staff appointments are also involved in student training and advising (Haahr, Irving, McMahon, Michelson-Ambelang, Siklos).

Faculty Participation in Center Governance and Staffing. CES is faculty-governed, with a tenured ES faculty member serving as elected director (Ringe, Political Science, 2014-present), for terms of 3-5 years. Professional school faculty (e.g., Brossard, Hogle, Klug, Oliver, Yackee) and the library (Haahr) along with 18 faculty from social sciences and humanities (Boswell, Elwert, Goldberg, Livorni, Ferree, Olds, Rumble, Vanderwal Taylor, Vatan) actively participate in CES governance through its steering committee (22 attended, Fall 2017), typically for 3-5 years. The CES Director and Associate Director participate in the IRIS governance body of area studies, assuring ES a formal role in campus-wide area studies.

2. Staffing of Administration and Outreach. Nils Ringe (Ph.D., Political Science, Pittsburgh, 2006), is Professor of Political Science and Jean Monnet Chair. A well-known scholar of comparative EU politics, CES Director Ringe is finishing his 3rd book on European lawmaking and comparative EU/US scholarship on legislative politics (*Who Decides, And How? Preferences, Uncertainty, and Policy Choice in the European Parliament* (2010: Oxford); *Bridging the Information Gap: Legislative Member Organizations as Social Networks in the United States and the European Union* (2013: Michigan, co-authored with Victor). Associate Director Elizabeth Covington (Ph.D., European History, 1998, UCLA) is Faculty Associate with Indefinite Status and formerly taught at the University of Paris VII, UCLA, and Loyola Marymount. She teaches comparative EU/US courses (liberal democratic institutions, EU migration) for IS. She has written grants to over 10 agencies totaling in excess of \$10 million in the 15 years, strategizes ES and campus internationalization, and develops programs and activities with an average of 120 faculty per year. Covington has won Mellon, DAAD, and

Ahmanson-Getty fellowships and does outreach with local government and community groups. Operations Manager Bridget McMahon (M.A., Durham University, 2016), an expert on museum education, does outreach for education and business audiences in the Upper Midwest as well as FLAS administration and advising. She envisions and facilitates K-14 outreach events such as "Populism & Nationalism in Advanced Democracies" for high school and community college instructors and the "European Refugee Crisis" for middle schoolers.

3. Underrepresented Groups. In strict accordance with Section 427 of the federal General Education Provisions Act (GEPA), Wisconsin actively seeks for consideration at every level of employment members of groups who have been traditionally underrepresented including minorities, women, the elderly and disabled. All CES openings conform to EO/AA criteria. Wisconsin's Division for Diversity, Equity and Educational Achievement (DDEEA) serves students, faculty and staff from traditionally underrepresented groups (see GEPA statement for explicit campus-wide proactive measures to which CES conforms).

Criterion C: Impact and Evaluation

1. Impact on University, Community, Region and Nation. CES fully adheres to Wisconsin's 114-year old legacy of the "Wisconsin Idea"—combining research and teaching with public service to the entire state. CES research, curricular and outreach programs impact the University, the 26 Wisconsin System campuses, the K-14 educational community, the Midwest, and the nation as a whole. Our 203 ES affiliated faculty have created a dynamic interdisciplinary intellectual community with institutionalized linkages abroad. CES students are participating in the project: the primary quantifiable indicator of ES impact on the university is the enrollment during 2017-18 of 20,096 students in 835 ES courses. In 2014-17, an average 1,031 total undergraduate degrees were granted per annum to students with ES affiliated majors (120 credits

required for B.A., 30-40 for a major); an average of 74 M.A. and 121 Ph.D. recipients per annum finished their degrees in ES. CES sponsors an average of 85-95 events per annum, on campus and throughout the Midwest; attendances range from 12 to over 500 and average 38. These events take NRC expertise to Wisconsin schools and community colleges (including MSIs), public libraries, Madison International Trade Association, Madison Council on Foreign Relations, Wisconsin Association for Foreign Language Teachers, Wisconsin Council for the Social Studies, the Chicago-based German-American Chamber of Commerce, etc. CES reached thousands of business, government and community leaders through events, television and radio programs, and digital media. Between 2014-18, 693 teachers registered for CES programs; using a multiplier effect of 75 students per teacher per annum, thus, 51,000 students received some form of specialized ES area knowledge in that time frame.

CES maintains Twitter and Facebook accounts and electronically archives major events for wide public usage (e.g. streamed media of April 2017 Europe in Crisis and March 2018 Contentious Politics symposia). Wisconsin, as a whole, ranks highly in social media influence as the most influential US university on Twitter (source: 2015 Engagement Labs survey). CES is centrally located on campus, maximizing physical access to its resources for faculty and students, but holds events offsite where community members are more likely to attend (e.g., public libraries, major annual conferences such as WAFLT, WCSS). The elderly compose one third of our attendance at any major public event. CES regularly receives phone calls and/or emails soliciting faculty expertise on events of note (*Al Jazeera* on Italian elections, *Vox* on German elections, *Economist* and the *Financial Times* on EU and Brexit finances, Nordic Council on feasibility of local events, *The Washington Post* on transatlantic affairs). Teaching materials, advising on ES, and background briefings are also solicited by various entities, such as

the MITA, which uses ES as its recruiter for visiting specialists from the EU Trade Desk and German Federation of Industry.

Wisconsin CES ensures equal access and recruits minority and under-represented students, faculty and staff. Specifically, CES works with DDEEA which coordinates minority student recruitment and provides special scholarship funds. All our programs enroll at least 50% women, and our facilities meet federal guidelines for the disabled and the elderly. ES is clearly directed towards heritage students from European regions, which accounts for a lower percentage of involved minority candidates, an issue we address with Global Gateway, community college and MSI-directed programs. Wisconsin mandates that faculty and staff searches are well-advertised nationally and include strong equal opportunity statements to attract minority applicants. Increasing the percentage of minority faculty remains a major goal for L&S, where minority recruitment, hiring and retention strategies are priorities in the hiring process. Of ES core faculty, 50% are women and 8% are minorities.

2. Evaluation. CES convenes an advisory committee of 22 Wisconsin faculty, typically once a year, who provide governance and feedback on the intellectual substance and campus role of our operation. For outreach, ES teacher workshop participants routinely complete online surveys to better offerings. External peer reviews evaluating the quality of our area- and theme-specific expertise have fallen into disfavor since 2010 in favor of metrics. Thus, CES along with Wisconsin's 7 other NRCs and Provost's Office pooled resources to implement the Standardized Wisconsin Evaluation Program for Title VI (SWEPT) in 2010. Faculty evaluation director Gerber, with expertise in demographics and statistical analysis, designed a survey-based evaluation through the University of Wisconsin Survey Center (an independent fee-for-service entity with professional staff which conducts 60-80 external surveys annually, 40% of which are

longitudinal and/or nationwide in scope). Using expertise in population tracking, sampling, questionnaire design, and data analysis, SWEPT generated objective data—in effect, a baseline of data, which can track CES's utility to its 10,000+ alumni. In 2013, the first undergraduate survey entitled Global Learning Outcomes at Wisconsin (GLOWS I) assessed the global competence and interaction with NRCs of all Wisconsin sophomores and seniors. Its response rate was 22.3 %, or 3,130 usable questionnaires. The survey was repeated in 2016 (GLOWS II), and its results confirm the key 2013 findings. Indeed, they show remarkable continuity in positive assessment of CES programming by our students, a finding that is especially notable because 79% percent of 2013 respondents evaluated the overall quality of ES activities and programs as “good,” “very good,” or “excellent.” This very high benchmark makes it less likely that we would observe improvements in the numbers between 2013 and 2016 that are large enough to rule out random sampling fluctuations as their sole source (or that the result is due to chance). Despite this reality, some of the results for European Studies stood out. For example, the survey results show improvement in student participation in cultural events (+8.6% overall, +9% for seniors). We have also seen a rise of 6.3% (7.5% among seniors) in participation in our undergraduate certificate program. These two results, study author Gerber highlights in his executive summary of the survey results, make “European Studies stand out.” The most important increase is of 3.1% of students (more than doubling the 2013 numbers) who indicated that ES played a “very important” role in shaping their Wisconsin experience. In sum, Gerber concluded that the Center “continued to do a stellar job in getting out the word about its programs to undergraduates, getting them involved, and earning high marks for its effectiveness.” The 2.6% additional respondents in 2016 (beyond the 78.1% who were already "satisfied" or "very satisfied" in 2016) who attended professional career workshops recognized

the strides CES has made in developing career support. This particular ES function is one designated as a priority for additional, measurable improvement in 2018-22 by working with Global Gateway, Constellations, and other initiatives. CES will capitalize on the economies of scale created by Wisconsin's SWEPT plan by undergoing a 3rd evaluation, which can be readily utilized in conjunction with other performance measures. SWEPT III, our 2018-22 evaluation plan, will conduct GLOWS III in 2019.

The original 2014 SWEPT concept included an equally data-rich Fall 2011 survey of area studies graduates, with the address location assistance of the Wisconsin Alumni Association (WAA). The Area Studies Alumni Survey (ASAS) questioned a random sample of 3,200 Wisconsin area studies alumni, who had graduated since 1990 having taken at least 15 credits in area studies and/or a LCTL. Of the 1,150 persons who completed the survey (a remarkable 40.4% response rate), 40% were women, 18% were ethnic minorities, and 10% live abroad. Nearly 17% of the respondents (198) were CES alumni: 45.9% of them reported using their language skills in their work; 42.3% deal with foreign partners or collaborators, 21.3% deal with foreign officials; 28.4% responded that "overall, participation in ES helped [them] find a job," in at least 2 cases as Foreign Service Officers working for the State Department.

This solid impact and evaluation plan is easily replicable and has earned recognition as "unmatched" nationwide in 2 sessions with IFLE staff. While Wisconsin NRCs had originally intended to conduct the ASAS survey again in 5 years, budget cuts and long-term strategizing made 10-year intervals more conducive to capturing graduate data in phases of student careers and eliminated the potential confusion of frequent surveys with fundraising. We will administer ASAS II in 2021, and CES has committed a budgetary sum each year for these purposes. In short, SWEPT and GLOWS generated standardized, replicable data on CES, and while we still

do not have the compiled results of ASAS II (the 2nd alumni data set), our GLOWS reports demonstrate NRC effectiveness via knowledge of and participation in CES programs, funding for acquisition of LCTL expertise, educational and work history since graduation (in particular, usage of LCTLs), and overall assessment of CES programs.

Timeline for survey:

Table C.1 CES ASAS II and GLOWS III Evaluation Goals				
Goal Increase:	Metric	Baseline	Baseline Data Source (Date)	Target (GLOWS 3-2019, ASAS II 2021)
Increase the number of students pursuing ES academic year fellowships	Undergraduates identifying academic year fellowships as a center activity they are involved in	8.5%	GLOWS 2, 2016	10% (as financial resources allow)
Increase awareness of ES amongst first years and sophomores	Underclassmen reporting some awareness of ES	20.3%	GLOWS 2, 2016	33%
Increase participation of first years and sophomores in ES activities	Underclassmen participation rates	5.7%	GLOWS 2, 2016	12%
Increase ES undergraduate participation in STEM field	STEM field students with some ES Constellations or FIG experience	unknown	GLOWS	10% of ES Certificate recipients
Increase ES undergrad participation in professionalization programs	Percentage of undergrads with formal training	7.8%	GLOWS 2, 2016	15%
Increase access to European study abroad by minority students	Global Gateway Initiative (IAP) data set on ethnic background	unknown	GLOWS, ASAS	8%
Increase % ES FLAS graduate in govt./military in areas of national need	Self-reporting of FLAS recipients	18%	ASAS I	22%

SWEPT has demonstrated the commitment of Wisconsin to its NRCs and their effectiveness, as matching funds were committed in the bleakest of financial environments at R-1 universities. Wisconsin NRCs cost-shared the endeavor for economies of scale. Now, SWEPT III can extend that knowledge longitudinally, with cost-sharing mechanisms still in place and the expectation that continued evaluation will be even more cost effective. CES’s share will be about 2% of the annual NRC budget figure we requested.

3. National Needs and Dissemination of Information. CES has a national reputation for preparing the next generation of area studies scholars for work in academia, government service, business, law, and journalism. In 2005, an independent UK evaluator noted that ES outreach programs in curriculum, research and K-14 activities, both in sheer depth and number, matched those of major US cities. This confirms that CES's use of NRC funds is comprehensive and addresses national needs in government service and business as well as issues of concern, including social and economic inequities in academic preparation and educational completion rates. Outreach offerings projected for 2018 and onward are oriented towards underrepresented rural populations, MSIs, and targeting students before they reach college age through diversity programs. Since today's B.A. holders have far fewer prospects than their parents did, CES focuses on extensive networking with and for undergraduates through our ES Certificate program, and participates in the 2018 L&S SuccessWorks initiative for undergraduates, which includes a new focus on paid internships. The ID Internship Program, with the help of CES and CGES, has provided 144 internships in Europe since 2010. Overall, nearly 1/3 of the unit's internships are in Europe, primarily in STEM fields. If CES receives funding, we will commit extra effort to providing ES undergraduate and graduate students higher levels of information and advising about career opportunities in government service, education, business, and the non-profit sectors, where they can utilize their expertise in foreign languages and world regions. Finally, CES offers 4 languages which appear on the 2017 version of Section 601 (c) (1) list of the 1965 Higher Education Act "areas of national need." The U.S. Department of Education, Agriculture, Commerce, Defense, Health and Human Services, Justice, State, Transportation, and Treasury identify 1 or more of the following Western European languages as important: French, Portuguese, Turkish and Arabic. Our 2018-22 programs will also extend language and

scientific context training opportunities to M.A. and Ph.D. students in the professional schools (Public Health, Business, Law, Medicine, Engineering, etc.) for those preparing for professional careers.

4. Placement record in employment, education and training. Students graduating with ES specialization maintain their international interests and contribute area studies expertise in subsequent career and academic paths. In the 2012 SWEPT alumni survey ASAS1, 62.8% of ES's 1,110 alumni respondents claimed they "utilized their area studies expertise in their current profession." In 2016-17, most common initial career placements for recent ES B.A. recipients were in the private sector (30 %, e.g. Epic Corporation, Target, Pepsi, Harley Davidson), non-profits (5%), elementary and secondary education in the states of Wisconsin, Illinois and Minnesota (6%), local and state government service (WI Department of Justice, Madison Police Department (12%), and federal government (3%). The largest cohort (44%) continued to Graduate School (e.g. in German, History, European Politics, Public Affairs, Law). Fifty % of graduating MA students continued into Ph.D. programs, while 30% entered the private sector. From 2014-17, Wisconsin awarded 143 ES Ph.D.s (82 language, 61 non-language) and 221 Master's Degrees (99 language, 122 non-language); of this total of 364 graduate students, 49 were awarded FLAS awards for European languages (13.5%). The 2012 SWEPT ASAS survey polled former FLAS fellows funded since it began awarding FLAS in academic year 2001-02 and showed 52.9% in Education, 29.4% in private business, and 11.8% in government. We assume that many of these graduate student area studies specialists work in national security and defense, agencies where employee identities are not released. Recent ES Ph.D.'s (2015-17), many of whom were also recipients of FLAS fellowships, have been hired at The College of

William and Mary, Harvard, Kent State, Marquette, Michigan State, Morehead State, Oregon State, Southern Methodist, University of Nevada-Las Vegas, USC, Yale, etc.

Criterion D: Commitment to the Subject Area

University’s Financial and Other Support. CES is the primary administrative unit for ES at Wisconsin. With 203 faculty affiliates across campus including professional schools and other granted centers (JMEUCE and CGES), basic financial support is secure. Title VI funds, however, assure area and language studies excellence and many aspects of off-campus outreach.

1. Operation of Program. Total Wisconsin support for ES last fiscal year was 23.6 million (Table D.1), covering 99% of all costs associated with ES. The ID is the main administrative home of CES/ES, with some support from L&S. The ID, hosting Wisconsin’s 9 area studies programs, dedicated \$1,237,000 to ES last year for direct salary support of personnel doing public and government relations, human resources, internship and study abroad management, etc. Despite this infrastructure, grant funds, especially Title VI, are critical to ES interdisciplinary initiatives aimed at local and regional teachers, training for undergraduates and graduates, and CES’s provision of outreach to business, media, and government.

Table D.1: Wisconsin Support to ES, Annual Budget 2017-18	
International Division staff/overhead (Dean's office, internships, study abroad, IRIS)	\$3,943,000
Library staff in ES	\$661,430
Library acquisitions in ES	\$990,000
67 core non-language ES faculty	\$6,403,000
62 core language ES faculty	\$4,685,000
Named ES professorships (Graduate School)	\$401,000
WARF faculty flexible research funds	\$1,507,000
Study abroad scholarships (2017-18), Western Europe only	\$518,600
Graduate student support in ES	\$4,426,695
CGES/Jean Monnet EUCE graduate student fellowships	\$95,000
TOTAL	\$23,630,725

2. Teaching Staff for Subject Area. Wisconsin pays 100% of salaries and benefits for 67 core ES non-language faculty (\$6.4 million) and 62 core ES language faculty (\$4.7 million), including

12 new ES faculty (2 core language and 10 core non-language) for 2014-18, building on an increase of 18 in 2010-14. This equates to more than 99.7% of salaries and benefits for ES.

3. Library Resources. In 2017-18, Wisconsin devoted \$661,430 to pay 100% of benefits and salaries for 3 full-time European bibliographers and a percentage of the time of 5 full-time cataloguers. Upwards of \$990,000 went for ES acquisitions. These costs compose more than 99% of costs linked to maintaining and building the ES collection (see Criterion E).

4. Linkages with Institutions Abroad. Exactly 2,276 Wisconsin students participated in study abroad in 2016-17 (source: 2016-17 Open Doors Report on International Educational Exchange), including 343 graduate or professional students. Sixteen Western European countries attracted 1,119 (49.2%) of study abroad participants in 2014-15, a year when Wisconsin had the largest participation in semester-long study abroad among public universities, and had the 6th largest long-term participation among US institutions. Wisconsin currently offers 215 study abroad options, 70 of which are in Europe across 18 countries. Wisconsin also provides internship abroad opportunities for students. In 2016-17, 27 undergraduates interned in Western Europe, a 300% increase over the past 5 years; most interns in Western Europe are affiliated with STEM programs and receive stipends or support.

Table D.2 – Study Abroad Participation Wisconsin				
2015-16			2016-17	
Freshman	7		Freshman	36
Sophomores	63		Sophomores	170
Juniors	586		Juniors	1004
Seniors	1246		Seniors	722
Masters	24		Masters	120
PhD	60		PhD	67
Professional/Other	258		Professional/Other	157
Total Students Abroad	2244		Total Students Abroad	2276
<i>Students in West Europe</i>	<i>1100</i>		<i>Students in West Europe</i>	<i>1108</i>
Total Countries	81		Total Countries	82
<i>Western European Countries</i>	<i>16</i>		<i>Western European Countries</i>	<i>17</i>

5. Outreach Activities. From September 2014 to May 2018, CES, in cooperation with ES, held 409 outreach events in all Title VI mandated areas (K-14, post-secondary, media, business, general public); non-CES funds cover 90% of general outreach costs but NRC funds cover over 85% of K-14 activities. IRIS, the faculty and academic staff governance committee of Wisconsin's 9 area studies centers, provides CES with associate director, undergraduate advising, fellowships management, and financial management personnel costs.

6. Qualified Students in Fields Related to Center's Teaching Program. In 2014-17, an average 1,031 total undergraduate degrees were granted per annum to students with ES affiliated majors, 15 or more credits in ES (120 required for B.A., 30-40 credits for a major). In 2014-17, an average of 74 M.A. and 121 Ph.D. recipients per annum finished their degrees in ES. In 2016-18 an additional 89 undergraduates, 72 Master's recipients, and 90 Ph.D. recipients were hidden concentrators (who completed 15 or more credits in ES curriculum). In general, Wisconsin undergraduates receive high levels of support; of 2016-17's 43,820 undergrads, 65% got merit- and/or need-based financial aid. In 2017-18, undergraduates who studied abroad in Western Europe received nearly \$520,000 in University scholarship support, excluding financial aid. Graduate student support is extensive and varied, including University, Chancellor, Advanced Opportunity (for minority students), Vilas, and Wisconsin Distinguished Graduate Fellowships. In 2017-18, Wisconsin provided graduate students in ES with support in the form of fellowships, teaching and research assistantships, and special research grants (not including FLAS), totaling \$4,426,695 (stipends, benefits, tuition waivers). CGES and JMEUCE graduate student fellowship support, matched by the Graduate School, L&S, German and ID for 2017-18, amounted to \$95,000 (6 semesters of support). The ID made 59 competitive Graduate Recruitment Awards available for students intent on internationally-focused Ph.D. work in 2014-

18, sharing costs with a Mellon Foundation Grant; 1/5 went to Europeanists who matriculated and used the grant for summer pre-dissertation research or language learning.

Criterion E: Strength of Library

1. Strength of Library Holdings. The Wisconsin General Library System houses 10.13 million volumes. In 2017, the Association of Research Libraries (ARL) ranked Wisconsin's libraries at 12th in total number of volumes held nationwide. Wisconsin is a primary national repository for all materials available on regions and countries of the world outside the country: thirty per cent of the collection are in languages other than English and in 510 languages. Since May 2015, the libraries have acquired 74,000 materials in other languages than English. In the past 14 years, ES holdings have seen significant digital collection increases. Valuable primary source materials, in print and digital formats, have strengthened the World War I collection and databases, especially those covering the EU, have been expanded. Some of the unique materials acquired since 2014 include *Border and Migration Studies Online*, *Churchill Archive*, *Das Gutenbergkomplott: Historischer Roman*, *Empire Online*, and *The First World War*. Some of the most used collections since 2014 include *Brecht Guide*, *Foreign Relations*, *German Studies*, *Iceland Online*, and *Nuremberg Chronicle*. Outreach and accessibility to citizens within the state of Wisconsin and beyond have been primary goals: out of all the reporting institutions in the ARL, the library ranks 3rd in numbers of items lent to other libraries (94,294) and 3rd in items borrowed (80,991).

European holdings are the Library's most remarkable asset. Collections include close to 1.4 million titles related to Europe, with substantial holdings in European LCTLs. Periodical collections include 42,700 titles in Western European languages, which include some 3,060 titles in Nordic languages, 1,426 in Dutch, and 2,590 in Italian. The German collections rank

nationally in the top 10, with numerous Third Reich imprints, extensive post WWII publications, including an impressive collection of materials representing the former German Democratic Republic and German reunification, and strong holdings in German dialects. Likewise, the French and Italian collections are both among the top 10 with over 450,000 titles. Italian linguistics and minority languages of Italy and rarities such as 1960's *Gruppo 63* holdings feature prominently. Wisconsin has an impressive catalogued collection of modern Danish literature, a rare Icelandic literature collection, and is one of few libraries nationally with significant research holdings in Norwegian language and literature. The collections include secondary and tertiary languages of both Denmark and Norway, representing the Faroe Islands, Greenland, and significant collections of Nynorsk and Sámi language and literature. The library supplements holdings on the Dutch and Frisian languages as well as Dutch literature. Of particular note are materials on Italian fascism, documents on the post-1945 European extreme right, labor movement, and LGBT publications. The library has consistently collected government publications from Europe at the national level as well as major ongoing all-publications orders for European IGOs such as the Council of Europe and the OECD. It also has been a depository for EU documents and publications since 1964, and houses a large collection of supporting monographs, periodicals and electronic resources. Many EU documents are now available online, yet the library recognizes the importance of continuing to collect print.

Institutional Financial Support for Library. The GLS has the country's largest staff of area studies bibliographers (9), commensurate funding, and an entire department in Central Technical Services to support acquisitions, the digital collections unit, a technology department and a robust interlibrary loan unit. The full acquisitions budget in 2017-18 was \$12.4 million, and an additional \$1.45 million is currently allocated to area studies bibliographers for collection

development and technical services. More than \$990,000 went to for ES acquisitions. These salaries and acquisitions costs amount to more than 99% of costs linked to maintaining and building the European Studies collection. In 2018-22, CES will continue to target funds to the purchase of books and online resources, particularly in LCTLs.

2. Cooperative Arrangements with Other Institutions and Access. Wisconsin's extensive library resources are available to students, teachers and faculty at other institutions across the country through a variety of cooperative arrangements and on-line databases, evidenced by its 3rd place ranking in ARL interlibrary lending rankings throughout the Midwest, the US, and internationally. The Library provides enhanced public access to scientific, cultural, educational and historical resources that promote community welfare and economic development. The libraries use new technologies (such as proxy authentication) to ensure that catalogs, databases, reference materials, government documents, and bibliographic management tools are available to university staff, faculty, and students. Wisconsin participates in various cooperative arrangements to enhance access to materials held in non-Wisconsin libraries for faculty, student, and non-university users, including public schools and libraries. These collections include UW Systems, CIC, Center for Research Libraries, Online Computer Library Center resources, and some from select overseas libraries. The open-door policy sets no restriction on in-house use, and state residents may establish short-term borrowing privileges.

Criterion F: Quality of the CES Non-Language Instructional Programs

1. Quality and Extent of Center's Course Offerings. A broad range of ES courses at both graduate and undergraduate levels is offered at Wisconsin in language and non-language departments, with an 83% concentration of specialized 100% European content courses (expanded detail in Appendix 5). In 2017-18, 203 faculty across 38 departments and 12 schools

and colleges offered 835 graduate and undergraduate courses, including multiple sections of language courses.

Table F.1 European Course Offerings (Graduate and Undergraduate Levels) (2017-18)				
Total Courses Offered	Courses Devoted to Regions/Europe or EU	# of Non-Language Core Undergrad. Courses	# of Non-Language Grad. Courses	Language Courses
835	139	326	74	435

Country Coverage and Variety of Disciplines. Wisconsin offers an average of 139 courses that address Europe as a whole each year; non-language, culture and civilization, and language-instruction courses are offered on specific countries/regions of Europe (see Table F.2).

Table F.2: Specialized (100%) Courses by Country and Region (2017-18) by Department Type						
	Germany/Netherlands	Scandinavia	France	Italy	Iberia	UK/ Ireland
Non-Language	5	8	8	6	1	6
Language Instruction	92	17	72	37	140	N/A
Culture/Civilization (Language/literature)	16	11	21	10	29	18
TOTAL	113	36	91	53	170	24

Just under 40 additional courses address Europe or the European Union as a region by comparing it to other world areas (e.g., EU/US comparative legislative, privacy law, high finance, banking and real estate policy). Wisconsin has reorganized 2 Western European departments into German, Nordic & Slavic (GN&S), which houses the first US Scandinavian language department (founded 1875). "Nordic" teaches more students than any of its national competitors, offering M.A. and Ph.D. degrees in Scandinavian literature, linguistics and area studies. Wisconsin's strong German program has made 28 graduate student placements since 2013 to the University of Chicago Press, corporations, and over 20 universities such as UCSB and BYU (source: Wisconsin German section of GN&S). Since 2014, 15 new tenure-track faculty in Spanish & Portuguese, Scandinavian Studies, History, Classics, Sociology, Business, C&I, Law, Library & Information Sciences, and Political Science have strengthened departmental course and interdisciplinary offerings (Alcala-Galan, Andersen, Bitzan, Chamedes, Dressler, Krouk, Light, Luque, Nelsestuen, Pandey, Prasad, Rubel, Schwarze). Finally, the JMEUCE promotes

development of EU-related interdisciplinary courses in Law, Political Science, Public Affairs, and Sociology (e.g., EU Law), and disseminates high-level knowledge of the EU through conferences and continuing education symposia for attorneys, systems engineers, etc. ES designs varied interdisciplinary graduate courses (ES 804) on topics such as comparative water management, and the Cultural Impact of Wars and Displacement.

Participation of Professional Schools. CES invests effort into cultivating ties with the professional schools (see Table F.3 below). Just over 1/5th of current CES-affiliated faculty (43 positions of 203 total) serve in the professional schools, including 8 in International Business (IB), 2 in Life Science Communication, 3 in Law, 8 in School of Education, 4 in Public Affairs, 3 in Engineering, 1 in Education, 1 Planning and Landscape Architecture and 4 in the College of Agricultural and Life Sciences. During 2016-18, Wisconsin offered 108 courses in 11

School	Course Title	Faculty	Term	Enroll.
Law	European Union Law	Klug	FA-16	16
Public Affairs	International Governance (EU Fiscal Policy)	Copelovitch	FA-16	14
Law	EU Law	Klug	FA-17	8
Educational Policy Analysis	Internationalization of Higher Education	Li	FA-17	10
Law/Sociology	Sociology of Law (EU Law on Vices)	Conti	SP-17	37

professional schools, including Public Health, Public Affairs, Medicine, Environmental Studies, and CALS, featuring at least 25% European content; this is a remarkable increase given that only 69 ES courses were offered during 2011-13. The Professional French Masters Program (PFMP) offers interdisciplinary courses in tracks on Francophone Africa, French Canada, and EU studies, all of which are in French and open to all graduate students. CES will fund new courses with significant (50% or more) European content in P&LA, Public Affairs, Medical History & Bioethics, and CALS in 2018-22; these 8 interdisciplinary ES content courses may cross colleges, such as P&LA, Public Affairs/Business (High Finance and Real Estate in the EU

Mediterranean, Luque), Journalism/Political Science (Contentious Politics); Engineering/Public Affairs (Nemet), CALS/GN&S (Sustainable Urban Development and Sister-Cities-Moedersheim). See further particulars in Table F.4.

Table F.4: New Non-Language Courses, 2018-22 (P=Professional School)			
2018-19	2019-20	2020-21	2021-22
Ideology of International Organizations since 1945 (History)	High Finance and Real Estate in the Mediterranean EU (Business) (P)	The "New" German Problem (History)	Global Environmental Governance (EU Case Studies on Alternative Energy) (Public Affairs) (P)
Politicization of Immigration in EU/US Comparative Perspective (IS)	Law and Global Health (Population Health Sciences) (P)	Minority Languages and Euro-dialect (Italian)	Problems in Comparative International Data Privacy (Law) (P)
Decolonization and Politics of French Empire (Law/F&I) (P)	Social/Ethical Issues of Human Tissue Production: EU/US (Medical History & Bioethics) (P)	Researching Multilingualism/Plurilingualism in Education (C&I) (P)	EU Policymaking Across Institutions and Time (Political Science)

2. Depth of Specialized Courses. Of its 835 annual courses, the vast majority of our ES course offerings are specialized courses, featuring 100% European content. CES funded 18 new courses in 2014-18, with matching Wisconsin funds; we expect another 22 for 2018-22.

3. Non-Language Faculty. Of Wisconsin's impressive overall figure of 203 ES-affiliated faculty, 129 are 100% Europeanists who teach and research exclusively on Western Europe (62 core language and 67 core non-language faculty). Another 74 ES-affiliated faculty and academic staff have primary research interests that may be generalist rather than regional (area studies) but whose courses contain 25-75% content on Europe or the EU. Wisconsin hired 8 ES non-language faculty from 2014-18, all at assistant professor rank (Chamedes-History; Light-Sociology; Prasad-C&I; Schwarze-Political Science; Thorleifsdottir-P&LA, etc).

Teaching Assistants (TAs). An average of 85 TAs teach ES per annum. L&S requires new TAs to follow 8 hours of pedagogy workshops taught by experienced TAs and faculty including diversity training; foreign students take over 200 hours. Departments monitor, train and counsel

TAs closely per particular needs of the individual disciplines, ranging from week-long sessions to 3-credit semester courses. The Language Institute (LI) coordinates interdepartmental language TA orientation and teaching-methods workshops, and practicums (e.g., "promoting digital second language literacies). The campus-wide Teaching Academy offers formal web-based TA modules all year long and hosts 5 events each year including a 4-day summer institute and Teaching and Learning Symposium that offers 25 specialized sessions on best practices and new pedagogy; departments require many but TAs attend voluntarily as well.

4. Interdisciplinary Courses. Between 2016 and 2018, Wisconsin offered 154 cross-listed ES courses, an exemplary display of interdisciplinarity. The IS major, First Year Interest Group (FIG) program, and ES Certificate are interdisciplinary by design. The 16 new courses in development with NRC funds in the next 4 years are divided into three broad areas: a) interdisciplinary ES courses designed to add thematic coherence to undergraduate ES Certificate, FIG and Constellations programs; b) courses in the professional schools that place ES in comparative international perspective; and, c) courses in the social sciences and the humanities centering on broad ES themes, affecting the soon-to-be 27 Member State European Union and its international soft power (EU commerce directives, environmental mainstreaming, demographics of advanced industrial democracies, etc.). Many courses will be developed in cooperation with Law, Population Health Sciences, Public Affairs, Business, JMEUCE, CGES, etc.

Criterion G: Quality of CES Language Instructional Program

1. Provision of instruction and enrollments. Wisconsin is a nationally and internationally recognized powerhouse in language education, considered the 2nd-most innovative US campus in foreign language study by Best Colleges, a position held since 2010. Students have taken note: according to USED data, Wisconsin has the nation's highest number of undergraduate foreign

language majors when 1st and 2nd majors are taken into account (source: USED Institute of Education Sciences Integrated Postsecondary Education Data System, 2015-16). There are 13 western European languages taught at undergraduate and graduate levels (Arabic, Danish, Dutch, Finnish, French, German, Icelandic, Italian, Norwegian, Portuguese, Spanish, Swedish, Turkish).

German & Dutch, established in 1890, has the largest number of full-time faculty and TA positions in the US, the 2nd-largest number of graduate students, and is tied with Penn State for the highest number of Ph.D.s produced (source: CIC, or “Big Ten” Academic Alliance 2016-17 survey). The 28 placements made from 2013-18 include Ohio, Georgia, Oklahoma, and Luther College. The Portuguese section of Spanish & Portuguese ranks in the top 3 nationwide with Brown and UC Santa Barbara, having placed graduate students in positions at Tulane, Antwerp, the Library of Congress, and National University of Seoul in the last 8 years. The French section of French & Italian (F&I), the largest grantor of Ph.D. degrees in the US, was ranked 10th overall in the 2010 NRC report and 4th in the “Larger Program” category behind Duke, Michigan, and Penn State. Italian programs are not officially ranked, but Wisconsin is believed to hold 3rd or 4th place in North America (with Toronto, UCLA, NYU), produces the most PhDs, and places of all of them. Wisconsin ensures that Turkish is taught through the 2nd year; CES co-finances APTLI, the intensive summer Turkish language program, which just hired a new faculty member.

Less and Least Commonly Taught Languages. Wisconsin is 1 of 4 US universities to offer instruction in all Scandinavian languages, 1 of 7 who offer Finnish, and 1 of only 4 who offer Icelandic. Our Dutch program is the best and largest in the country, with 85 students enrolled in Dutch in 2016-18. Italian is ranked in the top 3 and also has the highest US enrollments (1,220 students, 2016-18). Our enrollments in Danish and Swedish are particularly strong, while

enrollments in Norwegian have increased: in 2015-17, 143 students took 1st to 4th semester Norwegian courses; 100 took Swedish; 65 took Danish.

Over the next 4 years, NRC funds will further strengthen LCTLs on campus—Finnish (distance- and blended-learning through CIC), Portuguese, Turkish, Dutch, Italian and Arabic. CES has offered Modern Greek and Irish in past years, which had surprisingly high enrollments (Modern Greek 28, Fall 2009); CES seed money will help faculty (Dubois, Layoun, Trotter) explore distance teaching of Finnish, Greek and Irish through Michigan State and Wisconsin-Milwaukee partnerships. Past CES funds seeded creation of some International Learning Community (ILC) undergraduate language floors devoted to language acquisition. Student enrollments for 2017-18 Houses were 6 for *Baytunaa* (Arabic), 6 for *Norden Floor* (Norwegian/Swedish), 14 for *Residencia de Estudiantes* (Spanish), and 8 for *Stockwerk Deutsch* (German). Ethnic heritage foundation funds augment ILC staffing costs for Swedish/Norwegian; former CES director Brantly has amassed over \$250,000 in private heritage donations, proving the valuable seed funding effect of NRC support. The French House has offered the same ILC experience off campus for at least 35 undergraduates per year since 1918.

Student Enrollment in Language Courses. For the 13 Western European languages offered, 274 courses were taught in 2016-18 (some of which have multiple sections, 435 total sections taught), including 24 sections of German One, 27 of Italian One, etc. A total of 14,389 students enrolled, including very strong showings in LCTLs (Italian, 1,069; Scandinavian languages, 511; Dutch, 97; Turkish, 35). Maximum enrollment allowed for any one course is 24.

Levels of Language Training. We offer regular instruction at all levels (1-4) in 9 of the western European languages listed above (Arabic, Icelandic, Finnish, Turkish levels 1-2 only). There are M.A. and Ph.D. programs in all these languages, except Dutch, whose students pursue their

advanced degree through German. The innovative Second Language Acquisition (SLA) Ph.D. program, founded in 2002 and currently chaired by Cathy Stafford (Spanish & Portuguese), has 10 of its 19 full-time graduate students in Spring 2018 concentrating on European languages. SLA Ph.D.s have been placed in tenure-track positions at University of California-Davis, Michigan State, etc.

2. Depth of Specialized Coverage, Foreign Language Across the Curriculum (FLAC). CES specializes in offering language practice to culture classes. FLAC students follow lectures in English, and take one-credit discussion sections in which all reading, writing, and speaking is done in the target European language with specially-trained TAs. CES has developed over 25 FLAC sections, including German, French, Italian, Scandinavian (Swedish and Norwegian), and Arabic, that were taught in conjunction with social sciences and humanities courses. Many FLAC topics courses are designed with 1st- and 2nd-year students in FIG and WISc (Wisconsin International Scholars Program) Programs (e.g., Italian for Food Cultures of Italy) or for 3rd-4th years, (e.g. Swedish for Populism in Scandinavian, Migration in Portugal). The PFMP offers an array of M.A. level interdisciplinary courses in French that are open to students in other disciplines. Content courses in IB (cross-listed with Spanish/French departments) provide emphasis on professional communication for business, social services, medical and legal professions, and on contemporary issues in government and organization.

3. Sufficient Faculty and Staff. Wisconsin's western European language departments have a longstanding commitment to innovative teaching and have strengthened their distinguished faculty. In 2016-17, 77 faculty and 143 TAs taught courses in or about Western European languages, literatures, and cultures (see Table G.1). Our faculty include internationally-renowned experts in foreign language education, many of whom have received prestigious awards: Deitz,

Songolo (*Palmes académiques*); Ancos-Garcia, Brantly, Buccini, Goodkin, Louden, Rao, Schmidt (Chancellor Distinguished Teaching Awards); Mani, Silberman (Alexander von Humboldt Foundation, DAAD); Louden (Grimm Prize). Some faculty currently edit leading journals: Eldridge, Klocke (*Monatshefte*); Madureira, Sanchez (*Luso-Brazilian Review*); Howell, Louden, Iverson, Salmons (*Journal of Germanic Linguistics*); Brantly, DuBois (*Scandinavian Studies*); Wolf (*Journal of English and Germanic Philology*). Cutting-edge research by such faculty has led to the publication of textbooks: *Cineplex: Intermediate German Language and Culture Through Film*, Schueller (co-authored, 2009); *Vorsprung* 3rd ed. Chavez (co-authored, 2014).

	French	German/Dutch	Italian	Portuguese	Scandinavian	Spanish	Total
Faculty	17	17	7	2	9	25	77
TAs	27	19	17	6	8	66	143

4. Quality of Language Program and Proficiency Standards. Wisconsin faculty provide European language TAs with extensive pre- and in-service training, mentoring and support. Graduate methods courses for languages are grounded in current theories of Second Language Acquisition, and incorporate nationally-recognized frameworks such as the World Readiness Standards for Learning Languages, American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines, and NCSSFL-ACTFL Can-Do Statements for Intercultural Communication. GN&S has Oral Proficiency Interview (OPI) testers and language departments where German, French, Italian, Scandinavian languages, and Spanish & Portuguese are taught have dedicated faculty pedagogy appointments, typically at 25-50% time, that shape their language programs (Chavez, Schueller, et. al). ES faculty participate in an annual 2-day pre-service, cross-departmental workshop for new TAs, which includes micro-teaching practice and mentoring in mixed-language groups facilitated by faculty. In addition, most TAs are required to enroll in foreign language teaching methodology courses and are encouraged to participate in LI

training all year. In all departments, TAs must demonstrate oral and written proficiency in the language they will teach. In many departments, TAs are encouraged to incorporate methods that appeal to many learning styles and that effectively integrate technology into instruction. L&S Learning Support Services offer innovative techniques for blended courses and the promotion of language use in and outside the classroom. Extensive instructional media support, includes media carts, projectors, laptops, CD players, a Digital Learning Lab, an Info Lab with audiovisual hosting, and regular instruction on how to use these tools.

The quality of Wisconsin language programs rests on implementing best practices based on current research in SLA. In French, Spanish, and German, nationally-recognized placement exams, designed by committees including ES faculty, are used to place students in appropriate university level courses. These tests are widely utilized by Wisconsin students, as admission requires 2 years of high school language (while 4 are recommended); all undergraduate L&S B.A. candidates must complete 4 semesters of one language, or 3 in one language and 2 in another. Incoming undergraduates with previous language training gain Retroactive Credit upon successful completion of a semester of language study at Wisconsin; in this way, students are incentivized to continue advanced language study. Courses are guided by departmental performance-based goals and assessments. The current method is World Readiness Standards. Teaching is done either by faculty familiar with these methods or TAs who follow faculty-established programs. Finally, the interdisciplinary doctoral program in SLA offers doctoral majors and a minor; many Wisconsin graduate students specialize in literature or linguistics and minor in SLA. SLA courses focus on both theory and research methods; teaching techniques are regularly offered by LI Director Stafford and affiliated faculty (Chavez, Frantzen, Howell, Rao, Schueller, Tochon).

Two major Wisconsin campus initiatives for coherent language learning and programming (e.g., 2012-14 World Languages, Literatures and Cultures Task Force) resulted in a successful Mellon-funded LCTL project grant for determining best practices for curriculum development and delivery through consortial course-sharing. Wisconsin also participates in the Big Ten LCTL Partnership, a 2016-19 project to support collaborative development of hybrid/online instructional modules for students at intermediate/advanced proficiency levels. The LI also spearheads advising for undergraduates to acquire language proficiency, and has created the Wisconsin Language Roadmap Initiative (WLRI), a federally-funded strategic plan to give policy recommendations for improving K-16 language acquisition statewide. For 2018-20, WLRI will focus on future workforce needs including proficiency in multiple languages as well as intercultural competency.

Criterion H: Quality of Curriculum Design

Quality of Training. 1. Undergraduates. Wisconsin offers 17 undergraduate majors and certificates devoted to ES and languages (Table H.1). In addition to majors, in 2016-18, 89 undergraduates, 72 Master's recipients and 90 Ph.D. recipients were hidden concentrators who completed 15 or more credits in ES curriculum (this concentration *excludes* the first 2 years of German, French, and Spanish language). Many undergraduates focus on a particular country or region, as in the case of our large ES student cohorts in French (35 BAs in 2016-17), Spanish (184), German (15), Scandinavian Studies (16), Italian (5), and Portuguese (3).

Table H.1: UW-Madison Undergraduate European Studies Degrees and Certificates	
Undergraduate Majors: ◆ French ◆ German ◆ International Business ◆ International Studies ◆ Italian ◆ Portuguese ◆ Scandinavian Studies ◆ Spanish	Undergraduate Certificates: ◆ European Studies ◆ French ◆ German ◆ Integrated Liberal Studies ◆ International Engineering ◆ Italian ◆ Medieval Studies ◆ Scandinavian Studies ◆ Spanish Studies in Business

CES also administers a specific area studies certificate. In 2017-18, 85 students were enrolled and 44 graduating seniors earned the ES Certificate—of significance as state law forbids

undergraduate “minor” degrees. The largest area studies certificate on campus, the ES certificate fosters personalized European expertise through a minimum of 7 non-language courses and intermediate, if not advanced competency in at least 1 European language (see Table H.2), or intermediate competency in 2 non-English European languages.

Table H.2: ES 2017-18 Certificate Students by Language Level	
5 Semesters (Intermediate)	11 Students (25%)
6 Semesters+ (Advanced)	33 Students (75%)

CES supports flagship interdisciplinary programs, including the FIG program. FIGs unite 20 students in a learning community, who enroll in a cluster of 3 courses under faculty supervision, promoting the study of a common theme (e.g., National Identity and the Global World: the Italian Case, with Political Science/Economics; World of the Vikings, with Literature in Translation/Environmental Studies). CES has aided development of the novel Constellations Program starting Fall 2018 which will unite pre-vet and -med undergraduates in 3 core themes (Animal Studies; Body, Gender & Society; Health). Constellations humanities faculty will ensure broader social and cultural context of “scientific” developments and teach communication and writing skills often missing in STEM-field undergraduate training. The IS and IB degrees require coursework from more than one traditional discipline/department; IS majors often double major in Economics or Italian, for example, dovetailing ES course work on Europe with pressing global themes (e.g., health care policy). The School of Business IB degree is strongly oriented toward Europe, offering majors a designated Europe track that requires a semester of study abroad and 22 credits (6 semesters) in a maximum of 2 languages.

2. Depth and Breadth of Graduate-Level Training.

Wisconsin offers 8 M.A. programs, 6 Ph.D. degrees, and 6 graduate and professional certificates in ES and languages (see Table H.3). In 2016-18, a total of 32 departments (8 language and 24

Masters Degrees ◆ French ◆ German ◆ Italian ◆ Master of International Public Affairs ◆ Portuguese ◆ Professional French Masters Program ◆ Scandinavian Studies ◆ Spanish	Ph.D. Degrees ◆ French ◆ German ◆ Italian ◆ Portuguese ◆ Scandinavian Studies ◆ Spanish	Graduate and Professional Certificates ◆ European Studies ◆ World Language Education (Spanish, French, Italian, German, Portuguese)
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non-language) offered graduate courses in ES, including 155 specialized courses, 90 topics courses, and 87 courses with at least 25% European content. From 2014-17, Wisconsin awarded 143 ES Ph.D.s (82 language, 61 non-language) and 221 Master’s degrees (99 language, 122 non-language); of this total of 364 graduate students, 49 were awarded FLAS fellowships for European languages. Language requirements for ES non-language graduate students are rigorous: Public Affairs requires advanced competency in at least 1 language, while students pursuing Ph.D.s in European History require mastery of a minimum of 2, and depending on research focus, often 3 European languages. Wisconsin has graduate programs uniting foreign language acquisition with area studies: 1) the PFMP offers ES graduate study for students interested in the transatlantic arena who possess fluent French and plan to work in business, government, or non-profit sectors (179 M.F.S. recipients, 2002-18); 2) since its creation in 2004, ES faculty and grads work with the LI to study SLA, a Ph.D. program, with 33 placements in academia and the private sector (e.g., Amazon language engineer); and 3) CES currently supplies curriculum support to faculty in professional schools offering EU specialized tracks (e.g., Law, Medical History & Bioethics, Life Sciences Communication, C&I). These strategies land our best ES graduate students competitive research awards for overseas study: ES students received 24% of Wisconsin’s Fulbright US Student Program grants in 2014-17.

3. A) Academic and Career Advising. CES advises an average of 85-90 undergraduate ES certificate students each year, providing academic oversight and practical international career workshops for undergraduate professional development typically featuring US State Department or European officials, Peace Corp alumni, NGO and think-tank specialists, etc. The International

Division (ID) now offers regular internship opportunities for undergraduates; 144 undergrads completed European internships from 2010-17. L&S SuccessWorks (a new 2018 initiative) brings career advising, networking, employer information sessions, on-campus and mock-interviews together with increased alumni engagement and a focus on the transferable skills learned in majors, certificates, and courses in the liberal arts. To prepare for research and internship opportunities, SuccessWorks offers a credited course on networking, resume writing, and job hunting. The Center for Academic Excellence and the Center for Educational Opportunity offer academic and holistic support for first-generation, low-income, multicultural, and underrepresented students in L&S to boost retention and academic engagement.

3. B) Access to Research and Study Abroad. Wisconsin's study abroad office maintains 224 programs and operates an annual budget of over \$14 million. Students also gain academic credit for non-Wisconsin administered study abroad programs. Wisconsin has gone from 6th to 4th place ranking among research universities for the total number of students who study abroad from 2013-17. Exactly 2,276 Wisconsin students participated in study abroad in 2016-17 (source: 2016-17 Open Doors Report on International Educational Exchange), including 343 graduate or professional students. In 2017-18, Wisconsin offered 215 study abroad options, of which 70 were in Europe, across 18 Western European countries. Europe remains the most popular destination (48.6% of all students) with 4 of the top 5 country destinations (Spain, Italy, UK, and France). In 2016-17, 1,108 students studied abroad in European countries; student participation in European programs show International Studies, Spanish, Political Science, Business, Economics and History among the top ranked majors for studying in Europe, while ES is the top ranked Certificate for study abroad. Similarly, internship participation by region was highest in Europe (49.66%); about 2/3 of those spots are in Germany. Since 2005, the Wisconsin International

Scholars Program (WISc) offers an international honors enrichment program which annually subsidizes study abroad for a number of undergraduate participants who take part in the program before, during and after their 2 required study abroad sessions. The ID has provided \$300,000 for these purposes to nearly 200 recipients. ES-focused WISc scholars major in IS, Legal Studies etc., and over 1/5th have certificates in European Studies. In 2006, Wisconsin took a lead role in establishing the Brussels Summer Study Program (BSSP), now in its 12th year and coordinated by the University of Colorado (Boulder). This highly competitive program gives undergraduates 5 weeks of full-time on-site training and coursework in the operations of the EU and EU/US transatlantic relations. BSSP is widely considered the “feeder” for US-based future EU specialists, and is supplemented by our campus European Commission-funded activities. CES also facilitates student access to non-Wisconsin study-abroad opportunities through cooperative programs such as the Alliance for Expanded Overseas Programs which links study abroad at all the Big Ten schools, DAAD, the Council for International Education and Exchange, etc. Graduate students benefit from dozens of department to department exchanges (Law School to Giessen, European University Institute, Florence; L&S departments to EUI, Bonn; Schools of Engineering, etc.).

Criterion I: Outreach Activities

CES supplies high-quality outreach to its mandated target communities, and offers a broad array of K-14 teaching support, as well as and events for business, media, and the general public, on the languages, regions and countries of Western Europe and the soon-to-be 27 Member State European Union. **1. Elementary and Secondary Schools.** CES faculty and staff actively provide area studies content and pedagogical support for K-14 teachers. CES offers an array of hands-on, personal and web-based tools for these purposes. In addition to ES annual workshops, CES

actively facilitates special events for teachers, and participates in educational initiatives with statewide organizations through IRIS outreach, Wisconsin’s federation of 9 area studies centers providing outreach primarily to K-14 teachers. CES offered programs directly reaching 693 enrolled teachers in 2014-18: the total number of students they reached in the Midwest each year could be 12,500. **Statewide K-14 Networks.** CES interfaces with statewide educational groups, including Madison College (MC) and other MSIs, Title III and VI community colleges, Wisconsin Council for the Social Studies (WCSS), State of Wisconsin Department of Public Instruction (DPI), and WAFLT (Wisconsin Association for Language Teachers). The CES Outreach Specialist develops thematic European topics and teaching cohorts with whom she works solo and as a team for broader IRIS regional K-14 international education conferences. Table I.1 below gives representative, not exhaustive, K-14 offerings from 2014-18.

Our WAFLT activities include “Teaching Europe across the Curriculum” workshops and presentations for modern language teachers that are run by the outreach specialist and K-12 teachers of French, German, and social studies, and pedagogy workshops for Italian teachers.

	2014-15	2015-16	2016-17	2017-18
	Event [Attendance]	Event [Attendance]	Event [Attendance]	Event [Attendance]
ES or ES w/IRIS Teacher Workshops (MSIs in parentheses)	Exploring Global Stories Locally: Migration, Children's Literature and Wisconsin Experiences (UW-Eau Claire) [47]	Globally-Focused K-12 Workshop on Teaching and Learning for Children in Poverty (Viterbo)[77]	"Understanding How the EU Impacts Human Rights Regimes" [21]; Overcoming Islamophobia: Creating a Positive Classroom Culture (Alverno) [20]	“Nationalism and Populism in Advanced Democracies” [26]
Teacher/ Student Conference Presentations	"Making Language Matter: Essential Learning, Effective Training" [47]	"European Responses to Migration" [200]	"Migration, Rights and Referendums: a European Response" [350]	"The Refugee Crisis in Europe: Perceptions and Misconceptions" (w/IWA) [42]
K-14 Area Studies	Xenophobia and Extremism through Global and Local Perspectives (w/IWA) [104]	Global-to-Local Service-Learning: Engaging Students as Agents of Social Change (w/IWA) [17]	"War Crimes, Tribunals and the ICC" (w/IRIS) [150]; Global Action Through Engagement 2017 (w/IWA) [24]	Global Refugee Crisis Student Workshop (w/IWA) [111]

CES partners with IRIS, which dedicates resources to the training of teachers, pre-service educators and students in Wisconsin and the upper Midwest. New Competitive Preference Priority programming has been established by collaborating with 4 specific MSIs (institutions of Title III and V funding) in the offering of annual thematic K-16 teacher workshops. These 3-5 day workshops produced broader target audiences: (1) education faculty members at the partner MSIs; (2) juniors and seniors majoring in Education at the partner MSIs; and (3) in-service teachers in the regions served by the MSIs (UW-Eau Claire, Viterbo, Alverno College).

We made great headway with major new curricular initiative “International Studies and the K-12 Classroom” with Wisconsin’s SoE for 1st-year undergraduates during the 2014-18 grant period by developing a FIG, a cluster of courses for first-semester freshmen who are future K-12 social studies teachers and who therefore expect in the sophomore year to apply for admission to the SoE. C&I made the course permanent in 2017, and it enrolls 18-21 students annually. For 2018-22, CES affiliate Hawkins (C&I) will add a new SoE FIG course on the topic "Language Mobility in Schooling."

A key priority for CES has always been global competency among students, in conjunction with the State of WI DPI Global Education Achievement Certificate. Attendances at World Languages Day and World Cinema Day attest to our local success, as 500+ students are bussed in from around the State of Wisconsin. CES will also continue its fruitful partnership with Wisconsin-Milwaukee's Institute of World Affairs to bring issues of multiculturalism in a global perspective to middle-and high-school classes. Major workshops on "Global Implications" will address issues of race, ethnicity, and difference (e.g., "Five Years On: the Syrian Refugee Crisis and US Migration"). CES will also participate in an expanded IRIS program, entitled the “International Introductions Roadshow: Reaching out to Rural School Districts in Wisconsin,”

which seeks to address the growing gap of education in Wisconsin’s most rural school districts by providing training to K-12 students, teachers, and administrators with a tailored, globally-focused 1-day learning experience (twice a year) for K-14. This effort will be paired with the cost-effective and award-winning Discover Box program. Each box contains documents and activities exploring important international themes such as child poverty, which are sent to rural school district teachers by mail with pre-paid return slips. Wisconsin faculty design boxes from their own recent research.

K-14 Workshops. CES offers annual 3- or 5-day summer K-14 teacher workshops, often paired with other area studies, where Wisconsin ES faculty and graduate students actively present. All attendees earn continuing education credits; certified teachers can use workshop participation towards partial fulfillment of their professional development requirements. Plans for 2018-22 include workshops of broad global themes. See Table I.2.

Table I.2 2018-22 K-12 Teacher Training workshops co-hosted at Wisconsin MSI partner institutions	
Co-host MSI/Location	Event Title and Year
UW-La Crosse (La Crosse)	2019: The Dark Side of Sugar (w/South Asia)
Mount Mary University (Milwaukee)	2020: Borders, Migration, and National Security, (w/CREECA)
Concordia University (Milwaukee)	2021: International Children's Rights (w/all Centers)
Alverno College (Milwaukee)	2022: Women's Roles in Affecting Global Change (w/IRIS & Middle East)

2. Post-secondary Institutions. For 2018-22, CES will provide significant, sustained collaborative activities with Wisconsin MSIs, community colleges, and SoEs at Wisconsin and other venues (meeting Absolute and Competitive Preference Priorities). This will support the integration of international, intercultural and global themes into teacher education, and promote and develop European language education to prepare and credential foreign language teachers in LCTLs. CES already has a strong commitment to outreach for 2- and 4-year colleges. From 2018-22, 6 new community/technical colleges will be added through an apprenticeship initiative

with the German government (Moraine Park, Fox Valley and Chippewa Valley Technical Colleges). With Madison College, we will host pedagogy support and training to Wisconsin Technical College System (WTCS) faculty and staff through MC's annual International Institutes for faculty professional development with topics like "Cultural Biases" and "Migration and Language Mobility and Schooling." Since 2006, MC's International Institutes have established a regional reputation and regularly bring together between 50-80 community college, public and private undergraduate educators from Wisconsin and northern Illinois. CES will also participate in a project with 2 Wisconsin-Milwaukee centers in collaboration with Alverno College, Milwaukee and Waukesha County Technical Colleges. The 4-year project will focus on annual professional and curriculum development workshops and quarterly webinars. Best practices will be shared, from which campuses focusing on internationalization can choose per their needs.

A key collaboration for 2014-18 was MC's *Community College Passport Program*. MC, with an annual unduplicated headcount enrollment exceeding 40,000 students, is also the single leading feeder institution of 2-year college transfer students to this university (comprising 21% of UW's junior transfer students). With other NRCs, CES and MC developed a 15-credit Interdisciplinary Global Studies Certificate program. This "Passport" allows MC undergraduates a streamlined, free application process to enroll in Wisconsin language and area studies courses unavailable on their campus, with units transferring automatically to their MC transcripts. While successfully designed and implemented, the Passport Program poses academic-year financial and logistical challenges for MC undergraduates, leading us to believe that intensive summer instruction would be more efficacious for 2018-22. (See Support Letter from Dr. Jack E. Daniels

III, President of Madison College, in Appendix 7). MC is writing a grant to provide assistance for its students since NRC grants cannot supply these funds.

Finally, in partnership with other Wisconsin NRCs, CES designed a major initiative to help our faculty colleagues at the College of the Menominee Nation (CMN) to build programming and pedagogical capacity in Indigenous Studies. ES faculty members worked extensively CMN ethnicity and the aspirations and challenges of minority peoples in a Western European country; this effort resulted in a major Nordic Council-sponsored grant on indigeneity, which now also formally involves CMN and the Lac Courte Oreille Ojibwa Technical College. Faculty member Dubois works on Sami Indigeneity and his project directly depends upon collaborative work with other State of Wisconsin indigenous peoples, the Lac Du Flambeau and Lac Courte Oreille Band of Lake Superior Chippewa. The grant focuses on the difficulties and complexities of the concept of indigeneity in Europe and draws comparisons between Sami and Native American experiences in land rights, resources and access. ES will support this work with funds for additional course development, and travel funds for eventual attendance at the United National Permanent Forum on Indigenous Issues in New York, which is attended by indigenous peoples from around the world including Northern Europe.

Table I.3 CES Postsecondary Outreach, 2014-18				
	2014-15	2015-16	2016-17	2017-18
	Event	Event [Attendance]	Event [Attendance]	Event [Attendance]
Post-secondary Conferences	Diplomatic Legacy of WWI [210]	Governance in Trouble? Political Challenges Facing the Nation State [110]	Europe in Crisis: The Future of the EU and Transatlantic Relations [201]	The Politics of Contention Symposium [46]
Post-secondary Speakers	Hans-Ulrich Klose, German Foreign Policy Perspectives on Russia, Ukraine, Turkey, and the Middle East [78]	Connecting Wisconsin and the U.N. Climate Talks [26]; Charles Wyplosz, The Eurozone: Clean-Up Time [48]	Frederic Bozo, Whither the West? French International Policy in Testing Times [39]; Jennifer Danner Riccardi, Law of EU/US Trade Relations [32]	Thomas Matussek, World Out of Joint [42]; Constanze Stelzenmüller, Impact of the German Election on American Politics [44]

3. Business, Media and the General Public. CES has been either the principal organizer or co-organizer with European Studies of over 45 national and international conferences in 2014-18. CES regularly plans conferences with NRCs across the country (Pittsburgh, Washington). CES actively liaises with local business and civic associations (e.g., Madison International Trade Association, Madison Council on Foreign Relations, German-American Chamber of Commerce) to foster networking through events hosting EU trade officials and parliamentarians or representatives of groups like the German Federation of Industry. Multi-media outreach begins internally with an email list-serve, which sends weekly updates on events, funding opportunities, and new courses to 1,800 recipients. Cutting-edge scholarship and public policy presentations are disseminated nationally with our electronic archiving of talks. In 2016, CES significantly consolidated and updated its website to amplify our international online presence (see <http://europe.wisc.edu/>) to cultivate more attention with academic and public audiences. Our Twitter and Facebook accounts are active.

CES established a strong presence among regional and national business, media, and general public constituencies, providing speaker resources and information to local government and civic groups. CES regularly acts as the clearinghouse for the State of Wisconsin's Wisconsin Economic Development Corporation (formerly "Commerce", now WEDC), Department of Natural Resources, and City of Madison Sister-City with Freiburg, Germany. CES provides these local authorities with access to Europeans (e.g, retired Ambassadors Thomas Matussek, Jean-Rene Gehan, EU specialists). Partnering with the WEDC, CES will add a continuing education symposium for business executives and attorneys in this 2018-22 cycle, focusing on effective intercultural communication, conflict resolution and negotiation, skills desperately needed in this era of possible trade wars. Media presence includes articles and citations in Wisconsin's leading

newspapers, local TV and radio coverage. In 2014-18, CES faculty expertise in high-level EU affairs appeared in regional, national, and international newspapers, radio and TV interviews, blogs and innumerable Twitter posts (Rumble, Al Jazeera; Ringe, Al Jazeera and Vox; Chinn, Economist; Copelovitch, The Washington Post and National Public Radio; Brantly, New Yorker). CES works extensively with local heritage communities and their organizations to broaden programming, including the Wisconsin-Hessen Society, Nordic Council of Wisconsin, National Italian-American Foundation and Max Kade Institute for German-American Studies.

