

**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 # P015A180010**

**Grants.gov Tracking#: GRANT12656311**

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180010

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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="06/18/2018"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="The University of Texas at Austin"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="746000203"/>	* c. Organizational DUNS: <input type="text" value="170230239"/>

**d. Address:**

* Street1:	<input type="text" value="3925 West Braker Lane"/>
Street2:	<input type="text" value="Suite 3.340"/>
* City:	<input type="text" value="Austin"/>
County/Parish:	<input type="text" value="Travis"/>
* State:	<input type="text" value="TX: Texas"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="78759-5316"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="Office of Sponsored Projects"/>	Division Name: <input type="text"/>
---	--

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix: <input type="text"/>	* First Name: <input type="text" value="Meghan"/>
Middle Name: <input type="text" value="T"/>	
* Last Name: <input type="text" value="Daniels"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Grants &amp; Contract Specialist"/>
--

Organizational Affiliation: <input type="text" value="The University of Texas at Austin"/>
---

* Telephone Number: <input type="text" value="512-471-6424"/>	Fax Number: <input type="text" value="512-232-6649"/>
---	---

* Email: <input type="text" value="m.daniels@austin.utexas.edu"/>
---

**Application for Federal Assistance SF-424**

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.015

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:**

National Resource Center for South Asia and Foreign Language and Area Studies Fellowships

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

* a. Federal	<input type="text" value="2,262,000.00"/>
* 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="2,262,000.00"/>

**\* 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 University of Texas at Austin

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	96,198.00	97,553.00	98,950.00	100,389.00		393,090.00
2. Fringe Benefits	33,669.00	34,144.00	34,633.00	35,136.00		137,582.00
3. Travel	13,000.00	13,000.00	13,000.00	13,000.00		52,000.00
4. Equipment						
5. Supplies	17,000.00	17,000.00	17,000.00	16,000.00		67,000.00
6. Contractual						
7. Construction						
8. Other	90,133.00	88,303.00	86,417.00	85,475.00		350,328.00
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	295,500.00	295,500.00	295,500.00	295,500.00		1,182,000.00
12. Total Costs (lines 9-11)	565,500.00	565,500.00	565,500.00	565,500.00		2,262,000.00

**\*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: 09/01/2014 To: 08/31/2018 (mm/dd/yyyy)

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

The Indirect Cost Rate is 56.50%.

(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 8.00%.  
PR/Award # P015A180010

Name of Institution/Organization The University of Texas at Austin	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>Elena V Mota</p>	<p>TITLE</p> <p>Assistant Director</p>
<p>APPLICANT ORGANIZATION</p> <p>The University of Texas at Austin</p>	<p>DATE SUBMITTED</p> <p>06/18/2018</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

<b>1. * Type of Federal Action:</b> <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	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**4. Name and Address of Reporting Entity:**

Prime     SubAwardee

\* Name:

\* Street 1:     Street 2:

\* City:     State:     Zip:

Congressional District, if known:

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

<b>6. * Federal Department/Agency:</b> <input type="text" value="Department of Education"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr"/> CFDA Number, if applicable: <input type="text" value="84.015"/>
--	---

<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>
--	--

**10. a. Name and Address of Lobbying Registrant:**

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1:  Street 2:

\* City:  State:  Zip:

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

Prefix  \* First Name  Middle Name

\* Last Name  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:

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

Title:  Telephone No.:  Date:

**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](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

UT_SAI_NRC___FLAS_2018___ED_GEPA_427103166	Add Attachment	Delete Attachment	View Attachment
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## General Education Provisions Act (GEPA) Section 427 Compliance Statement

UT is committed to creating a culture of inclusiveness and respect, providing equal access and treatment for eligible students who are members of traditionally underrepresented groups in compliance with Section 427 of the General Education Provisions Act. In order to encourage statewide representation for historically underserved groups, UT policy guarantees admission to 75% of all Texas high school students graduating in the top 7% of their class. The Fall 2017 undergraduate and graduate student body at UT was composed of 42.4% White; 20.4% Hispanic (any combination); 3.9% Black only; 0.7% Black (2 or more excluding Hispanic); 18.2% Asian only, 0.2% American Indian only, 0.1% Hawaiian/Pacific Islander only, 2.6% two or more ethnicities excluding Hispanic and Black; 10.2% Foreign; and 1.2% unknown.

On accessibility, the UT campus is now completely converted to provide wheelchair access to all classrooms, libraries, offices, and dormitories. Students with learning disabilities or with hearing and visual impairments identify themselves to the faculty members, who have been instructed in how to comply with all the provisions of the Americans with Disabilities Act to the fullest extent possible. Additionally, all University websites are required to be in full compliance with U.S. Section 508 guidelines for alternative accessibility. Finally, Liberal Arts Instructional Technology Services is committed to the model that all members of the student body will have full access to every component of the undergraduate major and graduate programs regardless of personal circumstances.

It is the responsibility of all departments to ensure the University's compliance with the Equal Employment Opportunity and Affirmative Action (EEO/AA) policy. In fall 2017, minority representation among UT's full-time faculty was 24.6%; women comprised 41%. Of SAI's core faculty, 61% are men and 39% are women; 40% are of South Asian heritage or other minority status. Of 10 South Asian studies faculty hired in the last 4 years, 4 are women and 3 are of South Asian heritage.

The Office for Inclusion and Equity (OIE) supports the establishment and maintenance of a nondiscriminatory work environment. Departments initiating searches must submit a Faculty Placement Goal report to the OIE, demonstrating cultivation of a diverse applicant pool. Search committees must receive training and follow detailed procedures in the following areas: advertising the position to women, minorities and disabled applicants; making efforts to include minority and women interviews; keeping records throughout the process to demonstrate all affirmative action procedures have been followed; and submitting a second report at the conclusion of the search. OIE also oversees other compliance reporting obligations and works in conjunction with the Southern Association of Colleges and Schools (SACS) and the Department of Education at the federal level.

The Division of Diversity and Community Engagement DDCE oversees the integration of diversity into the core mission of UT and integrating community engagement into teaching, research, and service by focusing on four strategic areas: Campus Culture: Advancing efforts to create an inclusive, accessible and welcoming culture on campus; Community Engagement: Cultivating mutually beneficial community-university partnerships that further the mission of UT to serve Texas and beyond, with an emphasis on historically and currently underserved communities; Education Pipeline: Creating a successful pathway for first-generation and underrepresented students as they progress from pre-K through graduate and professional school; and Research: Serving as a national model for the creation of knowledge about and best practices for diversity and community engagement through innovative scholarship, teaching, policy

development, programs, and services. Through the DDCE, UT has also implemented a comprehensive campus climate assessment system to regularly evaluate the climate at UT as experienced by all sectors of the campus community (including, but not limited to, people of color, women, LGBT individuals, people with disabilities, and people from a disadvantaged socio-economic status, working families and non-traditional students).

Like UT, SAI believes that diversity makes the university a better place academically, socially, and institutionally. We are mindful of eight types of barriers that can impede equitable access or participation: race, color, religion, gender, sexual orientation, national origin, disability, and age. In its outreach program, SAI takes great pains to develop partnerships with rural and underserved school districts when scheduling and promoting educator-training events. Many educators that participate in SAI training programs work in minority Title I districts, and SAI actively pursues collaborations with school districts and regional learning centers with the goal of ensuring that students from low socio-economic backgrounds, underrepresented groups, and underserved communities have full access to and benefit from its programs. To assist its goal of reaching underserved communities, SAI's outreach staff regularly conduct trainings via webinar, provide downloadable lesson plans (free of charge) through its website, and travel to regional training centers around the state to provide training to teachers who are not able to travel to educator events hosted on the UT campus. All of SAI's workshops and training programs are open to teachers from all over Texas and neighboring states.

SAI will continue to take the following steps to ensure equity and open participation in its programs:

- 1) SAI will meet ADA requirements for access to classrooms, auditoriums, lecture halls, seminar rooms, and other locations in which its events take place.
- 2) SAI will take steps to regularly review its curriculum materials and program to make sure that they contain diversity in perspectives, as well as stories and illustrations that depict diversity in people and perspectives.
- 3) SAI faculty and staff, including its advisory committee and FLAS selection committee, will reflect diversity in age, race, gender, disciplinary, and departmental affiliation.
- 4) SAI will encourage participation by a broad spectrum of the community in its activities and continue to reach out to underserved constituents, communities, and school districts.
- 5) SAI will proactively promote equity and diversity in hiring and in participation in teacher training activities and student fellowships.
- 6) SAI will not use materials or strategies that promote or show disrespect to any community or group.

### *Sources*

- *Statistical Handbook* of the Office of Institutional Reporting, Research, and Information Systems (UT-Austin)
- *University Diversity and Inclusion Action Plan* (UDIAP) of UT-Austin

## 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.

<b>* APPLICANT'S ORGANIZATION</b> The University of Texas at Austin	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Elena"/> Middle Name: <input type="text" value="V"/>
* Last Name: <input type="text" value="Mota"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Assistant Director"/>	
* SIGNATURE: <input type="text" value="Elena V Mota"/>	* DATE: <input type="text" value="06/18/2018"/>

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

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Donald	R.	Davis	Jr

Address:

Street1:	120 Inner Campus Drive, Stop G9300
Street2:	
City:	Austin
County:	Travis
State:	TX: Texas
Zip Code:	78712-1442
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
5124716039	

Email Address:

drdj@austin.utexas.edu
------------------------

**2. Novice Applicant:**

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

Yes  No  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.

	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.]

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## 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:

## ABSTRACT

The South Asia Institute (SAI) at the University of Texas at Austin (UT) is an interdepartmental and cross-college unit dedicated to area studies and languages of South Asia. In the 1990s, UT expanded its commitment to South Asia through a number of faculty hires and initiatives, especially strengths in language, literature, religious studies, philology, government, history, and art history. In 2003, UT redoubled its commitment to South Asia by creating SAI, recognizing it as one of two area studies institutes and adding new faculty expertise on South Asia in film and media studies, anthropology, rhetoric, sociology, economics, and business. Currently, SAI has 67 core faculty, 30 affiliated UT faculty, and 60 extramural affiliates. Core faculty conduct research, teaching, and service directly on South Asia as a central part of their professional work. Affiliates have research or teaching interests that occasionally or indirectly focus on South Asia. Faculty and student work is supported by an extensive library collection on South Asia at the UT Libraries. Our proposed academic conferences and seminars will enhance the research and publication of both faculty and students at UT, as well as creating opportunities for the public to engage with South Asian studies research.

UT faculty annually offer more than 300 undergraduate and graduate courses with at least 25% South Asia content. In 2016-17, 245 undergraduates and 51 graduate students were awarded degrees with 15 or more credits in these courses. UT offers instruction in five priority South Asia LCTLs (Bangla, Hindi, Malayalam, Tamil, and Urdu) from beginner to advanced level (**FLAS CP 2**). Our proposal requests partial salary support for instructors in Bangla, Malayalam, and Tamil. Hindi, Urdu, and Sanskrit are fully funded by UT through the Department of Asian Studies. Our fellowship application review includes a deliberate process for preferential consideration of financial need by all applicants (**FLAS CP 1**). In 2016-17, language faculty offered 77 courses to 347 undergraduate and 74 graduate students.

SAI maintains a robust outreach program, working with both K-12 educators and other higher education institutions (**NRC CP 2**). Both through UT's successful Hemispheres outreach consortium and its own programs, SAI offers workshops, curricula, conferences, and training designed to disseminate reliable and practical resources to allow participants to incorporate South Asian studies into their own courses and events. During this grant cycle, we intend to expand our connection to two MSI institutions and a local community college and to advance new joint programs with a new MSI and teacher training units at UT and elsewhere (**NRC CP 1**).

Our proposed activities cluster around three objectives: 1) to bridge university and community language programs for South Asian LCTLs through collaborations with heritage language schools throughout Texas and new language offerings through UT's University Extension program, 2) to diversify our outreach programs and partnerships for educators, expanded collaboration with UTeach programs, and renewed exchange with Pakistani institutions of higher education (grant-funded through the State Dept.) and 3) to explore critical issues in South Asian studies through workshops, conferences, and speaker series. Across all of our activities, we hope to promote ethics as a foundation for research, engagement, and learning and to highlight the specific ethical goods that emerge from research, teaching, and outreach in South Asian studies. Our intent is always to produce globally competent, South Asia specialists prepared to meet the nation's needs consistent with the goals of the federal government and as demonstrated through qualitative, measureable outcomes.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

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To add more Project Narrative File attachments, please use the attachment buttons below.

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Application for Grants  
Under Title VI of the Higher Education Act of 1965

for the

***National Resource Center  
for South Asia, 2018-2022***

and for

***Foreign Language and  
Area Studies Fellowships***

at

**The South Asia Institute  
The University of Texas at Austin  
1 University Station, G9300  
Austin, Texas 78712  
612.471.3550**

**Donald R. Davis, Jr., Director  
drdj@austin.utexas.edu**

**Submitted: June 2018**

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## A. PROGRAM PLANNING AND BUDGET

The South Asia Institute (SAI) is an interdepartmental and cross-college unit under the College of Liberal Arts (COLA) at The University of Texas at Austin (UT). All South Asia (SA) related activity at UT is concentrated at SAI, one of two area studies institutes at UT. SAI's core mission is to cultivate and sustain an academic space at UT that supports scholarship, creative work, and community engagement opportunities focused on South Asia. SAI is comprised of an extensive faculty network dedicated to the study of South Asia. We offer wide geographic coverage through expanding attention to Bangladesh, Burma, India, Nepal, Pakistan, and Sri Lanka as seen through the symposia, seminars, and conferences we have organized, as well as student and faculty research and publication. SAI faculty offer courses and conduct research on the entire range of SA history with experts located in different fields who examine ancient, medieval, and modern periods. Our frequent collaborative, cross-departmental events and publications strive to reach an integrated understanding of the region. Research and teaching at SAI benefits greatly from UT's South Asia library holdings, one of the largest collections in the US.

We group our proposed grant activities below according to three themes that incorporate and build on previous SAI initiatives and UT-supported activities. Each theme addresses the absolute priorities to promote diverse perspectives and meet national needs and to provide high quality teacher training for SA languages and area studies. The proposed annual **Budget** (See **Summary & Narrative**) and **PMF form (Appendix 6)** provide the timeline for the specific activities described below. Project costs are calculated based on our experience with many prior NRC grants and internal review by UT's Office of Sponsored Projects. NRC funding works together with the extensive support from SAI endowments, COLA, and UT detailed in **Section D**. Costs for collaborative outreach activities are shared with our partners wherever possible.

**1. Bridge University and Community Language Programs for South Asian LCTLs.** On any given weekend in Texas and throughout the US, thousands of children from homes where a South Asian language is spoken attend volunteer schools to study that language. At this point, these students may be third- or fourth-generation Americans, but they continue to take pride in their linguistic and cultural heritage. Many of these students end up in our courses at UT and during this grant cycle we propose to establish long-term relationships with both local and national community language organizations, starting with a South India focus. Working locally with the Greater Austin Malayali Association, the Austin Tamil Sangam, the Telugu Cultural Association, and the Austin Kannada Sangha, we will develop curricula and class resources and conduct a series of teacher training workshops for volunteer instructors (**NRC AP2, CP2**).

Through no-cost collaborations with the Center for Open Educational Resources and Language Learning (COERLL) and the Texas Language Center (TLC), we will also make the curricula and resources created available as open educational resources (OER) so that community schools around the US and beyond can also make use of these age-appropriate and graded materials.

One of the challenges faced by universities and colleges that offer SA languages is the lack of available or suitable preparation for higher language study. It is just hard to learn Urdu or Tamil or Bangla in a formal way prior to college. Through UT's University Extension program (UEX), we will offer a summer course in Malayalam as a pilot program to determine the viability of a regular summer program. In addition to students already enrolled at UT, UEX permits high school juniors and seniors to take courses and to earn transferrable UT credits. The fees are considerably lower than state-mandated tuition as well, making UEX a good option for language courses that are within financial reach of most everyone. Through this program and our

collaborations with community schools, we hope to increase our student enrollments and encourage more students to obtain advanced levels of proficiency (**NRC CP2**).

Finally, we at SAI are convinced that language learning is more than skill-building; it is relationship-building. We propose, therefore, to initiate a campus conversation called “More than a Skill: Language, Transformation, and Being Good.” Coordinated by the TLC, the NRCs, COERLL, and language-centered departments at UT will collaboratively hold a series of presentations, group discussions, lectures, and trainings about the ethical implications, effects, and aspirations underlying language learning and teaching during Years 1 and 2 of the grant cycle. This campus conversation will draw on the huge pool of experienced language teachers, pedagogy experts, and successful students who will collectively reflect on how language learning is critical for demonstrating care, practicing equality, and embodying diversity (**NRC AP1**).

**2. Diversify Outreach Programs and Partnerships.** SAI is a key member of the UT-based Hemispheres Consortium, which hosts K-12 summer institutes, local training sessions, and regional workshops to reach educators across the state. The consortium allows SAI and other UT NRCs to reach the widest possible audience of teachers in order to help them add content about South Asia into their curricula. At the college level, SAI now has well-established partnerships with Huston-Tillotson University (HT), Austin Community College (ACC), and St. Edward’s University that we will maintain and expand during the grant period. We also propose a new partnership with UT-Rio Grande Valley (UTRGV) to bring SA studies events and content to this growing member of the UT system (**NRC CP1**). Through contacts with UT’s Department of Military Science, SAI plans to establish new collaborative partnerships with educational units within the US armed forces, starting with the Army’s Command and General Staff College in Ft. Leavenworth, KS. Locally, another new partnership will be with UT’s Moody College of

Communication, where SAI member Stroud founded the Media Ethics Initiative “to promote and publicize research on the ethical choices involved in media use.” Throughout the grant period, SAI will fund additional student-produced case studies on South Asian media events, trends, and issues to the growing list already available. Finally, working with several NRCs and CIBER at UT, SAI will contribute to the Center for Global Business initiative on understanding regulatory barriers in global health care. Both the continuing and new outreach partnerships proposed address the **NRC AP1** through the involvement of varied institutions that contribute to US national interests in distinctive ways.

Internationally, we will complete our multi-year university partnerships with National Academy of Performing Arts (NAPA) in Karachi, Pakistan and National College of Arts (NCA) in Lahore, Pakistan (both funded by the US Dept. of State) during Year 1 and have already explored ways to maintain these programs and extend them to the Lahore University of Management Sciences (LUMS) in Years 2 and 3. Working with the American Institute of India Studies (AIIS) and the Council of American Overseas Research Centers (CAORC), SAI will annually support an MSI faculty member to participate in a training program in India on sustainability.

**3. Support Research and Generate Conversation about Critical Contemporary Issues.** SAI proposes to host several conferences and conduct regular seminars that will enhance our understanding of South Asia in the context of pressing contemporary issues (**NRC AP1**). In recent years, the category of “South Asia” has been criticized as both too big and too small to capture trends, cultural ideas, institutions, movements, etc. that shape this geographic area. In this grant period, we will emphasize the need for both regional and transregional approaches to South Asian studies. In Year 1, we will host the international Maharashtra Studies Conference as

a showcase of research on a specific region and the importance of regional studies of South Asia. By contrast, in Year 3, we will organize a conference on “India in the Indian Ocean,” which will examine both historical and contemporary linkages between traditionally “South Asia” areas and East Africa, Southern Arabia, and Southeast Asia. Questions of the appropriate scale for research, public policy, cultural representation, development, aid, and so on all depend on diversity in how we understand the relevant context for our knowledge and action.

Further, students and faculty at SAI are working to raise awareness and provide insight into pressing issues of the day, including refugee movements in Myanmar and Bangladesh, authoritarian political trends in India and Sri Lanka, and cultural manipulation through corporate media. In Year 2, we will hold a conference on the broad question of property in South Asia, looking into how examining this legal category reveals political agendas that undermine agriculture, foster environmental degradation, justify population displacements, deny rights, and increase inequality. In Year 4, the theme of another conference, “The Politics of Memory in South Asia,” will confront the specificities of how history and memory are constructed in highly politicized discourses around, for instance, colonialism, Partition, India-Pakistan wars, civil war in Sri Lanka, the Emergency in India, language rights and riots, Maoism and Communism, and, of course, representations of religious identity and tradition.

Finally, our longstanding South Asia Seminar will address themes that advance ethical approaches to complex and controversial subjects. In Year 1, for example, the fall seminar will explore pop/pulp fiction and media as sites of an academically underrepresented, but demographically key set of voices, while the spring seminar will examine the concept of “Peace with All Religions (*Sulh-i Kull*)” in Indo-Persian thought and culture.

## B. QUALITY OF FACULTY AND STAFF

SAI has 67 core faculty in 24 departments that focus significantly on South Asia in their teaching/research or have worked intensively on major SA projects related to achieving a greater understanding of the region. More than a quarter are in the professional schools. Disciplinary strengths include Asian Studies (14), Social Science (9), Communications (8), Public Policy and Environmental Studies (7), History (6), and Business (5). Many are award-winning teachers. Our faculty have held positions at the Indian Statistical Institute in Delhi, Institute for the Study of Diplomacy at Georgetown University, Library of Congress, Lawrence Berkeley National Laboratory, Institute for the Study of Islam in the Modern World in The Netherlands, Indian School of Business in Hyderabad, and Texas Council for Social Studies. The faculty serve as editors and peer-reviewers for high-profile academic journals, including *Environmental Health Perspectives*; *Comparative Studies in Society and History*; *Journal of the American Academy of Religion*; *H-ASIA*; *Journal of Asian Studies*; *Journal of Asian Economics*; *Cultural Dynamics*; *American Journal of International Law*; and *Journal of Marketing Research*. Others have published and appeared in the mainstream media, including *India Today*, *Dawn*, *Times of India*, *Huffington Post*, *CNN*, *New York Times*, *Austin American-Statesman*, *NPR*, and *BBC*. SAI faculty provide professional services to the US Government, Texas Legislature, UN, World Bank, AIPS, AIIS, and ANHS among others. Finally, SAI faculty edit the South Asia Research Series, a collaboration between SAI and Oxford University Press with 19 volumes to date.

**Professional Development and Overseas Experience.** UT faculty regularly conduct field and archival research in South Asia, often supported by external grants. Since 2014, faculty members have won prestigious awards, fellowships, and grants from the Institute of International Education, US Department of Energy, World Bank, Spencer Foundation, National Science

Foundation, Environmental Defense Fund, Association of Public Policy and Management, American Academy of Religion, American Council of Learned Societies, Fulbright, US Department of State, and National Humanities Center. Though UT does not grant sabbaticals automatically, UT faculty are eligible for funding through their school/college and the University, including low-threshold College Research Fellowships and Faculty Research Awards (both effectively leave at full pay), Summer Research Assignments, and Dean's Fellowships. UT provides full salary supplements for recipients of external funding. UT's Humanities Institute supports faculty with fellowships that provide a reduced teaching load and research stipend. SAI assists faculty in overseas research by offering additional travel awards from endowments.

**Time Devoted to Teaching and Advising Students.** UT faculty are committed to ensuring the highest quality teaching and service to students. Faculty typically offer 1 graduate (Grad) and 3 undergraduate (UG) courses each year. Over the last decade UT's School of Undergraduate Studies has provided incentives for senior professors to teach interdisciplinary Signature and First-Year Interest Group courses. SAI faculty have taught both types of courses. UT expects all faculty to teach a range of courses from introductory to specialized UG and Grad seminars. The Office of Undergraduate Research provides resources and assistance for faculty to engage UGs in research and link students with faculty mentors. Many faculty offer individual instruction to advanced Grad and UG students on specialized topics. All faculty members regularly serve as advisors on thesis committees in their departments and in honors programs such as Plan II.

**NRC Staffing and Oversight.** The primary governing body for SAI is an elected faculty advisory committee (FAC) that follows the by-laws in SAI's governing document circulated to all affiliated faculty at the beginning of each academic year. Elections take place in late spring for the following academic year. The FAC reflects diversity of rank, discipline, college

affiliation, and gender and meets roughly twice per semester to review the working of SAI, its budget, and plans for the future. In addition, the Director, through personal meetings and online communication, keeps faculty affiliates aware of programs and strategic initiatives. SAI staff include the Director, Assistant Director, Accountant/Events Coordinator, and the Outreach and FLAS Coordinator. SAI's Director is a faculty member in Asian Studies. The Assistant Director has a PhD in Cultural Anthropology with training in Hindi and Urdu from AIIS and overseas experience in Burma, India, Pakistan and Sri Lanka. The SA Librarian holds MAs in SA studies from the University of Washington and Library and Information Science from UT, as well as advanced training in Hindi-Urdu and Tamil from AIIS and Madurai Kamaraj University in India. SAI's Events Coordinator has a BA degree and 20 years of administrative experience at UT. The Outreach and FLAS Assistant holds a PhD in Cultural Anthropology. SAI is currently aided by 1 half-time staff and 2 GRAs, who were hired to assist on, and are funded through, other grant programs through the US Department of State.

**Equal Access to Employment.** UT is committed to creating a culture of inclusiveness and respect. All departments must uphold UT's Affirmative Action/Equal Employment Opportunity policy. In fall 2017, minority representation among UT's full-time faculty was 24.6%; women comprised 41.0%. Of SAI's core faculty, 39% are women; 40% are of South Asian heritage or other minority status. Of new SA studies faculty hired in the last four years, 3 are women and 4 are of South Asian heritage. Under the Faculty Recruitment Diversity Initiative, search committee chairs and members must complete training about ways to encourage and increase diversity in hiring. UT provides incentives (such as additional campus visit allocations) to committees that identify diverse candidates. For all UT employees, the Office for Inclusion and Equity (OIE) works to implement and support policies and practices that are consistent with

federal and state mandates as well as existing University policies regarding equal access, equal employment, and educational opportunity for all persons, without regard to race, religion, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, gender identity, gender expression, genetic information, disability, or veteran status. For current employees, the Division of Diversity and Community Engagement (DDCE) created the University Diversity and Inclusion Action Plan (UDIAP), adopted in spring 2017. The plan establishes clear guidelines for how UT can provide the best experience for all members of its community. Since the adoption of UDIAP, every unit on campus has made changes and embraced common practices to foster an open, positive, and inclusive environment for all. **(GEPA)**

### C. IMPACT AND EVALUATION

**Impact of Center Activities.** SAI-sponsored events and activities have a positive impact on university and K-12 students, on community organizations in Austin and in Texas, and in various national contexts. Our first focus is to ensure diverse SA studies and language curricula at UT. UT’s extensive SA studies course offerings give students curricular opportunities to engage with innovative research and to bring their knowledge of South Asia, especially of regional languages, to bear on their majors and professional interests. **Table C.1** quantifies the direct impact of SA

<b>Table C.1: Courses, Degrees Awarded, and Post-graduate Use of SA Priority Languages and Area Studies for 2016-17</b>	
<b>Total number of SAI-related courses</b>	<b>405</b>
Enrollment	14716
<b>Number of graduate courses</b>	134
Graduate enrollment	1170
<b>Number of undergraduate courses</b>	271
Undergraduate enrollment	13546
<b>Degrees awarded with 15 or more credits in courses with 25% or more SA content</b>	<b>296</b>
Bachelors – Masters – Doctorate	245 – 35 – 16

curricular offerings on UG and Grad students at UT. Our courses reach more than 10,000 UG and 1,000 Grad students per year (**Section F, Tables F.1, F.2, F.3 & F.4**). details the wide range of UT

colleges, schools, and departments that include SA content. More than 200 students per year (864 total in 2014-17) also complete degrees with at least 15 credit hours in SA content courses,

a measure we use to evaluate depth of interest in SA studies. These graduates include Bachelors, Masters, and Doctoral students from Architecture, Business, Communication, Education, Engineering, Information, Fine Arts, Law, Liberal Arts, Mathematics, Natural Sciences, Public Affairs, and Social Work (see **Section H, Tables H.1 & H.2** for 2016-17).

UT’s commitment to SA studies, as shown by faculty hires, course offerings, and financial support for SAI, provides the foundation for co-curricular activities and outreach to local and regional partners and our involvement in national and international programs. SAI’s co-curricular seminars, workshops, and conferences allow both students and faculty to learn about and contribute to the latest work in the field. Attendance at these various activities (**Table C.2**) between 2014-17 showed substantial impact in SAI’s ability to reach wide audiences. The scope and intensity of SAI’s co-curricular activities provide a margin of excellence for UT

**Table C.2: Number of Participants across SAI Public Engagement Activities**

Areas	2014-15	2015-16	2016-17
UT-partnered programs	4584	5116	7531
Postsecondary (non-UT)	959	1624	2978
K-12 programs	1182	2063	1603
MSI / 2-year Colleges	571	520	728
Community programs	4636	4699	3983
International programs	706	498	507

students, faculty, and non-university participants. While SAI does oversee its own public engagement program (community language school pedagogy workshops, classroom visits, webinars, etc.), the majority

of its dedicated outreach activities work through several partners and cooperative programs. Collaboration helps SAI increase the impact of its activities by reaching not only our close constituents but also those of our partners. Together with South Asia National Outreach Coordinators, Hemispheres, and a number of UT's professional schools and NRCs, we organize trainings, seminars, and symposia for K-12 and university educators and students. In the recent grant cycle, we conducted widespread training and distribution of materials for K-12 teachers, district and regional curriculum specialists, and teachers-in-training around the state (**Section I**).