Criterion J: FLAS Awardee Selection Procedures

CES FLAS fellowships are awarded via a rigorous application process, which ensures selection of future leaders in government, business, the professions, and academia from a diverse range of academic backgrounds. Wisconsin's administration has proven to be champions of FLAS grants in general: in 2009, the Graduate School successfully negotiated with the State of Wisconsin legislature to waive FLAS fellows' tuition and fees exceeding the FLAS institutional payment; for 2018, the ID will cover 4 European academic year (AY) FLAS grants if CES is not successful with this application. CES continues to track former FLAS fellows using ASASII and GLOWS III (see Criterion C) to provide longitudinal data on FLAS impact and placements. We average 3-5 applicants for each award made (11 AY for 6 graduate students, 5 for undergraduates, 4-5 summer awards depending upon cost). In 2014-18, 63% of these awards have been granted to women. All AY and summer awards have been for LCTLs (Dutch, Italian, Finnish, Portuguese, Danish, Swedish, Norwegian, Turkish, Arabic, Catalan, Saami, Icelandic, Irish Gaelic), with the exception of 2 French and German awards for students in the professional schools (Law, Education Policy Studies), whose numbers average 25% of all FLAS applicants.

1. Advertisement. IRIS and CES devote significant resources each fall to a FLAS publicity

campaign, providing at least 8 separate informational sessions to graduate and undergraduate applicants from November to January. The competition is announced via Twitter, Facebook, and email to various other listserves (including advisor lists and the graduate school), and to the Office of Fellowships and Funding Resources. Flyers are posted prominently among graduate students and faculty in ES departments, the professional schools, and diversity offices. **2.**

Application Procedures. Application is via a secure online system. Applicant records are accessible only by the IRIS and ES FLAS coordinators and eventually, the ES ad hoc fellowships committee comprised of 3 faculty members. The application includes name, major, academic record, financial need, proposed FLAS language, a statement of academic plans, career goals, prior language training, and need for European language study; transcripts; scores; a language evaluation; and two letters from faculty members able to judge the student's academic performance and professional promise. **3. Selection Criteria.** FLAS awardees must be full-time graduate or undergraduate students in good standing, committed to ES and advanced language learning. AY recipients must enroll in the approved European language course and at least one other ES course each semester. Summer recipients must select a USED-approved intensive language program. CES uses a 100-point scale as the basis for selecting FLAS recipients (see Table J.1). The CES committee evaluates all applicants based on merit but gives competitive preference (FLAS Competitive Preference Priority 1) to applicants who demonstrate financial need as indicated by the students' expected family contribution (EFC) as determined by the Free Application for Federal Student Aid (FAFSA). **4. Selection Committee.** The CES Fellowship Committee is an ad hoc committee reconstituted each year with 1 faculty representative each from the humanities, the social sciences, and professional schools with no repeat service for at least a decade. It operates under rules established by CES in accordance with FLAS guidelines

and priorities. The committee compiles ranked lists of the candidates based on the criteria outlined in sub-section 3 above; CES makes FLAS offers based strictly on the committee's rankings. **5. Schedule.** FLAS competitions are announced in late November, applications submitted by February 15th, and notifications made in late March. **6. Priorities.** Our selection procedure has been tailored to meet FLAS competitive preference priorities 1 and 2 by giving a competitive advantage to 1) students who demonstrate financial need as indicated by the EFC score, and 2) students pursuing advanced study of a LCTL, with the exception of professional school students who make a compelling case to study ES standard languages French and German due to specialties (banking, data privacy, pharmaceutical research), or those students enrolled in an M.A. program oriented to government service who may study LCTLs, French or German. Post-FLAS proficiency testing will be undertaken in conjunction with European language departments (see Criterion G re: OPI testing) to ensure that graduate students are achieving high levels of proficiency.

Table J.1 CES FLAS Selection Criteria	
Criterion	Possible Points
Academic record (transcripts, GRE/LSAT/GMAT scores, letters of recommendation, language reference)	40
Strength of applicant's proposal and academic plans for language use	40
Graduate Students: Additional points awarded for applicants from underrepresented groups, underrepresented discipline (e.g., a professional school), or in M.A. programs aimed at careers in government service Undergraduate Students: Additional points awarded for applicants whose professional career goals best demonstrate the need for and use of a LCTL	10
Graduate Students: study of a LCTL at the advanced level, especially in national needs languages (Portuguese, Turkish, Arabic) Undergraduate Students: study of advanced LCTLs by majors outside LCTL-offering departments (e.g., engineering, history, economics, sociology)	10
TOTAL	100

Criterion K: Competitive Priorities

CES meets all absolute and competitive priorities and proposes to fulfill its mission in all mandated areas, from promoting debate and dialogue on diverse perspectives to curricular

development and career training, teacher training in the European LCTLs and area studies, and outreach, as follows: **Absolute Priority 1:** CES maintains a strong tradition of inviting 75-90 diplomats, politicians, business specialists and academics to participate in its activities each year. These are the most highly qualified professionals, who represent diverse viewpoints and whose political affiliations are varied. These guests generate dialogue in the classroom, in the K-14 arena, and at public events. Students and other campus affiliates and our "users" voluntarily attend events on international affairs. This training encourages government service in areas of national need (defense, business, diplomacy, law). **Absolute Priority 2:** CES teacher training activities on the language, languages, area studies, or thematic focus of the center. CES will strengthen ES curriculum and teachers in language and non-language instruction through 6 upper-level LCTLs courses (supported by on-line resources and teaching initiatives), 16 new ES courses offered in the humanities and social sciences, and 6 in professional schools. In collaboration with the SoE and IRIS, CES will offer at least 6 annual K-14 teacher-training workshops for Upper Midwest teachers to receive periodic re-training and ES curricular development. **NRC Competitive Priority 1:** Applications that propose significant and sustained collaborative activities with one or more MSIs or with one or more community colleges. CES will extend its current partnership with MC, which provides 21% of our transfer students, broadening access to the Passport Program (see letter of support, Appendix 7). New partner MSIs and 2- and 4-year colleges in our apprenticeship program include Wisconsin Indianhead and Blackhawk Technical Colleges (Title III, V eligible). An annual grant competition for K-14 educators to attend the Community College Master Teacher Institute (with Seattle) or the Brussels Study Program will provide valuable national and international networking and training; the standing partnership with CMN, will be extended to the Lac Courte Oreille Band of

Lake Superior Chippewa. New programming targets MSIs at Wisconsin-La Crosse, Mount Mary and Concordia Universities. **NRC Competitive Preference Priority 2:** Applications that propose collaborative activities with units such as schools or colleges of education, schools of liberal arts and sciences, post-baccalaureate teacher education programs, and teacher preparation programs on or off the national resource center campus. CES will develop new activities with SoEs at Wisconsin and the above-listed MSIs. **FLAS Competitive Preference Priority 1:** Applications that propose to give preference when awarding fellowships to undergraduate students, graduate students, or both, to students who demonstrate financial need as indicated by the students' expected family contribution, as determined under part F of Title IV of the HEA. Our annual competition will continue to evaluate all applicants based on merit, but give competitive preference (FLAS Competitive Preference Priority 1) to applicants who demonstrate financial need as indicated by the students' EFC. To assess the financial need of an applicant, the application will include an entry for the EFC as determined by the FAFSA. The FLAS coordinators will later obtain confirmation of the EFC from Wisconsin's Office of Student Financial Aid. **FLAS Competitive Preference Priority 2:** Applications that propose to make 25% or more of AY FLAS fellowships in any LCTLs other than French, German and Spanish. CES routinely awards 95% of its grants in Western European LCTLs and may award 1-2 AY FLAS to professional school candidates per cycle, should an applicant demonstrate compelling need to learn French or German. We do not offer FLAS in Spanish. CES meets requisite National Needs for area studies and language acquisition mentioned by the Departments of Health and Human Services, Commerce, Defense, State and Treasury.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

(www.Grants.gov Part III/Other Attachments Form)

Type of Application (check all that apply)

- Comprehensive National Resource Center
- Undergraduate National Resource Center
- Foreign Language and Area Studies Fellowships

Federal Funds Requested

NRC Request

Year 1: \$270,000 Year 2: \$270,000 Year 3: \$270,000 Year 4: \$270,000

FLAS Request

Year 1: \$288,000 Year 2: \$288,000 Year 3: \$288,000 Year 4: \$288,000

Type of Applicant

- Single institution: **University of Wisconsin National Resource Center for European Studies**
- Consortium of institutions
 - Lead _____
 - Partner 1 _____
 - Partner 2 _____
 - Partner 3 _____

NRC (Center, Institute, Program) Focus

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- | | |
|--|--|
| <input type="checkbox"/> AFRICA | <input type="checkbox"/> MIDDLE EAST |
| <input type="checkbox"/> CANADA | <input type="checkbox"/> PACIFIC ISLANDS |
| <input type="checkbox"/> EAST ASIA/PAN ASIA | <input type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input type="checkbox"/> EUROPE | <input type="checkbox"/> SOUTH ASIA |
| <input type="checkbox"/> INTERNATIONAL | <input type="checkbox"/> SOUTHEAST ASIA |
| <input type="checkbox"/> LATIN AMERICA and the CARIBBEAN | <input checked="" type="checkbox"/> WESTERN EUROPE |

FLAS-eligible Languages: These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Arabic, Danish, Dutch/Flemish, Finnish, French, German, Italian, Norwegian, Portuguese, Swedish, Turkish

the center for european studies

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**Acronyms Used in Narrative Text and Abstract for Title VI Application
Center for European Studies
University of Wisconsin-Madison (Wisconsin)**

ACTFL	American Council on the Teaching of Foreign Languages
APTLII	Arabic, Persian, and Turkish Summer Immersion Institute
ARL	Association of Research Libraries
ASAS	Area Studies Alumni Survey
BTAA	Big Ten Academic Alliance
C&I	Department of Curriculum and Instruction
CALS	College of Agricultural and Life Sciences (at Wisconsin)
CCMTI	Community College Master Teacher Institute
CES	Center for European Studies (Title VI NRC, Wisconsin)
CGES	Center for German and European Studies (DAAD Center, Wisconsin)
CIC	Consortium on International Cooperation
CIES	Council for International Exchange of Scholars
CMN	College of the Menominee Nation (Minority-Serving Institution)
DAAD	German Academic Exchange Service
DDEEA	Division of Diversity, Equity, and Education Achievements
DPI	Wisconsin Department of Public Instruction (State of Wisconsin)
ES	European Studies (at Wisconsin)
F&I	Department of French and Italian (at Wisconsin)
FIG	First-Year Interest Groups (at Wisconsin)
FLAC	Foreign Language across the Curriculum
FLAS	Foreign Language and Area Studies
GEPA	General Education Provisions Act
GLOWS	Global Learning Outcomes at Wisconsin
GLS	General Library System
GN&S	Department of German, Nordic, and Slavic
IB	International Business
ID	International Division (at Wisconsin)
ILC	International Learning Community
IRIS	Institute for Regional and International Studies (at Wisconsin)
IS	International Studies major (at Wisconsin)
IWA	Wisconsin-Milwaukee's Institute of World Affairs
JMEUCE	Jean Monnet European Union Center of Excellence (at Wisconsin)
L&S	College of Letters and Sciences (at Wisconsin)
LCTL	Less Commonly Taught Language
LI	Language Institute (at Wisconsin)
MC	Madison College
MCFR	Madison Council on Foreign Relations
MITA	Madison International Trade Association
MSIs	Minority-Serving Institutions
NRC	National Resource Center
NSFLL	National Standards for Foreign Language Learning
OPI	Oral Proficiency Interview
P&LA	Planning and Landscape Architecture
PFMP	Professional French Masters Program
SLA	Second Language Acquisition (Ph.D. Program, at Wisconsin)
SoE	School of Education (at Wisconsin)
SWEPT	Standardized Wisconsin Evaluation Program for Title VI
TA	Teaching Assistant
WAA	Wisconsin Alumni Association
WAFLT	Wisconsin Association for Foreign Language Teachers
WARF	Wisconsin Alumni Regional Foundation (Wisconsin's patent office)
WCSS	Wisconsin Council for the Social Studies
WEDC	Wisconsin Economic Development Corporation
WISc	Wisconsin International Scholars Program
WLRI	Wisconsin Language Roadmap Initiative
WTCS	Wisconsin Technical College System

APPENDIX 1

University of Wisconsin-Madison

Center for European Studies

Diverse Perspectives 2018

Faculty and staff of the University of Wisconsin-Madison NRC in European area studies are engaged in providing the most diverse perspectives and wide range of viewpoints possible. This mandate is part of the “Wisconsin Idea,” that the University function as a conduit of diverse voices and perspectives, which are then made available throughout the state. In 1894, the State of Wisconsin Board of Regents claimed the essence of the institution was to maintain unlimited inquiry: “Whatever may be the limitations which trammel inquiry elsewhere, we believe that the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found.” Thus, we are aware of the limitations of our own knowledge and seek all viewpoints on the world region that is our focus. Wisconsin hires only the most qualified candidates with global reputations for excellence, with no attention whatsoever to their politics or their “take” on affairs or events in our region or current U.S. policies toward it. Scholars and others from across the nation and around the world, speak on our campus to our students and to our outreach constituencies. These well-informed people have interesting and provocative things to say, which we want to hear. Wisconsin’s greatest asset is intellectual humility.

APPENDIX 2

University of Wisconsin-Madison

Center for European Studies, 2018-2022

Areas of National Need

The Center for European Studies (CES) will encourage government service in areas of national need, as identified by the USED, as well as in education, business, and non-profit sectors. First, we partner with the UW-Madison Language Institute on its popular “Language for Life” lecture series, which features UW alumni using their world language expertise in a variety of careers. Second, we partner with the Government Careers Specialist in the College of Letters & Science SuccessWorks office to plan events where students learn about opportunities for applying their foreign language and area studies skills in government service. Third, every year CES invites to campus representatives of federal agencies, including the U.S. Department of State and the U.S. Intelligence Community, to meet with our students and inform them about government service. Fourth, we encourage our students interested in opportunities in government, education, business, and non-profit sectors to use the Institute for Regional and International Studies (IRIS) advising offices for practical experiential advice from professionals in the field. Finally, our students are able to participate in the Washington D.C. Semester in International Affairs, organized by the International Division, which allows eligible students to hold a one-semester internship and to gain insight into the functioning of the government, business, or non-profit sectors. CES offers 4 languages which appear on the 2017 version of Section 601 (c) (1) list of the 1965 Higher Education Act “areas of national need.” The U.S. Departments of Education, Agriculture, Commerce, Defense, Health and Human Services, Justice, State, Transportation, and Treasury identify one or more of the following Western European languages as critical or important: French, Portuguese, Turkish, and Arabic.

APPENDIX 3: European Studies Faculty and Staff

The Center for European Studies at the University of Wisconsin-Madison



UW-Madison
Center for European Studies
213 Ingraham Hall
1155 Observatory Drive
Madison, WI 53706
phone: 608-265-8040
email: europa@international.wisc.edu

Language Proficiency Scale

1. Native
2. Fluent
3. Advanced

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Hans Adler (Professor)	German and Comparative Literature	100%
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1969-1970, Université de Nantes, France; Dr. phil. 1978, Ruhr-Universität Bochum, Germany; Habilitation, 1987, Ruhr-Universität Bochum, Germany

Academic Experience

2004-present Professor, Department of Comparative Literature, University of Wisconsin-Madison
 1992-present Professor, Department of German, University of Wisconsin-Madison
 2007 Visiting Professor at Université de Picardie, Jules Verne, Amiens, France
 1990-1992 Visiting Associate Professor, Departments of German and Comparative Literature, University of Wisconsin-Madison
 1990 Visiting Professor, Department of German, Justus-Liebig-Universität Gießen, Germany
 1989 Visiting Professor, Department of German, Georg-August-Universität Göttingen, Germany

ES Courses 3-5

Languages German (native); French (fluent); Dutch (fluent); Latin (fluent)

Awards

2012 Herder Medal, International J.G. Herder Society
 2009 Travel Grant, Deutsche Gesellschaft für Publizistik- und Kommunikationsforschung

Selected Publications

2016 (Ed. with Groß) *Anschauung und Anschaulichkeit. Visualisierung im Denken, Wahrnehmen und Lesen.* München: Fink.
 2013 (Ed. with Wolff) *Aisthesis und Noesis: Zwei Erkenntnisformen vom 18. Jahrhundert bis zur Gegenwart.* München: Fink.
 2009 (Ed. with Koepke) *A Companion to the Works of Johann Gottfried Herder.* Camden House.
 2009 "Histoire de la littérature en context et transfert culturel: quelques principes de Johann Gottfried Herder." In *Histoires de littératures en France et en Allemagne autour de 1800*, ed. Espagne. Paris: Éditions Kimé. 71-84.
 2007 *Nützt es dem Volke, betrogen zu werden? Est-il utile au peuple d'être trompé? Die Preisfrage der Preußischen Akademie der Wissenschaften für 1780.* 2 vols. (*Forschungen und Materialien zur Universitätsgeschichte*, Abt. I, Bde. 2.1, 2.2) Stuttgart-Bad-Cannstatt: Frommann-Holzboog, LXX.

Mercedes Alcalá-Galán (Associate Professor)	Spanish and Portuguese	100%
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Ph.D. Universidad Complutense de Madrid, Spain

Academic Experience

2017-present Associate Professor, Department of Spanish and Portuguese, University of Wisconsin-Madison
 2013-2017 Assistant Professor, Department of Spanish and Portuguese, University of Wisconsin-Madison
 2004-2013 Senior Lecturer, Department Spanish and Portuguese, University of Wisconsin-Madison.

ES Courses 3-5

Languages Spanish (native); Portuguese (fluent)

Selected Publications

2009 *Escritura desatada: poéticas de la representación en Cervantes.* Alcalá de Henares: Centro de Estudios Cervantinos.
 2004 "El discurso en proceso: algunos aspectos de la Retórica antigua ante los estudios cervantinos." In *Literatura y transgresión: En homenaje al profesor Manuel Ferrer Chivite*, ed. Martínez, New York: Rodopi.
 1999 "La representación de lo femenino en Cervantes: La doble identidad de Dulcinea y Sigismunda." *Cervantes: Bulletin of the Cervantes Society of America* 19(2): 125-139.

Claus Elholm Andersen (Assistant Professor)	Nordic	100%
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B.A. 1995, University of Copenhagen. PhD. 2015, University of Helsinki

Academic Experience

2017- present Madsen Assistant Professor, Department of German, Nordic, and Scandinavian Studies, University of Wisconsin, Madison
 2011-2017 Assistant Professor, Department of Finnish, Finno-Ugrian, and Scandinavian Studies, University of Helsinki
 2008-2011 Lecturer, Scandinavian Studies, University of California, Los Angeles

ES Courses 2-3

Languages Danish (native); Swedish (fluent); Norwegian (fluent)

Awards

2017 Madsen named Professorship, University of Wisconsin-Madison
 2014 Best International Teacher, University of Helsinki

Selected Publications

2017 (Ed. with Copenhagen, Alvheim, Eide, and Bergen. *Så tæt på livet som muligt. Perspektiver på Karl Ove Knausgårds 'Min kamp.'* Hellerup, Denmark: Forlaget Spring.
 2015 "‘På vakt skal man være.’ Om litterariteten i Karl Ove Knausgårds i *Min kamp.*” *Nordica Helsingiensia no. 39, Kultur och Kritik i Norden vol. 10.* University of Helsinki.

Joshua Armstrong (Assistant Professor)	French and Italian	100%
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B.A. 2003, Northern Michigan University; M.A. 2006, University of Louisiana-Lafayette; Ph.D. 2013, University of Virginia

Academic Experience

2013-present Assistant Professor, Department of French and Italian, University of Wisconsin-Madison

ES Courses 3-5

Languages French (fluent); Spanish (advanced)

Awards

2012 Research Grant, UVa Mellon Seminar for Excellence in the Humanities.
 2012 Prix Recherche au présent. 20th and 21st Century French and Francophone Studies International Colloquium.

Selected Publications

Forthcoming *Maps and Territories: Navigation, Globalization, and Belonging in Contemporary French Fiction.*
 2017 "Annie Ernaux and Sophie Calle: Agency and the Ambient Language of Everyday Life." *French Review* 90(4): 132-144.
 2016 "French Psychogeography Today?: The Case of Thomas Clerc's *Paris, musée du XXIe siècle, le dixième arrondissement.*" In *Literature and Geography: The Writing of Space Throughout History*, ed. Peraldo. Cambridge Scholars. 322-339.
 2015 "Empiritexts: Mapping Attention and Invention in Post-1980 French Literature." *French Forum*, 40(1): 93-108.
 2015 "Everyday Ekphrastic Excursions: Olivier Rolin and Jean-Christophe Bailly." *Romance Studies*, 33(3-4): 285-295.

Emily Auerbach (Professor)	English	50%
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B.A. 1976, University of Wisconsin-Madison; M.A. 1978, University of Washington; Ph.D. 1981, University of Washington

Academic Experience

1994-present Professor, Department of English, University of Wisconsin-Madison
 1990-1994 Associate Professor, Department of English, University of Wisconsin-Madison
 1984-1990 Assistant Professor, Department of English, University of Wisconsin-Madison

ES Courses 1-2

Awards

2017 LaMarr Billups Community-University Engagement Award
 2014 Commission on Access, Diversity and Excellence Distinguished Service Award

Selected Publications

2004 *Searching for Jane Austen*. University of Wisconsin Press.
 2004 "A Conversation with Margaret Drabble about Jane Austen." In *Redefining the Modern*, eds. Baker and Nadel. London: Associated University Presses.
 1999 "'A Barkeeper Entering the Kingdom of Heaven': Did Mark Twain Really Hate Jane Austen?" *The Virginia Quarterly Review*, 75: 109-120.

Richard Avramenko (Associate Professor)	Political Science and Integrated Liberal Studies	100%
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B.A. 1994, University of Calgary; M.A. 1997, Carleton University; Ph.D. 2005, Georgetown University

Academic Experience

2013-present Associate Professor, Department of Political Science and Department of Integrated Liberal Studies, University of Wisconsin-Madison
 2013-present Chair, Department of Integrated Liberal Studies, University of Wisconsin-Madison
 2005-2013 Assistant Professor, Department of Political Science, University of Wisconsin-Madison

ES Courses 3-5

Languages German (advanced); French (advanced)

Selected Publications

Forthcoming (ed. with Alexander-Davey) *Aristocratic Souls in Democratic Times*. Lexington Books.
 2017 (with Bunting) "Sportsmanship and Politics: Xenophon on *Ponos* and Democratic Competition." *Perspectives on Political Science*, July.
 2017 "The Gnostic and the *Spondaios*: Voegelin, Aristotle and the Science of the Soul," *Political Science Reviewer* 41(1): 75-91.
 2016 "The Grammar of Indifference Tocqueville and the Language of Democracy." *Political Theory*, 45(4): 495-523.
 2014 (Ed. with Schwartzberg) "Symposium: Jeffrey E. Green's *The Eyes of the People: Democracy in an Age of Spectatorship*." *Political Theory* 42(2): 188-217.
 2014 "Democratic Dystopia: Tocqueville and the American Penitentiary System." *Polity*. Volume 46(1): 56-80.
 2013 "Of Homesteaders and Orangemen: An Archeology of Western Canadian Political Identity." In *Hunting and Weaving: Empiricism and Political Philosophy*, eds. Heilke and Heyking. St. Augustine Press. 41-64.
 2013 (Edited with Trepanier) *Dostoevsky's Political Thought*. Lexington Books.
 2011 *Courage: The Politics of Life and Limb*. University of Notre Dame Press.
 2008 (Ed. with Heyking) *Friendship & Politics: Essays in Political Thought*. University of Notre Dame Press.

William Aylward (Professor)	Classics	100%
--	-----------------	-------------

B.A. 1992, University of Arizona; M.A. 1995, University of Arizona; Ph.D. 2000, University of Cincinnati

Academic Experience

2011-present Professor, Department of Classics, University of Wisconsin-Madison
2006-2011 Associate Professor, Department of Classics, University of Wisconsin-Madison
2000-2005 Assistant Professor, Department of Classics, University of Wisconsin-Madison

ES Courses 1-2

Languages Classical Greek (fluent); Latin (fluent)

Awards

2013 Institute for Aegean Prehistory Award for “Molecular Archaeology at Troy”
2013 Phi Beta Kappa Excellence in Teaching Award, Alpha Chapter of Wisconsin
2013-2014 Cultural Heritage Award for the project “Conservation of the Greek and Roman Agora at Troy”

Selected Publications

Forthcoming *The Results of the Post-Bronze Age Excavations by the University of Tübingen and the University of Cincinnati at Ilioupolis (Troy). Vol. 2: The Agora.* Studia Troica Monograph Series. Mainz: Philipp von Zabern Press.
Forthcoming "The West Sanctuary: Architecture and Topography." *In The Results of the Post-Bronze Age Excavations by the University of Tübingen and the University of Cincinnati at Ilioupolis (Troy). Volume 2: The West Sanctuary*, ed. Rose. Studia Troica Monograph Series. Mainz: Philipp von Zabern Press.
2014 "Conservation." *In The Blackwell Companion to Roman Architecture*, eds. Ulrich and Quenemoen. Malden, MA: Wiley-Blackwell. 462-479.
2012 "Urban Planning in the Greek World." *In Encyclopedia of Global Archaeology* Smith, ed. Claire. New York: Springer.

Bernadette Baker (Professor)	Curriculum and Instruction	25%
---	-----------------------------------	------------

University of Queensland; Deakin University, Australia; University of Wisconsin-Madison

Academic Experience

2006-present Professor, Department of Curriculum and Instruction, University of Wisconsin-Madison

ES Courses 1-2

Languages French (fluent); German (advanced)

Awards

2014 Outstanding Book Award, American Educational Research Association
2011 Honorary Teaching Fellow, Teaching Academy, University of Wisconsin-Madison
2010 Expanding the Landscape of the Field Award, American Educational Research Association
2008 Fulbright Fellowship, Finland
2005 Outstanding Book Award, American Educational Research Association

Selected Publications

2015 "Technologies of self and the cultivation of virtues." *Hattam R. Baker B. Journal of Philosophy Of Education*, 49(2): 255-273.
2010 "Provincializing curriculum? On the preparation of subjectivity for globality." *Curriculum Inquiry*, 40(2): 221-240.
2009 (Ed.) *New Curriculum History*. Boston: Sense Publishers.
2009 "Education, Globalization, and the Possibilities for World-forming." *Australian Educational Researcher*, 36(3): 1-41.

Richard Begam (Professor)	English	50%
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B.A. 1972, Columbia University; M.A. 1981, University of Virginia; Ph.D. 1989, University of Virginia

Academic Experience

2002-present Professor, Department of English, University of Wisconsin-Madison
2001 Visiting Associate Professor, Duke University
1995-2001 Associate Professor, Department of English, University of Wisconsin-Madison
1989-1995 Assistant Professor, Department of English, University of Wisconsin-Madison

ES Courses 1-2

Languages German (advanced); French (advanced)

Awards

1986-1987 Woodrow Wilson Fellowship

Selected Publications

Forthcoming (Ed. with Valdez Moses) *Modernism, Postcolonialism and Globalism: Anglophone Literature, 1950 to the Present*. Oxford University Press.
2016 (Ed. with Wilson Smith) *Modernism and Opera*. Johns Hopkins University Press.
2015 (with Soderholm) *Platonic Occasions: Dialogues on Literature, Art, and Culture*. Stockholm University Press.
2010 (Ed. with Stein) *Text and Meaning: Literary Discourse and Beyond*. Düsseldorf University Press.
2007 (Ed. with Valdez Moses) *Modernism and Colonialism: British and Irish Literature, 1899-1939*. Duke University Press.
1966 *Samuel Beckett and the End of Modernity*. Stanford University Press.

Katarzyna Olga Beilin (Professor)	Spanish and Portuguese	100%
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M.A. 1990, University of Warsaw; Ph.D. 1988, University of Chicago

Academic Experience

2014-present Professor, Department of Spanish and Portuguese, University of Wisconsin-Madison
2014-present Faculty Affiliate, Nelson Institute for Environmental Studies, University of Wisconsin-Madison
2009-2014 Associate Professor, Department of Spanish and Portuguese, University of Wisconsin-Madison
2000-2009 Assistant Professor, Department of Spanish and Portuguese, University of Wisconsin-Madison
1998-2000 Visiting Assistant Professor, Department of Romance Languages, Williams College.

ES Courses 1-2

Languages Polish (native); Spanish (fluent); Portuguese (advanced)

Awards

2016 Writing Fellowship, Rachel Carson Center for Environmental Studies
2011-2012 Grant, Spanish Ministry of Culture
2011-2012 Resident Fellow, Institute for Research in the Humanities, University of Wisconsin-Madison
2000-2005 Vilas Young Investigator Award, University of Wisconsin-Madison

Selected Publications

2016 (Ed. with Viestenz) "Ethics of Life; Contemporary Iberian Debates." *Hispanic Issues*, 42 in Volumes from Vanderbilt University Press.
2015 *In Search of Alternative Biopolitics in Contemporary Spain; Anti-Bullfighting, Animality and the Environment*. Ohio State University Press.
2007 *Del infierno al cuerpo: otredad en la narrativa y cine peninsular contemporáneo*. Madrid: Libertarias.
2004 *Meteory* (Novel). Warsaw: Agawa.
2004 *Conversaciones literarias con novelistas contemporáneos*. Woodbridge: Tamesis.

Jeffrey Beneker (Associate Professor)	Classics	100%
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B.S. 1987, University of Wisconsin-Madison; M.S. 1989, University of Wisconsin-Madison; M.A. 1999, University of North Carolina-Chapel Hill; Ph.D 2002, University of North Carolina-Chapel Hill

Academic Experience

2011-present Associate Professor, Department of Classics, University of Wisconsin-Madison
2006-2011 Assistant Professor, Department of Classics, University of Wisconsin-Madison
2005-2006 Visiting Assistant Professor, University of Wisconsin-Madison
2004-2005 Assistant Professor, Department of Classics, St. Anselm College
2003-2004 Visiting Assistant Professor, Department of Classics, University of Iowa
2000-2002 Visiting Lecturer, Department of Foreign Languages and Literatures, North Carolina State University

ES Courses 3-5

Languages Classical Greek (fluent); Latin (fluent)

Selected Publications

Forthcoming (with Tsouvala) *A Biography of Pompey the Great*. Princeton University Press.
2016 (with Gibson) *Rhetorical Exercises in Twelfth-Century Byzantium: The Progymnasmata of Nikephoros Basilakes*. Dumbarton Oaks Medieval Library, Harvard University Press.
2012 *The Passionate Statesman: Eros and Politics in Plutarch's Lives*. Oxford University Press.
2008 "Plutarch on the Role of *Eros* in a Marriage." In *The Unity of Plutarch's Work: Moralia Themes in the Lives, Features of the Lives in the Moralia*, ed. Nikolaidis. Berlin: DeGruyter. 689-99.
2007 "Eros and Intellect: Plutarch's Portrait of Aspasia and Pericles." In *El Amor en Plutarco*, eds. Nieto Ibáñez and López López. Universidad de León. 245-53.
2005 "Thematic Correspondences in Plutarch's *Lives* of Caesar, Pompey, and Crassus." In *The Statesman in Plutarch's Works, Volume II: The Statesman in Plutarch's Greek and Roman Lives*, eds. de Blois, Bons, Kessels, and Schenkeveld. Boston: Brill. 315-325.

Michael Bernard-Donals (Professor)	English	75%
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B.A. 1985, University of Notre Dame; Ph.D. 1991, State University of New York at Stony Brook

Academic Experience

2018-present WARF Chaïm Perelman Professor of Rhetoric and Culture, University of Wisconsin-Madison
2014-present Vice Provost for Faculty and Staff, University of Wisconsin-Madison
2001-2018 Professor, Department of English, University of Wisconsin-Madison
1998-2001 Associate Professor, Department of English, University of Wisconsin-Madison
1997-1998 Associate Professor of English, University of Missouri
1993-1997 Assistant Professor of English, University of Missouri
1991-1993 Assistant Professor of English, Mississippi State University

ES Courses 1-2

Languages Hebrew (fluent); German (advanced)

Awards

2018 WARF Named Professor Chaïm Perelman Professor of Rhetoric and Culture

Selected Publications

2009 *Forgetful Memory: Representation and Remembrance after Auschwitz*. State University of New York Press.
2006 *An Introduction to Holocaust Studies: History, Memory and Representation*. New Jersey: Prentice Hall.
2004 (Ed. with Glejzer) *Witnessing the Disaster: Essays on Representation and the Holocaust*. University of Wisconsin Press.
1998 (Ed. with Glejzer) *Rhetoric in an Antifoundational World*. Yale University Press.

Susan David Bernstein (Professor Emerita)	English	100%
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B.A. 1977, Bennington College; Ph.D. 1990, Brandeis University

Academic Experience

2004-present Professor of English, University of Wisconsin-Madison
 2000-2004 Associate Professor of English, University of Wisconsin-Madison
 1998 Visiting Fellow, Clare Hall, Cambridge University.
 2000-present Associate Professor of Jewish Studies, University of Wisconsin-Madison
 1996-present Associate Professor of English and Gender & Women's Studies, University of Wisconsin-Madison
 1989-1996 Assistant Professor of English and Gender & Women's Studies, University of Wisconsin-Madison

ES Courses 1-2

Languages French (advanced)

Selected Publications

2013 *Roomscapes: Gender and the Reading Room of the British Museum, 1857-1930*. Edinburgh University Press.
 2009 (Ed. with Michie) *Victorian Vulgarity: Taste in Verbal and Visual Culture*. Burlington, VT: Ashgate.
 2006 (Ed.) *The Romance of a Shop*. Authored by Amy Levy. A critical edition with introduction, textual notes and supplementary materials. Ontario: Broadview Press
 2006 (Ed.) *Reuben Sachs*. Authored by Amy Levy. A critical edition with introduction, textual notes and supplementary materials. Ontario: Broadview Press
 2004 "Supposed Differences?: Lydia Becker and Victorian Women's Participation in the British Association for the Advancement of Science." In *Sideline Sciences: Shifting Centres in Nineteenth-Century Scientific Thinking*, eds. Willis, Clifford, Wadge, and Warwick. London: Anthem Press.
 2003 "Promiscuous Reading: The Problem of Identification and Anne Frank's Diary." In *Witnessing the Disaster: Essays on Representation and the Holocaust*, eds. Bernard-Donals and Glejzer. University of Wisconsin Press.

Vicki M. Bier (Professor)	Industrial and Systems Engineering	25%
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B.S. 1976, Stanford University; Ph.D. 1983, Massachusetts Institute of Technology

Academic Experience

2006-present Professor, Department of Industrial and Systems Engineering, University of Wisconsin-Madison

ES Courses 1-2

Awards

2001 Best Presentation Award, Operations and Power Division, American Nuclear Society
 2000 Outstanding Service Award, Society for Risk Analysis
 1996 Fellow, Society for Risk Analysis

Selected Publications

2011 "Deterring the Smuggling of Nuclear Weapons in Container Freight Through Detection and Retaliation." *Decision Analysis*, 8(2):88-102.
 2009 (with Azaiez) *Game Theoretic Risk Analysis of Security Threats*. Boston: Springer.
 2009 (with Dighe, and Zhuang) "Secrecy in Defensive Allocations as a Strategy for Achieving More Cost-effective Attacker Deterrence." *International Journal of Performability Engineering*, 5: 31-43.
 2007 (with Zhuang) "Balancing Terrorism and Natural Disasters—Defensive Strategy with Endogenous Attacker Effort." *Operations Research*, 55(5): 976-991.
 2005 "Game-Theoretic and Reliability Methods in Counter-Terrorism and Security." In *Statistical Methods in Counterterrorism*, eds. Wilson, Wilson, and Olwell. Springer, New York. 23-40.

Ksenija Bilbija (Professor)	Spanish and Portuguese	25%
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B.A. 1982, University of Belgrade, Yugoslavia; M.A. 1984, University of Iowa; Ph.D. 1990, University of Iowa

Academic Experience

2004-present Professor, Department of Spanish and Portuguese, University of Wisconsin-Madison
 2007-2012 Academic Program Director of LACIS, University of Wisconsin-Madison
 1998-2004 Associate Professor, Department of Spanish and Portuguese, University of Wisconsin-Madison
 1991-1998 Assistant Professor, Department of Spanish and Portuguese, University of Wisconsin-Madison

ES Courses 1-2

Languages Serbo-Croatian (native); Spanish (fluent); Portuguese (advanced)

Selected Publications

2014 (Ed. with Feitlowitz) "Literatures and Arts of the Americas." *Beyond Violence: Towards Justice in Latin American Writing and Arts*, 88(47.1).
 2011 (Ed. with Payne) *Accounting for Violence: Marketing Memory in Latin America*. Duke University Press.
 2009 (Ed. with Celis-Carbajal) *Akademia Cartonera: A Primer of Latin American Cartonera Publishers*. Parallel Press.
 2005 (Ed. with Fair, Payne, and Milton) *The Art of Truth-Telling in the Aftermath of Authoritarian Rule*. University of Wisconsin Press.
 2003 *Yo soy trampa: Ensayos sobre la obra de Luis Valenzuela*. Buenos Aires: Feminaria
 2001 *Cuerpos textuales: metáforas del génesis narrativo en la literatura latinoamericana del siglo XX*. Berkley, Lima: Latinoamericana Editores.
 2001 "The Art of Fiction: Luisa Valenzuela." *The Paris Review*, 160: 196-216.

Kathryn M. Bishop-Sanchez (Professor)	Spanish and Portuguese	100%
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B.A. 1991, Salford University, England; M.A. 1996, Brigham Young University; Ph.D. 2000, University of California, Santa Barbara

Academic Experience

2012-present Professor, Department of Spanish & Portuguese, University of Wisconsin-Madison
 2005-2012 Associate Professor, Department of Spanish and Portuguese, University of Wisconsin-Madison.
 2000-2005 Assistant Professor, Department of Spanish and Portuguese, University of Wisconsin-Madison.

ES Courses 1-2

LCTL Pedagogy

2000-present Coordinator, 1st-2nd year Portuguese.
 2000-present Instructor, 3rd year Portuguese

Languages Spanish (fluent); Portuguese (fluent)

Selected Publications

2016 *Creating Carmen Miranda: Race, Camp, and Transnational Stardom*. Vanderbilt University Press.
 2015 (Ed. with Albuquerque) *Performing Brazil: Essays on Culture, Identity, and the Performing Arts*. University of Wisconsin Press.
 2013 "Of Filth, Feces and Fornication: the Aesthetics of Abjection in Os Maias." *Ellipsis*, 11: 43-70.
 2012 "Educating Joanhina: Writing the Gender Divide in Travels in My Homeland." In *Portuguese Literary & Cultural Studies* 22, ed. Mendes. University of Massachusetts Dartmouth. 219-234.
 2008 *Utopias Desmascaradas: O Mito do Bom Selvagem e a Procura do Homem Natural na Obra de Almeida Garrett*. Lisbon: Casa da Moeda.
 2007 (Ed.) *The Other Nineteenth Century*. Dartmouth, MA: Tagus.

Amos Bitzan (Assistant Professor)	History	25%
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B.A. 2003, Princeton University; M.A. 2006, University of California-Berkeley; Ph.D. 2011, University of California-Berkeley

Academic Experience

2015-present Assistant Professor, Department of History, University of Wisconsin-Madison
 2014-2015 Post-Doctoral Research Fellow, University of Pennsylvania Herbert D. Katz Center for Advanced Judaic Studies
 2011-2014 Postdoctoral Teaching Fellow, Introduction to the Humanities Program, Stanford University

ES Courses 2-3

Language Hebrew (native), German (advanced)

Awards

2008 Outstanding Graduate Student Instructor Award, University of California, Berkeley
 2007 Seminar Paper Departmental Prize, Department of History, University of California, Berkeley
 2006 Goor Prize in Jewish Studies, University of California, Berkeley
 2003 Carolyn L. Drucker Prize in Judaic Studies, Princeton University
 2002 Mary Cunningham Humphreys Junior German Prize, Princeton University, 2002.

Selected Publications

2017 "Wissenschaft des Judentums." In *Oxford Bibliographies in Jewish Studies*, ed. Seidman. Oxford University Press.
 2017 "Leopold Zunz and the Meanings of Wissenschaft." *Journal of the History of Ideas*, 78(2): 233–54.
 2012 "Heinrich Graetz." In *Oxford Bibliographies in Jewish Studies*, ed. Biale. Oxford University Press.
 2012 "Paul Reitter, *On the Origins of Jewish Self-Hatred*." H-Judaic, H-Net Reviews.

Leslie David Blasius (Professor)	Music	25%
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B.Mus. 1978, Eastern Kentucky University; M.F.A 1980, Princeton University; Ph.D. 1994, Princeton University

Academic Experience

2001-present Professor, Department of Music Theory, University of Wisconsin-Madison
 1997-2001 Assistant Professor, Department of Music Theory, University of Wisconsin-Madison
 1996-1997 Senior Lecturer, Department of Music Theory, University of Wisconsin-Madison
 1994 Adjunct Assistant Professor, Seton Hall University.

ES Courses 1-2

Languages German (fluent)

Awards

1997 Recipient of the Young Scholar Award from the Society for Music Theory

Selected Publications

2016 "The Music Theory of Godfrey Winham." Princeton Legacy Library.
 2002 "Mapping the Terrain." In *The Cambridge History of Western Music Theory*, ed. Christensen. Cambridge University Press.
 2002 "Nietzsche, Riemann, Wagner: When Music Lies." In *Music Theory and the Natural Order from the Renaissance to the Early Twentieth Century*, eds. Clarke and Rehding. Cambridge University Press.
 1997 *The Music Theory of Godfrey Winham*. Princeton University Press.
 1996 *Schenker's Argument and the Claims of Music Theory*. Cambridge University Press.

Laird Boswell (Professor)	History	100%
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B.A. 1979, Hampshire College; Ph.D. 1988, University of California, Berkeley

Academic Experience

2005-present Professor, Department of History, University of Wisconsin-Madison
 2016-present Chair, Department of History, University of Wisconsin-Madison
 2001-2002 Director, UW-Madison Academic Program in Aix-en-Provence
 2000-2004 Director, Center for European Studies, University of Wisconsin-Madison
 1999-2005 Associate Professor, Department of History, University of Wisconsin-Madison
 1992-1999 Assistant Professor, Department of History, University of Wisconsin-Madison
 1990-1991 Instructor in History, California Institute of Technology

ES Courses 1-2

Languages French (native), German (fluent)

Awards

1994 German Marshall Fund of the United States Fellowship.

Selected Publications

2016 "Rural Society in Crisis." In *Oxford Handbook of European History, 1914-1945*, ed. Doumanis. Oxford University Press. 243-260.
 2014 "Noël à Strasbourg." *Paris-Match / L'Histoire* (Paris) (May): 80-83.
 2009 "Rethinking the Nation at the Periphery." *French Politics, Culture and Society*, 27(2): 111-126.
 2006 French Translation, "Le communisme rural en France: Le Limousin et la Dordogne de 1920 à 1939", trad. Clermont. Presses universitaires de Limoges.
 1998 *Rural Communism in France, 1920-1939*. Cornell University Press.

Gilles Bousquet (Professor)	French and Italian	100%
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Ph.D. 1983, Université de Provence

Academic Experience

1998-present Professor, Department of French and Italian, University of Wisconsin-Madison
 2014-present Chair, Department of French and Italian, University of Wisconsin-Madison
 2012-2013 Interim Chancellor, University of Wisconsin-Eau Claire
 2010-2012 Vice Provost for Globalization, University of Wisconsin-Madison
 2002-2012 Dean, Office of International Studies and Programs, University of Wisconsin-Madison
 2002-2012 Director, International Institute, University of Wisconsin-Madison
 1996-2000 Chair, European Studies Program, University of Wisconsin-Madison
 1993-1998 Associate Professor, Department of French and Italian, University of Wisconsin-Madison
 1986-1993 Assistant Professor, Department of French and Italian, University of Wisconsin-Madison

ES Courses 1-2

Languages French (native); German (fluent)

Awards

2002 Chevalier dans l'Ordre des Palmes Académiques and Chevalier de l'Ordre National du Mérite

Selected Publications

2010 (with Deitz, et al.) *Post-Francophile: Stories from the Professional French Masters Program*. CreateSpace Independent Publishing Platform
 2005 "The Global Professional." *Journal of the National Council of Less Commonly Taught Languages*, 2(1): 1-20.
 2003 (Ed. with Sampon-Nicolas) *Educating for International Expertise: Perspectives on Crosscultural Competence and French for Business*. Dubuque, IA: Kendall-Hunt.

Susan Carol Brantly (Professor)	Nordic	100%
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B.A. 1980, Harvard University; M.A. 1983, University of Minnesota-Twin Cities; Ph.D. 1987, Yale University

Academic Experience

1999-present Professor, Department of Scandinavian Studies, University of Wisconsin-Madison
 2007-present Director, Bradley Learning Community, University of Wisconsin-Madison
 2007-2010 Director, Center for European Studies
 2004-2007 Chairperson, Department of German, Nordic, and Scandinavian Studies
 1993-1999 Associate Professor, Department of Scandinavian Studies, University of Wisconsin-Madison
 1987-1993 Assistant Professor, Department of Scandinavian Studies, University of Wisconsin –Madison

ES Courses 1-2

Languages Swedish (fluent); Norwegian (advanced); German (advanced); Danish (advanced)

Awards

2003 Chancellor’s Award for Distinguished Teaching

Selected Publications

2017 *The Historical Novel, Transnationalism, and the Postmodern Era*. Routledge.
 2009 (Ed. with DuBois) *The Nordic Storyteller*. Newcastle upon Tyne, England: Cambridge Scholars Press
 2009 “Engaging the Enlightenment: Tournier’s Friday, Delblanc’s Speranza, and Unsworth’s Sacred Hunger.” *Comparative Literature*, 61(2): 128-141.
 2008 “Whatever Happened to the Black Swedes? Ola Larsmo’s *Maroonberget*.” *Journal of Northern Studies*, 1: 79-96.
 2004 *Laura Marholm: Ihr Leben und ihre Werke*. Trans. Albert Burkhardt. Berlin-Friedrichshagen: Muggle-Verlag Rolf F. Lang.
 2002 *Understanding Isak Dinesen*. University of South Carolina Press.

Rachel Feldhay Brenner (Professor)	Hebrew and Semitic Studies	100%
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B.M. 1968, Hebrew University, Israel; M.A. 1976, Tel Aviv University; Ph.D 1986, York University, Toronto

Academic Experience

2001-present Max and Frieda Weinstein-Bascom Professor, Department of Hebrew and Semitic Studies, University of Wisconsin-Madison
 1996-2001 Associate Professor, Department of Hebrew and Semitic Studies, University of Wisconsin-Madison.
 2000 Skirball Visiting Fellowship, Oxford Centre for Hebrew and Jewish
 1992-1996 Assistant Professor, Department of Hebrew and Semitic Studies, University of Wisconsin-Madison.

ES Courses 1-2

Languages Hebrew (native)

Awards

2015 University of Southern California Book Prize in Literary and Cultural Studies
 2004 Rabbi Joseph L. Baron Faculty Achievement Award, Wisconsin Society for Jewish Learning
 2004 Fellow, The Center for Advanced Holocaust Studies, United States Holocaust Memorial Museum
 2000 Skirball Visiting Fellowship, Oxford Centre for Hebrew and Jewish Studies

Selected Publications

2014 *The Ethics of Witnessing: The Holocaust in Polish Writers' Diaries from Warsaw, 1939-1945*. Northwestern University Press.
 2010 *Inextricably Bonded: Israeli Arab and Jewish Writers Re-Visioning Culture*. University of Wisconsin Press.
 2003 *Writing as Resistance: Four Women Confronting the Holocaust: Edith Stein, Simone Weil, Anne Frank, and Etty Hillesum*. Pennsylvania State University Press.

Harry Brighthouse (Professor)	Philosophy	50%
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B.A. 1985, University of London Kings College; Ph.D. 1991, University of Southern California

Academic Experience

2018-present WARF Mildred Fish-Harnack Professor, Department of Philosophy, University of Wisconsin-Madison
2000-2018 Professor, Department of Philosophy, University of Wisconsin-Madison
1998-2000 Associate Professor, Department of Philosophy, University of Wisconsin-Madison
1992-1998 Assistant Professor, Department of Philosophy, University of Wisconsin-Madison

ES Courses 1-2

Languages Spanish (fluent)

Awards

2018 WARF Named Mildred Fish-Harnack Professor of Philosophy of Education
2004 Carnegie Scholar
1998 Young Scholar at Program in Ethics and Public Life at Cornell University

Selected Publications

2017 (with Ladd, Loeb, and Swith) *Educational Goods: Values, Evidence, and Decision-Making*. University of Chicago Press.
2014 (with Swift) *Family Values: The Ethics of Parent-Child Relationships*. Princeton University Press.
2010 (with Tooley and Howe) *Educational Equality*. New York: Bloomsbury Publishing.
2006 *On Education: Thinking in Action*. New York: Routledge.
2005 (Ed. with Brock) *Political Philosophy of Cosmopolitanism*. Cambridge University Press.
2004 *Justice*. Polity Press.
2000 *School Choice and Social Justice*. Oxford University Press.

Karen Britland (Professor)	English	100%
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B.A. 1993, Oxford University, U.K.; M.A. 1995, University of Reading, U.K.; Ph.D. 2000, University of Leeds, U.K.

Academic Experience

2015-present Professor, Department of English, University of Wisconsin-Madison
2008-2015 Associate Professor, Department of English, University of Wisconsin-Madison
2007-08 Senior Lecturer in Renaissance Literature, Keele University (equivalent to US Associate Professor)
2004-07 Lecturer in Renaissance Literature, Keele University, UK (equivalent to US Assistant Professor)

ES Courses 1-2

Languages French (fluent)

Selected Publications

2015 "Recent Studies of the Life and Cultural Influence of Queen Henrietta Maria." *English Literary Renaissance*, 45(2): 303-321.
2014 "Reading Between the Lines: Royalist Letters and Encryption in the English Civil Wars." *Critical Quarterly*, 15(4): 15-26.
2012 "Middleton and the Continent." *Oxford Handbook to Middleton*, eds. Taylor and Henley. Oxford University Press.
2008 "Lady Eleanor Davies: Prophecy and Authority, etc." In *Les Voix de Dieu: Littérature et prophétie en Angleterre et en France à l'âge baroque*, ed. Cottegnies, et al. Paris: Presses Sorbonne Nouvelle.
2006 *Drama at the Courts of Queen Henrietta Maria*. Cambridge University Press.

William Brockliss (Assistant Professor)	Classics	100%
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B.A. 2000, Corpus Christi College, Oxford; Ph.D. 2011, Yale University

Academic Experience

2012-present Assistant Professor, Department of Classics, University of Wisconsin-Madison
 2011-2012 Visiting Assistant Professor, Brigham Young University
 2007-2011 Part-Time Acting Instructor, Classics, Yale University

ES Courses 3-5

Awards

2005-2010 Graduate Fellowship, Yale University

Selected Publications

Forthcoming *Homeric Imagery and the Natural Environment*. Hellenic Studies Series 82. Harvard University Press.
 2015 (Ed. with Archibald and Gnoza). *Learning Latin and Greek from Antiquity to the Present*. Cambridge University Press
 2012 (Ed. with Chaudhuri and Lushkov) *Reception and the Classics: An Interdisciplinary Approach to the Classical Tradition*. Cambridge University Press.

Thomas H. Broman (Professor Emeritus)	History	100%
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A.B. 1976, Ripon College; M.S. 1980, University of Illinois at Urbana-Champaign; M.A. 1983, Princeton University; Ph.D. 1987, Princeton University.

Academic Experience

2011-present Professor, Department of History, University of Wisconsin-Madison
 2007-2013 Chair, Department of History, University of Wisconsin-Madison
 1996-2011 Associate Professor, Department of History of, University of Wisconsin-Madison
 1993 Visiting Assistant Professor, Department of History, Princeton University
 1988-1996 Assistant Professor, Department of History, University of Wisconsin-Madison
 1987-1988 Part-time Assistant Professor, Lyman Briggs School, Michigan State University

ES Courses 1-2

Languages German (fluent)

Awards

2005-2006 National Endowment for the Humanities Fellowship

Selected Publications

2012 "Metaphysics for an Enlightened Public: The Controversy over Monads in Germany, 1746-1748." *Isis*, 103(1) :1-23.
 2005 "Wie bildet man eine Experten-Sphäre heraus? Medizinische Kritik und Publizistik am Ende des 18. Jahrhunderts." *Figurationen des Experten: Ambivalenzen der wissenschaftlichen Expertise im ausgehenden 18. und frühen 19. Jahrhundert*. *Berliner Beiträge zur Wissenschaftsgeschichte*, eds. Engstrom, Hess and Thoms. Frankfurt am Main: Peter Lang. 19-43.
 2002 (Ed. with Nyhart) "Science and Civil Society." *Osiris*, 17.
 1996 *The Transformation of German Academic Medicine, 1750-1820*. Cambridge University Press.

Dominique Brossard (Professor)	Life Sciences Communication	100%
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B.S. 1985, Ecole Nationale Supérieure d'Agronomie de Toulouse; M.P.S 1998, Cornell University; Ph.D. 2002, Cornell University

Academic Experience

2012-present Professor, Department of Life Sciences Communication, University of Wisconsin-Madison
 2012-present Department Chair, Department of Life Sciences Communication, University of Wisconsin-Madison
 2008-2012 Associate Professor, Life Sciences Communication, University of Wisconsin- Madison
 2008-2012 Director of Undergraduate Studies, Life Sciences Communication, University of Wisconsin- Madison
 2004-2008 Assistant Professor, School of Journalism and Mass Communication, University of Wisconsin-Madison
 2003- 2004 Extension Associate and Communication and Outreach Coordinator for the Agricultural Biotechnology Support Program II, International Programs and Department of Communication, Cornell University

ES Courses 1-2

Languages French (native)

Awards

2015 International Communication Association Fellowship
 2013 American Association for the Advancement of Science Fellowship

Selected Publications

2014 (with Jones, Anderson, Yeo, Greenberg, and Moore) "Using a Deliberative Exercise to Foster Public Engagement in Nanotechnology." *Journal of Chemical Education*, 91(2): 179-187.
 2012 "Social Challenges" In *The Role of Biotechnology in a Sustainable Food Supply*, eds. Popp, et al. Cambridge University Press.
 2007 *The Public, the Media, and Agricultural Biotechnology*. Boston: CABI Publishing.

Stefania Buccini (Professor)	French and Italian	100%
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Laurea 1982, University of Naples, Italy; M.A. 1987, Brown University; Ph.D. 1988, Brown University

Academic Experience

1999-present Professor, Department of French and Italian, University of Wisconsin-Madison
 2001-2002 Resident Director, IAP program in Florence Italy.
 1999-2000 Resident Director, Bologna Cooperative Studies Program, Bologna, Italy.
 1994-1999 Associate Professor, Department of French and Italian, University of Wisconsin-Madison
 1989-1994 Assistant Professor, Department of French and Italian, University of Wisconsin-Madison

ES Courses 1-2

Languages Italian (native); French (fluent)

Awards

2000-2001 Vilas Associate Research Grant
 2013 Chancellor's Distinguished Teaching Award
 2013 Brenda Pfahler Award of Excellence, Center for Educational Opportunities

Selected Publications

Forthcoming *Il piacere di leggere. Tipologie della lettura private nel settecento.*
 2013 *L'ozio lecito della scrittura: Francesco Pona letterato*. Florence: Olschki.
 2002 *Francesco Pona e "l'ozio lecito della scrittura"*. Florence: Olschki.
 2000 *Sentimento della morte dal Barocco al declino dei Lumi*. Ravenna: Longo.
 1997 *The Americas in Italian Literature and Culture (1700-1825)*. Pennsylvania State University Press

Barbara Copeland Buenger (Professor)	Art History	100%
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B.A. 1970, Vassar College; M.A. 1971, Columbia University; M.Phil. 1973, Columbia University; Ph.D. 1979, Columbia University

Academic Experience

1997-present Professor, Department of Art History, University of Wisconsin-Madison
 1998 University of Wisconsin-University of Michigan Program, Florence Italy
 1983-1997 Associate Professor, Department of Art History, University of Wisconsin-Madison
 1979-1983 Assistant Professor, Department of Art History, University of Wisconsin-Madison

ES Courses 1-2

Languages German (fluent); French (fluent); Italian (advanced)

Selected Publications

2016 (with Heckmann and Heckmann) "Max Beckmann und Berlin." Berlin: Kerber Verlag.
 2011 "Dem Dritten Reich ins Gesicht Sehen: Berlin 1933-1937." In *Max Beckmann: Von Angesicht zu Angesicht*, Museum der bildenden Künste, Leipzig.
 2009 "Some Portraits from Frankfurt's Weimar Era." In *Of Truths Impossible to Put in Words: Max Beckmann Contextualized*, eds. Makela and Washton Long. Munich: Peter Lang. 165-198.
 2007 "From Frankfurt to Europe: Some Weimar Era Portraits." In *Of Truths Impossible to Put in Words: Max Beckmann Contextualized*, ed. Rose-Carol Washton Long and Maria Makela, Munich: Peter Lang.
 2003 "Unwieldy Wien." *Vienna, Design 1910s-1930s*, cur. oann Skrypzak, (exh. cat. Madison, Elvehjem Museum of Art).
 1999 (Ed.) *Max Beckmann Self-Portrait in Words: Collected Writings and Statements, 1903-1950*. University of Chicago Press.

Nicholas Cahill (Professor)	Art History	100%
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B.A. 1981, University of Michigan-Ann Arbor; M.A. 1984, University of California-Berkeley; Ph.D. 1991, University of California-Berkeley

Academic Experience

2005-present Professor, Department of Art History, University of Wisconsin-Madison
 2008-present Field Director, Sardis Expedition
 2007-present Research Manager, Harvard Art Museum
 2000-2005 Associate Professor, Department of Art History, University of Wisconsin-Madison
 1993-2000 Assistant Professor, Department of Art History, University of Wisconsin-Madison
 1991-1993 Project Curator for Art and Archaeology, Perseus Project, Harvard University

ES Courses 1-2

Languages French (fluent); German (fluent); Modern Greek (advanced); Turkish (advanced)

Selected Publications

2010 *Liđyalilar ve Dnyalari*. Istanbul: Yapi Kredi Yayinlari.
 2016 "The Sanctuary of Artemis at Sardis: Preliminary Report, 2002–2012." *American Journal of Archaeology*, 120(3): 473-509.
 2008 "Mapping Sardis." *Love for Lydia. A Sardis Anniversary Volume Presented to Cranford H Greenewalt, Jr.* Sardis Report 4: 111-124.
 2004 "Household Industry in Greece and Anatolia." *Ancient Greek Houses and Households*, eds. Ault and Nevt. University of Pennsylvania Press.
 2003 (Ed. with Crawford, Greenewalt, Stinson, and Yegul) *The City of Sardis: Approaches in Graphic Recording*.
 2002 *Household and City Organization at Olynthus*. Yale University Press.

Salvatore Calomino (Associate Professor)	German	100%
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A.B. 1976, Columbia University; Ph.D. 1982, Harvard University

Academic Experience

1990-present Associate Professor, Department of German, University of Wisconsin-Madison
 1984-1990 Assistant Professor, Department of German, University of Wisconsin-Madison
 1983-1984 Visiting Assistant Professor, Department of German, University of Wisconsin-Madison

ES Courses 2-3

Languages German (fluent); Italian (native); Dutch (advanced); French (advanced)

Awards

1980-1981 Fulbright-Hays Grant, Germany

Selected Publications

2016 "William Ritter: *Études d'Art étranger*, 'The Mountain Labors and has given Birth to Three Little Mice,' Concerning Several of the 'Idées vivantes' of M. Camille Maclair," trans. and ed. *Naturlant*.
 2013 "Ludwig Karpath, *Begegnung mit dem Genius*, "Mahler's Appointment to Vienna and His Activity and Influence in This City," trans. and ed., *Naturlant*, 10, 1-2: 3-38.
 2012 "Ludwig Karpath, *Begegnung mit dem Genius*, "Mahler's New Stagings," and "Hans Richter's Departure from the Vienna Court Opera and Gustav Mahler," trans. and ed., *Naturlant*, 9, 1-2: 4-20.
 2011 "Images of the Beyond: Mahler's 'Kindertotenlieder' and the Fulcrum of Late Nineteenth-Century Philosophy." *Journal of the Mahler Society of Chicago* 8: 23-45.
 1990 *From Verse to Prose: The Barlaam and Josephat Legend in Fifteenth-Century Germany*. Potomac, MD.: Scripta Humanistica.

Jill Casid (Professor)	Art History	100%
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B.A. 1988, Princeton University; M.A. 1989, Courtauld Institute of Art, University of London; Ph.D. 1999, Harvard University

Academic Experience

2012-present Professor, Department of Art History, University of Wisconsin-Madison
 2006-2012 Associate, Department of Art History, University of Wisconsin-Madison
 2002-2006 Assistant Professor, Department of Art History, University of Wisconsin-Madison
 2001-2002 Lecturer, University of North Carolina-Chapel Hill

ES Courses 2-3

Languages French (fluent)

Awards

2011 Romnes Faculty Fellowship (\$50,000 flexible research funds), University of Wisconsin-Madison
 2009 Honors Program Course Development
 2007 Resident Fellow, Institute for Research in the Humanities, University of Wisconsin-Madison

Selected Publications

2014 *Scenes of Projection: Recasting the Enlightenment Subject*. University of Minnesota Press.
 2014 (Ed. with D'Souza) *Art History in the Wake of the Global Turn*. Williamstown: Clark Art Institute.
 2005 *Sowing Empire: Landscape and Colonization*. University of Minnesota Press.
 2003 "Inhuming Empire: Islands as Plantation Nurseries and Graves." In *The Global Eighteenth Century*, ed. Nussbaum. Johns Hopkins University Press.
 2002 "His Master's Obi." *The Visual Culture Reader*, ed. Mirzoeff. Routledge Press.

Giuliana Chamedes (Assistant Professor)	History	100%
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B.A. 2003, Brown University; M.Phil. 2004, University of Cambridge; Ph.D. 2013, Columbia University

Academic Experience

2015-present Assistant Professor, Department of History, University of Wisconsin-Madison
2013-2015 Lecturer, Program in History and Literature, Harvard University

ES Courses 2-3

Languages Italian (native); French (fluent); Spanish (advanced); Latin (advanced); German (advanced); Portuguese (advanced)

Awards

2018 First Book Award, University of Wisconsin-Madison
2017 Fellowship, American Council of Learned Societies

Selected Publications

Forthcoming "Pius XII, Rights Talk and the Dawn of the Religious Cold War." In *Religion and Human Rights*, ed. Pendas. Oxford University Press.
2018 "Transatlantic Catholicism and the Making of the 'Christian West.'" In *The Transatlantic Reconsidered*, eds. Lachenicht and Lerg. Manchester University Press.
2016 "The Vatican, Nazi-Fascism, and the Making of Transnational Anticommunism in the 1930s." *Journal of Contemporary History*, 51(2): 261-290.
2015 (with Foster) "Introduction: Decolonization and Religion in the French Empire." *French Politics, Culture, & Society*, 33(2): 1-12.
2015 "The Catholic Origins of Economic Development after World War II." *French Politics, Culture, & Society* 33(2): 55-75.
2013 "The Vatican and the Reshaping of the European International Order after World War I." *The Historical Journal*, 56: 955-976.

Monika Chavez (Professor)	German	100%
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1987 Zweite Diplomprüfungen in Deutsche Philologie and Geschichte, University of Vienna, Austria; M.A. 1989, University of New Mexico; Ph.D. 1992, University of Texas-Austin

Academic Experience

2004-present Professor, Department of German, Nordic, and Slavic, University of Wisconsin-Madison
1998-2004 Associate Professor, Department of German, Nordic, and Slavic, University of Wisconsin-Madison
1992-1998 Assistant Professor, Department of German, Nordic, and Slavic, University of Wisconsin-Madison

ES Courses 2-3

LCTL Pedagogy

2013-present Director, Ph.D Program in Second Language Acquisition, University of Wisconsin-Madison
2008-present Instructor, language pedagogy courses

Languages German (fluent); Dutch (advanced)

Selected Publications

2014 (with Lovik, Thomas, and Guy) *Vorsprung, 3rd Ed.* Boston: The Houghton Mifflin Company.
2017 "Hard rules and bad memories: College learners' accounts of what makes learning German grammar difficult." *Die Unterrichtspraxis/Teaching German*, 50(1): 1-21.
2016 "Students' accounts of grammatical forms of German that are difficult, unattainable, and irrelevant for self-expression." *Language Awareness*, 25(3): 197-221.
2000 *Gender in the Language Classroom*. San Francisco: McGraw-Hill.

Menzie David Chinn (Professor)	Public Affairs and Economics	25%
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A.B.1984, Harvard University; M.A. 1988, University of California, Berkeley; Ph.D. 1991, University of California at Berkeley

Academic Experience

2005-present Professor, LaFollette School of Public Affairs and Department of Economics, University of Wisconsin-Madison
2002-2005 Professor of Economics, University of California-Santa Cruz
2000 Visiting Research Scholar, National Research at Humboldt University, Berlin
1997-2002 Associate Professor of Economics, University of California-Santa Cruz
1991-1997 Assistant Professor of Economics, University of California-Santa Cruz
1993-1994 Visiting Assistant Professor of Economics, University of California-Berkeley

ES Courses 1-2

Languages Chinese (native)

Awards

2013 Kellett Mid-Career Award, University of Wisconsin-Madison
2007 Undergraduate Teaching Award, University of Wisconsin-Madison Department of Economics
2005-2008 WAGE grant, University of Wisconsin-Madison

Selected Publications

2016 “Central Banking: Perspectives from Emerging Economies.” In *On the Uses of Central Banks: Lessons from History*, eds. Bordo, Eitrheim, Flandreau, and Qvigstad. Norges Bank.
2012 (with Frieden) *The Lost Decade: America’s Debt Crisis and the Crash Heard Round the World*. New York: W.W. Norton & Company.
2008 (with Frankel) “Why the Dollar Will Rival the Euro.” *International Finance*, 11(1): 49-73.
2007 (with Cheung and Fujii). *The Economic Integration of Greater China: Real and Financial Linkages and the Prospects for Currency Union*. Hong Kong University Press.

Kathryn Ciancia (Assistant Professor)	History	100%
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B.A. University of Oxford, UK; M.A. University College London, UK; PhD Stanford University

Academic Experience

2012-present Assistant Professor, Department of History, University of Wisconsin-Madison

ES Courses 3-5

Awards

2015 Center for the Humanities First Book Award, UW-Madison
2011 Mellon Foundation Dissertation Fellowship
2008-09 Vice Provost for Graduate Education Diversity Dissertation Research Award
2005-10 History Department Five-Year Fellowship, Stanford University

Selected Publications

2017 “Borderland Modernity: Poles, Jews, and Urban Spaces in Interwar Eastern Poland.” *Journal of Modern History*, 89(3): 531-561.
2016 “Review of Brian Porter-Szűcs, Poland in the Modern World: Beyond Martyrdom, Patrice Dabrowski.” *Poland: The First Thousand Years*, in *Journal of Modern History*, 88(3): 709-711.
2013 (with Sheffer) “Creating Lives: Fictional Characters in the History Classroom,” *Perspectives on History* (October).

Glen S. Close (Associate Professor)	Spanish and Portuguese	25%
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B.A. 1989, Wesleyan University; Ph.D. 1997, Yale University

Academic Experience

2009-present Associate Professor, Department of Spanish and Portuguese, University of Wisconsin-Madison
 2003-2009 Assistant Professor, Department of Spanish and Portuguese, University of Wisconsin-Madison
 2000-2002 Visiting Assistant Professor, Department of Spanish and Portuguese, University of Wisconsin-Madison

ES Courses 3-5

Languages Spanish (fluent); Portuguese (advanced)

Selected Publications

2015 "Autopsias, morgues y vivisección: escenarios literarios de poder, deseo e impiedad." In *Crimen y ficción. Narrativa literaria y audiovisual sobre la violencia en América Latina*, eds. Quijano and Vizcarra. México D.F.: UNAM and Bonilla Artigas Editores. 93-115.
 2014 "Corpse Photography in Roberto Bolaño's *Estrella distante* and Cristina Rivera Garza's *Nadie me verá llorar*." *Bulletin of Spanish Studies*, 91(4): 1-22.
 2014 "Antinovela negra: Cristina Rivera Garza's *La muerte me da* and the Critical Contemplation of Violence in Contemporary Mexico." *MLN*, 129(2): 391-411.
 2012 "Desnudarse y morir: La erotización del cadáver femenino en el género negro." In *Narrativas del crimen en América Latina. Formas de la violencia del policial a la narconovela*, eds. Adriaensen Grinberg Pla. Berlin: Lit Verlag. 89-107.
 2008 *Contemporary Hispanic Crime Fiction. A Discourse on Urban Violence*. New York: Palgrave Macmillan.
 2006 (Ed. with Collins and Craig-Odders). *Hispanic and Luso-Brazilian Detective Fiction: Essays on the Género Negro Tradition*. Jefferson N.C.: McFarland.
 2004 (trans.) *Joséfina Ludmer's The Corpus Delicti. A Manual of Argentine Fictions*. University of Pittsburgh Press.
 2000 *La imprenta enterrada. Arlt, Baroja y el imaginario anarquista*. Rosario, Argentina: Beatriz Viterbo Editora.

Charles Cohen (Professor Emeritus)	History	25%
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B.A Yale University; Ph.D. University of California-Berkeley

Academic Experience

2018-present Professor Emeritus, Department of History, University of Wisconsin-Madison
 2003-2018 Professor, Department of History, University of Wisconsin-Madison
 2003-2016 Director, of the Lubar Institute for the Study of the Abrahamic Religions, University of Wisconsin-Madison

ES Courses 1-2

Awards

2008-2011 Distinguished Lecturer, Organization of American Historians
 2008 Co-Recipient, Metanexus Global Societies Initiative Grant
 2005 Co-Recipient, Metanexus Local Societies Initiative Grant

Selected Publications

2017 (Ed. with Knitter and Rosenhagen) *The Future of Interreligious Dialogues: A Multireligious Conversation on Nostra Aetate*. Ossining, New York: Orbis Books
 2013 (Ed. with Numbers) *Gods in America: Religious Pluralism in the United States*. Oxford University Press.
 2010 (Ed. with Kaplan) *Theology and the Soul of the Liberal State* Lanham, MD: Lexington Books.
 2008 (with Boyer) *Religion and the Culture of Print in Modern America*. University of Wisconsin Press.
 2006 "The Construction of the Mormon People," *Journal of Mormon History*, 32: 25-64.
 2006 "Religion." In *Colonial America: An Encyclopedia of Social, Political, Cultural, and Economic History, 5th Vol.*, ed. Ciment. Armonk, NY: M. E. Sharpe. 58-69.

Joseph Conti (Associate Professor)	Sociology and Law	25%
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Ph.D. 2008, University of California-Santa Barbara.

Academic Experience

2018-present Associate Professor, Sociology and Law, University of Wisconsin-Madison
 2008-2018 Assistant Professor, Sociology and Law, University of Wisconsin-Madison
 2009-2012 Collaborator, National Science Foundation Center for Nanotechnology and Society, University of California-Santa Barbara

ES Courses 2-3

Languages German (advanced)

Awards

2014 eText : Adopt, Remix, Create grant, DoIT & University of Wisconsin-Madison Libraries
 2013 Faculty Course Development Grant, Center for European Studies, University of Wisconsin-Madison
 2011-12 (with Becker) Wisconsin Hilldale Undergraduate/Faculty Research Fellowship
 2011 Best Article Award, Law and Society Association.

Selected Publications

2016 "Legitimacy Chains: Legitimation of Compliance with International Courts Across Social Fields." *Law & Society Review*, 50(1): 154- 88.
 2013 (with Satterfield, Terre, Harthorn, Pidgeon, and Pitts) "Understanding Shifting Perceptions of Nanotechnologies and Their Implications for Policy Dialogues About Emerging Technologies." *Science and Public Policy*, 40(2): 247-60
 2011 *Between Law and Diplomacy: The Social Contexts of Disputing at the World Trade Organization*. Stanford University Press.
 2011 (with Satterfield and Harthorn) "Vulnerability and Social Justice as Factors Emergent in US Nanotechnology Risk Perceptions." *Risk Analysis*, 31(11): 1734-1748.

Kelley Conway (Professor)	Communication Arts	100%
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B.A. 1986, Carleton College; M.A. 1988, University of Iowa; D.E.A. 1992, Université de la Sorbonne Nouvelle, Paris III; Ph.D. 1999, University of California-Los Angeles

Academic Experience

2015-present Professor, Department of Communication Arts, University of Wisconsin-Madison
 2000-2015 Associate Professor, Department of Communication Arts, University of Wisconsin-Madison
 1996-2000 Teaching Specialist, Department of French and Italian, University of Minnesota

ES Courses 1-2

Languages French (fluent)

Awards

2008 Distinguished Teaching Award, University of Wisconsin-Madison
 2001 Fulbright Senior Specialist Grant, University of Liège, Belgium

Selected Publications

2016 "Demy et au-delà: Expérimentation esthétique dans les films musicaux français récents." *La Chanson dans le film français et francophone depuis la Nouvelle Vague*.
 2015 *Agnès Varda*. University of Illinois Press.
 2015 "Sexually Explicit French Cinema: Genre, Gender and Sex." *The Blackwell Companion to Contemporary French Cinema*, eds. Fox, et al. 461-480.
 2014 "Responding to Globalization: The Evolution of Agnès Varda." *Substance*, 43: 109-122.
 2004 *Chanteuse in the City: The Realist Singer in French Film*. University of California Press.

Susan Cook (Professor)	Music	25%
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B. A. 1977, Beloit College; M. A. 1979, University of Michigan-Ann Arbor; Ph. D. 1985, University of Michigan-Ann Arbor

Academic Experience

1997-present Professor, School of Music, University of Wisconsin-Madison
 1991-1997 Associate Professor, School of Music, University of Wisconsin-Madison
 1985-1991 Assistant Professor, Middlebury College

ES Courses 1-2

Languages Dutch (fluent); German (advanced)

Awards

2003 Fulbright Distinguished Senior Professorship as The Walt Whitman Chair in American Culture Studies, Catholic University of Nijmegen, the Netherlands

Selected Publications

2013 *Bodies of Sound: Studies Across Popular Music and Dance*. Farnham, UK: Ashgate.
 2005 "Charles Hamm @ 80: A Song Well Sung." *Popular Music*, 24: 129-30.
 2004 (with Burgers) "'Ik hoor nog liever de stofzuiger': Jazz in de (Groene) Amsterdammer, 1919-1925." Excerpted in *Nederlands (Jazz) Archief Bulletin*, 53: 49-52.
 2004 "Flirting with the Vernacular: Europe in the 1920s." In *The Cambridge History of Twentieth-Century Music*, eds. Cook and Pople. Cambridge University Press. 152-85.
 1993 (Ed. with Tsou) *Cecilia Reclaimed: Feminist Perspectives on Gender and Music*. University of Illinois Press.
 1988 *Opera for a New Republic: The Zeitoper of Krenek, Weill and Hindemith*. Ann Arbor: UMI Research Press; University of Rochester Press.

Lisa Cooper (Associate Professor)	English	100%
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B.A. 1993, Amherst College; M.A. 1996, Columbia University; M. Phil. 1998, Columbia University; Ph.D. 2003, Columbia University

Academic Experience

2011-present Associate Professor, Department of English, University of Wisconsin-Madison
 2005-2011 Assistant Professor, Department of English, University of Wisconsin-Madison

ES Courses 2-3

Languages French (fluent); Italian (advanced)

Awards

2016 Romnes Faculty Fellowship

Selected Publications

2014 (Ed. with Denny-Brown) *The Arma Christi in Medieval and Early Modern Material Culture, with a Critical Edition of 'O Vernicle'*. Farnham, Surrey, UK: Ashgate Publishing.
 2014 "Recipes for the Realm: John Lydgate's 'Soteltes' and *The Debate of the Horse, Goose, and Sheep*." In *Essays on Aesthetics in Medieval Literature in Honor of Howell Chickering*, eds. Hill, Wheeler, and Yeager. Toronto: Pontifical Institute of Mediaeval Studies. 194-215.
 2014 "Crafting Memory." In *Middle English Literature: Criticism and Debate*, eds. Crocker and Smith. New York and London: Routledge. 183-91.
 2011 *Artisans and Narrative Craft in Late Medieval England*. Cambridge University Press.
 2008 *Lydgate Matters: Poetry and Material Culture in the Fifteenth Century*. London: Palgrave MacMillan.

Mark Copelovitch (Associate Professor)	Political Science	25%
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B.A. 1997, Yale University; A.M. 2003, Harvard University; Ph.D. 2005, Harvard University

Academic Experience

2013-present Associate Professor, Department of Political Science, University of Wisconsin-Madison
 2013-2014 Visiting Scholar, Hertie School of Governance, Berlin, Germany
 2006- 2013 Assistant Professor, Department of Political Science, University of Wisconsin-Madison
 2005-2006 Postdoctoral Research Associate, Woodrow Wilson School of Public and International Affairs

ES Courses 3-5

Languages French (advanced)

Awards

2014 - 2015 Mellon Foundation Area and International Studies grant, University of Wisconsin-Madison

Selected Publications

2016 (with Frieden and Walter) "The Political Economy of the Euro Crisis." *Comparative Political Studies*, 49(7): 811-844.
 2015 (with Gandrud and Hallerberg) "Financial Regulatory Transparency: New Data and Implications for EU Policy." *Bruegel Policy Contribution*, Issue 2015/20.
 2014 (with Pevehouse) "Bridging the Silos: Trade and Exchange Rates in International Political Economy." *The Politics of International Trade, Oxford Handbook Series*, ed. Martin. Oxford University Press.
 2013 "Picking Up (and Rearranging) the Pieces: The Great Recession and the Politics of Global Financial Governance." *Governance Challenges and Innovations: Financial and Fiscal Governance*, ed. Hertie School of Governance. Oxford University Press.
 2010 *The International Monetary Fund in the Global Economy: Banks, Bonds, and Bailouts*. Cambridge University Press.

Ivy A. Corfis (Professor)	Spanish and Portuguese	100%
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B.A. 1975, Oakland University; M.A. 1976, University of Michigan-Ann Arbor; Ph.D. 1982, University of Michigan-Ann Arbor

Academic Experience

1998-present Professor, Department of Spanish and Portuguese, University of Wisconsin-Madison
 1996-1998 Associate Professor, Department of Spanish and Portuguese, University of Wisconsin-Madison
 1995-1996 Visiting Associate Professor, Department of Spanish and Portuguese, University of Wisconsin-Madison
 1991-1996 Associate Professor of Spanish, Italian, and Portuguese, Pennsylvania State University
 1990-1991 Associate Professor of Foreign Languages, Purdue University
 1989-1990 Visiting Associate Professor, Senior Lexicographer, Dictionary of the Old Spanish Language, University of Wisconsin-Madison
 1984-1989 Assistant Professor of Romance Languages, University of Pennsylvania

ES Courses 1-2

Languages Spanish (fluent); Portuguese (advanced)

Selected Publications

2007 (Ed. with Harris-Northall) *Medieval Iberia: Changing Societies and Cultures in Contact and Transition (Monografías A)*. London: Tamesis Books.
 2001 *Libro del Noble y esforzado inuencible caullero Renaldos de Montaluan*. New York: Hispanic Seminar of Medieval Studies.
 1995 (Ed. with Wolfe) *The Medieval City Under Siege*. London: Boydell and Brewer.

Elizabeth Covington (Faculty Associate)	European Studies	100%
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B.A. 1985, University of California, Berkeley; M.A. 1990, University of California, Davis; D.E.A. 1991 Université Paris VII; Ph.D. 1998, University of California, Los Angeles

Academic Experience

2017-present Faculty Associate (indefinite appointment), European Studies
2003-present Executive Director, European Studies Alliance, University of Wisconsin-Madison

ES Courses 1-2

Languages French (fluent); Spanish (advanced); Swedish (advanced); German (advanced)

Awards

2007 Center for International Business and Educational Research (CIBER) grant
2006 German Academic Exchange Service (DAAD) Grant for “Greening Business, Involving Consumers”
1999 Fellow, Ahmanson-Getty Foundation
1993-1995 Fellow, Andrew W. Mellon Foundation

Selected Publications

2012 “(with Marx Ferree) “Transatlantic Challenge : getting old together.” *From America with Love*. European Union Institute for Security Studies.
2008 “Des souverains sur le marché : Les associations de consommateurs et la citoyenneté (sans nation?) dans l’Union européenne, in Lieux et emprises de la souveraineté. Approches nordaméricaines et européennes d’un concept-clé de la pensée politique.” Presse universitaires de Laval, Québec: Éditions de la Maison des sciences de l’homme, Paris.
2006 “Sovereigns in the Marketplace: Changes in the Regime of Goods, 1880-present.” *Eurostudia: Revue transatlantique de recherche sur l’Europe* 4.
2001 Review of J.B. Margadant (Ed.) *The New Biography: Performing Femininity in Nineteenth-Century France* (Fall) *French Politics*. Culture and Society.
1996 (Ed. with Appleby, Hoyt, Latham, and Sneider.) *Knowledge and Postmodernism in Historical Perspective*. London: Routledge.

Thomas Cox (Professor Emeritus)	Agricultural Economics	50%
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B.A. 1975, Vassar College; M.S. 1980, Texas A&M University; Ph.D. 1984, Texas A&M University

Academic Experience

1996-Present Professor, Department of Agricultural Economics, University of Wisconsin-Madison
1990-1996 Associate Professor, Department of Agricultural Economics, University of Wisconsin-Madison
1984-1990 Assistant Professor, Department of Agricultural Economics, University of Wisconsin-Madison
1982-1984 Research Associate, Department of Agricultural Economics Texas A&M University

ES Courses 1-2

Selected Publications

2006 (with Peng). “An economic analysis of the impacts of trade liberalization on Asian dairy market.” *Food Policy*, 31: 249-259.
2005 (with Zhu) "Assessing World Dairy Markets and Policy Reforms: Implications for Developing Countries." In *Global Agricultural Trade And Developing Countries*, eds. Ataman, Aksoy and Beghin. World Bank.
2003 (with Bouamra-Mechemeche, Chavas, and Requillart) "Market Liberalization and the Efficiency of Policy Reform: The Case of the European Dairy Sector." *American Journal of Agricultural Economics*, 84(4): 1003-1020.
2001 (with Arias) "Estimation of a US Dairy Sector Model by Maximum Simulated Likelihood." *Applied Economics*, 33: 1201-1211.

Thomas D. Cravens (Professor Emeritus)	French and Italian	100%
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B.A. 1972, Southern Illinois University-Edwardsville; M.A. 1976, University of Arizona; Ph.D. 1984, University of Illinois-Urbana Champaign

Academic Experience

2015-present Professor Emeritus, Department of French and Italian, University of Wisconsin-Madison
 2001-2015 Professor, Department of French and Italian, University of Wisconsin-Madison
 1991-1992 Director, Bologna Cooperative Studies Program
 1991-2001 Associate Professor, Department of French and Italian, University of Wisconsin-Madison
 1988-1991 Assistant Professor, Department of French and Italian, University of Wisconsin-Madison
 1986-1988 Assistant Professor, Italian, Spanish, Linguistics, Loyola College in Maryland

ES Courses 1-2

Languages French (fluent); Italian (fluent)

Selected Publications

2004 (with Saltarelli) *Italian : A Linguistic Introduction*. Cambridge University Press.
 2002 *Comparative Historical Dialectology: Italo-Romance Clues to Ibero-Romance Sound Change*. Amsterdam: John Benjamins.
 2000 "Sociolinguistic Subversion of a Phonological Hierarchy." *WORD*, 51: 1-19.
 2000 "Romance Lenition." In *New Approaches to Old Problems: Issues in Romance Historical Linguistics*, eds. Wanner and Dworkin. Amsterdam: John Benjamins. 47-64.

David Crook (Professor)	Music	100%
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B.Mus. 1980, University of Redlands; M.A. 1982, University of California, Riverside; M.F.A. 1984, Princeton University; Ph.D. 1991, Princeton University

Academic Experience

2003-present Professor, Department of Music, University of Wisconsin-Madison
 1997-2003 Associate Professor, Department of Music, University of Wisconsin-Madison
 1991-1997 Assistant Professor, Department of Music, University of Wisconsin-Madison
 1990-1991 Visiting Instructor, University of Wisconsin-Madison

ES Courses 1-2

Awards

1996-2001 Deutscher Akademischer Austauschdienst (DAAD) Study Visit Grant to Germany

Selected Publications

2006 "Music in Germany and Central Europe, 1600-1640." In *European Music 1520-1640*, ed. Haar. Woodbridge: The Boydell Press.
 1994 *Orlando di Lasso's Magnificats for Counter-Reformation Munich*. Princeton University Press.

Thomas E. A. Dale (Professor)	Art History	100%
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B.A. 1984, Trinity College, University of Toronto; M.A. 1986, Johns Hopkins University; Ph.D. 1990, Johns Hopkins University.

Academic Experience

2005-present Professor, Department of Art History, University of Wisconsin-Madison
 2016-present Director, Medieval Studies Program, University of Wisconsin-Madison
 2008-2014 Chair, Department of Art History, University of Wisconsin-Madison
 2000-2005 Associate Professor, Department of Art History, University of Wisconsin-Madison
 1999-2000 Assistant Professor, Department of Art History, University of Wisconsin-Madison

ES Courses 1-2

Languages French (fluent)

Selected Publications

Forthcoming *Pygmalion's Power: Romanesque Sculpture, the Senses, and Religious Experience*. Penn State University Press.
 2012 "Romanesque Mural Painting, Colour and Multi-sensory religious experience." In *Minor to Major: The Minor Arts and Their Current Status in Art History*, ed. Hourihane. Princeton University Press. 23-42.
 2010 "Cultural Hybridity in Medieval Venice: Re-inventing the East at San Marco after the Fourth Crusade." In *San Marco, Byzantium, and the Myths of Venice*, eds. Maguire and Nelson. Washington D. C.: Dumbarton Oaks. 151-191.
 2010 "The Nude, Phantasia, Vision and the Affective Powers of Romanesque Sculpture." In *Romanesque at a Crossroads: Eleventh- and Twelfth-Century Sculpture Studies*, eds. Ambrose and Maxwell. Turnhout: Brepols. 61-76.
 2004 (Ed. with Mitchell) *Shaping Sacred Space and Institutional Identity in Romanesque Mural Painting: Essays in Honour of Otto Demus*. London: The Pindar Press.
 1997 *Relics, Prayer and Politics in Medieval Venetia: Romanesque Painting in the Crypt of Aquileia Cathedral*. Princeton University Press.

Martine Debaisieux (Professor)	French and Italian	100%
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Licence ès Lettres 1977, Université de Lille III, France; M.A. 1979, New York University; Ph.D. 1984, University of California-Berkeley

Academic Experience

1995-present Professor, Department of French and Italian, University of Wisconsin-Madison
 1989-1995 Associate Professor, Department of French and Italian, University of Wisconsin-Madison
 1984-1989 Assistant Professor, Department of French and Italian, University of Wisconsin-Madison

ES Courses 1-2

Languages French (native); Italian (advanced)

Awards

2005 Chancellor's Distinguished Teaching Award
 2000-2003 Halverson-Bascom Professorship

Selected Publications

2006 *Critical edition: Charles Sorel. Description de l'île de Portraiture*. Genève: Droz.
 1998 (Ed.) *Le Labyrinthe de Versailles: Parcours critiques de Molière à La Fontaine*. Amsterdam: Editions Rodopi.
 1998 (Ed. with Verdier) *Violence et fiction jusqu'à la Révolution. Travaux du IXe colloque international de la SATOR*. Tübingen: Gunter Narr Verlag.
 1998 *Le Labyrinthe de Versailles: Parcours critiques de Molière à La Fontaine*. Amsterdam: Editions Rodopi.
 1989 *Le Procès du roman: Ecriture et contrefaçon chez Charles Sorel*. Saratoga, CA: Anma Libri.

Ritt Deitz (Faculty Associate)	Professional French Master Program	100%
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B.A. 1988, University of Virginia; M.A. 1990, University of Wisconsin-Madison; Ph.D. 1994, University of Wisconsin-Madison

Academic Experience

2002-present Faculty Associate (indefinite status), Professional French Master Program, University of Wisconsin-Madison
2002-present Executive Director, Professional French Master Program, University of Wisconsin-Madison
2000-2002 Associate Director, Professional French Master Program, University of Wisconsin-Madison
1998-2000 University Admissions Advisor, Wisconsin English Second Language Institute
1994-1997 Assistant Professor of French, University of North Carolina-Wilmington

ES Courses 1-2

Awards

2012 Chevalier dans l'Ordre des Palmes Académiques, French Ministry of National Education
2006 Letters and Science Mid-Career Achievement Award, University of Wisconsin-Madison

Languages French (fluent)

Selected Publications

2014 *Francophonía: Stories from the Professional French Masters Program*. Madison, WI: Incidence Editions.
2013 *Rêver local*. French-language short stories. Madison, WI: Incidence Editions.
2010 (Ed.) *Post-Francophone: Stories from the Professional French Masters Program*. Madison, WI: Incidence Editions.
2010 *La Colonie, ou l'invasion québécoise*. Theatrical script. Madison, WI: Incidence Editions.

Suzanne M. Desan (Professor)	History	100%
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B.A. 1979, Princeton University; M.A. 1981, University of California-Berkeley; Ph.D. 1985, University of California-Berkeley

Academic Experience

1998-present Professor, Department of History, University of Wisconsin-Madison
1990-1998 Associate Professor, Department of History, University of Wisconsin-Madison
1985-1990 Assistant Professor, Department of History, University of Wisconsin-Madison

ES Courses 1-2

Languages French (fluent); German (advanced)

Awards

2013 Professor of the Year, Undergraduate History Association
2007 Chancellor's Distinguished Teaching Award

Selected Publications

2016 *Living the French Revolution and the Age of Napoleon*. The Great Courses.
2013 (Ed. with Hunt and Nelson) *The French Revolution in Global Perspective*. Cornell University Press.
2009 (Ed. with Merrick) *Family, Gender, and Law in Early Modern France*. Pennsylvania State University Press.
2007 "The Social Revolution in French Revolutionary Families." *Journal of Social History*, 40(4): 996-1003.
2004 *The Family on Trial in Revolutionary France*. University of California Press.

Charles Dill (Professor)	Music	75%
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B.M.E. 1978, Baylor University; M.M. 1982, University of North Texas; M.F.A. 1986, Princeton University

Academic Experience

2001-present Professor, Department of Music History, University of Wisconsin-Madison
 1995-2001 Associate Professor, Department of Music History, University of Wisconsin-Madison
 1989-1995 Assistant Professor, Department of Music History, University of Wisconsin-Madison
 1989 Visiting Instructor, Westminster Choir College

ES Courses 1-2

Awards

2008-2010 Vilas Associate, University of Wisconsin-Madison

Publication

2010 (Ed.) *Opera Remade, 1700-1750: Volume 2 of The Ashgate Library of Essays in Opera Studies*. Surrey: Ashgate.
 2008 "Rameau avec Lacan." *Acta musicologica*, 80: 33-58.
 2006 "Ideological Noises: Opera Criticism in Early Eighteenth-Century France." In *Operatic Migrations: Transforming Works and Crossing Boundaries*, eds. Marvin and Thomas. Surrey: Ashgate. 65-98.
 2002 "Rameau's Imaginary Monsters: Knowledge, Theory, and Chromaticism in Hippolyte et Aricie." *Journal of the American Musicological Society*, 55: 433-76.
 2000 (with Thomas) "Disciplines, Interdisciplinarity, and Cultural Studies: A Dialogue on Music's Place." In *EMF: Studies in Early Modern France, Volume 6: Rethinking Cultural Studies 1: A State of the Question*, eds. Rubin and Douthwaite. Charlottesville: Rockwood Press. 32-40.
 1998 *Monstrous Opera: Rameau and the Tragic Tradition*. Princeton University Press.

Vlad Dima (Associate Professor)	French and Italian	100%
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Ph.D. 2010, University of Minnesota-Twin Cities

Academic Experience

2017-present Associate Professor, Department of French & Italian, University of Wisconsin-Madison
 2012-2017 Assistant Professor, Department of French & Italian, University of Wisconsin-Madison
 2011 Visiting Assistant Professor, Union College
 2011 Visiting Assistant Professor, William and Mary College

ES Courses 2-3

Languages Romanian (native); French (fluent)

Awards

2016 Honored Instructor, University Housing, University of Wisconsin-Madison

Selected Publications

Forthcoming *The Beautiful Skin: Clothes, Football and Fantasy in West African Cinemas, 1964-2014*.
 Forthcoming "Cinopoetic Violence: the Dismemberment of Language in Leila Sebbar's *Une femme à la fenêtre*." *CELAAN: Revue du Centre d'Etudes des Littératures et des Arts d'Afrique du Nord*.
 2017 *Sonic Space in Djibril-Diop Mambety's Films*. Indiana University Press.
 2016 "The Sonorous Void: Acoustic Stages and Sound Play in Eugene Ionesco's *Rhinoceros*." *Scene*, 4(1): 77-89.
 2016 "The Judas Effect: Betrayal in Jean-Luc Godard's *Breathless*." *Studies in Twentieth and Twenty-First Century Literature*, 40(1).
 2016 "Man within Machines: Being, Politics, and Apparatus in *Snowpiercer*." *Journal of Graphic Novels and Comics*, 7(2): 156-166.

Wei Dong (Professor)	Environment, Textiles and Design	25%
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B.A. 1984, Central Academy of Arts and Design; M.F.A. Virginia Commonwealth University

Academic Experience

2001-present Professor, Department of Environment, Textiles and Design, University of Wisconsin-Madison
 1998-2001 Associate Professor, Department of Environment, Textiles and Design, University of Wisconsin-Madison
 1993-1998 Assistant Professor, Department of Environment, Textiles and Design, University of Wisconsin-Madison
 1989-1993 Assistant Professor of Art and Design, College of Design, Iowa State University

ES Courses 1-2

Awards

2010 The Chancellor's Distinguished Teaching Award, University of Wisconsin-Madison
 2009 Grant, University of Wisconsin-Madison Graduate School Research Committee for "Eastern Perspectives on Feng Shui: A Documentary about the Chinese Culture of Art and Design"
 2007 Grant, University of Wisconsin-Madison Graduate School Research Committee for "The Comparison and Contrast between Green Design and Chinese Traditional Built Environment"

Selected Publications

2004 (Ed.) *Exchanging, Communicating and Cooperating: Global Perspective for Interior Environments*. Dalian, China: Heilongjiang Publish Press.
 1998 (with Gibson) *Computer Visualization: An Integrated Approach for Designers and Architects*. Columbus, OH: McGraw-Hill.
 1997 *Color Rendering for Interior/ Architecture Design: Concept, Exploration and Process*. Columbus, OH: McGraw-Hill.

Alex Dressler (Assistant Professor)	Classics and Near East Studies	100%
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B.A. 2002, Brown University; M.A. 2005, University of Washington; 2009 Ph.D. University of Washington

Academic Experience

2010-present Assistant Professor, Department of Classics and Near East Studies, University of Wisconsin-Madison
 2009-2010 Visiting Assistant Professor, Department of Classics and Near East Studies, University of Wisconsin-Madison

ES Courses 1-2

Languages Latin (fluent); Classical Greek (fluent)

Awards

2015-2016 Blegen Research Fellow, Vassar College
 2014 Resident Fellow, Institute for Research in the Humanities, University of Wisconsin-Madison

Selected Publications

Forthcoming *Personification and the Feminine in Roman Philosophy*. Cambridge University Press.
 2015 "Cicero's Quarrels: Reception and Modernity from Horace to Tacitus." In *Brill's Companion to the Reception of Cicero*, ed. Altman. Leiden, Netherlands: Brill. 144-74.
 2013 "Poetics of Conspiracy and Hermeneutics of Suspicion in Tacitus's Dialogus de Oratoribus." *Classical Antiquity*, 32(1): 1-34.
 2012 "'You Must Change Your Life': Metaphor and Exemplum, Theory and Practice, in Seneca's Prose." *Helios*, 39(2): 45-92.
 2012 "Oedipus on Oedipus: Sophocles, Seneca, Politics, and Therapy." In *Blackwell's Companion to Sophocles*, ed. Ormand. Hoboken, NJ: Wiley-Blackwell. 507-521.

Thomas DuBois (Professor)	Nordic	100%
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A.B. 1983, Cornell University; 1984-85; Ph.D. 1990, University of Pennsylvania

Academic Experience

2000-present Professor, Department of German, Nordic, and Scandinavian Studies, University of Wisconsin-Madison
 2000-present Academic Program Director, Department of German, Nordic, and Scandinavian Studies, University of Wisconsin-Madison
 1990-1999 Associate Professor, University of Washington

ES Courses 1-2

LCTL Pedagogy

2000-present Instructor, 1st-2nd year Finnish

Languages Finnish (native); Swedish (fluent); Sámi (fluent); Danish (advanced); Old Norse (fluent); German (advanced); Dutch (advanced); Norwegian (advanced)

Awards

1987-88 Fulbright Fellowship, Finland.

Selected Publications

2017 *Sacred to the Touch: Nordic and Baltic Religious Wood Carving*. University of Washington Press.
 2017 (Ed. with Sondrup, Sandberg, and Ringgaard) *Nordic Literature: A Comparative History, Volume 1: Spatial Nodes*. Amsterdam: John Benjamins.
 2011 (Trans.) *An Account of the Sámi*. By Johan Turi. Chicago: Nordic Studies Press.
 2009 *An introduction to shamanism*. Cambridge University Press.
 2009 (Ed. with Brantly) *Nordic storyteller: essays in honour of Niels Ingwersen*. Newcastle upon Tyne, UK: Cambridge Scholars Publishing.
 2007 (Ed.) *Sanctity in the North: saints, lives and cults in Medieval Scandinavia*. University of Toronto Press.
 2006 *Lyric, meaning, and audience in the oral tradition of Northern Europe*. University of Notre Dame Press.
 1999 *Nordic Religions in the Viking Age*. Philadelphia: University of Pennsylvania Press.

Randall Dunham (Professor)	Business	25%
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B.A. 1971, Hanover College; M.A. 1973, University of Illinois; Ph.D. 1975, University of Illinois

Academic Experience

1985-present Professor, Department of Management and Industrial Relations, University of Wisconsin-Madison
 2005-present Chair, Department of Management and Human Resources, University of Wisconsin-Madison
 2003-present Keenan A. Bennett Chair and Director, Executive MBA Programs and Entrepreneurial Activities; Director, Center for International Business Education & Research (CIBER)
 1978-1985 Associate Professor of Management and Industrial Relations, University of Wisconsin, Madison
 1975-1978 Assistant Professor of Management and Industrial Relations, University of Wisconsin, Madison

ES Courses 1-2

Selected Publications

2009 (with Lee and Rhee) "The role of organizational and individual characteristics in technology acceptance." *International Journal of Human-Computer Interaction*, (25): 623-646.
 2001 (with Pierce) *Management and Organizational Behavior: An Integrated Perspective*. Boston: Cengage Learning.
 1998 (with Pierce) "Flexible workplace/telecommuting." In *The Concise Blackwell Encyclopedia of Management*, eds. Cooper and Argyris. Oxford: Blackwell Publishers Ltd.

Colleen A. Dunlavy (Professor)	History	25%
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B.A. 1980, University of California, Berkeley; Ph.D. 1988, Massachusetts Institute of Technology

Academic Experience

2000-present Professor, Department of History, University of Wisconsin-Madison
1997 Visiting Scholar, Minda de Gunzburg Center for European Studies, Harvard University
1993-2000 Associate Professor, Department of History, University of Wisconsin-Madison
1988-1993 Assistant Professor, Department of History, University of Wisconsin-Madison

ES Courses 1-2

Languages German (fluent)

Awards

2004 Charles Warren Center for Studies in American History Fellowship, Harvard University
2003-2004 Research Support, University of Wisconsin-Madison Graduate School.
1999-2000 Program grant, Alfred P. Sloan Foundation
1998-1999 Visiting Fellow, Russell Sage Foundation, New York
1998 Thomas Newcomen Award (co-winner) for best book in business history published 1992-1994

Selected Publications

Forthcoming *Industrial Policy Matters: Business Organization and Technological Change in the United States and Germany, 1870s-1910s.* Johns Hopkins University Press.
Forthcoming *Shareholder Democracy: The Forgotten History.* Harvard University Press.
2007 "Social Conceptions of the Corporation: Insights from the History of Shareholder Voting Rights." *Rivista delle società*, nr. 2.
2004 "From Partners to Plutocrats: Nineteenth-Century Shareholder Voting Rights and Theories of the Corporation." *Constructing Corporate America - History, Politics, Culture*, ed. Sicilia and Lipartito. Oxford University Press.
1994 *Politics and Industrialization: Early Railroads in the United States and Prussia.* Princeton University Press.

Patrick D. Eagan (Professor Emeritus)	Engineering	25%
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B.A. Laurence University; M.S. University of Wisconsin-Madison; M.S.E. University of Washington; Ph.D. University of Wisconsin-Madison

Academic Experience

2015-present Professor Emeritus, College of Engineering, University of Wisconsin-Madison
2009-2015 Professor, College of Engineering, University of Wisconsin-Madison
2002-2009 Associate Professor, College of Engineering, University of Wisconsin-Madison
1988-2002 Assistant Professor, College of Engineering, University of Wisconsin-Madison

ES Courses 1-2

Selected Publications

2009 (with Meissen and Finster) "Climate Change Adaptation in the Pharmaceutical Industry," invited. *Ökologische Wirtschaften*, p. 8, 1.
2007 (with Kurk) "The Value of Adding Design-for-the-Environment to Pollution Prevention Assistance Options," *Journal of Cleaner Production*.
2006 (with Thrane) Book Chapter 14 "Ecodesign," for *Tools for a Sustainable Development*. Ed. Kornov, Thrane, Remmen, and Lund. Denmark: Aalborg University Press.
2002 (with Finster and Hussey) "Creating Value for Product Design by Linking Industrial Ecology to Business Strategy," *Journal of Industrial Ecology*, Vol. 5 No. 3.
2002 (with Cook and Joeres) "Teaching the Importance of Culture and Inter-disciplinarity for Sustainable Development." *The International Journal of Sustainability in Higher Education* 3.

Lawrence M. Earp (Professor)	Music	100%
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B.Mus. 1974, University of Illinois at Champaign-Urbana; M.F.A. 1976, Princeton University; Ph.D. 1983, Princeton University.

Academic Experience

1996-present Professor, Department of Music, University of Wisconsin-Madison.
 2004 Visiting Associate Professor, Department of Music, University of Chicago
 1998 Visiting Associate Professor, Department of Music, University of Chicago
 1991-1996 Associate Professor, Department of Music, University of Wisconsin-Madison.
 1985-1991 Assistant Professor, Department of Music, University of Wisconsin-Madison.
 1984-1985 Visiting Assistant Professor, Department of Music, University of Wisconsin-Madison.

ES Courses 1-2

Awards

1994 DAAD Study Visit, Berlin, Germany

Selected Publications

2005 "Declamatory Dissonance in Machaut." In *Citation and Authority in Medieval and Renaissance Musical Culture: Learning from the Learned*, eds. Leach and Leach. Woodbridge: Boydell. 102-122.
 2004 "Ars nova." In *Medieval Italy: An Encyclopedia*, ed. Kleinhenz. New York and London: Routledge. 61-68.
 1995 *Guillaume de Machaut: A Guide to Research. Vol. 36 Composer Resource Manuals*. New York and London: Garland.
 1995 (Ed. with Kibler, Zinn, and Henneman, Jr.) *Medieval France: An Encyclopedia*. New York: Garland.
 1991 "Lyrics for Reading and Lyrics for Singing in Late Medieval France: The Development of the Dance Lyric from Adam de la Halle to Guillaume de Machaut." In *The Union of Words and Music in Medieval Poetry*, eds. Baltzer, Cable, and Wimsatt. University of Texas Press. 101-31.

Juan F. Egea (Professor)	Spanish and Portuguese	100%
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M.A. 1990, Universidad de Alicante, Spain; Ph.D. 1999, Harvard University

Academic Experience

2013-present Professor, Department of Spanish and Portuguese, University of Wisconsin-Madison
 2004-2013 Associate Professor, Department of Spanish and Portuguese, University of Wisconsin-Madison
 1999-2004 Assistant Professor, Department of Spanish and Portuguese, University of Wisconsin-Madison

ES Courses 1-2

Languages Spanish (native); Portuguese (advanced)

Selected Publications

2013 *Dark Laughter: Spanish Film, Comedy and the Nation*. University of Wisconsin Press.
 2007 "Poetry and Film: el sol del membrillo and Los amantes del círculo polar." *Hispanic Review*, 75(2): 159-180.
 2006 "Para una anatomía de la complicidad: 'El verdugo' de Berlanga." *Letras Peninsulares*, 19(2-3): 179-194.
 2004 "Bécquer's Bank: Women, Currency and the Prose of Existence." *Revista canadiense de estudios hispanicos*, 28(3): 501-518.
 2004 *La poesía del nosotros: Jaime Gil de Biedma y la secuencia lírica moderna*. Madrid: Visor Libros.
 2003 "Paralítico o no: comedia irónica, disidencia e identidad en *El cochecito*." *Anales de la Literatura Española Contemporánea*, 28(1) : 77-94.
 2002 "El monstruo metafórico en el espíritu de la colmena." *Revista de Estudios Hispánicos*, 36(3): 523-543.

Verónica Vega Egon (Faculty Emerita)	Spanish and Portuguese	100%
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B.A. 1974, Universidad de Chile, Santiago, Chile; M.A. 1978 Ohio State University; Ph.D. 1983 University of Minnesota

Academic Experience

2011-present Faculty Associate, Department of Spanish and Portuguese, University of Wisconsin-Madison
 2006-2011 Associate Faculty Associate, Department of Spanish and Portuguese, University of Wisconsin-Madison
 2001-2006 Assistant Faculty Associate, Department of Spanish and Portuguese, University of Wisconsin-Madison

ES Courses 1-2

Languages Spanish (native); Portuguese (advanced)

Awards

2007 CIBER grant, University of Wisconsin Madison (to attend Spanish Language Faculty Development Program. Madrid, Spain)
 2000 Clinton H. Gates Faculty Grant for Professional Development, The Barstow School.

Presentations

2005 "What's New from ACTFL? Helpful Techniques and Activities", workshop conducted for Spanish 101 & 102 TAs.
 2005 "Fostering Cultural and Linguistic Awareness Through Service Learning", presented at ACTFL Annual Conference, Baltimore, MD.

Nevine El-Nossery (Associate Professor)	French and Italian	100%
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Ph.D. 2000, Université de Montréal

Academic Experience

2008-present Associate Professor, Department of French and Italian, University of Wisconsin-Madison
 2008-present Undergraduate Advisor, Department of French and Italian, University of Wisconsin-Madison

ES Courses 1-2

Languages Arabic (native); French (fluent); Italian (advanced)

Awards

2017 Honored Instructor Award, University of Wisconsin-Madison
 2013 MESP International Institute Research Award

Selected Publications

Forthcoming "Women as Agents of Transgression Amidst National Disenchantment." In *Enchantings: Modernity, Culture, and the State in Postcolonial Africa*, ed. Olaniyan. Indiana University Press.
 2016 "Women, Art, and Revolution in the Streets of Egypt." In *Women Rights in the Aftermath of the Arab Spring*, ed. Sadiqi. London: Palgrave Macmillan. 143-159.
 2015 "L'esthétique du fragment dans l'œuvre photo-textuelle de Leïla Sebbar" *Nouvelles Etudes Francophones* 29(1): 70-81.
 2014 "L'esthétique du fragment dans l'œuvre photo-textuelle de Leïla Sebbar." *Nouvelles Etudes Francophones*, 28(2): 70-81.
 2013 (Ed. with Hubbell) *The Unspeakable: Representations of Trauma in Francophone Literature and Art*. Cambridge Scholar Publishing.
 2012 *Témoignages fictionnels au féminin. Une réécriture des blancs de la guerre civile algérienne*. Amsterdam/New York, NY: Rodopi.
 2011 (Ed. with Rocca) *Frictions et devenirs dans les écritures migrantes au féminin. Enracinements et renégociations*. Sarrebruck: Editions Universitaires Européennes.

Hannah Eldridge (Assistant Professor)	German	100%
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A.B. 2006, University of California, Berkeley, M.A. 2007, University of Chicago; Ph.D. 2012, University of Chicago

Academic Experience

2012-present Assistant Professor, Department of German, University of Wisconsin-Madison.

ES Courses 3-5

Languages German (fluent); Italian (advanced); French (advanced)

Awards

2013 First Book Award for Junior Faculty, Center for the Humanities, University of Wisconsin-Madison

2011-2012 Dissertation Year Fellowship, Mellon Foundation, University of Chicago

2011-2012 Affiliated Fellow, Franke Institute for the Humanities.

Selected Publications

Forthcoming (with Fischer) *Rilke's Sonnets to Orpheus and Philosophy*. Oxford University Press.

2014 *Lyric Orientations: Hölderlin, Rilke, and the Poetics of Community*. Cornell University Press.

2013 "Forms of Knowledge/Knowledge of Forms: Cavellian Skepticism and the Epistemology of Goethe's *West-östlicher Divan*." *Goethe Yearbook*, 20: 147-165.

2013 "Poetology as Symptom in Frederick Hölderlin." *The German Quarterly*, 86(4): 444-463.

2011 "Philologie und interdisziplinäre Rahmenkonzepte: Eine Fallstudie." *Tagungsband der Friedrich Schlegel Graduiertenschule*.

Felix Elwert (Professor)	Sociology	25%
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Vordiplom, 1997, Free University of Berlin; M.A., 1999, New School for Social Research; A.M., 2006, Harvard University; Ph.D., 2007, Harvard University

Academic Positions

2017-present Professor, Department of Sociology, University of Wisconsin-Madison

2015-2016 Acting Director, Research Unit Social Inequality and Social Policy, WZB Berlin Social Science Center

2012-2017 Associate Professor, Department of Sociology, University of Wisconsin-Madison

2007-2012 Assistant Professor, Department of Sociology, University of Wisconsin-Madison

2006-2007 Postdoctoral Fellow, Department of Health Care Policy, Harvard Medical School

ES Courses 1-2

Awards

2018 Vilas Faculty Mid-Career Investigator Award

2016 Fellow, WZB Berlin Social Science Center

2013 Causality in Statistics Education Award, American Statistical Association

2012 Jane Addams Award for Best Paper, Community and Urban Sociology Section of the American Sociological Association

Selected Selected Publications

2016 (with Wrigley-Field) "Mortality Crossovers from Dynamic Subpopulation Reordering." In *Dynamic Demographic Analysis*, ed. Schoen. New York: Springer.

2016 (with Wodtke and Harding) "Neighborhood Effect Heterogeneity by Family Income and Developmental Period." *American Journal of Sociology*, 121(4):1168-1222.

2014 (with Winship) "Endogenous Selection Bias: The Problem of Conditioning on a Collider Variable." *Annual Review of Sociology*, 40:31-50.

2015 "Public Health: Real-World Network Targeting of Interventions." *The Lancet*, 386: 112-3.

2014 (with O'Malley, James, Rosenquist, Zaslavsky and Christakis) "Estimating Peer Effects in Longitudinal Dyadic Data Using Instrumental Variables." *Biometrics*, 70: 506-15.

Charles M. Engel (Professor)	Economics	50%
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A.B. 1977, University of North Carolina at Chapel Hill; Ph.D. 1983, University of California, Berkeley.

Academic Experience

2000-present Professor, Department of Economics, University of Wisconsin-Madison
1989-present Research Associate, National Bureau of Economic Research
1999-2000 Castor Professor of Economics, University of Washington
1994-1999 Professor, Department of Economics, University of Washington
1991-1994 Associate Professor, Department of Economics, University of Washington
1988-1991 Associate Professor, Department of Economics, University of Virginia
1982-1988 Assistant Professor, Department of Economics, University of Virginia

ES Courses 1-2

Languages French (fluent)

Awards

2012-2015 National Science Foundation Grant, "Asset Markets, Exchange Rates and Monetary Policy: Empirical and Theoretical Investigation."

Selected Publications

Forthcoming (with Berka and Devereux) "Real Exchange Rates and Sectoral Productivity in the Eurozone." *American Economic Review*.
2016 "Macroprudential Policy under High Capital Mobility: An Academic Perspective." *Journal of the Japanese and International Economies* 42, 162-172.
2016 "International Coordination of Central Bank Policy." *Journal of International Money and Finance* 67, 13-24.
2016 "Policy Cooperation, Incomplete Markets and Risk Sharing." *IMF Economic Review* 64, 103-133.

Ivan Ermakoff (Professor)	Sociology	100%
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Licence de Sociologie, Université de Paris, 1984; Licence d'Economie, Université de Paris, 1984; Maîtrise de Sociologie, Université de Paris V, 1985; Agrégation de Sciences Economiques et Sociales, 1986; Diplôme d'Etudes Approfondies en Sciences Sociales, Ecoles des Hautes Etudes en Sciences Sociales, Paris, 1987; Ph.D. 1997, University of Chicago.

Academic Experience

2011-present Professor, Department of Sociology, University of Wisconsin-Madison
2006-2011 Associate Professor, Department of Sociology, University of Wisconsin-Madison
2008-2010 Associate Chair, Department of Sociology, University of Wisconsin-Madison
2000-2006 Assistant Professor, Department of Sociology, University of Wisconsin-Madison

ES Courses 1-2

Languages French (native)

Awards

2012 Lewis A. Coser Award for Theoretical Agenda Setting, American Sociological Association.
2010 European Academy of Sociology Best Book Award
2009 Barrington Moore Best Book Award, American Sociological Association.

Selected Publications

2015 "The Structure of Contingency." *American Journal of Sociology*, 121(1): 64-125.
2014 "Exceptional Cases: Epistemic contributions and Normative Expectation." *The European Journal of Sociology*, 55:(2): 223-243.
2013 "Rational Choice may take over." In *Bourdieu and Historical Analysis*, ed. Gorski, Duke University Press. 89-107.
2008 *Ruling Oneself Out. A Theory of Collective Abdication*. Duke University Press.

Karen Evans-Romaine (Professor)	Slavic	25%
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Ph.D. 1996, University of Michigan

Academic Experience

2013-present Professor, Department of Slavic Languages and Literature, University of Wisconsin-Madison
 2013-present Chair, Department of Slavic Languages and Literatures, University of Wisconsin-Madison
 2010-present Director, Russian Flagship Center, University of Wisconsin Madison
 2009-2013 Associate Professor, Department of Slavic Languages and Literature, University of Wisconsin-Madison

ES Courses 1-2

Languages Russian (fluent); German (advanced)

Selected Publications

2016 (Ed. with Murphy) *The U.S. Language Flagship Program: Professional Competence in a Second Language by Graduation*. Bristol, UK: Multilingual Matters.
 2013 (with Robin and Shatalin) *Golosa. A Basic Course in Russian (5th Ed)*. New York: Pearson.
 2012 (with Murphy and Zheltoukhova) "Student and Tutor Perspectives of Tutoring in a Russian Flagship Program." *Russian Language Journal*, 62: 107-127.
 2008 "Nachalo veka, nachalo muzyki: Ob istochnikakh esse M. Tsvetaevoy 'Mat' i muzyka" *Natales grate numeras? (Festschrift in Honor of Georgij A. Levinton)*, ed. Ospovat. St. Petersburg: European University. 584-598.
 2007 (Ed. with Smorodinskaya and Gosילו) *Encyclopedia of Contemporary Russian Culture*. London: Routledge
 1997 *Boris Pasternak and the Tradition of German Romanticism*. Munich: Verlag Otto Sagner.

Emily Fletcher (Assistant Professor)	Philosophy	100%
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B.A. 2006, Stanford University; Ph.D. 2012, University of Toronto

Academic Experience

2012-present Assistant Professor, Department of Philosophy, University of Wisconsin-Madison

ES Courses 3-5

Languages Classical Greek (fluent)

Awards

2012 M. B. Wallace Memorial Graduate Award in Classics
 2011-12 Doctoral Completion Award, University of Toronto
 2010, 2011 R.M. Smith Memorial Fellowship

Selected Publications

Forthcoming "Plato on Incorrect and Deceptive Pleasures." *Archiv für Geschichte der Philosophie*.
 2018 "Two Platonic Criticisms of Pleasure." *Pleasure: A History*, ed. Shapiro. Oxford University Press.
 2017 "The Divine Method and the Disunity of Pleasure in the *Philebus*." *Journal of the History of Philosophy*, 55(2): 179-208.
 2016 "Aisthēsis, Reason and Appetite in the *Timaeus*." *Phronesis*, 61: 397-434.
 2014 "Plato on Pure Pleasure and the Best Life." *Phronesis*, 59: 113-142.

Diana Frantzen (Professor)	Spanish and Portuguese	25%
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B.A. 1978, Indiana University; M.A. 1982, Indiana University; Ph.D. 1988, Indiana University

Academic Experience

2012-present Professor, Department of Spanish and Portuguese, University of Wisconsin-Madison
 2004-2012 Associate Professor, Department of Spanish and Portuguese, University of Wisconsin-Madison.
 1999-2004 Assistant Professor, Department of Spanish and Portuguese, University of Wisconsin-Madison.
 1999-present Director, Spanish Language Program, Department of Spanish and Portuguese, University of Wisconsin-Madison.
 1990-1999 Assistant Professor of Spanish, Department of Spanish and Portuguese, Indiana University.
 1988-1990 Visiting Assistant Professor of Spanish, Department of Spanish and Portuguese, Indiana University.

ES Courses 1-2

Languages Spanish (fluent); French (fluent); German (fluent); Portuguese (advanced)

Selected Publications

2013 "Using literary texts to reveal problematic rules of usage." *Foreign Language Annals*, 46(4): 628-645.
 2010 "Incremental gains in foreign language programs: The role of reading in learning about other cultures." *Reading in a Foreign Language*, 22: 31-37.
 2010 "Evidence of incremental vocabulary learning in advanced L2 Spanish learners." In *Insights into Non-native Vocabulary Teaching and Learning*, eds. Chacón-Beltrán, Abello-Contesse, and Torreblanca-López. Bristol, UK: Multilingual Matters. 126-142
 2009 *Lazos: Gramática y vocabulario a través de la literatura*. New York: Pearson.

Susan Stanford Friedman (Professor)	English and Women's Studies	50%
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B.A. 1965, Swarthmore College; Ph.D. 1973, University of Wisconsin-Madison

Academic Experience

2007-present Director, Institute for Research in the Humanities, University of Wisconsin-Madison
 1985-present Professor, Departments of English and Women's Studies, University of Wisconsin-Madison
 1981-1985 Associate Professor, Departments of English and Women's Studies, University of Wisconsin-Madison
 1976-1981 Assistant Professor, Departments of English and Women's Studies, University of Wisconsin-Madison

ES Courses 1-2

Awards

2009 Lifetime Achievement Award, International Society for the Study of Narrative
 2009 Best New Journal Award, *Contemporary Women's Writing*, Council of Editors of Learned Journals.
 2001 Feminist Scholars' Fellowship, Women's Studies Research Center

Selected Publications

Forthcoming *Sisters of Scheherazade: Religion, Diaspora, and Muslim Feminisms*. Columbia University Press.
 2015 *Planetary Modernisms: Provocations on Modernity Across Time*. Columbia University Press.
 2013 "Wartime Cosmopolitanism: Cosmofeminism in Virginia Woolf's *Three Guineas* and Marjane Satrapi's *Persepolis*." *Tulsa Studies in Women's Literature*, 32(1): 23-52.
 2011 "Toward A Transnational Narrative Theory: Implied Stories, Traveling Tropes, and the Case of Virginia Woolf and the Tagores." *Narrative*, 19(1): 1-34.
 2009 "The 'New Migration': Clashes, Connections, and Diasporic Women's Writing." *Contemporary Women's Writing*, 3(1):6-27.
 1998 *Mappings: Feminism and the Cultural Geographies of Encounter*. Princeton University Press.
 1990 *Penelope's Web: Gender, Modernity, H.D.'s Fiction*. Cambridge University Press.
 1987 *Psyche Reborn: The Emergence of H.D.* Indiana University Press.

Joan Fujimura (Professor)	Sociology and History	50%
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B.A. University of Washington, 1975; M.A. University of California-Berkeley, 1981; Ph.D 1986, University of California-Berkeley

Academic Experience

2001-present Professor, Departments of Sociology and History, University of Wisconsin-Madison
2001-present Founding Director, Robert F. and Jean E. Holtz Center for Science and Technology Studies, University of Wisconsin-Madison
1993-1999 Henry R. Luce Professor of Biotechnology and Society, Stanford University
1993-1999 Associate Professor, Department of Anthropology, Stanford University.
1988-1993 Assistant Professor, Department of Sociology, Harvard University.

ES Courses 1-2

Awards

2016 OMAI/First Wave Outstanding Faculty Award, University of Wisconsin-Madison
2014 Fellowship, Center for the Advanced Study in the Behavioral Sciences, Stanford University
1993 Henry R. Luce named Professorship, Stanford University

Selected Publications

Forthcoming *What is Race in the Age of Genomics?* University of Chicago Press.
2016 (with Rajagopalan and Nelson) "Race in the 21st Century," *The 2016 STS Handbook*, 349-378 MIT Press.
2015 "A Different Kind of Association Between Socio-Histories and Health," *British Journal of Sociology* 66.1: 58-67.
2014 (with Rajagopalan) "The Human Genome Project." *Science and Politics: An A-Z Guide to Issues and Controversies*, ed. B. Steel. Thousand Oaks, CA: Sage Selected Publications.
2012 "Medicine and Society: Will Personalized Medicine Challenge or Reify Categories of Race and Ethnicity?" *AMA Visual Mentor* 14(8): 657-664.
2011 "Technobiological Imaginaries: How Do Systems Biologists Know Nature?" In *Knowing Nature: Conversations at the Intersection of Political Ecology and Science Studies*, eds. Goldman, Nadasdy, and Turner. Duke University Press.
1996 *Crafting Science: A Socio-History of the Quest for the Genetics of Cancer*. Harvard University Press.
1992 (Ed. with Clarke) *The Right Tools for the Job: At Work in 20th Century Life Sciences*. Princeton University Press.

Dan Fuller (Senior Lecturer)	Art History	25%
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B.A. 1977 Florida State University; M.A 1981 Florida State University; M.F.A 1993 Rochester, New York

Academic Experience

1999-present Senior Lecturer, Department of Art History, University of Wisconsin- Madison
1999-2008 Lecturer, Department of Communication Arts, University of Wisconsin-Madison

ES Courses 1-2

Awards

1995 Wisconsin Arts Board Individual Arts Grant, Interdisciplinary Arts

Selected Publications

1997 *Pilgrims on the Ohio: the River Journey and Photographs of Reuben Gold Thwaites, 1894*, with Robert Reid
1996 *Pittsburgh History*, Fall 1996; exhibition catalog *Out of the Northwest*, 1991; *Our Future in Our Hands*, 1991; *Photostatic 17*, 1986; *Sundog*, 1984.

Pablo Ancos Garcia (Associate Professor)	Spanish and Portuguese	100%
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B.A. 1990, University of Valencia, Spain; A.B.D. 1996, University of Valencia, Spain; Ph.D. 2004, University of Wisconsin-Madison

Academic Experience

2013-present Associate Professor, Department of Spanish and Portuguese, University of Wisconsin-Madison
2005-2013 Assistant Professor, Department of Spanish and Portuguese, University of Wisconsin-Madison
2004-2005 Visiting Assistant Professor, Department of Spanish and Portuguese, University of Wisconsin-Madison

ES Courses 1-2

Awards

2011 Kiekhofer Distinguished Teacher Award, University of Wisconsin-Madison

Selected Publications

2014 *Transmisión y recepción primarias de la poesía del mester de clerecía*. University of Valencia Press.
2013 (Ed. with Corfis) *Two Spanish Masterpieces. A Celebration of the Life and Works of María Rosa Lida de Malkiel*. New York: Hispanic Seminary of Medieval Studies.
2008 (with Ivy a Corfis, et. al) *Corpus of Hispanic chivalric romances*. New York: Hispanic Seminary of Medieval Studies, Spanish series no. 142.
2007 "The Primary Audience and Contexts of Reception of Thirteenth-Century *Cuaderna Via* Poetry." In *Medieval Iberia: Crossroads of Culture*. Eds. Ivy A. Corfis and Ray Harris-Northall. Woodbridge: Boydell & Brewer, 2007. 120-135.