In 2014-17, SAI achieved a 38% increase in participation in training workshops, a 21% increase in hits on curriculum websites (including the SAI, Hemispheres and South Asia Book Award websites), and a 43% increase in the amount of curriculum materials (lesson plans, teaching resources, teaching kits, etc.) distributed to K-12 teachers at major educator conferences (TCSS, NCSS, NCTE, etc.)

(**Table C.3**). In addition, we successfully partnered with 1 community college, 2 MSIs, and 1 HBCU in Texas in 2014-17. Our formal post-secondary partnerships have resulted in

<b>Table C.3: K-12 Training and Resource Use (2014-17)</b>	
<b>Training Events</b>	
Activities	66
Attendees	1835
<b>Resource Use</b>	
Website curriculum hits	259,491
Curriculum materials distributed	2375
<b>Training/Resource Feedback</b>	
Relevant to my teaching	96%
Will use in my teaching	84%

collaborative activities such as cultural events for students and faculty at partner campuses, curriculum development, photo exhibits, lectures, panel discussions, and symposia that all enhance courses, degree opportunities and programs, and the study and greater understanding of South Asia (**Section I**).

**Equal Access.** OIE and DDCE hold all UT units accountable for the establishment and maintenance of nondiscriminatory work and learning environments. At SAI and UT, diversity and excellence are mutually reinforcing as seen in our strategic diversity planning, campus climate response, inclusive faculty recruitment and retention strategies, and inclusive classroom seminars. The UDIAP established clear guidelines for how UT can provide the best experience for students, faculty, and staff of all backgrounds, including: 1) implementing a diverse faculty recruitment plan, 2) investing in student housing to provide a common first-year experience, 3) leveraging existing partnerships with Texas high schools to recruit students from underrepresented groups from across the state, and 4) expanding and strengthening the counseling and mental health diversity initiative. As part of UT, SAI embraces and encourages diversity in all its forms and strives for an inclusive community that fosters an open, enlightened, and robust learning environment. As

described in our **GEPA** statement, SAI has established six policies to guarantee fairness and equity in all academic activities, public events, and institutional practices.

**Evaluation Plan.** For this grant period, SAI will focus on four goals and associated performance measures that align with our proposed plans (see **Appendix 6- PMF Form** for detailed targets).

**Goal A is to improve access for our community college and MSI partners to international education, curricula, and programs (NRC AP2, CP1, CP2).** Our successful cooperation with ACC and HT have encouraged us to expand our work together through additional professional development activities for faculty and new curricular elements for students. We intend to increase the number of activities jointly planned with ACC, HT, and now UTRGV so that the gains in international study at these institutions with the help of NRC support in the last grant period can be solidified. First, we will increase the number of faculty contacted and involved in the joint activities with SAI in order to ensure faculty support for both curricular and co-curricular events. At the same time, we will also sponsor more workshops, conferences, and related activities at these institutions. For example, we are exploring a joint workshop with HT in Year 1 on comparing race and caste as social, political, legal, and moral categories. Second, we will provide guidance and assistance to community college and MSI faculty about suitable course materials, course units, or even whole courses and syllabi that incorporate SA studies content. SAI will continue to sponsor courses at HT. Our goal is to have these partner colleges include SA content in their regular courses. In this way, we hope to reach students not just through events outside of class, but also in their classes. The same kind of powerful complement of curricular and co-curricular experiences at UT will thus be made available to students at ACC, HT, and UTRGV. At UTRGV, SAI will promote SA studies in Sociology and the Office for Global Engagement through a new series on “Global Hot Spots: Global Security in an Insecure

World” and a workshop in Year Two “Latin American and Asian Feminist Dialogue: Intersectionality, Resistance, and Feminist Friendship.”

**Goal B is to improve SAI’s partnerships and initiatives that increase the global competency of institutions that serve national interests and needs (NRC AP1, CP2).** Though SAI has long worked with non-university individuals and entities that represent government, military, business, and media, we have not tracked our progress in this area as clearly as we would like. Therefore, we propose to make explicit efforts to work jointly with new partners from these professional sectors as part of our mission to serve the NRC absolute priority on national needs. From the military side, for example, our connections with the Department of Military Science (and ROTC) at UT have encouraged us to be in touch with the Army’s Command and General Staff College in Ft. Leavenworth, KS as the graduate education wing for Army officers. We anticipate expanding our partnership with faculty at St. Mary’s International Relations program through new initiatives with its Department of Military Science and its Master of Jurisprudence in Military and National Security Law program. By the end of the grant period, we intend to have two new strategic plans in place for collaboration with entities centered on these areas of national need.

**Goal C is to improve the availability of K-12 teacher training activities and materials on the cultures, histories, and geographies of South Asia (NRC AP2, CP2).** For more than twenty years, SAI has worked extensively with K-12 educators in social studies, history, geography, literature, etc. to help them create age-appropriate and standards-aligned curricula for their classrooms. In our experience, the biggest impact is made through in-person training with large groups, expanded online resources and information, and working with other educational agencies and institutions. We always solicit feedback from novice and experienced professionals

to better tailor workshops and resources to different levels. The goals and targets we have for K-12 outreach fall in line with our past work and we intend to make steady progress toward increasing and diversifying our teacher contact base and building up our available instructional materials. A particular focus for this grant cycle will be online resources, which are increasingly replacing traditional materials. In the next grant cycle, we hope to increase our summer institutes from one to three each year, working on new initiatives with our partners at UT's teacher preparation programs. In the first new summer institute, we will partner with UTeach-Liberal Arts to host a "Teaching from the Archives" professional development series. This annual event will help language arts educators at the high school level build primary-source research into their curriculum and pedagogy based on resources from the collections of UT's Harry Ransom Center. For the second, we will partner with Grad students in UT's Department Curriculum and Instruction and facilitators in the UTeach-Urban Teachers Program on the use of critical literacies and international children's literature to support instructional goals for literacy standards.

**Goal D is to expand the professional development opportunities and teaching resources for the instruction of South Asia LCTLs at all levels (NRC AP2, CP2; FLAS CP2).** SAI has committed itself to developing materials as OER at both the K-12 and university levels in order to maximize their accessibility and adaptability. For younger students, we see an exciting opportunity to build new relationships with community-based heritage language schools in and near Austin. In 2016 and 2018, SAI hosted 3 pedagogy workshops for Tamil instructors from the Austin Tamil School. In 2017, we shared curricular materials with the Malayali community in Austin who introduced our standards and expectations into their advanced courses. Further, the volunteer teachers at these schools have a great need and desire for effective teaching materials

that work with multi-age classes. To meet this need and to encourage US students to gain skills in SA LCTLs prior to college, we will work jointly with local schools to produce OERs that work for their curricula. Many schools are now seeking formal accreditation and we believe that our support will further enhance the chance that students will come to UT or other higher education institutions with good proficiency and literacy. By nurturing the pre-college students, we also hope to ensure the future of LCTL university courses. To that end, another performance measure for this goal addresses OERs for post-secondary language instruction at the highest levels. Our SA LCTL instructors already do a lot of training with UT units such as TLC and COERLL and participate in national foreign language teaching conferences. In this grant period, we intend to increase SA-centered training and resource creation activity so that the in-class resources that our teachers have created can reach a wider audience and thus have a greater impact.

Following our identified performance measures, SAI will collect quantitative and qualitative data over the 4-year period beginning Fall 2018. Data collection is incorporated into regular program procedures. Sources for data include our events calendar, sign-in sheets, attendance reports, email and phone records, UT/COLA/SAI databases, web analytics, and online surveys. SAI staff collect and analyze data pertaining to curricular, co-curricular, and outreach (UT and non-UT) activities. The SAI office maintains scores of Excel and Word files with continuously updated information that will indicate progress toward our goals. At each reporting period for NRC and FLAS activities, SAI staff and the faculty advisory committee review trends in the data, discuss established targets, and make recommendations for revised plans as needed.

SAI will continue to work closely with Dr. Jessica Hartos at University of North Texas

(formerly with UT’s Center for Teaching and Learning), who will again serve as the external evaluator for the 2018-22 grant period. Dr. Hartos has expertise in program development and evaluation, research design, and statistical analysis for outcomes related to higher education. She served as SAI’s evaluator in 2010-14 and 2014-18, and provided helpful advice for framing our impact and evaluation and aligning our metrics to our plans. Dr. Hartos will be responsible for designing paper or electronic sign-in sheets, paper/electronic feedback surveys for partners and participants, and spreadsheets for entering data at the beginning of the grant cycle. For each reporting period, she will also be responsible for receiving evaluation data, analyzing it according to the performance measures, and writing reports on the results. Findings will be expressed in narrative, tables, and graphs as appropriate. In addition, she will be available year-round for questions and concerns related to program evaluation activities.

**Post-Graduate Specialization and National Needs.** Beyond graduation, our annual survey of graduates for 2014-17 reveals that 89% of respondents in Grad degree programs and 51% of respondents with jobs regularly use SA language and/or area studies in their current positions.

<b>Table C.4: Graduate Placement from 2014-17 Alumni Surveys</b>	
<b>Employment Sector</b>	<b>Response</b>
Business	26%
Education, elementary and secondary	6%
Education, college and university	25%
Government, federal	5%
Government, state and local	2%
Government, US military	3%
Graduate study	23%
International organizations	2%
Non-Profit	8%

**Table C.4** shows the distribution of professional placement for 126 graduates who responded to our regular alumni survey. Though the survey response rate makes the percentages statistically unreliable, the data at least suggest that SAI graduates have entered professional careers in

education, business, and government and continue to use their area studies training. SAI alumni have worked in the federal government as US Army Foreign Area Officers and SA specialists, an Urdu specialist with the US Dept. of State, an analyst for the US Dept. of Treasury, an Attorney

Fellow at the Office of the General Counsel to the US Trade Representative, and Cultural Affairs Officers at US Embassies in New Delhi and Kathmandu. SAI also has graduates currently working in private companies and non-profit organizations (Health & Safety Coordinator at UT's International Office; Resident Director at the American Council for International Education, Lucknow, India; Director of Programming at the HEB Family Foundation; Ernst & Young, Blueshift Marketing; Highland Capital Management; Dell, Inc.; Logistical Solutions International; World Trade Centers Association).

Finally, the majority of FLAS fellowships are awarded to applicants whose language specializations, programs of study, or professional aspirations meet national needs (many of the examples listed above were former fellowship holders). SAI awards 100% of FLAS fellowships to the study of priority South Asian LCTLs (see **Section J**) to meet national needs for expertise in these languages. Many former SAI FLAS fellows now hold faculty positions in SA area and language studies at top US colleges and universities: University of Michigan, University of California-Berkeley, Vanderbilt University, Georgetown University, Northwestern University, Emory University, and UT-Austin. To increase job placement, SAI occasionally hosts its own professionalization and job placement events and also promotes general recruitment, job search, and career events held at UT. SAI maintains a strong alumni network through email and social media.

#### **D. COMMITMENT TO SUBJECT AREA**

While UT has wide coverage of South Asia through its research and instructional faculty, SAI's expertise lies in four major areas: 1) UT's long-held and highly reputed strength in SA religious studies, from the ancient period through contemporary times with newly invigorated depth in the study of Islam; 2) comprehensive studies in the history of South Asia from the classical to the

modern period, with special focus on understanding history across traditional divides (classical, medieval, colonial, postcolonial) and regions; 3) cross-college inquiries into South Asia’s role in globalization within media, governance, marketing, environmental sustainability, medicine, and technology; and 4) critical-constructive social studies of South Asia centered on both empirical studies of pressing contemporary issues in development, human rights, and inequality and informed recommendations for solutions to current problems.

**Operational Support.** UT has made internationalization a key element of its current strategic plan and goals. As a result, international initiatives and opportunities continue to grow.

Currently, UT is hiring a Senior Vice Provost for Global Engagement & Chief International Officer to coordinate all internationalization efforts at the university. The new position will provide a direct advocate for international studies at the highest level of UT administration.

Within COLA, the SAI Director serves as an active member of the dean’s College of Liberal Arts International Study Advisory Committee (CLAISAC) that advises the International Office (IO) and helps coordinate the UT Global Initiative.

UT provides significant financial assistance to the SA program by funding the staff of SAI and the Department of Asian Studies (DAS) and language instruction in DAS

<b>Table D.1: UT Operational Commitments 2016-17</b>	
SAI staff salaries, benefits, and operations	\$185,225
DAS staff salaries, benefits, and operations	\$248,612
<b>Total</b>	<b>\$433,837</b>

(Tables D.1 and D.2). In addition, SAI draws on funds from major endowments, including the Meyerson Centennial Chair, Mossiker Chair in the Humanities, Wilson Chair for Pakistan Studies, and a number of smaller endowments. UT also provides other significant, unquantifiable support to the SA program by providing office space and technology services, as well as the services of the TLC, the Faculty Innovation Center, the IC2 Institute, Human Dimensions of Organizations, the IO, and numerous other units that support students, staff, and faculty at UT.

**Teaching Staff.** UT’s most significant commitment to SA studies is the continued support of faculty positions and the teaching of 5 priority LCTLs (Bangla, Hindi, Malayalam, Tamil, and

Urdu) from beginning to advanced levels.

53 Core Non-Language Faculty Salaries	\$6,332,481
14 Core Language Faculty Salaries	\$ 900,419
<b>Total</b>	<b>\$7,232,900</b>

Demonstrating the breadth of the SA program

at UT, 9 colleges /professional schools and

24 departments currently host SAI’s 67 faculty (**Table D.2**). UT’s commitment to building faculty strength in SA studies is further reflected in 10 new hires over the last 4 years including: Lentz and Patel (Public Affairs), Spears (Economics); Cons (Anthropology); Apte (Engineering), Coffey (Sociology); Gawande (Business) and Hyne-Sutherland, Shamim, and Rajpurohit (Asian Studies).

**Library Support.** The University of Texas Libraries (UTL) currently hold over 10.6 million volumes, ranking it 12th in North America in terms of size. UTL staff dedicated to South Asia are paid entirely with UT funds. SAI and UTL have started multiple projects to create a unique collection of pop/pulp literature and ephemera, an archive of social and political movements in South Asia at UT, the Sajjad Zaheer archive, and early 20th century literary journals in Hindi and Urdu. (see **Section E** for details)

**Linkages Abroad.** SAI maintains a variety of affiliations with overseas institutions of higher education. We currently administer two US State Department-funded university partnerships with academic institutions in Pakistan: NAPA in Karachi and NCA in Lahore. We will apply to the US State Department to establish a further partnership with LUMS later this year. These programs include bringing scholars from Pakistani institutions to spend a semester in residence at UT and UT faculty working on joint projects in various disciplines with Pakistani students and faculty. SAI faculty continue collaborations with colleagues at the Fatima Jinnah Women’s

University (FJWU) in Rawalpindi, a third university partnership that ended in February 2016. To date 59 SAI affiliates have visited the three partner institutions in Pakistan (28 to FJWU; 22 to NAPA; 9 to NCA) to conduct short courses, lead workshops, collaborate on artistic and academic projects, and participate in conferences. UT has hosted 57 affiliates of the partner institutions to take part in intensive pedagogical training and to engage in research, curricular, and creative collaborations with UT faculty and students (23 from FJWU; 20 from NAPA; 14 from NCA).

Further, SAI faculty administer ongoing teaching and research projects, which incorporate student training opportunities, linked to institutions located in the region. Eaton in the LBJ School of Public Affairs (LBJ) runs a graduate student training program on post-earthquake reconstruction and renewable energy options in cooperation with the Institute of Engineering at Tribhuvan University (Nepal); Nepal's Alternate Energy Promotion Center; and the Taoyaka Program of the Graduate School for International Development and Cooperation at Hiroshima University. Through the Cockrell School of Engineering, Apte manages a major research project to examine air quality and particle air pollution in India in collaboration with faculty at the Indian Institute of Technology, Delhi. Coffey (Sociology) and Spears (Economics) founded and oversee r.i.c.e., a nonprofit research organization dedicated to research and policy advocacy for health and wellbeing in India. Leoshko (Art History) has organized summer workshops in collaboration with the Post-Graduate Institute of Archaeological Research at the University of Kelaniya (PGIAR) and supported by the American Institute of Sri Lankan Studies. SAI core faculty serve on various committees in Overseas Research Centers. SAI's former Director, Kamran Asdar Ali, was the President of the American Institute of Pakistan Studies (AIPS) until August 2017. Newberg (Government) currently serves on the AIPS board. UT

<b>Table D.3: Outreach Commitments 2016-17</b>	
University Support	\$112,630
South Asia Endowments at UT	\$106,904
Other Grants	\$ 30,000
<b>Total</b>	<b>\$239,534</b>

Asian Studies faculty (Davis, Selby) serve on the language committee of AIIS. Hindman (Asian Studies) serves as the Director for ANHS. Hyder

(Asian Studies) is a board member of the American Institute of Afghanistan Studies. Cons (Anthropology) is on the board and executive committee of the American Institute of Bangladesh Studies and Leoskho (Art History) serves as UT’s representative for the American Institute of Sri Lankan Studies.

**Outreach Support.** SAI’s Assistant Director oversees an ambitious outreach program. In 2016-17, UT supported SAI by paying 67% of the combined salaries for SAI’s 3 staff positions. Our K-16 program engages in an impressive number of training partnerships and activities for educators that are designed to achieve long-lasting impacts (**Sections A, C, I**), including area content trainings, curriculum and course development, language pedagogy workshops, symposia, film screenings, lecture series, and scholarly conferences. SAI coordinates with faculty to conduct consultations with federal and state agencies and international business organizations. SAI draws significantly from the Meyerson Endowment and other special funds to help support outreach activities (**Table D.3**).

**Student Support.** COLA departments follow a policy of providing PhD students with guaranteed financial packages for 5 years upon admission. MA students also find significant support through internal sources, especially appointment as a GRA, AI, or TA. UT supplements its own fellowship and FLAS awards by providing in-state tuition waivers. Some departments are also able to offer supplementary stipends to FLAS recipients. For UGs, scholarship funds come from endowments, outside grants, recruitment programs, and a unique student fee. Less than 1% of UGs pay full tuition. Other support for students comes from endowments reserved for

fellowships to South Asia Studies students, including the India Studies Excellence Fund, J.R. Roach Fund, Aggarwal Fellowship, Mahatma Gandhi Memorial Scholarship, Scholarship in Dravidian Studies, Excellence in Kerala Studies, and Lariviere Fellowship in SA studies. In 2016-17, 11 SA Grads received UT fellowships (not including TA and AI appointments); 6 students won \$95,000+ in fellowships from prestigious outside agencies to conduct research in South Asia (**Table D.4**). SAI also supports the activities of UT student organizations, Grad travel to present at conferences (\$500-1000), and a student-run academic journal, *Sagar* (\$4000), through other funding sources.

UT Grad Student Awards	\$105,000
UT Study Abroad to S. Asia	\$ 49,900
UT Endowments for S. Asia	\$ 35,695
<b>Total</b>	<b>\$190,595</b>

## **E. STRENGTH OF LIBRARY**

**Relative Strength of Library Holdings.** Harnessing over a century of institutional commitment, UT has built one of the largest, most vibrant library collections in the country. Dedicated to efficient and seamless availability to information, UTL is a leader in online access, having over 1.2 million e-books, 449,202 e-journals and 795 e-databases in its collection. It continues to be a national trailblazer in “evidence-based” and “demand-driven access” to electronic content with thousands of titles available to users at the click of a button. Examples of recent notable additions to our electronic collection (all of which have international content) include resources such as Socialism on Film, the United Nations Digital Library, and the AM Explorer. In addition to electronic content licensed or purchased outright, UTL also creates online content for researchers worldwide, for example, the Prague Spring Archive and multiple collections made available through the Latin American Digital Initiatives. Reflecting needs in both traditional area studies as well as thematic and cross-regional “global studies” disciplines, UTL’s collection is particularly strong in international content, thereby distinguishing it in the region (especially in

Texas): over 31% of its collection is in languages other than English and 47% was published outside of the US. At present there are 193,434 cataloged titles in 21 SA vernaculars (not including English-language materials). UTL's collections are further bolstered by complementary collections on campus, notably the Tarlton Law Library, the Lyndon Baines Johnson Library and Museum, the Center for American History and the world-renowned Harry Ransom Humanities Research Center.

UTL actively participates in the Library of Congress' Cooperative Acquisitions Programs run out of the New Delhi and Islamabad Offices through which the majority of South Asian imprints are collected. Nationally distinct collections are also developed, however, such as the growing South Asian Popular and Pulp Fiction collection and the national South Asian Cooperative Collection Development Workshops (a federation of libraries seeking to strengthen the national collection) led by UT's SA Librarian, Mary Rader. UT's Harry Ransom Humanities Research Center (HRC) houses one of the finest rare books and manuscripts collections in North America. South Asia-related collections at HRC include: Sir William Jones' personal papers; the papers of writers G.V. Desani, Mulk Raj Anand, Anita Desai, and Raja Rao; Indian photographic collections of the Earl of Mayo and *Life* magazine's Donald Duncan; examples of early printed Sanskrit; and literary artifacts of British colonialism in the region, including manuscripts from Rudyard Kipling and E.M. Forster. The Lyndon Baines Johnson (LBJ) Presidential Library and Archives also holds an enormous collection of South Asia-related documents, memos, reports, interviews, and photos. Johnson was particularly interested in Indian agriculture and food policy, and the collection represents a unique insight into South Asia during the 1960s.

**Institutional Support for the Library.** In FY 2016-17, UTL reported \$19,078,518 on materials

expenditures<sup>1</sup> of which approximately \$5.5 million was cooperative purchasing in partnership with the entire UT-System. UTL international, area, and/or global studies acquisitions budgets for 2017-18 are over \$800,000. UTL currently has 3.25 full time equivalent staff supporting SA studies. The Librarian manages over \$86,000 annually for acquisition of library materials in all SA languages and formats.

**Partnerships: Cooperative Agreements.** UTL has several cooperative arrangements for accessing materials held at other libraries, including the TexShare Library Card Program (a reciprocal agreement that provides free borrowing privileges for students, faculty, and staff at participating Texas institutions of higher education and public libraries), the UTL Reciprocal Borrowing Program (for all UT system institutions), the ARL Advisory Committee Reciprocal Faculty Program, and the Research Library Cooperative Program (a resource-sharing program among UT, the University of California, Berkeley, and Stanford). UTL also partners to acquire, create, and preserve materials within the UT-System, but also in the Texas Digital Library, Greater Western Library Alliance (GWLA), and Center for Research Libraries (CRL). UTL is a leader in library cooperation for SA studies. In addition to the South Asia Cooperative Collection Development Workshops, UTL is a charter member in the South Asia Materials Project (SAMP) and an active member of the South Asia Open Archives Initiative (SAOA). Alongside such partnerships, UTL also collects and makes available multiple previously inaccessible collections of SA content (for example, the Sajjad Zaheer archive, early 20th century literary journals and the like).

**Access: Circulation, Interlibrary Loan, and Other Forms of Access.** In addition to the seamless electronic and cooperative access detailed above, the interlibrary loan (ILL) service at

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<sup>1</sup> 2016-2017 ARL Annual Statistics.

UTL, with one librarian, 9 staff, and 15 additional student workers, has a budget of \$120,000 for lending and borrowing, and an additional on-demand purchasing budget of \$40,000. UTL is the top OCLC lender in the country; in 2016-17, we filled over 26,800 loan requests. Furthermore, more than 80% of our lending activity is to smaller, less-resourced academic institutions such as regional universities and colleges, junior/community/technical colleges, theological schools, and public libraries. UTL is committed to and promotes “open access” programs, striving to educate both users and producers of information on the scholarly communication landscape; in addition to our own institutional repositories (Texas ScholarWorks and the Texas Data Repository), UTL is on the forefront of promoting and supporting Open Educational Resources across Texas.

## F. QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

### Strength Across Disciplines and Countries.

The combination of faculty and courses with 25% or more South Asia content allows UT to provide comprehensive country and disciplinary coverage of the region. Courses are offered by SAI affiliates across UT, from the Schools of Public Affairs and Business to the Colleges of Communications, Fine Arts, and Liberal Arts (**Table F.1, Appendix 4-CVs**).

SAI’s geographic focus extends across South

Asia. Although faculty strength is exceptionally high in the study of India, especially South India, UT demonstrates additional country expertise in Pakistan (Ali, Hyder, Moin, Newberg,

**Table F.1: SA Course Content by Discipline 2016-17**

Discipline	Core		Other UT Affiliate
	75-100%	25-74%	
Anthropology (SS)	0	8	0
Asian Studies (HUM)	17	1	0
Business (School)	1	5	0
Communication (College)	2	5	0
Economics (SS)	0	2	0
EE & Comp. Sci. (School)	1	4	0
English (HUM)	1	6	2
Fine Arts (College)	4	2	0
Government (SS)	1	1	0
History (SS)	7	2	0
Islamic Studies (HUM)	1	3	0
Mid. East Studies (HUM)	0	4	0
Philosophy (HUM)	2	1	0
Public Affairs (School)	0	10	0
Religious Studies (HUM)	0	4	0
Sociology (SS)	0	2	2
Undergraduate Studies	1	4	0
UTeach-Liberal Arts	0	0	8
<b>Total</b>	<b>38</b>	<b>64</b>	<b>12</b>

Shingavi), Nepal (Apte, Eaton, Hindman, McKinney), Bangladesh (Cons, Lentz, Shamim), Afghanistan (Hyder, Eaton, Newberg), Sri Lanka (Leoshko), and Burma (Keeler).

**Professional Schools and Colleges.** Table F.2 shows the distribution of courses with SA content

across UT. Our College of Communication features a unique concentration of expertise in the growing area of South Asia media and communication studies, including specializations in television (Kumar), film studies (Gopalan), film production (Schiesari), the internet/new media (Mallapragada), development communications (Wilkins), journalism (Jensen), and media ethics

<b>School</b>	<b>Courses</b>
Cockrell School of Engineering	5
College of Fine Arts	11
College of Liberal Arts (Education)	8
College of Liberal Arts (Humanities)	146
College of Liberal Arts (Soc. Sci.)	80
College of Natural Sciences	1
LBJ School of Public Affairs	26
McCombs School of Business	19
Moody College of Communication	21
School of Architecture	7
School of Law	3
School of Social Work	1
<b>Total</b>	<b>328</b>

(Stroud). Faculty strength in South Asian drama, dance, music, and art history (Carpenter, Charlesworth, Hyder, Keeler, Leoshko, Selby, Seeman, Slawek) make UT a strong center for South Asia creative arts and performance studies. SA faculty in Business (Gawande, Gillespie, Konana, Mahajan, Raghunathan) and Public Affairs (Eaton, Lentz, Patel, Rai, Weaver) help supervise the dual-degree programs with ANS and regularly serve on SAI's faculty advisory and FLAS committees. SAI also has new strengths in environmental studies with faculty who conduct research and teach on issues of water management in Nepal (Eaton, McKinney) and air quality in Delhi and Kathmandu (Apte). SAI core faculty member Engle directs the Law School's Rapoport Human Rights Center. Institutional partnerships with theater and music programs at NAPA (Karachi) and film studies and production at NCA (Lahore) have further strengthened SAI's impact within the College of Fine Arts and the College of Communication by providing unique and rich opportunities for faculty and students to engage with SA. **Table F.3** lists select courses taught with SA content in professional schools.

**Specialized Coursework Across**

**Disciplines.** UT’s disciplinary strength in the history of South Asia includes 6 faculty members (Chatterjee, Guha, Levine, Louis, Talbot, Vaughn). Another strength is in Religious Studies (Moin) and the study of religion within DAS

**Table F.3: Selected Professional School Courses, 2014-18**

Course	Dept/College
Emerging Markets	Business
Global Political Economy	Business
Climate Change Mitigation	Civil Engineering
Rhetoric East and West	Communication
Transnational Social Movements	Communication
Embedded Systems and Industry Experience in India	Elec. Engineering
International Human Rights	Law
Covering the Global Economy	Journalism
Analytical Methods for Global Policy Research	Public Affairs
World Food Systems 1450-2050	Public Affairs
Global Bollywood	Radio-Tele-Film

(Brereton, Davis, Freiburger, Hyne, Hyder, Selby). With these combined disciplinary strengths, UT has one of the most distinguished programs in SA history with a specific focus on ancient, medieval and pre-modern SA. English also demonstrates significant regional expertise (Carter, Doherty, Shingavi, Wojciehowski). UT has 3 faculty located in Anthropology (Ali, Cons, Keeler), and a trained anthropologist (Hindman) in DAS. Sociology has two SA experts

**Table F.4: Selected Non-Lang. Courses, 2014-18**

Course	Dept/College
Anthropology of Development	Anthropology
Cities and Citizenship	Anthropology
History of Religions in Asia	Asian Studies
Translating India	Asian Studies
Anthropology of the Himalayas	Asian Studies
Hindu Law	Asian Studies
Development and Populations	Economics
Salman Rushdie	English
Exploring Diversity: South Asian Painting	Fine Arts
Rights and the State in South Asia	Government
Uprising in India – 1857	History
Women and Wealth in South Asia	History
Music of India	Music
Yoga as Philosophy and Practice	Philosophy
Islam in the Early Modern World: Religion and Culture	Religious Studies

(Rudrappa, Coffey), as does Government (Newberg and Jacobsohn). Economics has new faculty with expertise in India (Linden, Spears).