Scott Gehlbach (Professor)	Political Science	50%
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B.S. 1989, University of Illinois; M.B.A. 1991, University of Michigan; M.A. 1998, University of California at Berkeley; M.A. 2000, University of California at Berkeley; Ph.D. 2003, University of California at Berkeley.

Academic experience

2011-present Professor, Department of Political Science, University of Wisconsin-Madison
2012-present Associate Chair, Department of Political Science, University of Wisconsin-Madison
2008-2011 Associate Professor, Department of Political Science, University of Wisconsin-Madison
2003-2008 Assistant Professor, Department of Political Science, University of Wisconsin-Madison

ES Courses 1-2

Languages Russian (fluent)

Awards

2011 Romnes Faculty Fellowship, University of Wisconsin-Madison
2003 Mancur Olson Award for Best Dissertation in Field of Political Economy

Selected Publications

2017 (with Finkel and Kofanov) "(Good) Land and Freedom (for Former Serfs): Determinants of Peasant Unrest in European Russia, March–October 1917." *Slavic Review*, 76(3): 710–721.
2016 (with Sonin and Svloik) "Formal Models of Nondemocratic Politics." *Annual Review of Political Science*. 19: 565-84
2015 (with Finkel and Olsen) "Does Reform Prevent Rebellion? Evidence from Russia's Emancipation of the Serfs." *Comparative Political Studies*, 48(8): 984-1019.
2013 *Formal Models of Domestic Politics*. Cambridge University Press.
2008 *Representation Through Taxation: Revenue, Politics and Development in Postcommunist States*. Cambridge University Press.

Ted Gerber (Professor)	Sociology	25%
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B.A. 1987, University of Michigan-Ann Arbor; Ph.D. 1995, University of California-Berkeley, Sociology.

Academic Experience

2005-present Professor, Department of Sociology, University of Wisconsin-Madison
 2014-present Director, Center for Russia, East Europe, and Central Asia, University of Wisconsin-Madison
 2001-present Consultant on Social Statistics and Survey Research in Russia, Center for Strategic and International Studies, Washington DC
 2003-2005 Associate Professor, Department of Sociology, University of Wisconsin-Madison
 2002-2003 Associate Professor, Department of Sociology, University of Arizona
 1999-2002 Assistant Professor, Department of Sociology, University of Arizona

ES Courses 1-2

Languages French (fluent); Russian (fluent)

Selected Publications

2016 (with Zavisca) "Does Russian propaganda work? Survey evidence from four post-Soviet countries." *The Washington Quarterly*, 39(2): 79-98.
 2016 (with Torosyan and Gonalons-Pons) "Migration, Household Tasks, and Gender: Evidence from the Republic of Georgia." *International Migration Review*, 50(2): 445-474.
 2016 (with Zavisca) "The Socioeconomic, Demographic, and Political Effects of Housing in Comparative Perspective." *Annual Review of Sociology*, 42: 347-367.
 2016 (with Lippenyi) "Inter-generational micro-class mobility during and after socialism: The power, education, autonomy, capital, and horizontal (PEACH) model in Hungary." *Social Science Research*, 58(1): 80-103.
 2014 (with Radl) "Pushed, Pulled, or Blocked? The Elderly and the Labor Market in Post-Soviet Russia." *Social Science Research*, 45: 152-169.

Holly Gibbs (Associate Professor)	Geography and Nelson Institute for Environmental Studies	25%
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B.S., 1999, Ohio State University; M.S., 2001, Ohio State University; Ph.D., 2008, University of Wisconsin-Madison

Academic Experience

2016-present Associate Professor, Department of Geography and Nelson Institute for Environmental Studies, University of Wisconsin-Madison
 2011-2016 Assistant Professor, Department of Geography and Nelson Institute for Environmental Studies, University of Wisconsin-Madison

ES Courses 2-3

Awards

2016 Environmental Research Letters Milestone Articles of the Decade
 2009 *Science Magazine's* "Environment News of the Year"
 2008 National Academies of Science Kavli Frontiers of Science Fellow

Selected Publications

2017 (with Noojipady, Morton, Macedo, Victoria, Huang, and Bolfe) "Forest Carbon Emissions from Cropland Expansion in the Brazilian Cerrado Biome." *Environmental Research Letters*, 12(2): 025004.
 2017 (with Alix-Garcia, Rausch, L'Roe, and Munger) "Avoided Deforestation Linked to Environmental Registration in the Brazilian Amazon." *Conservation Letters*.
 2017 (with Wright, Larson, and Lark) "Recent Grassland Losses are Concentrated Around U.S. Ethanol Refineries." *Environmental Research Letters*, 12(4): 044001.
 2016 (with L'Roe, Rausch, and Munger) "Policy Intersections, Land Registration, and Forest Clearing Patterns in the Amazonian State of Para." *Land Use Policy*, 57: 193-203

Jennifer Gipson (Assistant Professor)	French and Italian	100%
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B.A. 2002, Centenary College of Louisiana, Shreveport, Louisiana; M.A. 2005, University of California, Berkely; Ph.D. 2011, University of California, Berkeley

Academic Experience

2012-present Assistant Professor, Department of French & Italian, University of Wisconsin-Madison

ES Courses 3-5

Languages French (fluent)

Selected Publications

Forthcoming *Phantom Storytellers: A Literary History of Folklore in Nineteenth-Century France*
 2016 “‘A Strange, Ventriloquous Voice’ Louisiana Creole, Whiteness, and the Racial Politics of Writing Orality.” *Journal of American Folklore*, 129(514): 459-485.
 2014 (with Duron, Justice, Lemmon, and McKnight) *Musique française baroque a la Nouvelle-Orleans : recueil d'airs spirituels des ursulines (1736)*. New Orleans, LA.: The Historic New Orleans Collection.
 2011 “Literature and the Death of Folklore: In and Around Nerval’s *Sylvie*.” *Romanic Review*. 102: 235-255.
 2008 “Innovating Tradition: Folklore, Literature an Translingual and Transcultural Competence.” *Newsletter of the Berkeley Language Center*, 24(1): 12-14.

Chad Alan Goldberg (Professor)	Sociology	100%
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B.A. 1993, New College of the University of South Florida; M.A. 1996, New School for Social Research; Ph.D. 2001, New School for Social Research.

Academic Experience

2012-present Professor, Department of Sociology, University of Wisconsin-Madison
 2007-2012 Associate Professor, Department of Sociology, University of Wisconsin-Madison
 2001-2007 Assistant Professor, Department of Sociology, University of Wisconsin-Madison

ES Courses 1-2

Awards

2013-2014 Distinguished Visiting Fellow, Advanced Research Collaborative, CUNY Graduate Center
 2012 Center for German and European Studies research grant
 2011 Center for German and European Studies research grant
 2010 Outstanding Book Award for Citizens and Paupers, Society for the Study of Social Problems

Selected Publications

2017 *Modernity and the Jews in Social Theory*. University of Chicago Press.
 2015 “The Two Marxes: From Jewish Domination to Supersession of the Jews.” *Journal of Classical Sociology*, 15(4): 415–434.
 2013 “Struggle and Solidarity: Civic Republican Elements in Pierre Bourdieu’s Political Sociology,” *Theory and Society*, 42(4): 369–394.
 2011 “The Jews, the Revolution, and the Old Regime in French Anti-Semitism and Durkheim’s Sociology,” *Sociological Theory*, 29(4): 248–271
 2008 “T. H. Marshall Meets Pierre Bourdieu: Citizens and Paupers in the Development of the U.S. Welfare State.” *Political Power and Social Theory*, 19: 83-116.
 2007 *Citizens and Paupers: Relief, Rights, and Race, from the Freedmen’s Bureau to Welfare*. University of Chicago Press.

Richard E. Goodkin (Professor)	French and Italian	100%
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B.A. 1975, Swarthmore College; M.A. 1979, Princeton University; Ph.D. 1981, Princeton University

Academic Experience

1992-present Professor, Department of French and Italian, University of Wisconsin-Madison
 1989-1992 Associate Professor, Department of French and Italian, University of Wisconsin-Madison
 1986-1989 Associate Professor of French, Yale University
 1980-1986 Assistant Professor of French, Yale University

ES Courses 1-2

Languages French (fluent); Italian (fluent)

Awards

2009 Chancellor's Distinguished Teaching Award
 2009-2014 Senior Fellowship, Institute for Research in the Humanities
 2006-2007 Guggenheim Fellowship

Selected Publications

2015 "Molière and the Novel." In *Actes de Hanover*, eds. Beasley and Wine. Northwestern University Press.
 2007 (Ed.) *In Memory of Elaine Marks: Life Writing, Writing Death*. University of Wisconsin Press.
 2005 "Neoclassical Dramatic Theory in Seventeenth-Century France." In *A Companion to Tragedy*, ed. Bushnell. Boston, MA: Blackwell. 373-92.
 2000 *Birth Marks: The Tragedy of Primogeniture in Pierre Corneille, Thomas Corneille, and Jean Racine*. University of Pennsylvania Press.
 1991 *Around Proust*. Princeton University Press.

Paula Louise Gottlieb (Professor)	Philosophy	25%
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B.A. 1981, St. Hilda's College, Oxford University; B.Phil. 1983, St. Hilda's College; M.A. 1986, Cornell University; Ph.D. 1988, Cornell University

Academic Experience

1999-present Professor, Department of Philosophy, University of Wisconsin-Madison
 1994-1999 Associate Professor, Department of Philosophy, University of Wisconsin-Madison
 1988-1994 Assistant Professor, Department of Philosophy, University of Wisconsin-Madison

ES Courses 1-2

Awards

2001 Fellowship, Institute for Research in the Humanities, University of Wisconsin-Madison

Selected Publications

Forthcoming "Feelings in Aristotle's Rhetoric." In *Virtue, Happiness and Knowledge: Themes from the work of Gail Fine and Terence Irvin*, eds. Brink, Meyer, and Shields, Oxford: Clarendon Press.
 2013 "Aristotle's Ethics." In *Oxford Handbook of the History of Ethics*, ed. Crisp. Oxford University Press. 44-72.
 2011 "Aristotelian Happiness." *Philosophical Exchange*, 44: 15-27.
 2009 *The Virtue of Aristotle's Ethics*. Cambridge University Press.
 2006 "The Practical Syllogism." In *Blackwell Guide to Aristotle's Nicomachean Ethics*, ed. Kraut. Oxford: Blackwell. 218-33.
 2001 "Are the Virtues Remedial?" *Journal of Value Inquiry*, 35: 343-354.

Sabine D. Groß (Professor)	German	100%
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Staatsexamen 1982, Johann Wolfgang Goethe-University, Frankfurt/Main, Germany; Ph.D. 1991, University of California-Santa Barbara

Academic Experience

2003-present Professor, Department of German, Nordic, and Slavic, University of Wisconsin-Madison
 2010-2013 Chair, Department of German, Nordic, and Slavic University of Wisconsin-Madison
 1998-present Affiliate, Department of Theatre and Drama
 1997-2003 Associate Professor, Department of German, University of Wisconsin-Madison
 1992-1997 Assistant Professor, Department of German, University of Wisconsin-Madison

ES Courses 1-2

Languages German (native); Dutch (advanced); French

Awards

2009 Rommes Faculty Fellowship
 2005 Thyssen Foundation, Germany, "Writing (in) Images"
 2002-2003 Mellon Foundation/Humanities Center Grant: Metaphor-Language, Thought, Art

Selected Publications

2010 (Ed.) *Herausforderung Herder / Herder as Challenge*. Heidelberg: Synchron.
 2010 "Johann Gottfried Herder – Anregung, Ärgernis, Provokation." In *Herausforderung Herder / Herder as Challenge*, ed. Gross. Heidelberg: Synchron. 9-24.
 2010 Irrwege und Entdeckungen: Detektivische Lektüre am Beispiel von Kathrin Passigs „Sie befinden sich hier." In *Deutschunterricht*, special issue "Literarisches Verstehen," 62(4): 53-64.
 1997 *Lese-Zeichen: Kognition, Medium und Materialität im Leseprozess*. Darmstadt: Wissenschaftliche Buchgesellschaft.

Sara Guyer (Professor)	English	100%
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B.A. 1994, Brandeis University; M.A. 1996, University of Warwick; M.A. 1999, University of California-Berkeley; Ph.D. 2001, University of California-Berkeley

Academic Experience:

2018-present Kellet Professor, Department of English, University of Wisconsin-Madison
 2013-present Professor, Department of English, University of Wisconsin-Madison
 2009-2013 Associate Professor, Department of English, University of Wisconsin-Madison
 2009-2013 Academic Program Director, Department of English, University of Wisconsin-Madison
 2008-present Director, Center for the Humanities, University of Wisconsin-Madison
 2001-2009 Assistant Professor, Department of English, University of Wisconsin-Madison

ES Courses 1-2

Languages French (fluent)

Selected Publications:

2015 *Reading with John Clare: Biopoetics, Sovereignty, Romanticism*. Fordham University Press.
 2012 "The Ends of Misreading: Propaganda, Democracy, Literature." In *Oxford Handbook of Propaganda Studies*, eds. Auerbach and Castronovo. Oxford University Press.
 2012 "Biopoetics." In *Romantic Circles Praxis Series. Special issue on Romanticism and Biopolitics*, eds. Hunt and Rudolf.
 2012 "Figuring John Clare: Romanticism and the Possibility of Justice." *Studies in Romanticism*.
 2007 *Romanticism after Auschwitz*. Stanford University Press.

Julianne Haahr (Librarian)	Western European Studies	100%
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B.A. 1983, Luther College; M.A. 1992, Scandinavian Studies, University of Wisconsin-Madison; M.A. 2001, Library and Information Studies, University of Wisconsin-Madison

ES Courses 1-2

Languages Norwegian (fluent); Swedish (fluent)

Academic Experience

2009-present Western European History and Social Sciences Librarian, University of Wisconsin-Madison.
 2005-present Coordinating Librarian for Danish American Center, Minneapolis, MN.
 2001-2004 Librarian for Department of German, Scandinavian, and Dutch, University of Minnesota-Twin Cities.
 2001-2003 Interim Librarian for Western European History, Social Sciences, and Scandinavian Area Studies, University of Minnesota-Twin Cities

Peggy Hager (Senior Lecturer)	Nordic	100%
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B.A. 1980, University of Wisconsin-Eau Claire; M.A. 1984, Scandinavian Studies, University of Wisconsin-Madison;

Academic Experience

2000-present Senior Lecturer of Norwegian, Department of German, Nordic, and Scandinavian Studies, University of Wisconsin-Madison
 1992-2000 English Language Instructor, Wisconsin English as a Second Language Institute
 1992-1996 Part-time Norwegian Instructor, Madison Area Technical College
 1988-1991 English Language Instructor, Norway
 1984-1988 Adjunct Instructor in Norwegian, University of Wisconsin-Eau Claire

ES Courses 1-2

LCTL Pedagogy

2000-present Instructor, 1st-2nd year Norwegian

Languages Norwegian (fluent); German (advanced); Danish (advanced); Swedish

Awards

2001 Grant from Norwegian government to attend the International Summer School, Oslo, Norway
 2001 Travel grant, Norwegian government

John Hall (Associate Professor)	History	25%
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B.A., U.S. Military Academy; M.A., University of North Carolina-Chapel Hill; Ph.D. 2007, University of North Carolina-Chapel Hill

Academic Experience

2009-present Ambrose-Hesseltine Assistant Professor, Department of History, University of Wisconsin-Madison
 2017-present Historian, Joint History Office, Joint Chiefs of Staff

ES Courses 2-3

Awards

2014 William H. Kiekhofer Distinguished Teaching Award
 2009 Ambrose-Hesseltine named Professor of U.S. Military History
 2006 Excellence in Teaching Award, U.S. Military Academy Department of History

Selected Publications

Forthcoming *Dishonorable Duty: The U.S. Army and the Removal of the Southeastern Indians*. Harvard University Press.
 2014 “An Irregular Reconsideration of George Washington and the American Military Tradition,” *Journal of Military History* 78.3: 961-993.
 2013 “‘My Favorite Officer’: George Washington’s Apprentice, Nathanael Greene,” in *Sons of the Father: George Washington and His Protégés*, ed. Robert McDonald, 149-168. University of Virginia Press.
 2011 “‘A Reckless Waste of Blood and Treasure’: The Last Campaign of the Second Seminole War.” *Between War and Peace: How America Ends Its Wars*, ed. Matthew Moten. New York: Free Press.
 2009 *Uncommon Defense: Indian Allies in the Black Hawk War*. Cambridge: Harvard University Press

Nelly Halzen (Emerita Faculty Associate)	French and Italian	100%
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B.A. University of Wisconsin-Madison; M.A. University of Wisconsin-Madison; Ph.D. 1994, University of Wisconsin-Madison

Academic Experience

2015-present Emerita Faculty Associate, Department of French and Italian, University of Wisconsin-Madison
 1991-2015 Faculty Associate, Department of French and Italian, University of Wisconsin-Madison
 1991-2015 Course Chair, Department of French and Italian, University of Wisconsin-Madison

ES Courses 1-2

Languages French (fluent); Italian (advanced)

Awards

2005 Academic Mid-Career Award, College of Letters and Sciences, University of Wisconsin-Madison
 2000 Carol Kirk Award, Department of French and Italian, University of Wisconsin-Madison
 1999 INTIME grant funded by the University of Wisconsin-Madison College of Letters and Science for Maximizing Effective Use of Multimedia Classrooms
 1994 Excellence in Undergraduate Education Award received from the University of Wisconsin-College of Letters and Science to create FRETWS (French-Electronic-Writing-Tutor-Service)
 1993 French Government Grant: Stage pour le français commercial et économique à la Chambre de Commerce et d’Industrie de Paris

Jan Heide (Professor)	Marketing	25%
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B.S. 1981, Norwegian School of Management; MBA 1982, University of Wisconsin-Madison; Ph.D. 1987, University of Wisconsin-Madison

Academic Experience

1999-present Professor, Department of Marketing, University of Wisconsin-Madison
 2002-present Irwin Maier Chair in Marketing, School of Business, University of Wisconsin-Madison
 2004 Montezomolo Visiting Professor, Judge Institute of Management Studies, Sidney Sussex College
 University of Cambridge
 1993-1999 Associate Professor, Department of Marketing, University of Wisconsin-Madison
 1987-1993 Assistant Professor, Weatherhead School of Management, Case Western Reserve University

ES Courses 1-2

Awards

2007 Lewis W. Stern Award for *Journal of Marketing* article, (with Wathne) "Opportunism in Interfirm Relationships: Forms, Outcomes, and Solutions," American Marketing Association
 2006 Outstanding Reviewer Award, *Journal of Retailing*
 2004 Louis W. Stern Award, American Marketing Association
 2003-2005 Outstanding Reviewer Award, *Journal of Marketing*

Selected Publications

2015 (with Vinhas) "Forms of Competition and Outcomes in Dual Distribution Channels: The Distributor's Perspective." *Marketing Science*, 34: 160-175.
 2014 (with Tracey and Bell) "Bringing 'Place' Back In: Regional Clusters, Project Governance, and New Product Outcomes." *Journal of Marketing*, 78: 1-16.
 2014 (with Kumar and Wathne) "Concurrent Sourcing, Governance Mechanisms, and Performance Outcomes in Industrial Value Chains." *Strategic Management Journal*, 35: 1164-1185.
 2013 (with Lukas and Whitwell) "Why Do Customers Get More Than They Need? How Organizational Culture Shapes Product Capability Decisions." *Journal of Marketing*, 77: 1-12.

David J. Hildner (Professor)	Spanish and Portuguese	100%
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B.A. 1973, Oberlin College; M.A. 1975, University of Minnesota-Twin Cities; Ph.D. 1979, University of Minnesota-Twin Cities

Academic Experience

1994-present Professor, Department of Spanish and Portuguese, University of Wisconsin-Madison
 1986-1994 Associate Professor, Department of Spanish and Portuguese, University of Wisconsin-Madison
 1980-1986 Assistant Professor, Department of Spanish and Portuguese, University of Wisconsin-Madison
 1979-1980 Visiting Assistant Professor, Department of Spanish and Portuguese, University of Wisconsin-Madison

ES Courses 1-2

Languages Spanish (fluent); Portuguese (fluent)

Selected Publications.

2017 "Dissimilar Signs of Faith in Calderón's Theater of Intrigue." In *Religious and Secular Theater in Golden Age Spain: Essays in Honor of Donald T. Dietz*, eds. Paun de García anLarson. NY: Peter Lang.
 2016 "Wife-Murder Deflected: How Stage Husbands' Prudence and Ingenuity Lead to Differing Outcomes." In *Prismatic Reflections on Spanish Golden Age Theater: Essays in Honor of Matthew D. Stroud*, eds. Campbell and Williansen. New York: Peter Lang. 13-24.
 2002 "Juegos de referencia lingüística en el teatro calderoniano de enredo." In *Actas de las Terceras Jornadas de Teatro Clásico*, ed. Domínguez Matito. Logroño: Universidad de la Rioja.
 1992 *Poetry and Truth in the Spanish Works of Fray Luis de León*. London: Tamesis Books.

Francine Hirsch (Professor)	History	25%
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B.A. 1989, Cornell University; M.A. 1993, Princeton University; Ph.D. 1998, Princeton University

Academic Experience

2014-present Professor, Department of History, University of Wisconsin-Madison
 2005-2014 Associate Professor, Department of History, University of Wisconsin-Madison
 2000-2005 Assistant Professor, Department of History, University of Wisconsin-Madison

ES Courses 1-2

Languages Russian (fluent); German (advanced)

Awards

2008 Fellowship, Institute for Research in the Humanities, University of Wisconsin-Madison
 2007 Herbert Baxter Adams Book Prize, American Historical Association

Selected Publications

Forthcoming "The Soviet Union at the Palace of Justice in Nuremberg: In the Courtroom and Behind the Scenes." In *'May Justice Be Done!' The Evolution of Soviet Criminal Justice Under Stalin: To 2 Nuremberg and Beyond*, ed. Crowe. University of Pennsylvania Press.
 2016 "The Politics of the Nuremberg Trials and the Postwar Moment." In *Political Trials in Theory and History*, eds. Pendas and Meierhenrich. Cambridge University Press.
 2013 "The Nuremberg Trials as Cold War Competition." In *Memory and Postwar Memorials: Confronting the Past as Violence*, eds. Silberman and Vatan. New York: Palgrave MacMillan. 17-40.
 2005 *Empire of Nations: Ethnographic Knowledge and the Making of the Soviet Union*. Cornell University Press.

Linda Hogle (Professor)	Medical History and Bioethics	100%
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B.S., 1975, Texas Christian University; M.B.A., 1979, University of Texas; Ph.D., 1996, University of California-San Francisco and University of California-Berkeley

Academic Experience

2010-present Professor, Department of Medical History & Bioethics and Department of Anthropology, University of Wisconsin-Madison
 2003-present Faculty Affiliate, Center for Biomedicine and Society, King's College London
 2003-2010 Associate Professor, Department of Medical History and Bioethics, University of Wisconsin-Madison
 2004-2006 Director, Holtz Center for Science, Technology and Society, University of Wisconsin-Madison

ES Courses 1-2

Languages German (fluent)

Awards

2012-present Fellow, Wisconsin Institutes for Discovery
 2010-2012 Challenge Grant, Nanodiagnostics and Nanotherapeutics, National Institutes of Health
 2009-2011 Grant, National Institutes of Health

Selected Publications

2017 "Intersections of Technological and Regulatory Zones in Regenerative Medicine." In *Intersections: Global Perspectives on Stem Cell Technologies*, ed. Bharadwaj. New York: Palgrave Macmillan.
 2017 (with Das) "The Social Production of Evidence: Regenerative Medicine and the 21st Century Cures Act." *Regenerative Medicine*, 12(6): 581-586.
 2016 "The ethics and politics of infrastructure: creating the conditions of possibility for big data in biomedicine." *The Ethics of Biomedical Big Data*, Mittelstadt, B. and Floridi, L. (eds). New York: Springer.
 2014 (Ed.) *Regenerative Medicine Ethics: Governing Research and Knowledge Practices*. New York: Springer.

Philip Hollander (Assistant Professor)	German	100%
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A.B. 1999, Columbia University; M.A. 1999, Columbia University; Ph.D. 2004, Columbia University

Academic Experience

2013-present Assistant Professor, Department of German, Nordic, and Slavic University of Wisconsin-Madison
 2009-2013 Assistant Professor, Department of Hebrew and Semitic Studies, University of Wisconsin-Madison
 2005-2009 Assistant Professor, Hebrew Literature, Tulane University

ES Courses 1-2

Languages German (fluent); Hebrew (fluent); Yiddish (fluent)

Awards

2014 Madison Teaching and Learning Excellence Faculty Fellow
 2013, 2011, 2010 Graduate School Summer Research Grant, University of Wisconsin-Madison
 2010 Kabakoff Memorial Travel Grant, National Association of Professors of Hebrew

Selected Publications

Forthcoming *From Schlemiel to Sabra: Contested Masculinity in Early Twentieth Century Palestinian Hebrew Culture.*
 2012 "Shifting Manhood: Masculinity and the Lebanon War in Waltz with Bashir and Beaufort" In *Narratives of Dissent: War in Contemporary Israeli Arts and Culture*, eds. Harris and Omer-Sherman. Wayne State University Press.
 2012 "Rializm minimalisti ve-ahrayut hevratit be-yetzirato ha-mukdemet shel Gadi Taub." *Hador: ha-sbnaton ha-ivri shel Amerikab*, 6: 131-140.

Robert B. Howell (Professor)	German and Dutch	100%
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B.A. 1976, Stanford University; M.A. 1976, Stanford University; M.A. 1977, Stanford University; M.A. 1982, Cornell University; Ph.D. 1983, Cornell University.

Academic Experience

1996-present Professor, Department of German, University of Wisconsin-Madison
 2013-present Director, Language Institute, College of Letters and Sciences, University of Wisconsin-Madison
 2006-2012 Associate Dean, Division of International Studies and International Academic Programs
 2003-2006 Chair, Department of German, University of Wisconsin-Madison
 1989-1996 Associate Professor, Department of German, University of Wisconsin-Madison

ES Courses 1-2

LCTL Pedagogy

1996-present Instructor, Dutch-language courses

Languages German (fluent); Dutch (fluent)

Awards

2004 (with Salmons and Roberge) Salus Mundi Foundation grant
 1988-1989 Fulbright Junior Research Fellowship, State University at Groningen, The Netherlands

Selected Publications

2009 "Trans-Atlantische relaties: In-en export in de historische taalkunde." *Tijdschrift voor Nederlandse Taal- en Letterkunde*, 125(2): 149-154.
 2007 (with Somers Wicka) *A Phonetic Account of Anglian Smoothing*. Berling: De Guyter.
 2005 (with Goss) "Reconstructing Social Variation in Early Modern European Cities." In *Proceedings of the Workshop on Comparative Linguistics 8*, ed. Cravens. Amsterdam: Benjamins.
 2004 (with Salmons and Roberge) *Cambridge History of the Germanic Languages*. Cambridge University Press.

Florence Hsia (Professor)	History	100%
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A.B. 1990, Princeton University; M.A. University of Chicago; Ph.D. 1999, University of Chicago.

Academic Experience

2015-present Professor, Department of the History, University of Wisconsin-Madison
2009-2015 Associate Professor, Department of the History, University of Wisconsin-Madison
2001-2009 Assistant Professor, Department of the History, University of Wisconsin-Madison
1999-2000 Assistant Professor, Department of History, Wayne State University
1998-1999 Postdoctoral fellow, Department of History, Northwestern University

ES Courses 1-2

Languages French (fluent); German (advanced)

Awards

2010 Visiting Fellow, Max Planck Institute for the History of Science, Berlin
2008 Honored Instructor, University Residency Halls
2008 Center for European Studies and Center for East Asian Studies, Faculty Travel Grant

Selected Publications

Forthcoming *Darkness at Noon: Chinese Astronomy and the Origins of European Sinology.*
2009 *Sojourners in a strange land: Jesuits and their scientific missions in late imperial China.* University of Chicago Press.
2008 "Chinese astronomy for the early modern European reader." *Early science and medicine* 13(5): 413-46.

Lester Hunt (Professor Emeritus)	Philosophy	25%
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B.A. 1968, University of California-Santa Barbara; M.A. 1973, University of California-Santa Barbara; Ph.D. 1976, University of California-Santa Barbara

Academic Experience

2016-present Professor Emeritus, Department of Philosophy, University of Wisconsin-Madison
1994-2016 Professor, Department of Philosophy, University of Wisconsin-Madison
1988-1994 Associate Professor, Department of Philosophy, University of Wisconsin-Madison
1989-1990 Visiting Scholar: Social Philosophy and Policy Center, Bowling Green State University
1984-1988 Assistant Professor, Department of Philosophy, University of Wisconsin-Madison
1981-1984 Assistant Professor, University of Minnesota, Morris
1979-1981 A.W. Mellon Scholar, The Johns Hopkins University
1978-1979 Assistant Professor, Trenton State College

ES Courses 1-2

Languages German (advanced)

Selected Publications

2016 (with DeGrazia) *Debating Gun Control: How Much Regulation Do We Need?* Oxford University Press.
2015 *Anarchy, State, and Utopia: An Advanced Guide.* Hoboken, NJ: Wiley-Blackwell.
2008 (Ed.) *Grade Inflation and Academic Standards.* State University of New York Press.
2009 (Ed. with Carroll) *Philosophy in the Twilight Zone.* Hoboken, NJ: Wiley-Blackwell.
2008 "Why the State Needs a Justification." In *Anarchism/Minarchism*, eds. Long and Machan. Aldershot: Ashgate.
2001 "Epilogue: Is There an Issue Here?" *Criminal Justice Ethics*, 20: 40-45.
2000 (with Hughes) "The Liberal Basis of the Right to Bear Arms." *Public Affairs Quarterly*, 14: 1-25.
1997 *Character and Culture.* Lanham, MD: Rowman and Littlefield.
1991 *Nietzsche and the Origin of Virtue.* New York and London: Routledge.

Steven Hutchinson (Professor)	Spanish and Portuguese	100%
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B.A. 1975, Carleton College; M.A. 1977, University of Chicago; Ph.D. 1985, University of Chicago

Academic Experience

2000-present Professor, Department of Spanish and Portuguese, University of Wisconsin-Madison
 1992-2000 Associate Professor, Department of Spanish and Portuguese, University of Wisconsin-Madison
 1996-1998 Director, Indiana University & Purdue University Program in Madrid
 1985-1992 Assistant Professor, Department of Spanish and Portuguese, University of Wisconsin-Madison

ES Courses 1-2

Languages Spanish (fluent)

Awards

2016-2020 Senior Fellow, Institute for Research in the Humanities, University of Wisconsin-Madison
 1993 Comité Conjunto Hispano-Norteamericano Fulbright Fellowship, Council for International Exchange of Scholars

Selected Publications

2004 "El *ars erotica* de Fray Melchor de la Serna." *Diálogos Hispánicos*, 24 : 151-167.
 2001 *Economía ética en Cervantes*. Alcalá : Biblioteca de Estudios Cervantinos.
 2001 "Los primeros movimientos no son en mano del hombre?: retórica de la emoción en *Don Quijote*." In *Cervantes en Italia*, ed. AVillar Lecumberri. Palma de Mallorca: Asociación de Cervantistas. 199-206.
 2001 "Haga yo lo que en mí es?: Preciosa como encarnación del valor." In *Volver a Cervantes*, ed. Vistarini. Palma de Mallorca, Universitat de les Illes Balears. 809-22.
 2001 "Arbitrating the national *oikos*." *Journal of Spanish Cultural Studies*, 2: 69-80.
 1992 *Cervantine Journeys*. University of Wisconsin Press.

Brian Hyer (Professor)	Music	50%
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B.M. 1979, Ohio Wesleyan University; M.M. 1984, Cleveland Institute of Music; M.Ph. 1984, Yale University; Ph.D. 1989, Yale University

Academic Experience

2002-present Professor, School of Music, University of Wisconsin-Madison
 1996-2002 Associate Professor, School of Music, University of Wisconsin-Madison
 1990-1996 Assistant Professor, School of Music, University of Wisconsin-Madison

ES Courses 1-2

Selected Publications

2015 "Massenpsychologie und Parsifal-Analyse" *The Opera Quarterly*, 31(1-2): 7–52.
 2006 Parsifal hystérique. *The Opera Quarterly*, 22(2): 269–320.
 2004 *Figuring Music: Rhetoric and the Tonal Imagination*. Cambridge University Press.
 2002 "Music Criticism." In *The Cambridge History of Western Music Theory*, ed. Christensen. Cambridge University Press.
 2002 "Tonality." In *The Cambridge History of Western Music Theory*, ed. Christensen. Cambridge University Press.

Pernille Ipsen (Associate Professor)	Gender and Women's Studies	100%
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M.A. 2002, Copenhagen University; PhD 2008, Copenhagen University

Academic Experience

2016-present Associate Professor, Department of Gender and Women's Studies and Department of History, University of Wisconsin-Madison
 2009-2016 Assistant Professor, Department of Gender and Women's Studies and Department of History, University of Wisconsin-Madison

ES Courses 2-3

Languages Danish (native)

Awards

2012 Race, Ethnicity, and Indigeneity Fellowship, Institute for Research in the Humanities, University of Wisconsin-Madison
 2006 Honorary Fellow, Department of History, University of Wisconsin-Madison
 2005-2007 Grant, The Danish Research Council for the for "Global Cultural history"
 2003-2007 PhD. Funding, Danish Research Council for the Humanities

Selected Publications

2015 *Daughter of the Trade: Atlantic Slavers and Interracial Marriage on the Gold Coast*. University of Pennsylvania Press.
 2013 "The Christened Mulattresses' Euro-African Families in a Slave trading Town." *The William and Mary Quarterly*, 70(2): 371-398.
 2009 (Guest ed.) "Scandinavian Colonialism." *Itinerario: International Journal of the History of European Expansion and Global Interaction*, 33(2).
 2003 (with Møllevang) *Hver tid sin Pocahontas. Om kulturmoder og koloniseringen af Nordamerika*. Copenhagen: Gyldendal.
 2002 (Ed.) *Midlertidigt ophold. Kvindehjemmet i København 1902-2002 af Tinne Wammen*. Copenhagen: Hans Reitzels Forlag.

Andrew Irving (Faculty Associate)	French and Italian	100%
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A.B. 1987, Ripon College; M.A. 1991, University of Wisconsin-Madison; Ph.D. 1997, University of Wisconsin-Madison.

Academic Experience

2003-present Faculty Associate (indefinite appointment), Department of French and Italian, University of Wisconsin-Madison
 1995-present Director, The French House, University of Wisconsin-Madison
 1995-2003 Lecturer, Department of French and Italian, University of Wisconsin-Madison

ES Courses 1-2

Languages French (native); Spanish (advanced); Italian (advanced); Portuguese (advanced)

Awards

2011 Norman Bassett Outstanding Achievement Award

Selected Publications

1999 (with Bousquet) *Mosaïques II: cahier d'introduction à l'analyse culturelle*. Dubuque, IA: Kendall/Hunt.

Robert J. Kaiser (Professor)	Geography	25%
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B.S. 1980, State University of New York-Brockport; M.A. 1985, Columbia University; M.Phil 1986, Columbia University; Ph.D. 1988, Columbia University

Academic Experience

2002-present Professor, Department of Geography, University of Wisconsin-Madison
 1997-2002 Associate Professor, Department of Geography, University of Wisconsin-Madison
 1996-1997 Assistant Professor, Department of Geography, University of Wisconsin-Madison
 1991-1996 Assistant Professor, Department of Geography, University of Missouri-Columbia

ES Courses 1-2

Languages Russian (fluent); French (advanced); German (advanced)

Awards

2012-2015 Leon Epstein Faculty Fellow Award, College of Letters and Science, University of Wisconsin-Madison
 2012-2013 Estonia and the Birth of Cyberwar. Visiting Fellowship. Aleksanteri Institute, University of Helsinki

Selected Publications

Forthcoming "Performativity, Events and Becoming Stateless." In *Performativity, Politics and the Production of Social Space*, eds. Rose-Redwood and Glass. New York and London: Routledge.
 2015 "The Birth of Cyberwar." *Political Geography*. 46: 11-20.
 2012 "Performativity and Eventfulness of Bordering Practices." In *A Companion to Border Studies*, eds. Wilson and Donnan. Malden, MA and Oxford: Wiley-Blackwell. 522-537.
 2005 (with Herrschel and Zimine) *Borders in Post-Socialist Europe: Territory, Scale, Society*. Aldershot: Ashgate.
 1996 (with Chinn) *The Russians as the New Minority in the Soviet Successor States*. Boulder, CO: Westview Press.
 1994 *The Geography of Nationalism in Russia and the USSR*. Princeton University Press.

Daniel Kapust (Professor)	Political Science	100%
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B.A. 1998, University of Maryland-College Park; M.A. 2001, University of Wisconsin-Madison; Ph.D. 2005, University of Wisconsin-Madison

Academic Experience

2017-present Professor, Department of Political Science, University of Wisconsin-Madison
 2012-2017 Associate Professor, Department of Political Science, University of Wisconsin-Madison
 2011-2012 Assistant Professor, Department of Political Science, University of Wisconsin-Madison
 2005-2011 Assistant Professor, Department of Political Science, University of Georgia

ES Courses 1-2

Awards

2013 Bradley Faculty Fellowship, University of Wisconsin-Madison
 2006, 2009 Susette Talarico Excellence in Teaching Award, University of Georgia

Selected Publications

Forthcoming *Flattery and the History of Political Thought: That Glib and Oily Art*. Cambridge University Press.
 2016 (with Schwarze) "The Rhetoric of a Legislator: Cicero and Smith on Propriety, Decorum, and Political Leadership." *American Political Science Review*, 110(1): 1-12.
 2013 (with Turner) "Democratical Gentlemen and the Lust for Mastery: Status, Ambition and the Language of Liberty in Hobbes's Political Thought." *Political Theory* 41(4): 648-675.
 2011 *Republicanism, Rhetoric, and Roman Political Thought: Sallust, Livy, and Tacitus*. Cambridge University Press.

Richard C. Keller (Professor)	Medical History and Bioethics and History	100%
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B.A. 1992, University of Colorado at Boulder; M.A. 1996, University of Colorado at Boulder; Ph.D. 2001, Rutgers University.

Academic Experience

2013-present Professor, Department of Medical History and Bioethics and Department of History, University of Wisconsin-Madison
 2012-present Director, International Studies Major, Global Studies Program and Development Studies Program, University of Wisconsin-Madison
 2008-2013 Associate Professor, Department of Medical History and Bioethics and Department of History, University of Wisconsin-Madison
 2002-2008 Assistant Professor, Department of Medical History and Bioethics and Department of, University of Wisconsin-Madison

ES Courses 1-2

Languages French (fluent)

Awards

2011-2015 Romnes Faculty Fellowship, University of Wisconsin-Madison
 2003 Research Travel Award, Society for French Historical Studies

Selected Publications

Forthcoming *Environment: A World History*. Oxford University Press.
 2015 *Fatal Isolation: The Devastating Paris Heat Wave of 2003*. University of Chicago Press.
 2011 (with Anderson and Jenson) *Unconscious Dominions: Psychoanalysis, Colonial Trauma, and Global Sovereignties*. Duke University Press.
 2009 (with Vassy and Dingwall) *Des morts inaperçues : l'enregistrement des surmortalités brutales en Angleterre, aux Etats-Unis et en France*. Rennes: Editions de l'Ecole Nationale de Santé Publiques
 2007 *Colonial Madness: Psychiatry in French North Africa*. University of Chicago Press

Theresa Kelley (Professor)	English	100%
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B.A. 1969, University of Washington; M.A. 1973, Northwestern University; Ph.D. 1977, Northwestern University

Academic Experience

2000-present Marjorie and Lorin Tiefenthaler Professor, Department of English, University of Wisconsin-Madison
 1997-1999 Professor, Department of English, University of Texas at Austin
 1996 Visiting Associate Professor, Université de Paris X, Nanterre, France (Spring)
 1988-1997 Associate Professor, Department of English, University of Texas at Austin
 1983-1988 Associate Professor, Department of English, University of Texas at San Antonio
 1976-1983 Assistant Professor, Department of English, University of Texas at San Antonio

ES Courses 1-2

Awards

2000 Marjorie and Lorin Tiefenthaler named Professor of English

Selected Publications

2012 *Clandestine Marriage: Botany and Romantic Culture*. Johns Hopkins University Press.
 2011 "Romantic Science." In *Blackwell Companion to Romanticism*, eds. Wright and Faflak. Oxford: Blackwell.
 1997 *Reinventing Allegory*. Cambridge University Press.
 1995 (Ed. with Feldman) *Romantic Women Writers*. University Press of New England.
 1988 *Wordsworth's Revisionary Aesthetics*. Cambridge University Press.

Marc Kleijwegt (Professor)	History	50%
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B.A.1985 Universiteit Leiden; Ph.D. 1991, Universiteit Leiden

Academic Experience:

2009-present Professor, Department of History, University of Wisconsin-Madison
 2007-2009 Associate Professor, Department of History, University of Wisconsin-Madison
 2003-2007 Assistant Professor, Department of History, University of Wisconsin-Madison
 2002 University Lecturer, Department of Ancient History, Rijksuniversiteit Groningen
 2001-2002 Research Fellow, Department of Classics, University of South Africa
 1997-2001 Associate Professor, Department of Classics, University of South Africa
 1994-1997 Senior Lecturer in Ancient History, Department of Classics, University of South Africa
 1991-1994 Lecturer in Ancient History, Department of Classics, University of South Africa

ES Courses 1-2

Languages German (fluent); Dutch (fluent)

Selected Publications:

2009 "Creating New Citizens: Freed Slaves, the State and Citizenship in Early Rome and under Augustus", *European Review of History*, 16(3): 319-330.
 2006 (Ed.) *The Faces of Freedom: the Manumission and Emancipation of Slaves in Old World and New World Slavery*, Leiden, Netherlands: Brill.
 2002 (Ed. with Jongman) *After the Past: Essays in Ancient History in Honour of H. W. Pleket*. Leiden, Netherlands: Brill.
 2002 "Cum vicensimariis magnam mantissam habet (Petronius Satyricon 65.10)." *American Journal of Philology* 123 275-86.
 2001 (Ed. with Malherbe and Koen) *Women, Society, and Constraints: A Collection of Contemporary South African Gender Studies*. Pretoria, South Africa: Unisa Press.
 2001 (Ed. with Evans) "Humour in the Ancient World" *Social Identities*, 7(1): 1-116.

Sonja Klocke (Associate Professor)	German	100%
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M.A. 2003, University of Arizona, Ph.D. 2007, Indiana University

Academic Experience

2016-present Associate Professor, Department of German, University of Wisconsin-Madison
 2012-2016 Assistant Professor, Department of German, University of Wisconsin-Madison
 2011-2012 Guest Professor, Germanistik und Kultur/Sprache/Medien, Universität Flensburg
 2007-2012 Assistant Professor, Department of German, Knox College

ES Courses 1-2

Languages German (native); French (advanced); Latin (advanced)

Awards

2011 Philip Green Wright-Lombard College Prize for Distinguished Teaching

Selected Publications

2016 "Patientin unter Palmen: Symptomatische Körper, Leiden und Heilung in Christa Wolfs *Stadt der Engel* oder *The Overcoat of Dr. Freud*." In *Triangulum. Germanistisches Jahrbuch für Estland, Lettland und Litauen*, eds. Pavitis, Taterka, and Thomas. Riga: DAAD. 469-479.
 2015 *Inscription and Rebellion: Illness and the Symptomatic Body in East German Literature*. Suffolk, UK and Rochester, NY: Boydell & Brewer.
 2014 (Ed. with Gansel) *Christa Wolf - Im Strom der Erinnerung*. Göttingen: Vandenhoeck & Ruprecht.

Heinz Klug (Professor)	Law	25%
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B.A. 1977, University of Natal; J.D. 1989, Hastings College of Law; S.J.D 1997, University of Wisconsin-Madison

Academic Experience

2004-present Professor, School of Law, University of Wisconsin-Madison
 2001-2004 Associate Professor, School of Law, University of Wisconsin-Madison
 1997-2001 Assistant Professor, School of Law, University of Wisconsin-Madison
 1991-1996 Lecturer, School of Law, University of the Witwatersrand, Johannesburg

ES Courses 1-2

Languages German (fluent): Dutch (fluent)

Awards

2013 Doctor Honoris Causa, Hasselt University, Belgium
 2008 Faculty Grant, Law School, University of Wisconsin-Madison
 2005-2007 Legal Rights to Social Resources Grant, National Science Foundation

Selected Publications

2014 (with Irving and Ross) *Comparative Constitutional Law: A Contextual Approach*. New Providence, New Jersey: Lexis/Nexis Law School Publishing.
 2010 *The Constitution of South Africa: A Contextual Analysis*. Oxford, UK: Hart Publishing.
 2002 "Hybrid(ity) Rules: Creating Local Law in a Globalized World." In *Global prescription: the production, exportation, and importation of a new legal orthodoxy*, eds. Dezalay and Garth. University of Michigan Press.
 2000 *Constituting Democracy: Law, Globalism and South Africa's Political Reconstruction*. Cambridge University Press.

Rudy J. Koshar (Professor)	History	100%
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B.A. 1972, Michigan State University; M.A. 1974, University of Michigan; Ph.D. 1979, University of Michigan.

Academic Experience

2005-present George L. Mosse Professor, Department of History, University of Wisconsin-Madison
 1995-2005 Professor, Department of History, University of Wisconsin-Madison
 1997 Visiting Professor, Martin-Luther-Universität, Halle-Wittenberg, Germany
 1991-1995 Associate Professor, Department of History, University of Wisconsin-Madison
 1986-1991 Associate Professor of History, University of Southern California
 1980-1986 Assistant Professor of History, University of Southern California

ES Courses 1-2

Languages German (fluent)

Awards

2005 George L. Mosse named Professorship, Wisconsin Alumni Research Foundation
 1999-2003 DAAD Professorship of German and European Studies, University of Wisconsin-Madison

Selected Publications

2012 (Ed. with Kaplan) *The Weimar Moment: Liberalism, Political Theology and Law*. Lanham, MD: Lexington Books.
 2000 *From Monuments to Traces: The Artifacts of German Memory, 1870-1990*. University of California Press.
 2000 *German Travel Cultures*. Oxford and New York: Berg Publishers.
 1998 *Germany's Transient Pasts: Historical Preservation and National Memory in Twentieth Century Germany*. University of North Carolina Press.
 1986 *Social Life, Local Politics, and Nazism: Marburg, 1880-1935*. University of North Carolina Press.

Dean Krouk (Assistant Professor)	Nordic	100%
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B.A. 2003, University of Chicago; M.A. 2005, University of California-Berkeley; Ph.D. 2011, University of California-Berkeley

Academic Experience

2015-present Assistant Professor of German, Nordic, and Scandinavian Studies, University of Wisconsin-Madison
 2012-2015 Assistant Professor of Norwegian, St. Olaf College
 2011-2012 Visiting Assistant Professor of Norwegian and Scandinavian Studies, Pacific Lutheran University

ES Courses 3-5

Languages Norwegian (fluent); German (advanced)

Awards

2010-2011 Chancellor's Dissertation-Year Fellowship, University of California-Berkeley
 2010 Outstanding Graduate Student Instructor Award, University of California-Berkeley

Selected Publications

2017 *Fascism and Modernist Literature in Norway*. University of Washington Press.
 2017 "Falling Silent: Holocaust Trauma and the Breakdown of Postmemory in Merethe Lindstrøm's *Dager i stillbetens historie*." *Edda: Nordisk Tidsskrift for Litteraturvitenskap*, 2017(4): 354-369.
 2016 "Contesting the Collective Memory of Nazism in Norway: The Case of Kjartan Fløgstad's Novel *Grense Jakobselv* (2009)." *Scandinavica*. 55(2): 104-121.

Ulrich Langer (Professor)	French and Italian	100%
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B.A. 1973, University of Washington; M.A. 1975, University of Washington; Ph.D. 1980, Princeton University

Academic Experience

2018-present Vilas Distinguished Achievement Professor, Department of French and Italian, University of Wisconsin-Madison
 1992-2018 Professor, Department of French and Italian, University of Wisconsin-Madison
 2003 Visiting Professor, Centre d'Etudes Supérieures de la Renaissance (Université de Tours)
 2000 Visiting Professor, Université de Nantes
 1991 Visiting Professor, Universität Tübingen
 1988-1991 Associate Professor, Department of French and Italian, University of Wisconsin-Madison
 1985-1988 Assistant Professor, Department of French and Italian, University of Wisconsin-Madison

ES Courses 1-2

Languages French (fluent); Italian (advanced)

Awards

2018 Vilas Distinguished Achievement Professorship
 2010 WARF named Professorship
 2000-2005 Senior Fellow, Institute for Research in the Humanities, University of Wisconsin, Madison

Selected Publications

2016 *Divine and Poetic Freedom in the Renaissance: Nominalist Theology and Literature in France and Italy*. Princeton University Press.
 2009 *Penser le formes du plaisir littéraire à la Renaissance*. Paris: Editions Classiques Garnier.
 2015 *Lyric in the Renaissance: From Petrarch to Montaigne*. Cambridge University Press.
 2005 (Ed.) *The Cambridge Companion to Montaigne*. Cambridge University Press.
 2002 (Ed.) *Au-delà de la Poétique: Aristote et la littérature à la Renaissance/Beyond the Poetics: Aristotle and Early Modern Literature*. Geneva: Droz

Elizabeth Lapina (Assistant Professor)	History	100%
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B.A. 2000, University of Wisconsin-Madison; M.A. 2001, University of Paris I (Panthéon-Sorbonne), France; M.A. 2003, Johns Hopkins University; Ph.D. 2007, Johns Hopkins University.

Academic Experience

2014-present Assistant Professor, Department of History, University of Wisconsin-Madison
 2012-2013 Leverhulme Early-Career Research Fellow, University of Kent, Canterbury, United Kingdom
 2010-2012 Visiting Lecturer, Department of History, Durham University, Durham, United Kingdom
 2007-2010 Majorie McLean Oliver Post-Doctoral Fellow, Department of History, Queen's University, Kingston, Ontario, Canada

ES Courses 3-5

Languages Russian (native); French (fluent); German (advanced); Italian (advanced).

Awards

2013 Kent Union Teaching Award Nomination
 2012 Leverhulme Early-Career Research Fellowship
 2011 British Academy Overseas Conference Grant

Selected Publications

2016 (Ed. with Morris, Whatley, and Throop) *The Crusades and Visual Culture*. Farnham: Ashgate.
 2015 *Warfare and the Miraculous in the Chronicles of the First Crusade*. Penn State University Press.
 2013 "Gambling and Gaming in the Holy Land: Chess, Dice and Other Games in the Sources of the Crusades." *Crusades*, 12: 121-132.
 2009 "St. Demetrius of Thessaloniki: Patron Saint of Crusaders." *Viator: Medieval and Renaissance Studies* 40: 93-112.

Mary N. Layoun (Professor)	Comparative Literature & Folklore Studies	100%
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B.A. 1973, University of California-San Diego; M.A. 1979, University of California-Berkeley; Ph.D. 1985, University of California-Berkeley

Academic Experience

1998-present Professor, Department of Comparative Literature, University of Wisconsin-Madison
 1990-1998 Associate Professor, Department of Comparative Literature, University of Wisconsin-Madison
 1958-1990 Assistant Professor, Department of Comparative Literature, University of Wisconsin-Madison

ES Courses 1-2

Languages Arabic (native); Modern Greek (advanced); French (advanced); Japanese (advanced)

Awards

1999-01 CGES Collaborative Research Award
 1989-1990 Fulbright Research Fellowship

Selected Publications

2017 "Reading Cavafy Writing: The Poetry of Constantine Cavafy and the Question of 'World Literature.'" In *Wiley Blackwell Companion to World Literature*, ed. Seignurie. Hoboken, NJ: Wiley Blackwell.
 2013 "Mobile Belonging?: Tracing the Global in the Work of Etel Adnan," *The Rise of the Arab Novel in English*, ed. Nouri Gana. Edinburgh University Press.
 2001 *Wedded to the Land? Gender, Boundaries, Nationalism-in-crisis*. Duke University Press.
 1991 *Travels of a Genre: Ideology and the Modern Novel*. Princeton University Press.

Weijia Li (Assistant Professor)	German	50%
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Ph.D. 2009, Ohio State University

Academic Experience

2012-present Assistant Professor, Department of German, Nordic, and Slavic, University of Wisconsin-Madison

ES Courses 3-5

Languages Mandarin (native); German (fluent)

Awards

2016 Mentoring Award, Department of Educational Leadership and Policy Analysis, University of Wisconsin-Madison

Selected Publications

- 2015 "Zwischen Romantik und Orientalismus: Ostasiatische Kunstgeschichte in der Weimarer Republik." *German Studies Review*, 38(3): 531-554.
- 2014 "Otherness in Solidarity: The Collaboration between Chinese and German Left-wing Activists in the Weimar Republic." *Beyond Alterity: German Encounters with Modern East Asia*, eds. Shen and Rosenstock. New York: Spektrum. 73-93.
- 2012 „Von unmittelbarer Aktualität zu sinnbildlicher Gestaltung – Über die Seghers’sche China-Rezeption.“ *Argonautenschiff: Jahrbuch der Anna-Seghers-Gesellschaft*, 21: 67-79.
- 2011 "Braveness in Non-Action: The Taoist Strategy of Survival in Bertolt Brecht's *Schweyk* and Anna Seghers' *Transit*." *Brecht Yearbook*, 36: 106-122.
- 2010 *China und China-Erfahrung in Leben und Werk von Anna Seghers*. Oxford: Peter Lang.

Michael Light (Assistant Professor)	Sociology	50%
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B.A. 2007, Albion College; M.A. 2010, Pennsylvania State University; Ph.D. 2013, Pennsylvania State University

Academic Experience

2017- present Assistant Professor, Department of Sociology, University of Wisconsin-Madison

2013-2017 Assistant Professor, Department of Sociology, Purdue University

ES Courses 3-5

Languages Spanish (fluent); German (advanced)

Selected Publications

- Forthcoming (with Marshall) "On the Weak Mortality Returns of the Prison Boom: Comparing Infant Mortality and Homicide in the Incarceration Ledger." *Journal of Health and Social Behavior*.
- 2017 (with Miller and Kelly) "Undocumented Immigration, Drug Problems, and Driving under the influence in the United States, 1990-2014." *American Journal of Public Health*, 107(9): 1448-1454.
- 2017 "Re-examining the Relationship between Latino Immigration and Racial/Ethnic Violence." *Social Science Research*, 65: 222-239.
- 2017 "Punishing the 'Others': Citizenship and State Social Control in the United States and Germany." *European Journal of Sociology*, 58: 33-71.
- 2016 (with Ulmer) "Explaining the Gaps in White, Black and Hispanic Violence since 1990: Accounting for Immigration, Incarceration, and Inequality." *American Sociological Review*, 81: 290-315.
- 2016 "The Punishment Consequences of Lacking National Membership in Germany, 1998-2010." *Social Forces*, 94: 1385-1408.
- 2014 (with Massoglia and King) "Citizenship and Punishment: The Salience of National Membership in U.S. Criminal Courts." *American Sociological Review*, 79: 825-847.

Christopher Livanos (Associate Professor)	Comparative Literature & Folklore Studies	100%
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B.A. 1991, University of California-Santa Cruz; M.A. 1996, Harvard University; Ph.D. 2001, Harvard University

Academic Experience

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

ES Courses 2-3

Languages Spanish (advanced), French (advanced), Italian (advanced), Byzantine Greek (advanced)

Selected Publications

Forthcoming (with Bernard) *The Poems of John Mauroponos and Christopher of Mytilene*. Dumbarton Oaks Medieval Library. Harvard University Press.
Forthcoming "Teaching the Canzoniere in a Comparative Literature Curriculum." In *Approaches to Teaching Petrarch's Canzoniere and the Petrarchan Tradition*, eds. Kleinhenz and Dini. MLA Selected Publications. 413-424.
2011 "A Case Study in Byzantine Dragon-Slaying: Digenes and the Serpent." *Oral Tradition*, 26(1): 125-144.
2010 "Elissa as a New Dido: Greece, the East, and the Westward Movement of Culture in the Decameron." *Heliotropia: A Forum for Boccaccio Research and Interpretation*, 7(1-2): 133-144.
2010 "Trends and Developments in the Byzantine Poetic Tradition." In *The Byzantine World*, ed. Stephenson. New York: Routledge.
2009 "Monotheists, Dualists, and Pagans." In *The Byzantine World*, ed. Stephenson. New York: Routledge.
2009 "Dante's Monsters: Nature and Evil in the Commedia." *Dante Studies*, 127: 81-92.
2007 "Justice, Equality, and Dirt in the Poems of Christopher of Mytilene." *Jahrbuch der Österreichischen Byzantinistik*, 57: 49-73.
2006 *Greek Tradition and Latin Influence in the Work of George Scholaris: "Alone Against All of Europe."* Piscataway: Gorgias Press.

Ernesto Livorni (Professor)	French and Italian	100%
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Laurea 1982, University of Urbino, Italy; Ph.D. 1990, University of Connecticut

Academic Experience

2008-present Professor, Department of French and Italian, University of Wisconsin-Madison
2001-2008 Associate Professor, Department of French and Italian, University of Wisconsin-Madison
2000-2001 Assistant Professor, Department of French and Italian, University of Wisconsin-Madison
1999-2000 Visiting Associate Professor, Department of Classics and Italian, Barnard College
1996-2000 Associate Professor on Term, Department of Italian, Yale University
1990-1996 Assistant Professor, Department of Italian, Yale University
1988-1990 Lecturer (convertible), Department of Italian, Yale University

ES Courses 1-2

Languages Italian (native); French (fluent), German (fluent).

Selected Publications

2016 *L'America dei Padri*. New York: Bordighera Press.
2015 *Onora il Padre e la Madre: Poesie 1977-2010*. Passignano sul Trasimeno, Italy: Aguaplano.
2015 "Wake and Mourning: Apollinaire and Ungaretti." *America Quests*, 12(1).
2004 "In sé da simulacro a fiamma vera/errando?: la poesia di Ungaretti tra Platone e Bergson." In *Giuseppe Ungaretti, identità e metamorfosi. Atti del Colloquio Internazionale su Giuseppe Ungaretti, Lucca*, ed. Rosario. Antwerpen: Hoger Instituut.
1998 *Avanguardia e tradizione: Ezra Pound e Giuseppe Ungaretti*. Firenze: Casa Editrice Le Lettere.

Tomislav Longinovic (Professor)	Slavic and Comparative Literature & Folklore Studies	100%
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B.A. 1981, University of Belgrade; M.F.A. 1984, University of Iowa; Ph.D. 1990, University of Iowa

Academic Experience

2001-present Professor of Slavic and Comparative Literature, University of Wisconsin-Madison
 2013 Visiting Scholar, School of Humanities and Social Sciences, Nazarbayev University
 2003 Visiting Professor, Central European University
 1996-2001 Associate Professor of Slavic and Comparative Literature, University of Wisconsin-Madison
 1990-1996 Assistant Professor of Slavic and Comparative Literature, University of Wisconsin-Madison

ES Courses 1-2

Languages Serbo-Croatian (native); German (advanced); Russian (advanced); French (advanced); Spanish (advanced)

Awards

2013-2017 Senior Fellow, Institute for Research in the Humanities, University of Wisconsin-Madison
 2012 Mihajlo Miša Đorđević Award for best book in South Slavic studies

Selected Publications

2016 "The Sense of an Ending: Children of Yugoslavia Looking for Home." In *Scholarship as the Art of Life: Contributions on Serbian Literature, Culture, and Society by Friends of Radmila (Rajka) Gorup*, ed. Vladiv-Glover. Bloomington, IN: Slavica Publishers. 147-158.
 2013 *Granična Kultura: Politika identiteta u četiri slovenska romana dvadesetog veka*. Belgrade: Službeni glasnik.
 2013 (Ed.) *Vampires Over the Ages: A Cultural Analysis of Scientific, Literary and Cinematic Representations*. San Diego: Cognella Publishing.
 2011 *Vampire Nation: Violence as Cultural Imaginary*. Durham: Duke University Press.
 2005 *Vampires Like Us: Writing Down "the Serbs."* Belgrade: Beogradski krug.

Mark L. Loudon (Professor)	German	100%
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A.B. 1984, Cornell University; M.A. 1987, Cornell University; Ph.D. 1988, Cornell University.

Academic Experience

2018-present Alfred L. Shoemaker, J. William Frey, and Don Yoder Professor, Department of German, Nordic, and Slavic, University of Wisconsin-Madison
 2003-2018 Professor, Department of German, Nordic, and Scandinavian Studies, University of Wisconsin-Madison
 2002-present Co-Director, Max Kade Institute for German-American Studies, University of Wisconsin-Madison
 2000-2003 Associate Professor, Department of German, Nordic, and Scandinavian Studies, University of Wisconsin-Madison

ES Courses 1-2

Languages German (fluent); Pennsylvania Dutch (fluent); Yiddish (advanced)

Awards

2018 WARF name Alfred L. Shoemaker, J. William Frey, and Don Yoder Professor of Germanic Linguistics
 2016 Jacob and Wilhelm Grimm Prize, German Academic Exchange Service (DAAD)
 2011 Chancellor's Distinguished Teaching Award, University of Wisconsin-Madison

Selected Publications

2016 *Pennsylvania Dutch: The Story of an American Language*, Baltimore: Johns Hopkins University Press.
 2006 *Der Glee Prins*. Translation into Pennsylvania Dutch of *Le Petit Prince* by Antoine de Saint-Exupéry. Edition Tintenfass.

Jaime Luque (Assistant Professor)	Real Estate and Land Economics	100%
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Ph.D. 2009, NOVA School of Business and Economics

Academic Experience

2012-present Assistant Professor, Department of Real Estate and Urban Land Economics, University of Wisconsin-Madison
 2009-2012 Assistant Visiting Professor of Economics, Carlos III University of Madrid

ES Courses 2-3

Languages Spanish (native); Portuguese (fluent)

Selected Publications

2017 “Cross-Border Residential Lending: Theory and Evidence from the European Sovereign Debt Crisis.” *Real Estate Economics*. DOI: 10.1111/1540-6229.12214
 2017 *The Subprime Crisis: Lessons for Business Students*. Singapore, World Scientific Publishing.
 2017 (with Faias). “Cross-listed Securities and Multiple Exchange Memberships.” *B.E. Journal of Theoretical Economics*, 18(1): 1-12.
 2017 (with Faias). “Endogenous Formation of Security Exchanges.” *Economic Theory*, 64: 331-355.
 2016 *Rays of Research on Real Estate Development*. New York City: Business Expert Press.
 2015 *Urban Land Economics*. Basel, Switzerland: Springer International Publishing.
 2014 (with Taamouti) “Did the Euro Change the Effect of Fundamentals on Growth and Uncertainty?” *B.E. Journal of Macroeconomics*, 14: 625-660.

Luis Madureira (Professor)	Spanish and Portuguese	100%
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B.A. 1981, University of Massachusetts-Darmouth; M.A. Indiana University; Ph.D. 1991, University of California-San Diego

Academic Experience

2008-present Professor, Department of Spanish and Portuguese, University of Wisconsin-Madison
 2004-2008 Associate Professor, Department of Spanish and Portuguese, University of Wisconsin-Madison
 1997-2004 Associate Professor, Department of Comparative Literature, University of Wisconsin-Madison
 1991-1997 Assistant Professor, Department of Comparative Literature, University of Wisconsin-Madison

ES Courses 1-2

Languages Portuguese (native); Spanish (fluent); German (fluent); French (fluent)

Selected Publications

2013 “‘Where God is Like a Longing’: Theatre and Social Vulnerability in Mozambique.” In *Imagining Human Rights in Twenty-First Century Theater: Global Perspectives*, eds. Becker, Hernández and Werth. New York: Palgrave MacMillan. 45-66.
 2011 “‘Intenção carnavalesca de ser canibal’, ou: como (não) ler o Manifesto antropófago.” In *Antropofagia hoje? Oswald de Andrade em cena*, eds. Castro Rocha and Ruffinelli. São Paulo: Realizações Editora. 299-317.
 2011 “‘Kalashnikovs not Coca-Cola Bring Self-Determination to Angola’: The Two Germanys, Lusophone Africa, and the Rhetoric of Colonial Difference.” In *German Colonialism: Race, the Holocaust and Postwar Germany*, eds. Langbehn and Salama. Columbia University Press. 275- 293.
 2007 *Imaginary Geographies in Portuguese and Lusophone-African Literature: Narratives of Discovery and Empire*. Lewiston, NY: Edwin Mellen Press.
 2005 *Cannibal Modernities : Postcoloniality and the Avant-garde in Caribbean and Brazilian Literature*. University of Virginia Press.
 1999 *The Aesthetics of ‘Postcolonial’ Emancipation*. London and New York: Routledge.

Stephen Malpezzi (Professor Emeritus)	Business	25%
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B.A. 1974, LaSalle College; M.A. 1979, George Washington University; Ph.D. 1986, George Washington University

Academic Experience

2016-present Professor Emeritus, School of Business, University of Wisconsin-Madison
2003-2016 Lorin and Majorie Tiefenthaler Distinguished Professor, School of Business, University of Wisconsin-Madison
1997-2003 Associate Professor, and Robert E. Wangard Faculty Scholar, Department of Real Estate and Urban Economics, School of Business, University of Wisconsin-Madison.
1990-1997 Assistant Professor, Department of Real Estate and Urban Economics, School of Business, University of Wisconsin-Madison.
1986-90 Economist, Infrastructure and Urban Development Department/Water Supply and Urban Development Department, The World Bank

ES Courses 1-2

Selected Publications

2012 “Local Economic Development and Its Finance.” *Financing Economic Development in the 21st Century*. 2nd Ed, eds. White and Kotval. Armonk, NY: M.E. Sharpe.
2010 “Urban Growth and Development at Six Scales.” In *Global Urbanization in the 21st Century*, ed. Wachter. University of Pennsylvania Press.
2009 (With Michael LaCour-Little) “Gated Streets and Housing Prices.” *Journal of Housing Research*, 18(1): 19-44.

B. Venkat Mani (Professor)	German	100%
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B.A. 1993, Jawaharlal Nehru University, New Delhi; M.A. 1995, Jawaharlal Nehru University; M.A. 1996, Stanford University; Ph.D. 2001, Stanford University

Academic Experience

2015-present Professor, Department of German, Nordic, and Scandinavian Studies, University of Wisconsin-Madison
2006-2015 Associate Professor, Department of German, Nordic, and Scandinavian Studies, University of Wisconsin-Madison
2001-2006 Assistant Professor, Department of German, Nordic, and Scandinavian Studies, University of Wisconsin-Madison

ES Courses 1-2

Languages Hindi (native); German (fluent); Turkish (fluent); Urdu (fluent)

Awards

2017 Kellett Mid-Career Award, University of Wisconsin-Madison
2008-2009 Division of International Studies Research Workshop Grant, University of Wisconsin-Madison
2002 Travel Grant, Center for European Studies, University of Wisconsin-Madison

Selected Publications

2016 *Recoding World Literature: Libraries, Print Culture, and Germany's Pact with Books*. Fordham University Press.
2016 (Ed. with Potter) “Measuring the World.” Special Issue of *Monatshefte für deutschsprachige Literatur und Kultur*, 108(3).
2013 (Ed. with Levine) “What Counts as World Literature?” Special Issue of *Modern Language Quarterly: A Journal of Literary History*, 74(2).
2011 “Bibliomigrancy: Book-Series and the Making of World Literature.” In *The Routledge Companion of World Literature*, eds. Damrosch, Kadir, and D’haen. New York: Routledge.
2007 *Cosmopolitical Claims: Turkish-German Literatures from Nadolny to Pamuk*. University of Iowa Press.

Nancy Rose Marshall (Professor)	Art History	50%
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B.A. 1987, Yale University; M.A. 1991, Courtauld Institute of Art, London; M.A. 1992, Yale University; M.Phil. 1994, Yale University; Ph.D. 1998, Yale University

Academic Experience

2012-present Professor, Department of Art History, University of Wisconsin-Madison
 2006-2012 Associate Professor, Department of Art History, University of Wisconsin-Madison
 2000-2006 Assistant Professor, Department of Art History, University of Wisconsin-Madison
 2000 Lecturer, Yale University

ES Courses 1-2

Selected Publications

2014 “‘A Fully Consummated Sacrifice Upon her Altar’: Victorian Cremation as Metamorphosis.” *Victorian Studies*, 56(3): 458-469.
 2012 *City of Gold and Mud: Painting Victorian London*. Paul Mellon Centre for Studies in British Art. Yale University Press.
 2009 “James Tissot’s ‘Colored Photographs of Vulgar Society.’” In *Victorian Vulgarities*, eds. Bernstein and Michie. Ashgate Press.
 2007 “Family Affair: Realism, Detection and the Family in William Powell Frith’s *The Railway Station of 1862*.” *British Art Journal*, 8(1): 3-14.
 2006 “Illuminated by the Afterglow: William Holman Hunt’s *London Bridge*.” *Art History*, 29(5): 827-859.
 1999 *James Tissot: Victorian Life/Modern Love*. Yale University Press.

Myra Marx Ferree (Professor)	Sociology	100%
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A.B. 1971, Bryn Mawr; Ph.D. 1976, Harvard University.

Academic Experience

2011-present Alice H. Cook Professor, Department of Sociology, University of Wisconsin-Madison
 2006-2011 Martindale-Bascom Professor, Department of Sociology, University of Wisconsin-Madison
 2004-2008 Director, Center for German and European Studies, University of Wisconsin-Madison
 2000-2006 Professor, Department of Sociology, University of Wisconsin-Madison
 1991-2000 Professor, Department of Women’s Studies, University of Connecticut, Storrs
 1987-2000 Professor, Department of Sociology, University of Connecticut, Storrs

ES Courses 1-2

Languages German (fluent); French (advanced)

Awards

2013 Victoria Schuck Prize for best book in Gender and Politics, American Political Science Association
 2011 Alice H. Cook named Professor of Sociology
 2006 Martindale-Bascom named Professor of Sociology
 2011-12 Mellon Foundation grant, Sawyer Seminar (co-PI with Aili Tripp and Christina Ewig)
 2010-13 International Institute and Global Studies Program, Research Circle on International Women’s Policy and Feminist Activism

Selected Publications

2014 (with Wade) *Gender: Ideas, Interactions, Institutions*. New York City: Norton Publishing.
 2013 (Ed. with Tripp and Ewig) *Gender, Violence and Human Security*. New York University Press.
 2012 *Varieties of Feminism: German Gender Politics in Global Perspective*. Stanford University Press
 2006 (Ed. with Tripp) *Global Feminism: Women’s Transnational Activism, Organizations and Human Rights*. New York University Press.
 2002 (with Gamson, Gerhards, and Rucht) *Shaping Abortion Discourse: Democracy and the Public Sphere in Germany and the United States*. Cambridge University Press.

Laura Kathleen McClure (Professor)	Classics	100%
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B.A. 1982, Bard College; M.A. 1984, St. John's College; M.A. 1986, University of Chicago; Ph.D. 1991, University of Chicago

Academic Experience

2003-present Professor, Department of Classics, University of Wisconsin-Madison
 1999-2003 Associate Professor, Department of Classics, University of Wisconsin-Madison
 1991-1999 Assistant Professor, Department of Classics, University of Wisconsin-Madison

ES Courses 1-2

Languages Classical Greek (fluent); Latin (fluent)

Awards

1999 Vilas Associate Award
 1999 University of Wisconsin Distinguished Teaching Award

Selected Publications

2008 (Ed.) *Sexuality and Gender in the Classical World*. Hoboken, NJ: Wiley-Blackwell.
 2006 (Ed. with Faraone) *Prostitutes and Courtesans in the Ancient World*. University of Wisconsin Press.
 2003 *Courtesans at Table: Gender and Greek Literary Culture in Athenaeus*. New York: Routledge.
 2001 (Ed. with Lardinois) *Making Silence Speak: Women's Voices in Ancient Greek Literature and Society*. Princeton University Press.
 1999 *Spoken Like a Woman: Speech and Gender in Athenian Drama*. Princeton University Press.

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

Academic Experience

2005-present Alice D. Mortenson-Michael B. Petrovich Distinguished Chair in Russian History, University of Wisconsin-Madison
 2006-2012 Chair, Department of History, University of Wisconsin-Madison
 2000-present Professor, Department of History, University of Wisconsin-Madison
 1993-2000 Associate Professor, Department of History, University of Wisconsin-Madison
 1991-1993 Assistant Professor, Department of History, University of Wisconsin-Madison

ES Courses 1-2

Languages Russian (fluent); German (advanced)

Awards

2007 Faculty Outreach Award, Wisconsin Alumni Association
 2005 Alice D. Mortenson-Michael B. Petrovich named Chair in Russian History

Selected Publications

Forthcoming "Sport History and the Historical Profession." In *The Oxford University Press Companion to Sport History*, eds. Edelman et al. Oxford University Press.
 2012 "Petr Badmaev." In *Russia's People of 3 Empire: Life Stories of Eurasia, 1500 to the Present*, eds. Norris and Sunderland. Indiana University Press. 199-211.
 2008 "Razmyshleniia o poniatii "glush": Provintsiiia, dvorianstvo i gosudarstvo v XVIII-m veke." *Russkii Sbornik*, 5: 67-93.
 2007 "The State, Domestic Factors and the World Outside, 1700-2005." In *Russian Foreign Policy in the 21st Century & the Shadow of the Past*, ed. Legvold. Columbia University Press. 145-205.
 1990 *United Government and Russian Foreign Policy, 1900-1914*. Harvard University Press.

James C. McKeown (Professor)	Classics	50%
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B.A. 1974, University of Cambridge; M.A. 1977, University of Cambridge; Ph.D. 1978, University of Cambridge

Academic Experience

1990-present Professor, Department of Classics, University of Wisconsin-Madison
1983-1989 University Lecturer in Classics, University of Cambridge
1978-1983 University Assistant Lecturer in Classics, University of Cambridge

ES Courses 1-2

Languages Latin (fluent); Classical Greek (fluent)

Selected Publications

2013 *A Cabinet of Greek Curiosities: Strange Tales and Surprising Facts from the Cradle of Western Civilization.* Oxford University Press.
2010 *A Cabinet of Roman Curiosities: Strange Tales and Surprising Facts from the World's Greatest Empire.* Oxford University Press
2010 *Classical Latin: An Introductory Course.* Indianapolis, IN: Hackett Publishing Company.
1998 (Ed.) *Ovid: Amores. Vol. III Commentary on Book II.* Merseyside, UK: Francis Cairns.
1989 (Ed. and commentary) *Ovid: Amores. Vol. II Commentary on Book I.* Merseyside, UK: Francis Cairns.
1987 (Ed. and commentary) *Ovid: Amores. Vol. I Text and Prolegomena.* Merseyside, UK: Francis Cairns.

Antonio S. Mello (Professor)	Finance	75%
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B.Sc. 1979, University of Lisbon; M.A. 1983, Columbia University; M.B.A. 1983, Columbia University; Ph.D. 1988, University of London

Academic Experience

2005-present Frank Graner Professor, Department of Finance, University of Wisconsin-Madison
2003-present Academic Director, Nicholas Center for Corporate Finance and Investment Banking, University of Wisconsin-Madison
1993-present Research Fellow, Centre for Economic Policy Research, London
1998-2005 Associate Professor, Department of Finance, University of Wisconsin-Madison
1995-1998 Assistant Professor, Department of Finance, University of Wisconsin-Madison
1995-1997 Visiting Scholar, Banco de España
1992-1995 Adjunct Professor of Economics, Universidade Catolica Portuguesa
1991-1995 Chief Economist and Director of Economic Research and Statistical Department, Central Bank of Portugal

ES Courses 1-2

Languages Portuguese (native); Spanish (fluent)

Awards

2005 Frank Graner named Professor of Finance

Selected Publications

2017 (with Liu) "The Creditor Channel of Liquidity Crises." *Journal of Money, Credit and Banking*, 49: 1113-1160.
2015 (with Huh and Lin) "Options Market Makers' Hedging and Informed Trading: Theory and Evidence." *Journal of Financial Markets*, 23: 26-58.
2014 *Paraisos Fiscais e Estrategias Empresariais: Ensaio sobre Investimentos Offshore.* Self-published.
2013 (with Parsons) "Margins, Liquidity, and the Cost of Hedging." *Journal of Applied Corporate Finance*, 25: 34-43.
2011 (with Liu) "The Fragile Capital Structure of Hedge Funds and the Limits to Arbitrage." *Journal of Financial Economics*, 102: 491-506.

Scott A. Mellor (Distinguished Lecturer)	Nordic	100%
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B.A. 1987, University of Minnesota; M.A. 1992, University of Wisconsin-Madison; Ph.D. 1999, University of Wisconsin-Madison

Academic Experience

1999-present Distinguished Lecturer, Department of German, Nordic, and Scandinavian Studies, University of Wisconsin-Madison

ES Courses 1-2

LCTL Pedagogy

1999-present Instructor, 1st-5th semester Swedish
 2007-present Faculty Director, Norden House
 2007-present Faculty Fellow, Bradley Learning Community

Languages Swedish (native); Danish (advanced); French (advanced); German (advanced); Icelandic (advanced); Norwegian (advanced); Russian (advanced); Spanish (advanced)

Selected Publications

2013 "Hans Christian Andersen as a Social Observer." In *More than Just Fairy Tales*, ed. Allen. San Diego, CA: Cognella.
 2010 *Analyzing Ten Poems from The Poetic Edda: Oral Formula and Mythic Patterns*. Lewiston, NY: Mellen Press.
 2009 "Flowers and Emblems in H.C. Andersen's 'The Snow Queen.'" In *The Nordic Storyteller: Essays in Honour of Niels Ingwersen*, eds. Brantly and DuBois. Cambridge Scholars Press.
 2008 *Analyzing Ten Poems from The Poetic Edda: Oral Formula and Mythic Patterns*. Lewiston: Edwin Mellen Press.
 2006 *Beginner's Swedish. 2nd Ed.* New York: Hippocrene.
 2002 (with DuBois) "The Nordic Roots of Tolkien's Middle Earth." *Scandinavian Review*, 90(1): 35-40.
 2002 "Multiform and Life Cycle: An Armenian and a Scandinavian Narrative." *Scandinavian Studies*, 73(3): 417-436.

Grazia Menechella (Associate Professor)	French and Italian	100%
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Laurea, 1987, Istituto Universitario Orientale, Naples, Italy; M.A. 1988, University of Toronto; Ph.D. 1994, University of Toronto

Academic Experience

2003-present Associate Professor, Department of French and Italian, University of Wisconsin-Madison
 1995-2003 Assistant Professor, Department of French and Italian, University of Wisconsin-Madison
 1994-1995 Assistant Professor of French and Italian, Montclair State University

ES Courses 1-2

Languages Italian (native); French (fluent)

Selected Publications

2002 "Silvia Ballestra." In *Dictionary of Literary Biography. Contemporary Italian Novel*, ed. Manuela Gieri and Luca Somigli. Detroit: Brucoli Clark Layman.
 2002 *Il felice vanverare. Ironia e parodia nell'opera narrativa di Giorgio Manganelli*. Ravenna: Longo Angelo.
 2002 "Centuria: Manganelli aspirante sonettiere." *MLN*, 117: 207-226.
 2000 "Scrittrici e Lettrici 'Malate di Nervi' nell' 800 e nel '900." *Forum Italicum : A Journal of Italian Studies*, 34(2) : 372-401.

James Messina (Assistant Professor)	Philosophy	100%
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B.A. 2003, University of Rochester; Ph.D. 2011, University of California-San Diego

Academic Experience

2012-Present Assistant Professor, Department of Philosophy, University of Wisconsin-Madison
 2011-2012 Assistant Professor, Department of Foreign Languages & Philosophy, Southern Utah University

ES Courses 1-2

Languages German (fluent); Latin (advanced)

Awards

2010 Barbara J. and Paul D. Saltman Excellent Teaching Award, University of California-San Diego
 2008-2009 Fulbright Scholar, Humboldt-Universität

Selected Publications

Forthcoming “Kant’s Stance on the Relationalist-Substantialist Debate and its Justification.” *Journal of the History of Philosophy*.
 Forthcoming “Looking for Laws in all the Wrong Spaces: Kant on Laws, the Understanding, and Space.” *European Journal of Philosophy*.
 2017 “The Relationship between Space and Mutual Interaction: Kant Contra Newton and Leibniz.” *Canadian Journal of Philosophy*, 47(1): 43-65.
 2017 “Kant’s Necessitation Account of Laws and the Nature of Natures.” In *Kant and the Laws of Nature*, eds Massimi and Breitenbach. Cambridge University Press.
 2016 “The Fate of the World (and Compossibility) after Leibniz: The Development of Cosmology in German Philosophy from Leibniz to Kant.” In *Leibniz: Compossibility and Possible Worlds*, eds Cheik and Brown. New York City: Springer.
 2015 “Conceptual Analysis and the Essence of Space: Kant’s Metaphysical Exposition Revisited.” *Archive fur Geschichte der Philosophie*, 97(4): 416-457.
 2011 “Answering Aenesidemus: Schulze’s Attack on Reinholdian Representationalism and its Importance for Fichte.” *Journal of the History of Philosophy*, 49(3): 339–369.

Todd Michelson-Ambelang (Bibliographer and Associate Lecturer)	Nordic, Scandinavian Humanities, Classics, Jewish, and South Asian Studies	100%
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B.A. Arizona State University, 2001; M.A. University of Wisconsin-Madison, 2007; M.A. University of Wisconsin-Madison, 2007; Ph.D. University of Wisconsin-Madison

Academic Experience

2016-present Associate Lecturer, Department of German, Nordic, and Scandinavian Studies, University of Wisconsin-Madison
 2014-present Academic Librarian Librarian for Scandinavian Humanities, Classics, Jewish, and South Asian Studies, Memorial Library, University of Wisconsin-Madison
 2013-2014 Associate Academic Librarian for Scandinavian Humanities and Classics, University of Wisconsin-Madison

ES Courses 1-2

Languages Norwegian (fluent); German (fluent); Danish (fluent); Old Norse-Icelandic (advanced); Swedish (fluent); French (advanced); Dutch (advanced); Italian (advanced); Spanish (advanced); Latin (advanced); Hindi (advanced)

Awards

2013 Torger Thompson Fellowship
 2011 American Scandinavian Foundation Travel Award

Ewa Miernowska (Senior Lecturer)	French and Italian	100%
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B.A. 1976, Warsaw University; M.A. 1980, Warsaw University; Ph.D. 1996, University of Wisconsin-Madison

Academic Experience

1998-present Senior Lecturer, Department of French and Italian, University of Wisconsin-Madison
 1998-present Senior Lecturer of Polish, Department of Slavic Languages, University of Wisconsin-Madison
 1996-1998 Lecturer, Institut Français de Varsovie
 1996-1998 Lecturer of French, Ecole du Journalisme Lille-Varsovie

ES Courses 1-2

Languages Polish (native); French (fluent)

Awards

2013 Honored Instructor, University Housing, University of Wisconsin-Madison

Selected Publications

1998 *Le dialogue des discours dans les romans d'Albert Cohen*. New York: Peter Lang.

Jan Miernowski (Professor)	French and Italian	100%
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B.A. 1976; M.A. 1980, Warsaw University; Ph.D. 1988, Université de Paris X-Nanterre; Habilitation 1998, Uniwersytet Warszawski

Academic Experience

2017-present Douglas Kelly Professor, Department of French and Italian, University of Wisconsin-Madison
 1999-2017 Professor, Department of French and Italian, University of Wisconsin-Madison
 1994-1999 Associate Professor, Department of French and Italian, University of Wisconsin-Madison
 1989-1994 Assistant Professor, Department of French and Italian, University of Wisconsin-Madison

ES Courses 1-2

Languages Polish (native); French (fluent); Italian (advanced)

Awards

2017 WARF-named Douglas Kelly Professor of French, University of Wisconsin-Madison

Selected Publications

2016 (Ed.) *Early Modern Humanism and Postmodern Antihumanism in Dialogue*. New York: Palgrave MacMillan.
 2014 *La Beauté de la haine*. Geneva: Droz.
 2014 (Ed.) *Le Sublime et le grotesque*. Geneva: Droz.
 2005 (with Arnaud and Bamford) *Critical edition: Oeuvres poétiques intitulées louanges, by Jacques Peletier du Mans*. Paris: Champion.
 2000 *Bog-Nicosc, Teologie negatywne u progu czasow nowozycnych*. Warsaw: Polish Academy of Sciences Institute of Philosophy and Sociology
 1998 *Le Dieu Néant. Théologies négatives à l'aube des temps modernes*. Leiden, Netherlands: Brill.

Gregg Mitman (Professor)	History	25%
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B.S. 1981, Dalhousie University; M.A. 1984, University of Wisconsin-Madison; Ph.D. 1988, University of Wisconsin-Madison

Academic Experience

2011-present Vilas Research and William Coleman Professor, Department of History, University of Wisconsin-Madison
2005-2011 William Coleman Professor, Department of History, University of Wisconsin-Madison
2008-2012 Interim Director, Nelson Institute for Environmental Studies, University of Wisconsin-Madison
2001-2005 Professor, Department of History, University of Wisconsin-Madison
1999-2000 Professor, Department of the History of Science, University of Oklahoma

ES Courses 1-2

Awards

2017 Carnegie Fellow
2012 William H. Welch Medal, American Association for the History of Medicine
2009-2014 WARF Named Professorship, University of Wisconsin-Madison
2011 Vilas Research named Professor, University of Wisconsin-Madison

Selected Publications

Forthcoming (Ed. with Armiero and Emmett) *Future Remains: A Cabinet of Curiosities for the Anthropocene*. University of Chicago Press.
2016 (Ed. with Wilder) *Documenting the World: Film, Photography, and Scientific Record*. University of Chicago Press.
2007 *Breathing Space: How Allergies Shape Our Lives and Landscape*. Yale University Press.
2005 (Ed. with Daston) *Thinking with Animals: New Perspectives on Anthropomorphism*. Columbia University Press.
2004 (Ed. with Murphy and Sellers) *Landscapes of Exposure: Knowledge and Illness in Modern Environments*. University of Chicago Press.
1999 *Reel Nature: America's Romance with Wildlife on Film*. Harvard University Press.

Sabine Möedersheim (Associate Professor)	German	100%
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Staatsexamen 1984, Freiburg/Breisgau and Ludwig-Maximilians-Universität München; Ph.D. 1992, Albert-Ludwig-Universität Freiburg/Breisgau

Academic Experience

2005-present Associate Professor, Department of German, Nordic, and Scandinavian Studies, University of Wisconsin-Madison
1998-2005 Assistant Professor, Department of German, Nordic, and Scandinavian Studies, University of Wisconsin-Madison
1996-1998 Adjunct Assistant Professor, McGill University, Montréal, Canada
1993-1995 Assistant Professor of German, Albert-Ludwigs-Universität Freiburg/Breisgau

ES Courses 1-2

Languages German (native); Dutch (advanced)

Selected Publications

Forthcoming (Ed. with Rubin and Moranda) *Ecologies of Socialism. Germany, Nature, and the Left in History, Politics and Culture*. Oxford: Peter Lang.
2014 (Ed. with Probes) *The Art of Persuasion: Emblems and Propaganda*. Geneva: Droz.
2013 (Ed. with Jost Hermand) *Deutsche Geheimgesellschaften von der Frühen Neuzeit bis zur Gegenwart*. Cologne: Böhlau Verlag.

Donald Moynihan (Professor)	Public Affairs	100%
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A.B. 1997 University of Limerick; Ph.D., 2002, Syracuse University

Academic Experience

2016-present Director, LaFollette School of Public Affairs, University of Wisconsin-Madison
 2011-present Professor, LaFollette School of Public Affairs, University of Wisconsin-Madison
 2009-2012 Associate Director, LaFollette School of Public Affairs, University of Wisconsin-Madison
 2007-2011 Associate Professor, LaFollette School of Public Affairs, University of Wisconsin-Madison
 2005-2007 Assistant Professor, LaFollette School of Public Affairs, University of Wisconsin-Madison
 2003-2005 Assistant Professor, Bush School of Government and Public Service, Texas A&M University

ES Courses 1-2

Awards

2015 Best paper, Association for Politics and the Life Sciences
 2014 Advisory Board, Center for Public Administration Innovation, Bocconi University, Italy
 2013 Honorary Professor, Department of Political Science, Aarhus University, Denmark
 2013 President, Public Management Research Association
 2012 Herbert Simon Award, American Political Science Association

Selected Publications

2017 (with Nielsen) "Romanticizing Bureaucratic Leadership? The Politics of How Elected Officials Attribute Responsibility for Performance." *Governance*, 30(4): 541–559.
 2016 (with Beazley) *Towards Next-Generation Performance Budgeting: Lessons from the Experiences of Seven Reforming Countries*. Washington D.C.: World Bank.
 2008 *The Dynamics of Performance Management: Constructing Information and Reform*. Georgetown University Press.

Steven Nadler (Professor)	Philosophy	100%
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B.A. 1980, Washington University; M.A. 1981, Columbia University; Ph.D. 1986, Columbia University.

Academic Experience

1998-present William H. Hay II Professor and Evjue-Bascom Professor, Department of Philosophy, University of Wisconsin-Madison
 2017-present Director, Institute for Research in the Humanities, University of Wisconsin-Madison
 2004-2009 Max and Frieda Weinstein-Bascom Professor of Jewish Studies
 1992-1998 William H. Hay II Associate Professor, Department of Philosophy, University of Wisconsin-Madison

ES Courses 1-2

Languages German and Hebrew (advanced)

Awards

2017 Kellett Mid-Career Award
 2014-present Evjue-Bascom named Professor, University of Wisconsin-Madison
 2013-2017 Senior Fellow, Institute for Research in the Humanities, UW-Madison
 2004 Finalist, Pulitzer Prize in general nonfiction for *Rembrandt's Jews*
 2000 Koret Jewish Book Award, in the category of Biography, for *Spinoza: A Life*

Selected Publications

2017 *Heretics: The Wondrous (and Dangerous) Beginnings of Modern Philosophy*. Princeton University Press.
 2013 *The Philosopher, the Priest, and the Painter: A Portrait of Descartes*. Princeton University Press.
 2011 *A Book Forged in Hell: Spinoza's Scandalous Treatise*. Princeton University Press.
 2008 *The Best of All Possible Worlds: A Story of Philosophers, God, and Evil*. New York: Farrar, Straus, & Giroux.
 2006 *Spinoza's Ethics: An Introduction*. Cambridge University Press.
 2005 (Ed. with Garber) *Oxford Studies in Early Modern Philosophy, Vol. 2*. Oxford University Press.

Grant Nelsestuen (Associate Professor)	Classics	100%
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B.A. 2002, University of Michigan; M.A. 2004, University of Texas; Ph.D. 2008, University of Texas

Academic Experience

2017-present Associate Professor, Department of Classics, University of Wisconsin–Madison
 2010-2017 Assistant Professor, Department of Classics, University of Wisconsin–Madison
 2009-2010 Visiting Assistant Professor, Department of Classics, University of Wisconsin–Madison
 2008-2009 Visiting Assistant Professor, Department of Classical Studies, Trinity University

ES Courses 2-3

Languages Latin (fluent); Classical Greek (fluent)

Awards

2013 Loeb Classical Fellowship

Selected Publications

2017 “Custom, Fear, and Self-Interest in the Political Thought of Polybius.” *History of Political Thought*, 38(2): 213-238.
 2017 “Oikonomia as a Theory of Empire in the Political Thought of Xenophon and Aristotle.” *Greek, Roman, and Byzantine Studies*, 57: 74-104.
 2016 “Numanus Remulus, Ascanius, and Cato’s Origins: Ethnicity and Roman Identity in Aeneid 9.” *Vergilius*, 62: 24-43.
 2016 “Storing Produce and Staging Dinner Parties: Fruit-Galleries and Genre in Varro’s De Re Rustica.” *Illinois Classical Studies*, 41(1): 21-40.
 2015 *Varro the Agronomist: Political Philosophy, Satire, and Agriculture in the Late Republic*. Ohio State Press.

Adam Nelson (Professor)	Educational Policy Studies and History	50%
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B.A. 1993, St. Olaf College, Minnesota; M.A. 1994, Brown University; Ph.D. 1998, Brown University

Academic Experience

2010-present Professor, Department of Educational Policy Studies and Department of History, University of Wisconsin-Madison
 2008-2010 Associate Professor, Department of Educational Policy Studies and Department of History, University of Wisconsin-Madison
 2004-2008 Assistant Professor, Department of Educational Policy Studies and Department of History, University of Wisconsin-Madison

ES Courses 1-2

Awards

2003-2004 Advanced Studies Fellowship, Brown University
 2002-2003 Spencer Foundation Postdoctoral Fellowship

Selected Publications

Forthcoming *Empire of Knowledge: Nationalism, Internationalism, and American Scholarship, 1780-1830*.
 2012 (Ed. with Wei) *The Global University: Past, Present, and Future Perspectives*. New York: Palgrave MacMillan.
 2010 (Ed. with Rudolph) *Education and the Culture of Print in Modern America*. University of Wisconsin Press.
 2005 *The Elusive Ideal: Equal Educational Opportunity and the Federal Role in Boston’s Public Schools, 1950-1985*. University of Chicago Press.
 2001 *Education and Democracy: The Meaning of Alexander Meiklejohn, 1872-1964*. University of Wisconsin Press.

Gregory F. Nemet (Associate Professor)	Public Affairs and Environmental Studies	25%
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B.A. 1995, Dartmouth College; Ph.D. 2007, University of California-Berkeley

Academic Experience

2013-present Associate Professor, LaFollette School of Public Affairs and Nelson Institute for Environmental Studies, University of Wisconsin-Madison
2007-2013 Assistant Professor, LaFollette School of Public Affairs and Nelson Institute for Environmental Studies, University of Wisconsin-Madison
2002-2006 Graduate Student Instructor and Researcher, University of California-Berkeley

ES Courses 2-3

Awards

2017 Carnegie Fellow
2010-2013 National Science Foundation grant
2009 Campbell Watkins Award for best paper, The Energy Journal.
2009 Energy Study Grant, American Family Insurance
2008 Greenhouse Gas Reduction grant, Madison Gas & Electric
2008 Wisconsin Alumni Research Foundation Grant

Selected Publications

2017 (with Anadon and Verdolini) "Quantifying the effects of expert selection and elicitation design on experts' confidence in their judgments about future energy technologies." *Risk Analysis*, 37(2): 315-330.
2017 (with Jakob, Steckel, and Edenhofer) "Addressing policy credibility problems for low-carbon investment." *Global Environmental Change*, 42: 47-57.
2017 (with O'Shaughnessy, Wiser, Darghouth, Barbose, Gillingham, and Rai) "What factors affect the prices of low-priced U.S. solar PV systems?" *Renewable Energy*, 114: 1333-1339.
2017 (with Creutzig, Agoston, Goldschmidt, Luderer, and Pietzcker) "The underestimated potential of solar energy to mitigate climate change." *Nature Energy*, 2: 17140.

Leonora Neville (Professor)	History	100%
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B.A. Yale University, 1992; Ph.D. Princeton University, 1998

Academic Experience

2010-present John W. and Jeanne M. Rowe Professor, Department of History, University of Wisconsin-Madison
2004-2010 Associate Professor of History, The Catholic University of America, Washington, DC
1998-2004 Assistant Professor of History, The Catholic University of America, Washington, DC

ES Courses 1-2

Languages Classical Greek (fluent); Latin (fluent)

Awards

2010 John W. and Jeanne M. Rowe named Professor of Byzantine History
2007 Co-winner, Prize in Memory of Nikolaos Panagiotakis, Universita Ca'Foscari in Venice and the Greek Ministry of Culture
1992-1994 Dumbarton Oaks Bliss Prize Fellowship

Selected Publications

2016 *Anna Komnene: The Life and Work of a Medieval Historian*, Oxford University Press.
2012 *Heroes and Romans in Twelfth-Century Byzantium: The Material for History of Nikephoros Bryennios*. Cambridge University Press.
2004 *Authority in Byzantine Provincial Society: 950-1100*. Cambridge University Press.

Lynn Nyhart (Professor)	History	100%
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A.B. 1979, Princeton University; M.A. 1982, University of Pennsylvania; Ph.D. 1986, University of Pennsylvania.

Academic Experience

2006-present Professor, Department of History, University of Wisconsin-Madison.
 1995-2006 Associate Professor, Department of History, University of Wisconsin-Madison
 1993 Visiting Assistant Professor, History Department and Program in History of Science, Princeton University
 1988-1995 Assistant Professor, Department of History, University of Wisconsin-Madison
 1986-1988 Assistant Professor, Lyman Briggs School and Department of History, Michigan State University

ES Courses 1-2

Languages German (advanced)

Awards

2011 John S. Guggenheim Fellowship
 2011 Kellet Mid-Career Award, University of Wisconsin-Madison
 1996-2000 National Science Foundation Grant

Selected Publications

2017 (Ed. with Lidgard) *Biological Individuality: Integrating Scientific, Philosophical, and Historical Perspectives*. University of Chicago Press.
 2012 "Historiography of the History of Science." In *A Companion to the History of Science*, ed. Lightman. Chichester, UK: John Wiley and Sons. 7-22.
 2009 *Modern Nature: The Rise of the Biological Perspective in Germany*. University of Chicago Press.
 2008 "Embryology and Morphology" for *Cambridge Companion to the Origin*, eds. Ruse and Richards. Cambridge University Press. 194-215.

Kristopher Olds (Professor)	Geography	25%
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B.A. 1985, University of British Columbia; M.A. 1988, University of British Columbia; Ph.D. 1996, University of Bristol, UK

Academic Experience

2006-present Professor, Department of Geography, University of Wisconsin-Madison
 2006-present Chair, Department of Geography, University of Wisconsin-Madison
 2010-present Senior Fellow, NAFSA: Association of International Educators, Washington, DC
 2002-2006 Associate Professor, Department of Geography, University of Wisconsin-Madison
 1999-present Docent (Honorary), Department of Geography, University of Joensuu, Finland
 1997-2001 Department of Geography, National University of Singapore
 1996-1997 School for Policy Studies, University of Bristol

ES Courses 1-2

Selected Publications

2016 (Ed. with Robertson, Dale, and Que) *Global Regionalisms and Higher Education: Projects and Politics*. Cheltenham: Edward Elgar.
 2014 "Taking note of export earnings." In *Globalization in Practice*, eds. Thrift, Tickell, and Woolgar. Oxford University Press.
 2010 (with Dubarle, Holm-Nielsen, Timmerhuis, and Yelland) *OECD/IMHE Reviews of Higher Education in Regional and City Development*. Amsterdam: OECD.
 2011 "Regionalism and Higher Education." *Trends & Insights*, NAFSA News, November.
 2001 *Globalization and Urban Change: Capital, Culture and Pacific Rim Mega-Projects*. Oxford University Press.

Thomas Oliver (Professor)	Population Health Sciences	25%
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A.B. Stanford University; M.A., Duke University; Ph.D., University of North Carolina-Chapel Hill

Academic Experience

2010-present Professor, Department of Population Health Sciences, University of Wisconsin-Madison
 2010-present Director, Master of Public Health Program, Population Health Sciences, University of Wisconsin-Madison
 2010-present Director, Wisconsin Center for Public Health Education and Training
 2007-2009 Associate Professor, Department of Population Health Sciences, University of Wisconsin-Madison

ES Courses 1-2

Awards

2011-2012 Worldwide Universities Network Grant
 2010-2015 Health Resources and Services Administration Grant, U.S. Department of Health and Human Services
 2010-2013 Wisconsin Partnership Program

Selected Publications

2014 (Ed.) *Guide to U.S. Health and Healthcare Policy*. Washington, D.C.: CQ Press.
 2014 (with Shickle, Day, Smith, Zakariasen, and Moskol) “Mind the Public Health Leadership Gap: Identifying Leaders for Public Health.” *Journal of Public Health*, 36(4): 562-567.
 2014 (with S.J. Zahner, K.Q. Siemering) “The Mobilizing Action Toward Community Health Partnership Study: Multi-sector Partnerships in U.S. Counties with Improving Health Metrics.” *Preventing Chronic Disease*, 11: 130103.
 2012 (with Day, Shickle, Smith, Zakariasen, and Moskol) “Time for Heroes? Public Health Leadership in the 21st Century.” *The Lancet*, 380: 1205-1206.
 2012 (with Riselbach, Crouse, and Frohna) “CHAMP: Community Health Center and Academic Medical Partnerships to Expand and Improve Primary Care.” In *The Health Care “Safety Net” in a Post-Reform World*, eds. Hall and Rosenbaum. Rutgers University Press.

Mario Ortiz-Robles (Professor)	English	100%
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A.B. 1986, Dartmouth; M.A. 1994, Columbia, M. Phil. 1999, Columbia; Ph.D. 2002, Columbia University

Academic Experience:

2015-present Professor, Department of English, University of Wisconsin-Madison
 2010-2015 Associate Professor, Department of English, University of Wisconsin-Madison
 2002-2010 Assistant Professor, Department of English, University of Wisconsin-Madison

ES Courses 1-2

Awards:

2016 Romnes Faculty Fellowship

Selected Publications:

2016 *Literature and Animal Studies*. New York City: Routledge.
 2012 “Artaud y Mexico.” *1616: Anuario de Literatura Comparada*, 2: 97-114.
 2011 (Ed. with Levine) *Narrative Middles: Navigating the Victorian Novel*. Ohio State University Press.
 2011 “Dickens Performs Dickens.” *English Literary History*, 78(2): 457-478.
 2010 “Figure and Affect in Collins.” *Textual Practice*, 24(5): 841-861.
 2010 *The Novel as Event*. Michigan University Press.
 2007 “Local Speech, Global Acts: Performative Violence and the Novelization of the World.” *Comparative Literature*, 59(1): 1-22.

Robert C. Ostergren (Professor Emeritus)	Geography	75%
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B.A. 1970, University of Minnesota; M.A. 1973, University of Minnesota; Ph.D. 1976, University of Minnesota

Academic Experience

2015-present Professor Emeritus, Department of Geography, University of Wisconsin-Madison
 1988-2015 Professor, Department of Geography, University of Wisconsin-Madison
 1982-1988 Associate Professor, Department of Geography, University of Wisconsin-Madison
 1978-1982 Assistant Professor, Department of Geography, University of Wisconsin-Madison
 1976-1978 Assistant Professor, Departments of Geography and History, South Dakota State University

ES Courses 1-2

Awards

1998 Chancellor's Award for Distinguished Teaching, University of Wisconsin-Madison
 1996 Outstanding Achievement Award of the American Congress on Surveying and Mapping for The Cultural Map of Wisconsin

Languages German (advanced)

Selected Publications

Forthcoming *Building Nazi Germany: Place, Space, Architecture and Ideology*. Lanham, MD: Rowman & Littlefield.
 2011 (with Le Bossé) *The Europeans: A Geography of People, Culture and Environment, 2nd edition*. New York City: Guilford.
 2006 (Ed. with Bungert and Kluge) *Wisconsin German Land and Life*. Madison: Max Kade Institute.
 2004 (with Rice) *The Europeans: A Geography of People, Culture, and Environment*. New York: Guilford.
 2004 "Concepts of Region and Regionalism: A Geographic Perspective." In *Regionalism in the Age of Globalism, Vol. 1: Concepts of Regionalism*, eds. Peacock, Hönnighausen, Ortlepp, and Steiner. University of Wisconsin Press.
 2004 "Cross-Border Regionalism at the 'Macro' Scale: The Baltic Sea Region." In *Regionalism in the Age of Globalism, Vol. 2: Forms of Regionalism*, eds. Peacock, Hönnighausen, Ortlepp, and Steiner. University of Wisconsin Press.

Nandini B. Pandey (Assistant Professor)	Classical and Near Eastern Studies	100%
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B.A. 2002, Swarthmore College; B.A. 2004, Oxford University; MA 2005, University of California-Berkeley; M.Phil 2006, Cambridge University; Ph.D. 2011, University of California-Berkeley

Academic Experience

2014-present Associate Professor, Classics, University of Wisconsin-Madison
 2011-2014 Assistant Professor, Classics, Loyola University-Maryland

ES Courses 3-5

Languages Italian (fluent); Latin (fluent); Classical Greek (fluent); French (advanced); German (advanced)

Selected Publications

Forthcoming *Inventing Augustus: The Poetics of Power in Early Imperial Rome*.
 Forthcoming (with Boeye) *Augustus and the Ara Coeli Legend in the Visual Arts, 1200-1650*. Cambridge University Press.
 2015 "Medea's Fractured Self on the Jacobean Stage: Webster's *Duchess of Malfi* as a Study in Renaissance Readership." *The International Journal of the Classical Tradition*, 22(3): 267-303.
 2014 "Reading Rome from the Farther Shore: *Aeneid* 6 in the Augustan Urban Landscape." *Vergilius*, 60: 85-116.
 2013 "Caesar's Comet, the Julian Star, and the Invention of Augustus." *Transactions of the American Philological Association*, 143: 405-449.

Jon Pevehouse (Professor)	Political Science	25%
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B.A. 1995, University of Kansas; Ph.D. 2000, Ohio State University

Academic Experience

2009-present Professor, Department of Political Science, University of Wisconsin-Madison
 2007-2009 Associate Professor, Irving B. Harris School of Public Policy, University of Chicago
 2005-2007 Associate Professor, Department of Political Science, University of Wisconsin-Madison
 2005-2007 Director, International Studies Program, University of Wisconsin-Madison
 2000-2005 Assistant Professor, Department of Political Science, University of Wisconsin-Madison

ES Courses 2-3

Awards

2009 D.B. Hardeman Award for best book on Congress, Lyndon Johnson Presidential Library

Selected Publications

2016 (with von Borzyskowski) "International Organizations in World Politics." In *The Oxford Handbook of International Organizations*, eds. Cogan, Hurd, and Johnstone. Oxford University Press.
 2015 (with Goldstein) *International Relations, 11th Ed.* New York: Pearson..
 2015 (with Box-Steffensmeier, Freeman, and Hitt) *Time Series Analysis for the Social Scientist.* Cambridge University Press.
 2015 (with Mansfield) "The Institutional Design of Trade Agreements and the Outbreak of Conflict." In *The Political Economy of Peacemaking*, eds. Lobell and Ripman. University of Michigan Press.
 2014 (with Borzyskowski) "International Organizations and World Politics." In *The Oxford Handbook of International Organizations*, eds. Cogan, Hurd, and Johnstone. Oxford University Press.
 2014 (with Copelovitch) "International Trade and Finance." In *The Oxford Handbook of International Trade*, ed. Martin. Oxford University Press.

Kristin Phillips-Court (Associate Professor)	French and Italian	100%
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B.A. 1990, University of California-Los Angeles; MA 1994 University of California-Los Angeles; Ph.D. 1999 University of California-Los Angeles

Academic Experience

2011-present Associate Professor, Department of French and Italian, University of Wisconsin-Madison
 2006-2011 Assistant Professor, Department of French and Italian, University of Wisconsin-Madison
 1999-2006 Assistant Professor, Department of Italian, Yale University

ES Courses 2-3

LCTL Pedagogy

2006-present Instructor, 5th semester Italian & Italian for reading knowledge

Languages Italian (fluent); French (advanced)

Awards

2017 Vilas Mid-Career Award, University of Wisconsin-Madison
 2012 Honored Instructor Award, UW-Madison
 2009 MLA Aldo and Jeanne Scaglione Publication Award for a Manuscript in Italian Literary Studies

Selected Publications

Forthcoming *Vasari's Literary Art.*
 2011 *The Perfect Genre. Drama and Painting in Renaissance Italy.* Burlington, VT: Ashgate.
 2010 "The Petrarchan Lover in *Cinquecento* Comedy." *Modern Language Notes (Italian Issue)*, 125(1): 117-140.

Thomas S. Popkewitz (Professor)	Curriculum and Instruction	25%
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B.A. 1962, Hunter College; M.A. 1964, Columbia University; Ed.D; 1970, New York University; Ph.D. 1989, Umeå University, Umeå, Sweden; Full Academician 1996, Russian Academy of Education

Academic Experience

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

ES Courses 1-2

Languages Swedish (fluent); Finnish (advanced)

Selected Publications

Forthcoming *The Impracticality of Practical Research: A History of the Present.*
 2018 (Ed. with Hultqvist and Lindblad) *Critical Analyses of Educational Reform in an Era of Transnational Governance.* New York: Springer.
 2017 (Ed. with Diaz and Kirchglaser) *A Political Sociology of Educational Knowledge.* New York: Routledge.
 2011 (Ed. with Troehler and Labaree) *The child, the citizen, and the promised land: Comparative visions in the development of schooling in the long 19th century.* New York: Routledge.
 2008 *Cosmopolitanism and the Age of School Reform: Science, Education and Making Society by Making the Child.* New York: Routledge..
 2006 (Ed. with Ozga, and Seddon) *Education Research and Policy: Steering the Knowledge-Based Economy.* London: Routledge.

Pamela Potter (Professor)	German and Music	100%
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A.B. 1981, Harvard University; M.Phil. 1987, Yale University; Ph.D. 1991, Yale University

Academic Experience

2005-present Professor, Department of German, Nordic, and Slavic and School of Music, University of Wisconsin-Madison
 2015-present Director, Center for German and European Studies, University of Wisconsin-Madison
 2010-2012 Director, Mosse-Weinstein Center for Jewish Studies
 1999-2005 Associate Professor, Department of German, Nordic, and Slavic and School of Music, University of Wisconsin-Madison
 1997-1999 Assistant Professor, Department of German, Nordic, and Slavic and School of Music, University of Wisconsin-Madison
 1992-1997 Assistant Professor, School of Music, University of Illinois at Urbana-Champaign

ES Courses 1-2

Languages German (fluent); Hebrew (fluent); Dutch (fluent)

Selected Publications

2016 *Art of Suppression: Confronting the Nazi Past in the Histories of the Visual and Performing Arts, Weimar and Now, German Cultural Criticism.* University of California Press.
 2016 (Ed. with Mani) "Measuring the World." *Special issue of Monatshefte für deutschsprachige Literatur und Kultur* 108(3).
 2015 "The Legacy of Denazification: An American Researcher in the Two German States." In *Musik und Musikwissenschaft im Umfeld des Faschismus/Musica e musicologia all'epoca del fascismo*, eds. Klauck, Aversano, and Kleinertz. Sinzig: Studio Verlag.
 2008 "Wagner and the Third Reich: Myths and Realities." In *Cambridge Companion to Wagner*, ed. Grey. Cambridge University Press.
 2002 (Ed. with Applegate) *Music and German National Identity.* University of Chicago Press.

Gail Prasad (Assistant Professor)	Curriculum and Instruction	100%
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B.A. 2003, Queen's University; B.Ed. 2004, Queen's University; M.A. 2009, University of Toronto; Ph.D. 2015, University of Toronto

Academic Experience

2015-present Assistant Professor, Department of Curriculum and Instruction, University of Wisconsin-Madison
2011-2013 Research Assistant, Ontario Institute for Studies in Education, University of Toronto

ES Courses 1-2

Awards

2010-2013 Joseph-Armand Bombardier Canada Graduate Scholarship

Languages Hindi (native); French (fluent)

Selected Publications

- 2016 "Beyond the mirror towards a plurilingual prism: Exploring the creation of plurilingual 'identity texts' in English and French classrooms in Toronto and Montpellier." *Intercultural Education*, 26(6): 497-514.
- 2015 (with Auger). "Mais est-ce que ça existe une personne monolingue? Plurilinguisme des élèves au Canada et en France, pratiques artistiques et langagières et apprentissage du français." In *La langue seconde de l'école à l'université: État des lieux. Carnets d'Ateliers de Sociolinguistique*, eds. Prescod and Robert. Paris: L'Harmattan. 65-86.
- 2015 "Enfants en tant qu'ethnologue de leurs propres langues: Rendre le plurilinguisme davantage présent à l'école." In *Accueillir l'enfant et ses langues: rencontres pluridisciplinaires sur le terrain de l'école*, eds. Domp martin, Galligani, Sandoz and Simon. Marseille, France: Riveneuve.

Jennifer Pruitt (Assistant Professor)	Art History	25%
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A.B. 1997, Smith College; M.A. 2005, Harvard University; Ph.D 2009, Harvard University

Academic Experience

2013-present Assistant Professor, Department of Art History, University of Wisconsin-Madison
2012 Lecturer, Art History Department, University of Massachusetts
2010-2013 Lecturer, Art Department, Smith College

ES Courses 1-2

Languages Arabic (fluent); French (advanced)

Awards

2008-2009 Dissertation Completion Fellowship, Harvard University
2008 ECA Fellowship, American Research Center in Egypt, U.S. Department of State
2006-2007 Norton Fellowship for Dissertation Research and Travel, Harvard University
2007 Dissertation Fellowship, Institute of Ismaili Studies
2005-2006 Fulbright IIE Fellowship, Egypt

Selected Publications

- 2017 (with Anderson) "The Three Caliphates, a Comparative Approach." In *The Companion to Islamic Art and Architecture*, eds. Flood and Necipoğlu. Malden, MA: Wiley-Blackwell.
- 2015 "Miracle at Muqattam: Moving a Mountain to Build a Church in the Early Fatimid Caliphate (969-995)." In *Sacred Precincts: Non-Muslim Religious Sites in Islamic Territories*, eds. Gharipour and Caffey. Boston: Brill.
- 2013 "Method in Madness: Reconsidering Church Destructions in the Fatimid Era." *Muqarnas*, 30: 119-140.

Rajiv Rao (Associate Professor)	Spanish and Portuguese	100%
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B.A. 2001, University of California-Davis; M.A. 2003, University of California-Davis; Ph.D 2007, University of California-Davis

Academic Experience

2016-present Associate Professor, Department of Spanish & Portuguese, University of Wisconsin-Madison
 2009-2016 Assistant Professor, Department of Spanish & Portuguese, University of Wisconsin-Madison
 2007-2009 Assistant Professor, Department of Foreign Languages and Literatures, Northern Illinois University
 2002-2007 Associate Instructor, Department of Spanish and Classics, University of California-Davis

ES Courses 2-3

Languages Spanish (fluent); Kannada (fluent); French (advanced); Italian (advanced); Portuguese (advanced)

Awards

2013 H. Steiger Distinguished Teaching Award, University of Wisconsin-Madison

Selected Publications

2016 (with Sessarego) "On the Simplification of a Prosodic Inventory: The Afro-Bolivian Spanish Case." In *Inquiries in Hispanic Linguistics: From Theory to Empirical Evidence*, eds. Cuza, Czerwionka, and Olson. Amsterdam/Philadelphia: John Benjamins. 171-190.
 2016 "On the Nuclear Intonational Phonology of Heritage Speakers of Spanish." In *Advances in Spanish as a Heritage Language*, ed. Pascual y Cabo. Amsterdam/Philadelphia: John Benjamins. 51-80.
 2016 (with Sessarego) "On the Intonation of Afro-Bolivian Spanish Declaratives: Implications for a Theory of Afro-Hispanic Creole Genesis." *Lingua*, 174: 45-64.
 2015 "Manifestations of /bdg/ in Heritage Speakers of Spanish." *Heritage Language Journal*, 12(1): 48-74.

Jennifer Ratner-Rosenghan (Associate Professor)	History	25%
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B.A. University of Rochester; Ph.D Brandeis University

Academic Experience

2011-present Merle Curti Associate Professor of History, Department of History, University of Wisconsin-Madison
 2006-2011 Merle Curti Assistant Professor of History, Department of History, University of Wisconsin-Madison
 2003-2006 Assistant Professor of History, Department of History, University of Miami

ES Courses 2-3

Awards

2016 Romnes Faculty Fellowship
 2013 John H. Dunning Prize (AHA) for *American Nietzsche: A History of the Icon and His Ideas*
 2013 Morris D. Forkosch Prize for the Best First Book in Intellectual History
 2013 Society for US Intellectual History Annual Book Award
 2009 First Book Award, Center for the Humanities, University of Wisconsin-Madison
 2010 University of Wisconsin-Madison, Center for the Humanities, Mellon-sponsored, First Book Prize
 2006 Merle Curti named Professor of History, University of Wisconsin-Madison

Selected Publications

2016 (Ed. with Kloppenberg, Isaac, and O'Brien) *The Worlds of American Intellectual History*. Oxford University Press.
 2015 (Ed. with Baughman and Danky). *Protest on the Page: Essays on Print and the Culture of Dissent since 1865*. University of Wisconsin Press.
 2014 "Philosophy," *The Fin-de-Siècle World*, ed. Saler. New York: Routledge.
 2013 "Philosophy." *Oxford Encyclopedia of American Intellectual and Cultural History*. Ed. Joan S. Rubin and Scott Casper. Oxford University Press.
 2012 *American Nietzsche: A History of an Icon and His Ideas*. University of Chicago Press.

William J. Reese (Professor)	Educational Policy Studies and History	50%
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B.A. 1973, Wilkes College; M.A. 1975, Bowling Green State University; Ph.D. 1980, University of Wisconsin-Madison

Academic Experience

2015-present Vilas Research and Carl F. Kaestle Professor, Departments of Educational Policy Studies and History, University of Wisconsin-Madison
2007-2015 Carl F. Kaestle Professor, Departments of Educational Policy Studies and History, University of Wisconsin Madison
1995-2007 Professor, Departments of Educational Policy Studies and History, University of Wisconsin-Madison
1993-1995 Professor of Education, History, and American Studies, Indiana University-Bloomington
1986-1993 Associate Professor of Education, History, and American Studies, Indiana-Bloomington
1981-1985 Assistant Professor of Education and American Studies, Indiana University-Bloomington
1980-1981 Assistant Professor of Educational Studies, University of Delaware

ES Courses 1-2

Awards

2015 Vilas Research Professorship, University of Wisconsin-Madison
2013 Outstanding Book Award, History of Education Society
2013 O.L. Davis, Jr., Distinguished Book Award, American Association for Teaching and Curriculum
2008 Fellow, American Educational Research Association
2007 Carl F. Kaestle named Professorship, University of Wisconsin-Madison

Selected Publications

2013 *Testing Wars in the Public Schools: A Forgotten History*. Harvard University Press.
2007 (Ed. with Rury) *Rethinking the History of American Education: Essays on the Post-Revisionist Era and Beyond*. New York: Palgrave Macmillan.
2007 *History, Education, and the Schools*. New York: Palgrave Macmillan.
2005 *America's Public Schools: From the Common School to 'No Child Left Behind*. Johns Hopkins University Press.
2002 *Power and the Promise of School Reform: Grass Roots Movements During the Progressive Era*. New York: Teachers College Press.

Mark Rickenbach (Professor)	Forest and Wildlife Ecology	25%
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B.S. 1994, Pennsylvania State University; M.S. 1996, University of Massachusetts-Amherst; Ph.D. 2000, Oregon State University

Academic Experience

2011-present Professor, Department of Forest and Wildlife Ecology, University of Wisconsin-Madison
2006-2011 Associate Professor, Department of Forest and Wildlife Ecology, University of Wisconsin-Madison
2000-2006 Assistant Professor, Department of Forest Ecology and Management, University of Wisconsin-Madison

ES Courses 1-2

Awards

2008 Visiting Fellow, Organisation for Economic Co-operation and Development
2007-2008 Charles H. Bullard Fellow, Harvard University

Selected Publications

2016 (with Mayerfeld and Rissman) "Overcoming history: Attitudes of resource professionals and farmers toward silvopasture in southwest Wisconsin." *Agroforestry Systems*, 90(5): 723-736.
2015 (with Spartz and Shaw) "Public perceptions of bioenergy and land use change: Comparing narrative frames of agriculture and forestry." *Biomass and Bioenergy*, 75: 1-10.
2015 (with Vokoun and Saunders) "Wisconsin's Logging Sector: Status and Future Direction." *UWEX Cooperative Extension G4073*.

Nils Ringe (Professor)	Political Science	100%
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B.A. 2001, Brandeis University; M.A. 2003, University of Pittsburgh; Ph.D. 2006, University of Pittsburgh

Academic Experience

2017-present Professor, Department of Political Science, University of Wisconsin-Madison
 2014-present Director, Center for European Studies, University of Wisconsin-Madison
 2012-2017 Associate Professor, Department of Political Science, University of Wisconsin-Madison
 2006-2012 Assistant Professor, Department of Political Science, University of Wisconsin-Madison

ES Courses 2-3

Languages German (native); French (advanced)

Awards

2015-2018 European Commission Erasmus + Jean Monnet Chair, 2015-2018

Selected Publications

2017 (with Wilson and van Thomme). "Policy Leadership and Reelection in the European Parliament." In *The European Union at an Inflection Point: [Dis]integrating or the New Normal?*, ed. Young. New York: Routledge.

2016 (with Wilson) "Pinpointing the Powerful: Co-voting Network Centrality as a Measure of Political Influence." *Legislative Studies Quarterly*, 41(3): 739-769.

2013 (with Victor). *Bridging the Information Gap: Legislative Member Organizations as Social Networks in the United States and the European Union*. University of Michigan Press.

2010 *Who Decides, And How? Preferences, Uncertainty, and Policy Choice in the European Parliament*. Oxford University Press.

Mary Louise Roberts (Professor)	History	100%
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B.A. 1977, Wesleyan University; M.A. 1980, Sarah Lawrence College; Ph.D. 1990, Brown University

Academic Experience

2002-present Professor, Department of History, University of Wisconsin-Madison
 1997-2002 Associate Professor, Department of History, Stanford University
 1990-1997 Assistant Professor, Department of History, Stanford University

ES Courses 1-2

Languages French (fluent); Hebrew

Awards

2014 Best Book in International History, American Historical Association

Selected Publications

2017 "The Leroy Henry Case: Sexual Violence and Allied Relations in Great Britain, 1944." *Journal of the History of Sexuality*, 26(3): 403-423.

2014 *D-Day Through French Eyes*. University of Chicago Press.

2013 *What Soldiers Do: Sex and the American GI in World War II France*. University of Chicago Press.

2011 "Out of their Orbit: Celebrity and Eccentricity in Nineteenth Century France." In *The Question of Gender: Joan W. Scott's Critical Feminism*, eds. Butler and Wee. Indiana University Press.

2008 "The Frondeuse: Making the Modern Girl French." In *The Modern Girl Around the World: Globalization, Modernity, and Consumption*, eds. Poiger et al. Duke University Press.

2002 *Disruptive Acts: The New Woman in Fin de Siècle France*. University of Chicago Press.

1994 *Civilization Without Sexes : Reconstructing Gender in Postwar France, 1917-1927*. University of Chicago Press.

Alan Rubel (Associate Professor)	School of Library and Information Sciences and the Law School	25%
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B.A. 1992, College of William and Mary; M.A. 1999, University of Tennessee; J.D. 2003, University of Wisconsin-Madison; Ph.D. 2006, University of Wisconsin-Madison

Academic Experience

2016-present Associate Professor, School of Library and Information Science and Legal Studies Program, University of Wisconsin-Madison
 2010-2016 Assistant Professor, School of Library and Information Science and Legal Studies Program, University of Wisconsin-Madison
 2010-present Faculty Affiliate, Law School, University of Wisconsin-Madison

ES Courses 2-3

Selected Publications

Forthcoming "Privacy, Transparency, and Accountability in the NSA's Bulk Metadata Program" *Privacy, Security, and Accountability*, ed. Moore. Lanham, MD: Rowman and Littlefield.
 2015 (with McGraw, Greene, Miner, Staman, and Welch) "Privacy and Confidentiality in Pragmatic Clinical Trials." *Clinical Trials*, 12(5): 520-529
 2016 (with Jones) "Privacy in Learning Analytics: An Information Ethics Perspective." *The Information Society*, 32(2): 143-159.
 2014 "Privacy and Positive Intellectual Freedom." *Journal of Social Philosophy*, 45(3): 390-407.
 2014 "Libraries, Electronic Resources, and Privacy: The Case for Positive Intellectual Freedom." *Library Quarterly*, 84(2): 183-208.