**Table F.4** shows the depth and subject range of SA courses from multiple disciplines. Cross-listed courses are very common and ensure that SA area studies is included in courses offered throughout UT. 47% of courses with 25% or more SA-related content are cross-listed in

multiple departments. For example, *South Asian Migration to the US* in Asian American Studies is also listed in Asian Studies, History, and Women’s and Gender Studies; *Global Indian*

*Literature* in English is listed in Asian American Studies and Asian Studies (**Appendix 5-Course List**).

**Availability of Faculty.** UT faculty teach a 2-2 course-load and the large number of SAI core faculty (currently 67) ensures that appropriate instructors are always available to teach a wide array of non-language SA courses at all levels. In case of faculty leaves, other regular or visiting faculty teach required courses for majors and/or cover elective curricular needs. Department chairs must guarantee courses needed by UGs for graduation. Immediate advice for Grad students whose advisors take leave comes from another appointed member of the student's thesis or dissertation committee.

**Pedagogy Training for Instructional Assistants.** UT policy requires colleges and departments to provide pedagogical training to all TAs. Most graduate programs require a pedagogy course, 398T; AIs must take 398T. Each department offers its own training and course as part of students' professionalization to highlight specific pedagogical techniques and the latest teaching technologies related to their discipline. Supervising faculty observe discussions, lectures, and other teaching by TAs and AIs and report to their departments. UT's Faculty Innovation Center further supports pedagogy training through grants and regular instructional programs and services for TAs and AIs on such topics as: strategies for leading effective discussions, learning theory, inclusive teaching, developing a teaching philosophy, designing mid-semester feedback surveys, planning formative and summative assessments, and creating rubrics.

## **G. QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM**

**Breadth and Depth of Language Training Program and Enrollments.** For SAI, great language teaching begins from the joint commitment and collaboration between COLA and DAS as instructional units, COERLL and TLC as language pedagogy units, and community and

student organizations that promote the study of SA languages. UT currently offers three levels of formal instruction in Bangla, Hindi, Malayalam, Persian, Sanskrit, Tamil, and Urdu. We also regularly teach fourth and fifth levels of Hindi, Persian, Sanskrit, and Urdu with the higher levels of Bangla, Malayalam, and Tamil taught as

Language	2016-17		
	Courses	Enrollments	
		UG	Grad
Bangla	6	22	2
Hindi	17	99	12
Malayalam	6	43	0
Persian	14	65	30
Sanskrit	8	29	8
Tamil	10	27	4
Urdu	16	62	18
<b>Total</b>	<b>77</b>	<b>347</b>	<b>74</b>

individualized instruction as needed. Most instructional faculty are in DAS, but Persian is taught through MES and serves students in both South Asia and Middle East Studies. Courses at the third-year level and above often address themes beyond language and literature. For example, advanced Tamil students focused on historical sources about labor movements one semester; advanced Malayalam covered social reform movements in newspaper and government sources; and advanced courses in Hindi and Urdu examined texts of religious devotion. The list goes on with topics in philosophy, law, film, gender, health, and music also forming the basis for language training at the advanced level.

Most language students come from COLA departments and programs such as Asian Studies, History, Religious Studies, Anthropology, International Relations & Global Studies, Government, and Women & Gender Studies. A significant number of students also come from other colleges at UT, including Public Affairs, Business, Communication, Fine Arts, and Engineering. In 2016-17, UT offered a total of 77 language courses in these 7 SA priority LCTLs with a total 421 students enrolled (**Table G.1**). shows that we have good to excellent enrollment in these LCTL courses.

Finally, many UT students take advantage of intensive summer language courses offered through the national SASLI program, of which UT is a founding consortium member, and the

various AIIS and CLS language programs. On average, 5 UT students attend the SASLI program each year and 8 attended one of the AIIS or CLS programs. From 2013-17 UT Austin sent a total of 38 FLAS fellows for intensive summer language programs in the US and India, and an additional 12 students to India through the CLS program.

**Language Faculty.** We are fortunate to have an experienced group of full-time faculty who teach SA languages in DAS: *Bangla*: one lecturer (Shamim), with three professors who supervise and informally assist students of Bangla (Chatterjee, Cons, Guha); *Hindi*: one new professor (Rajpurohit), two lecturers (Shankar, Shah); *Urdu*: one professor (Hyder) and one lecturer (Hassan); *Malayalam*: one professor (Davis) and one lecturer (Sasi); *Tamil*: one professor (Selby) and one lecturer (Radhakrishnan); *Sanskrit*: five professors (Brereton, Davis, Freiburger, Phillips, and Selby) and one lecturer (Hyne-Sutherland); and *Persian*: one professor (Hyder). In addition, through MES, Persian is taught by two professors and two lecturers. Beyond our regular instructional faculty, UT also employs two TAs and two Fulbright FLTAs (as available) to assist with instruction in the higher enrollment Hindi and Urdu courses.

**Language Pedagogy Training.** All of the modern language lecturers have significant training in current pedagogy and participate regularly in both national and local language conferences and trainings. Nationally, instructors have attended the ACTFL conference and trainings for OPI certification. We adhere to ACTFL standards for proficiency and learning outcomes (though we are aware of ILR standards too), even where specific standards for LCTLs do not yet exist. Locally, the TLC coordinates language pedagogy workshops and research at UT and SAI faculty work closely with the TLC on performance-based course design and instruction, effective assessment, and communicative techniques for active student learning. In recent years, SA language teachers have taken part in seminars on backward curriculum design, social reading,

digital materials development, heritage language learners, and open educational resources (OER). SAI has then supported internal conversations on these and other topics in the context of South Asia language teaching specifically. The results of that work can be found at UT's extensive, widely used Hindi-Urdu Flagship (HUF) website the SA LCTL materials (lesson plans, script guides, audio files, etc.) hosted at the SAI and COERLL websites. In Fall 2018, SAI will assume responsibility for the maintenance and expansion of the HUF materials.

**Quality of Language Program - Performance Based Instruction.** Since 2014, all colleges at UT now require foreign language proficiency, usually intermediate-level proficiency, rather than accepting coursework alone. For example, COLA “requires that students achieve intermediate proficiency in a foreign language as part of their degree requirements.” Proficiency may be demonstrated via testing, if students have prior knowledge, or through coursework, but all students must fulfill the foreign language requirement. Across the board, proficiency is nurtured through communicative language teaching and performance-centered class activities and assignments. DAS ensures this approach through regular vetting of syllabi and periodic formative and summative reviews of language instructors.

**Adequacy of Teaching Resources.** Like many LCTL teachers, UT's SA language faculty often produce materials for their courses. Where available, standard communicative language textbooks (including those written by UT faculty: Snell's *Teach Yourself Hindi*, Hyder's co-authored *Let's Study Urdu*, and Moag's *Malayalam: A University Course*) provide a foundation for students. The HUF website remains an excellent and diverse set of resources for Hindi and Urdu at all levels. Its resources will continue to grow with the support of SAI. However, all of our instructors in fact have extensive resources that they have put together through their own course designs, unpublished textbooks, graduated readers, lesson plans, and class activities. In

Tamil, Radhakrishnan continues to refine two performance-based textbooks for first and second year university courses. For Malayalam, Sasi has completed a vocabulary-building workbook that she integrates into her first-year course. Sasi and Davis have also begun work on an OER textbook for Malayalam that could be suitable for heritage language schools and university courses. Shamim has prepared a huge collection of customized grammar lessons for Bangla. From these resources, a major goal for SAI during this grant period is to make these resources available online to a wider audience as OERs, drawing also on the large pool of language pedagogy expertise in the TLC, COERLL, and the College of Education.

## **H. QUALITY OF CURRICULUM DESIGN**

**Undergraduate Degrees and Training.** UT offers several SA degree options and certifications for undergraduate students. DAS offers 5 BA majors: Asian Studies (ANS): South Asia specialization and 4 Asian Cultures & Languages (ACL) majors (Hindi/Urdu, Malayalam, Sanskrit, and Tamil). The ANS major requires 2 years of language training plus 24 SA area studies credits, including a course in SA history and a Capstone Seminar (ANS 379) that focuses on research and writing. Courses can be taken from a variety of disciplines, including Anthropology, Literature, Government, Philosophy, and Religious Studies. The ACL major requires 4 years of SA language training and 12 additional credits of SA studies coursework. Both the ANS and ACL majors offer honors programs for outstanding students that require an undergraduate thesis. UT also offers minors in Asian Religions and Islamic Studies (15 credit hours), both of which draw SA studies students due to faculty strength in both subjects. DAS has plans to create new minors in SA studies and in each of the SA languages it offers.

UGs may also pursue a BA in International Relations and Global Studies (IRG) with a concentration in Asian Studies. IRG students must take 39 hours in 1 of 4 interdisciplinary subject tracks: a) Culture, Media, and the Arts; b) International Security; c) Science, Technology, and the Environment; and d) International Political Economy. In 2016-17, over 90 students graduated in IRG with an emphasis on Asia. IRG also requires students to study abroad. UGs have other options to integrate SA studies into their majors/minors. Students in History must take 6 credits in non-European history and many focus on South Asia, again owing to faculty strength. Plan II Honors students regularly work with SA faculty for their required thesis projects. In 2016-17, 271 UG courses with 25% or more regional content were offered by SAI faculty from various departments. A total of 245 UGs received degrees with 15 or more credits in these courses (**Table H.1**).

**Graduate Programs and Training.** UT offers graduate degrees that focus centrally on SA studies and others that integrate SA studies into other disciplines and fields. DAS administers 5 Masters degrees (including 3 joint degrees with 2 professional schools) and a PhD. All DAS grad students must take ANS 379 Proseminar in Asian Studies focused on theoretical approaches to area studies and academic professionalization. The MA in Asian Studies (ANS) with a

<b>Table H.1: UG degrees awarded w/ 15 or more credits in courses with 25% or more South Asia content (2016-17)</b>	
<b>School</b>	<b>Degrees</b>
Business	10
Communication	19
Engineering	2
Fine Arts	2
International Relations/Global Studies	94
Liberal Arts-Humanities	46
Liberal Arts-Social Sciences	52
Mathematics	2
Natural Sciences	18
<b>Total</b>	<b>245</b>

specialization in South Asia is an interdisciplinary program for students pursuing careers in Business, Communication, Government, Law, Library Science, and the military. It requires 6 hours of advanced language

courses, 18 hours of ANS courses, and a thesis or report. The MA and PhD in Asian Cultures

and Languages (ACL) are designed for students intending to work in higher education. Students concentrate on South Asia humanities, social science, and cultural studies and acquire advanced proficiency in at least one SA language. The ACL MA/PhD program requires 48 credit hours in two phases: 30 hours of coursework including thesis/report hours for the MA; 18 for the additional credit hours and a dissertation PhD. Working with the LBJ School of Public Affairs, DAS offers two joint MA degrees with a regional specialization track for students seeking to combine a public policy interest with SA language and area studies. Both degrees incorporate all ANS MA requirements, plus participation in a summer internship (in or related to South Asia). The dual MA in Asian Studies/Public Affairs degree requires an additional 21 hours of Public Affairs core courses; 6 hours for a Policy Research Project; and 9 hours in Public Affairs electives. The dual MA in Asian Studies/Global Policy Studies requires 22 hours of Global Policy core courses; 15 hours in an area of specialization; and demonstrated proficiency in a language other than English. DAS further partners with the McCombs School of Business on a dual MA in Asian Studies/Business Administration that combines graduate business studies with language and area studies, responding to an increased need in both public and private sectors for business specialists with a thorough understanding of Asian politics and cultures. ANS/MBA students spend their 1<sup>st</sup> year taking ANS courses and the 2<sup>nd</sup> taking MBA courses. The 3<sup>rd</sup> year is a combination of both disciplines. This degree requires 6 hours in advanced language courses, 12 hours of Asian history and Asian Studies courses, and an ANS MA Thesis/Report. Broad international programs in several UT schools (Global and International Cluster in RTF; Certificate in Global Management in Business, etc.) also permit students to create a SA-centered program of work. Apart from formal SA degree programs, many other Grad students pursuing degrees in social sciences, humanities, and other disciplines also focus intensively on the region

(Table H.2). In 2016-17 there were 96 Grad seminars with at least 25% SA content, 38 with at least 50%, and 16 with 100%. Enrollments in these Grad courses indicate strong interest in SA studies across COLA departments and in UT’s professional schools.

**Academic and Career Advising.** Every School and College at UT hosts an extensive network of advisors and a career services office. COLA (the administrative home to SAI) alone has 50+ full-time UG student advisors who work directly with departments and majors, including SA language and area studies. In addition, the Vick Center for Strategic Advising and Career Counseling through Undergraduate Studies serves as a campus-wide resource dedicated to

helping students finding academic and career success. The RecruitUT program links students to employers in a diverse array of fields. UT also provides additional resources for UGs, including the Undergraduate Writing Center, the Sanger Learning Center, and IO for study abroad services. Grad students work with an appointed faculty mentor upon admission until the student identifies a thesis/dissertation adviser. Every department also has a faculty Grad Adviser who provides general academic and professional advice to students and monitors their progress. Faculty advisors work closely with the 100+ departmental Grad Coordinators who handle both administrative and academic matters. The Student Academic Services Office of the Graduate School offers other services, including assistance with academic employment, templates for preparing theses/dissertations, resources to strengthen research, presentation, or teaching skills, and help with external funding.

<b>Table H.2: Graduate degrees awarded w/ 15 or more credits in courses with 25% or more South Asia content (2016-17)</b>	
<b>Discipline</b>	<b>Degrees</b>
Biology	1
Business	5
Communication	1
Education	3
Engineering	3
Global Policy	8
Humanities	13
Information Studies	2
Law	6
Public Affairs	2
Social Science	7
<b>Total</b>	<b>51</b>

Liberal Arts Career Services serves all students in COLA from their first semester on campus to a year beyond graduation. They provide assistance

<b>Country</b>	<b>For Credit</b>	<b>Non-Credit</b>
Bangladesh		4
India	141	55
Nepal		40
Pakistan	9	11
Sri Lanka		1
<b>Total – 261 students</b>	<b>150</b>	<b>111</b>

with career development and job search programs to connect students with employers, including an online portal that provides comprehensive job and internship resources. Similarly, all 17 schools and colleges at UT have dedicated a career services office and staff that help students integrate their academic and professional goals. SAI also provides significant career support for both UG and Grad students. Its weekly electronic bulletin reaches 450+ faculty, students, and alumni to share information about job opportunities and research funding. SAI enhances the professional development of students by hosting speakers and forums to introduce them to a wide variety of international private, non-profit, and government volunteer and employment opportunities, and options for language study and study abroad. SAI hosts specialized workshops and training sessions on writing grant proposals, effective strategies for conference presentations or job talks, preparation and recruitment for government service, and overseas research and study with returned students. The biennial, international Texas Asia Conference, fully planned and run by UT Grad students, gives them experience on the logistics, fundraising, and hosting required of major academic conferences. Finally, our Grad student, peer-reviewed journal *Sagar*, now in its 22nd year, gives students hands-on knowledge of the publishing process from solicitation to review to publication.

**Research and Study Abroad.** IO has 25 full-time professional study abroad program coordinators who help students select an appropriate academic program abroad. **Table H.3** shows the distribution of credit and other academic travel to South Asia by UT students between

2014-18. In this period, 49 Grad students conducted research or other academic work in South Asia for their thesis or dissertation. Students also participated in individually-arranged, UT-approved academic internships, research, and coursework abroad. In 2017, UT created the President's Award for Global Learning, a program that funds small cross-disciplinary teams of UG students to work with faculty over three terms on a collaborative project. South Asia is one of seven regions that will receive a project award to begin in Fall 2018. The McCombs School of Business offers a semester study abroad program at the Indian Institute of Management in Ahmedabad.

UT faculty also regularly offer short-term and Maymester programs in South Asia, most recently: 1) Post-Earthquake Reconstruction in Nepal PA 388K and PA 682 GB (Eaton at the LBJ School of Public Affairs) includes a 10-day site visit to Kathmandu during Spring Break 2) Embedded Systems and Industry Experience in India EE 319K (Yerraballi at the Cockrell School of Engineering) takes UT students to the Indian Institute of Technology-Hyderabad to work in teams with local students, complete projects at leading companies in the high-tech industry, and shadow an industry professional with corporate visits to Microsoft, Google, and Qualcomm.

**Access to Other Language and Study Abroad Programs.** UT actively promotes language study among UG and Grad students through established programs elsewhere. In the US, we send students every summer to the national SASLI program, the consortium supported by UT and other NRCs for intensive summer SA priority LCTL language study. From 2013-17, SAI sent 12 FLAS fellows to SASLI to learn Hindi, Tamil, and Urdu. SAI also funded 7 FLAS fellows to study Hindi, Persian, and Tibetan at UT Austin and the Universities of Chicago and Virginia. Outside the US, UT also works with the CLS program to send an average of 2 students a year to India and Bangladesh to learn Bangla, Hindi, and Urdu, and with the AIIS summer, semester,

and year-long programs in various parts of India. In 2013-17, SAI sent 19 FLAS fellows to AIIS for programs in Hindi, Malayalam, Marathi, Tamil, and Urdu. Though less frequent, UT students also received language instruction at the University of Virginia Summer Language Institute (Tibetan) and overseas from Zaboon Language Institute in Delhi (Hindi, Urdu); Rangjung Yeshe Institute in Boudhanath, Nepal (Nepali, Tibetan); and Landour Language School in Mussoorie (Hindi).

As part of its mission, IO facilitates study abroad for students interested in topics and regions for which UT has no formal program. In recent years, IO has helped students study abroad at the Council on International Educational Exchange in Hyderabad, the Institute for International Education of Students in Delhi, and the School for International Training (Jaipur, Leh, New Delhi).

## **I. OUTREACH ACTIVITIES**

**K-12 Outreach in Elementary and Secondary Schools.** The primary focus of the SAI outreach program is development and training of K-16 educators. SAI meets this goal through direct instructional interaction, collaborative activities, and the creation of teaching materials related to SA and its languages. SAI works through three outreach programs: 1) SAI's own K-16 program dedicated to area content focused exclusively on SA; 2) support for the instruction of SA priority LCTLs; and 3) SAI's participation in the Hemispheres Consortium that brings together 5 of UT's centers for South Asia, Russia and Eastern Europe, Latin America, Western Europe, and the Middle East. In 2014-18, SAI's combined K-16 program reached 500,000+ educators and students, as well as school districts and Texas Education Agency ESCs.<sup>2</sup> SAI also supports the media,

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<sup>2</sup> The TEA has designated 20 regional Education Service Centers (ESCs) that work with counties and school districts within the area to provide professional development opportunities, expert assistance, direct services, and alternative certifications to educators and school personnel.

businesses, government, non-profit agencies, and members of the general public through other activities. Our combined outreach works at the local, regional, and national levels.

During 2014-18, 195 teachers attended SAI’s professional development workshops for K-12 (**Table I.1**). SAI carefully designs each workshop to meet Texas Essential Knowledge Skills requirements so it is easier for teachers to incorporate the materials into their curricula. Through these events, we recruit teachers to partner in the development of new, innovative lesson plans. SAI has received a highly positive response to its curricula, which are available online. For example, SAI received praise on its unit on Partition from a Social Studies teacher educator in the College of Education at Georgia Southern University, which is now used

<b>Topic/Theme</b>	<b>Attendees</b>
Visualizing Time and Space: Story Maps for Social Studies	18
Epic Tales from Ancient India: Paintings from the San Diego Museum of Art	26
Demystifying Trade Talk, Sorting Fact from Fiction in the Politics of Free Trade	15
Teaching about refugees: forced displacement, political asylum, deportation and repatriation	31
Great Works Webinar: Nectar in a Sieve	34
Webinar Series: Religions of South Asia	22
Gandhi and Images of Nonviolence	25
Emergence of Hinduism and Buddhism in India	24
<b>Total</b>	<b>195</b>

regularly in their Middle Grades Teacher Education program. During 2014-18, SAI outreach staff presented new curriculum units at the annual meetings of the Texas, National Councils for Social Studies and National Council for

Teachers of English (TCSS, NCSS, NCTE) and provided travel funds to teacher-collaborators to co-present. Through the NCSS and NCTE conferences we distributed SAI-developed curriculum to teachers from 24 states (**Table I.2** shows selected SAI-developed materials). SAI has developed an extremely close relationship with Austin-area ISDs and the Regional ESC and will collaborate with Austin ISD on a new district-wide Social Studies Summer Institute for middle

and high school educators to take place each August before the start of the school year. SAI continues to work on the South Asia Book Award; SAI regularly appoints a local teacher to serve on the selection committee and is a lead organizer for the award ceremony and outreach activities that will take place at the NCTE conference in November 2018. Administered by the

South Asia National

Outreach Consortium, the

award is given annually for

two outstanding books

written for early childhood

to secondary reading levels

that accurately and

skillfully portray the region. SAI partnered with Global Exploration for Educators Organization (GEEO) to lead groups of 14+ educators on trips Sri Lanka in summer 2015 and Burma in 2016.

In 2018, SAI will host teacher trips to North India and Nepal with 13 participants currently registered. SAI provides many other services to the K-12 community, including conducting

school presentations and hosting activities at Explore UT, an event that attracts over 50,000

teachers and students from across Texas on the first Saturday of each March. SAI's collaboration

with Hemispheres continues to help educators to meet professional development requirements,

exposing them to SA studies in the process. The premier event remains the annual Summer

Institute (**Table I.3**). During 2014-18, Hemispheres directly served educators from 11 different

<b>Title</b>	<b>Type</b>
Do the Right Thing: Reading about social justice around the world	Full Unit
Celebrating Global Diversity: Exploring world festivals in elementary and middle school	Full Unit
Out of Place and Finding Home: Bhutanese-Nepali refugees pursue social and political rights	Lesson Plan
Truck or Treat: On the road with Pakistan's mobile art	Lesson Plan
Women and the Tamil Epics	15 Minute History
The US and Decolonization after World War II	15 Minute History
Religion Trunks (Buddhism, Hinduism, Islam, Sikhism)	Learning Kits
Show me the Money: Using foreign currency to examine national symbols and identity	Learning Kit
Spicing up Geography: Learning about the world and global connectedness through spices	Learning Kit

<b>Topic/Theme</b>	<b>Year</b>	<b>Participants</b>
War and Conflict	2014	38
Down the Rabbit Hole: Adventures in World Literature and the Social Studies	2015	41
Food: Cultures and Controversies	2016	42
What's STEM got to do with it? Teaching Social Studies in a Science & Tech-Obsessed World	2017	38
Windows into Other Times and Places: Explore a World of Art and Performance	2018	39
Critical Literacy & Language in Diverse 21st Century Classrooms	2018	40
<b>Total</b>		<b>199</b>

ESCs (serving 659 ISDs) who attended professional development sessions either at UT or at regional training sessions conducted in situ at ISDs or ESCs around the state.

Hemispheres publishes a weekly e-bulletin (2000+ subscribers) announcing local, state, national, and international learning and training opportunities for teachers. The consortium website, which includes a number of global studies lesson plans, received 11,932 total downloads in 2016-17 (**Table I.2**). SAI also collaborates through Hemispheres on the extremely popular 15 Minute History podcast series, which has drawn more than 500,000 downloads and has nearly 60,000 subscribers. This podcast series is devoted to short, accessible discussions of important topics in History and includes supplemental resources and primary documents for each episode.

Although the HUF program will formally end in 2019, SAI plans to continue its ongoing activities such as assisting K-12 Hindi/Urdu language teachers in the Austin, Houston, and Dallas areas, both by visiting their language programs and having their teachers and students come to UT each year. We will also continue to work with various STARTALK programs across the country, both as teachers and teacher-trainers. The successes of HUF in the areas of language assessment and curriculum development provide a model for other SA LCTL languages at UT and beyond. Currently, the student base for SA language study come first from heritage learners (both Texas and UT are home to large populations of South Asian Americans), second from students intellectually drawn to SA studies, and third from those who seek a specific tangible benefit from knowing a language. During this grant cycle, we seek to institutionalize our appeal

to all three of these groups by expanding partnerships with heritage language schools and groups, by introducing explicitly affective and intellectual reasons for SA language study into advising at UT and into promotional materials available through COLA and UGS, and by promoting the practical rewards of SA language knowledge through sponsored events with student and community organizations.

**Post-Secondary Outreach Partnerships and Activities.** In addition to the work it does with in-service educators, Hemispheres has intensified its efforts for teacher preparation programs at the post-secondary level over the past two years. This summer we are hosting a second intensive training event, supported with funds from the Longview Foundation, that will explore the use of critical literacies and international children’s literature to support instructional goals for reading, writing, and oral language. For this new event, Hemispheres staff are partnering with 10 MA students in UT’s Language & Literacy Department in the College of Education and 30 ESL/ELA teachers at the K-5 level to create new lesson plans. Due to the overwhelming popularity of the event (218 applications were received for 30 spots), we will make this a new annual summer offering. Hemispheres also works closely with COLA’s UTeach preparation programs, including the Liberal Arts, Natural Sciences, and Urban Teachers programs to train its student teachers and share resources on global themes. In 2014-18, we conducted 47 classroom training sessions that helped 529 pre-service teachers prepare for careers in K-12 education. In 2017, we worked with 8 pre-service teachers to create new social studies and ELA curriculum and co-presented the materials at national conferences. In 2018-22, SAI will continue to work with UT’s multiple pre-service educator programs and develop a new series of training events and curriculum development partnerships.

In addition to the postsecondary outreach at UT, SAI also works intensively with faculty from ACC, HT, St. Mary’s, and St. Edward’s. SAI collaborated with these institutions to host

film festivals, honors symposia, continuing education opportunities, and visiting speakers on their campuses. In the next grant cycle, SAI will continue to deepen connections

Title	Type
“Contemporary World Issues: Cities and Urbanization in South and Southeast Asia	New
Introduction to Indian History	New
Women and Gender in South Asia	New
The Anthropology of South Asia	New
Media Communication and Cultural Politics in South Asia	New
Contemporary World Issues: Women and World Religion	Revision
International Development and Human Security in a Post-conflict Setting	Revision
Cross-Cultural Aspects to Socioeconomic Development	Revision
World Music	Revision

with ACC and HT by partnering with their faculty on professional development and the creation of new courses and revision of current instructional materials to support the new Global Studies majors that have just begun at each institution (**Table I.4**). Based on the success of the ACC and HT collaboration, SAI has developed a new initiative to create a similarly productive and sustaining partnership with UTRGV where the student body is 89% Hispanic.

Each year, SAI organizes one international workshop or conference to advance knowledge by bringing together leading scholars from across Texas, the US, and abroad (**Table I.5**). In addition, SAI sponsors a biennial international Grad student conference, the Texas Asia Conference (TAC). In 2016, TAC featured 15+ academic panels and drew 45+ participants from the US and abroad. TAC provides a forum to create

The Life of Tamil Literature in Translation
The South Asian Sublime: Literature, Painting, and Music Across the Centuries
Buddhism and Place-Making in Sri Lanka
Himalayan Studies Conference

trans-regional, trans-temporal, and interdisciplinary dialogues by bringing together young scholars from across academic fields and regional divisions. These

various events lead to publications and ongoing research collaborations bringing together national and international faculty and students from other institutions in scholarly engagement.

In terms of South Asian language instruction at the postsecondary level, UT has strong partnerships with the instructional staff at the many AIIS and AIPS language programs. Especially for Hindi-Urdu, SAI faculty member Hyder has designed the curricular reforms and pedagogical practices now used for these overseas programs. As we send students to the summer and year-long programs, SAI language instructors share syllabi and course goals with their counterparts in South Asia in order to provide a coordinated effort to help students reach advanced levels of proficiency.

**Business Community, General Public, and Media.** SAI and its affiliated faculty in McCombs collaborate with UT's CIBER program and other organizations to support the business community by regularly co-sponsoring events and lending global expertise to such organizations and programs as the "India-US" Business Summit with IIM Indore and UT McCombs School of Business; the ATX+PAK Launch, a City of Austin State Dept sponsored program promoting entrepreneurship and cross-cultural exchange between Austin and Pakistan; GlobalAustin's International Visitors Leadership Program; and the Asia Business Summit on Muslim Market Opportunities. In the next grant cycle, SAI plans to continue and expand these collaborations by working with Austin's IC2 and UT's CIBER on the Global Entrepreneurship Training Program for Exporting. SAI also works closely with local organizations on programs that provide community engagement opportunities and foster greater understanding of South Asian culture. Over the past two years we partnered with the City of Austin Asian American Resource Center to host performances and exhibits such as the *Beyond Bollywood: Indian Americans Shape the Nation*. We worked with Houston's Consul General of Pakistan to host a number of performances by the Sangat ensemble collaboration between UT's Butler School of Music and the National Academy of performing Arts; and host regular narrative and documentary film

screenings and discussions with South Asian filmmakers in partnership with *Indie Meme*. In the next grant cycle, we plan to partner with the Austin Public Library and Texas Book Festival to host community reading groups and readings by fiction and non-fiction authors from South Asia. SAI faculty also routinely respond to media requests to offer insight into coverage of current events and serve as translators and expert witnesses for human rights organizations and asylum cases with US Customs and Immigration Services.

## **J. FLAS SELECTION PROCEDURES**

**Advertising and Recruiting Applicants.** SAI disseminates information about its FLAS fellowships (both AY and Summer) through its email lists, weekly bulletin, webpage, social media, and paper flyers posted around campus. We also use the University Unions Digital Screens, a networked system of screens across campus that advertise programs and events of interest to students. Finally, information is also included on COLA's Global Assist and Study Abroad Scholarship Database.

More importantly, SAI's FLAS coordinator also informs Grad and UG coordinators across campus. These networks make the availability of FLAS fellowships known to all UT departments, including the professional schools. SAI faculty affiliates, including language faculty, also encourage students to apply in their courses. In our experience, personal appeals through advising networks and instructors yield more qualified and committed applicants. In late October, SAI works with UT's other FLAS centers to hold a general information session. Students who meet FLAS criteria are invited to attend this session to learn details about both AY and Summer funding opportunities and to ask questions about the application process. Past FLAS recipients are often invited to participate in the student-focused session to address

inquiries from the perspective of prior awardees and share their experiences as fellowship holders.

Advertising intensifies in November and December with both AY and Summer applications due in mid-to-late January. The FLAS Coordinator consults with both UG advisors and Grad coordinators to review FLAS fellowship eligibility, objectives (including competitive priorities), financial and career benefits, responsibilities of awardees, and application procedures. Application materials are shared with advisors to pass on to their students. During the application period, the FLAS coordinator responds to inquiries and updates a detailed FAQ that is posted to SAI's website. The FAQ covers eligibility requirements; application procedures; funding amounts and usage; program restrictions; and testing and reporting requirements.

SAI makes special efforts to encourage diversity in the FLAS applicant pool by appealing to groups traditionally underrepresented in SA studies, ensuring that the program is accessible to all. SAI consults with the Division of Diversity and Community Engagement to make a focused call for applications from diverse campus communities and constituencies through departments, centers, and student organizations. In our promotional materials, we also include this direct diversity statement: "SAI is committed to building a diverse FLAS applicant pool and we therefore encourage applications from African American and Latinx students, students with disabilities, women, LGBTQ students, and veterans." In 2014-18, 30% of fellowships were awarded to students from racial/ethnic minorities or the LGBT community; 21% of awards were given to students in the social sciences and professional schools; 62% of awards were given to female applicants (**Table J.1**). In line with efforts at UT, SAI continues to increase diversity in SA studies at the university, and particularly in the FLAS program.

<b>Period</b>	<b>Total</b>	<b>Hum</b>	<b>SoSci</b>	<b>ProSch</b>	<b>M</b>	<b>F</b>	<b>Min/LGBT</b>
2014-15 AY	10	10			2	8	4
2015 Sum	7	5	2		1	6	2
2015-16 AY	13	10	1	2	3	10	4
2016 Sum	9	7	2		5	4	1
2016-17 AY	17	13	2	2	8	9	4
2017 Sum	7	6		1	3	4	3
2017-18 AY	12	9	1	2	6	6	5
2018 Sum	7	5		2	3	4	2
<b>Total</b>	<b>82</b>	<b>65</b>	<b>8</b>	<b>9</b>	<b>31</b>	<b>51</b>	<b>25</b>
Percentage	100	79	10	11	38	62	30

## **Competition and Selection**

**Timetable.** Application forms are made available November 1 and are due in mid-to-late January. Completed applications are given to the selection committee for review

by February 1. Committee members individually evaluate and rank each application. By February 15, the committee meets to discuss their individual rankings. At the meeting, each application is discussed and re-ranked using a 2-tiered ranking system based on academic merit, followed by financial need. Successful and alternate candidates are placed on a ranked list. Successful applicants are informed of the committee’s decision no later than March 1. Fellowship recipients have until April 15 to accept or decline the award. If a selected applicant declines, alternates are immediately notified in ranked order.

**Announced Priorities.** To address **FLAS CP1**, all FLAS applicants are instructed to complete a FAFSA through UT’s Office of Student Financial Services (OSFS) in order to acquire information on the financial need of applicants. Applicants are informed that if they do not complete the FAFSA, their applications could be ranked lower than those who have a FAFSA on file because their need is “unknown.” OSFS assigns a “financial need score,” where need is determined by subtracting the FAFSA’s “Family Contribution” from the school-determined “Cost of Attendance.” This score enables SAI to implement a 2-tiered ranking system for determining awards. In the first stage, the selection committee evaluate applicants based strictly on academic merit (described below). Once a pool of qualified applicants has been determined, SAI uses the OSFS “financial need score” to take financial need into account and to give

competitive preference to these applicants in the committee’s final ranking. As part of its regular practice, SAI meets **FLAS CP2** in that 100% of our awards go to students studying priority SA LCTLs. **Table J.2** shows the breakdown by language of FLAS Fellowships in 2014-18.

**Table J.2: SAI FLAS Awards by Language, 2014-18**

Award Period	Total Awards	Bangla	Hindi	Malayalam	Nepali	Persian	Tamil	Urdu
2014-15 AY	10		2	1			1	6
2015 Sum	7		2	1		1	1	2
2015-16 AY	13		5			2	2	4
2016 Sum	9		5		1		1	2
2016-17 AY	17	1	4			2	3	7
2017 Sum	7		3	2		1	1	
2017-18 AY	12	2	5			2	2	1
2018 Sum	7		3	2		1	1	
<b>Total</b>	<b>82</b>	<b>3</b>	<b>29</b>	<b>6</b>	<b>1</b>	<b>9</b>	<b>12</b>	<b>22</b>
Percentage	100	4	35	7	1	11	15	27

**Application Procedure.** SAI uses an online

application system hosted on the Qualtrics survey platform. All award types (Summer, AY, Grad, UG) share the same application procedures. Requested information includes biographical and academic data, extent of previous language study (including ACTFL/ILR ratings, if available), and the level of language to be studied. In addition, all applicants are asked to provide a resume/CV and statement of purpose that defines the utility of language training to the applicant’s course of study, proposed research, and future career plans. Supplementary materials include academic transcripts, GRE/SAT scores, FAFSA information, and a language reference letter that speaks to current proficiency in the language they are applying to study or aptitude for language learning in general. Applicants must also provide 2 academic reference letters.

**Selection Committee and Criteria.** The selection committee consists of 5-6 faculty who represent diversity in rank, gender, languages, country specialization, and discipline, including two language faculty and others from social sciences, humanities, and professional schools. The same committee reviews applications for all awards (Sum, AY, Grad, UG). Awards are made based on academic strength, demonstration of need for studying the target language, and the announced competitive priorities of the FLAS program (as described above). The same selection criteria are used for all awards (Sum, AY, Grad, UG). Awards are always given to support

intermediate and advanced language study for UG awards and also in most cases for Grad awards. Summer FLAS fellowships may only be used for participation in intensive and well-established programs that meet contact hour requirements (mainly SASLI and AIIS). SAI criteria for determining academic merit include: a) Academic potential/performance (grades, test scores, letter from a language instructor assessing prior language learning, 2 letters of recommendation); b) Quality of proposal (research topic, review of relevant literature, fit between proposed research/career and language studied); c) Quality of preparation (courses taken/grades received, statement of purpose, letters of recommendation); d) Consideration of interdisciplinary components and opportunities to foster knowledge about South Asia in new subject or employment areas; e) Demonstrated commitment to reaching advanced levels of competency in the identified language. Once an applicant's merit has been determined, SAI then gives competitive preference to students who demonstrate financial need.

## **K. COMPETITIVE PRIORITIES**

**NRC CPI** SAI proposes to maintain our successful collaborative partnerships with HT, St. Edwards, and ACC in Austin and to start new partnerships with UTRGV and the AIIS/CAORC program. Both efforts help these partners expand their international programs and incorporate SA language and area studies into their curricula. With continuing partners, we will solidify and consult on their new global studies curriculum implementation and continue to sponsor SA programs on their campuses. With our new partners, we will begin with South Asia academic events, performances, and trainings in order to grow interest in South Asia at these institutions. Through Hemispheres, SAI will work on additional initiatives including, hosting faculty professional development events that support global studies at MSIs, expanding the Global Human Rights Faculty Fellows Seminar at ACC, and partnering with NISOD.

**NRC CP2** For this grant cycle, we propose to expand our productive work with three UTeach programs in Liberal Arts, Natural Sciences, and Urban Teachers. We are also initiating new training programs with the Longview Foundation and the GEEQ. These training opportunities will tackle critical needs in the areas of early childhood literacy and international education, and create accessible international curricula and materials for middle and high school students. Finally, our growing collaboration with community-based heritage language schools in Austin, Houston, and Dallas addresses the shared priority we have to expand access to SA priority LCTL training to younger students.

**FLAS CP1** Continuing our current practice, SAI will use the OSFS “financial need score” to identify candidates who demonstrate financial need and to give competitive preference to these applicants in final rankings. Academic merit as described above will remain the primary criterion for FLAS awards, but the comprehensive financial need review provided by the FAFSA and OSFS information will provide an important secondary criterion for selection.

**FLAS CP2** Being central to our mission and goals, SAI will continue to award 100% of its FLAS awards to students studying priority South Asia LCTLs.

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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To add more "Other Attachment" attachments, please use the attachment buttons below.

**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: \_\$295,500\_ Year 2: \_\$295,500\_ Year 3: \_\$295,500\_ Year 4: \_\$295,500\_

**Type of Applicant**

- Single institution South Asia Institute, University of Texas at Austin
- 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 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.

Bangla, Hindi, Malayalam, Persian, Tamil, Urdu

**APPENDIX 2 - ACRONYMS**

<b>ACC</b>	Austin Community College	<b>IC2</b>	Innovation, Creativity & Capital Institute
<b>ACL</b>	Asian Cultures and Languages	<b>ILR</b>	Interagency Language Roundtable
<b>ACTFL</b>	American Council on the Teaching of Foreign Language	<b>IO</b>	International Office
<b>AI</b>	Assistant Instructor	<b>IRG</b>	International Relations and Global Studies
<b>AIS</b>	American Institute of India Studies	<b>LBJ</b>	Lyndon B. Johnson School of Public Affairs
<b>AIPS</b>	American Institute of Pakistan Studies	<b>LCTL</b>	Less Commonly Taught Language
<b>ANHS</b>	Association for Nepal and Himalayan Studies	<b>LGBT</b>	Lesbian, Gay, Bisexual, and Transsexual
<b>ANS</b>	Asian Studies	<b>LUMS</b>	Lahore University of Management Sciences
<b>AP</b>	Absolute Priority	<b>MES</b>	Middle East Studies
<b>AY</b>	Academic Year	<b>MSI</b>	Minority-Serving Institution
<b>CAORC</b>	Council of American Overseas Research Centers	<b>NAPA</b>	National Academy of Performing Arts
<b>CIBER</b>	Center for International Business Education and Research	<b>NCA</b>	National College of Arts
<b>COERLL</b>	Center for Open Educational Resources and Language Learning	<b>NCSS</b>	National Council for Social Studies
<b>COLA</b>	College of Liberal Arts	<b>NCTE</b>	National Council for Teachers of English
<b>CP</b>	Competitive Preference Priority	<b>NRC</b>	National Resource Center
<b>DAS</b>	Department of Asian Studies	<b>OER</b>	Open Educational Resource
<b>DDCE</b>	Division of Diversity and Community Engagement	<b>OIE</b>	Office for Inclusion and Equity
<b>ESC</b>	Education Service Center	<b>OPI</b>	Oral Proficiency Interview
<b>FLAS</b>	Foreign Language and Area Studies	<b>OSFS</b>	Office of Student Financial Services
<b>FLTA</b>	Foreign Language Teaching Assistant	<b>SA</b>	South Asian
<b>GEEO</b>	Global Exploration for Educators Organization	<b>SAI</b>	South Asia Institute
<b>GEPA</b>	General Education Provisions Act	<b>SASLI</b>	SA Summer Language Institute
<b>GRA</b>	Graduate Research Assistant	<b>TA</b>	Teaching Assistant
<b>GRE</b>	Graduate Record Examination	<b>TAC</b>	Texas Asia Conference
<b>HBCU</b>	Historically Black Colleges and Universities	<b>TCSS</b>	Texas Council for Social Studies
<b>HRC</b>	Harry Ransom Humanities Research Center	<b>TLC</b>	Texas Language Center
<b>HT</b>	Huston-Tillotson University	<b>UEX</b>	University Extension Program
<b>HUF</b>	Hindi-Urdu Flagship	<b>UG</b>	Undergraduate
		<b>UT</b>	University of Texas at Austin
		<b>UTRGV</b>	University of Texas at Rio Grande Valley
		<b>UTL</b>	University of Texas Libraries

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

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

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

The University of Texas at Austin identifies six core values in its mission: learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through personal and academic integrity, fairness, and respect toward peers and community. In accordance with UT's mission, the South Asia Institute affirms that the programs and activities proposed in this document will lead to the expression of a wide variety of perspectives and viewpoints, and will generate debate on world regions and international affairs. Every year, we host academics, government officials, diplomats, business leaders, religious leaders, and NGO/nonprofit leaders. One student may intern at an Indian manufacturing firm, a second works with an NGO that helps women sell their embroidery work in wider markets, and a third takes intensive Urdu as part of her training as a Foreign Area Officer. Our faculty may research the effects of open defecation in India, on the one hand, and how to market global products to rural consumers in South Asia, on the other.

As one of the five regions that are represented by UT's Hemispheres Consortium (South Asia, Middle East, Western Europe, Latin America, and Russia, Eastern Europe and Eurasia), SAI's K-12 outreach activities introduce teachers to issues of contemporary relevance and debate that reflect the diverse voices that make such issues challenging in the first place. Our work with other NRCs and initiatives on campus necessarily draws in perspectives from more than one world region and reflect varied disciplinary backgrounds. Our support of the Media Ethics Initiative, for instance, is specifically intended to analyze controversies related to our media habits, goals, and uses. When unexpected events transpire, SAI arranges an expert roundtable or speaker to ensure that students and faculty at UT have a chance to understand the root causes of issues dominating international affairs and the news: for example, freedom of the press after the murder of prominent journalist Gauri Lankesh, and freedom of religion after a High Court in India banned the Jain practice of santhara as "suicide." Our continuing partnerships with institutions of higher learning in Pakistan, including on-going scholarly exchange programs, afford SAI students and faculty the opportunity to share their views with counterparts from these Pakistani institutions, and by examining points of difference strengthen mutual understanding. Our ongoing collaborations with HBCUs and MSIs in Texas yield important exchanges of perspective between our respective students and faculty. Finally, our longstanding seminar series and our proposed annual workshops and conferences incorporate disciplinary, political, and regional diversity. Our students and faculty are better for the diverse perspectives that Title VI funding makes possible.

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

SAI affirms that this proposal includes activities and programming that directly target areas of national need. First, we are committed to providing high-quality language instruction and learning materials for students at UT and beyond. SAI will continue to conduct workshops on language pedagogy and instruction for teachers of priority SA languages (Bangla, Hindi, Malayalam, Tamil, and Urdu) and to develop new instructional materials that will be made widely available through SAI's website and existing outreach networks. Instruction in these languages produces graduates whose skills can be used for purposes of national security, educational and business ventures, and international understanding generally. SAI proposes to offer graduate and undergraduate FLAS awards to students who have achieved intermediate levels of proficiency. All FLAS awards will be given to the study of priority South Asian LCTLs. These awards will enable students to reach higher levels of proficiency in their chosen languages while pursuing degrees in social science disciplines and professional fields, as well as humanities.

Second, available degree plans and curricula at UT encourage students to bring South Asian studies perspectives into fields that feed into government service, business, education, and nonprofit work. The MA degree in Asian Studies regularly includes career military officers through the FAO program and SAI appeals directly to students in UT's ROTC program. Asian Studies also has joint MA degree programs with the McCombs School of Business and the LBJ School of Public Affairs. Lastly, UT's undergraduate major in International Relations and Global Studies includes a concentration in South Asia. Many graduates of these cross-disciplinary programs enter public service or international business. SAI's proposed support for language and area studies gives students the chance to include South Asia within their degree and professional goals.

Third, SAI's outreach to K-12 schools, two- and four-year colleges, the UTeach program and College of Education, and community-based schools brings language pedagogy training, workshops on critical South Asian studies themes, and ready-made curricular units to educators of many kinds and at many levels. In our experience, this kind of outreach sows the seeds of interest and awareness needed to ensure that the US has sufficient numbers of well-trained language specialists, experts on South Asia, and informed professionals whose knowledge of South Asia enhances both their career interests and wider national needs.

Our alumni surveys show that UT students who graduate from South Asia-related programs do in fact enter jobs in government service at local, state, and national levels. Even more of them enter the business and educational sectors. SAI's proposed activities for this grant period, therefore, will continue to encourage participation in the important areas of national need and interest specified by the Title VI and FLAS programs.

**APPENDIX 4 – TABLE OF CONTENTS**  
**CURRICULUM VITAE – UNIVERSITY OF TEXAS AT AUSTIN**

**Legend:** T = Tenure; TT = Tenure Track; NTT = Non-Tenure Track; E = Emeritus

**CORE FACULTY**

**COLLEGE OF LIBERAL ARTS**

**Anthropology, Department of**

Ali, Kamran Asdar – Professor (T).....	A4-7
Cons, Jason – Assistant Professor (TT) .....	A4-12
Keeler, Ward – Associate Professor (T) .....	A4-21

**Asian Studies, Department of**

Brereton, Joel – Professor (T) .....	A4-9
Davis, Donald R. – Professor (T) .....	A4-12
Freiberger, Oliver – Associate Professor (T) .....	A4-15
Hassan, Shahnaz – Lecturer (NTT) .....	A4-17
Hindman, Heather – Associate Professor (T).....	A4-18
Hyder, Syed Akbar – Associate Professor (T) .....	A4-19
Hyne-Sutherland, Amy – Lecturer (NTT).....	A4-19
Radhakrishnan, Sankaran – Senior Lecturer (NTT) .....	A4-28
Rajpurohit, Dalpat Singh – Assistant Professor (TT) .....	A4-30
Sasi, Darsana Manayathu – Lecturer (NTT) .....	A4-31
Selby, Martha A. – Professor (T) .....	A4-32
Shah, Gautami – Senior Lecturer (NTT).....	A4-33
Shamim, Ahmed – Lecturer (NTT) .....	A4-33
Shankar, Jishnu – Senior Lecturer (NTT).....	A4-34

**Economics, Department of**

Linden, Leigh L. – Associate Professor (T) .....	A4-24
Spears, Dean – Assistant Professor (TT) .....	A4-36

**English, Department of**

Carter, Mia – Associate Professor (T) .....	A4-10
Doherty, Brian – Senior Lecturer (NTT) .....	A4-13
Shingavi, Snehal – Associate Professor (T).....	A4-34
Wojciehowski, Hannah – Professor (T).....	A4-40

**Government, Department of**

Jacobsohn, Gary J. – Professor (T).....	A4-20
Newberg, Paula – Clinical Professor (T) .....	A4-27

**History, Department of**

Chatterjee, Indrani – Professor (T) .....	A4-11
Guha, Sumit – Professor (T) .....	A4-17
Levine, Philippa – Professor (T) .....	A4-23
Louis, William Roger – Professor (T) .....	A4-24
Talbot, Cynthia – Professor (T).....	A4-37
Vaughn, James – Assistant Professor (TT).....	A4-38

**Middle Eastern Studies, Department of**

Azam, Hina – Associate Professor (T).....	A4-8
Shirazi, Faegheh – Professor (T).....	A4-35

**Philosophy, Department of**

Bonevac, Daniel A. – Professor (T).....	A4-8
Phillips, Stephen – Professor (T).....	A4-28

**Religious Studies, Department of**

Moin, A. Azfar – Associate Professor (T) .....	A4-26
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**Sociology, Department of**

Coffey, Diane – Assistant Professor (TT) .....	A4-11
Rudrappa, Sharmila – Professor (T) .....	A4-30

**COCKRELL SCHOOL OF ENGINEERING**

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**Civil, Architectural and Environmental Engineering, Department of**

Apte, Joshua – Assistant Professor (TT) .....	A4-7
McKinney, Daene – Professor (T) .....	A4-26

**COLLEGE OF EDUCATION**

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**Curriculum and Instruction, Department of**

De Lissovoy, Noah – Associate Professor (T) .....	A4-13
Hoffman, Jim – Professor (T) .....	A4-18

**COLLEGE OF FINE ARTS**

---

**Art & Art History, Department of**

Charlesworth, Michael – Professor (T).....	A4-10
Leoshko, Janice – Associate Professor (T) .....	A4-23

**Butler School of Music**

Seeman, Sonia – Associate Professor (T) .....	A4-32
Slawek, Stephen – Professor (T) .....	A4-35

**Theater and Dance, Department of**

Carpenter, Laquetta – Lecturer (NTT).....	A4-9
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**LYNDON B JOHNSON SCHOOL OF PUBLIC AFFAIRS**

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Eaton, David J. – Professor (T) .....	A4-14
Lentz, Erin – Assistant Professor, Public Affairs (TT) .....	A4-22
Patel, Rajeev – Research Professor (NTT) .....	A4-27
Rai, Varun – Associate Professor (T).....	A4-29
Weaver, Catherine – Associate Professor (TT) .....	A4-38

**MCCOMBS SCHOOL OF BUSINESS**

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**Business, Government, & Society, Department of**

Gawande, Kishore – Professor (T) .....	A4-15
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**Information, Risk, & Operations Management, Department of**

Konana, Prabhudev – Professor (T).....	A4-21
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**Marketing Administration, Department of**

Gillespie, Kate – Associate Professor (T).....	A4-16
Mahajan, Vijay – Professor (T).....	A4-25
Raghunathan, Rajagopal – Professor (T).....	A4-29

**MOODY COLLEGE OF COMMUNICATION**

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**Communications, Department of**

Stroud, Scott – Associate Professor (T) .....	A4-37
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**Journalism, Department of**

Jensen, Robert – Professor (T) .....	A4-20
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**Radio-Television-Film, Department of**

Gopalan, Lalitha – Associate Professor (T).....	A4-16
Kumar, Shanti – Associate Professor (T).....	A4-22
Mallapragada, Madhavi – Associate Professor (T).....	A4-25
Schiesari, Nancy – Professor (T) .....	A4-31
Straubhaar, Joe – Professor (T).....	A4-36
Wilkins, Karin G. – Professor (T) .....	A4-39

**SCHOOL OF ARCHITECTURE**

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Wilson, Patricia – Professor (T).....	A4-39
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**SCHOOL OF LAW**

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Engle, Karen – Professor (T).....	A4-14
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**AFFILIATE FACULTY**

Bays, Benjamin – Lecturer, Radio-Television-Film, Moody College of Communication (NTT)
Chen, Wenhong – Assistant Professor, Radio-Television-Film, Moody College of Communication (TT)
Coleman, Renita – Associate Professor, School of Journalism, Moody College of Communications (T)
Desimone, Robert A. – Professor, School of Music, College of Fine Arts (T)
Garg, Vijay – Professor, Electrical & Computer Engineering, Cockrell School of Engineering (T)
Gouda, Mohamed G. – Professor, Computer Science, College of Natural Sciences (T)
Haug, Julia – Clinical Associate Professor for ELA, UTeach-Liberal Arts, Teacher Preparation Program (NTT)
Hunt, Bruce – Associate Professor, History of Science and Technology, UTeach, College of Natural Sciences (T)
Kaulbach, Ernest – Professor, English, College of Liberal Arts (T)
Khurshid, Sarfraz – Professor, Electrical & Computer Engineering, Cockrell School of Engineering (T)
Kim, Grace – Assistant Professor, UTeach Urban Teachers, College of Education (TT)
Kocher, Karen – Senior Lecturer, Radio-Television-Film, Moody College of Communication (NTT)
Lopez, Michael – Clinical Associate Professor, Middle School & Social Studies, UTeach-Liberal Arts (NTT)
Madrid, Raul L. – Professor, Government, College of Liberal Arts (T)
Melcher, Tina – Director & Clinical Associate Professor, Social Studies, UTeach-Liberal Arts (NTT)
Morrow, James M., Jr. – Associate Professor, School of Music, College of Fine Arts (T)
Petievich, Carla – Visiting Faculty, Asian Studies (NTT)
Pinkston, Russell F. – Professor, School of Music, College of Fine Arts (T)
Potter, Rose – Clinical Associate Professor, Teaching Languages Other Than English, UTeach-Liberal Arts (NTT)
Raby, Megan – Assistant Professor, History of Science and Technology, UTeach, College of Natural Sciences (TT)

Ramachandran, Vijaya – Professor, Computer Science, College of Natural Sciences (T)  
 Rodriguez, Nestor P. – Professor, Sociology, College of Liberal Arts (T)  
 Shanks, Neil – Assistant Instructor, UTeach Urban Teachers, College of Education (NTT)  
 Small, David – Associate Professor, School of Music, College of Fine Arts (T)  
 Smith, Ya'ke – Associate Professor, Radio-Television-Film, Moody College of Communication (T)  
 Stekler, Paul – Professor/Department Chair, Radio-Television-Film, Moody College of Communication (T)  
 Strong, Pauline – Professor/Director, Humanities Institute, College of Liberal Arts (T)  
 Vishwanath, Sriram – Professor, Electrical & Computer Engineering, Cockrell School of Engineering (T)  
 Wetzell, Melissa – Associate Professor, Curriculum and Instruction, College of Education (T)  
 Yerraballi, Ramesh – Senior Lecturer, Electrical & Computer Engineering, Cockrell School of Engineering (NTT)

### **EMERITUS FACULTY**

Aggarwal, J.K. – Professor Emeritus, Electrical & Computer Engineering, Cockrell School of Engineering (E)  
 Bordie, John G. – Professor Emeritus, Curriculum & Instruction, College of Education (E)  
 Brow, James B. – Professor Emeritus, Anthropology, College of Liberal Arts (E)  
 Cleaver, Harry M. – Associate Professor Emeritus, Economics, College of Liberal Arts (E)  
 Davis, Jr., Donald G. – Professor Emeritus, Library and Information Science, School of Information (E)  
 Ghanoonparvar, Mohammad – Professor Emeritus, Middle Eastern Studies, College of Liberal Arts (E)  
 Glade, William – Professor Emeritus, Economics, College of Liberal Arts (E)  
 Hansen, Kathryn – Professor Emeritus, Asian Studies, College of Liberal Arts (E)  
 Hardgrave, Robert L. – Professor Emeritus, Government, College of Liberal Arts (E)  
 King, Robert D. – Professor Emeritus, Linguistics, College of Liberal Arts (E)  
 Minault, Gail – Professor Emeritus, History, College of Liberal Arts (E)  
 Moag, Rodney – Professor Emeritus, Asian Studies, College of Liberal Arts (E)  
 Olivelle, Patrick – Professor Emeritus, Asian Studies, College of Liberal Arts (E)  
 Pullum, Thomas W. – Professor Emeritus, Sociology, College of Liberal Arts (E)  
 Snell, Rupert – Professor Emeritus, Asian Studies, College of Liberal Arts (E)  
 Sudarshan, E.C. George – Professor Emeritus, Physics, College of Natural Sciences (E)  
 Van Olphen, Herman H. – Professor Emeritus, Asian Studies, College of Liberal Arts (E)

### **EXTRAMURAL AFFILIATES**

#### **AUSTIN COMMUNITY COLLEGE**

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Awadallah, Nagham – Adjunct Professor, English and ESOL  
 Blanchard, Edward – Adjunct Professor, English  
 Bosche, Jill – Adjunct Assistant Professor, English  
 Burns, Jackie – Adjunct Professor, Sociology  
 Childress, Jacqueline – Adjunct Professor, Business & Technical Communication  
 Cox, Linda – Adjunct Professor, Philosophy  
 Crabtree, Michelle – Adjunct Assistant Professor, Adult Education  
 Davis, Tasha – Associate Professor, Communication Studies  
 Decker, Julia – Assistant Professor, Government  
 Flores, Kristina – Assistant Professor, Mathematics  
 Glover, Susan – Adjunct Professor, Developmental Writing  
 Garcia-Crow, Amparo – Assistant Professor, Drama  
 Hain, Douglas – Adjunct Professor, Building Construction Technology  
 Hayden, William – Director International Programs  
 Holl, Sally – Associate Professor, Geographic Information Systems  
 Huerta, Lillian – Director, Service Learning/Civic Engagement/Dean Social Sciences  
 Hydak, Michael – Adjunct Professor, Foreign Languages  
 Johnson, Darla – College Associate/Dean, Arts & Humanities