Patrick Allen Rumble (Professor)	French and Italian	100%
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B.A. 1986, University of Massachusetts-Amherst; M.A. 1987, University of Toronto; Ph.D. 1991, University of Toronto

Academic Experience

2006-present Professor, Department of French and Italian, University of Wisconsin-Madison
 2011-2014 Chair, Department of French and Italian, University of Wisconsin-Madison
 2004-2006 Director, Center for European Studies, University of Wisconsin-Madison
 2004 Resident Faculty, University of Wisconsin Program, Florence
 2000 Resident Faculty, University of Wisconsin Program, London
 1996-2006 Associate Professor, Department of French and Italian, University of Wisconsin-Madison
 1991-1996 Assistant Professor, Department of French and Italian, University of Wisconsin-Madison

ES Courses 1-2

Languages French (fluent); Italian (fluent)

Awards

2007 Chancellor's Distinguished Teaching Award
 2003-2005 Vilas Associate

Selected Publications

Forthcoming (Ed. with Testa) *Michelangelo Antonioni*. University of Toronto Press.
 2015 *Allegories of Contamination: Pasolini's 'Trilogy of Life', 2nd Ed.* University of Toronto Press.
 2004 "Pasolini's Accattone." In *24 Frames: The Cinema of Italy*, ed. Bertellini. London: Wallflower Press. 103-111.
 2001 "Visti dall'America: Il 'nuovo cinema' e gli USA: nostalgia, postmoderno, e il caso Benigni." In *Il cinema della transizione: Scenari italiani degli anni Novanta*, ed. Zagarrò. Venezia: Marsilio. 455-65.
 1994 (Ed. with Testa) *Pier Paolo Pasolini: Contemporary Perspectives*. University of Toronto Press.

Joseph C. Salmons (Professor)	German and Linguistics	100%
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B.A. 1978, University of North Carolina, Charlotte; Ph.D. 1984, University of Texas-Austin

Academic Experience

2011-present Lester W.J. “Smoky” Seifert Professor, Department of German, Nordic, and Scandinavian Studies, University of Wisconsin-Madison
 2016-present Director, Center for the Study of Upper Midwestern Cultures
 1997-2011 Professor, Department of German, Nordic, and Scandinavian Studies, University of Wisconsin-Madison
 1997-2002 Director, Max Kade Institute for German-American Studies
 1995-1997 Associate Professor, Department of German, Nordic, and Scandinavian Studies, University of Wisconsin-Madison

ES Courses 1-2

Languages German (fluent)

Awards

2018 Fellow, Linguistic Society of America
 2011 Lester W.J. “Smoky” Seifert named Professor of German Linguistics, University of Wisconsin-Madison

Selected Publications

2015 (Ed. with Honeybone) *The Oxford Handbook of Historical Phonology*. Oxford University Press.
 2015 (Ed. with Johannessen) *Germanic heritage languages in North America: Acquisition, attrition and change*. Amsterdam: John Benjamins.
 2013 (Ed. with Purnell and Raimy) *Wisconsin Talk: Linguistic diversity in the Badger state*. University of Wisconsin Press.
 2012 *A History of German: What the past reveals about today’s language*. Oxford University Press

Ellen W. Sapega (Professor)	Spanish and Portuguese	100%
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A.B. 1980, Smith College; M.A. 1986, Vanderbilt University; Ph.D. 1988, Vanderbilt University

Academic Experience

2015-present Faculty Director, Institute for Regional and International Studies, University of Wisconsin-Madison
 2010-2014 Director, Center for European Studies, University of Wisconsin-Madison
 2007-present Professor, Department of Spanish and Portuguese, University of Wisconsin-Madison
 1995-2007 Associate Professor, Department of Spanish and Portuguese, University of Wisconsin-Madison
 1989-1995 Assistant Professor, Department of Spanish and Portuguese, University of Wisconsin-Madison

ES Courses 1-2

Languages Spanish (fluent); Portuguese (fluent)

Selected Publications

2015 “‘Não posso viver sem sol’: O regresso de Amadeo de Sousa Cardoso à Pátria. 1915. O ano de ‘Orpheu.’” In *Tinta da China*, ed. Dix. Lisboa: Tinta da China. 421-430.
 2014 “‘Almada na cidade: encomenda ou obra?’” *Revista da História da Arte, Faculdade de Ciências Sociais e Humanas*. Universidade Nova de Lisboa. Série W. 02. 126-132.
 2012 “Re-membering the Lusotropical: Deterritorialization, reterritorialization and the politics of memory.” In *The Lusotropical Tempest: Postcolonial Debates in Portuguese*, eds. Kahn, Dias, Owen and Ramos Villar. University of Bristol Hispanic, Portuguese and Latin American Studies Dept. Humanities Series, 7: 41-57.
 2008 *Consensus and Debate in Salazar’s Portugal: Visual and Literary Negotiations of the National Text, 1933-1948*. Pennsylvania State University Press.

Dietram A. Scheufele (Professor)	Life Sciences Communication	100%
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B.A. 1994, Johannes Gutenberg-Universität Mainz, Germany; M.A. 1997, University of Wisconsin-Madison; Ph.D. 1999, University of Wisconsin-Madison

Academic Experience

2015-present John E. Ross and Vilas Distinguished Achievement Professor, Department of Life Science Communication, University of Wisconsin-Madison
2009-2015 John E. Ross Professor, Department of Life Sciences Communication, University of Wisconsin-Madison
2004-2009 Professor, Department of Journalism and Mass Communications and Department of Life Sciences Communication, University of Wisconsin-Madison
1999-2004 Associate Professor, Department of Communications, Cornell University

ES Courses 1-2

Languages German (native), English (fluent)

Awards

2015 Vilas Distinguished Achievement Professorship, University of Wisconsin-Madison
2009 John E. Ross named Professorship, University of Wisconsin-Madison

Selected Publications

2017 (Ed. with Hall-Jamieson and Kahan) *The Oxford Handbook of the Science of Science Communication*. Oxford University Press
2017 (with Xenos, Howell, Rose, Brossard, and Hardy) "U.S. attitudes on human genome editing." *Science*, 357(6351): 553-554.

Agnete Schmidt (Distinguished Lecturer)	Nordic	100%
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M.A. 1974, Aarhus Teachers' Training College; M.A. 1978, University of Copenhagen; M.A. 1980, University of Copenhagen

Academic Experience

2006-present Distinguished Lecturer, Department of German, Nordic, and Scandinavian Studies, University of Wisconsin-Madison
1998-2006 Visiting Assistant Professor, Department of German, Nordic, and Scandinavian Studies, University of Wisconsin-Madison
1996-1998 Adjunct Faculty, The University of Aarhus, Denmark

ES Courses 1-2

Languages Danish (native)

LCTL Pedagogy

2011 Chancellor's Hilldale Award for Excellence in Teaching
1998-present Undergraduate Major Advisor, Scandinavian Studies, University of Wisconsin-Madison

Awards

2002-2006 IN-TIME grants for technological innovation, University of Wisconsin-Madison
1993-1994 Fulbright Scholarship, Berkshire Community College

Selected Publications

2007 *Beginner's Danish*. New York: Hippocrene Books.
1996 *A Douglas Coupland Reader: Generation X and After*. Aarhus, Denmark: Systeme.
1994 *Teaching at an American Community College*. Denmark: English Selected Publications.

Jeanne Schueller (Faculty Associate)	German	100%
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Ph.D. 1999, University of Wisconsin-Madison

Academic Experience

- 2010-present Faculty Associate, Department of German, Nordic, and Scandinavian Studies, University of Wisconsin-Madison
- 2010-present Faculty Affiliate, Doctoral Program in Second Language Acquisition, University of Wisconsin-Madison

ES Courses 1-2

Selected Publications

- 2014 (with Zachau and Collenberg-Gonzalez) *Cineplex: Intermediate German Language and Culture Through Film*. Newburyport, MA: Focus.
- 2014 (with Zachau and Collenberg-Gonzalez) *Cineplex: Intermediate German Language and Culture Through Film Workbook*. Newburyport, MA: Focus.
- 2012 (with Ham) "Traditions and Transformations: Signature Pedagogies in the Language Curriculum." In *Exploring More Signature Pedagogies: Approaches to Teaching Disciplinary Habits of Mind*, eds. Gurung, Chick, and Haynie. Sterling, VA: Stylus Publishing. 27-41.
- 2009 *Cinema for German Conversation*. Newburyport, MA: Focus.
- 2009 (with Brantmeier, Wilde, and Kinginger) "Gender Equity in Foreign and Second Language Learning." In *Handbook for Achieving Gender Equity through Education, 2nd ed.*, ed. Klein. Mahwah, NJ: Lawrence Erlbaum Associates. 305-334.
- 2007 "One Good Turn Deserves Another: Sustaining an Intercultural E-Mail Exchange." *Die Unterrichtspraxis/Teaching German*, 40(2): 183-196.
- 2004 "Gender and Foreign Language Reading Comprehension: The Effects of Strategy Training." *Southern Journal of Linguistics*, 26(2): 45-65.

Michelle A Schwarze (Assistant Professor)	Political Science	100%
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B.A. 2008, University of Nevada-Reno; M.A. 2011, University of California-Davis; Ph.D. 2013, University of California-Davis

Academic Experience

- 2016-present Assistant Professor, Department of Political Science, University of Wisconsin-Madison
- 2013-2016 Postdoctoral Fellow, Department of Political Science, University of Wisconsin-Madison

ES Courses 3-5

Languages French (fluent); Italian (advanced)

Awards

- 2017 Short-Term Research Fellowship,
- 2013 Rothchild Memorial Graduate Research Award, Department of Political Science University of California-Davis

Selected Publications

- Forthcoming (with Zink) "James Wilson's Science of Politics and the Moral Psychology of American Constitutionalism." *American Political Thought*.
- 2017 (with Zink) "Reconciling Natural Rights and the Moral Sense: Francis Hutcheson and American Political Thought" In *Promise and Peril: Republics and Republicanism in the History of Political Philosophy*, eds. Jordan and Thomas. Mercer University Press. 93-118.
- 2016 (with Kapust) "The Rhetoric of Sincerity: Cicero and Smith on Propriety and Political Context." *American Political Science Review*, 110(1): 1-12.

Simone Schweber (Professor)	Curriculum and Instruction and Jewish Studies	50%
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Ph.D. 1999, Stanford University

Academic Experience

2008-present Goodman Professor, Department of Curriculum and Instruction, School of Education and Jewish Studies, University of Wisconsin-Madison
 1999-2008 Assistant Professor, Department of Curriculum and Instruction, School of Education and Jewish Studies, University of Wisconsin-Madison

ES Courses 1-2

Languages Hebrew (fluent); German (fluent)

Awards

2008 Madison Jewish Community Council Young Leadership Award

Selected Publications

Forthcoming *Mystifying History: Holocaust narratives in fundamentalists schools.*
 2010 "Shoah Education." In *International Handbook of Jewish Education*, eds. Grant and Pomson. New York: Springer.
 2010 "Education." In *The Oxford Handbook of Holocaust Studies*, eds. Hayes and Roth. Oxford University Press.
 2008 "What Happened to Their Pets? Third Graders Encounter the Holocaust." *Teachers College Record*, 110(10): 2073-2115.
 2007 Schweber, S. & Findling, D.. *Teaching the Holocaust. A textbook for teaching about the Holocaust in religious schools.* Los Angeles: Torah Aura.
 2004 *Making Sense of the Holocaust: Lessons From Classroom Practice.* New York: Teachers College Press.

Dhavan V. Shah (Professor)	Journalism and Mass Communication	25%
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B.A. 1989, University of Wisconsin-Madison; M.A. 1995, University of Minnesota-Twin Cities; Ph.D. 1999, University of Minnesota-Twin Cities

Academic Experience

2006-present Maier-Bascom Professor, Department of Journalism and Mass Communication, University of Wisconsin-Madison
 2004-2006 Professor, Department of Journalism and Mass Communication, University of Wisconsin-Madison
 2002-2004 Associate Professor, Department of Journalism and Mass Communication, University of Wisconsin-Madison
 1998-2002 Assistant Professor, Department of Mass Communication, University of Wisconsin-Madison

ES Courses 1-2

Awards

2016 Elected Fellow of the International Communication Association
 2006 Maier-Bascom named Professorship, University of Wisconsin-Madison

Selected Publications

2017 (with Godlieb, Scholl, Ridout, and Goldstein) "Cumulative and Long-Term Campaign Advertising Effects on Trust and Talk." *International Journal of Public Opinion Research*, 29(1): 1-22.
 2016 (Ed. with Thorson and McKinney) *Political Socialization in a Media Saturated World.* New York: Peter Lang.
 2015 (Ed. with Cappella and Neuman) "Big Data, Digital Media, and Computational Social Science". *The ANNALS of the American Academy of Political and Social Science*, 659(1): 6-13.
 2015 (with McLeod) *News Frames and National Security: Covering Big Brother.* Cambridge University Press.

Lawrence A. Shapiro (Professor)	Philosophy	50%
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B.A. 1984, Dickinson College; M.A. 1988, University of Pennsylvania; Ph.D. 1992, University of Pennsylvania

Academic Experience

2003-present Professor, Department of Philosophy, University of Wisconsin-Madison
 1999-2003 Associate Professor, Department of Philosophy, University of Wisconsin-Madison
 1993-1999 Assistant Professor, Department of Philosophy, University of Wisconsin-Madison

ES Courses 1-2

Awards

2013 Joseph P. Gittler Award, American Philosophical Association
 2012 Kellett Mid-Career Award
 2012 Resident Fellow, Institute for Research in the Humanities, University of Wisconsin-Madison

Selected Publications

2016 *The Miracle Myth: Why Belief in the Resurrection and the Supernatural is Unjustified*. Columbia University Press.
 2016 (with Polger) *The Multiple Realization Book*. Oxford University Press.
 2014 (Ed.) *The Routledge Handbook of Embodied Cognition*. London: Routledge.
 2011 *Emodied Cognition*. London: Routledge.
 2010 "Lessons from Causal Exclusion." *Philosophy and Phenomenological Research*, 81(3): 594-604.
 2009 *Zen and the Art of Running*. Avon, MA: Adams Media.
 2008 (with Thomas Polger) "Understanding the Dimensions of Realization." *The Journal of Philosophy*, 105: 213-222.
 2008 "Functionalism and the Boundaries of the Mind." *Cognitive Systems Research*. 9: 5-14.
 2007 (Ed. with Gertler) *Arguing about the Mind*. London: Routledge.
 2004 *The Mind Incarnate*. MIT Press.

Karl Shoemaker (Associate Professor)	History and Law	100%
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B.S. 1993, Liberty University; J.D. 1996, Samford University; Ph.D. 2001, University of California-Berkeley

Academic Experience

2006-present Associate Professor of History and Law, University of Wisconsin-Madison
 2002-2006 Assistant Professor of History and Law, University of Wisconsin-Madison

ES Courses 1-2

Awards

2014 Romnes Faculty Fellowship
 2002 Summer Fellow, National Endowment for the Humanities

Selected Publications

2017 "'The King's Two Bodies' as Lamentation." *Law, Culture, and the Humanities*, 13(1): 24-35.
 2015 "Regarding Untimeliness: Medieval Legal History and Modern Law." *Critical Analysis of Law: An International and Interdisciplinary Law Review*, 2: 199-213.
 2011 "The Devil at Law in the Middle Ages." *Revue De L'histoire Des Religions*, 228(4): 567-586.
 2010 *Sanctuary and Crime in the Middle Ages, 400-1500*. Fordham University Press.
 2010 (Ed. with Sarat) *Who Deserves to Die?: Constructing the Executable Subject*. University of Massachusetts Press.
 2009 "Punishment." in *Law and the Humanities*, eds. Sarat, Anderson, and Frank. Cambridge University Press.
 2001 "The Problem of Pain in Punishment: A Historical Perspective." In *Pain, Death, and the Law*, ed. Austin Sarat. University of Michigan Press.

Marc Silberman (Professor Emeritus)	German	100%
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B.A. 1969, Indiana University; M.A. 1972, Indiana University; Ph.D. 1975, Indiana University

Academic Experience

2016-present Professor Emeritus Department of German, Nordic, and Scandinavian Studies, University of Wisconsin-Madison
 2011-2014 Director, Center for German and European Studies
 1993-2016 Professor, Department of German, Nordic, and Scandinavian Studies, University of Wisconsin-Madison

ES Courses 1-2

Languages German (fluent); Dutch (fluent)

Selected Publications

2014 (Ed. and trans. with Kuhn and Giles) *Brecht on Performance*. London: Bloomsbury Methuen.
 2014 (Ed. and trans. with Kuhn and Giles) *Brecht on Theater*. London: Bloomsbury Methuen.
 2013 (Ed. with Vatan) *Memory and Postwar Memorials: Confronting the Violence of the Past*. New York: Palgrave McMillan.
 2012 (Ed. with Till and Ward) *Walls, Borders, Boundaries: Spatial and Cultural Practices in Europe*. New York: Berghahn.
 2011 *The German Wall: Fallout in Europe*. New York: Palgrave McMillan.
 2010 (Ed. with Cooke) *Screening War: Perspectives on German Suffering*. Rochester, NY: Camden House.

Timothy Smeeding (Professor)	Public Affairs and Economics	50%
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B.A. 1970, Canisius College; M.A. 1971, University of Connecticut; Ph.D. 1975, University of Wisconsin-Madison

Academic Experience

2016-present Lee Rainwater Professor, La Follette School of Public Affairs and Department of Economics, University of Wisconsin-Madison
 2008-present Director, Institute for Research on Poverty, University of Wisconsin-Madison
 2008-2016 Professor, La Follette School of Public Affairs and Department of Economics, University of Wisconsin-Madison
 2006-2008 Distinguished Professor of Economics and Public Administration, Syracuse University
 1999-2006 Maxwell Professor of Public Policy, Syracuse University
 1990-2006 Professor, Economics and Public Administration, Syracuse University
 1987-1990 Professor, Public Policy and Economics, Vanderbilt University

ES Courses 1-2

Awards

2017 John Kenneth Galbraith Fellow, American Academy of Political and Social Sciences
 2016 Lee Rainwater Distinguished Professorship
 2011-2013 John D. and Catherine T. MacArthur Foundation Grant
 2012 Best Paper Presentation, Journal of Comparative Policy Analysis

Selected Selected Publications

2016 (with Bartfeld, Gundersen, and Ziliak) *SNAP Matters: How Food Stamps Affect Health and Well Being*. Stanford University Press.
 2014 (with Johnson) "Income Distribution and Inequality: Measurement Issues." In *International Encyclopedia of the Social and Behavioral Sciences, 2nd Ed.*, ed. Wright. Amsterdam: Elsevier.
 2011 (Ed. with Erikson and Jantti) *Persistence, Privilege and Parenting: The Comparative Study of Intergenerational Mobility*. NY: Russell Sage Foundation.
 2010 (with Garfinkel and Rainwater) *The American Welfare State: Laggard or Leader*. Oxford University Press.
 2006 (Ed. with Parsons) *Immigration and the Transformation of Europe*. Cambridge University Press.

Johann Peter Sommerville (Professor)	History	100%
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B.A. 1976, Cambridge University; M.A. 1980, Cambridge University; Ph.D. 1981, Cambridge University

Academic Experience

1993-present Professor, Department of History, University of Wisconsin-Madison
 1990-1993 Associate Professor, Department of History, University of Wisconsin-Madison
 1988-1990 Assistant Professor, Department of History, University of Wisconsin-Madison

ES Courses 1-2

Languages Italian (advanced)

Awards

2007 Karen F. Johnson Teaching Award, University of Wisconsin Department of History
 1998-1999 R. Stanton Avery Distinguished Fellow, Huntington Library
 1993 Long-term Fellowship, Folger Shakespeare Library, National Endowment for the Humanities
 1986-present Fellow of the Royal Historical Society

Selected Publications

2012 “Early Modern Absolutism in Practice and Theory.” In *Monarchism and Absolutism in Early Modern Europe*, eds. Cuttica and Burgess. London: Pickering and Chatto.
 2011 “The Death of Rober Cecil: End of an Era.” *Oxford Handbook of John Donne*, eds. Shami, et al. Oxford University Press. 495-505.

Catherine A. Stafford (Associate Professor)	Spanish & Portuguese	100%
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Ph.D. Georgetown University

Academic Experience

2005-present Associate Professor, Department of Spanish & Portuguese, University of Wisconsin-Madison.
 2011-present Core Second Language Acquisition Ph.D Program Faculty, University of Wisconsin-Madison.

ES Courses 1-2

Selected Publications

2016 (with Sanz, Lin, Lado, and Bowden) “One Size Fits All? Learning Conditions and Working Memory Capacity in ‘Ab Initio’ Language Development.” *Applied Linguistics*, 37(5): 669-692.
 2015 (with Azevedo) “Variation in Spanish heritage speakers’ bilingualism and cognition.” *Studies in Hispanic and Lusophone Linguistics*, 8: 429-439.
 2014 (with Lado, Bowden, and Sanz) “A fine-grained analysis of the effects of negative evidence with and without metalinguistic information in language development.” *Language Teaching Research*, 18: 322-340.
 2013 “What’s on your mind? How private speech mediates cognition during initial non-primary language development.” *Applied Linguistics*, 34(2): 151-172.
 2011 “Bilingualism and enhanced attention in early adulthood.” *International Journal of Bilingual Education and Bilingualism*, 14: 1-22.
 2011 (with Bowden and Sanz). “Optimizing Language Instruction: Matters of Explicitness, Practice, and Cue Learning.” *Language Learning*, 62(3): 741-768.

Max Statkiewicz (Associate Professor)	Comparative Literature & Folklore Studies	100%
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Ph.D. 2000, State University of New York-Stony Brook; Ph.D. Sorbonne

Academic Experience

2004-present Associate Professor, Department of Comparative Literature, University of Wisconsin-Madison
 2004-present Chair, Department of Comparative Literature, University of Wisconsin-Madison
 2000-2004 Assistant Professor, Department of Comparative Literature, University of Wisconsin-Madison.

ES Courses 1-2

Languages Classical Greek (fluent); French (fluent); German (fluent); Polish (advanced); Italian (advanced)

Selected Publications

2009 *Rhapsody of philosophy: dialogues with Plato in contemporary thought*. Pennsylvania State University Press.
 2008 (with Reed) "Shattering Beauty." *Analecta Husserliana*, 97: 85-102.
 2005 "On the Truth and Lie of Illusion in the Theatrical Sense." *Analecta Husserliana*, 87: 43-53.
 2004 "The Master of Riddles and the Mystery of Truth: A Phenomenological Reading of Sophocles' *Oedipus the King*." *Analecta Husserliana* 82: 47-63.
 2004 "Fiery Purification: Artaud's Theater of Metamorphoses," in *Analecta Husserliana* 81: 83-100.
 2003 "Live Metaphor in the Age of Cognitivist Reduction," in *Monatshefte*, 95(4): pp. 546-67.
 2003 "The Wisdom of the Mirror in Cocteau's 'orphée.'" *Analecta Husserliana*, 78: 253-268.
 2002 "Resemblance." *Analecta Husserliana*, 75: 293-304.

Scott Straus (Associate Professor)	Political Science	25%
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B.A. 1993, Dartmouth College; M.A. 1999, University of California-Berkeley; Ph.D. 2004, University of California-Berkeley

Academic Experience

2018-present Vilas Distinguished Achievement Professor, Department of Political Science, University of Wisconsin-Madison
 2011-2018 Professor, Department of Political Science, University of Wisconsin-Madison
 2008-2011 Associate Professor, Department of Political Science, University of Wisconsin-Madison
 2004-2008 Assistant Professor, Department of Political Science, University of Wisconsin-Madison

ES Courses 2-3

Awards

2018 Vilas Distinguished Achievement Professorship
 2018 Grawemeyer Award for Ideas Improving World Order
 2016 Best Book in Conflict Studies, American Political Sciences Association
 2007 Harry Frank Guggenheim Foundation Award

Selected Publications

2016 *Fundamentals of Genocide and Mass Atrocity Prevention*. Washington DC: United States Holocaust Memorial Museum.
 2015 *Making and Unmaking Nations: The Origins of Genocide in Contemporary Africa*. Cornell University Press.
 2014 (Ed. with Stern) *The Human Rights Paradox: Universality and its Discontents*. University of Wisconsin Press.
 2011 (Ed. with Waldorf) *Remaking Rwanda: Human Rights and State Building After Mass Violence*. University of Wisconsin Press.
 2009 "The Promise and Limits of Comparison: Rwanda and the Holocaust." In *Is the Holocaust Unique?: Perspectives on Comparative Genocide 3rd ed.*, ed. Rosenbaum. Boulder, CO: Westview Press. 245-257.
 2006 *The Order of Genocide: Race, Power, and War in Rwanda*. Cornell University Press.
 2006 (with Lyons) *Intimate Enemy: Images and Voices of the Rwandan Genocide*. MIT University Press.
 2003 (with Leonard) *Africa's Stalled Development: International Causes and Cures*, Boulder, CO: Lynne Rienner.

Jeanne R. Swack (Professor)	Music and Jewish Studies	100%
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B.M. 1978, University of Southern California; M.M. 1980, University of Southern California; M.Phil. 1983, Yale University; Ph.D. 1988, Yale University

Academic Experience

2001-present Professor, Department of Music History and Department of Jewish Studies, University of Wisconsin-Madison
1995-2001 Associate Professor, Department of Music History, University of Wisconsin-Madison
1989-1995 Assistant Professor, Department of Music History, University of Wisconsin-Madison

ES Courses 1-2

Languages Hebrew (advanced); German (advanced)

Awards

2002 Fellowship, National Endowment for the Humanities

Selected Publications

2008 *Composition and Performance in the Music of Georg Philipp Telemann*. Cambridge University Press.
2005 "A Comparison of Bach and Telemann's Use of the French Overture as Theological Signifier." In *Bach Perspectives 6: J. S. Bach's Concerted Ensemble Music, the Overture*, ed. Butler. University of Illinois Press. 99-135.
2000 "Anti-Semitism at the Opera: The Portrayal of Jews in the 'Singspiels' of Reinhard Keiser." *The Music Quarterly*, 84(3): 389-416.

Stephanie Tai (Associate Professor)	Law	25%
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J.D. Georgetown University Law Center; Ph.D., Tufts University; B.S., Massachusetts Institute of Technology

Academic Experience

2015-present Vilas Distinguished Achievement Associate Professor, School of Law, University of Wisconsin-Madison
2012-2015 Associate Professor, School of Law, University of Wisconsin-Madison
2006-2012 Assistant Professor, School of Law, University of Wisconsin-Madison
2005-2006 Visiting Assistant Professor, School of Law, University of Wisconsin-Madison
2002-2005 Adjunct Professor of Law, Georgetown University

ES Courses 2-3

Awards

2016 Professional Scholarship Award for Best Scholarly Paper in Agricultural Law, American Agricultural Law Association
2015 Vilas Distinguished Achievement Professorship, University of Wisconsin-Madison
2013 Supreme Court Fellow (assigned to the Federal Judicial Center)

Selected Publications

2017 "Private Environmental Governance and the Trans-Pacific Partnership." *Georgetown Environmental Review*, 111(29).
2015 "Whole Foods: The FSMA and the Challenges of Defragmenting Food Safety Regulation" *American Journal of Law and Medicine*, 447(41).
2015 "Food Systems Law from Farm to Fork and Beyond." *Seton Hall Law Review*, 109.
2013 "The European Food Safety Authority: A Look from the United States." In *Foundations of EU Food Law and Policy: Ten Years of the European Food Safety Authority*, eds. Alemanno and Gabbi. New York: Routledge.
2012 "The Rise of U.S. Food Sustainability Litigation." *Southern California Law Review*. 1069(85).
2010 "When Natural Science Meets the Dismal Science." *Arizona State University Law Journal*, 949(42).

Claire Taylor (Associate Professor)	History	100%
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B.A. University of Nottingham; M.A. King's College; PhD. 2005, University of Cambridge

Academic Experience

2017-present John W. And Jeanne M. Rowe Associate Professor, Department of History, University of Wisconsin-Madison
 2014-2017 John W. And Jeanne M. Rowe Assistant Professor, Department of History, University of Wisconsin-Madison

ES Courses 2-3

Awards

2014 John W. and Jeanne M. Rowe named Professor of Ancient Greek History

Selected Publications

2017 *Poverty, Wealth, and Well-Being: Experiencing Penia in Democratic Athens*. Oxford University Press.
 2015 *Communities and Networks in the Ancient Greek World*. Oxford University Press.
 2012 (Ed. with Baird) *Ancient Graffiti in Context*. New York: Routledge
 2011 "Women's social networks and female friendship in the ancient Greek world.", *Gender & History*, 23(3): 704-21.
 2011 "Migration and the demes of Attica." In *Demography and Society in the Graeco-Roman World: New Approaches and Insights*, ed. Holleran and Pudsey. Cambridge University Press. 117-134.
 2010 (with Eidinow) "Lead letter days: Writing, communication, and crisis in the ancient Greek world." *Classical Quarterly*, 60(1): 30-62.
 2007 "From the whole citizen body? The sociology of election and lot in Athenian democracy." *Hesperia*, 76(2): 323-346.
 2007 "A new political world." In *The Anatomy of Cultural Revolution. Athens 430-380 BC*, ed. Osborne. Cambridge University Press. 72-90.

Kristín Thorleifsdóttir (Assistant Professor)	Landscape Architecture and Design Studies	100%
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B.A. 1996, Auburn University – Montgomery; M.L.A. 1999, North Carolina State University ; Ph.D. 2009, North Carolina State University

Academic Experience

2014-present Assistant Professor, Department of Planning and Landscape Architecture and Department of Design Studies, University of Wisconsin-Madison
 2010-2013 Project Manager, Association of Icelandic Architects
 2005-2014 Lecturer, Department of Design and Architecture, Iceland Academy of the Arts
 2003-2005 Lecturer, Department of Environmental Planning, Agricultural University of Iceland

ES Courses 3-5

Languages Icelandic (native); German (fluent); Bulgarian (fluent); Turkish (fluent)

Selected Publications

Forthcoming "Visual approach to 52 towns in Iceland." *Landscape Research*.
 Forthcoming (with Kristmannsdóttir and Stefansdóttir) "Environmental influence on walking in small towns in northern climates. A case study in Iceland" *Landscape Research*.
 2012 "Á flakki um markaði." *Arkitektúr*, 1.2012.
 2010 "Leiðbeiningar fyrir hreyfihvetjandi skólaumhverfi." In *Virkeni í skólustarfi Handbók um breytingu fyrir grunnskóla*. Icelandic Public Health Institute.
 2010 "Viðmið fyrir skipulag sjálfbærra samfélaga." *Arkitektúr*, 1.2010: 22-25.
 2009 "Vistvænt skipulag fristundalóða." In *The annual publication of the Horticultural Society of Iceland*.

Francois V. Tochon (Professor)	French and Italian and Curriculum and Instruction	75%
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Licence ès Lettres 1980, Neuchâtel University, Switzerland; Ph.D. 1990, Laval University, Quebec, Canada

Academic Experience

2001-present	Professor, Department of French and Italian and Department of Curriculum and Instruction, University of Wisconsin-Madison
2000-2001	Associate Professor, Department of French and Italian and Department of Curriculum and Instruction, University of Wisconsin-Madison
1991-2000	Professor, Didactique du français, University of Sherbrooke, Canada
1989-1991	Associate Professor, Didactique du français, University of Manitoba, Canada

ES Courses 1-2

Languages French (native); Spanish (fluent); Portuguese (fluent); Italian (advanced)

Selected Publications

2017	(Ed. with Harrison) <i>Policy for Peace: Language Education Unlimited</i> . WI: Deep University Press.
2017	(Ed. with Busciglio) <i>Deep Education Across the Disciplines and Beyond: A 21st Century Transdisciplinary Breakthrough</i> . WI: Deep University Press.
2015	(Ed.) <i>Language Education Policy Unlimited: Global Perspectives and Local Practices</i> . WI: Deep University Press.
2014	<i>Help Them Learn a Language Deeply - Francois Victor Tochon's Deep Approach to World Languages and Cultures</i> . WI: Deep University Press.
2013	<i>Signs and Symbols in Education: Educational Semiotics</i> . WI: Deep University Press.
2008	"A Brief History of Video Feedback and its Role in Foreign Language Education." <i>CALICO</i> , 25(3): 420-435.
2007	"La videoeducación como un nuevo alfabetismo." In <i>Los multialfabetismos en la sociedad del conocimiento</i> , ed. Pereyra. Málaga: Ediciones Aljibe.
2004	(with Miron) <i>La recherche-intervention éducative</i> . Quebec University Press.
2003	(with Hanson) <i>The Deep Approach</i> . Madison, WI: Atwood Publishing.

Jelena Todorović (Associate Professor)	French and Italian	100%
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B.A. 2002, University of Belgrade; M.A. 2006, Indiana University; Ph.D. 2009, Indiana University

Academic Experience

2015-present	Associate Professor, Department of French and Italian, University of Wisconsin-Madison
2009-present	Assistant Professor, Department of French and Italian, University of Wisconsin-Madison

ES Courses 2-3

Languages Serbo-Croatian (native); Italian (fluent); French (advanced); Russian (advanced); Spanish (advanced)

Awards

2018	Vilas Associate Award, University of Wisconsin-Madison
2012, 2011,	Graduate School Research Competition, University of Wisconsin-Madison
2009	Mellon Summer Institute of Italian Paleography

Selected Publications

Forthcoming	(Ed. with Livorni) <i>Petrarch and Petrarchism(s)</i> . Tempe, AZ: Arizona Center for Medieval and Renaissance Studies.
2016	<i>Dante and the Dynamics of Textual Exchange: Authorship, Manuscript Culture, and the Making of the 'Vita Nova.'</i> Fordham University Press.
2014	"Guido Cavalcanti in Boccaccio's 'Argomenti.'" <i>Heliotropia</i> , 11(1-2): 1-15.
2013	"How to Satisfy the Desire of the Author: the Case of Giovanni Boccaccio." In <i>Boccaccio filologo-filoso</i> , eds. Barolini and Storey. Indiana University Press.

Mary Trotter (Associate Professor)	English and Interdisciplinary Theater Studies	100%
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B.A. 1989, Emory University; M.A. 1992, University of Texas-Austin; Ph.D. 1996, Northwestern University

Academic Experience

2008-present Associate Professor, Department English and Department of Interdisciplinary Theater Studies, University of Wisconsin-Madison
2008-present Director, Celtic Studies Program, University of Wisconsin-Madison
2005-2008 Assistant Professor, Department of Theatre and Drama, University of Wisconsin- Madison
2003-2005 Associate Professor, Department of English, Indiana University-Purdue University Indianapolis
1999-2003 Assistant Professor, Department of English, Indiana University-Purdue University Indianapolis
1997-1999 Assistant Professor, Department of English, Texas Tech University
1996-1997 Visiting Assistant Professor, Department of Theatre and English, Northwestern University
1996 Instructor, Department of Women’s Studies, University College, Northwestern University

ES Courses 2-3

Awards

2009 University of Wisconsin-Madison Alumni Fund

Selected Publications

Forthcoming *Actresses and Activists: Nationalism, Gender, and Theatricality in Early 20th Century Ireland.*
2008 *Modern Irish Theatre.* Cultural History of Literature Series. Cambridge, UK: Polity Press
2001 *Ireland’s National Theaters: Political Performance and the Origins of the Irish Dramatic Movement.* Syracuse University Press.

Daniel Ussishkin (Associate Professor)	History	100%
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B.A. 2000, Tel Aviv University; M.A. 2002, University of California-Berkeley; Ph.D. 2007, University of California-Berkeley

Academic Experience

2017-present Associate Professor, Department of History, University of Wisconsin-Madison
2011-2017 Assistant Professor, Department of History, University of Wisconsin-Madison

ES Courses 2-3

Awards

2013 First Book Award for Junior Faculty, University of Wisconsin-Madison Center for the Humanities
2009-2011 Handiv Postdoctoral Fellowship in European History

Selected Publications

2017 *Morale: A Modern British History.* Oxford University Press.
2013 “Morale and the Postwar Politics of Consensus.” *Journal of British Studies*, 52 (3): 722-743.
2012 “‘The Will to Work’: Industrial Management and the Question of Conduct in Interwar Britain.” In *A Brave New World? Empire and Nation-Building in Britain Between Wars*, eds. Beers and Thomas. London: Institute for Historical Research.

Manon Van de Water (Professor)	German, Nordic, and Slavic and Interdisciplinary Theater Studies	50%
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Kandidaats 1982, Rijks Universiteit Leiden; M.A. 1992, Pennsylvania State University; Ph.D. 1996, Arizona State University

Academic Experience

2009-present Professor, German, Nordic, & Slavic, Interdisciplinary Theater Studies, University of Wisconsin-Madison
 2004-2009 Associate Professor German, Nordic, & Slavic, Interdisciplinary Theater Studies, University of Wisconsin-Madison
 1998-2004 Assistant Professor, German, Nordic, & Slavic, Interdisciplinary Theater Studies, University of Wisconsin-Madison

ES Courses 1-2

Languages: Dutch (native); Russian (advanced); German (advanced)

Awards

2017 American Alliance for Theater and Education Judith Kase Cooper Honorary Research Award
 2013 American Alliance for Theater and Education Distinguished Book Award

Selected Publications

2015 (with Hunt and McAvoy) *Drama and Education: Performance Methodologies for Teaching and Learning*. New York: Routledge.
 2012 *Theatre, Youth, and Culture: A Historical and Critical Exploration*. Palgrave Studies in Theatre and Performance History, Don B. Wilmet, Series Editor.
 2012 "Framing Children's Theatre: Historiography, Material Context, and Cultural Perception." In *Key Concepts In Theatre Drama Education*, ed. Schonmann. Haifa: Sense
 2011 "Approaching Theory: Scholar and Practitioner." In *Playing With Theory*, eds. Alrutz, Listengarten, and Wood. New York: Palgrave Macmillan
 2009 *Dutch Theatre for Children: Three Contemporary Plays*. Charlottesville: New Plays, Inc.
 2006 *Moscow Theatres for Young People: A Cultural History of Ideological Coercion and Artistic Innovation, 1917-2000*. New York: Palgrave Macmillan.

Michael Vanden Heuvel (Professor)	Classical and Ancient Near East Studies and Interdisciplinary Theater Studies	100%
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B.A. 1979, University of Wisconsin-Madison; M.A. 1981, University of Chicago; Ph.D. 1988, University of Wisconsin-Madison

Academic Experience

2015-present Professor, Department of Classical and Ancient Near East Studies and Department of Interdisciplinary Theater Studies, University of Wisconsin-Madison
 2004-2015 Professor, Department of Theatre and Drama, University of Wisconsin-Madison
 2001 Visiting faculty, University of Wisconsin-Madison study abroad program in London
 1996-present Associate Professor, Department of Theatre and Drama, University of Wisconsin-Madison

ES Courses 1-2

Languages: French (fluent)

Selected Publications

2001 "Is Postmodernism?": Stoppard Among/Against the Postmoderns." *The Cambridge Companion to Tom Stoppard*, ed. Kelly. Cambridge University Press.
 1996 *Elmer Rice: A Research and Production Sourcebook*. Westport, CT: Greenwood Press.
 1991 *Performing Drama/Dramatizing Performance: Alternative Theatre and the Dramatic Text*. University of Michigan Press.

Jolanda Vanderwal Taylor (Professor)	German and Dutch	100%
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B.A. 1980, Wheaton College; M.A. 1984, Cornell University; Ph.D. 1987, Cornell University

Academic Experience

2013-present Chair, Department German, Nordic, and Scandinavian Studies, University of Wisconsin-Madison
 2012-present Professor, Department of German, Nordic, and Scandinavian Studies, University of Wisconsin-Madison
 1996-2012 Associate Professor, Department of Dutch and German, University of Wisconsin-Madison
 1988-1996 Assistant Professor, Department of Dutch and German, University of Wisconsin-Madison

ES Courses 1-2

LCTL Pedagogy

1988-present Chair and Program Coordinator, Dutch Major
 1988-present Instructor, 3rd-4th year Dutch

Languages: Dutch (native); German (fluent)

Awards

2001 Small Project Grant, University of Wisconsin, Global Languages, Literatures, and Cultures Forum
 2000 WebCT Grant, University of Wisconsin-Madison

Selected Publications

2003 (Ed. with Howell) *History in Dutch Studies*. Lanham, MD: University Press of America.
 1997 *A Family Occupation: Children of the War and the Memory of World War Two in Dutch Literature of the 1980s*. Amsterdam University Press.

Florence Vatan (Professor)	French & Italian and Comparative Literature & Folklore Studies	100%
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Ph.D. 2004, University of Chicago; Ph.D. 1996, University of Paris III, Sorbonne

Academic Experience

2015-present Professor, Department of French & Italian and Department of Comparative Literature & Folklore Studies, University of Wisconsin-Madison
 2009-2015 Associate Professor, Department of French & Italian and Department of Comparative Literature & Folklore Studies, University of Wisconsin-Madison
 2008-2009 Associate Professor, Department of French & Italian and Department of Comparative Literature & Folklore Studies, University of Wisconsin-Milwaukee
 2006-2008 Assistant Professor, Department of French & Italian and Department of Comparative Literature & Folklore Studies, University of Wisconsin-Milwaukee

ES Courses 1-2

Languages French (native)

Awards

2017 Vilas Associate Award

Selected Publications

2013 (Ed. with Silberman) *Memory and Postwar Memorials: Confronting the Violence of the Past*. New York: Palgrave McMillan.
 2013 *Robert Musil : Le virtuose de la distance*. Paris: Éditions Belin.
 2000 *Robert Musil et la question anthropologique*. Paris: Presses Universitaires de France.

Anne C. Vila (Professor)	French and Italian	100%
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B.A. 1983, Brown University; M.A. 1986, Johns Hopkins University; Ph.D. 1990, Johns Hopkins University

Academic Experience

2001-present Professor, Department of French and Italian, University of Wisconsin-Madison
 2008-2011 Chair, Department of French and Italian, University of Wisconsin-Madison
 1996-2001 Associate Professor, Department of French and Italian, University of Wisconsin-Madison
 1990-1996 Assistant Professor, Department of French and Italian, University of Wisconsin-Madison

ES Courses 1-2

Languages: French (fluent); German (advanced)

Awards

2017 Visiting International Fellow of UK Society for French Studies
 2016-2021 Pickard-Bascom Named Professor, University of Wisconsin-Madison

Selected Publications

2018 *Suffering Scholars: Pathologies of the Intellectual in Enlightenment France*. University of Pennsylvania Press.
 2018 (Ed. with Chalmin) *Reedition of Samuel-Auguste Tissot, "De la santé des gens de lettres."* Paris: Editions Classiques Garnier.
 2016 (Ed. with Vatan) "L'Esprit (dê)réglé: Literature, Sciences de l'homme, and the Life of the Mind in France, 1700-1900." *L'Esprit créateur*, 56(4): 1-10.
 2014 "Medicine and the Body in the French Enlightenment." In *Cambridge Companion to the French Enlightenment*, ed. Brewer. Cambridge University Press.
 2005 "'Ambiguous Beings': The Debate on Women Intellectuals in French Medicine and Literature 1775-1845." In *Women, Gender and Enlightenment*, eds. Knott and Taylor. New York: Palgrave.
 1998 *Enlightenment and Pathology: Sensibility in the Literature and Medicine of Eighteenth-Century France*. Johns Hopkins University Press.

James Russell Walker (Professor)	Economics	50%
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B.A. 1974, Ohio Wesleyan University; M.B.A. 1977, Drexel University; M.A. 1983, University of Chicago; Ph.D. 1986, University of Chicago

Academic Experience

1996-present Professor, Department of Economics, University of Wisconsin-Madison
 2007-present Director, Center for Demography and Ecology, University of Wisconsin-Madison
 1993-1996 Associate Professor, Department of Economics, University of Wisconsin-Madison
 1987-1993 Assistant Professor, Department of Economics, University of Wisconsin-Madison

ES Courses 1-2

Languages: Swedish (fluent)

Selected Publications

2011 (with Kennan) "The Effect of Expected Income on Individual Migration Decisions." *Econometrica*, 79(1): 211-251.
 2005 "Antecedents and Predecessors of NLSY79: Paving the Course." *Monthly Labor Review*, 128(2): 8-14.
 2002 (with Durlauf) "Social Interactions and Fertility Dynamics" In *Social Processes Underlying Fertility Change in Developing Countries*, eds. Casterline and Cohen. National Academy Press.
 2001 "Adolescents' Expectations on Birth Outcomes: A Comparison of the 1979 and 1997 NLS Cohorts." In *Social Awakenings: Adolescents' Behavior as Adulthood Approaches*, ed. Michael. New York: Russell Sage.
 1997 (with Aronsson) "The Effect of Sweden's Welfare State on Labor Supply Incentives." In *The Welfare State in Transition*, eds. Freeman, Topel and Swedenborg. University of Chicago Press.

Lee Palmer Wandel (Professor)	History	100%
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B.A. 1976, University of California-Santa Cruz; A.M. 1977, Brown University; Ph.D. 1985, University of Michigan

Academic Experience

2016-present Michael Baxandall and Linda and Stanley Sher Professor, Department of History, University of Wisconsin-Madison
 2001-2016 Professor, Department of History, University of Wisconsin-Madison
 1999-2001 Associate Professor, Department of History, University of Wisconsin-Madison
 1998-1999 Assistant Professor, Department of History, University of Wisconsin-Madison
 1992-1997 Associate Professor, Departments of History and Religious Studies, Yale University
 1987-1992 Assistant Professor, Departments of History and Religious Studies, Yale University

ES Courses 1-2

Languages: German (fluent); French (fluent)

Awards

2016 Michael Baxandall and Linda and Stanley Sher named Professorship, Wisconsin Alumni Research Foundation
 2012 Chancellor's Distinguished Teaching Award
 2004-2009 Senior Fellow, Institute for Research in the Humanities, University of Wisconsin-Madison
 2002-2003 John Simon Guggenheim Memorial Foundation Fellowship

Selected Publications

2017 "Fragmentation and Presence: Reformation Debates and Cultural Theory." In *Cultures of Communication*, eds. Puff, Strasser, and Wild. University of Toronto Press.
 2015 *Reading Catechisms, Teaching Religion*. Boston: Brill.
 2011 *The Reformation: Towards a New History*. Cambridge University Press.
 2006 *The Eucharist in the Reformation: Incarnation and Liturgy*. Cambridge University Press.
 2003 (with Winks) *A History of Civilization, Vol. III: Europe in a Wider World: 1350-1650*. Oxford University Press.
 1995 *Voracious Idols and Violent Hands: Iconoclasm in Reformation Zurich, Strasbourg, and Basel*. Cambridge University Press.

Anja Wanner (Professor)	English	25%
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M.A. 1992, Georg-August-Universitaet Goettingen; Ph.D. 1999, Georg-August-Universitaet Goettingen

Academic Experience

2011-present Professor, Department of English, University of Wisconsin-Madison
 2006-2011 Associate Professor, Department of English, University of Wisconsin-Madison
 2000-2005 Assistant Professor, Department of English, University of Wisconsin-Madison
 1998-2000 Assistant Professor, Department of English, Georg-August-Universitaet Goettingen

ES Courses 1-2

Languages: German (native)

Awards

2001, 2002 Mellon Grant for Interdisciplinary Workshop, University of Wisconsin-Madison

Selected Publications

2010 (Ed. with Dorgeloh) *Syntactic Variation and Genre*. New York: de Gruyter Mouton.
 2009 *Deconstructing the English Passive*. New York: de Gruyter Mouton.
 2009 (with Dorgeloh) "Formulaic Argumentation in Scientific Discourse" in *Formulaic Language, Vol. 2*, eds. Corrigan et al. Philadelphia: John Benjamins.

Urban Wemmerlöv (Professor)	Business	25%
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B.S. 1972, Lund University; M.S. 1971, Lund Institute of Technology; M.S. 1974, University of California-Berkeley; Ph.D. 1978, Lund Institute of Technology

Academic Experience:

1990-present Kress Family Wisconsin Distinguished Professor, Department of Quantitative Analysis, University of Wisconsin, Madison
1994-present Director, Erdman Center for Operations and Technology Management
1985-1990 Associate Professor, Department of Quantitative Analysis, University of Wisconsin, Madison
1981-1985 Assistant Professor, Department of Quantitative Analysis, University of Wisconsin, Madison
1978 –1981 Visiting Assistant Professor, Department of Operations and Systems Management, Indiana University at Bloomington

ES Courses 1-2

Languages: Swedish (Native)

Awards

2003 Shingo Prize for Excellence in Manufacturing
1990 Kress Family Wisconsin Distinguished Professorship, University of Wisconsin-Madison

Selected Publications

2015 (with Kim) "Does a Supplier's Operational Competence Translate into Financial Performance? An Empirical Analysis of Supplier-Customer Relationships." *Decision Sciences*, (46): 101-134.
2009 (with Hyer and Morris) "Performance Analysis of a Focused Hospital Unit: The Case of an Integrated Trauma Center." *Journal of Operations Management*, 27: 203-219.
2006 (with Hua) "Product Change Intensity, Product Advantage, and Market Performance: An Empirical Investigation of the PC Industry." *Journal of Product Innovation Management*, 23: 316-329.
2004 (with Hyer) "Cellular Manufacturing: The Hard Part is to Get the People in Step with the Program." *Mechanical Engineering-CIME*.
2002 (with Hyer) *Reorganizing the Factory: Competing Through Cellular Manufacturing*. New York: Productivity Press.

John Wild (Professor)	Accounting and Information Systems	25%
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B.A. University of Wisconsin-Madison; M.S. University of Wisconsin- Madison, Ph.D. University of Wisconsin-Madison

Academic Experience

2002-present Robert and Monica Beyer Professor, Department of Accounting and Information Systems, University of Wisconsin-Madison
1995-2002 Professor, Department of Accounting and Information Systems, University of Wisconsin-Madison

ES Courses 1-2

Awards

2003, 2005 Mabel W. Chipman Excellence-in-Teaching Award
2003, 2005 Departmental Excellence-in-Teaching Award
2003, 2005 Teaching Excellence Award

Selected Publications

2018 *International Business: The Challenges of Globalization (9th Ed)*. New York: Pearson.
2016 (with Shaw and Chiappetta) *Fundamental Accounting Principles (23rd Ed)*. New York: McGraw-Hill.
2015 *Financial Accounting: Information for Decisions*. New York: McGraw-Hill.
2011 (with Subramanyam) *Financial Statement Analysis (11th Ed)*. New York: McGraw-Hill.

Paul Wilson (Professor)	Engineering Physics	25%
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B.S. 1992, University of Toronto; M.S. 1994, University of Wisconsin-Madison; Dr-Ing. 1998, Technical University of Karlsruhe, Germany; Ph.D. 1999, University of Wisconsin-Madison

Academic Experience

2013-present Professor, Department of Engineering Physics, University of Wisconsin-Madison
 2012-present Leader, Computational Nuclear Engineering Research Group, University of Wisconsin-Madison
 2007-2013 Chair, Energy Analysis and Policy, Nelson Institute for Environmental Studies
 2007-2013 Associate Professor, Department of Engineering Physics, University of Wisconsin-Madison
 2001-2007 Assistant Professor, Department of Engineering Physics, University of Wisconsin-Madison

ES Courses 1-2

Selected Selected Publications:

2013 (with Pampin, Davis, Izquierdo, Leichtle, Loughlin, Sanz, Turner, and Villari) "Developments and Needs in Nuclear Analysis for Fusion Technology." *Fusion Engineering and Design*, 88: 454-460.
 2013 (with Slaybaugh, Evans, and Davidson) "Multigrid in Energy Preconditioner for Krylov Solvers." *Journal of Computational Physics*, 242: 405-416.
 2012 (with Roberts and Rearden) "Determination and Application of Partial Biases in Criticality Safety Validation." *Nuclear Science and Engineering*, 173: 43-57.
 2011 (with Ibrahim, Sawan, Mosher, Evans, Peplow, and Wagner) "Global Evaluation of Prompt Dose Rates in ITER Using Hybrid Monte Carlo/Deterministic Techniques." *Fusion Science and Technology*, 60(2): 676-680.
 2010 (with Tautges, Kraftcheck, Smith, and Henderson) "Acceleration Techniques for the Direct Use of CAD-Based Geometry in Fusion Neutronics Analysis." *Fusion Engineering and Design*, 85(10): 1759-1765.

Kirsten Wolf (Professor)	Nordic	100%
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B.A. 1991, University of Iceland; M.A. 1982, University College, London; Ph.D. 1987, University College, London

Academic Experience

2001-present Professor, Department of German, Nordic, and Scandinavian Studies, University of Wisconsin-Madison
 2007-2014 Chair, Department of German, Nordic, and Scandinavian Studies, University of Wisconsin-Madison
 1988-2001 Professor, Icelandic Language and Literature, University of Manitoba
 1986-1987 Lecturer, Department of Scandinavian Studies, University of Wisconsin-Madison

ES Courses 1-2

LCTL Pedagogy

2001-present Instructor, 1st-2nd Semester Old Norse-Icelandic, Intermediate Scandinavian Linguistics.

Languages: Icelandic (native); Norwegian (fluent); Swedish (advanced); Danish (advanced)

Selected Publications

Forthcoming (Ed.) *The Priest's Eye (AM 672 4to) in the Arnarnagnaean Collection, Copenhagen*. Manuscripta Nordica: Early Nordic Manuscripts in Digital Facsimile 4. Copenhagen Museum Tusulanum Press.
 2017 (with Van Deusen) *The Saints in Old Norse and Early Modern Icelandic Poetry*. University of Toronto Press.
 2013 *The Legends of the Saints in Old Norse-Icelandic Prose*. University of Toronto Press.
 2011 (Ed.) *A Female Legendary from Iceland: Kirkjubæjarbók (AM 429 12mo) in the Arnarnagnaean Collection, Copenhagen*. Manuscripta Nordica: Early Nordic Manuscripts in Digital Facsimile 3. Copenhagen Museum Tusulanum Press.
 2009 "The Adventures of David Copperfield in Nova Scotia." In *The Nordic Storyteller: Essays in Honor of Niels Ingwersen*, eds. Brantly and DuBois. Cambridge Scholars Publishing.
 2004 *Daily Life of the Vikings*. Westport, Connecticut: Greenwood Press.

Barbara L. Wolfe (Professor)	Economics, Population Health Sciences, and Public Affairs	25%
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B.A. 1965, Cornell University; M.A. 1971, University of Pennsylvania; Ph.D. 1973, University of Pennsylvania

Academic Experience

2013-present Richard A. Easterlin Professor, La Follette School of Public Affairs, Department of Economics, and Department of Population Health Sciences, University of Wisconsin-Madison
1990-2013 Professor, La Follette School of Public Affairs, University of Wisconsin-Madison
1987-2013 Professor, Department of Economics, Department of Population Health Sciences, University of Wisconsin-Madison
1994-2000 Director, Institute for Research on Poverty
1987-present Research Associate, National Bureau of Economic Research
1981-1987 Associate Professor, Department of Economics and Department of Preventive Medicine, University of Wisconsin-Madison

ES Courses 1-2

Languages: Dutch (fluent)

Selected Publications

2017 (with Wallace and Haveman) "Health Status, Health Shocks, and Asset Adequacy over Retirement Years." *Research on Aging*, 9(1): 222-248.
2016 (with Fletcher) "The Importance of Family Income in the Formation and Evolution of Non-Cognitive Skills in Childhood." *Economics of Education Review*, 54: 143-154.
2016 (with Serakos) "The ACA: Impacts on Health, Access, and Employment." *Forum for Health Economics and Policy*, 19(2): 201-259.
2012 (Ed. with Evans and Seeman) *The Biological Consequences of Socioeconomic Inequalities*. New York: Russell Sage Foundation.
2001 (Ed. with Wu) *Out of Wedlock: Causes and Consequences of Nonmarital Fertility*. New York: Russell Sage Foundation.

Erik Olin Wright (Professor)	Sociology	25%
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B.A. 1968, Harvard College; B.A. 1970, Balliol College, Oxford; Ph.D. 1976, University of California-Berkeley

Academic Experience

1983-present Professor, Department of Sociology, University of Wisconsin-Madison
1987-1988 Visiting Professor, Department of Sociology, University of California-Berkeley
1980-1983 Associate Professor, Department of Sociology, University of Wisconsin-Madison
1976-1980 Assistant Professor, Department of Sociology, University of Wisconsin-Madison

ES Courses 1-2

Languages: Italian (fluent)

Awards

2001 Outstanding paper in Social Stratification, Center for the Study of Social Inequality, Cornell University

Selected Publications

2016 (with Hahnel) *Alternatives to Capitalism: Proposals for a Democratic Economy*. New York: Verso.
2015 *Understanding Class*. New York: Verso.
2011 (with Rogers) *American Society: How It Really Works*. New York: W.W. Norton.
2010 *Emissioning Real Utopias*. New York: Verso.
2005 (Ed.) *Approaches to Class Analysis*. Cambridge University Press.
2003 (with Fung) *Deepening Democracy: Innovations in Empowered Participatory Governance*. New York: Verso.

Jason Webb Yackee (Associate Professor)	Law	100%
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B.A. 1996, University of Pittsburgh; J.D. 2004, Duke University; Ph.D. 2007, University of North Carolina at Chapel Hill

Academic Experience

2013-present Associate Professor, School of Law, University of Wisconsin-Madison
2007-2013 Assistant Professor, School of Law, University of Wisconsin-Madison
2004-2007 Fellow, Gould School of Law, University of Southern California

ES Courses 2-3

Languages: French (Advanced)

Awards

2018 Vilas Faculty Mid-Career Investigator Award
2009-2010 Searle Young Legal Scholars Research Fellowship, Federalist Society for Law & Public Policy Studies
2008 Midwest Political Science Association Award for Best Paper by an Emerging Scholar

Selected Publications

2016 "Do BITs 'Work'? Empirical Evidence from France." *Journal of International Dispute Settlement*, 55(7).
2016 "The First Investor-State Arbitration." *Journal of World Investment and Trade*, 401(17).
2016 "Foreign Aid, Law Reform, and the World Bank's 'Doing Business' Project." *Law and Development Review*, 177(9).
2016 (with Webb Yackee) "From Legislation to Regulation: An Empirical Examination of Agency Responsiveness to Congressional Delegations of Regulatory Authority." *Administrative Law Review*, 395(68).
2015 "Does Experiential Learning Improve JD Employment Outcomes?" *Wisconsin Law Review*, 601.
2012 (with Yackee) "Delay in Notice and Comment Rulemaking: Evidence of Systematic Regulatory Breakdown?" In *Regulatory Breakdown? The Crisis of Confidence in U.S. Regulation*, eds. Coglianesi and Carrigan. University of Pennsylvania Press.

Richard Shepard Zeldin (Professor)	Human Ecology	25%
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B.A. 1978, Columbia University; Ph.D. 1983, Cornell University

Academic Experience

2008-present Rothermel Bascom Professor, Department of Human Ecology, University of Wisconsin-Madison
2008-present Youth and Community Development Specialist, University of Wisconsin Extension
1999-2008 Professor, Human Development and Family Studies, University of Wisconsin-Madison

ES Courses 1-2

Awards

2008 Rothermel Bascom named Professor of Human Ecology, University of Wisconsin-Madison

Selected Publications

Forthcoming (with Kornbluh and Gauley) "Pathways toward school engagement." *Teachers College Record*.
Forthcoming (with Christens and Krauss) "Malaysian validation of sociopolitical control scale for youth." *Journal of Community Psychology*.
2015 (with Gauley, Krauss, Kornbluh, and Collura) "Youth-adult partnership and youth civic development: Cross-national inquiry for scholars and field professionals." *Youth & Society*, 49(7): 851-878.
2015 (with Krauss, Kim, Collura, and Abdullah) "Pathways to youth empowerment and community connectedness: A study of youth-adult partnership in Malaysian after-school programs." *Journal of Youth and Adolescence*, 45: 1638.
2015 (with Krauss, and Dahalan) "Traditional youth associations as agents of social change: A case study of intergenerational partnership in a Malaysian fishing village." *Journal of Applied Youth Studies*, 1(1): 58-81.

Lydia Zepeda (Professor)	Human Ecology	25%
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B.S. 1981, Washington State University; M.S. 1982, University of California-Davis; Ph.D. 1988, University of California-Davis

Academic Experience

2001-present Professor, Department of Human Ecology, University of Wisconsin-Madison
2001-2002 Director, Center for Integrated Agricultural Systems, University of Wisconsin-Madison
1996-1998 Economist, United Nations Food and Agriculture Organization, Rome
1995-2001 Associate Professor, Department of Consumer Sciences, University of Wisconsin-Madison
1995 Assistant Professor, Department of Consumer Sciences, University of Wisconsin-Madison

ES Courses 1-2

Languages: Spanish (fluent)

Awards

2017 American Association for the Advancement of Science Fellow
2008 College of Letters and Science Exceptional Service Award

Selected Publications

2017 (with Bumrungwong and Reznickova) “Gender differences in pro-environmental behaviors: A self-determination theory perspective.” In *Self-Determination Theory (SDT): Perspective, Applications and Impact*, ed. Wade. New York: Nova Science Publishers.
2017 (with Reznickova) “Innovative millennial snails: The story of Slow Food University of Wisconsin-Madison” *Agriculture and Human Values*, 34(1): 167-178.
2015 (with Reznickova) “Can Self-Determination Theory explain the selfperpetuation of social innovations? A case study of Slow Food at the University of Wisconsin-Madison.” *Journal of Community and Applied Social Psychology*, 26(1): 3-17.
2014 (with Reznickova, Russell, and Hettenbach) “Does Community Supported Agriculture Create Symbolic Value?” *Journal of Food Distribution Research*, 45(2): 195-212.
2014 (with Reznickova and Lohr) “Overcoming challenges to effectiveness of mobile markets in US food deserts” *Appetite*, 79: 58-67.

European Studies Program Professional Staff

Elizabeth Covington	100%
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See Faculty CV page

Duties Responsible for program development, supervision and coordination of those who complete day-to-day European Studies Program administration including outreach, program, financial and student services.

Bridget McMahon	100%
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B.A. 2012, University of Wisconsin-Madison; M.A. 2016, Durham University, UK

Languages: French (advanced)

Experience

2016-present Operations Manager, European Studies, University of Wisconsin-Madison.