Khosropour, Shirin – Professor, Psychology/Peace & Conflict Studies Coordinator  
 Lalgee, Rennison – Professor, Sociology  
 Nation, John – Associate Professor, Health Sciences  
 Rahman, Matiur – Professor, Chemistry  
 Reynolds, Aaron – Instructional Associate, Learning Labs  
 Rohde, Rodney – Adjunct Professor, Biology  
 Starnes, Rebekah – Associate Professor, English  
 Thayer, Paul – Adjunct Professor, Computer Information Systems

### **HUSTON-TILLOTSON UNIVERSITY**

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Adams-Means, Carol – Associate Professor, Communications  
 Anaejionu, Paul – Professor, Political Science  
 Ceresa, Robert M. – Assistant Professor, Political Science  
 Cervantes, Carlos – Professor, Kinesiology  
 Francis, Theodore – Assistant Professor, History  
 Hirsch, Michael – Professor, Sociology  
 Hutson, Alaine – Associate Professor, History  
 Kraft, James – Associate Professor, Philosophy & Religion  
 Martin, Rosalee – Professor, Sociology/Acting Dean, Arts & Sciences  
 Masino, Amanda – Associate Professor, Biology & Environmental Studies  
 Oldmixon, Katherine D. – Professor/Chair, English  
 Redfield, Lee – Adjunct Professor, Music  
 Samuels, Lorraine – Assistant Professor, Criminal Justice

### **OTHER INSTITUTIONS**

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Ansier, Jennifer – Assistant Dean of University Studies, School of Education, St. Edwards University  
 Barron, Alexandra – Associate Professor, University Studies, St. Edward's University  
 Bushey, Ed – Instructor, History, Johnson County Community College  
 Bussell, Jennifer – Assistant Professor, Political Science, University of California Berkeley  
 Gallagher, Kathleen – Assistant Professor, Graduate International Relations, St. Mary's University  
 Hardgrove, Anne – Associate Professor, History, UT San Antonio  
 Khanduri, Ritu G. – Assistant Professor, Anthropology, UT Arlington  
 Lindquist, Steven – Associate Professor, Religious Studies, Southern Methodist University  
 Munshi, Sadaf – Associate Professor, Linguistics and Technical Communication, University of North Texas  
 Myhr, Mity – Associate Professor, History, St. Edward's University  
 Naqvi, Tahir – Associate Professor, Sociology & Anthropology, Trinity University  
 Nelson, Andrew – Assistant Professor, Anthropology, University of North Texas  
 Oestreich, Jo B. – Senior Lecturer, Curriculum & Instruction, College of Education, Texas State University  
 O'Reilly, Kathleen – Associate Professor, Geography, Texas A&M  
 Raja, Masood – Associate Professor, English, University of North Texas, Denton  
 Renold, Leah – Associate Professor, History, Texas State University  
 Sevea, Iqbal – Assistant Professor, History, University of North Carolina-Chapel Hill  
 Sherinian, Zoe – Associate Professor/Chair, Ethnomusicology, University of Oklahoma  
 Stockton, William – Professor, History, Johnson County Community College  
 Vaid, Jyotsna – Professor, Psychology, Texas A&M  
 Vora, Neha – Assistant Professor, Anthropology, Lafayette College

**ADMINISTRATIVE & ACADEMIC STAFF**

**SOUTH ASIA INSTITUTE**

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**Ali, Sahar** – Outreach Assistant  
**Davis, Don** – Director  
**Hancox, Edward** – Graduate Research Assistant  
**Meyer, Rachel** – Assistant Director  
**Omrani, Rita** – Events Coordinator  
**Rader, Mary** – Global Studies Coordinator/South Asian Librarian, South Asian Library Program  
**Webel, Scott** – Outreach and FLAS Assistant

**DEPARTMENT OF ASIAN STUDIES**

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**Bormann, Anne** – Graduate Academic Advisor  
**Cortez, Jeannie** – Administrative Assistant  
**Ennis, Lucy** – Office Manager  
**Faith Hanley** – Administrative Assistant  
**Martinez, Victor** – Associate Coordinator, Course Management Services  
**Willett, Jeffery** – Undergraduate Academic Advisor

**HARRY RANSOM CENTER**

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**Bonfitto, Tracy** – Curator of Art

**EXTERNAL EVALUATOR**

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**Hartos, Jessica** – Associate Professor, Physician Assistant Studies, University of North Texas

**CORE FACULTY**

**Language Proficiency Legend:** <sup>3</sup> = Advanced or Native; <sup>2</sup> = Intermediate; <sup>1</sup> = Beginner

**Ali, Kamran Asdar** – Professor (Anthropology)

**Appointed at UT:** 2001

**Education:** PhD, Johns Hopkins University, 1997

**Academic experience:** Dean and Professor, Gurmani School of Humanities and Social Sciences, Lahore University of Management Sciences, 2017-19 (two-year leave from UT); Director, South Asia Institute, 2010-17

**Overseas experience:** Egypt, El Salvador, Germany, Mexico, Pakistan

**Language(s):** Urdu<sup>3</sup>, Egyptian Arabic<sup>3</sup>, Spanish<sup>3</sup>

**Percent of course content dedicated to area/international studies:** 100%

**Area/International studies courses taught:** Cities and Citizenship, Pashto Language and Culture, City in South Asia/Middle East/Africa, Contemporary Pakistan, Comparative Ethnographies in the Middle East/South Asia, Culture/Power/History, Comparing Cities in South Asia, the Middle East, and Africa

**Research and teaching specialization(s):** Gender, health, post-Colonialism, political economy, popular culture, labor history, urban social histories, South Asian historiography, Pakistani politics, state-civil society relations

**Recent publications:**

2015. *Communism in Pakistan: Politics and Class Activism 1947-1972*. I.B. Tauris Publishers.

2015. (Editor, w/ Kirmani and Aslam) *Gender, Politics and Performance in South Asia*. Oxford University Press.

2015. Cinema and Karachi in the 1960s: Cultural Wounds and National Cohesion. In *Handbook of Religion in Asian Cities: Aspiration and Urbanization in the Twenty-First Century*, ed. Vander Veer. University of California Press.

2015. The Other Side of the Tracks: Sara Shagufta and the Politics of Gender and Class. In *Gender, Politics and Performance in South Asia*, ed. Kirmani, Aslam and Ali. Oxford University Press.

**Number of dissertations or theses supervised in past five years:** 7

**Distinctions:** 2015-present Partnership Grant - UT and National College of Arts in Lahore, Pakistan, US Embassy Islamabad and Department of State, \$993,378; 2013-18 Partnership Grant - UT and NAPA in Karachi, Pakistan, US Embassy Islamabad and Department of State, \$956,908; 2012-17 Grant for American Institute of Pakistan Studies (AIPS), US Embassy Islamabad and Department of State, \$1.9 million; 2012-16 Partnership Grant - UT and FJWU, Rawalpindi. Pakistan, US Embassy Islamabad and Department of State, \$999,600.

**Apte, Joshua** – Assistant Professor (Civil, Architectural and Environmental Engineering)

**Appointed at UT:** 2015

**Education:** PhD, University of California, Berkeley

**Academic experience:** ITRI-Rosenfeld Postdoctoral Fellowship, Lawrence Berkeley National Lab, 2013-15

**Overseas experience:** Bangladesh, Germany, India

**Language(s):** German<sup>3</sup>, Hindi<sup>2</sup>, Spanish<sup>2</sup>

**Percent of course content dedicated to area/international studies:** 50%

**Area/International studies courses taught:** Climate Change Mitigation, Air Quality, Aerosols, and Health

**Research and teaching specialization(s):** Exposure to air pollution, Climate Change Mitigation, Air quality, environmental justice, and environmental sustainability in low-income areas, Policies to protect climate and health

**Recent publications:**

2016. (w/ Brauer et al.) Ambient air pollution exposure estimation for the Global Burden of Disease 2013.

*Environmental Science & Technology* 50: 79-88.

2015. (w/ Marshall et al.) Blue skies bluer? *Environmental Science & Technology* 49: 13929-13936.

2015. (w/ Su et al.) Identification of population potentially exposed to traffic in seven world cities. *Environment International* 78: 82-89.

2014. (w/ Krzyzanowski et al.) Air pollution in megacities. *Current Environmental Health Reports* 1: 185-191.

**Number of dissertations or theses supervised in past five years:** 8

**Distinctions:** Top Environmental Technology Article of 2017; 2017 Walter A. Rosenblith New Investigator Award, Health Effects Institute; 2016-21 Carnegie Mellon University Grant, Center for Air, Climate, and Energy Solutions, \$185,422; 2017 European Climate Foundation grant for development of air quality policy in India, \$78,951; 2015-17 Environmental Defense Fund grant for high-resolution exposure modeling for outdoor air pollution, \$547,883; 2014-15 Environmental Defense Fund grant, \$50,000; 2010 Fulbright-Nehru Fellowship to India, US Department of State; 2009-13 EPA STAR (Science and Technology to Achieve Results) Fellowship, 2006-07 and 2007-08 FLAS Fellowship.

**Azam, Hina** – Associate Professor (Islamic Studies and Middle Eastern Studies)

**Appointed at UT:** 2006

**Education:** PhD, Duke University

**Academic experience:** Faculty mentor for visiting scholars from Fatima Jinnah Women College Rawalpindi, Pakistan as part of the US Dept. of State University Partnership Program between UT Austin and FJWU; Lecturer, St. Mary's College of California, 1999-2004; Visiting Instructor, Stanford University, 2002

**Overseas experience:** Egypt, Morocco, Pakistan

**Language(s):** Arabic<sup>3</sup>, French<sup>2</sup>, German<sup>1</sup>, Urdu<sup>3</sup>

**Percent of course content dedicated to area/international studies:** 100%

**Area/International studies courses taught:** Introduction to Islam, Classical Islamic Studies, Islamic Law, Islamic Theology of the Middle East; The Qur'an, Qur'anic Exegesis, Islamic Studies: A Disciplinary Introduction

**Research and teaching specialization(s):** Islamic jurisprudence, theology, exegesis, hadith studies, Women/sexuality and Islam, Sexual Violence in Islamic Law

**Recent publications:**

2015. *Sexual Violation in Classical Islamic Law: Substance, Evidence, and Procedure*. Cambridge University Press.

2013. Competing Approaches to Rape in Islamic Law. In *Feminism, Law and Religion*, ed. Failinger, Schiltz, and Stabile. Ashgate Press.

2013. Rape as a Variant of Fornication (Zinā) in Islamic Law: An Examination of the Early Legal Reports. *Journal of Law and Religion* 28 (2).

2013. Sex, Eroticism and Marriage in Contemporary Islamic Advice Literature. *Journal of Middle East Women's Studies (JMEWS)* 9 (1).

2009. The Hijāb at Cross-Purposes: Conflicting Models of the Erotic in Popular Islamic Advice Literature. *Comparative Islamic Studies* 5 (1): 131-176.

**Number of dissertations or theses supervised in past five years:** 7

**Distinctions:** 2016 American Historical Association's James Henry Breasted Prize; 2011 American Fellowship – Research Publication Grant.

**Bonevac, Daniel A.** – Professor (Philosophy)

**Appointed at UT:** 1980

**Education:** PhD, University of Pittsburgh, 1980

**Academic experience:** Chair, Philosophy Department, 1991-2001

**Overseas experience:** Costa Rica, Denmark

**Language(s):** Latin<sup>3</sup>

**Percent of course content dedicated to area/international studies:** 25%

**Area/International studies courses taught:** Philosophy in Literature, Cognitive Science, Philosophy of Religion, Philosophy of Language, World Philosophy, Natural Theology East and West, Ideas of the 20<sup>th</sup> Century

**Research and teaching specialization(s):** Philosophy, Logic, Moral Issues, Ethics, Philosophy in Popular Culture, Christian Philosophy

**Recent publications:**

2016. Arguments from Knowledge, Reference, and Content. In *Two Dozen (or so) Arguments for God: The Plantinga Project*, ed. Dougherty and Walls. Oxford University Press.

2014. Heidegger's Map. *Academic Questions* 27 (2): 165–184.

2013. *Ideas of the Twentieth Century*. University of Texas Press.

2013. (Editor) *Today's Moral Issues* (7<sup>th</sup> ed.). McGraw-Hill.

2013. (w/ Jones) An Evolved Definition of the Term Brand: Why Branding Has a Branding Problem. *Journal of Brand Strategy* 2 (2): 112–120.

2011. (w/ Dever and Sosa) The Counterexample Fallacy. *Mind* 120 (480): 1143-1158.

2010. (Editor, w/ Phillips) *An Introduction to World Philosophy*. Oxford University Press.

**Number of dissertations or theses supervised in past five years:** 4

**Distinctions:** 1988-90, 1986-87, 1984-86 National Science Foundation; 1980 Johnsonian Prize in Philosophy.

**Brereton, Joel** – Professor (Asian Studies)

**Appointed at UT:** 2001

**Education:** PhD, Yale University, 1975

**Academic experience:** Chair, Department of Asian Studies, 2007-11; Acting Chair, spring 2014 and 2016-17

**Overseas experience:** Cambodia, India, Japan, The Netherlands, Romania, Thailand

**Language(s):** Sanskrit<sup>3</sup>, Pali<sup>3</sup>, Prakrit<sup>3</sup>, Avestan<sup>3</sup>, Greek<sup>3</sup>, Latin<sup>3</sup>, German<sup>2</sup>, French<sup>2</sup>

**Percent of course content dedicated to area/international studies:** 100%

**Area/International studies courses taught:** History of Religions of Asia, Vedic Poetry, The Upanishads, Sanskrit Drama, History of the Hindu Religious Tradition, The Suparnadhyaya, Middle Indic Languages and Literatures, Two Worlds: Classical Traditions of India and China

**Research and teaching specialization(s):** Languages and Literatures of Classical India, the R̥gveda, Sanskrit, Religion and literature of the Veda, Hinduism, Asian religions

**Recent publications:**

2016. Atirātra. In *Vedic Śākhās: Past, Present, Future. Proceedings of the Fifth International Vedic Workshop, Bucharest 2011*, ed. Houben et al. Department of South Asian Studies, Harvard University.

2016. (Editor) *The Vedas in Indian Culture and History: Proceedings of the Fourth International Vedic Workshop, Austin, Texas, May 2007*. Società Editrice Fiorentina.

2016. Reconstructing R̥gvedic Religion: Devas, Asuras, and Rites of Kingship. In *Vedic Investigations: Papers of the 12th World Sanskrit Conference* (Vol. 1), ed. Parpola and Koskikallio. Motilal Banarsidass.

2016. The Funeral Hymn of Bṛhaduktha. In *The Vedas in Indian Culture and History: Proceedings of the Fourth International Vedic Workshop*, ed. Brereton. Società Editrice Fiorentina and Primus Books.

2016. Word Positioning in R̥gvedic Poetry. In *Tavet Tat Satyam: Studies in Honor of Jared S. Klein on the Occasion of His Seventieth Birthday*, ed. Byrd, DeLisi and Wenthe. Stave Press.

2016. The Births of the Gods and the Kindling of Fire in R̥gveda 10.72. In *Sahasram Ati Srajas. Indo-Iranian and Indo-European Studies in Honor of Stephanie W. Jamison*, ed. D. Gunkel et al. Ann Arbor: Beech Stave Press.

2014. (Trans., w/ Jameson). *The R̥gveda* (3 vols.). Oxford University Press.

2013. The R̥gvedic Ghoṣā Hymns and the Atirātra. In *Beyond Hatti: A Tribute to Gary Beckman*, ed. B.J. Collins and Mjichalowski. Lockwood Press.

2012. Gods' Work: The R̥bhus in the R̥gveda. In *Indologica. T. Ya. Elizarenkova Memorial Volume* (Vol. 2), ed. Kulikov and Rusanov. Russian State University for the Humanities.

2012. On the Particle hí in the R̥gveda. In *Devadattīyam. Johannes Bronkhorst Felicitation Volume*, ed. Voegeli et al. Peter Lang.

**Number of dissertations or theses supervised in past five years:** 8

**Distinctions:** 2018-19 President of the American Oriental Society; 1999-2000 Grants from the University of Missouri Research Board; 1985, 1987, 1992, 1998 National Research Council; 1990 Fulbright-Hays Seminar Abroad Program; 1987 ACLS Foreign Travel Program; 1979-80 National Endowment for the Humanities; 1976 American Institute of Indian Studies.

**Carpenter, Laquetta** – Lecturer (Theatre and Dance)

**Appointed at UT:** 2011

**Education:** MFA, Penn State University

**Academic experience:** Faculty mentor for visiting scholars from National Academy of Performing Arts, Karachi, Pakistan as part of the US Dept. of State University Partnership Program between UT Austin and NAPA; taught one week of workshops at NAPA

**Overseas experience:** Pakistan

**Percent of course content dedicated to area/international studies:** 15%

**Area/International studies courses taught:** Movement for the Actor

**Research and teaching specialization(s):** Film and television acting, movement, ensemble-devised theatre

**Recent publications:**

2018. (Director) *Wellesley Girl* by Brendan Pelsue, with original score by NAPA faculty Arsalan Pareyal. UT Austin.

2017. (Director) World premiere of the Urdu translation of *Proof* by David Auburn. National Academy of Performing Arts International Theatre and Music Festival, Karachi, Pakistan.

2016. (Director) Indian folk tale *The Charmed Ring*. National Academy of Performing Arts International Theatre and Music Festival, Karachi, Pakistan.

**Carter, Mia** – Associate Professor (English)

**Appointed at UT:** 1991

**Education:** PhD, University of Wisconsin-Milwaukee, 1992

**Academic experience:** Interim Director, The Center for Asian American Studies, 2005-06 and 2000-03; Université Paul Valéry, 1998; The Sorbonne, Institut du Monde Anglophone, 2008 and 2016; Oxford Summer, Brasenose College, 2009

**Overseas experience:** France, United Kingdom

**Language(s):** French<sup>3</sup>

**Percent of course content dedicated to area/international studies:** 75%

**Area/International studies courses taught:** Postcolonial Literature, Post-Colonial Women Writers, Women Writers of the World, Twentieth Century British Novel, Imperial Cities, Global Cities: Cultural Studies, Theory, Film, Post-Colonial Voices: Feminist and Metropolitan Perspectives, Legacies of Imperialism

**Research and teaching specialization(s):** British and European modernism, imperial studies, British and European cinema, postcolonial studies (w/ specialization in British Empire)

**Recent publications:**

2018. (Re-print; Editor, w/ Harlow) *Archives of Empire*. Primus Books.

2013. (Editor, w/ Friedman) *Modernism and Literature: An Introduction and Reader*. Routledge Press.

2012. In Mene's World: Ken Saro-Wiwa's Vision of the Mercenary Marketplace. *English Language Notes* 50 (1): 123-34.

2010. Critical and Polemical Writing. In *The Edinburgh Companion to James Kelman*, ed. Hames. Edinburgh University Press.

2007. History's Child: Virginia Woolf, Heritage, and Historical Consciousness. *ALIF: Journal of Comparative Poetics* 27: 68-95.

2006. Acknowledged Absences: Claire Denis' Cinema of Longing. *Studies in European Cinema* 3 (1): 61-75.

2004. Fading Light: Imperial Exhaustion in Virginia Woolf's *Mrs. Dalloway* and *To the Lighthouse*. In *Illuminations: New Readings of Virginia Woolf*, ed. Merli. Macmillan.

**Number of dissertations or theses supervised in past five years:** 14

**Distinctions:** 2010 University of Texas System Regents' Outstanding Teaching Award; 2001 University Distinguished Teaching Professor; 2000 Texas Excellence Teaching Award; 1995 Chad Oliver Plan II Teaching Award, UT; 1994 Jean Holloway Award for Excellence in Teaching, UT; 1993 Liberal Arts College Teacher of the Year Award, UT.

**Charlesworth, Michael** – Professor (Art History)

**Appointed at UT:** 1993

**Education:** PhD, University of Kent, 1991

**Overseas experience:** France, Italy, Sri Lanka, United Kingdom

**Language(s):** French<sup>2</sup>, Latin<sup>1</sup>

**Percent of course content dedicated to area/international studies:** 100%

**Area/International studies courses taught:** Antislavery and Indian Mutiny, Antislavery, Empire & India, Country and City in 19th Century Britain and India, British Visual Constructions of India, Nineteenth Century Art

**Research and teaching specialization(s):** Impact of British colonial experience on British art

**Recent publications:**

2018. *The Modern Culture of Reginald Farrer: Landscape, Literature and Buddhism*. Legenda - Modern Humanities Research Association.

2015. Derek Jarman's garden at Prospect Cottage, Dungeness, and his Avebury paintings. *Studies in the History of Gardens and Designed Landscape* 35 (2): 172-182.

2014. Lord Raby in Berlin: Architecture, Art and Amour. In *Diplomats, Goldsmiths and Baroque Court Culture: Lord Raby in Berlin, the Hague and Wentworth Castle*, ed. Eyres. Wentworth Castle.

2013. Design and Types of Garden during the Enlightenment, 1650-1800. In *The Cultural History of Gardens* (Vol. 4). Bloomsbury.

2013. Theories of the Picturesque. In *A Companion to British Art and Architecture*. Wiley Blackwell.

**Number of dissertations or theses supervised in past five years:** 6

**Distinctions:** 2009 Houston Endowment and Kimbell Foundation grants; 2005 Summer Creativity Grant, College of Fine Arts, UT; 2005 Research Support Grant, The Paul Mellon Centre for Studies in British Art, London.

**Chatterjee, Indrani** – Professor (History)

**Appointed at UT:** 2013

**Education:** PhD, School of Oriental and African Studies, University of London, 1996

**Academic experience:** Director, South Asian Studies Program, Rutgers University, 2009-10; Associate Professor, Rutgers University, 2002-13; Assistant Professor, Rutgers University, 2001-02

**Overseas experience:** India, United Kingdom

**Language(s):** Bangla<sup>3</sup>, Assamese<sup>2</sup>, Hindi<sup>3</sup>, Urdu<sup>3</sup>, Persian<sup>2</sup>, Tibetan<sup>1</sup>

**Percent of course content dedicated to area/international studies:** 100%

**Area/International studies courses taught:** Performance and Power in South Asia, Cultures of Economy, Gender and Modern India, Indian Subcontinent 1750-1950, Postcolonialism: History as Theory, Women and Wealth in South Asia, Slavery & South Asian History

**Research/Teaching specialization(s):** Postcolonialism, the histories of women and sexuality, of law, and the cultural and intellectual histories at the intersection of the slavery family in the subcontinent

**Recent publications:**

2018. Connected Histories and the Impossibility of Decolonial History. *South Asia: Journal of South Asian Studies* 41 (1): 69-86.

2017. The Locked Box in Slavery and Social Death. In *After Slavery and Social Death*, ed. Bodel and Scheidel. Wiley-Blackwell.

2017. Schooling a Missionary in Early Twentieth-Century Eastern India. In *Eurasian Encounters: Intellectual and Cultural Exchanges 1900-1950*, ed. Stolte and Kikuchi. Amsterdam University Press.

2016. Women, Monastic Commerce and Coverture in Eastern India c. 1600-1800 CE. *Modern Asian Studies* 50 (1): 175-216.

**Number of dissertations or theses supervised in past five years:** 1

**Distinctions:** 2016 American Council of Learned Societies Senior Fellowship for monograph research on *The Widow's Might: Lay-Monastic Partnerships and Colonial Capitalism in Nineteenth Century India*, \$70,000; 2016 Senior Fellowship, American Council of Learned Societies; 2009-14 Srikant Dutt Book Award for *Forgotten Friends*, Nehru Memorial Library, New Delhi; 2010-11 Postdoctoral Fellow, Yale; 2009 Recipient of SAS Award for Distinguished Contribution to Undergraduate Education; 2004-05 Frederick Burkhardt Fellowship for Recently Tenured Faculty, Princeton.

**Coffey, Diane** – Assistant Professor (Sociology)

**Appointed at UT:** 2017

**Education:** PhD, Princeton University, 2015

**Academic experience:** Visiting Researcher, Indian Statistical Institute, Delhi, 2015; Visiting Fellow, Woodrow Wilson School of Public & International Affairs, Princeton 2015-16; Founding Executive Director, r.i.c.e. (Research Institute for Compassionate Economics), 2013; Visiting Researcher, Delhi School of Economics, 2011-15

**Overseas experience:** India

**Language(s):** Hindi<sup>3</sup>, Spanish<sup>3</sup>

**Percent of course content dedicated to area/international studies:** 75%

**Area/International studies courses taught:** Introduction to Social Statistics, Demography

**Research and teaching specialization(s):** Early life health and maternal health in India, sanitation, social inequality, survey methodology

**Recent publications:**

2017. (w/ Spears) *Where India Goes: Abandoned toilets, stunted development, and the cost of caste*. Harper Collins.

2017. (w/ Spears and Vyas) Switching to sanitation: Understanding latrine adoption in a representative panel of rural Indian households. *Social Science & Medicine* 188: 41-50.

2017. (w/ Haque et al.) Place and child health: The interaction of population density and sanitation behavior in developing countries. *Demography* 54: 337-360.

2016. (w/ Hathi) "Underweight & pregnant: Maternity entitlements and weight gain during pregnancy. *Indian Journal of Human Development* 10 (2): 1-15.

2015. Pre-pregnancy body mass and weight gain during pregnancy in India & sub-Saharan Africa. *Proceedings of the National Academy of Sciences* 112 (11): 3302-3307.

**Number of dissertations or theses supervised in past five years:** 3

**Distinctions:** 2015-21 Gates Foundation grant to r.i.c.e. \$1,679,446; 2016-19 "Promoting Latrine Use in Rural India," partnership r.i.c.e., 3ie and Gates Foundation; 2016-18 UT CoLA/UT Population Research Center research grant, \$35,000; 2014 Westoff Prize in Demography, Princeton University.

**Cons, Jason** – Assistant Professor (Anthropology)

**Appointed at UT:** 2014

**Education:** PhD, Cornell University, 2011

**Academic experience:** Assistant Professor, Bucknell University, 2012-14; Post-Doctoral fellow, Cornell University, 2011-12

**Overseas experience:** India, Bangladesh

**Language(s):** Bangla<sup>3</sup>, Hindi<sup>2</sup>

**Percent of course content dedicated to area/international studies:** 100%

**Area/International studies courses taught:** Theories of Culture and Society, State/Territory/Sovereignty, Political Ecology, Human Securities/Insecurities, Environmental Anthropology, Nature/Culture/Power

**Research and teaching specialization(s):** Bangladesh, borders, climate change, agrarian change, development

**Recent publications:**

2019. (Editor, w/ Eilenberg) *Frontier Assemblages: The Emergent Politics of Resource Frontiers in Asia*. Wiley Blackwell.

2018. Staging Climate Security: Resilience and Heterodystopia in the Bangladesh Borderlands. *Cultural Anthropology* 32 (2): 266-294.

2017. Global Flooding. *Anthropology Now* 9 (3): 47-52.

2016. *Sensitive Space: Anxious Territory at the India-Bangladesh Border*. University of Washington Press.

2015. Impasse and Opportunity: Reframing Postcolonial Territory at the India-Bangladesh Border. *South Asia Multidisciplinary Academic Journal* 10.

2014. Field Dependencies: Mediation, Addiction, and Anxious Fieldwork at the India-Bangladesh Border. *Ethnography*, 15 (3), 375-393.

**Number of dissertations or theses supervised in past five years:** 1

**Distinctions:** 2018 College Research Fellowship, UT; 2017 Summer Research Assignment, UT; 2016-18 National Science Foundation research grant for “Choquepoints: A Comparative Global Ethnography,” \$14,806; 2018 College Research Fellowship, UT Austin; 2016 (Co-PI) National Science Foundation Grant,” \$130,000.

**Davis, Donald R.** – Director, South Asia Institute; Professor (Asian Studies)

**Appointed at UT:** 2013

**Education:** PhD, University of Texas at Austin, 2000

**Academic experience:** Director, South Asia Institute, University of Texas at Austin, 2017-present; Associate Professor, University of Wisconsin-Madison, 2009-2013

**Overseas experience:** India

**Language(s):** Sanskrit<sup>3</sup>, Spanish<sup>2</sup>, German<sup>2</sup>, Malayalam<sup>3</sup>, Tamil<sup>2</sup>

**Percent of course content dedicated to area/international studies:** 100%

**Area/International studies courses taught:** Intro to Asian Religions, Religion in South Asia, Hindu Law, Ethics and Scholarship in Asia, Vedarthasamagraha, Bhagavata Purana, History of Hindu Religious Tradition, Sanskrit Scholasticism, Buddhist and Jain Sanskrit, Jainism: Religion of Non-Violence

**Research and teaching specialization(s):** Dharmasastra Literature, Law and Religion in Medieval India, Sanskrit and Malayalam language and literature, South Indian history

**Recent publications:**

2018. (Editor, w/ Olivelle) *The Oxford History of Hinduism: Hindu Law. A New History of Dharmasastra*. Oxford University Press.

2017. *The Dharma of Business: Commercial Law in Medieval India*. Portfolio/Penguin India.

2016. Toward a History of Documents in Medieval India: The Encounter of Scholasticism and regional Law in the Smrticandrika. In *The Medieval Globe* 2 (2): 167-198.

2015. Three Principles for an Asian Humanities: Care First...Learn From...Connect Histories. *Journal of Asian Studies* 74 (1): 43-67.