Duties Program development, FLAS administration, outreach to K-12 Community, management of CES, EUCE and CGES data.

Csanád Z. Siklós	100%
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B.A. 1988, University College London; M.A. 1990 University of Washington; Ph.D. 2002, University of Washington

Languages: Hungarian (native); Norwegian (fluent); German (advanced); Swedish (advanced); Danish (advanced); French (advanced)

Experience

2015-present Assistant Director for Students and Curriculum, Institute for Regional and International Studies, University of Wisconsin-Madison

2006-2015 Assistant Director, European Studies Alliance, University of Wisconsin-Madison.

2000 – 2005 Manager, International Bibliography of the Social Sciences, London School of Economics

1998-2000 Assistant Editorial Manager, IBSS, British Library of Political and Economic Science, LSE

1996-1998 Indexer/Editorial Assistant, IBSS, British Library of Political and Economic Science, LSE

1995-1996 Editor and Information Manager, E-Pub Services Ltd, Budapest, Hungary

1992-1995 Lecturer in Norwegian, Scandinavian Department, University of Wisconsin-Madison

Selected Selected Publications

2014 (with H. Meyer, H. Roberts, R. Schultz, P. Cabeen, C. Ivanac-Lillig, S. Gallaher) *Strong Bonds: Germany, the EU, and the U.S.* (e-Book. Goethe Institut.

2007 "Pär Lagerkvist" in *Nobel Prize Laureates in Literature, Part 3*. Series: *Dictionary of Literary Biography*, Gale.

2002 "Pär Lagerkvist" in *20th Century Swedish Writers*. Series: *Dictionary of Literary Biography*, Gale

Duties Program development, FLAS administration, student advising (ES Certificate Program). Responsible for European Studies outreach to K-12 Community. Management of CES, EUCE and CGES data.

Marianne Bird Bear	25%
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B.A. University of Wisconsin-La Crosse

Languages French (fluent); Japanese (fluent); Russian (advanced); Spanish (advanced)

Experience

2007-present Assistant Dean for Administration, International Studies, University of Wisconsin-Madison

1995-2007 Director of International Engineering, College of Engineering, University of Wisconsin-Madison

1994-1996 Cross-College Advising Service, University of Wisconsin-Madison

1992-1993 English Teacher, Eiken Academy; Okayama, Japan

Duties Responsible for development, management and oversight of study abroad programs, management of human resources, financial strategies and logistics, representative of the Dean and Division on campus committees, coordinator of special initiatives on international education at UW-Madison

APPENDIX 4: European Studies Position Descriptions

The Center for European Studies at the University of Wisconsin-Madison



UW-Madison
Center for European Studies
213 Ingraham Hall
1155 Observatory Drive
Madison, WI 53706
phone: 608-265-8040
email: europa@international.wisc.edu

Position Descriptions Order

1. Lecturer
2. Financial Specialist II
3. Outreach Specialist
4. Project Assistantships

(Template for Area Studies, Language and Culture)

Working Title: **Lecturer**

Official title: SENIOR LECTURER(D80BN) or LECTURER(D80DN) or ASSOC LECTURER(D80FN)

Degree and area of specialization:

Minimum of a master's degree in XXXX XXXXX language or Area Studies, Linguistics, Second Language Acquisition, or a related field plus fluency or near-native fluency in the language taught and in the English language (required).

Minimum number of years and type of relevant work experience:

Three years of college/university experience preferred in teaching. Familiarity with current issues in language pedagogy and training in language proficiency are also preferred.

Position Summary:

The XXXX XXXXX Language Institute is an intensive language program offering instruction at the Elementary, Intermediate, and Advanced levels of XXXX languages each term. Courses are presented via various teaching formats to include classroom lectures and discussion, films, integrated media and social events/activities.

Principal duties:

Under supervision of the Faculty and Associate Director of the XXXX XXXXX Institute, and in coordination with other faculty and staff members, perform the following duties:

- Teach one XXXXXX Language at the elementary, intermediate, or advanced level in an intensive format.
- Prepare syllabus, lesson plans, and teaching materials; prepare, administer, and grade classroom and home assignments and exams; and hold office hours.
- Supervise the Faculty Assistant or Teaching Assistant assigned to the section, if applicable.
- Prepare teaching materials for assigned language and course-level for future use.
- Participate in all sessions of pedagogy workshops organized by the Institute, in addition to the assigned teaching and preparation of materials.
- If selected to teach Elementary XXXXXX and with assistance from the blended technology team, prepare activities for an online delivery system.

A criminal background check will be conducted prior to hiring.

A period of evaluation will be required

Employee class: Academic Staff
Department(s): INTL DIV
Full time salary rate: Minimum \$XX,XXX (9 months)
Depending on Qualifications
Term: This position will end XXXX XX, XXXX 75%
Appointment percent: XXXX XX, XXXX
Anticipated begin date: 1
Number of positions:
Department Contact:

Phone: 608-XXX-XXXX
Phone TTY: 608-XXX-XXXX
Fax: N/A
Email:

HOW TO APPLY:

Please use the UW-Madison online job portal for applications. Applications sent by mail or email will not be accepted. Required application materials for the online portal will include a letter of application, an up-to-date curriculum vitae, and a document listing which language you are applying to teach. Finalists will pass through a second round of screening and may be required to submit additional information. Finalists will be contacted and given instructions for the second screening. Position will remain open until filled. Please contact the department or institute before submitting an application after the assured consideration deadline. Notifications may come in late spring.

To ensure consideration, application must be received by: XXXX XX, XXXX

If you need to request an accommodation because of a disability you can find information about how to make a request at the following website: <http://www.oed.wisc.edu/478.htm>

NOTE: Unless confidentiality is requested in writing, information regarding the names of applicants must be released upon request. Finalists cannot be guaranteed confidentiality.

UW-Madison is an equal opportunity/affirmative action employer. We promote excellence through diversity and encourage all qualified individuals to apply.

For more information on the University of Wisconsin-Madison Office of Human Resources please see <http://www.ohr.wisc.edu/>

*For more information on the University of Wisconsin-Madison see our home page at <http://www.wisc.edu/>
For UW Madison Campus Safety Information see <http://www.students.wisc.edu/safety/>*

UW-MADISON INTERNATIONAL DIVISION FINANCIAL SPECIALIST 2 TEMPLATE

CLASSIFICATION TITLE OF POSITION

FINANCIAL SPEC 2

POSITION SUMMARY

This position is responsible for developing and maintaining financial data and all related record-keeping activities for area studies centers in the International Institute at the University of Wisconsin-Madison. The incumbent independently performs exact accounting and analytical financial services for contributing units. The person must work as a contributing team member by demonstrating a commitment to organizational success, working in autonomous but collaborative units and working with Dean's-level financial staff in ID. This position requires comprehensive financial knowledge, advanced computer, written and oral skills, and excellent management and organizational skills. The person in this position must have the ability to interpret complex rules and regulations at the University, College, and departmental levels and must possess familiarity with financial policies and procedures of external granting agencies.

PERCENT GOALS AND WORKER ACTIVITIES

- 30% A PROVIDE FINANCIAL SUPPORT AND RECONCILIATION OF GPR AND NON-GPR FUNDS
- A1. Establish and maintain a comprehensive computer-based financial system. Using existing financial data in WISDM, track all accounts (101, 133, 136, 144, 150, 233 etc.) for the three contributing centers. Reconcile WISDM against the accounting systems. Resolve discrepancies in a timely manner, working with appropriate campus offices (UW Business Services, Research and Sponsored Programs, ID Dean's Offices).
 - A2. Maintain knowledge of ending dates of all funds. Monitor fund accounts to ensure that budgets are accurate. Prepare regular budget projections and expenditure reports for each unit, in compliance with campus and/or external funder reporting requirements. Balance and close accounts at end of each grant cycle.
 - A3. Monitor transactions charged to funds to ensure compliance with university rules and regulations relating to purchasing, accounts payable, payroll, personnel, and research administration. Gain knowledge of rules and regulations of external grantors. Resolve all accounting discrepancies, initiating salary or non-salary cost transfers when appropriate.
 - A4. Maintain knowledge of auditing and oversight requirements of external granting agencies.
- 30% B BUSINESS SUPPORT FOR ALL INSTITUTE AND AREA STUDIES CENTER FUNDS
- B1. Develop and manage accurate procedures for processing invoices, vouchers, and other financial documents. Assign program numbers to ensure appropriate accounting to activity/program.
 - B2. Prepare expenditures for supervisors's signature (or electronic approval) for the units's accounts. Compute and prepare requisitions, requests for expense reimbursement, and fee payments. Ensure class codes and other pertinent information are accurate and comply with university rules and regulations; submit to relevant Dean's office for processing.
 - B3. Receive, document, and deposit money received and process refunds according to the rules and regulations of the University.
 - B4. As the site manager for each units Pro-Card, maintain appropriate source documents, make funding edits as directed by Center staff, work with Center staff to resolve disputes with vendors.
 - B5. Process e-reimbursements for guest lecturers; as needed, serve as designee for entering travel and expense reports and staff on e-reimbursement. Provide advice to center faculty and staff on use of e-reimbursement.
 - B6. Prepare required paperwork (e.g. PIRs, third-party tuition forms, Direct Payments) for all three centers. Assist each centers FLAS coordinator with collection of required documentation (W-4s, W-9s, Certification of Eligibility) from students and tracking payments to ensure compliance with University and Federal policies. Keep a ledger account of all FLAS expenses (tuition, stipend, travel).
- 20% C PERSONNEL/PAYROLL SUPPORT

- C1. In conjunction with Center supervisors and with Division-level payroll staff, prepare JEMS documentation for student hourly, academic staff, graduate assistant, and zero-dollar honorary fellow appointments (create and terminate appointments, adjust pay rates as necessary, and assign funding.)
- C2. Initiate and maintain a file of all forms needed for recruitment, hiring and appointment of Center employees.
- C3. Document work eligibility of all new hires; obtain appropriate payroll forms and letters of acceptance. Maintain auditable I-9 files and work with Division-level staff on processing Criminal Background Checks.

15% D GENERAL CENTER SUPPORT

- D1. Provide mail, email, and telephone coverage for each assigned Center. Serve as contact with the public. Respond to inquiries.
- D2. Order fleet cars and parking permits as requested by staff.
- D3. Order office and program supplies (obtain estimates, specifications, etc.). Maintain accurate and current records of the unit inventory and capital equipment. Maintain office equipment. Coordinate equipment service.
- D4. Assist with maintaining security of unit office and equipment; issue keys and record distribution.
- D5. Archive departmental records. Ensure timely and confidential archiving or disposal of outdated materials.

5% E OTHER DUTIES AS ASSIGNED

- E1. Serve on Administrative Teams.
- E2. Attend training seminars and workshops to keep current on changing rules and regulations and to learn new software applications and required programs, and to develop and refine further skills related to professional growth.
- E3. Activities as assigned by supervisor.

KNOWLEDGE AND SKILLS

1. Knowledge of complex financial management and budgetary practices and principles.
2. Knowledge of University and International Division policies and procedures Knowledge or ability to understanding of
3. UW-Madison accounting and reporting systems.
4. Experience interpreting multiple sets of reimbursement rules and regulations (State, Federal, external grantors).
5. Proficient in Microsoft Excel and Word. Experience with or the ability to learn other accounting and data-management software (e.g. Quickbooks, Microsoft Access).
6. Proficient in web-based accounting systems, such as WISDM or Peoplesoft.
7. Ability to maintain confidentiality and exercise good judgment.
8. Excellent written and oral communication skills.
9. Ability to work independently to make decisions and resolve problems.
10. Excellent organizational and time management skills; ability to handle multiple tasks.
11. Ability to work as a contributing team member of the Institute and area studies centers.

SPECIAL REQUIREMENTS

ADDITIONAL

REQUIREMENTS: n/a

HOW TO APPLY:

Please use the UW-Madison online job portal for applications. Applications sent by mail or email will not be accepted. Required application materials for the online portal will include a letter of application, an up-to-date curriculum vitae, and a document listing which language you are applying to teach.

Finalists will pass through a second round of screening and may be required to submit additional information. Finalists will be contacted and given instructions for the second screening. Position will remain open until filled. Please contact the department or institute before submitting an application after the assured consideration deadline. Notifications may come in late spring.

To ensure consideration, application must be received by: XXXX XX, XXXX

Application deadline is Monday, XX XXXX XXXX at 4:30 p.m.

SCHEDULE COMMENTS

7:30-2:00, Monday-Friday, but can be flexible.

Working Title: Outreach

Official title: SR OUTREACH SPEC(S92BN) or OUTREACH SPECIALIST(S92DN)

Degree and area of specialization:
A master's degree is required (any field).

Minimum number of years and type of relevant work experience:
Candidates for this position must have at least five years of experience. This experience should include regional and international studies outreach programming for K-12 teachers, schools, businesses, and community groups.

Principal duties:
Serve as the outreach coordinator, planning and managing cross-regional outreach activities (75%). Organize teacher workshops, presentations at teacher conferences, classroom visits and outreach events and programming on the UW-Madison campus and at offsite locations for K-16 educators. Organize outreach events on and off campus for business, media, and other constituencies. Liaise with partners in the schools, community colleges, and partner colleges and universities on outreach matters. Coordinate closely with other outreach coordinators in IRIS who are global or regional specialists and support them in their job of providing international or regionally-specific outreach services for their centers.

Maintain, with help from others, an up-to-date master list of all outreach activities in IRIS and its centers for grant reporting purposes. Help envision and be prepared to adapt to new outreach priorities and models in the event of declining external support for area and international studies outreach programming.

Additional Information:

A criminal background check will be conducted prior to hiring.

A period of evaluation will be required

Employee class: Academic Staff
Department(s): INTL DIV/IRIS INST REG INTL ST
Full time salary rate: Minimum \$XX,XXX ANNUAL (12 months)
Depending on Qualifications
Term: This is a renewable appointment.
Appointment percent: 100%
Anticipated begin date: XXXXX X, XXXX
Number of positions: 1 or more
Department Contact:
Phone: 608-XXX-XXXX
Phone TTY: 608-XXX-XXXX
Fax: N/A
Email: xxxxx.xxxxxxx@wisc.edu

HOW TO APPLY:

Please use the UW-Madison online job portal for applications. Applications sent by mail or email will not be accepted. Required application materials for the online portal will include a letter of application, and an up-to-date curriculum vitae.

Finalists will pass through a second round of screening and may be required to submit additional information. Finalists will be contacted and given instructions for the second screening. Position will remain open until filled. Please contact the department before submitting an application after the assured consideration deadline. Notifications may come in late XXXX.

To ensure consideration, application must be received by: **XXX XXXXXX**

If you need to request an accommodation because of a disability you can find information about how to make a request at the following website: <http://www.oed.wisc.edu/478.htm>

NOTE: Unless confidentiality is requested in writing, information regarding the names of applicants must be released upon request. Finalists cannot be guaranteed confidentiality.

UW-Madison is an equal opportunity/affirmative action employer. We promote excellence through diversity and encourage all qualified individuals to apply.

For more information on the University of Wisconsin-Madison Office of Human Resources please see <http://www.ohr.wisc.edu/>

*For more information on the University of Wisconsin-Madison see our home page at <http://www.wisc.edu/>
For UW Madison Campus Safety Information see <http://www.students.wisc.edu/safety/>*

Call for Applications and Position Description

Graduate Project Assistantships in International Studies Administration

European Studies and the Institute for Regional and International Studies (IRIS), a unit in the UW-Madison International Division, anticipates multiple openings for graduate student project assistants for the duration of the 2018-19 academic year.

Project Assistants will be based in European Studies and IRIS but some may be assigned, for one semester or two, to one of the regional centers that make up IRIS (for a list, see iris.wisc.edu). All appointments will be at 50 percent and require 20 hours of work per week, with compensation at the standard 50 percent PA level and full tuition remission and other assistantship benefits.

The purpose of the PAships is twofold: (1) to help European Studies, IRIS and its constituent centers accomplish necessary work and (2) to help prepare selected students for jobs after graduation that may entail or include administration.

Thus, we are especially interested in applications from students whose academic work focuses on some aspect of regional and international studies, who anticipate careers that might involve administrative elements, and who would appreciate receiving training and mentoring in international studies administration.

Duties

PAs will work under the general supervision of the European Studies and IRIS executive director but will be assigned specific roles and supervisors within European Studies and IRIS and/or its constituent centers, some appointments shifting between the fall and spring semesters, depending on needs and PA skills. Among the duties that some or all PAs will be assigned are:

- Assistance in grant applications, grant compliance, and grant reporting, including careful compilation of data for entry into on-line reporting systems.
- Event planning, including content planning and logistics such as venue selection and reservations, program design, air ticketing, hotel booking, publicity, and communication with participants and campus financial specialists to ensure proper documentation and timely payment of honoraria or reimbursements.

- Regional and international studies communication, including crafting compelling content on multiple platforms to inform campus and off-campus constituencies of activities, opportunities, and events in regional and international studies.
- Working with our business/operations office, requiring familiarity with databases & spreadsheets, ability to adapt to new systems quickly, highly attentive to detail while processing data & forms rapidly, and an ability to manage sometimes-confidential information.
- Layout, editing, author/editor communications, marketing, and other work associated with journals and publications based in European Studies and IRIS centers.
- Assist European Studies and IRIS centers with website maintenance and updating content. A working knowledge of html/css, proficiency in customizing Wordpress templates, and experience with both website design and maintenance would be useful.
- Other administrative work as assigned.

Eligibility

Applicants must be UW-Madison graduate students in good standing, making normal progress toward a graduate degree. Applicants must have experience outside the United States and currently working on a degree that has an international research dimension, ideally including sustained research abroad.

Applicants should apply for general consideration. We will make assignments based on needs and candidate abilities, meaning that applicants should not apply for specific duties or work in specific centers. However, application letters should clearly outline the range of the applicant’s interests and experiences that might bear on selection and assignment.

To Apply

Submit an approximately two-page letter of application, a current CV, and, on a separate sheet, the names and contact information of two persons, ideally including the applicant’s academic advisor, whom we might contact for references if the applicant becomes a finalist. The application letter should be addressed to:

PA Selection Committee
 Institute for Regional and International Studies
 University of Wisconsin-Madison

No mailing address is needed as it will be handled digitally.

Please assemble these three documents in a single pdf, with your full name as the file name, and attach the pdf to an email message to awards@iris.wisc.edu. The subject of the email message should be “20XX-XX PA Application.”

For full consideration, please apply before 4pm on XXXXXX, May XX, 20XX.

Questions about the assistantships may also be addressed to the email address above.

APPENDIX 5: European Studies Courses, 2016-2019

**The Center for European Studies
at the
University of Wisconsin-Madison**



UW-Madison
Center for European Studies
213 Ingraham Hall
1155 Observatory Drive
Madison, WI 53706
phone: 608-265-8040
email: europe@international.wisc.edu

European Course Listing Notes

1. Courses are listed alphabetically by Department
2. All courses are 100% European content unless otherwise noted
3. Cross-listed courses are annotated and listed by primary Department
4. 2018-19 courses to be supported with grant funds are marked with an asterisk

Course Number, Title & Cross-listing (In Caps)	Instructor	Terms	Credits	2016-2017	2016-2017	2017-2018	2017-2018	Offered
				UG	Grads	UG	Grads	2018-2019

AFRICAN LANGUAGES & LITERATURE

321 First Semester Arabic LANG & CULTURES OF ASIA	Multiple Instructors	F	4, 5	58	4	59	4	x
322 Second Semester Arabic LANG & CULTURES OF ASIA	Multiple Instructors	SP	4, 5	41	3	42	5	x
323 Third Semester Arabic LANG & CULTURES OF ASIA	Multiple Instructors	F	4	26	3	24	2	x
324 Fourth Semester Arabic LANG & CULTURES OF ASIA	Multiple Instructors	SP	4	17	2	9	2	x
325 Colloquial Arabic	Multiple Instructors	SP	2	0	0	3	0	x
327 Elem Summer Immersion Arabic LANG & CULTURES OF ASIA	Algabli, George	SU	8	0	7	0	2	x
427 Intermed Sumr Immersion Arabic LANG & CULTURES OF ASIA	Lamine	SU	8	0	3	0	6	x
527 Adv Sumr Immersion Arabic LANG & CULTURES OF ASIA	Mustafa	SU	8	0	0	0	3	x

ART HISTORY

201 History of Western Art I	Cahill, Dale	F, SP	4	109	40	51	21	x
202 History of Western Art II	Andrzejewski, Graham	F, SP, SU	4	175	80	154	90	x
300 Art&Archaeology-Ancient Greece CLASSICS	Cahill	F	3	50	3	47	11	x
301 Greek Painting	Cahill	SP	3	7	6	0	0	
304 Art & Archaeology-Ancient Rome CLASSICS	Aylward, Cahill	SP	3	56	5	39	5	x
310 Early Christian & Byzantine	Dale	F	3	5	17	0	0	x
320 Italian Renaissance Art	Graham	SP	3	0	0	33	31	x
331 Netherlandish Painting-15c	Brisman	SP	3	12	11	0	0	x
350 19th C Painting in Europe	Marshall	SP	3	0	0	38	51	x
355 History of Photography	Casid	F	3	20	37	16	22	x

Course Number, Title & Cross-listing (In Caps)	Instructor	Terms	Credits	2016-2017	2016-2017	2017-2018	2017-2018	Offered
				UG	Grads	UG	Grads	2018-2019
405 Cities&Sanctuaries-Anc Greece	Cahill	F	3	7	4	6	5	x
415 Topics in Medieval Art Death & the After Life	Dale	F	3	0	0	0	0	
415 Topics in Medieval Art Imag&Text Medieval Manuscripts MEDIEVAL STUDIES	Dale	F	3	0	0	4	6	x
505 Proseminar in Ancient Art Art & Arch. of Ancient Assyria	Cahill	F	3	0	0	0	0	x
505 Proseminar in Ancient Art From Midas to Mausolus	Cahill	SP	3	4	0	0	0	
515 Proseminar in Medieval Art Art & Archtr in IslamicSpain	Pruitt	F	3	0	0	5	2	
515 Proseminar in Medieval Art Cross-Cultural Encounters	Pruitt	F	3	0	0	0	0	x
515 Proseminar in Medieval Art Race,Alterity,Cultrl Apprpritrn	Dale	SP	3	0	0	2	1	
555 Prosmr:19th Cent European Art 19C Body-Frnch&Brit Visual Cul	Marshall	SP	3	6	0	0	0	
650 Books Print Cult Europe No Am HISTORY, JOURN AND MASS COMMUNICATION, LIBRARY & INFORMATION STUDIES	Klais, Senchyne	F, SP	3	1	22	0	0	x
704 Art & Archaeology-Ancient Rome CLASSICS	Aylward, Cahill	SP	3	0	1	0	3	x
805 Smr-Ancient Art&Architectr Art & Arch. of Ancient Assyria	Cahill	F	3	0	0	0	0	x
805 Smr-Ancient Art&Architectr From Midas to Mausolus	Cahill	SP	3	0	4	0	0	
815 Seminar-Medieval Art Art & Archtr in IslamicSpain	Pruitt	F	3	0	0	0	9	
815 Seminar-Medieval Art Cross-Cultural Encounters	Pruitt	F	3	0	0	0	0	
815 Seminar-Medieval Art Mount Athos & Monastic Life	Dale	F	3	0	4	0	0	
815 Seminar-Medieval Art Race,Alterity,Cultrl Apprpritrn	Dale	SP	3	0	0	0	7	
855 Smr-19 Cent European Art Art and Science	Marshall	F	3	0	13	0	0	x

Course Number, Title & Cross-listing (In Caps)	Instructor	Terms	Credits	2016-2017	2016-2017	2017-2018	2017-2018	Offered
				UG	Grads	UG	Grads	2018-2019

CLASSICS								
110 The Ancient Mediterranean HISTORY	Kleijwegt	F	4	138	4	125	16	x
205 Med Term-Greek&Latin Origin	McKeown	SP	3	130	2	161	2	x
320 The Greeks	Brockliss, McClure	F	3	82	2	90	3	x
322 The Romans	Multiple Instructors	SP, SU	3	107	1	116	4	x
351 Gendr&Sexualty-Classcl Wrld GENDER AND WOMENS STUDIES	McClure	SP	3	112	1	115	0	x
370 Classical Mythology	Aylward, Dressler	SP, SU	3	196	10	206	15	x
371 Topics in Greek Culture Greek Vases	Cahill	SP	1	16	0	0	0	
372 Topics in Roman Culture Augustus	Pandey	SP	3	15	0	0	0	x
373 Topics in Classical Culture Ancient Medicine	McKeown	F	3	0	0	20	0	
373 Topics in Classical Culture Ancient Texts/Modern Contexts	McClure	F	3	0	0	0	0	x
373 Topics in Classical Culture Civilization of Ancient Egypt	Mandell	SP	3	0	0	44	5	
373 Topics in Classical Culture Helen of Troy	Rosenmeyer	F	3	26	1	0	0	x
373 Topics in Classical Culture Religions of Ancient Israel	Mandell	F	3	4	1	0	0	x
373 Topics in Classical Culture Revenge in the Ancient World	Pandey	F	3	0	0	32	2	
373 Topics in Classical Culture Sex and Power	Dressler	F	3	39	2	0	0	x
373 Topics in Classical Culture Tablets, Texts, and Tweets	Mandell	SP	3	13	1	0	0	x
373 Topics in Classical Culture Writing Systems of the World		F	3	0	0	0	0	x

Course Number, Title & Cross-listing (In Caps)	Instructor	Terms	Credits	2016-2017	2016-2017	2017-2018	2017-2018	Offered
				UG	Grads	UG	Grads	2018-2019
430 Topics-Classical Archaeology Cities&Sanctuaries-Anc Greece	Cahill	F	3	18	0	6	1	x
517 Religion-Ancient Mediterranean HISTORY, RELIGIOUS STUDIES	Beneker	SP	3	30	3	0	0	x
591 Undergrad Smr:Classicl Wrld	McKeown	SP	3	5	1	14	0	x
700 Art&Archaeolog-Ancient Greece	Aylward	F	3	0	0	0	0	x
801 Seminar-Ancient History HISTORY	Kleijwegt, Taylor	SP	3	0	6	0	0	x
830 Advanced Hist of Philosophy Adv Hist:Plato's Republic PHILOSOPHY	Fletcher	F	3	0	0	0	12	
830 Advanced Hist of Philosophy Thought and Feelings PHILOSOPHY	Gottlieb	F	3	1	12	0	0	x
COMMUNICATION ARTS								
352 Film History to 1960 35% - National and international film trends including national cinemas of Europe	Kepley	F	3	14	3	0	0	x
360 Rhetoric, Politics, Culture 25% - Understand rhetoric through politics and culture including through European examples	Asen, Jedd	F	3	76	0	140	0	x
455 French Film	Conway	F	3	0	0	11	9	
460 Italian Film ITALIAN (FRENCH AND ITALIAN)	Rumble	F, SP	3	27	10	45	1	x
COMMUNITY & ENVIRONMENTAL SOCIOLOGY								
929 Class Analysis&Hist Change Reading Marx SOCIOLOGY	Emirbayer	F	3	0	17	0	0	x
CURRICULUM AND INSTRUCTION								
243 Pract in World Lang (K-12)	Timm, Zuidema	F	3	4	1	4	0	x

Course Number, Title & Cross-listing (In Caps)	Instructor	Terms	Credits	2016-2017	2016-2017	2017-2018	2017-2018	Offered
				UG	Grads	UG	Grads	2018-2019
375 Proseminar Contemporary Issues in Educa	Multiple Instructors	F, SP	1	22	0	12	0	x
*375 Proseminar Globalizing Education	Hawkins	F	3	19	0	20	0	x
716 Reform&Change-Curric&Instr	Popkewitz	F	3	0	15	0	0	x
DESIGN STUDIES								
421 Hist of Arch. & Interiors I	Hooper-Lane	F	3	54	0	72	8	x
430 History of Textiles 35% - Interrelationships of textiles in cultures and time periods, Europe, Asia, Africa	Moskowitz	F	3	0	0	0	0	x
ECONOMICS								
420 Urban & Regional Economics REAL ESTATE & URBAN LAND ECON, URBAN AND REGIONAL PLANNING 25% Urban economics sites examples in Spain	Ikromov, Luque	F, SP	3	218	15	206	11	x
464 Internatl Trade & Finance 30% - International trade and finance applied to current problems in international economic relations (includes US-Europe trade & financial relations).	Bilir, Muniagurria	F, SP, SU	3	135	16	91	8	x
467 Intl Industrial Organizations 30% - Firms in an international environment (includes case studies of Airbus, European MNEs)	Muniagurria	F, SU	3	82	9	40	0	x
871 Adv International Economics 30% - International trade, welfare economics of international exchange. Case studies of European countries.	Bilir, Engel	F	3	0	11	0	10	x

Course Number, Title & Cross-listing (In Caps)	Instructor	Terms	Credits	2016-2017	2016-2017	2017-2018	2017-2018	Offered
				UG	Grads	UG	Grads	2018-2019
872 Adv International Economics 30% - Macroeconomics, foreign exchange market and the determinants of the exchange rate. Case studies of European countries.	Bilir, Engel	F, SP	3	0	8	0	7	x
977 Wrkshp-Internatl Economics 25% - Current research in international trade including US/Europe, EU case studies.	Multiple Instructors	F	3	0	9	0	8	x
978 Wrkshp-Internatl Economics 25% - Current research in international trade including US/Europe, EU case studies.	Multiple Instructors	SP	2, 3	0	9	0	13	x
EDUCATIONAL POLICY STUDIES								
340 Comparative Education 25% - Comparative US/EU childhood and adolescence, education, representations, and legal/demographic developments.	Multiple Instructors	F, SU	3	21	1	70	6	x
713 Hist: Higher Ed-Europe&Amer HISTORY 50%	Nelson	SP	3	0	10	0	0	x
906 Prosem-History of Education HISTORY 50% - Reading in European and American educational history.	Reese	SP	3	0	0	0	7	
ENGLISH								
162 Shakespeare Shakespeare & Media	Calhoun	F	3	175	5	327	10	x
162 Shakespeare Shakespeare: Stage and Screen	Britland	SP	3	140	5	0	0	x
167 British and American Writers 70% An introduction to major works of fiction, poetry, and drama written in English up to about 1914	Auerbach	F	3	0	30	19	30	x

Course Number, Title & Cross-listing (In Caps)	Instructor	Terms	Credits	2016-2017	2016-2017	2017-2018	2017-2018	Offered
				UG	Grads	UG	Grads	2018-2019
167 British and American Writers: Life Forms 70% An introduction to major works of fiction, poetry, and drama written in English up to about 1914	Kelley	F	3	0	0	19	0	
167 British and American Writers: Writing the American Dream	Jovic-Humphrey	F	3	0	0	31	2	
250 Women in Literature GENDER AND WOMENS STUDIES 60% - Works by 20th century British and American women writers.	Jovic-Humphrey	SP	3	35	0	0	0	x
334 18th-Century Literature	Vareschi	SP	3	0	0	30	0	
336 18th-Century English Novel	Vareschi	SP	3	26	1	0	0	x
346 Victorian Poetry	Mershon	SP	3	12	0	0	0	x
351 Modernist Novel	Wood	F, SP	3	0	0	27	1	
351 Modernist Novel Epiphany and Modernity	Tanoukhi	F	3	26	0	0	0	x
353 British Lit since 1900	Begam	F	3	25	0	0	0	x
360 The Anglo-Saxons HISTORY, RELIGIOUS STUDIES	Foys	SP	3	21	0	0	0	x
417 History of English Language	Zweck	SP	3	9	6	0	0	x
422 Figure(s) in Lit before 1800 Christopher Marlowe	Harris	SP	3	0	0	21	0	
422 Figure(s) in Lit before 1800 Ovid in English	Harris	SP	3	18	0	0	0	x
423 Topic in Medieval Literature Medieval Monsters and Wonders	Foys	F	3	0	0	0	0	x
426 Chaucers Courtly Poetry	Cooper	F	3	0	0	26	0	
427 Chaucer's Canterbury Tales MEDIEVAL STUDIES	Zweck	SP	3	20	6	0	0	x
430 Topic in Early Modern Lit	Britland	F	3	30	0	0	0	x
431 Early Works of Shakespeare	Calhoun, Loney	F, SP	3	63	4	30	0	x
438 Topic in 18th-Century Lit	Vareschi	F	3	31	0	0	0	x
443 Outstanding Figure(s) in Lit The Brontes	Bernstein	SP	3	20	0	0	0	x
444 Topic in 19th-Century Brit Lit Fairies & Steampunk	Marshall	SP	3	0	0	19	0	

Course Number, Title & Cross-listing (In Caps)	Instructor	Terms	Credits	2016-2017	2016-2017	2017-2018	2017-2018	Offered
				UG	Grads	UG	Grads	2018-2019
453 Topic in Brit Lit since 1900	Begam	F	3	14	0	0	0	x
454 James Joyce	Begam	SP	3	12	1	0	0	x
520 Old English MEDIEVAL STUDIES	Foys	F	3	9	1	13	4	x
575 Brit Drama, 1914 to Present THEATRE AND DRAMA	Vanden Heuval	F	3	0	0	0	0	x
803 Topics in Medieval Literature Chaucer's Early Works	Cooper	F	3	0	0	0	10	
803 Topics in Medieval Literature Medieval Sounds and Senses	Zweck	F	3	0	0	0	0	x
803 Topics in Medieval Literature Premodern Literature & Media	Foys	F	3	0	10	0	0	x
804 Topics in Early Modern Lit	Multiple Instructors	F, SP	3	0	15	0	0	x
805 Topics in 18th-Century Lit	Multiple Instructors	SP	3	0	0	0	15	
806 Topics in Romanticism Romantic Polity	Kelley	F	3	0	0	0	15	
807 Topics in Victorian Literature The Bureaucats	Ortiz-Robles	F	3	0	10	0	0	x
808 Topics in Modernism	Friedman	F, SP	3	0	14	1	7	x
ENVIRONMENTAL STUDIES – GAYLORD NELSON INSTITUTE								
307 Env Lit:Speaking for Nature 50% - 19th and 20th century British and American Literature	Hill, Swan	SP SU	3	46	0	40	1	x
FINANCE								
445 Multinational Bus Finance INVESTMENT & BANKING, INTERNATIONAL BUSINESS 30% - financial theory of multinational firms	Multiple Instructors	F, SP	3	38	34	38	35	x
745 Multinational Bus Finance INVESTMENT & BANKING, INTERNATIONAL BUSINESS 30% - financial theory of multinational firms	Multiple Instructors	F, SP	3	0	49	0	58	x

Course Number, Title & Cross-listing (In Caps)	Instructor	Terms	Credits	2016-2017	2016-2017	2017-2018	2017-2018	Offered
				UG	Grads	UG	Grads	2018-2019

FOLKLORE PROGRAM

342 In Trans:Mythlgy-Scandnavia LITERATURE IN TRANSLATION, MEDIEVAL STUDIES, RELIGIOUS STUDIES	Mellor	F	3	5	0	37	0	x
345 In Transl:Scand Tale&Ballad LITERATURE IN TRANSLATION, MEDIEVAL STUDIES	Mellor	F, SP	4	16	1	0	0	x
346 Lit in Trans-Icelandic Saga LITERATURE IN TRANSLATION, MEDIEVAL STUDIES	Ambelang	SP	4	6	0	0	0	x
440 Scandinavian American Folklore SCANDINAVIAN STUDIES	Cederstrom	F	3	0	0	6	5	
443 Sami Culture, Yesterday & Today SCANDINAVIAN STUDIES	DuBois	SP	4	0	0	44	10	x
444 Slavic&E European Folklore SLAVIC (SLAVIC LANGUAGES)	Longinovic	F	3	0	0	21	3	
446 Celtic-Scand Cultrl Interrelat MEDIEVAL STUDIES, SCANDINAVIAN STUDIES	DuBois	F	3	18	10	0	0	x
530 Topics in Folklore Scand & Celtic FL in Film	DuBois	F	3	0	0	12	12	
530 Topics in Folklore Scandinavian Witchcraft	Rose	SP	1	0	0	9	3	
530 Topics in Folklore Transposing Experiences	DuBois	F	3	5	4	0	0	x

FRENCH (FRENCH & ITALIAN)

101 First Semester French	Multiple Instructors	F, SP, SU	4	237	12	246	18	x
102 Second Semester French	Multiple Instructors	F, SP, SU	4	183	6	171	4	x
203 Third Semester French	Multiple Instructors	F, SP, SU	4	139	3	148	3	x

Course Number, Title & Cross-listing (In Caps)	Instructor	Terms	Credits	2016-2017	2016-2017	2017-2018	2017-2018	Offered
				UG	Grads	UG	Grads	2018-2019
204 Fourth Semester French	Multiple Instructors	F, SP, SU	4	137	7	93	1	x
227 Exploring French:Intermed Crse	Multiple Instructors	F	3	72	1	72	1	x
228 Intermed Language & Culture	Multiple Instructors	F, SP	3, 4	137	3	115	3	x
271 Intro to Literary Analysis	Multiple Instructors	F, SP	3, 4	112	3	92	3	x
301 Practical French Converstn	Irving	F	1	23	3	26	2	x
302 Practical French Converstn	Irving	SP	1	20	4	16	2	x
311 Adv Composition & Conversation	Dima, Irving	F, SP	3	26	1	43	2	x
312 Adv Oral & Written Expression	El-Nossery	F	3	36	1	14	2	x
313 Prof Comm&Cultr in Franc World INTERNATIONAL BUSINESS	Bousquet, Dietz	F	3	58	1	45	1	x
321 Medievl, Renais&Early Mod Lit	Multiple Instructors	F	3	36	0	57	1	x
322 Intro to Lit of Modernity	Multiple Instructors	F, SP	3	50	1	71	0	x
347 Medievl, Renais&Early Mod Civ	Langer, Miernowski	F, SP	3	35	0	44	0	x
348 Modernity Studies	Miernowski, Vatan	F, SP	3	40	0	36	0	x
391 French-Reading Knowledge	Vila	F, SP	3	0	10	0	14	x
429 Intro to Romance Languages ITALIAN (FRENCH AND ITALIAN), SPANISH (SPANISH AND PORTUG)	Cravens, Tejedo	F, SP	3	45	4	56	0	x
449 Francophone Modernity Studies	Multiple Instructors	F, SP, SU	2, 3	9	0	2	0	x
451 Medieval, Renais&Early Mod St	Langer	F	3	0	0	7	0	x

Course Number, Title & Cross-listing (In Caps)	Instructor	Terms	Credits	2016-2017	2016-2017	2017-2018	2017-2018	Offered
				UG	Grads	UG	Grads	2018-2019
461 French/Francophone Lit Studies		F	3	1	0	1	0	x
462 French/Francophone Cultrl Stdy History of French Cinema	Dima	SP	3	0	0	28	0	x
462 French/Francophone Cultrl Stdy Litterature et cinema	El-Nossery	SP	3	22	1	0	0	x
465 French/Francophone Film	Dima	F	3	14	1	0	0	x
590 Advanced Phonetics	Tochon, Vatan	F, SP	3	13	1	0	0	x
623 Communication orale	Multiple Instructors	SP	3	0	9	0	48	x
630 Le Siecle des Lumieres	Vila	F, SP	3	1	6	0	0	x
639 Litterature-XVIIe Siecle	Debaisieux	F	3	0	0	1	6	x
640 Litterature-XVIIe Siecle	Goodkin	F	3	0	11	0	0	x
645 Lit Francaise-XVIe Siecle	Langer	SP	3	0	0	0	8	x
647 Le Roman Francais-XXe Siec	Armstrong	F	3	0	0	0	0	x
681 Senior Honors Thesis	El-Nossery	F	3	1	0	0	0	x
682 Senior Honors Thesis	El-Nossery	SP	3	1	0	0	0	x
705 French Lit Through 13th C	Busby	F	3	0	0	0	6	x
820 College Teaching of French	Allen	F	3	0	8	0	4	x
821 Issues-Mthds Teachng Fr&Itl Instr & Asmnt Strgs for FL tch	Allen, Tochon	SP	3	0	10	0	8	x
826 Grammaire Et Style	Debaisieux	SP	3	0	0	0	8	x
901 Smr-Materials&Methods-Rsch	Deitz, Langer	F	3	0	17	0	13	x
931 Seminar-18th Century Femmes & philosophes au XVIIIe	Vila	SP	3	0	4	0	0	x

Course Number, Title & Cross-listing (In Caps)	Instructor	Terms	Credits	2016-2017	2016-2017	2017-2018	2017-2018	Offered
				UG	Grads	UG	Grads	2018-2019
947 Smr: Questions-Litterature	Multiple Instructors	F	3	0	9	0	7	x
948 Smr: Questions-Litterature	Multiple Instructors	F	3	0	8	0	0	x
GENDER AND WOMENS STUDIES								
101 Gender, Women & Cultural Rep 25% - How cultures in Europe, Asia, Africa and the Americas define women regarding race, class, gender and sexuality	Das, Ipsen	SP	3	224	3	232	1	x
270 German Women Writers-Tran LITERATURE IN TRANSLATION	Klocke	F	3	21	0	22	0	x
GEOGRAPHY								
254 Eastern Europe:Interdis Survey HISTORY, POLITICAL SCIENCE, SLAVIC (SLAVIC LANGUAGES)	Danaher	SP	4	0	0	65	4	x
305 Introduction to the City URBAN AND REGIONAL PLANNING 25% - Spatial variation of population, economic activity, and land uses including a European focus for comparison	Multiple Instructors	F, SP	4	284	26	888	24	x
340 World Regions in Global Contxt 25% - Survey of development and change within each of the world's regions, including Europe	Multiple Instructors	F, SP, SU	3	317	6	318	8	x
GERMAN								
101 First Semester German	Multiple Instructors	F, SP, SU	4	168	6	151	7	x
102 Second Semester German	Multiple Instructors	F, SP	4	109	2	123	1	x
111 First Semester Dutch	Mackie Suetmeier, Taylor	F	4	12	0	13	0	x

Course Number, Title & Cross-listing (In Caps)	Instructor	Terms	Credits	2016-2017	2016-2017	2017-2018	2017-2018	Offered
				UG	Grads	UG	Grads	2018-2019
112 Second Semester Dutch	Boutilier, Mackie Suetmeier	SP	4	5	0	4	0	x
203 Third Semester German	Multiple Instructors	F, SP	4	93	0	114	3	x
204 Fourth Semester German	Multiple Instructors	F, SP	4	80	0	83	3	x
213 Third Semester Dutch	Boutilier	F	4	7	0	1	0	x
214 Fourth Semester Dutch	Boutilier, Mackie Suetmeier	SP	4	6	0	1	0	x
235 Dutch Conversatn&Compositn	Howell	F	3	0	0	4	0	x
236 Bascom Course Extreme Stories	Eldridge	SP	3	5	0	2	0	x
236 Bascom Course Gutenberg to iPad:Bks/Wrld/Lit	Mani	F	3	0	0	0	0	x
236 Bascom Course Migration in Lit, Film & Music	Mani	SP	3	3	0	2	0	x
245 Topics-Dutch Life & Culture (New) Amsterdam / New York	Taylor	F	3	0	0	0	0	x
245 Topics-Dutch Life & Culture Dutch Tolerance&Multicultural	Taylor	SP	3	0	0	9	0	
245 Topics-Dutch Life & Culture Low Lands or High Water?	Taylor	F	3	14	0	0	0	x
269 Yiddish Lit & Culture, Europe JEWISH STUDIES, LITERATURE IN TRANSLATION	Hollander	F	3	20	0	16	0	x
272 Nazi Culture	Potter	SP	3	67	1	84	0	x
274 Intro to German Literature	Eldridge	F	6	14	0	8	0	x
276 Spec Tops in Ger & World Lit/s Tales of Brothers Grimm LITERATURE IN TRANSLATION	Mani, Wilcox	SP	3	28	0	24	0	x
284 Honors Intro to German Lit	Eldridge	F	6	5	0	3	0	x

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				UG	Grads	UG	Grads	2018-2019
305 Lit des 20. & 21. Jahrhunderts	Alder, Li	F	3	9	2	10	1	x
311 1st Sem Dutch-Grad Stdts	Taylor	F	3	0	2	0	2	x
312 2nd Sem Dutch-Grad Stdts	Mackie Suetmeier, Boutilier	SP	3	1	2	0	2	x
313 3rd Sem Dutch-Grad Stdts	Boutilier	F	3	0	1	0	1	x
314 4th Sem Dutch-Grad Stdts	Boutilier, Mackie Suetmeier	SP	3	0	1	0	1	x
325 Topics in Dutch Literature Bezetting en Holocaust	Taylor	SP	3	0	0	2	0	
325 Topics in Dutch Literature Topic: Familie, geheimen	Taylor	F	3	0	0	0	0	x
325 Topics in Dutch Literature Topic- DutchLit:reizen,migratie	Taylor	F	3	2	0	0	0	x
335 Dutch Conversatn&Compositn	Taylor	SP	3	0	0	3	0	x
337 Adv Compositn & Conversatn	Klocke, Moedersheim	F, SP	3	31	0	31	3	x
351 Intro to German Linguistics	Louden	F	3	25	0	21	0	x
352 Topics-German Linguistics German-English Contact	Louden	SP	3	9	0	0	0	x
362 Topics in German Literature Musik in der deutschen Literat	Eldridge	SP	3	19	0	12	0	x
367 Study Abroad in German Lit		F	3	1	0	0	0	x
368 Study Abroad-German Culture		SP	3	6	0	0	0	x
369 Study Abroad-German Linguis		F, SP	3	8	0	0	0	x
372 Topics in German Culture China-German Point of View	Li	F, SP	3	24	0	10	0	x
372 Topics in German Culture Deutscher Film/deutsche Kultur	Schueller	F	3	20	0	23	0	x

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				UG	Grads	UG	Grads	2018-2019
372 Topics in German Culture Flucht, Exil, Heimat	Moedersheim	F	3	0	0	0	0	x
372 Topics in German Culture Green Germany	Moedersheim	F	3	12	1	0	0	x
372 Topics in German Culture Gruenes Deutschland	Moedersheim	SP	3	0	0	18	0	
372 Topics in German Culture Luther und die Reformation	Moedersheim	F	3	0	0	16	1	
372 Topics in German Culture Oesterreich: Natur als Kultur	Chavez	F, SP	3	16	1	17	0	x
385 Honors Seminar-German Lit Lit des 20. & 21. Jahrhunderte	Adler	F	3	0	0	3	0	x
385 Honors Seminar-German Lit Mord und Totschlag	Gross	SP	3	0	0	3	0	
391 German for Grad Reading I	Calomino	F	3	0	11	1	18	x
392 German for Grad Reading II	Calomino	SP	3	0	7	1	7	x
401 1st Sem German for Grad Stdts	Multiple Instructors	F, SP, SU	3	0	14	0	14	x
402 2nd Sem German for Grad Stdts	Multiple Instructors	F, SP	3	0	4	0	4	x
403 3rd Sem German for Grad Stdts	Multiple Instructors	F, SP	3	0	6	0	2	x
404 4th Sem German for Grad Stdts	Multiple Instructors	F, SP	3	0	4	0	3	x
411 Kultur des 20. Jahrhunderts	Klocke	SP	3	18	1	10	1	x
445 Topics in Dutch Culture (New) Amsterdam / New York	Taylor	F	4	0	0	0	0	x
612 Lit Movements Since 1750	Adler	F	3	0	0	0	4	
625 Letterkunde der Lage Landen Bezetting en Holocaust	Taylor	SP	3	0	0	1	0	
632 Theme in German Lit Wiener Moderne	Moedersheim	SP	3	1	0	0	0	x
644 Theory & Practice of Drama	Gross	SP	3	15	2	0	0	x

Course Number, Title & Cross-listing (In Caps)	Instructor	Terms	Credits	2016-2017	2016-2017	2017-2018	2017-2018	Offered
				UG	Grads	UG	Grads	2018-2019
645 Cultuurkunde der Lage Landen Lage landen of hoog water?	Taylor	F	3	1	0	0	0	x
650 History-German Language	Howell	F	3	0	0	7	10	
651 Intro to Middle High German MEDIEVAL STUDIES	Calomino	SP	3	3	3	1	9	x
676 Adv Seminar in German Studies China in der deutschen Welt	Li	SP	3	0	0	5	1	
676 Adv Seminar in German Studies Grenzen Überschreiten	Moedersheim	F	3	0	0	0	0	x
676 Adv Seminar in German Studies Migration, Exil, Asylum	Mani	F	3	0	0	14	0	
676 Adv Seminar in German Studies Politik-Wissenschaft-Literatur	Klocke	F	3	10	0	0	0	x
677 Smr-German Culture Studies Wiener Moderne	Moedersheim	SP	3	4	0	0	0	x
683 Sr Honors Sem-German Lit China in der deutschen Welt	Li	SP	3	0	0	1	0	
720 College Teaching of German	Schueller	F	1	0	3	0	0	x
722 Theory of Teaching German	Schueller	F	2	0	10	0	0	x
723 Pract-Teachng Undergrad Lit	Mani	SP	1, 2	0	1	0	1	x
724 Pract-Teach Undergrad Ling	Chavez	F	2	0	0	0	0	x
725 Pract-Teach Undergr Culture	Multiple Instructors	F, SP	1, 2	0	2	0	2	x
727 Topics-Applied Linguistics Film & Visual Cult in L2 Class	Schueller	SP	3	0	0	0	12	
727 Topics-Applied Linguistics L2 as Social & Self Expression	Chavez	F	3	0	0	0	0	x
727 Topics-Applied Linguistics The Language in Lang. Teaching	Chavez	F	3	0	0	0	8	
727 Topics-Applied Linguistics The Student View	Chavez	F	3	0	8	0	0	x
727 Topics-Applied Linguistics The Study Abroad Experience	Schueller	SP	3	0	6	0	0	x

Course Number, Title & Cross-listing (In Caps)	Instructor	Terms	Credits	2016-2017	2016-2017	2017-2018	2017-2018	Offered
				UG	Grads	UG	Grads	2018-2019
755 Old Germanic Languages Early New High German	Calomino	F	3	0	0	0	0	x
755 Old Germanic Languages Mid HG: 13th & 14th Centuries	Calomino	F	3	0	7	0	0	
755 Old Germanic Languages Old Germanic Lang:Old Saxon MEDIEVAL STUDIES	Howell	SP	3	0	0	1	6	
755 Old Germanic Languages Old Germanic Languages: Gothic	Howell	SP	3	1	9	0	0	x
755 Old Germanic Languages Old High German	Calomino	F	3	0	0	0	0	x
755 Old Germanic Languages Paleography MEDIEVAL STUDIES	Calomino	F	3	0	0	0	7	
758 Topics-Contemporary German German Sociolinguistics	Louden	F	3	0	0	1	5	
758 Topics-Contemporary German Sound Change	Salmons	F	3	1	10	0	0	x
804 Interdis W Europ Studies Sm HISTORY, SOCIOLOGY	Potter	F	3	0	20	0	0	x
947 Seminar-German Lit & Culture China in der deutschen Welt	Li	SP	3	0	0	0	5	
947 Seminar-German Lit & Culture Realismen	Adler	F	3	0	0	0	0	x
947 Seminar-German Lit & Culture Wiener Moderne	Moedersheim	SP	3	0	4	0	0	x
948 Seminar-German Lit & Culture Jewish Literatures in Diaspora	Yudkoff	F	3	0	0	0	0	x
948 Seminar-German Lit & Culture Macht-Wissenschaft- Literatur	Klocke	F	3	0	3	0	0	
948 Seminar-German Lit & Culture Migration, Exil, Asylum	Mani	F	3	0	0	0	4	
960 Seminar-German Linguistics German-English Contact	Louden	SP	3	0	3	0	0	
970 Adv Smr-German Linguistics Questionnaires in SLA Research	Chavez	SP	3	0	11	0	0	x
991 Linguistic&Germanic Philology	Multiple Instructors	F, SP, SU	2, 3	0	25	0	27	x

Course Number, Title & Cross-listing (In Caps)	Instructor	Terms	Credits	2016-2017	2016-2017	2017-2018	2017-2018	Offered
				UG	Grads	UG	Grads	2018-2019

GREEK (CLASSICS)

103 First Semester Greek	Beneker, McClure	F	4	12	2	10	1	x
104 Second Semester Greek	Beneker	SP	4	7	1	7	0	x
303 First Semester Greek	Beneker, McClure	F	3	0	2	0	0	x
304 Second Semester Greek	Brockliss	SP	3	0	2	0	0	x
305 Intermediate Greek	Multiple Instructors	F	3	5	0	8	1	x
306 Intermediate Greek	Multiple Instructors	SP	3	2	0	8	2	x
505 Elem Prose Composition	Brockliss	SP	3	0	0	0	12	x
511 Hesiod	Beneker	SP	3	0	0	1	10	
520 Greek Comedy	McClure	SP	3	0	8	0	0	x
551 Attic Orators	Beneker	F	3	0	0	1	12	x
560 Hellenistic Greek	Rosenmeyer	F	3	0	8	0	0	x
910 Seminar-Poetry Homer	Brockliss	F	3	0	5	0	0	x

HISTORY

115 Medieval Europe 410-1500	Lapina	F, SP	4	60	13	64	6	x
119 Modern Europe 1500-1815	Desan, Wandel	F, SP	4	105	21	66	3	x
120 Europe&Mod World 1815-On	Multiple Instructors	F, SP	4	85	5	210	9	x
123 English History to 1688	Sommerville	F, SP	3, 4	51	20	112	6	x
124 British Hist: 1688-Present	Ussishkin	F, SP	4	0	0	49	5	x
201 The Historian's Craft: French Revolution	Desan	F	4	45	0	0	0	x
201 The Historian's Craft: July 1914	McDonald	F	4	28	0	0	0	
201 The Historian's Craft: Visible History	Wandel	SP	4	22	0	0	0	
201 The Historian's Craft: WWII's Eastern Front	Ciancia	SP	4	42	0	0	0	

Course Number, Title & Cross-listing (In Caps)	Instructor	Terms	Credits	2016-2017	2016-2017	2017-2018	2017-2018	Offered
				UG	Grads	UG	Grads	2018-2019
201 The Historian's Craft: Athenian Democracy	Taylor	SP	4	33	0	0	0	
201 The Historian's Craft: Explorers, Colonizers and Travel	Ipsen	F	4	0	0	39	0	
208 West Intell & Rel Hist to 1500 RELIGIOUS STUDIES	Carlsson	F	3	0	0	0	0	x
220 Intro to Modern Jewish Hist JEWISH STUDIES	Bitzan	F	4	25	4	42	1	x
223 Exploration-European Hist (H) 20th-Century Britain on Film	Ussishkin	SU	3	0	0	23	0	
223 Exploration-European Hist (H) Picturing History	Lewis	SP	3	0	0	13	1	
223 Exploration-European Hist (H) Roman Gladiators	Kleijwegt	SU	3	55	0	21	0	x
223 Exploration-European Hist (H) The Vikings: Fact and Fiction	Shoemaker	SU	3	29	1	160	3	x
223 Exploration-European Hist (H) Uncertainty in Law & History	Shoemaker	SP	3	0	0	25	1	
224 Exploration-European Hist (S) History of the Holocaust	Bitzan	F	3	0	0	50	7	x
271 Hist Stdy Abrd: European Hist		F, SP, SU	3	9	0	1	0	x
303 A History of Greek Civ	Taylor	F	4	65	5	0	0	x
307 A History of Rome	Kleijwegt	SP	4	105	12	110	9	x
309 Crusades: Christianity & Islam MEDIEVAL STUDIES RELIGIOUS STUDIES	Lapina	F	4	46	9	0	0	x
323 Sci Revol:Copernicus-Newton HISTORY OF SCIENCE	Multiple Instructors	F	3	0	0	18	9	
350 First World War	Ussishkin	F, SP	4	67	17	67	16	x
351 Seventeenth-Century Europe	Sommerville	SP	3	18	5	0	0	x
357 The Second World War	Harrisville, Roberts	F	4	70	3	69	6	x
359 History-Europe Since 1945	Boswell	F	3	35	9	0	0	x
361 Modern Britain: 1485-1660	Sommerville	SP	3	0	0	10	5	

Course Number, Title & Cross-listing (In Caps)	Instructor	Terms	Credits	2016-2017	2016-2017	2017-2018	2017-2018	Offered
				UG	Grads	UG	Grads	2018-2019
367 Soc-Shakespeares England	Sommerville	F	3	22	7	0	0	x
410 Hist-Germany, 1871-Present	Koshar	F	3	20	5	23	7	x
424 Soviet Union & World,1917-1991	Hirsch	SP	4	0	0	55	22	
425 Hist Poland & Baltic Area	Ciancia	SP	3	0	0	19	24	
431 History of Scand to 1815 SCANDINAVIAN STUDIES	Krouk	F	3	0	0	38	42	
432 History-Scand Since 1815 SCANDINAVIAN STUDIES	Krouk	SP	3	36	6	46	12	x
434 Amer Foreign Rel-1901 on	Iber	F	3	0	0	22	5	
475 Eur Soc Hist 1914-Present	Koshar	SP	3	19	4	11	3	x
508 Health, Disease&Healing II HISTORY OF SCIENCE, MEDICAL HISTORY AND BIOETHICS	Keller	SP	3	0	0	22	2	
512 The Enlightenm't & Its Critics RELIGIOUS STUDIES	Carlsson	F	3	0	0	24	2	
518 Anti-Semitism-European Culture JEWISH STUDIES	Bitzan	F	3	13	1	10	1	x
577 Contemp Scand:Politics&Hist SCANDINAVIAN STUDIES	Andersen	F	3	0	0	0	0	x
701 History in Global Perspective 25% Introduction to global historical study including European	Dunlavy	F	1	0	25	0	16	x
707 Erly Mod Eurp His,1500-1789 Old Regime & French Revolution	Desan	F	3	0	7	0	0	x
805 Seminar-Medieval History	Shoemaker	F	3	0	4	0	0	x
845 Smr-Central European Hist	Koshar	SP	3	0	4	1	3	x
850 Smr-Hist Su&Mod His Ec Eur	Hirsch	SP	3	0	0	1	4	
867 Smr:European Soc&Intel Hist	Sommerville	F	1	0	0	0	6	
891 Prosem-Mod European History	Multiple Instructors	F, SP	1, 2, 3	0	12	0	9	x

Course Number, Title & Cross-listing (In Caps)	Instructor	Terms	Credits	2016-2017	2016-2017	2017-2018	2017-2018	Offered
				UG	Grads	UG	Grads	2018-2019

HISTORY OF SCIENCE								
180 Fr Hon Sm:Hist Sci,Tech,Med 50% Introduction to history of science, technology and medicine through in-depth examination of specific (usually European) theme or topic.	Nelson	F	3	15	0	0	0	x
201 Origins-Scientific Thought	Hsia	F	3	74	5	77	10	x
202 Making of Modern Science	Jackson	SP	3	84	0	116	17	x
212 Bodies, Diseases, and Healers MEDICAL HISTORY AND BIOETHICS 75% - Public health and disease in society from antiquity to the 20th century	Broman, Weisse	F	3	171	1	153	15	x
222 Technol&Social Chng in Hist 25% - Introduction to the history of science, technology and medicine with focus on Europe and the US	Schatzberg	F	3	79	0	0	0	x
322 Ancient & Medieval Science MEDIEVAL STUDIES	Jacobson	SP	3	0	0	8	2	
343 The Darwinian Revolution	Nyhart	F	3	0	0	6	2	
401 History of Pharmacy SOCIAL & ADMINISTRATIVE PHARM 75% - Pharmaceutical field, from antiquity to modern medical care; professional; structuring in principal countries of the West.	Higby	SP	2	12	6	15	18	x
473 History of Mathematics MATHEMATICS 75% - Mathematical field, from antiquity to modern math; professional; structuring in principal countries of the West.	Caldararu, Craciun	SP	3	31	6	36	3	x

Course Number, Title & Cross-listing (In Caps)	Instructor	Terms	Credits	2016-2017	2016-2017	2017-2018	2017-2018	Offered
				UG	Grads	UG	Grads	2018-2019
553 Internl Hlth & Global Society MEDICAL HISTORY AND BIOETHICS, POPULATION HEALTH SCIENCES 50% - Problems in international health 1750 to present.	Keller	F	3	77	6	79	5	x
623 Studies in Early Modern Sci	Multiple Instructors	F	1	0	0	0	2	
903 Smr: Medvl Renaiss&17C Sci Early Modern Scientific Revolution	Rider, Hsia	F, SP	3	0	3	0	0	x
907 Smr: History of Technology Corporate Crimes of Sci & Tech	Schatzberg	F	3	0	7	0	0	x
907 Smr: History of Technology Gender,Race&Class in Tech Hist 90% - This course looks at exemplary works in history of science, technology and medicine rooted in European history	Hicks	SP	3	0	0	0	6	
909 History of Biology&Medicine	Nyhart	F	3	0	0	0	3	
911 Smr-18th Century Science	Hsia	F, SP	3	0	5	0	0	x
919 Grad Studies-Medical Hist Commod & Disease in Global His MEDICAL HISTORY AND BIOETHICS	Mitman	F	3	0	0	0	6	x
919 Grad Studies-Medical Hist History of Bodies and Capital MEDICAL HISTORY AND BIOETHICS	Gomez	F, SP	3	0	0	0	9	
INTEGRATED LIBERAL STUDIES								
201 W Culture:Sci,Tech,Philos I	Hsia	F	3	136	0	147	0	x
202 W Culture:Sci,Tech,Phil II	Jackson	SP	3	76	0	77	0	x
203 West Culture:Lit&The Arts I	Aylward, Pandey	F	3	143	2	151	0	x