2015. Rules, Culture, and Imagination in Sanskrit Jurisprudence. In *Legalism: Rules and Categories*, ed. Dresch and Scheele. Oxford University Press.

2010. *The Spirit of Hindu Law*. Cambridge University Press.

**Number of dissertations or theses supervised in past five years:** 4

**Distinctions:** 2016 Language Committee, American Institute of Indian Studies; 2010-13 Co-Chair Steering Committee, Religion in South Asia Section, American Academy of Religion; 2010-12 Grant for Mellon Workshop, Center for the Humanities, UW-Madison; 2008-10 Academic Director, South Asia Summer Language Institute.

**De Lissovoy, Noah** – Associate Professor (Curriculum and Instruction)

**Appointed at UT:** 2008

**Education:** PhD, University of California, Los Angeles

**Percent of course content dedicated to area/international studies:** 25%

**Area/International studies courses taught:** Cultural Theory Education, Philosophical Foundations of Education, Sociocultural Influences on Learning, Education and Social Change, Education, Culture Diversity

**Research and teaching specialization(s):** Critical pedagogy and cultural studies, globalization, education, and social movements, race, racism, and coloniality, critical and marxist theory, curriculum studies, feminist philosophy

**Recent publications:**

2017. (w/ Ramaprasad, Cedillo and Cook) Scripted fantasies and innovative Orientalisms: Media, youth, and ideology in the age of the "War on Terror." *Cultural Studies Critical Methodologies* 17 (6): 442–456.

2016. Race, reason and reasonableness: Toward an "unreasonable" pedagogy. *Educational Studies* 52 (4): 346–362.

2015. *Education and Emancipation in the Neoliberal Era: Being, Teaching, and Power*. Palgrave Macmillan.

2015. Injury and accumulation: Making sense of the punishing state. *Social Justice* 42 (2): 52–69.

2014. (w/ Means and Saltman) *Toward a New Common School Movement*. Paradigm Publishers.

2014. Epistemology of emancipation: Contemporary student movements and the politics of knowledge. In *The critical youth studies reader*. Peter Lang.

2013. Pedagogy of the impossible: Neoliberalism and the ideology of accountability. *Policy Futures in Education* 11 (4): 423–435.

2012. Education and violation: Conceptualizing power, domination, and agency in the hidden curriculum. *Race, Ethnicity and Education* 15 (4): 463–484.

2011. Pedagogy in common: Democratic education in the global era. *Educational Philosophy and Theory* 43(10): 1119–1134.

**Number of dissertations or theses supervised in past five years:** 10

**Distinctions:** 2016 Outstanding Book Recognition Award in Curriculum Studies from the American Educational Research Association, 2015 Book Award from The Society of Professors of Education, 2010 Critics' Choice Award, American Educational Studies Association.

**Doherty, Brian** – Senior Lecturer (English)

**Appointed at UT:** 1994

**Education:** PhD, University of Wisconsin-Milwaukee, 1994

**Academic experience:** Associate Advisor, Ethnic and Third World Interest Group, 1999-present

**Overseas experience:** United Kingdom

**Percent of course content dedicated to area/international studies:** 75%

**Area/International studies courses taught:** Global Indian Literature, Masterworks of World Literature, Asian American Literature and Culture

**Research and teaching specialization(s):** World literature in translation, postcolonial literature, world literature in English, genre studies, ethnic and third world studies

**Recent publications:**

2015. Facciones: The Real Story of Jorge Luis Borges. Trans. Zurek. *Tekstualia* 41.

2014. Writing Back with a Difference: Chimamanda Ngozi Adichie's 'The Headstrong Historian' as a Response to Chinua Achebe's *Things Fall Apart*. *Matatu: Journal for African Culture and Society* 45: 187-201.

2014. The Center Cannot Hold: The Development of World Literature Anthologies. *Alif: Journal of Comparative Poetics* 34: 100-124.

**Distinctions:** 2007 The W.O.S. Sutherland Award for Teaching Excellence in Sophomore Literature.

**Eaton, David J.** – Professor (Lyndon B Johnson School of Public Affairs)

**Appointed at UT:** 1985

**Education:** PhD, Johns Hopkins University, 1977

**Academic experience:** Visiting Professor, School of International Development and Cooperation, University of Hiroshima, Hiroshima, Japan 2009; Chair of the American Society of Civil Engineers' Environmental and Water Resource Engineering (EWRE) Standards Committee on Management of Transboundary Water Quality, 2003-08

**Overseas experience:** Afghanistan, Bangladesh, India, Japan, Nepal, Sri Lanka

**Language(s):** French<sup>2</sup>, Hebrew<sup>2</sup>, Russian<sup>2</sup>, Spanish<sup>2</sup>

**Percent of course content dedicated to area/international studies:** 75%

**Area/International studies courses taught:** Environment and Society: South Asia, Cross-Border Environmental Management, Natural Resource Management, Global Environmental Health: China, Transboundary Water Quality management, Sustainability in Latin America, Post-Earthquake Reconstruction in Rural Nepal

**Research and teaching specialization(s):** Water resources, environmental management, insurance policy, agriculture, environmental and energy policy

**Recent publications:**

2015. (w/ Comair and McKinney) Water resources and security challenges in the Orontes River Basin. In *Science, Diplomacy, and Transboundary Water Management: The Orontes River Case*, ed. Ballabio et al. UNESCO.

2014. The Past and the Future of the Johnson Administration's Water Policies. In *LBJ's Neglected Legacy: How Lyndon Johnson Reshaped Domestic Policy*, ed. Wilson et al. The University of Texas Press.

2009. (w/ Miner et al.) Water Sharing Between India and Pakistan: A Critical Analysis of the Indus Water Treaty. *Water International* 23 (2), 204-216.

2009. (w/ Dulay) How Investment in Wastewater Infrastructure Has Improved Water Quality Along the US-Mexico Border. In *The Jordan River and Dead Sea Basin*, ed. Lipchin et al. Springer.

**Number of dissertations or theses supervised in past five years:** 10

**Distinctions:** 2017-18 Texas Commission on Environmental Quality, \$96,524; 2016-17 Texas Commission on Environmental Quality, \$423,620; 2015-16 Texas Commission on Environmental Quality, \$373,414; 2015-16, Texas Association of Business, \$10,944; 2014-15 Texas Commission on Environmental Quality, \$275,866; 2014-15 National Instruments, \$21,745; 2004-09 Jack S. Blanton endowed research fellow at the Institute for Innovation, Creativity and Capital; 1998 and 1989, James W. McGrew Award for Public Policy Research.

**Engle, Karen** – Director, Rapoport Center for Human Rights and Justice; Professor (Law)

**Appointed at UT:** 2002

**Education:** JD, Harvard Law, 1989

**Language(s):** French<sup>2</sup>, Spanish<sup>2</sup>

**Academic experience:** Rockefeller Center Scholarly Resident, 2009; European Community Law and Human Rights, European Academy, European University Institute, 1991; International Human Rights, Inter-American Institute of Human Rights, 1987

**Overseas experience:** Columbia, Costa Rica, Italy

**Percent of course content dedicated to area/international studies:** 50%

**Area/International studies courses taught:** Public International Law, International Human Rights Law, Employment Discrimination, Producing Legal Scholarship, Human Rights and Justice Workshop, Human Rights Fact-Finding, Feminisms/Social Movements/Human Rights

**Research and teaching specialization(s):** Gender perspectives on human rights, social movements and international law, international security and law

**Recent publications:**

2015. Anti-Impunity and the Turn to Criminal Law in Human Rights. *Cornell Law Review* 100.

2014. The Grip of Sexual Violence: Reading United Nations Security Council Resolutions on Human Security. In *Peacekeeping, Gender Equality and Collective Security*, ed. Otto and Heathcote. Palgrave MacMillan.

2012. Celebrity Diplomacy and Opportunities for Global Citizenship. *Celebrity Studies* 3.

2012. Self-critique, (Anti)politics and Criminalization: Reflections on the History and Trajectory of the Human Rights Movement. In *New Approaches to International Law: The European and American Experiences*, Beneyto and Kennedy. TMC Asser Press/Springer.

2010. *The Elusive Promise of Indigenous Development: Rights, Culture, Strategy*. Duke University Press.

**Distinctions:** 2004-9 Rapoport Foundation Grant; 2009 Resident Scholar, Rockefeller Foundation Bellagio Center; 2009 UT Subvention Grant; 2007-10 Fulbright Senior Specialist; 2008 Mellon Faculty Research Grant; 1990-92 Ford Fellowship in Public International Law, Harvard Law School.

**Freiberger, Oliver** – Associate Professor (Asian Studies)

**Appointed at UT:** 2004

**Education:** PhD, Georg-August-Universität Göttingen, Germany, 1999; Dr. phil. habil., Universität Bayreuth, Germany, 2009

**Academic experience:** Assistant Professor, Department of Religious Studies, Universität Bayreuth, Germany, 2000-04; Instructor, Department of Religious Studies, Universität Bayreuth, Germany, 1995-99.

**Overseas experience:** Germany, Norway

**Language(s):** Sanskrit<sup>3</sup>, Pali<sup>3</sup>, Classical Tibetan<sup>2</sup>, Latin<sup>3</sup>, Classical Greek<sup>3</sup>, German<sup>3</sup>, French<sup>2</sup>

**Percent of course content dedicated to area/international studies:** 100%

**Area/International studies courses taught:** Religions in Contact, Radical Religion: Ascetics, Religious Identity in Premodern South Asia, Introduction to Buddhism, History of Religions of Asia, History of Indian Buddhism, Introduction to Comparative Religion, Early Buddhist Monasticism, The Buddha and Non-Buddhists

**Research and teaching specialization(s):** Ancient Indian religious history, especially Indian Buddhism, asceticism in India and early Christianity, comparative religion

**Recent publications:**

2016. Modes of Comparison: Towards Creating a Methodological Framework for Comparative Studies. In *Interreligious Comparisons in Religious Studies and Theology: Comparison Revisited*, ed. Schmidt-Leukel and Nehring. Bloomsbury.

2015. (w/ Klein) *Buddhismus: Handbuch und Kritische Einführung [Buddhism: Handbook and Critical Introduction]*, 2<sup>nd</sup> revised edition. Göttingen: Vandenhoeck & Ruprecht.

2015. Asceticism. In *Vocabulary for the Study of Religion* (Vol. 1), ed. Segal and von Stuckrad. Brill.

2013. (Editor w/Adogame and Echtler) *Alternative Voices: A Plurality Approach for Religious Studies. Essays in Honor of Ulrich Brenner*. Vandenhoeck & Ruprecht.

2011. How the Buddha Dealt with Non-Buddhists. In *Religion and Identity in South Asia and Beyond: Essays in Honor of Patrick Olivelle*, ed. Lindquist. Anthem Press.

**Number of dissertations or theses supervised in past five years:** 4

**Distinctions:** 2016-18 American Council of Learned Societies Grant, \$55,000; Four Year Grant of the Norwegian Government for Exchange Collaboration between UT and the University of Oslo, \$139,996.

**Gawande, Kishore** – Professor (Business, Government, and Society)

**Appointed at UT:** 2014

**Education:** PhD, University of California, Los Angeles, 1991

**Academic experience:** Century Club Professor in Business Government and Society, 2014-present; Helen and Roy Ryu Professor of Economics and Government, Texas A&M University, 2002-14.

**Overseas experience:** India

**Language(s):** Hindi<sup>3</sup>

**Percent of course content dedicated to area/international studies:** 75%

**Area/International studies courses taught:** Global Political Economy, Global Management/Business Practices

**Research and teaching specialization(s):** Econometrics, Economic Development, Global Sourcing, International Business, Public Policy

**Recent publications:**

2017. (w/ Dasgupta and Kapur) (When) Do Anti-poverty Programs Reduce Violence? India's Rural Employment Guarantee and Maoist Conflict. *International Organization*.

2015. (w/ Krishna and Olarreaga) A Political-Economic Account of Global Tariffs. *Economics and Politics* 27 (2): 204-233.

2015. (w/ Cui and Hoekman) Global Supply Chains and Trade Policy Responses to the 2008 Crisis. *World Bank Economic Review* 29 (1): 102-128.

2013. (w/ Bearfield et al.) Comparing Discrete Distributions: Survey Validation and Survey Experiments. *Political Analysis* 21 (1): 70-85.

2012. (w/ Krishna and Olarreaga) Lobbying Competition and U.S. Trade Policy. *International Economic Review* 53: 115–132.

2011. (w/ Bohara and Nepal) More Inequality More Killings: The Maoist Insurgency in Nepal. *American Journal of Political Science* 55: 886-906.

**Number of dissertations or theses supervised in past five years:** 2

**Distinctions:** 2011 and 2013 Bush School Silver Star Award for Excellence in Teaching; 2010 Texas A&M Teaching Excellence Award; 2010 and 2004 Bush Faculty Excellence Award.

**Gillespie, Kate** – Associate Professor (Marketing Administration)

**Appointed at UT:** 1984

**Education:** PhD, University of London, 1983

**Academic experience:** Assistant Professor of International Business, and Director for the Center for Middle East Program University of South Carolina, 1982-84; Research Associate in International Business, Finance and Marketing, Harvard International Senior Manager's Program, 1977-78; Visiting Professor – Finland, Mexico, and France

**Overseas experience:** Iran, Finland, France, Mexico, Switzerland

**Percent of course content dedicated to area/international studies:** 100%

**Area/International studies courses taught:** Global Marketing, Business in Emerging Markets, Global Strategy and Marketing, International Commercial Relations and Policies, International Business Operations, International Business in the Middle East, Theory and Research in International Business

**Research and teaching specialization(s):** International business, diaspora investment, acculturation

**Recent publications:**

2013. (w/ McBride) Counterfeit Smuggling: Rethinking Paradigms of Diaspora Investment and Trade Facilitation. *Journal of International management* 19 (1): 66-81.

2011. (w/ Thibos) Islam and Corporate Social Responsibility in the Arab World: Reporting and Discourse. In *Handbook of Islamic Marketing*. Elgar.

2010. (w/ Hennessey) *Global Marketing* (3rd edition). Cengage.

2009. (w/ Laufer and Silvera) The Role of Country of Manufacture in Consumers' Attributions of Blame in an Ambiguous Product-harm Crisis. *Journal of International Consumer Marketing*, 21 (3): 189-201.

**Distinctions:** 1988 CBA Foundation Teaching Award for Assistant Professors.

**Gopalan, Lalitha** – Associate Professor (Radio-Television-Film)

**Appointed at UT:** 2007

**Education:** PhD, University of Rochester, 1993

**Academic experience:** Faculty mentor for visiting scholars from National College of Arts College, Lahore, Pakistan as part of the US Dept. of State University Partnership Program between UT Austin and NCA; Associate Professor School of Foreign Service and Department of English, Georgetown University, 2002-07

**Overseas experience:** India, United Kingdom

**Language(s):** Hindi<sup>3</sup>, Tamil<sup>3</sup>

**Percent of course content dedicated to area/international studies:** 100%

**Area/International studies courses taught:** Asian Horror Film, Film Theory, Feminist Film Theory, Global Film Genres, National Cinemas and Film Cultures, Avant-Garde & Documentary Films, Transnational Cinemas, Screen Theory, Contemporary Horror Cinemas

**Research and teaching specialization(s):** film theory, feminist film theory, contemporary world cinemas, Indian cinema, genre films, experimental film and video

**Recent publications:**

2018. Beginnings and Children. In *The Child in World Cinema*, ed. Lury. Palgrave Macmillan.

2015. Avenging Women in Indian Cinema. In *Bollywood*, ed. Dwyer. Routledge.

2015. World Cinema. In *The Cambridge World History* (Vol. 7), ed. McNeil et al. Cambridge University Press.

2013. Ayisha Abraham's Straight 8. *New Cinemas: Journal of Contemporary Film* 11 (2).

2013. Bombay Noir. In *A Companion to Film Noir*, ed. Spicer and Hanson. Blackwell.

2012. Bombay, Post December 6, 1992: Space and Time of Communalism. In *World Film Locations: Mumbai*, ed. San Miguel. Intellect Books.

2012. Blow me a Kiss, Rajkamal Kahlon! In *Rajkamal Kahlon: Doppelbilder/ Double Vision*. Kerber Press.

2010. *24 Frames: Indian Cinema*. Wallflower Press.

**Number of dissertations or theses supervised in past five years:** 6

**Distinctions:** Walsh Research Grant; Screen Prize, Best Article; American Council of Learned Societies Postdoctoral Fellowship; 2013-14 Tagore Fellowship, Ministry of Culture, Government of India; 2013-14 Senior Research Fellowship, AIIS; 2014 Fulbright Hayes-Nehru Research Fellowship.

**Guha, Sumit** – Professor (History)

**Appointed at UT:** 2013

**Education:** PhD, University of Cambridge, 1981

**Academic experience:** Frances Higginbotham Nalle Centennial Professor in History, 2013-Present; Professor-II, Department of History, Rutgers University, 2004-13; St Purandara Das Distinguished Professor of South Asian History, Brown University, 2000-04.

**Overseas experience:** India, United Kingdom

**Language(s):** Hindi<sup>3</sup>, Marathi<sup>3</sup>, Bangla<sup>3</sup>, Sanskrit<sup>2</sup>, Italian<sup>2</sup>, French<sup>1</sup>, Portuguese<sup>1</sup>, Persian<sup>2</sup>, Marwadi<sup>1</sup>

**Percent of course content dedicated to area/international studies:** 100%

**Area/International studies courses taught:** Indian Republic 1947-Present, Uprising in India-1857, Introduction to the History of India, Struggle for Asian Democracy, Asian Business with Empire 1500-1940, Business and Society in South Asia, South Asia in Global History

**Research and teaching specialization(s):** Demography and agriculture, Environment and ethnicity, Agrarian economies, Caste, Identity and power

**Recent publications:**

2017. Mughal India: Economy, resources, and governance. In *The Oxford Handbook of the Mughal Empire*, ed. Eaton and Sreenivasan. Oxford University Press.

2016. *Beyond Caste: Identity and Power in South Asia, Past and Present*. Permanent Black.

2015. Conviviality and Cosmopolitanism: Recognition and Representation of “East” and “West” in Peninsular India. *Collection Puruṣārtha* 33: 275-92.

2015. Rethinking the Economy of Mughal India: A Lateral View. *Journal of the Economic and Social History of the Orient* 58: 532-75.

2015. States, Tribes, Castes: A historical re-exploration in comparative perspective. *Economic and Political Weekly*, 50 (46-47): 50-57.

**Number of dissertations or theses supervised in past five years:** 3

**Distinctions:** 2013 Elected “Directeur d’Etudes” at the Ecole des Hautes Etudes en Sciences Social, Paris; 2008

Fellowship from the John Simon Guggenheim Memorial Foundation; 2003-04 Senior Fellowship, The American Council of Learned Societies.

**Hassan, Shahnaz** – Lecturer (Asian Studies)

**Appointed at UT:** 2002

**Education:** B.A., University of Punjab, Lahore, Pakistan, 1982

**Academic experience:** Lecturer at Berkeley Urdu Language Program in Pakistan (BULPIP), Language Instructor for the US Peace Corps Program, Pakistan

**Overseas experience:** Pakistan

**Language(s):** Punjabi<sup>3</sup>, Urdu<sup>3</sup>, Arabic<sup>1</sup>

**Percent of course content dedicated to area/international studies:** 100%

**Area/International studies courses taught:** Introduction to Urdu, Intermediate Urdu, Spoken Urdu, Readings in Urdu Newspapers, Female Voices in Urdu Literature, Classical and Modern Urdu Prose

**Research and teaching specialization(s):** Urdu, Urdu grammar and literature

**Recent publications:**

2013. Reviewer of the reference guide *Urdu: An Essential Grammar* by Schmidt. Routledge.

2004. Reviewer of *Let’s Study Urdu: An Introductory Course* by Asani and Hyder. University of Texas Press.

1996. Adapted large portion of “Eugene H. Glassman’s Spoken Urdu” to show the examples in the Urdu script for BULPIP program.

**Distinctions:** 2011 Texas Foreign Language Teaching Excellence Award, Spring 2011; 2011 STARTALK – Albuquerque, New Mexico; 1991 Nomination for “Peace Corps Sub-regional Language Enhancement Conference” held in Phuket, Thailand.

**Hindman, Heather** – Assistant Professor (Asian Studies)

**Appointed at UT:** 2009

**Education:** PhD, University of Chicago, 2003

**Academic experience:** Faculty mentor for visiting scholars from Fatima Jinnah Women College Rawalpindi, Pakistan as part of the US Dept. of State University Partnership Program between UT Austin and FJWU; taught one week of workshops at FJWU. Assistant Professor of Anthropology, Northeastern University, 2006-09; Post-doctoral Fellow, The University of Chicago, 2005-06

**Overseas experience:** Nepal, Pakistan

**Language(s):** Nepali<sup>3</sup>, Newari<sup>1</sup>, Sanskrit<sup>1</sup>, German<sup>1</sup>, Latin<sup>1</sup>

**Percent of course content dedicated to area/international studies:** 100%

**Area/International studies courses taught:** Development and its Critics, Ethnography of Global Asia, Waste/Hope/Infrastructure, Transnationalism and the Post-Colonial World, Globalization and Immigration, International Studies, Anthropology of the Himalayas, Global Markets and Local Culture

**Research and teaching specialization(s):** Critical development, entrepreneurialism, expatriate communities, social theory, global labor and gender

**Recent publications:**

2016. (w/ Oppenheim) Economies of ‘Soft Power’: Rereading Waves from Nepal. In *Spaces of Possibility: Korea, Japan, In, Between, and Beyond the Nation*, ed. Arai and Sorensen. University of Washington Press.

2014. Mining Minerals on the Moon and Other Fantasies of Extreme Expatriate Intervention in Kathmandu, Nepal. In *Migrant Professional in the City: Local Encounters, Identities, and Inequalities*, ed. Meier. London: Routledge.

2013. *Mediating the Global: Expatria’s Forms and Consequences in Kathmandu*. Stanford University Press.

2011. (Editor, w/ Fechter) *Inside the Everyday Lives of Development Workers: The Challenges and Futures of Aidland*. Kumarian Press.

**Number of dissertations or theses supervised in past five years:** 4

**Distinctions:** 2013-Present Executive Committee, Association of Nepal and Himalayan Studies; 2012-13 and 2013-14 Mitchell Award for Undergraduate Research (advisor) University of Texas at Austin; 2011-12 Humanities Institute Fellow, University of Texas at Austin; 2009 Research Award, Northeastern University; 2009 Faculty Development Award from the Center for Women’s and Gender Studies, UT.

**Hoffman, Jim** – Professor (Curriculum and Instruction)

**Appointed at UT:** 1977

**Education:** PhD, The University of Missouri at Kansas City

**Academic experience:** Affiliated scholar with National Reading Research Center and the Center for the Improvement of Early Reading Achievement

**Overseas experience:** Active in international literacy projects in Central America, Africa, and Asia

**Percent of course content dedicated to area/international studies:** 50%

**Area/International studies courses taught:** Literacy Leadership for Change, Children’s Literature

**Research and teaching specialization(s):** Teacher preparation, Classroom literacy environments, Promoting literacy achievement in developing countries.

**Recent publications:**

2012. (w/ Roser) From Writing the Word to Reading the World Using Beautiful Books: Language Experience Re-envisioned. *Language Arts* 89 (5).

2011. (w/ Rogers et al.) Multilingual Practices, Critical Literacies, and Visual Culture: A focus on African Contexts. *Reading Research Quarterly* 46 (4): 389–398.

2011. (w/ Maloch and Sailors) Researching the teaching of reading through direct observation: Tools, Methodologies, and Guidelines for the future. *Handbook of Reading Research* (Vol. 4). Routledge.

2010. (w/ Sailors). Opportunity Matters: The Ithuba Writing Project in South African Schools. *Voices from the Middle* 18 (1): 8–16.

2010. (w/ Sailors et al.) The Effects of First and Second Language Instruction in Rural South African Schools. *Bilingual Research Journal* 33 (1): 21–41.

**Number of dissertations or theses supervised in past five years:** 3

**Distinctions:** 2008-10 President of the Reading Hall of Fame; 2002 elected to the Reading Hall of Fame; President of the National Reading Conference; Member of the Board of Directors of the International Reading Association; Affiliated scholar with both the National Reading Research Center (NRRC) and the Center for the Improvement of Early Reading Achievement (CIERA).

**Hyder, Syed Akbar** – Associate Professor (Asian Studies)

**Appointed at UT:** 2000

**Education:** PhD, Harvard University, 2000

**Academic experience:** Associate Director, Hindi Urdu Flagship Program

**Overseas experience:** Egypt, India, Iran, Pakistan, Syria, and Turkey

**Language(s):** Urdu<sup>3</sup>, Hindi<sup>3</sup>, Persian<sup>3</sup>, Arabic<sup>2</sup>

**Percent of course content dedicated to area/international studies:** 100%

**Area/International studies courses taught:** Urdu-Hindi Romance: Masnavi, Urdu Satire and Humor, Partition in Literature and Film, Introduction to India, Islam in South Asia, Literary Theory and South Asia, Sufism & Islamic Mystical Traditions, Afghanistan: Religion, History, Politics, Core Studies in South Asia, Introductory Hindi-Urdu, Urdu Epics & Elegies

**Research and teaching specialization(s):** Indo-Muslim cultures, Islamic History, Persian-Urdu Literary Traditions, Islamic cultures & literatures of South Asia, comparative mystical traditions, Urdu-Hindi literatures & aesthetics, Islam in the West

**Recent publications:**

2018. (Editor, w/ Bhagavan) *Hidden Histories: Religion and Reform in South Asia*. Primus Books.

2015. (w/ Masud) *Urdunamah: A Textbook for Intermediate and Advanced Urdu*. Arshiya Publishers.

2008. Songs of Praise and Lament. In *Islam in South Asia in Practice*, ed. Metcalf. Princeton University Press.

2008. Iqbal and Karbala. In *Crisis and Beyond: Reevaluating Pakistan*, ed. Khan. Routledge.

2008. Contemplations of the Divine in the Qawwali Tradition. In *Claiming Power from Below: Essays in Honor of Eleanor Zelliot*, ed. Feldhaus and Bhagavan. Oxford University Press.

2007. *A 'iye Urdu Parhen: Let's Study Urdu, An Introductory Urdu Textbook* (2 vols.). Yale University Press.

2006. *Reliving Karbala: Martyrdom in South Asian Memory*. Oxford University Press.

**Number of dissertations or theses supervised in past five years:** 13

**Distinctions:** 2016-18 Institute of International Education Hindi-Urdu Flagship Grant, \$301,078; 2002 Course Development Grant, Center for Asian Studies, UT; 1995-99 Harvard's Certificate of Distinction in Teaching; 1998, 2001 Harvard Foreign Language Consortium Grant (w/ Asani).

**Hyne-Sutherland, Amy** – Lecturer (Asian Studies)

**Appointed at UT:** 2016

**Education:** PhD, University of Texas at Austin

**Academic experience:** Visiting Assistant Professor of Religion, Washington and Lee University 2015-2016;

Adjunct Faculty, Department of Religion, Huston-Tillotson, 2014-2015

**Overseas experience:** India

**Language(s):** Hindi<sup>3</sup>, Sanskrit<sup>3</sup>, French<sup>3</sup>

**Percent of course content dedicated to area/international studies:** 100%

**Area/International studies courses taught:** Introductory Sanskrit, Intermediate Sanskrit, History of Hindu Religious Traditions, Hinduism in US Pop Culture, Introduction To South Asia

**Research and teaching specialization(s):** Sanskrit, Asceticism, Śaiva Studies, Mental illness in South Asia, Psychology of religion

**Recent publications:**

2016. Review of *Eating Drugs: Psychopharmaceutical Pluralism in India*, by Ecks, *Asian Medicine: Tradition and Modernity*.

2014. Conducting Research on Sanskrit Language and Literatures in Pune: A review of two resource centers (Bhandarkar Oriental Research Institute and Deccan College Scriptorium). In *Fresh From the Archives*, Dissertation Reviews (<http://dissertationreviews.org/archives/7871>).

2010. The Pretense of Madness in the Pāśupata Tradition. *SAGAR: A South Asian Graduate Research Journal* 19.

**Distinctions:** 2012-2013 U.S. Fulbright Fellowship, Institute of International Education; 2012-2013 Lewis and Clark Field Scholar Grant, American Philosophical Society; 2007, 2008, and 2009 Foreign Language and Area Studies (FLAS) Fellowship.

**Jacobsohn, Gary J.** – Professor (Government)

**Appointed at UT:** 2004

**Education:** PhD, Cornell University, 1972

**Academic experience:** Patterson-Banister Chair and H. Malcolm MacDonald Chair in Constitutional and Comparative Law, 2004-08; Williams College, 1971-2004

**Overseas experience:** India

**Percent of course content dedicated to area/international studies:** 25%

**Area/International studies courses taught:** Comparative Constitutionalism, Political and Legal Philosophy, Constitutional Change in Comparative Perspective, Constitutional Structures of Power, Judicial Process, Structure of Individual Liberties

**Research and teaching specialization(s):** Political thought, legal philosophy, comparative constitutionalism. Resource person for political and constitutional analysis of Indian democracy

**Recent publications:**

2018. (Editor, w/ Schor) *Comparative Constitutional Theory*. Elgar Press.

2014. Theorizing the Constitutional Revolution. *Journal of Law and Courts* 2.

2013. The Formation of Constitutional Identities. In *Elgar Handbook in Comparative Constitutional Law*, ed. Ginsburg and Dixon. Elgar Press.

2013. (w/ Shankar) Constitutional Borrowing in South Asia: India, Sri Lanka, and Constitutional Identity. In *Comparative Traditions in South Asia*, ed. Khilnani and Raghavan. Oxford University Press.

2012. Making Sense of the Constitutional Revolution. *Constellations* 19.

2012. Constitutional Values and Principles. In *Oxford Handbook in Comparative Constitutional Law*, ed. Rosenfeld and Sajo. Oxford University Press.

2010. *Constitutional Identity*. Harvard University Press.

2003. *The Wheel of Law: India's Secularism in Comparative Constitutional Context*. Princeton University Press and Oxford University Press.

**Number of dissertations or theses supervised in past five years:** 7

**Distinctions:** 1998-99 Fulbright Research Scholar (India); 1998-99 American Institute of Indian Studies Fellowship (declined); 1994-95 Woodrow Wilson International Center for Scholars Fellowship in the Humanities and Social Sciences; 1989 National Endowment for the Humanities Fellowship Award; 1979 National Endowment for the Humanities; 1967-71 NDEA Title VI Graduate Fellowship.

**Jensen, Robert** – Professor (Journalism)

**Appointed at UT:** 1992

**Education:** PhD, University of Minnesota

**Academic experience:** Faculty mentor for visiting scholars from Fatima Jinnah Women College Rawalpindi, Pakistan as part of the US Dept. of State University Partnership Program between UT Austin and FJWU; taught one week of workshops at FJWU. Instructor, School of Journalism and Mass Communication, 1989-92

**Overseas experience:** India, Pakistan

**Percent of course content dedicated to area/international studies:** 25%

**Area/International studies courses taught:** Critical/Cultural Theory, Media Law and Freedom of Expression, Media Ethics, Social Justice and the Media

**Research and teaching specialization(s):** media law and ethics, politics of news gathering/construction, media depictions of gender and race, pornography and violence against women, feminist philosophy and politics

**Recent publications:**

2017. *The End of Patriarchy: Radical Feminism for Men*. Spinifex Press.

2017. Apocalyptic Teaching: Facing Our Fears and Teaching Through Tears. In *Apocalyptic Leadership in Education: Facing an Unsustainable World from Where We Stand*, ed. Miller. Information Age Publishing.

2016. Writing Dissent in the Propaganda Flood. In *Propaganda and Rhetoric in Democracy: History, Theory, Analysis*, ed. Braun and Henderson. Southern Illinois University Press.

2015. *Plain Radical: Living, Loving, and Learning to Leave the Planet Gracefully*. Counterpoint/Soft Skull Press.

2013. *Arguing for Our Lives: A User's Guide to Constructive Dialogue*. City Lights Books.

2008. The empire and the war for Muslim minds: The process for empire building. *Policy Perspectives* 5 (1): 135-138.

**Number of dissertations or theses supervised in past five years:** 7

**Distinctions:** 2014 Regents' Outstanding Teaching Award, UT; 2001 College of Communication Teaching Excellence Award.

**Keeler, Ward** – Associate Professor (Anthropology)

**Appointed at UT:** 1989

**Education:** PhD, University of Chicago, 1982

**Percent of course content dedicated to area/international studies:** 75%

**Overseas experience:** Burma, Indonesia

**Language(s):** Javanese<sup>3</sup>, Balinese<sup>3</sup>, Indonesian<sup>3</sup>, French<sup>3</sup>, Burmese<sup>3</sup>, Dutch<sup>2</sup>, German<sup>1</sup>, Italian<sup>1</sup>

**Area/International studies courses taught:** Expressive Culture, Anthropology of Performing Arts, Anthropology of Mass Media, Theories of Culture and Society, Cultures of Southeast Asia, Gender in Southeast Asia, Anthropology of Buddhism, Postcoloniality, Globalization, Masculinities

**Research and teaching specialization(s):** Indonesia and Burma, connections between South and Southeast Asia, expressive culture, gender, Buddhism

**Recent publications:**

2017. *The Traffic in Hierarchy: Masculinity and Its Others in Buddhist Burma*. University of Hawaii Press.

2015. Shifting Transversals: Trans Women's Move from Spirit Mediumship to Beauty Work in Mandalay.

*Ethnos* 81 (5): 792-820.

2013. Engaging Students with Fiction, Memoirs, and Film. In *Novel Approaches to Anthropology: Contributions to Literary Anthropology*, ed. Cohen. Lexington Books.

2012. (Producer and liner notes) *Burma: Classical Theatre Music* (2-CD set). Archives internationales de musique populaire, Musée d'ethnographie.

2009. What's Burmese About Burmese Rap?: how an expressive genre goes global. *American Ethnologist* 36(1): 2-19.

**Number of dissertations or theses supervised in past five years:** 1

**Distinctions:** 2015-16 Visiting fellow, Institut d'Etudes Avancées de Nantes, France; 2013-14 Research Fellow, International Institute of Asian Studies, Leiden University; 2011-12 University of Texas Faculty Research Assignment, in support of research in Burma; 2009 Dean's Fellowship, College of Liberal Arts, University of Texas (one semester teaching release); 2005, 1999 Asian Cultural Council grants; 1999 Open Society Institute research grant; 1999-2000 NEH Fellowship; 1991 Harry J. Benda Prize in Southeast Asian Studies, AAS.

**Konana, Prabhudev** – Professor (MIS, Red McCombs School of Business)

**Appointed at UT:** 1995

**Education:** PhD, University of Arizona, 1995

**Academic experience:** Associate Dean of Instructional Innovation, 2017-Present; Chairman, Department of Information, Risks, and Operations Management, 2011-15; William H. Seay Centennial Professor, 2008-present; Assistant Director for Center for Research in Electronic Commerce (CREC) at UTMcCombs School of Business; Founder: MS-Business Analytics Program

**Overseas experience:** India

**Language(s):** Kannada<sup>3</sup>, Hindi<sup>2</sup>, Tamil<sup>1</sup>

**Percent of course content dedicated to area/international studies:** 50%

**Area/International studies courses taught:** Global Business Program on India, Information Technology Management in India

**Research and teaching specialization(s):** Investigating growth strategies of India, impact of IT on developing economies; outsourcing and off-shoring antecedents

**Recent publications:**

2014. (w/ Gu et al.) The Allure of Homophily: Evidence from Investor Responses on Virtual Communities, Research Note. *Information Systems Research* 25 (3): 604-617.

2014. (w/ Park et al.) An Investigation of Information Seeking and Sharing Behaviors in Virtual Communities. Forthcoming. *Computers and Human Behavior* 31: 1-12.

2013. (w/ Park et al.) Information Valuation and Confirmation Bias in Virtual Communities: Evidence from Stock Message Boards. *Information Systems Research* 24 (4): 1050-67.

**Number of dissertations or theses supervised in past five years:** 1

**Distinctions:** 2017 McCombs School of Business research grant, \$5,000; 2016 McCombs School of Business research grant, \$15,000; 2011 UT Regents' Outstanding Teaching Award; 2011 Most Outstanding Professor, MBA (Dallas) Program; 2004-05 NSF Information Technology Research grant \$339,991; 2003 Elected to Academy of Distinguished Teacher, UT; 1999-2003 NSF Career Award, \$295,438.

**Kumar, Shanti** – Associate Professor (Radio-Television-Film/Asian Studies)

**Appointed at UT:** 2006

**Education:** PhD; Indiana University-Bloomington, 1998

**Academic experience:** 2015-18 Faculty Coordinator and Mentor for visiting scholars from National College of Arts College, Lahore, Pakistan as part of US Dept. of State University Partnership Program between UT Austin and NCA

**Overseas experience:** India

**Language(s):** Hindi<sup>3</sup>, Telugu<sup>3</sup>

**Percent of course content dedicated to area/international studies:** 100%

**Area/International studies courses taught:** Global Media Cultures, Global TV, History of Indian Cinema, South Asian Media and Popular Culture, Postcolonial Theory and Criticism, Introduction to Global Media, Postcolonial Cinemas, Global Hollywood, Music, TV and Global Culture, Bollywood and Global Culture

**Research and teaching specialization(s):** Globalization in South Asia, Indian cinema and television, global media cultures, South Asian media, postcolonial theory and criticism, media and cultural studies

**Recent publications:**

2016. (w/ Punathambekar and Fazal) *The Indian Television Industry*. British Film Institute.

2016. Cinema, Immaterial Labor and the Production of Mass Creativity in Urban India. In *Precarious Creativity: Global Media, Local Labor*, ed. Curtin and Sanson. University of California Press.

2016. National, Transnational, Global. In *The Craft of Criticism: Critical Media Studies in Practice*, ed. Kearney and Kackman. Routledge.

2014. Media Industries in India: An Emerging Regional Framework. *Media Industries Journal* 1 (2).

2014. (Editor, w/ Wilkins and Straubhaar) *Global Communication: New Agendas in Communication*. Routledge.

2013. (Editor, w/. Punathambekar) *Television at Large in South Asia*. Routledge.

2012. (w/ Jirik and Straubhaar) *Global Media: A Critical Introduction*. Routledge.

**Number of dissertations or theses supervised in past five years:** 13

**Distinctions:** 2012 Humanities Institute Fellow, Seminar Theme: Public and Private, UT; 2010 Undergraduate Mentorship Award, UT; Research grant from the International Institute, University of Wisconsin-Madison to create a new research circle on Global Media and Democracy in Asia.

**Lentz, Erin** – Assistant Professor (Public Affairs)

**Appointed at UT:** 2014

**Education:** PhD, Cornell University, 2014

**Academic experience:** Assistant Professor at Bucknell University, 2013-14; Instructor at Cornell University, 2010

**Overseas experience:** Bangladesh, Burkina Faso, Guatemala, India, Kenya, Nepal

**Language(s):** Bangla<sup>2</sup>, Nepali<sup>1</sup>, Spanish<sup>1</sup>

**Percent of course content dedicated to area/international studies:** 100%

**Area/International studies courses taught:** International Development, Analytical Methods for Global Political Studies, Gender and Development, Food for All, Advanced Methods for Global Political Studies

**Research and teaching specialization(s):** Food Security, Gender, Nutrition and Agriculture Linkages, U.S. Food Aid and Food Assistance Policies

**Recent publications:**

2016. (w/ Barrett) The Negligible Effects of the International Food Aid Provisions in the 2014 Farm Bill. In *Welfare Effects of the 2014 Farm Bill*, ed. Smith. Emerald Group Press.

2016. (w/ Barrett) Hunger and Food Insecurity. *Oxford Handbook of Poverty and Society*, ed. Brady and Burton. Oxford University Press.

2015. The Future of Food Assistance: Opportunities and Challenges. *Journal of Law and International Affairs* 3 (2): 84-98.

2013. (w/ Barrett) The economics and nutritional impacts of food assistance policies and programs. *Food Policy* 42: 151-163.

2013. (w/ Barrett et al.) On the Choice and Impacts of Innovative International Food Assistance Instruments. *World Development* 49: 1-8.

2013. (w/ Garg et al.). Market Prices and Food Aid Local and Regional Procurement and Distribution: A Multi-Country Analysis. *World Development* 49: 19-29.

**Number of dissertations or theses supervised in past five years:** 3

**Distinctions:** 2016-19, London School of Hygiene and Tropical Medicine Grant \$131,389; 2015, Sudha Narayanan at Research Grant, Indira Gandhi Institute of Development Research, Mumbai, India; 2006, Fulbright Junior Grantee for Bangladesh; 2003 and 2004-05, Foreign Language Area Studies Fellowship.

**Leoshko, Janice** – Associate Professor (Art and Art History/Asian Studies)

**Appointed at UT:** 1993

**Education:** PhD, Ohio State University, 1987

**Academic experience:** Assistant Chair, Art and Art History, 2001-03; Associate Director, Center of Asian Studies, 1996-2000; Advisor for the Center of Art and Archaeology in New, Delhi, India 1993-2000

**Overseas experience:** Burma, Bangladesh, India, Japan, Sri Lanka, Thailand

**Language(s):** Sanskrit<sup>2</sup>, French<sup>2</sup>; Hindi<sup>1</sup>, German<sup>1</sup>

**Percent of course content dedicated to area/international studies:** 100%

**Area/International studies courses taught:** Sacred Places in India, Indian Art in Postcolonial Environments, Buddhist Art, Indian Art in the Age of Empires, Defining the Classical Age in Indian Art, Art in the Himalayas, South Asian Painting, Tibetan Art, Buddhism and 19<sup>th</sup> Century Western Art, Taj Mahal and Diversity in Indian Art

**Research and teaching specialization(s):** South Asian art history

**Recent publications:**

2016. Bodh Gaya. In *Oxford Bibliographies in Buddhism*, ed. Payne. Oxford University Press.

2012. (Editor, w/ Olivelle and Ray) *Reimagining Ashoka, Memory and History*. Oxford University Press.

2012. The Changing Landscape at Bodh Gaya. In *Bodh Gaya Jataka: The Multiple Lives of a Sacred Site*, ed. Geary. Routledge.

2011. On the Buddhist Ruins of Bodh Gaya and Bamiyan. *Third Text* 25 (113): 667-674.

2009. (Curator) *For as long as the sun and moon exist: Seeking evidence of Ashoka*. India International Center and Jawaharlal Nehru National Library, New Delhi.

2003. *Sacred Traces: British Explorations of Buddhism in South Asia*. Ashgate.

**Number of dissertations or theses supervised in past five years:** 4

**Distinctions:** 2015 and 2005 UT College of Fine Arts Summer Research Award; 2014 University Faculty Research Award; 1999 UT Summer Research Award; 1994 AHS Senior Research Grant; 1991 Mellon Research Grant; 1990 Asian Cultural Council Travel Grant.

**Levine, Philippa** – Professor (History)

**Appointed at UT:** 2010

**Education:** DPhil, Oxford University, 1984

**Academic experience:** Co-Director, Program in British Studies; Mary Helen Thompson Centennial Professor in the Humanities, University of Texas at Austin, 2010-17

**Overseas experience:** Australia, United Kingdom

**Percent of course content dedicated to area/international studies:** 75%

**Area/International studies courses taught:** England in the 20<sup>th</sup> Century, World of the Victorians, Histories of Race and Sex, Imperial History

**Research and teaching specialization(s):** British Empire; intersection of race & gender; science/medicine/society

**Recent publications:**

2017. *Eugenics: A Very Short Introduction*. Oxford University Press.

2017. (Editor, w/ Marriott ) *The Ashgate Research Companion to Modern Imperial Histories*. Routledge.

2016. Reproduction and Empire. In *Cultures of Reproduction from Antiquity to the Present Day*, ed. Flemming, Hopwood and Kassell. Cambridge University Press.

2016. A Child of Decolonization. In *How Empire Shaped Us*, ed. Burton and Kennedy. Bloomsbury.

2015. The Mobile Camera: Bodies, Anthropologists and the Victorian Optic. *Nineteenth-Century Contexts: An Interdisciplinary Journal* 37 (5): 5-19.

2015. Naked Natives and Noble Savages: The Cultural Work of Nakedness in Imperial Britain. In *The Cultural Construction of the British World*, ed. Hampton and Crosbie. Manchester University Press.

2014. Is Comparative History Possible? *History and Theory* 53: 331-347.

2013. (Editor) *The Rise and Fall of Modern Empires* (4 vols.). Ashgate.

2013. *The British Empire, Sunrise to Sunset* (2nd Revised Edition). Routledge.

**Number of dissertations or theses supervised in past five years:** 2

**Distinctions:** 2018 Visiting Fellow, Australian National University Research School of Social Sciences; 2017-18 Senior Faculty Fellow, Stanford Humanities Center; 2017 Walter Prescott Webb Chair in History and Ideas, UT; 2014-17 Vice-President, Professional Division, American Historical Association; 2014-15 Board of Directors, American Council of Learned Societies; 2014 Fellow, Royal Anthropological Institute; 2013 National Science Foundation Award, \$75,000.

**Linden, Leigh** – Associate Professor (Economics)

**Appointed at UT:** 2011

**Education:** PhD, Massachusetts Institute of Technology, 2004

**Academic experience:** Assistant Professor, Department of Economics & School of International and Public Affairs, Columbia University, 2004-11

**Overseas experience:** Afghanistan, Burkina Faso, Colombia, India, Mongolia, Nepal, Pakistan, Philippines, Sierra Leone, Uganda

**Language(s):** French<sup>1</sup>

**Percent of course content dedicated to area/international studies:** 50%

**Area/International studies courses taught:** Development Economics, Advanced Macroeconomics

**Research and teaching specialization(s):** The role of education in the microeconomic foundations of poverty

**Recent publications:**

2014. (w/ Abeberese et al.) Improving Reading Skills by Encouraging Children to read in School: A Randomized Evaluation of the Sa Aklat Sisikat Reading Program in the Philippines. *The Journal of Human Resources* 49 (3): 611-33.

2013. (w/ Burde) Bringing Education to Afghan Girls: A Randomized Controlled Trial of Village-Based Schools. *American Economic Journal: Applied Economics* 5 (3): 27-40.

2012. (w/ Shastry) Grain Inflation: Identifying Agent Discretion in Response to a Conditional School Nutrition Program. *Journal of Development Economics* 99 (1): 128-138.

**Number of dissertations or theses supervised in past five years:** 7

**Distinctions:** 2014-18 World Bank Grant, \$32,998; 2012-18 Spencer Foundation Grant, \$293,142; 2012-15 National Science Foundation Grant, \$658,404; 2011-14 National Science Foundation, grant for research on Education Production and Peer Networks Among Out-of-School Children in India, \$129,292; 2008-2010 National Academy of Education/Spencer Postdoctoral Fellowship, \$50,000.

**Louis, William Roger** – Professor (History)

**Appointed at UT:** 1970

**Education:** PhD, Oxford, 1962

**Academic experience:** Kerr Chair in English History and Culture and Distinguished Teaching Professor; Kluge Chair, Library of Congress, 2010; Scholars' Council, Library of Congress, 2006-present; Chairman, US State Department Historical Advisory Committee, 2003-09; Kerr Chair in English History and Culture; President, American Historical Association, 2001; Assistant and Associate Professor of History, Yale University, 1962-70.

**Overseas experience:** India

**Percent of course content dedicated to area/international studies:** 50%

**Area/International studies courses taught:** European Imperialism and British Empire, Decolonization of the British Empire, British History, Literature and Politics, European Imperialism: Modern Middle East

**Research and teaching specialization(s):** History of the British Empire and Commonwealth, the Middle East, India, and the end of empires

**Recent publications:**

2015. (Editor) *Resplendent Adventures with Britannia*. I.B. Taurus.

2012. (Editor, w/ Shlaim) *The 1967 Arab-Israeli War*. Cambridge University Press.

2009. (Editor) *Ultimate Adventures*. I.B. Taurus.

2007. (Editor) *Penultimate Adventures*. I.B. Taurus.

2006. *Ends of British Imperialism: The Scramble for Empire, Suez and Decolonization: Collected Essays*. I.B. Taurus.

**Distinctions:** 2012 Senior Scholar, Woodrow Wilson Center; 2011 American Academy Arts and Sciences; 2010 Kluge Chair, Library of Congress; 2009 UT students' Professor of the Year

**Mahajan, Vijay** – Professor (Graduate School of Business)

**Appointed at UT:** 1990

**Education:** PhD, University of Texas at Austin, 1975

**Academic experience:** Dean, Indian School of Business, Hyderabad, India, 2002-04; Editor, *Journal of Marketing Research*, 1994-97; Co-Director, Center for Technology Venturing, UT Austin Graduate School of Business, 1992-94; Associate Dean for Research, McCombs School of Business, 1991-94

**Overseas Experience:** India

**Language(s):** Hindi<sup>3</sup>, Urdu<sup>3</sup>

**Percent of course content dedicated to area/international studies:** 50%

**Area/International studies courses taught:** Invisible Global Marketing

**Research/Teaching specialization(s):** Marketing, international business, business in India, Continuing collaboration with the Business School and a resource person for students specializing in SA business

**Recent publications:**

2017. (w/ Kashmiri) Values That Shape Marketing Decisions: Influence of CEOs' Political Ideologies on Innovation Propensity, Shareholder Value, and Risk. *Journal of Marketing Research* 54 (2):260-278.

2017. (w/ Nath) Shedding Light on the CMO Revolving Door: A Study of the Antecedents of Chief Marketing Officer Turnover. *Journal of the Academy of Marketing Science* 45 (1): 93-118.

2016. *Rise of Rural Consumers in Developing Countries: Harvesting 3 Billion Aspirations*. Sage Response India.

2014. (w/ Kashmiri) Beating the Recession Blues: Exploring the Link Between Family Ownership, Strategic Marketing Behavior and Firm Performance During Recessions. *International Journal of Research in Marketing* 31 (1): 78-93.

2012. *The Arab World Unbound: Tapping into the Power of 350 Million Consumers*. Wiley.

**Number of dissertations or theses supervised in past five years:** 4

**Distinctions:** 2009 CIBER; 2006 Distinguished Alumnus Award, Indian Institute of Technology (Kanpur); 1999 The Gilbert Churchill Award for lifetime achievement in marketing research, American Marketing Association; 1997 The Charles Coolidge Parlin Award for lifetime contribution to marketing, American Marketing Association and Wharton.

**Mallapragada, Madhavi** – Assistant Professor (Radio-Television-Film)

**Appointed at UT:** 2006

**Education:** PhD University of Wisconsin-Madison, 2003

**Academic experience:** Assistant Professor, Indiana University 2003-06; Lecturer, University of Wisconsin Madison 2001-02; Lecturer, University of Delhi 1994-95; Lecturer, Jawaharlal Nehru University 1993-94

**Overseas experience:** India

**Language(s):** Hindi<sup>3</sup>, Kannada<sup>3</sup>

**Percent of course content dedicated to area/international studies:** 75%

**Area/International studies courses taught:** New Media Technologies and Cultures, Asian American Media Cultures, Introduction to Media Studies, Asian Americans and Media, Media and Diaspora, Internet Cultures

**Research and teaching specialization(s):** Culture Studies of New media, Diasporic and Immigrant Cultures, Transnational Satellite Television, Asian American Media, Online Community Formations

**Recent publications:**

2017. Immigrant Activism: Narratives of the "H4 Life" by Indian Women on YouTube. *Communication, Culture and Critique* 10 (1): 76-92.

2016. Curry as Code: Food, Race and Technology. In *Global Asian American Popular Cultures*, ed. Davé, Nishime, and Oren. New York University Press.

2014. *Virtual Homelands: Indian Immigrants and Online Cultures in the United States*. University of Illinois Press.

2014. Media Industries in the US and the Race to Capitalize on Multicultural Consumers. *FLOW TV: A Critical Forum on Television and Media Culture*, 19.09.

2014. Rethinking Desi: Race, Class and Online Activism of South Asian Immigrants in the United States. *Television and New Media* 15 (7): 664-678.

2013. Mixed Signals: MTV Desi, South Asian American Audiences and the Discourse of Ethnic Television. In *Television at Large in South Asia*, ed. Punathambekar and Kumar. Routledge.

**Number of dissertations or theses supervised in past five years:** 3

**Distinctions:** 2012 Humanities Institute Faculty Fellow, UT; 2011 Top Faculty Paper, Race and Ethnicity Division, International Communication Association Annual Conference, Boston; 2010 Dean's Fellow, Fall Semester, College of Communication UT.

**McKinney, Daene** – Professor (Engineering)

**Appointed at UT:** 1990

**Education:** PhD, Cornell University, 1990

**Academic experience:** W.A. Cunningham Professor and Associate Chair in the Department of Civil, Architectural and Environmental Engineering

**Overseas experience:** Central Asia (Aral Sea), Jordan, Kuwait, Lebanon, Mexico, Nepal, Peru

**Percent of course content dedicated to area/international studies:** 75%

**Area/International studies courses taught:** Transboundary Water Resources, Water Resources Planning and Management

**Research and teaching specialization(s):** Sustainable management of water resources, especially the problems of water security in high mountain glaciated basins, and the integration of engineering, economic, environmental and political considerations in transboundary basins. Regions: Nepal, Peru, Texas/Mexico border

**Recent publications:**

2015. (w/ Rounce and Quincey) Debris-Covered Energy Balance Model for Imja-Lhotse Shar Glacier in Everest Region of Nepal. *The Cryosphere Discussion* 9: 1-38.

2014. (w/ Comair et al.) Hydrology of the Jordan River Basin: A GIS-Based System to better guide Water Resources Management and Decision Making. *Water Resources Management* 28 (4):933–946.

2014. (w/ Byers et al.) Promoting science-based, community-driven approaches to climate change adaptation in glaciated mountain ranges: HiMAP. *Geography* 99 (3):143-152.

2013. (w/ Byers et al.) Glacial Lakes of the Hongu Valley, Makalu-Barun National Park and Buffer Zone, Nepal. *Natural Hazards* 69: 115–139.

2013. (w/ Comair et al.) Transboundary cooperation in international basins: Clarification and experiences from the Orontes River Basin agreement. *Environmental Science and Policy* 31: 141-148.

**Number of dissertations or theses supervised in past five years:** 4

**Distinctions:** 2015-18 National Science Foundation Grant, Community-Based Approach to Reducing Glacier Lake Outburst Flood Risks in the Nepal Himalaya, \$1,491,539; 2015-17 The Mountain Institute Grant, \$433,009; 2014-15 Engility Corporation Research Grant, \$55,722.

**Moin, Azfar A.** – Associate Professor (Religious Studies)

**Appointed at UT:** 2013

**Education:** PhD, University of Michigan, 2010

**Academic experience:** Postdoctoral Fellow, Social Science Research Council, NY, 2012-13; Assistant Professor, Southern Methodist University, 2010-2014

**Overseas experience:** France, Germany, Pakistan, United Kingdom

**Language(s):** Urdu<sup>3</sup>, Arabic<sup>3</sup>, Persian<sup>3</sup>, French<sup>2</sup>

**Percent of course content dedicated to area/international studies:** 100%

**Area/International studies courses taught:** Islam Early Modern World: Religion and Culture, Sovereignty in Islam, Judaism, Christianity and Islam, Theory and Method in the Study of Religion

**Research and teaching specialization(s):** Sufism and sainthood in Islam, Sacred kingship, Early modern Iran, Central Asia and South Asia.

**Recent publications:**

2018. Obeying God, Obeying Men: The Feminist Discourse of Dr. Farhat Hashmi. In *From Prisons to the Public Square: Ethics, Aesthetics, and Education in South Asia*, ed. Bhagavan and Hyder. Primus Books.

2017. The ‘Millennium’ of 1857: The Last Performance of the Great Mughal. In *The Scaffold of Sovereignty*, ed. Jerr, et al. Columbia University Press.

2017. Millennial Sovereignty, Total Religion, and Total Politics. *History and Theory*, 56: 1, 89-97.

2016. (Editor) Journal forum on Cosmos and Power: A Comparative Dialogue on Astrology, Divination and Politics in Pre-modern Eurasia. *Medieval History Journal* 19 (1).

2015. Sovereign Violence: Temple Destruction in India and Shrine Desecration in Iran and Central Asia. *Comparative Studies in Society and History* 57 (2): 467-496.

2012. *The Millennial Sovereign: Sacred Kingship and Sainthood in Islam*. Columbia University Press.

**Number of dissertations or theses supervised in past five years:** 2

**Distinctions:** 2017-18 American Institute of Pakistan Studies Research Grant; 2017 American Academy of Religion Collaborative International Research Grant; 2015 Fellow, Kroc Institute for International Peace Studies, University of Notre Dame; 2013 Best First Book in the History of Religions Award by American Academy of Religion.

**Newberg, Paula** – Clinical Professor (Government)

**Appointed at UT:** 2013

**Education:** PhD, University of Chicago

**Academic experience:** Fellow of the Charles Wilson Chair in Pakistan Studies, UT 2013-present; Visiting Professor, School of Foreign Service & Director, Institute for the Study of Diplomacy, Georgetown University 2009-12; Dean, Special Programs, Skidmore College 2005-06; Peace Corps Country Director, Kyrgyz Republic 1995-96

**Overseas experience:** Afghanistan, Kyrgyz Republic, Nepal, Pakistan

**Language(s):** French<sup>3</sup>, German<sup>3</sup>, Czech<sup>3</sup>

**Percent of course content dedicated to area/international studies:** 100%

**Area/International studies courses taught:** Rights and the State: Modern South Asia, Complex Emergencies and Humanitarian Action

**Research and teaching specialization(s):** Governance and climate change in South Asia

**Recent publications:**

2016. (w/ Adeel) The role of international development in reimagining the Indus Basin. In *Imagining Indus: Overcoming Water Security in the Indus Basin*, ed. Wirsing and Adeel. Springer.