Course Number, Title & Cross-listing (In Caps)	Instructor	Terms	Credits	2016-2017	2016-2017	2017-2018	2017-2018	Offered
				UG	Grads	UG	Grads	2018-2019
204 West Cult: Lit&The Arts II	Mitrovic, Vanden Heuvel	SP	3	30	0	63	0	x
205 W Cult:Pol,Econ&Soc Thght I	Multiple Instructors	F	3	110	0	133	0	x
206 W Cul:Pol,Econ&Soc Thght II	Avramenko, Kapust	SP	3	47	4	56	4	x
234 Genres-Westrn Relig Writing RELIGIOUS STUDIES	Rosenhagen, Stern	F, SP	3	21	1	37	0	x
INTERNATIONAL BUSINESS								
200 International Business	Tuli	F, SP, SU	3	383	37	321	35	x
320 Intercultural Communctn in Bus	Bastian, Ward	F, SP	3	47	6	25	0	x
329 Spanish for Business SPANISH (SPANISH AND PORTUG)	Neumayer	F	3	23	0	27	1	x
403 Global Issues in Management MANAGEMENT AND HUMAN RESOURCES	Li	F, SP	3	107	7	85	10	x
420 Global Marketing Strategy MARKETING	Tuli	F, SP	3	74	9	71	8	x
INTERNATIONAL STUDIES								
602 Politics&Policy in Global Econ Europe and Migration	Covington	SP	3	13	0	0	0	
602 Politics&Policy in Global Econ Rise(&Fall?)ofLibDmcrtc States	Covington	SP	3	0	0	15	1	x
603 Topics:Culture-Age of Globlzn Pop Culture/Politics-Global South 40% - Critical examination of culture through soccer, including Europe	Fair	F	3	16	0	12	0	x
ITALIAN (FRENCH & ITALIAN)								
101 First Semester Italian	Multiple Instructors	F, SP, SU	4	163	17	161	6	x

Course Number, Title & Cross-listing (In Caps)	Instructor	Terms	Credits	2016-2017	2016-2017	2017-2018	2017-2018	Offered
				UG	Grads	UG	Grads	2018-2019
102 Second Semester Italian	Multiple Instructors	F, SP, SU	4	95	7	106	4	x
201 Ital-Speakrs of Romanc Lang	Multiple Instructors	F, SP	4	19	10	18	2	x
203 Third Semester Italian	Multiple Instructors	F, SP	4	65	1	60	5	x
204 Fourth Semester Italian	Multiple Instructors	F, SP	4	31	0	21	2	x
230 Modern Italian Culture	Menechella, Rumble	F	3	13	1	20	0	x
299 Directed Study	Menechella, Rumble	F	1	13	0	0	0	
301 Italian for Rdg Knowledge	Phillips-Court	F	3	0	0	1	8	x
311 Advanced Italian Language	Livorni, Phillips-Court	F	3	23	1	21	1	x
312 Writing Workshop	Livorni, Todorovic	SP	3	18	1	16	0	x
321 Intro to Italian Literature	Multiple Instructors	F	3	12	0	14	0	x
321 Italian Literature & Culture I	Buccini	F	3	0	0	0	0	x
322 Intro to Italian Literature	Multiple Instructors	SP	3	13	1	12	1	x
450 Special Topics-Italian Lit		F	3	1	0	0	0	x
450 Special Topics-Italian Lit Modern Italian Drama	Buccini	SP	3	5	2	0	0	

Course Number, Title & Cross-listing (In Caps)	Instructor	Terms	Credits	2016-2017	2016-2017	2017-2018	2017-2018	Offered
				UG	Grads	UG	Grads	2018-2019
450 Special Topics-Italian Lit Theater Wkshop: Text to Stage	Buccini	SP	3	0	0	6	4	
452 Topics: Ital Culture,Film,Lang Political Fictn/Film in Italy	Rumble	SP	3	13	0	0	0	x
453 Topics: Ital Culture,Film,Lang		SP	3	1	0	0	0	x
631 Lineamenti Di Lett Italiana	Livorni, Todorovic	F	3	0	0	3	6	
632 Lineamenti Di Lett Italiana	Livorni, Todorovic	SP	3	0	0	1	4	
951 Smr-Studies in Italian Lit	Multiple Instructors	F	3	0	0	0	7	
951 Smr-Studies in Italian Lit Italian Hermetic Poetry	Livorni	F	3	0	10	0	0	x
952 Smr-Studies in Italian Lit	Multiple Instructors	SP	3	0	0	0	6	x
952 Smr-Studies in Italian Lit Napoli nella letteratura	Menechella	SP	3	0	10	0	0	x
952 Smr-Studies in Italian Lit The Political Cinema of Italy	Rumble	SP	3	0	7	0	0	x
JEWISH STUDIES								
356 Jerusalem: Conflict & Desire	Brenner	SP	3	5	2	6	1	x
442 Moral Philos & the Holocaust PHILOSOPHY	Stern	SP	3	7	2	0	0	x
JOURNALISM AND MASS COMMUNICATION								
620 International Communication 50% - Theories, strategies, and methods involved in the strategic uses of mass communication in Europe and the world	Palmer	F, SP	4	62	3	22	0	x

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				UG	Grads	UG	Grads	2018-2019

LA FOLLETTE SCHOOL OF PUBLIC AFFAIRS

850 International Governance 75% - Examines influences arising from international environment on policy makers and those seeking to influence policymaking (European case studies).	Copelovitch	F	3	0	14	2	18	x
854 Macroecon Pol & Int'l Fin Reg 25% - International policies and the interaction between domestic and international financial markets, regulations and institutions (including Europe).	Chinn	F	3	1	10	0	12	x
856 Trade, Competition & Governance 25% - International micro-economics and trade theory; including Analysis of U.S. trade policy (including trade with Europe) and the world trading system	Chinn	SP	3	1	10	0	13	x
895 Performance Management 30% Comparative systems including EU	Moynihan	F	3	0	0	0	19	x

LANGUAGES & CULTURES OF ASIA

329 Elem Summer Immersion Turkish	Erbil Erkan	SU	8	0	3	0	2	x
339 First Semester Turkish	Erbil Erkan	F	4	7	1	2	2	x
340 Second Semester Turkish	Erbil Erkan	SP	4	4	1	0	0	x
*427 Intermed Sumr Immersion Turkish	Youssef	SU	8	2	1	0	4	x
439 Third Semester Turkish	Erbil Erkan	F	4	3	0	0	0	x
440 Fourth Semester Turkish	Erbil Erkan	SP	4	2	0	0	0	x

Course Number, Title & Cross-listing (In Caps)	Instructor	Terms	Credits	2016-2017	2016-2017	2017-2018	2017-2018	Offered
				UG	Grads	UG	Grads	2018-2019
529 Adv Summer Immersion Turkish	Derin	SU	8	0	4	0	0	x
539 Fifth Semester Turkish & Azeri	Derin	F	3	2	0	0	0	x
540 Sixth Semester Turkish & Azeri	Derin	SP	3	1	0	0	0	x
LATIN (CLASSICS)								
103 Elementary Latin	Multiple Instructors	F	4	70	3	64	3	x
104 Elementary Latin	Multiple Instructors	SP	4	34	1	26	3	x
203 Intermediate Latin	Multiple Instructors	F	4	19	0	15	2	x
204 Intro to Latin Literature	Dressler, Moorman	SP	4	11	0	6	1	x
301 Latin Lit of Roman Republic	Multiple Instructors	F	3	9	1	10	1	x
302 Latin Lit of Roman Empire	Dressler, Pandey	SP	3	6	0	9	1	x
391 Latin:Grad Readng Knowldg I	McKeown	SP	3	0	13	0	0	x
519 Latin Poetry Lucan	Pandey	F	3	5	5	0	0	x
539 Latin Historical Writers Sallust	Nelstestuen	SP	3	6	4	0	0	x
539 Latin Historical Writers Tacitus	Nelstestuen	F	3	0	0	0	0	x
549 Latin Philosophical Writers Moralists/Satire	Dressler	F	3	0	7	0	0	
563 Mediaeval Latin MEDIEVAL STUDIES	Pandey	SP	3	0	0	8	7	x
910 Seminar-Poetry	Pandey	F	3	0	0	0	11	
LAW								
641 Sociology of Law (EU Law on Vices) LEGAL STUDIES, SOCIOLOGY	Conti, Pedriana	SP, SU	3	36	8	0	0	x

Course Number, Title & Cross-listing (In Caps)	Instructor	Terms	Credits	2016-2017	2016-2017	2017-2018	2017-2018	Offered
				UG	Grads	UG	Grads	2018-2019
818 Comparative Law 50% - Civil law system, including its Roman Law antecedents and responses to selected current issues.	Hendley	SP	3	0	0	4	32	x
870 International Tax 30% - International taxation concepts and issues between industrialized countries and less developed countries in Europe	Misey	SP	3	0	3	0	3	x
871 International Trade Law 30% - Legal institutions affecting international transactions with a focus on laws of the U.S, Europe and other countries, and the effects of treaties.	Ibele	F	3	0	22	0	17	x
918 Problems: Intl Law Seminar		F	3	0	1	0	1	x
918 Problems: Intl Law Seminar Climate, Human Rights & Enviro 50%. including European case studies	Atapattu	F	3	0	9	0	12	x
918 Problems: Intl Law Seminar Climate, Human Rts & Environ 50%. including European case studies	Atapattu	F	3	0	0	0	0	x
918 Problems: Intl Law Seminar Intl Commercial Arbitration 50% - International commercial arbitration, including Vis Moot Arbitration contest (Vienna/Hong Kong).	Yackee	F	3	0	11	0	14	x
918 Problems: Intl Law Seminar Intl Environmental Law	Atapattu	SP	3	0	10	0	9	x
918 Problems: Intl Law Seminar Intl Law: Vis Competition	Yackee	SP	3	0	7	0	8	x
942 European Union Law	Klug	F	3	0	16	0	8	x

Course Number, Title & Cross-listing (In Caps)	Instructor	Terms	Credits	2016-2017	2016-2017	2017-2018	2017-2018	Offered
				UG	Grads	UG	Grads	2018-2019

LIFE SCIENCES COMMUNICATION

625 Risk Management 50% US, EU, France.	Brossard	F	3	0	0	16	14	
700 Colloq in Life Sci Comm 50% Course at least half on EU life sci topics	Brossard	SP	3	0	17	0	19	x
902 Pub Opinion in Life Sci Comm 50% Comparative course on life sci comm in US and EU	Scheufele	F	3	0	23	0	0	x

LITERATURE IN TRANSLATION

208 The Writings of Vaclav Havel	Danaher	F	3	0	0	0	0	x
209 Masterpieces-Fr Lit & Culture	Goodkin	F, SP	3	34	0	64	1	x
226 Intro-Luso-Afro-Brazilian Lit 50% on Portuguese Literature	Sanchez	F	3	7	0	0	0	
229 Represnt-Jew in E Eurpn Cul	Yudkoff	SP	3	13	0	0	0	x
241 Lit & Culture-Eastrn Europe SLAVIC (SLAVIC LANGUAGES)	Mitrovic	SP	3	20	0	0	0	x
247 Topics-Slavic Lit in Translatn Dead Yiddish Poets Society	Zilbergerts	F	3	0	0	5	0	
247 Topics-Slavic Lit in Translatn Reading Putin's Russia		F	3	0	0	0	0	x
247 Topics-Slavic Lit in Translatn Represent Holocaust in Poland	Filipowicz	F, SP	3	0	0	9	0	
247 Topics-Slavic Lit in Translatn Russia & Jews: Lit/Cultr/Relig	Zilbergerts	F, SP	3	4	0	8	0	x
252 Spanish Literature in Trans	Hildner	F, SP	3	20	0	0	0	x
253 Lt Tran:Dante-Divine Comedy MEDIEVAL STUDIES, RELIGIOUS STUDIES	Todorovic	SP	3	0	0	47	5	
254 Lit Tran: Modern Italy	Rumble	F	3	29	1	77	0	x

Course Number, Title & Cross-listing (In Caps)	Instructor	Terms	Credits	2016-2017	2016-2017	2017-2018	2017-2018	Offered
				UG	Grads	UG	Grads	2018-2019
268 Fr Womn Writrs Mid Ages-19c	Vila	F	3	0	0	12	0	
271 Scand LitTran:Mid Ages-1900	Mellor	F	3, 4	15	0	30	1	x
274 Scand Lit in Tran-20th C	Brantly	SP	3, 4	34	1	26	0	x
275 In Transl:Hans C. Andersen	Multiple Instructors	SP	3, 4	72	0	0	0	x
277 Topics-20c German Lit(in Tran)	Adler	SP	3	0	0	1	0	
326 Topics in Dutch Lit in Tran Occupation, Holocaust, Memory	Taylor	SP	3	0	0	16	0	
326 Topics in Dutch Lit in Tran The Family: Secrets	Taylor	F	3	0	0	0	0	x
326 Topics in Dutch Lit in Tran Tpc-Dutch Lit:Travel/Migration	Taylor	F	3	10	1	0	0	x
337 In Transl:19C Scand Fiction	Multiple Instructors	F	3	37	2	102	3	x
343 In Trans:Woman in Scand Lit	Schmidt	SP	3, 4	3	0	3	1	x
360 Fr&Ital Renaissance Lit Online	Multiple Instructors	SP	3	126	3	110	2	x
410 In Trans:Topics-Italian Lit Food Cultures of Italy	Menechella	F	3	14	0	0	0	x
410 In Trans:Topics-Italian Lit Masterpieces of Italian Drama	Buccini	SP	3	3	0	0	0	
410 In Trans:Topics-Italian Lit Politcal Fiction/Film in Italy	Rumble	SP	3	6	0	0	0	x
454 Hist-Serbian & Croatian Lit	Longinovic	F	3	0	0	0	0	x
455 Mod Serb&Croat Lit in Trans	Longinovic, Mitrovic	F, SP	3	2	0	7	0	x
MEDIEVAL STUDIES								
430 The Vikings SCANDINAVIAN STUDIES	Mellor	SP, SU	4	0	0	32	9	x

Course Number, Title & Cross-listing (In Caps)	Instructor	Terms	Credits	2016-2017	2016-2017	2017-2018	2017-2018	Offered
				UG	Grads	UG	Grads	2018-2019
504 Survey of Medieval Lit SPANISH (SPANISH AND PORTUG)	Ancos Garcia, Corfis	SP	3	0	26	0	0	x
842 Seminar-Medieval Literature El mester de clerecia SPANISH (SPANISH AND PORTUG)	Ancos Garcia	F	3	0	0	0	5	
MUSIC								
105 Opera	Dill	F	3	66	8	71	10	x
106 The Symphony	Swack	SP	3	70	14	46	19	x
211 Survey-Hist Western Music	Crook	F	3	34	5	40	2	x
212 Survey-Hist Western Music	Dill	SP	3	30	3	43	0	x
411 Survey Music-Middle Ages	Earp	F	3	5	14	0	0	x
413 Survey Music-Baroque Era	Swack	F, SP	3	2	5	6	13	x
414 Survey Music-Classic Era	Dill	F	3	0	0	10	13	x
415 Survey Music-Romantic Era	Crook, Earp	SP	3	6	15	11	13	x
416 Survey Music-20th C 50% - Major genres and composers in Europe and the United States.	Cook	F, SP	3	19	13	10	11	x
PHILOSOPHY								
101 Introduction to Philosophy	Multiple Instructors	F, SP	3, 4	611	5	784	6	x
430 Hist of Ancient Philosophy	Fletcher, Gottlieb	F, SP	4	73	1	48	2	x
432 History-Modern Philosophy	Multiple Instructors	F, SP	3, 4	72	3	72	4	x
435 Jewish Philos:Antiquity-17c RELIGIOUS STUDIES	Nadler	SP	3	0	0	8	0	x
440 Existentialism	Southgate	SP	3	0	0	46	5	
454 Classical Philosophers Aristotle's Ethics	Gottlieb	F	3	0	0	10	2	
454 Classical Philosophers Plato's Republic	Fletcher	SP	3	0	0	17	3	
454 Classical Philosophers Socrates and the Examined Life	Fletcher	SP	3	13	2	0	0	x

Course Number, Title & Cross-listing (In Caps)	Instructor	Terms	Credits	2016-2017	2016-2017	2017-2018	2017-2018	Offered
				UG	Grads	UG	Grads	2018-2019
464 Classical Philosophers Kant's Critique of Pure Reason	Messina	F	3	18	0	0	0	x
549 Great Moral Philosophers	Fletcher, Gottlieb	F, SP	3	14	2	0	0	x
555 Political Philosophy 80% - Philosophical doctrines rooted in Western Europe involved in justification of political decisions	Brighthouse	F, SP	3	29	2	0	0	x
830 Advanced Hist of Philosophy CLASSICS	Gottlieb	SP	3	0	0	1	15	
830 Advanced Hist of Philosophy Kant's Critique of Pure Reason	Messina	SP	3	0	6	0	0	x
POLITICAL SCIENCE								
106 Politics Around the World 25% - Political institutions of major foreign nations, stressing comparison of basic principles and techniques with those of the United States.	Ringe	F, SP, SU	4	289	11	0	0	x
120 Politics Around the World 25% - Political institutions of major foreign nations, stressing comparison of basic principles and techniques with those of the United States.	Shelef	F, SP, SU	4	0	0	285	7	x
160 Intro to Political Theory	Multiple Instructors	F, SP	3, 4	0	0	302	5	x
182 Politics Around World-Honors 25% - Political institutions of major foreign nations, stressing comparison of basic principles and techniques with those of the United States.	Herrera	F	3	21	1	18	1	x
201 Spec Topics in Poli Sci Citizenship, Demo & Difference	Cramer	F	3	17	0	0	0	x

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				UG	Grads	UG	Grads	2018-2019
201 Spec Topics in Poli Sci Democratic Ideas	Zumbrunnen	SP	3	48	4	0	0	x
209 Intro to Political Theory 30% - Analysis of conceptions of politics and the purposes of government	Multiple Instructors	F, SP, SU	3, 4	368	3	0	0	x
316 Prin-International Law 40% - Interactions among states, international actors, inter-governmental and non-governmental organizations as governed by international law.	Kinsella	SP	3	113	2	0	0	x
338 Eur Union:Politics&Pol Econ	Ringe	F	4	47	3	0	0	x
348 Analysis of Intl Relations 50% on European relations	Multiple Instructors	F, SP, SU	3	95	0	163	0	x
350 Internat'l Political Economy	Copelovitch	SP SU	3	28	0	27	2	x
356 Prin-International Law 50% EU and European Law	Kinsella	F	3	0	0	94	5	
502 Dev Mod West Pol Thought 75% - Largely European thinkers	Schwarze	SP	3	15	1	0	0	x
659 Pol&Society:Contemp E Europ	Nikolova	F, SP	3	14	2	24	0	x
POPULATION HEALTH SCIENCES								
718 Global Health Care Systems 50% - Problems in international health systems, including Europe	Solheim	F	2	1	34	0	25	x
785 Health Sys, Mngmnt, & Policy 50% - Problems in international health systems management and policy, includes European cases	Oliver	F, SP	3	0	65	0	65	x

Course Number, Title & Cross-listing (In Caps)	Instructor	Terms	Credits	2016-2017	2016-2017	2017-2018	2017-2018	Offered
				UG	Grads	UG	Grads	2018-2019
915 Internl Hlth Systems & Policy 50% - Problems in international health systems, including Europe	Oliver	F, SP, SU	2	0	52	0	42	x
PORTUGUESE (SPANISH & PORTUGUESE)								
101 1st Semester Portuguese	Multiple Instructors	F	4	30	2	26	4	x
102 2nd Semester Portuguese	Multiple Instructors	SP	4	24	0	17	2	x
201 3rd Semester Portuguese	Ferreira, Alves Pantaleao	F	4	15	0	17	0	x
202 4th Semester Portuguese	Ferreira, Alves Pantaleao	SP	4	8	0	5	0	x
*225 3rd Yr Conversatn & Compositn	Albuquerque, Hendrickson	F	3	6	1	0	0	x
*226 3rd Yr Conversatn & Compositn	Albuquerque, Hendrickson	SP	3	4	2	4	0	x
301 Intensive Portuguese	Oliveira	F, SU	4	12	10	7	8	x
302 Intensive Portuguese	Oliveira	SP, SU	4	0	0	1	3	x
311 4th Yr Compositn & Conversatn	Multiple Instructors	F	3	5	3	6	7	x
312 4th Yr Compositn & Conversatn	Multiple Instructors	SP	3	2	6	2	6	x
361 Portuguese Civilization	Sapega	F	3	0	0	20	1	
411 Survey-Portug Lit pre 1825	Sapega	F	3	0	0	4	2	
467 Survey-Port Lit since 1825	Sapega	F	3	2	4	0	0	x
772 Smr: Portuguese Literature Islands/Ilhas	Sapega	SP	3	0	8	0	0	x
REAL ESTATE & URBAN LAND ECONOMICS								
720 Urban Economics URBAN AND REGIONAL PLANNING	Luque	F	3	0	22	0	26	x

Course Number, Title & Cross-listing (In Caps)	Instructor	Terms	Credits	2016-2017	2016-2017	2017-2018	2017-2018	Offered
				UG	Grads	UG	Grads	2018-2019

SCANDINAVIAN STUDIES								
101 First Semester Norwegian	Multiple Instructors	F	4	23	0	25	1	x
102 Second Semester Norwegian	Multiple Instructors	SP	4	17	0	14	1	x
111 First Semester Swedish	Hubbard, Johnson	F	4	6	0	15	0	x
112 Second Semester Swedish	Hubbard, Johnson	SP	4	6	0	10	0	x
121 First Semester Danish	Brown, Schmidt	F	4	11	0	8	0	x
122 Second Semester Danish	Jonch-Clausen, Norregaard	SP	4	5	1	4	0	x
201 Second Year Norwegian	Hager	F	4	15	1	9	0	x
202 Second Year Norwegian	Hager	SP	4	12	0	7	0	x
211 Second Year Swedish	Wilson	F	4	12	0	7	0	x
212 Second Year Swedish	Wilson	SP	4	7	0	4	0	x
221 Second Year Danish	Schmidt	F	4	6	0	5	0	x
222 Second Year Danish	Schmidt	SP	4	3	0	0	1	x
251 Readings in Norwegian Lit	Krouk	F	3, 4	5	2	2	0	x
261 Readings in Swedish Lit	Brantly	F	3, 4	2	1	9	3	x
271 Readings in Danish Lit	Andersen, Schmidt	F	3, 4	3	0	7	1	x
276 Scandinavian Life&Civiliztn	Ambelang	F	3, 4	22	2	0	0	x
373 Scand Lit:Middle Ages-1900	Mellor	F	3, 4	7	0	5	0	x
374 Scand Lit-the 20th Century	Brantly	SP	3, 4	1	0	2	1	x
401 Contemporary Scand Langs	Multiple Instructors	SP	3	2	1	14	4	x

Course Number, Title & Cross-listing (In Caps)	Instructor	Terms	Credits	2016-2017	2016-2017	2017-2018	2017-2018	Offered
				UG	Grads	UG	Grads	2018-2019
404 Languages of Northern Europe Modern Icelandic	Poyer	F	4	0	0	6	2	
404 Languages of Northern Europe Modern Icelandic II	Poyer	SP	4	0	0	2	2	
407 Old Norse MEDIEVAL STUDIES	Wolf	F	3	0	5	0	0	x
408 Old Norse II MEDIEVAL STUDIES	Wolf	SP	3	0	3	0	0	x
409 Survey-Old Norse-Icelandic Lit	Wolf	F	3	0	4	0	0	x
410 Intro to Scand Linguistics	Wolf	F	3	0	0	1	8	
411 Areas in Scandinavian Lit Migration, Exile, & Diaspora	Barkve	F	1	0	0	5	0	
411 Areas in Scandinavian Lit Norden	Multiple Instructors	SP	1	7	0	0	0	x
411 Areas in Scandinavian Lit The Cultures of Scandinavia	Multiple Instructors	F	1	5	0	0	0	x
420 The Woman in Scand Lit	Schmidt	SP	4	7	1	5	1	x
421 Advanced Topics-Nordic Studies Scandinavian Witchcraft	Rose	SP	1	0	0	10	2	
423 Drama of August Strindberg	Brantly	SP	4	0	0	2	3	
424 19th C Scand Fiction	Multiple Instructors	F	3, 4	2	1	9	3	x
427 Contemporary Scand Lit	Andersen	F	4	0	0	5	2	x
429 Mythology of Scandinavia	Mellor	F	4	1	0	5	1	x
433 Scandinavian Tale & Ballad	Mellor	F, SP	4	4	1	0	0	x
435 The Icelandic Sagas	Ambelang	SP	4	1	2	0	0	
436 Topics-Scandinavian Literature Criminal Utopias	Schmidt	SP	4	16	0	11	0	x
476 Scand Life & Civilization II	Schmidt	F	4	0	0	0	0	x

Course Number, Title & Cross-listing (In Caps)	Instructor	Terms	Credits	2016-2017	2016-2017	2017-2018	2017-2018	Offered
				UG	Grads	UG	Grads	2018-2019
511 Paleogrphy&Philology-Old Norse	Wolf	SP	3	0	5	0	0	x
520 Special Topics Nordic American Labor Movement	Cederstrom	F	3	0	0	0	0	x
520 Special Topics Transposing Experiences	DuBois	F	3	8	6	0	0	
630 Fundamntls-Bibliogrphy&Rsch	Krouk	F	3	0	7	0	0	
635 Survey-Scand Lit: 1800-1890	Brantly	SP	3	3	1	0	0	x
710 Topics in Depth Language Teaching Methods	Mellor	F	1	0	3	0	0	x
901 Seminar inSPecial Topics Interwar Scandinavia	Krouk	F	3	0	0	0	0	x
SCIENCE & TECHNOLOGY STUDIES								
201 Where Science Meets Society 35% - Introduction to science and technology studies, including Europe	Multiple Instructors	F, SP	3	66	2	104	1	x
SLAVIC (SLAVIC LANGUAGES)								
111 1st Semester Polish	Miernowska	F	4	8	2	0	0	x
112 Second Semester Polish	Miernowska	SP	4	5	1	0	0	x
141 1st Semester Serbo-Croatian	Mitrovic, Simic	F	3	10	0	0	0	x
142 2nd Semester Serbo-Croatian	Simic, Milan	SP	3	6	0	0	0	x
207 Third Semester Polish	Miernowska	F	4	0	0	9	0	x
208 Fourth Semester Polish	Miernowska	SP	4	0	0	7	0	x
217 Third Semester Czech	Danaher	F	4	0	0	0	0	x
251 3rd Semester Serbo-Croatian	Mitrovic	F	3	0	0	1	0	x
252 4th Semester Serbo-Croatian	Mitrovic	SP	3	0	0	1	0	x

Course Number, Title & Cross-listing (In Caps)	Instructor	Terms	Credits	2016-2017	2016-2017	2017-2018	2017-2018	Offered
				UG	Grads	UG	Grads	2018-2019
277 Third Year Polish I	Miernowska	F, SP	3	6	0	3	0	x
278 Third Year Polish II	Miernowska	F, SP	3	4	0	2	1	x
301 Intro to Intensive Polish	Miernowska	F	3	0	0	2	4	x
331 Fourth Year Polish I	Miernowska	F	3	3	0	3	1	x
332 Fourth Year Polish II	Miernowska	SP	3	2	0	0	0	x
341 1st Sem Intensive Serbo-Cr	Mitrovic, Simic	F	3	0	2	0	0	x
342 Uvod u srpsku i hrvatsku lit	Simic	SP	3	0	2	0	0	x
351 1st Sem Intensive Czech	Danaher	F	3	0	0	0	1	x
352 2nd Sem Intensive Czech	Danaher	SP	3	0	0	0	1	x
441 3rd Sem Intensive Serbo-Cro	Mitrovic	F	3	0	0	0	2	x
442 4th Sem Intensive Serbo-Cro	Mitrovic	SP	3	0	0	0	2	x
449 Istorija srpske/hrvatske li	Longinovic	F	3	0	0	0	0	x
454 Moderna srpska/hrvatska lit	Longinovic, Mitrovic	F, SP	3	2	2	1	2	x
801 Slavic Crit Theory&Practice	Hanukai	SP	3	0	0	0	5	
SOCIOLOGY								
475 Classical Soc Theory	Multiple Instructors	F, SP	4	34	0	0	0	x
476 Contemporary Soc Theory	Ermakoff	F	3	4	2	7	7	x
621 Class,State&Ideol:IntroMarx	Wright	SP	3	8	10	0	0	x

Course Number, Title & Cross-listing (In Caps)	Instructor	Terms	Credits	2016-2017	2016-2017	2017-2018	2017-2018	Offered
				UG	Grads	UG	Grads	2018-2019
624 Political Sociology 25% - Comparative studies of voting behavior, leadership, political parties, public opinion and social movements in relation to social structure.	Ermakoff	F	3	5	16	22	7	x
626 Social Movements 30% - The study of social movements from around the world, including Europe.	Paretskaya	F, SP	3	13	3	27	6	x
773 Intermediate Classical Theory 30% - Intensive and critical examination of the major theoretical traditions involved in sociology's development since the 19th century.	Emirbayer	F, SP	3	0	18	0	33	x
924 Seminar-Political Sociology Analyzing Events and Processes 25% Comparative studies of voting behavior, leadership, political parties, public opinion and social movements in relation to social structure.	Ermakoff	SP	3	0	0	0	10	x
924 Seminar-Political Sociology Intl Instns & Globl Governance 50% Comparative studies of structures like the EU, UN	Conti	F	3	0	0	0	8	
924 Seminar-Political Sociology Smr: Theories of the State 50% Studies on Western liberal democracies	Wright	SP	3	0	15	0	0	x
924 Seminar-Political Sociology Social Capital and Public Life 25% Comparative studies of social structure.	Lim	SP	3	0	0	0	7	
929 Class Analysis&Hist Change Real Utopias 25% Sociology of 'utopian societies', some in Europe	Wright	SP	3	0	0	0	9	
984 Rsch:Sociol of Gender Trainees 50% Comparison with US and Germany	Ferree	F	1	0	13	0	18	x

Course Number, Title & Cross-listing (In Caps)	Instructor	Terms	Credits	2016-2017	2016-2017	2017-2018	2017-2018	Offered
				UG	Grads	UG	Grads	2018-2019

SPANISH (SPANISH AND PORTUGUESE)								
101 First Semester Spanish	Multiple Instructors	FSU	4	117	2	128	5	x
102 Second Semester Spanish	Multiple Instructors	F, SP, SU	4	346	2	310	4	x
203 Third Semester Spanish	Multiple Instructors	F, SP, SU	4	546	3	448	4	x
204 Fourth Semester Spanish	Multiple Instructors	F, SP, SU	4	509	4	462	3	x
223 Intro to Hispanic Cultures	Multiple Instructors	F, SP, SU	3	269	2	231	3	x
224 Intro-Hispanic Literatures	Multiple Instructors	F	3	249	0	259	2	x
226 Interm Lang Prac-Writng&Grammr	Multiple Instructors	F, SP	3	609	1	608	8	x
311 Advanced Language Practice	Multiple Instructors	F, SP, SU	3	351	4	339	14	x
319 Topics in Span Lang Pract		F, SP	3	2	0	0	0	x
319 Topics in Span Lang Pract Cultural Journalism	Mercado	SP	3	9	0	0	0	
319 Topics in Span Lang Pract Cultures and Disciplines	Mercado	F	3	0	0	0	0	x
319 Topics in Span Lang Pract Spanish Media	Neumayer	SP	3	15	0	0	0	x
319 Topics in Span Lang Pract Topic: Medical Spanish	Gemrich, Pujol	FSU	2, 3	30	1	66	3	x
320 Spanish Phonetics	Multiple Instructors	F, SP, SU	3	155	0	177	1	x
322 Survey of Early Hispanic Lit	Multiple Instructors	F, SP	3	63	0	45	1	x
323 Adv Lang Prac-Expos Writing	Hildner	F	3	8	5	0	0	x
324 Survey of Modern Spanish Lit	Multiple Instructors	F, SP	3	70	0	72	1	x
325 Advanced Conversation	Multiple Instructors	F, SP	3	134	2	62	2	x

Course Number, Title & Cross-listing (In Caps)	Instructor	Terms	Credits	2016-2017	2016-2017	2017-2018	2017-2018	Offered
				UG	Grads	UG	Grads	2018-2019
327 Intro to Spanish Linguistics	Multiple Instructors	F, SP	3	54	0	40	1	x
359 Spanish Business Area Study	Neumayer, Stelter	SP	3	24	0	17	2	x
361 Spanish Civilization	Multiple Instructors	F, SP, SU	3	58	1	70	0	x
414 Lit de la Edad Med Castellana ThreeSpanish Masterpieces	Ancos Garcia	SP	3	0	0	13	0	
414 Lit de la Edad Med Castellana Visual Celestina: Word & Image	Corfis	F	3	0	0	0	0	x
435 Cervantes	Alcala Galan	SP	3	10	0	0	0	x
453 Lit-Twentieth Century	Comparone	SP	3	11	0	0	0	x
503 Survey of Medieval Lit	Ancos Garcia, Corfis	F	3	0	30	0	0	x
505 Advanced Survey-Spanish Lit	Egea, Hutchinson	F	3	0	19	0	0	x
506 Advanced Survey-Spanish Lit	Egea, Hutchinson	SP	3	0	16	0	0	x
541 Old Spanish MEDIEVAL STUDIES	Tejedo-Herrero	SP	3	0	11	0	0	x
543 Spanish Phonology	Rao	F	3	1	20	0	0	x
545 College Teaching of Spanish	Frantzen, Rao	F	2	0	8	0	0	x
548 Structure of Spanish Lang	Armstrong	F	3	0	0	0	9	
627 Historia-Teoria Literaria	Hildner	F	3	0	0	0	4	
628 Hist-Teoria Lit: C XIX-XX	Hutchinson	SP	3	0	0	0	9	
815 Lang Smr: Modern Spanish	Rao, Stafford	SP	3	0	15	0	14	x
851 Cervantes Don Quijote	Alcala Galan	F	3	0	11	0	0	x
861 Seminar-Modern Spanish Lit	Comparone	F	3	0	7	0	0	x

Course Number, Title & Cross-listing (In Caps)	Instructor	Terms	Credits	2016-2017	2016-2017	2017-2018	2017-2018	Offered
				UG	Grads	UG	Grads	2018-2019
861 Seminar-Modern Spanish Lit Filmspanism	Egea	SP	3	0	0	0	8	
THEATRE AND DRAMA								
327 History: Stage Costume 75% - Dress in Western civilization is examined through the cultural context of history, art and fashion	Brassard	F	3	0	0	0	0	x
335 Lit in Transl-Henrik Ibsen	Krouk	SP	3	0	0	1	0	x
336 In Trans:Drama-A Strindberg	Brantly	SP	3	0	0	1	0	
731 Adv Theatre Hist-500bc-1700	Trotter	SP	3	0	7	0	0	x

1. Project Goal #1: Strengthen Teacher Training (AP) and Collaborations with Schools of Education									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	6. Baseline and Targets				
					BL	T1	T2	T3	T4
1. Increase by 10 the number of pre-service teachers participating in teacher training opportunities	1. Design and deliver 4 teacher training institutes (in-service and pre-service) throughout Wisconsin in partnership with Schools of Education at 4 post-secondary institutions (all MSIs) in Wisconsin (Marion, Ripon, etc.)	Number of pre-service teachers who participate in teacher training programs	Annual	K-16 educator surveys	12	22	32	42	52
2. Increase in-service training opportunities for K-12 teachers in target region	1. Design and deliver K-12 teacher training workshops (International Roadshow) to 18 rural school districts via Discovery Box and outreach personnel visit. 2. Offer annual 3-5 day teacher workshops to in-service teachers on European and global issues. 3. Offer annual regional teacher conferences in collaboration with partners e.g. Milwaukee-IWA, IRIS, Goethe Institut, EU National Institutes for Culture	Increase number of in-service teachers in rural districts with advanced training on international affairs by 10 per annum	Annual	K-16 educator surveys/ Case Studies	0	18	28	38	48
3. Increase number of collaborative projects with Schools of Education	1. Partner with Schools of Education at 4-post secondary institutions in Wisconsin to offer teacher training institutes 2. Develop new pre-service teacher course in SofE on global issue "Language Mobility in Schooling"	Number of Schools and Education and partners with whom partnership are developed	Annual	Records	0	2	4	6	8

1. Project Goal #2: New Enhanced MSIs, Title III & V Eligible Institutions and Community Colleges to Incorporate Europe and the EU into the Curriculum (CPP-1)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	6. Baseline and Targets				
					BL	T1	T2	T3	T4
1. Increase from 0 to 35 over the 4-year cycle the number of new MSI, TIII and V and Community College faculty and students participating in workshops and other events	1. Organize workshops and other events for MSI, TIII and V and Community College faculty and students participating in workshops, other events and the "Passport" program 2. Improve Passport Program attendance at Wisconsin by 10 persons	Number of MSI, TII and V, and Community College faculty and students participating in workshops, other events, and the "Passport" program	Annual	Enrollment figures and records	0	20	25	30	35
2. Design 4 new academic programs with European Studies dimensions at MSIs, Title III institutions by the end of the grant cycle	1. Provide indigeneity resources to MSIs including College of the Menominee Nation which augment curricular offerings and international linkages and partnerships	Number of informational exchanges offered at MSIs w/ relevant European Studies content (e.g., Nordic Council, UN)	Annual	Partner Records	0	1	2	3	4
3. Organize 1 in-service training opportunity for K-14 teachers per year for a total of 4 by the end of the grant cycle	1. Yearly in-service training opportunity for K-14 teachers	Event organizers	Once per year	Center records	0	1	2	3	4

1. Project Goal #3: Increase indices of enrollment and proficiency of students learning LCTLs and LCTL teacher training									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	6. Baseline and Targets				
					BL	T1	T2	T3	T4
1. Increase indices of enrollments and proficiency of students learning LCTLs and LCTL teacher training	1. Increase number of underrepresented students enrolled in ES certificate and completing European study abroad	Number of underrepresented undergraduates utilizing study abroad and LCTLs	Annual	Study abroad data and campus information management	0	2	4	6	8
2. Increase number of "Passport" program students enrolled in summer intensive LCTLs	1. Double number of Madison College transfer students taking Wisconsin LCTLs 2018-2022 each year	Number of "Passport" program enrollees in LCTLs	Annual	Campus information management	0	2	4	6	8
3. Increase FLAS undergraduate applications in STEM fields	1. Double number of STEM field (biology, premed, engineering) applicants to FLAS	Annual FLAS competition records	Annual	IRIS/ES FLAS records	2	4	6	8	8

1. Project Goal #4: Improve undergraduate and graduate education and placement by increasing participation, assessment, and career opportunities									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	6. Baseline and Targets				
					BL	T1	T2	T3	T4
1. Increase by 10% the number of students who use language and/or area studies skills in professions	1. Conduct alumni and current student surveys re: global competencies and placement	Number of students who demonstrate global competencies during education	Biannual	Standard Wisconsin Evaluation Plan for Title VI Centers. Follow up on 2016 master survey of all Wisconsin Title VI NRCs	45	50	55	60	65
2. Create 3 new Continuing Learning Education seminars/workshops for business/law through Erasmus + connections by end of grant cycle; add internships for undergraduates in the process	1. Develop intensive workshops for professionals which provide latest information on data risk, EU/US commerce, etc. through UW-Madison Law School and MCFR. 2. Attain 1 -2 undergraduate internships	Number of programs/internships	Annual	Records	0	1	2	3	4
3. Increase STEM field student participation in ES courses and certificate program	1. Develop methods to reach STEM students through Constellations/FIG programs 2. Increase number of annual professionalization workshops	GLOWS III Data Global Gateway Initiative (IAP) data set on ethnic background	Annual	Study abroad records ES certificate records and SWEPT/GLOWS Data	2	4	6	8	10



Jack E. Daniels, III, Ph.D., President

June 8, 2018

Dear Vice Provost Podestá:

Madison College is extremely pleased to support the University of Wisconsin-Madison (UW-Madison) proposals for U.S. Department of Education Title VI National Resource Center (NRC) and Foreign Language and Area Studies (FLAS) grants. Madison College, a Title VI UISFL institution, is proud to partner with UW-Madison's International Division and the Institute for Regional and International Studies (IRIS) and its several area studies centers in a number of mutually beneficial efforts that extend across a spectrum of curriculum programming, events, and developmental opportunities that model the spirit and purpose of Title VI. I want to highlight just a few of these as irreplaceable contributions to Wisconsin's international learning community:

- A cornerstone of our partnership is the *Global Studies Passport* program – a collaborative agreement that increases international studies and language-learning opportunities for Madison College students who enroll in the Interdisciplinary Global Studies Certificate curriculum. The initiative, started in January of 2016, offers a pathway to expand student learning in the international fields of study and cultivate interest in the future completion of area studies and foreign language degrees. *Passport* provides incentives for Madison College students to enroll in globally oriented courses by providing dual credit at both institutions. Recently, we have worked together to streamline enrollment actions and work directly with classroom instructors to ensure available seats for Madison College students in UW-Madison courses. This renewed vigor should increase the number of participants as a pathway to heightened success.
- Madison College remains an enthusiastic stakeholder in the Wisconsin Language Roadmap Initiative, an effort headed by the UW-Madison Language Institute, the Department of Public Instruction, and the Wisconsin Economic Development Corporation. The Language Roadmap strengthens and expands language education in Wisconsin in a strategic framework that provides a coherent plan to match resources to opportunities and needs. An emerging pillar of this initiative is a partnership that allows Madison College students to participate in the Wisconsin Intensive Summer Language Institute (WISLI). This collaboration, once mature, will render many benefits to both institutions -- offering stipends and scholarships to support participating Madison College students while streamlining the program requirements to meet local community college students' unique living and learning circumstances.
- We also are very gratified to continue working with UW-Madison as co-sponsors for the annual International Institute for faculty members of the Wisconsin Technical College System. The International Institute is a forum in which Madison College hosts workshops to strengthen opportunities to integrate international perspectives and comparative global cultures into two-year college classrooms. This program brings together nearly 100 Madison College and other WI Technical College System faculty from around the state for a valuable day of shared learning that places international awareness at the forefront of our teaching repertoire.

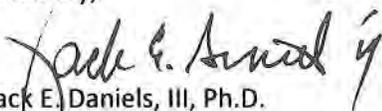
- Beginning in 2019, IRIS and other area studies centers are dedicating competitive mini-grants to Madison College and other Wisconsin Technical College System faculty to support efforts to internationalize curricula. These grants, competitively awarded via a jointly administered proposal process, will offer a much-needed means of promoting academic interest in international studies and foreign language education among community college students while invigorating faculty's intellectual pursuits and growth in the global arena.
- In addition to the highlighted programs above, Madison College and UW-Madison have been engaged in rich and substantive collaboration on numerous other initiatives for more than a decade including joint conferences and workshops, shared study abroad opportunities, development of shared Chinese and Arabic language curriculum, International Education Week activities, guest speakers, and faculty professional development.

Madison College welcomes the opportunity to collaborate with UW-Madison on these and other projects and specifically commits to support these initiatives including the following actions and activities:

- Grow enrollment in the *Passport* program through recruitment, promotion and collaboration with IRIS units;
- Recruit, promote, and foster language study dual enrollment and transfer, with particular focus on less commonly taught languages and the Wisconsin Intensive Summer Language Institute (WISLI);
- Collaborate with UW-Madison centers in hosting the annual Madison College International Education Institute;
- Collaborate on a joint proposal and review process to administer faculty mini-grants for international education initiatives;
- Provide documentation of all activities and use of funds in compliance with federal regulations and guidelines.

In summary, Madison College is pleased to support a highly robust and valuable relationship with UW-Madison's International Division and are committed to the initiatives above. This relationship will continue to pay dividends as we work in partnership to broaden students' intellectual horizons and encourage them to consider pursuing degree programs in international studies and foreign languages. The Title VI National Resource Center grants in the International and Area Studies and Foreign Language fields are invaluable to these efforts. On behalf of the Madison College community and the entire State of Wisconsin's Technical College System, I offer my wholehearted support to UW-Madison's several proposals for National Resource Center grants to enable and sustain these irreplaceable initiatives.

Sincerely,


Jack E. Daniels, III, Ph.D.
President



College of Menominee Nation

June 14, 2018

Guido Podestá,
Vice Provost and Dean, International Division
University of Wisconsin-Madison
Office of the Provost
Bascom Hall
500 Lincoln Drive
Madison, Wisconsin 53706
University of Wisconsin Madison

Re: CMN SDI Letter of Support for UW Madison NRC Proposal to U.S Department of Education

Posoh (Hello) Dr. Podestá

As Director of the Sustainable Development Institute at the College of Menominee Nation I am writing to express my strong support for the UW Madison National Resource Centers application to the U.S. Department of Education Title VI competition. In the past few years we have collaborated with UW Madison in hosting international exchanges on CMN campus, at UW Madison events, and other events such as the UN Permanent Forum on Indigenous Peoples Issues. These activities provide opportunities for CMN, SDI and Menominee community members to learn more about other indigenous communities, which creates a better understanding to address issues common to our communities. Through the new proposal we hope to continue to build on these partnerships and opportunities to advance CMN SDI capacity to create and support exchanges with Indigenous communities from around the world on issues of sustainability.

If you have any questions please do not hesitate to contact me at 715/799-6226 or by e-mail ccaldwell@menominee.edu.

Respectfully,

Christopher M. Caldwell,
Director of Sustainable Development Institute
College of Menominee Nation

Cc: Dr. Paul Trebian, President, College of Menominee Nation

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	A	B	C	D	E	F	G	H	I	J	K
1		ED524 Part C	UW-Madison European Studies Title VI Budget				Fringe	2018-2019	2019-2020	2020-2021	2021-2022
2											
3			<u>Year 1 '18</u>	<u>Year 2 '19</u>	<u>Year 3 '20</u>	<u>Year 4 '21</u>					
4		A. SALARIES									
5											
6		1. Administration									
7											
8		Director,	0	0	0	0					
9		(non Title VI funds)									
10											
11		Associate Director (100% time European Studies), non									
12		Title VI funds	0	0	0	0					
13		Senior Financial Specialist (100 % FTE) .33 European	14,400	14,688	14,982	15,281	46.20%	6,653	7,021	7,416	7,824
14		Studies)									
15		Graduate Student Project Assistant (9 month 50 % FTE)	14,400	14,450	14,750	15,000	23.80%	3,427	3,555	3,761	3,960
16		.33 European Studies)									
17		Administrative salary subtotal	28,800	29,138	29,732	30,281		10,080	10,576	11,177	11,784
18											
19		2. Language Instruction									
20											
21		a) Less and Least Commonly Taught Languages									
22											
23		Turkish									
24											
25		Second-year Summer Intensive, Lecturer (APTLI)	6,000	6,000	6,000	6,000	36.20%	2,172	2,250	2,328	2,412
26											
27		Dutch									
28											
29		Fifth- OR Sixth-Semester Dutch (TA)	6,000	6,000	6,000	6,000	23.80%	1,428	1,476	1,530	1,584
30											
31		New Course: Dutch [In]tolerance (Vanderwal Taylor-		3,000							
32		German, Nordic & Slavic)									
33		Scandinavian Languages									
34											
35		Fifth- OR Sixth-Semester Norwegian Lecturer (fringe		6,000		6,000	36.20%		2,250		2,412
36		35%)									
37		New Course: New Norwegian Identity: (Claus Andersen-		3,000							
38		German, Nordic & Slavic)									

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1		ED524 Part C	UW-Madison European Studies Title VI Budget					Fringe	2018-2019	2019-2020	2020-2021	2021-2022
2												
3			<u>Year 1 '18</u>	<u>Year 2 '19</u>	<u>Year 3 '20</u>	<u>Year 4 '21</u>						
39		First-Year Intensive Finnish TA	12,000		12,000		23.80%	2,856		3,060		
40												
41		Intensive Icelandic TA (w/Nordic Fulbright)		6,000		6,000	23.80%		1,476		1,584	
42												
43		Portuguese										
44												
45		Fourth-Year Portuguese (T.A. support)	6,000	6,000	6,000	6,000	23.80%	1,428	1,476	1,530	1,584	
46												
47		New Course: Cultural Studies of the Iberian Crises (Beilin-Spanish & Portuguese)		1,500								
48												
49		Italian										
50												
51		Pedagogy Workshop on Teaching Italian (K-14, w/ WISTalia)	500	750	1,000	1,250						
52												
53		New Course: Italian Immigrant Literature (Menechella- French & Italian)		3,000								
54												
55		b) New FLAC Trailer Sections										
56												
57		The [Un]Documented State: Migrants, Refugees in Germany and Beyond (Mani-GN&S) - ARABIC		1,800			3.30%		61			
58												
59		Politicization of Immigration in EU/US Comparative Perspective (Covington-International Studies)-FRENCH or SPANISH	1,800				3.30%	59				
60												
61		Italian Immigration Literature (F&I-Menechella) ITALIAN		1,800			3.30%		61			
62												
63		Computer Science, Technology and France since Macron (Bousquet) FRENCH	1,800				3.30%	59				
64												
65		The "New" German Problem (History-New hire) GERMAN					1,800	3.30%			67	
66												
67		Multilingualism and Accession of SE European Countries (Longinovic)		1,800			3.30%		61			
68												

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1		ED524 Part C	UW-Madison European Studies Title VI Budget					Fringe	2018-2019	2019-2020	2020-2021	2021-2022
2												
3			<u>Year 1 '18</u>	<u>Year 2 '19</u>	<u>Year 3 '20</u>	<u>Year 4 '21</u>						
69		Portugal since the Eurozone Crisis (Spanish & Portuguese-Sapega) PORTUGUESE			1,800		3.30%			65		
70												
71		Language subtotal	34,100	46,650	32,800	33,050		8,003	9,112	8,513	9,643	
72												
73		3. Area Instruction										
74												
75		New Courses: (course development grants)										
76												
77		a) Constellations Program, promoting Freshman Interest groups in the Humanities, e.g. European Anti-Americanism from the Cold War Onward	1,500	3,000	1,500	3,000						
78												
79		Transnationalism and Ideology of International Organizations since 1918 (History-Chamedes)	3000									
80												
81		Multilingualism in the EU (Longinovic-Slavic, Comparative Literature and Visual Culture; Ringe-Poli Sci)	1,500									
82												
83		The "New" German Problem (History)			3,000							
84												
85		Politicization of Immigration in EU/US Comparative Perspective (IS-Covington)	3000			3,000						
86												
87		Minority Languages and Eurodialect (Italian-Rumble)			3,000							
88												
89		b) Professional Schools										
90		High Finance and Real Estate in the Mediterranean EU (J. Luque)		3,000								
91												
92		Global Environmental Governance (EU Case Studies on Alternative Energy) (Public Policy-Nemet)				3,000						
93												
94		Politics of French Empire (Yackee-Law)	3,000									
95												
96		Researching Multilingualism/Plurilingualism in Education (Curriculum & Instruction-Prasad)			3,000							
97												
98		Law and Global Health (Population Health Sciences-Oliver)		3,000								

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1		ED524 Part C	UW-Madison European Studies Title VI Budget					Fringe	2018-2019	2019-2020	2020-2021	2021-2022
2												
3			<u>Year 1 '18</u>	<u>Year 2 '19</u>	<u>Year 3 '20</u>	<u>Year 4 '21</u>						
99												
100		Problems In Comparative International Data Privacy (Klug and Giessen Exchange Faculty-Law) GPNR					3,000					
101												
102		c) Social Sciences										
103												
104		Scaling Up Production of Human Tissues: Social & Ethical Issues in the EU/US (Hogle-Medical History & Bioethics)		3,000								
105												
106		EU Policymaking Across Institutions and Time (Ringe- Political Science)			3,000							
107												
108		Multilingualism in the EU (Ringe-Political Science) with Longinovic-Slavic	1,500									
109												
110		The EU and the Global Economy (Copelovitch-Political Science and Public Affairs)					3,000					
111												
112		EU/US Sustainable Urban Development through Sister- City Pairings (Moedersheim, with CALs)					3,000					
113												
114		Demographic Transition (Elwert-Sociology)		3,000								
115												
116		d) Distance Language Education										
117												
118		Modern Greek Development Costs	2,000	2,000	2,000	2,000						
119												
120		Modern Irish On-line (with UW-Milwaukee)	1,500		1,500							
121												
122		Finnish (Finlandic, Upper Peninsula), Technical Costs	8,000		8,000							
123												
124		Area Instruction Subtotal	25,000	17,000	25,000	20,000						
125												
126		4. Outreach										
127												
128		Outreach Specialist (100% European Studies, 50% position) 50% salary (fringe 35%)	26,000	27,000	28,000	29,000	36.20%	9,412	10,125	10,864	11,658	
129												
130		Outreach Subtotal	26,000	27,000	28,000	29,000						
131												

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1		ED524 Part C	UW-Madison European Studies Title VI Budget					Fringe	2018-2019	2019-2020	2020-2021	2021-2022
2												
3												
132		Salary Subtotal	<u>Year 1 '18</u>	<u>Year 2 '19</u>	<u>Year 3 '20</u>	<u>Year 4 '21</u>						
133			113,900	119,788	115,532	112,331						
134		B. FRINGE BENEFIT										
135												
136		Faculty and Academic Staff - 35%	11,584	14,625	13,192	16,482						
137												
138		University Staff - 44.6	6,653	7,021	7,416	7,824						
139												
140		Teaching Assistants - 23.0%	9,139	7,983	9,881	8,712						
141												
142		Student Hourly's - 3.2%	119	184	65	67						
143												
144		Fringe benefits subtotal	27,495	29,812	30,554	33,084						
145												
146		C. TRAVEL										
147												
148		1. Foreign										
149												
150		Faculty Professional Development (internship development, course development, and maintaining exchange programs/relations)	6,000	6,000	6,000	6,000						
151												
152		Hermes Consortium-humanities international graduate student/professor with European partner universities (Utrecht, Giessen, Aarhus, Lisbon, etc.)	0	2,500								
153												
154		Aix-Marseille Internationalizing Education Initiative on Environmental and Computer Security	2,500	1,250	1,250	1,250						
155												
156		2. Domestic										
157												
158		Administrative travel to Directors Meetings, European Union Studies Association, Council for European Studies, etc. (3 meetings per annum @ \$1333)	4,000	4,000	4,000	4,000						
159												
160		Global Gateway Outreach travel (faculty academic staff travel to high-schools with under-represented students)	1,500	1,500	1,500	1,500						
161												

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1		ED524 Part C	UW-Madison European Studies Title VI Budget					Fringe	2018-2019	2019-2020	2020-2021	2021-2022
2												
3			<u>Year 1 '18</u>	<u>Year 2 '19</u>	<u>Year 3 '20</u>	<u>Year 4 '21</u>						
162		International Studies in the K-16 Classroom (FIG with School of Education), Technical-college outreach in the Upper Midwest	2,000	2,000	2,000	2,000						
163												
164		Travel subtotal	16,000	17,250	14,750	14,750						
165												
166		D. SUPPLIES										
167												
168		Library Acquisitions for Targeted Needs (LCTLs; EU depositories, advanced industrial economies data)	7,000	7,000	7,000	7,000						
169												
170		Library Acquisitions for Undergraduate FLAC Courses	1,250	1,250	1,250	1,250						
171												
172		Center Administration (communications, supplies and printing)	2,500	2,500	2,750	3,250						
173												
174		Brochures, flyers and materials for community colleges, K-12 teacher workshops, outreach events, etc.	750	750	1,000	1,000						
175												
176		Supplies subtotal	11,500	11,500	12,000	12,500						
177												
178		E. OTHER										
179												
180		1) Curriculum and Faculty Development										
181												
182		a) Annual Theme Speaker Series: a. Multilingualism in Post-Truth Democracies; b. Challenges of Demography: Pensions, Health Care, Generational Transfer and Conflict; c. Populism and Illiberal Democracy ; d. Migration and Globalization	10,000	10,000	10,000	10,000						
183												
184		b) Annual National European Studies Conferences in Cooperation with Seattle, Pittsburgh (Eurozone, EU Social Policy, etc.)	3,000	3,000	3,000	3,000						
185												
186		c) Annual Workshop on Global Health and Security (in cooperation with Law, Medical School, Public Policy)	2,500	2,500	2,500	2,500						
187												

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1		ED524 Part C	UW-Madison European Studies Title VI Budget					Fringe	2018-2019	2019-2020	2020-2021	2021-2022
2												
3			<u>Year 1 '18</u>	<u>Year 2 '19</u>	<u>Year 3 '20</u>	<u>Year 4 '21</u>						
188		d) Annual Workshop: Twitter and Democracy in "Post-Truth" Societies (with Journalism & Mass Communication)	4,000	4,000	4,000	4,000						
189												
190		e) Annual LCTL Symposium/Conference (e.g., Eurodialect, Society for Advancement Scandinavian Studies, Impediments to Second Language Acquisition)	4,000	4,000	4,000	4,000						
191												
192		f) Workshops on Higher Education (Climate Change and French Leadership), with French & Italian and the French Embassy to the US	2,000	2,000	2,000	2,000						
193												
194		g) Globalizing Higher Education (courses for pre-service teachers in Sof E)	2,000	2,000	2,000	2,000						
195												
196		h) International Symposia: Challenges of Demography in Advanced Industrial Economies: Aging, Health Care, Generational Transfer	1,500	1,500	1,500	1,500						
197												
198		i) Gender Security Post #MeToo (with Womens' Studies, Law, Public Policy)	2,000	2,000	2,000	2,000						
199												
200		j) Annual Conference on Environment and Energy Security, EU/US and China	1,500	1,500	1,500	1,500						
201												
202		k) Illiberalism Debates: Migration, Populism (with CREECA, German, Global Legal Studies)	1,500	1,500	1,500	1,500						
203												
204		l) Symposia: Transnationalism and Ideology of International Organizations since 1918 (w/ CREECA, History)		2,500		4,000						
205												
206		2) Outreach and Teacher Training										
207												
208		a) Annual K-16 Workshops (European Studies solo, or partnered with Middle East, CREECA, IRIS as topic deems)	7,055	3,600	5,914	5,585						
209												

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1		ED524 Part C	UW-Madison European Studies Title VI Budget					Fringe	2018-2019	2019-2020	2020-2021	2021-2022
2												
3			<u>Year 1 '18</u>	<u>Year 2 '19</u>	<u>Year 3 '20</u>	<u>Year 4 '21</u>						
210		b) Global Gateway Program-Recruiting non-traditional students to study abroad in Europe, with Institute World Affairs @UW-Milwaukee	1,500	1,500	1,500	1,500						
211												
212		c) IRIS Outreach Program Support (Global Youth Summit, World Languages Day, World Cultures Day)	7,000	4,000	5,000	4,000						
213												
214		d) Grants for K-14 Educators in Title III, V or MSI Institutions-Attendance at United Nations/ Indigeneity	7,000	4,000	5,000	5,000						
215												
216		e) International Career Workshop for Students (w/ former Ambassadors, State Dept., Peace Corps, Chicago Council Global Affairs)	1,000	1,000	1,500	1,500						
217												
218		f) Outreach Speaker Series with Madison School District on Border, Human Rights, and Migration Studies with Wisconsin Public Libraries	3,000	3,000	3,000	3,000						
219												
220		g) Annual Speaker Series on EU Business Opportunities w/ Madison International Trade Association and Madison Chapter of the American Council on Germany	1,250	1,250	1,750	1,750						
221												
222		h) Campus- and Nation-wide Internationalizing Curriculum Support	2,500	2,500	2,500	2,500						
223												
224		i) K-12 Teacher Training Workshops w/ IRIS and MSIs (Mount Mary University, Concordia University, UW-Lacrosse, Alverno College)	2,000	2,000	2,000	2,000						
225												
226		j) Support for technical college apprenticeship program acquisition (with German Embassy, American Council on Germany, German-American Chamber of Commerce)	2,000	2,000	2,000	2,000						
227												
228		k) Annual K-16 instructor competition to attend Brussels week-long "How the EU Works" training (with Pittsburgh, Boulder, Seattle)	1,800	1,800	2,000	2,000						
229												

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1		ED524 Part C	UW-Madison European Studies Title VI Budget					Fringe	2018-2019	2019-2020	2020-2021	2021-2022
2												
3			<u>Year 1 '18</u>	<u>Year 2 '19</u>	<u>Year 3 '20</u>	<u>Year 4 '21</u>						
230		l) International Introductions Roadshow, Rural School Districts w/ MSIs @ 200+ miles away (UW-Eau Claire, UW-Lacrosse)	1,500	1,500	1,500	1,500						
231												
232		m) EU-US Global Implications - Workshops for minority HS (w/IWA UW-Milwaukee)	2,000	2,000	2,000	2,000						
233												
234		n) Community College Master Teachers Institute (w/IRIS and Washington-Seattle), 2-day workshop with exchange participants from West/Midwest, 2019, 2021	2,500		2,500							
235												
236		3) Impact and Evaluation										
237												
238		Wisconsin NRC Evaluation Process (Years 1-3) Year Four includes Peer NRC Director Site Visit	5,000	5,000	5,000	5,000						
239												
240		Other subtotal	81,105	71,650	77,164	77,335						
241												
242		Total Direct Cost	250,000	250,000	250,000	250,000		Total Direct:		1,000,000		
243												
244		Indirect cost @8%	20,000	20,000	20,000	20,000		Total Indirect:		80,000		
245												
246		Grand Total	270,000	270,000	270,000	270,000		Total Grand Total:		1,080,000		

**European Studies at the University of Wisconsin-Madison
Foreign Language and Area Studies (FLAS) Fellowships Budget
2014-2018**

We request 10 Academic Year awards (6 Graduate, 4 Undergraduate) and 4 Summer Awards.

For the following languages: Arabic, Danish, Dutch, Finnish, French, German, Italian, Norwegian, Portuguese, Swedish, Turkish.

Category	2018-19	2019-20	2020-21	2021-22
I. Academic Year				
Undergraduate Students				
Institutional Payment (4@\$10,000)	\$ 40,000	\$ 40,000	\$ 40,000	\$ 40,000
Subsistence Allowance (4@\$5,000)	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Graduate Students				
Institutional Payment (6@\$18,000)	\$ 108,000	\$ 108,000	\$ 108,000	\$ 108,000
Subsistence Allowance (6@\$15,000)	\$ 90,000	\$ 90,000	\$ 90,000	\$ 90,000
Total Academic Year	\$ 258,000	\$ 258,000	\$ 258,000	\$ 258,000
II. Summer				
Institutional Payment (4@\$5,000)	\$ 20,000	\$20,000	\$20,000	\$20,000
Subsistence Allowance (4@\$2,500)	\$ 10,000	\$10,000	\$10,000	\$10,000
Total Summer	\$ 30,000	\$30,000	\$30,000	\$30,000
TOTAL REQUEST	\$288,000	\$288,000	\$288,000	\$288,000

GRAND TOTAL \$ 1,152,000