2016. Pakistan's constitutionalism in an age of terror. In *Asian Affairs* 43: 1-15.

2015. Neither War nor Peace: Afghanistan from 2016. In *Afghanistan in South-west Asia: Influences and Challenges*, ed. Bose, Motwani, and Maley. Durham Middle East and Islamic World Series.

2015. Displaced Diplomacies: Reframing Development and Humanitarianism in Taliban-era Afghanistan. In *Foreign Policy Breakthroughs: Cases in Successful Diplomacy*, ed. Hutchings and Suri. Oxford University Press.

2014. Governing Pakistan. *Asian Affairs* 41 (4): 159-171.

2010. Balancing Act: Prudence, Impunity and Pakistan's Judicial Conscience. In *Routledge Handbook on South Asian Politics*, ed. Brass. Routledge.

**Number of dissertations or theses supervised in past five years:** None

**Distinctions:** Guest Scholar, Brookings Institution 2004-05; Special Advisor, United Nations 1996-2006.

**Patel, Rajeev** – Research Professor (Lyndon B Johnson School of Public Affairs)

**Appointed at UT:** 2014

**Education:** PhD, Sociology, Cornell University, 2002; M.Sc., Economics, Distinction in Social Policy and Planning in Developing Countries, London School of Economics, 1996; B.A. in Philosophy, Politics and Economics, Balliol College, University of Oxford, 1995

**Academic experience:** Honorary Research Fellow, School of Development Studies, University of KwaZulu-Natal, South Africa, 2007-14; Visiting Scholar, Center for African Studies, University of California at Berkeley, 2006-13

**Overseas experience:** India, South Africa

**Percent of course content dedicated to area/international studies:** 100%

**Area/International studies courses taught:** World Food System 1450-2050, Introduction to World Ecology, Food for All, Social Policy, Development Policy, Development Communications

**Research and teaching specialization(s):** Food Systems, World Ecology, International Political Economy

**Recent publications:**

2017. (w/ Moore) *A History of the World in Seven Cheap Things: A Guide to Capitalism, Nature, and the Future of the Planet*. University of California Press.

2017. Practice Reparation. In *Letters to a Young Farmer: On Food, Farming and Our Future*, ed. Hodgkins. New Princeton Architectural Press.

2016. How Society Subsidizes Big Food and Poor Health. *JAMA Internal Medicine* online.

2014. (w/ Grey) Food sovereignty as decolonization: some contributions from Indigenous movements to food system and development politics. *Agriculture and Human Values*.

2013. The Long Green Revolution. *Journal of Peasant Studies* 40 (1): 1-63.

2012. *Stuffed and Starved: The Hidden Battle for the World Food System* (Second edition). Melville House Printing.

2012. Food Sovereignty: Power, Gender, and the Right to Food. *PLoS Medicine* 9 (6): 1-4.

2010. *The Value of Nothing: How to Reshape Market Society and Redefine Democracy*. Picador.

**Distinctions:** Senior Research Associate, Rhodes University; James Beard Foundation Leadership Award; Advisor to United Nations Special Rapporteur on the Right to Food.

**Phillips, Stephen** – Professor (Philosophy)

**Appointed at UT:** 1982

**Education:** PhD, Harvard University, 1982

**Academic experience:** Visiting Professor, University of Hawaii, 1995

**Overseas experience:** India

**Language(s):** Sanskrit<sup>3</sup>, German<sup>2</sup>, French<sup>1</sup>

**Percent of course content dedicated to area/international studies:** 75%

**Area/International studies courses taught:** Introduction to Philosophy of Religion, Yoga as Philosophy and Practice, Aesthetics, Classical Indian Epistemology, Indian Philosophies, Natural Theology East and West, Argumentation East and West

**Research and teaching specialization(s):** Sanskrit, Indian philosophies, Indian epistemology and logic, ethical universals, ahimsa and non-violence studies, classical Indian thought and philosophy, classical yoga and contemporary research on yoga and consciousness disciplines, classical Indian aesthetics.

**Recent publications:**

2017. A Defeasibility Theory of Knowledge in Gangesa's Nyaya. In *The Oxford Handbook for Indian Philosophy*, ed. Jonardon Ganeri. Oxford University Press.

2016. Fallacies and Defeaters in Early Navya Nyaya. In *Indian Epistemology and Metaphysics*, ed. Tuske. London: Bloomsbury Academic.

2015. Yoga and Nyaya. *Journal of Indian Philosophy and Religion* 20: 16-37.

2015. Nyaya's pramana (Knowledge-Generators) as Natural Kinds. *Categorisation in Indian Philosophy*, ed. Frazier. Ashgate.

2013. Ethical Skepticism in the Philosophy of Sri Aurobindo. In *Situating Sri Aurobindo*, ed. Heehs. Oxford University Press.

2012. *Epistemology in Classical India: The Knowledge Sources of the Nyaya School*. Routledge.

2009. *Yoga, Karma, and Rebirth*. Columbia University Press.

**Number of dissertations or theses supervised in past five years:** 1

**Distinctions:** 1990-91, 1996, and 2002 Senior Fellowship, American Institute of Indian Studies; 1985 and 1986 Summer Research Award, UT Research Institute; 1979-80 Fulbright-Hays Dissertation Grant.

**Radhakrishnan, Sankaran** – Senior Lecturer (Asian Studies)

**Appointed at UT:** 1998

**Education:** PhD, Annamalai University, 1983

**Academic experience:** Tamil Instructor, SASLI; Lecturer, University of Michigan; Lecturer, Central Institute of Indian Languages, Mysore, India; Visiting Professor, Regional College of Education, Mysore; Research Fellow, International School of Dravidian Linguistics, Pondicherry, India

**Overseas experience:** India

**Language(s):** Tamil<sup>3</sup>, Malayalam<sup>3</sup>, Hindi<sup>2</sup>, Kannada<sup>2</sup>

**Percent of course content dedicated to area/international studies:** 100%

**Area/International studies courses taught:** Tamil Language and Literature (Undergraduate), Tamil Language and Cultures (Graduate), South Indian Cultural History

**Research and teaching specialization(s):** Language pedagogy, Tamil language, literature and culture, Cultural History of South India, Teaching/learning material production

**Recent publications:**

2010. *Conversion rules: Written-spoken Tamil*. South Asia Institute, University of Texas.

2009. Tamil Script Learner's Manual. <http://sites.la.utexas.edu/tamilscript/>.

2005. An Interactive Multimedia Digital Reader and Grammar for Intermediate Tamil. South Asia Language Resource Center, Chicago Project in collaboration with Yale University and U Penn-online.

2004. An Interactive Multimedia Digital Reader and Grammar for Elementary Tamil South Asia Language Resource Center, Chicago Project-online.

2004. *Intermediate Tamil*. South Asia Institute, University of Texas at Austin.

**Distinctions:** 2005-present Certified Tester for Tamil - ILR OPI recognized by US Foreign Service Institute and ACTFL; 2016-2018 Led biannual teacher trainings for the Austin Tamil School and the Dallas-area Avvai Tamil Center; Assisted the Plano Tamil School gain accreditation to provide high school LOTE credit for Concurrent Enrollment with Frisco ISD; Review Tamil Books /materials for Levels 1 to VII produced by the American Tamil Academy.

**Raghunathan, Rajagopal** – Professor (Marketing Administration)

**Appointed at UT:** 2000

**Education:** PhD, Stern School of Business, New York University, 2000

**Academic experience:** Research Assistant – New York University 1995-2000

**Overseas experience:** India

**Language(s):** Tamil<sup>3</sup>, Hindi<sup>3</sup>

**Percent of course content dedicated to area/international studies:** 25%

**Area/International studies courses taught:** India Global Connections, Directed Studies of Global Management

**Research and teaching specialization(s):** Consumer behavior, creativity and leadership, new product development, decision making and rationality, affect and decision making, hedonic and utilitarian consumption, happiness maximization

**Recent publications:**

2013. (w/ Gu et al.) Information Valuation and Confirmation Bias in Virtual Communities: Evidence from Stock Message Boards. *Information Systems Research* 24 (4): 1050-67.

2012. (w/ Gu et al.) The Allure of Homophily: Evidence from Investor Responses on Virtual Communities. *Information Systems Research* 25 (3): 604-617.

2012. (w/ Raghunathan et al.) Is There an Expected Trade-off Between a Product's Ethical Value and Effectiveness? Exposing Latent Intuitions and Ethical Products. *North American Conference Proceedings* 34: 357-358.

2011. (w/ Heath and Loewenstein) The Repetition-Break Plot Structure Makes Effective Television Advertisements. *Journal of Marketing* Vol. 75 (5): 105-19.

2010. (w/ Luchs, Naylor, and Irwin). The sustainability penalty: Potential negative effects of ethicality on product preference. *Journal of Marketing* 74 (5): 18-31.

2008. (w/ Chitturi and Mahajan). Delight by design: The role of hedonic vs. utilitarian benefits. *Journal of Marketing* 72 (3): 48-63.

**Number of dissertations or theses supervised in past five years:** 2

**Distinctions:** 2007 NSF Career Grant Award.

**Rai, Varun** – Associate Professor (Lyndon B Johnson School of Public Affairs)

**Appointed at UT:** 2010

**Education:** PhD, Stanford University, 2008

**Academic experience:** Post-Doctoral Research Fellow, Program on Energy and Sustainable Development, Stanford University, 2008-10

**Overseas experience:** India

**Percent of course content dedicated to area/international studies:** 75%

**Area/International studies courses taught:** UT International Energy Symposium, Social and Information Networks, Political Economy of Global Energy, Evolution of the Global Solar Industry

**Research and teaching specialization(s):** Diffusion of Energy Technologies, Energy Systems and Development

**Recent publications:**

2016. (w/ Reeves and Margolis) Overcoming Barriers and Uncertainties in the Adoption of Residential Solar PV. *Renewable Energy* 89: 498-505.

2016. (w/ Verma et al.) A National Certification Scheme to Enhance Trust and Quality in the Indian Residential Solar PV Market. *The Electricity Journal* 29: 11-14.

2015. (w/ Funkhouser) Emerging insights on the dynamic drivers of international low-carbon technology transfer. *Renewable & Sustainable Energy Reviews* 49: 350-364.

2014. (w/ Schultz and Funkhouser) International Low Carbon Technology Transfer: Do Intellectual Property Regimes Matter? *Global Environmental Change* 24: 60-74.

**Number of dissertations or theses supervised in past five years:** 14

**Distinctions:** 2013-18 Lawrence Berkeley National Laboratories Research Grant \$224,917; 2017 Department of Energy Research Grant, \$474,048; 2016 David N. Kershaw Award and Prize; The Eyes of Texas Excellence Award, 2016; Fellow, Sid Richardson Chair, 2016-15 LBJ Educator of the Year Award; 2013-16 Department of Energy Research Grant, \$500,487; 2013-15 National Renewable Energy Lab Research Grant, \$144,994; 2013-14 National Science Foundation Research Grant, \$49,853.

**Rajpurohit, Dalpat Singh** – Assistant Professor (Asian Studies)**Appointed at UT:** 2018**Education:** Ph. D. Hindi Literature, Presidency University, Kolkata**Academic experience:** Lecturer, Hindi-Urdu: Columbia University, 2008 to Present; Hindi lecturer: Presidency University, Kolkata, Fall 2014**Overseas experience:** India**Language(s):** Hindi<sup>3</sup>, Rajastani<sup>3</sup>, Sanskrit<sup>2</sup>, Urdu<sup>3</sup>**Percent of course content dedicated to area/international studies:** 100%**Area/International studies courses taught:** Elementary Hindi-Urdu, Intermediate Hindi-Urdu, Hindi for Heritage Speakers, Advanced Hindi-Urdu, Advanced Hindi, Readings in Hindi Literature, Supervised Readings**Research specialization(s):** Research in Braj, Avadhi, Dingal and Gujarati**Recent publications:**2017. Making the War Come Alive; Inṅal poetry and Padmākar's *Himmatbaḥdur Birdāvalī*. In *Text and Tradition in Early Modern India*, ed. Hawley, Williams, and Malhotra. Oxford University Press.2016. Brahmānand and His Innovations in the Bārahmāsā Genre. In *Swaminarayan Hinduism: Tradition, Adaptation and Identity*, ed. Williams and Trivedi. Oxford University Press.2013. Thematic Groupings of Bhakti Poetry: The Dādūpanth and Sarvaṅgī Literature. In *Bhakti Beyond the Forest: Current Research on Early Modern Literatures in North India, 2003 to 2009*, ed. Banga and Manohar.**Distinctions:** 2012 Hindi consultant for Sesame Street: Supervised Hindi Learning Apps developed by Sesame Street; 2011 Nominated and shortlisted (14 out of 200 nominations) for Columbia University's Presidential Teaching Award; 2006 Translator, Hindi into English, National Mission For Manuscripts, IGNSA, New Delhi; 2006 Completed project for Ministry of Culture, Government of India for editing and translating lectures and articles by Hindi writers and historians; Junior Research Fellowship (JRF), awarded by the University Grants Commission of India.**Rudrappa, Sharmila** – Associate Professor (Sociology)**Appointed at UT:** 2001**Education:** PhD, University of Wisconsin, 2001**Academic experience:** Director, Center for Asian American Studies, UT Austin, 2014-present; Affiliate Rapoport Center for Human Rights and Justice and with the Population Research Center**Overseas experience:** India, Philippines**Language(s):** Hindi<sup>3</sup>, Kannada<sup>3</sup>**Percent of course content dedicated to area/international studies:** 75%**Area/International studies courses taught:** South Asian-American Experiences, Reproductive Justice and Race: Nation/Citizen, Asian American Issues: Family Politics, South Asian American Experience, Race/Work/Family, Feminist Theory, Difficult Dialogues: War and Asian Americans**Research and teaching specialization(s):** Gender and immigration, nationalism and citizenship, feminist theory, assisted reproductive technologies, globalization**Recent publications:**2018. Reproducing Dystopia: The Politics of Transnational Surrogacy in India, 2002-15. *Critical Sociology* 44 (7/8).2018. Reconsiderations of Race: Commissioning Parents and Transnational Surrogacy in India. In *Reconsidering Race: Social Science and Racial Categories in the Age of Genomics*, ed. Suzuki and von Vacano. Oxford University Press.2016. From Manufacturing Clothes to Manufacturing Babies: Economic Precarity and Labor Options Among Surrogate Mothers in Bangalore, India. In *Assisted Reproductive Technologies in the Global South and North: Issues, Challenges and the Future*, ed. Gomez and Sayeed. Routledge.2015. (w/ Collins) Altruistic Agencies and Compassionate Consumers: Moral Framing of Transnational Surrogacy. *Gender & Society* 29 (6): 932-959.2015. *Discounted Life: The Price of Global Surrogacy in India.*: New York University Press.2012. *Ethnic Routes to Becoming American: Indian Immigrants and the Culture of Citizenship*. Rutgers University Press.**Number of dissertations or theses supervised in past five years:** 7**Distinctions:** 2014-15 Fellow, Public Voices Fellowship Program, The Op-Ed Project; 2014 Claude Award for best feature article (international) in *Contexts*; 2006 Honorable Mention, Book Award in Social Sciences, Association for American Studies; 2002-03 Lucia, John, and Melissa Gilbert Teaching Excellence Award in Women and Gender Studies, UT.

**Sasi, Darsana Manayathu** – Lecturer (Asian Studies)

**Appointed at UT:** 2014

**Education:** PhD, University of Kerala, 2013

**Academic experience:** Lecturer, Cosmos Institute of Academic and Career Studies, 2014; Program Coordinator/Teacher, Malayalam Mission, Kerala Government Project, 2013

**Overseas experience:** India

**Language(s):** Malayalam<sup>3</sup>, Hindi<sup>1</sup>, Sanskrit<sup>2</sup>

**Percent of course content dedicated to area/international studies:** 100%

**Area/International studies courses taught:** Malayalam language

**Research and teaching specialization(s):** Malayalam language and instruction, South Indian folklore and literature

**Recent publications:**

2014. *Padayani* (Ritual Temple Practices and Kavu Idols). Paridhi Publications.

2009. Aadhunikathayumaayi oru Mukhamukham (A critical study of the short stories of famous Malayalam writer John Samuel). *Ullezhuthu* (magazine), March issue.

2007. GODOTinekathirikkunnaMalayalanadakam (A critical study of the English drama Waiting for Godot).

*Ullezhuthu* (magazine), January issue.

2006. PennezhuthuKadavileMattathy (A feminist view on Malayalam Novel - Mattathy). *Ullezhuthu* (Magazine) September issue.

2006.ThinaSankalpam' Leelakaavyathil' (A comparative study of the styles of ancient poetry and modern poetry). *Vijnanakairali* (Journal) 7 (1).

**Distinctions:** 2014 Radio Announcer, All India Radio, Broadcasting Corporation of India; 2012 Organizing Committee Member – ViswaMalayalaMahotsavam (International Malayalam Festival); 2011 Television Announcer, Doordarshan Television Channel, Broadcasting Corporation of India.

**Schiesari, Nancy** – Professor (Radio-Television-Film)

**Appointed at UT:** 1993

**Education:** MFA, Royal College of Art, London, 1978

**Academic experience:** Faculty mentor for visiting scholars from National College of Arts College, Lahore, Pakistan as part of the US Dept. of State University Partnership Program between UT Austin and NCA.

**Overseas experience:** Europe, the US, Africa, India, Pakistan, Iceland, and Latin America

**Percent of course content dedicated to area/international studies:** 25%

**Area/International studies courses taught:** Art and Cinema, Narrative Production, Cinematography, Documentary Production

**Research and teaching specialization(s):** Production, Narrative filmmaking, Documentary filmmaking, Cinematography, Producing

**Recent publications:**

2017. (Documentary film) *Canine Soldiers-the Militarization of Love*. PBS World.

2013. (Documentary film) *Cactus Jack, the Political Legacy of John Nance Garner*. Briscoe Center for American History. KLRU/PBS/ NETA.

2009. (Documentary film) *Tattooed Under Fire*. PBS.

**Number of dissertations or theses supervised in past five years:** 5

**Distinctions:** 2016 City of Austin Cultural Contracts Grant; 2016 Warren Skaaren Award Humanities Texas; 2015, 2013, 2012, and 2010 Austin Film Society City of Austin Cultural Contracts Grant; 2013 UT Faculty Research Grant.

**Seeman, Sonia** – Associate Professor (Ethnomusicology)

**Appointed at UT:** 2006

**Education:** PhD, University of California Los Angeles, 2002

**Academic experience:** Coordinator for ten-member ensemble of musicians, Faculty mentor for visiting scholars from National Academy of Performing Arts, Karachi, Pakistan as part of the US Dept. of State University Partnership Program between UT Austin and NAPA; taught one week of workshops at NAPA

**Overseas experience:** Macedonia, Pakistan, Turkey

**Language(s):** Turkish<sup>3</sup>

**Percent of course content dedicated to area/international studies:** 100%

**Area/International studies courses taught:** Music and Culture, Middle Eastern Ensemble, Music, Identity and Difference, Music, Labor, Movement, Introduction to Music in World Cultures, Music, Gender and Sexuality, Introduction to Music of the Middle East

**Research and teaching specialization(s):** Music of modern Turkey, the Ottoman Empire, and Southeastern Europe, specializing in Rom (“Gypsy”) communities

**Recent publications:**

2014. *Sounding Roman: Representation and Performing Identity in Western Turkey*. Oxford University Press.

2012. Macedonian Čalgija: A Musical Refashioning of National Identity. *Ethnomusicology Forum* 21 (3) : 1-32.

2010. Selim’s Stories. *City* (Special Issue: Code Unknown-A Roma/Gypsy Montage) 14 (6): 55-60.

2009. A Politics of Culture: Turkish Romani Music and Dance at the Dawn of European Union Accession. In *Voices of the Weak: Music and Minorities*, ed. Jurkova and Bidgood. NGO Slovo 21.

2009. (Liner notes and introduction) Roman Olsun! [Let my love be Rom!]. Compact disc, Kalan Muzik cd 440.

**Number of dissertations or theses supervised in past five years:** 8

**Distinctions:** 2016 Fulbright Scholar grant; 1997-98 Social Science Research Council Dissertation Research grant for Turkey; 1995-96 Fulbright DOE Research Grant for Turkey; 1985-87 Fulbright IIE Research Fellowship for Macedonia.

**Selby, Martha A.** – Professor (Asian Studies)

**Appointed at UT:** 1999

**Education:** PhD, University of Chicago, 1994

**Academic experience:** Chair, Department of Asian Studies, 2011-present; Assistant Professor, Southern Methodist University, 1994-99; Visiting Assistant Professor, Southern Methodist University, 1993-94

**Overseas experience:** India

**Language(s):** Tamil<sup>3</sup>, French<sup>3</sup>, Sanskrit<sup>3</sup>, German<sup>2</sup>, Middle Indo-Aryan languages<sup>3</sup>

**Percent of course content dedicated to area/international studies:** 100%

**Area/International studies courses taught:** Translating India, The Body in Indian Medicine, Advanced Readings in Sanskrit, Gender/Sex/Family in Indian Religion/Culture, Gender/Body in South Asian Texts/Practices, Goddesses in World Religions and Cultures, Advanced Sanskrit Readings and Composition, A Critical Approach to the Study of South Asian Texts, Classical Indian Literature in Translation, Introduction to India

**Relevant research and teaching specialization(s):** Old Tamil, Prakrit, and Sanskrit poetry and poetics, Sanskrit medical texts, gender and women’s studies in South Asia, contemporary Tamil fiction and poetry, Critical Approaches to the Study of South Asian Texts, Myth, Gender and the Body in South Asian Texts and Practice

**Recent publications:**

2017. The Ecology of Friendship: Early Tamil Landscapes of Irony and Voice. *Studies in History* 33 (1): 26-35.

2014. Women as Patients and Practitioners in Early Sanskrit Medical Literature. In *Looking Within Looking Without: Exploring Households in the Subcontinent Through Time (Essays in Honour of Nandita Prasad Sahai)*, ed. Roy. Primus Books.

2013. Thirst. In *The Oxford Anthology of the Modern Indian City*, ed. Lal. Oxford University Press.

2011. *Tamil Love Poetry: The Five Hundred Short Poems of the Ainkurunuru*. Columbia University Press.

2003. *A Circle of Six Seasons: A Selection From Old Tamil, Prakrit, and Sanskrit Verse*. Penguin Books.

2000. *Grow Long, Blessed Night: Love Poems From Classical India*. Oxford University Press.

**Number of dissertations or theses supervised in past five years:** 9

**Distinctions:** 2013-14 Fulbright-Nehru Senior Research Fellowship; 2010-11 NEH Fellow; 2005-06 Literature Fellowship National Endowment for the Arts; John Simon Guggenheim Memorial Foundation Fellowship, 2004-05; 2004-05 Walter Jackson Bate Fellow, Radcliffe Institute for Advanced Study.

**Shah, Gautami** – Senior Lecturer (Asian Studies)

**Appointed at UT:** 2011

**Education:** MS, Purdue University, 1988

**Academic experience:** Visiting Senior Lecturer, Technische Universitat Dortmund, Germany, 2010; Senior Lecturer, Rice University, 2003-10; Lecturer, Rice University, 2001-03; Senior Hindi Lector, Yale University, 1999-2001; Hindi Instructor, Duke University, 1991-98

**Overseas experience:** India, Germany

**Language(s):** Hindi<sup>3</sup>

**Percent of course content dedicated to area/international studies:** 100%

**Area/International studies courses taught:** Hindi (elementary, intermediate and advanced); conversational Hindi; South Asian Poetry, Literature and Popular Culture; South Asian Literature in Translation, South Asian Drama; Poetry, Literature and Popular Culture from India: Indian English or Lost in Translation

**Research and teaching specialization(s):** Language pedagogy, Contemporary South Asian literature with a focus on communal conflicts, gender issues, caste, religion and immigrant experiences, popular culture (Bollywood), technology in language teaching

**Recent publications:**

Current project. *e-Hindi for Elementary Hindi* (Materials for web-intensive first-year Hindi including a web-based Hindi grammar reader).

Current project. *Teachers' Stories* (Web-based materials introducing meaningful narratives at the first-year level).

Current project. *Hindi through Songs* (Web-based materials using Hindi film songs to supplement the teaching of Hindi).

**Distinctions:** 2013-Present SALTA (South Asian Language Teachers Association), executive director; 2013 Exchange with the Department for Culture Studies and Oriental Languages, University of Oslo, Norway; 2001 Rated among the top 10 courses at Yale University (by Yale Course Critique); 1998 Nominated for Duke University Alumni Distinguished Undergraduate Teaching Award.

**Shamim, Ahmed** – Lecturer (Asian Studies)

**Appointed at UT:** 2015

**Education:** MA, City University of New York, 2011

**Academic experience:** Adjunct Lecturer, CUNY, 2011-14; Research Assistant, Second Language Acquisition Lab, CUNY 2012-14; Academic Director, Bangla Summer Institute, Independent University Bangladesh, 2013; Lecturer, South Asian Summer Language Institute (SASLI), 2012

**Overseas experience:** Bangladesh, India

**Language(s):** Bangla<sup>3</sup>, Hindi<sup>3</sup>

**Percent of course content dedicated to area/international studies:** 100%

**Area/International studies courses taught:** Bangla (elementary and intermediate), Conference course on Bangla Language and Culture

**Research and teaching specialization(s):** Bangla Film and Literature, Language pedagogy, Linguistics Phonology, Grammar, Language Policies and Ideologies, and Endangered Language Documentation

**Recent publications:**

Current Project. Textbook for Intermediate Bangla.

2018. *Shobdo Hoy Shobder Ghore*. Bhashachitra Publication.

2015. On Democratic Language Policy and Planning (for Bangladesh). *Bangla Journal*, a bilingual journal (Bangla & English).

2013. *Bangla Katha, A collection of Essays on Bengali Language & Linguistics*. Bhashachitra Publication.

**Shankar, Jishnu** – Senior Lecturer (Asian Studies)

**Appointed at UT:** 2007

**Education:** MA, Syracuse University, 1989

**Academic experience:** Hindi Lecturer, Syracuse University 1995-2007

**Overseas experience:** India 1995-2000, 2004-09

**Language(s):** Hindi<sup>3</sup>

**Percent of course content dedicated to area/international studies:** 100%

**Area/International studies courses taught:** Hindi (elementary, intermediate, and advanced), Language and Identity Margins in Hindi Fiction, Hindi Drama and Film, Style and Register in Hindi, Tantric Ascetics of Modern India, Conference course on Hindi Language and Culture

**Research and teaching specialization(s):** Changes taking place amongst the Aghor ascetics of North India, Hindi Language pedagogy

**Recent publications:**

2017. The Transience of Death: An Aghora Perspective. In *Vita Oltre La Morte Oriente*, ed. Dahnhardt. Venetian Academy for the Study of India (VAIS).

2017. *Mysteries of the Aghor Master*. Pilgrims Publishing.

2013. From Liminal to Social in the Modern World. In *Lines in Water: Religious Boundaries in South Asia*, ed. Kassam and Kent. Syracuse University.

2012. Hindi and Urdu Language for Health website. <http://www.hindiurduhealth.org/>.

2009. Online Hindi Lessons for the Hindi-Urdu Flagship. <http://www.hindiurduflagship.org/resources/>.

2007. *The Book of Aghor Wisdom*. Indica Books.

2000. *Bhagwanramleelamrit* (The Divine Play of Bhagwan Ram). Aghor Gurupeeth Trust.

1992. *Aghor Vachan Shastra* (The Book of Aghor Wisdom). Sri Sarveshwari Samooh.

**Distinctions:** 2016-18 Institute of International Education Hindi-Urdu Flagship Main Grant, \$301,078.

**Shingavi, Snehal** – Associate Professor (Department of English)

**Appointed at UT:** 2009

**Education:** PhD, University of California (Berkeley), 2009

**Academic experience:** Faculty mentor for visiting scholars from Fatima Jinnah Women College Rawalpindi, Pakistan as part of the US Dept. of State University Partnership Program between UT Austin and FJWU; taught one week of workshops at FJWU.

**Overseas experience:** India, Pakistan

**Language(s):** Hindi<sup>3</sup>, Urdu<sup>3</sup>

**Percent of course content dedicated to area/international studies:** 100%

**Area/International studies courses taught:** Global Indian Literature, Literature of Revolution, Literatures of Decolonization, South Asian Novel, Contemporary Pakistani Fiction, Literary South Asian Islam, Colonial Education and Global English Literature, Bollywood India and After, Salman Rushdie, Humanitarian Aid Workers in Story, Literature of Islamophobia, Slumdogs and Millionaires, Class and Indian Fiction

**Research and teaching specialization(s):** Anglophone South Asian literature, Hindi/Urdu literature, Literature in Translation and Translation Theory, Theories of “the nation” (anticolonialism, nationalism, statism, postcolonialism, postnationalism, cosmopolitanism, globalization), Classical Marxism

**Recent publications:**

2018. (Translator) Agyeya’s *Shekhar: A Life* (2 vols.). Penguin.

2016. Agyeya’s Unfinished Revolution: Sexual and Social Freedom in *Shekhar: Ek Jivani*. *South Asia: Journal of South Asian Studies* 39 (3): 577-591.

2015. (Translator) *Today’s Pasts* (B. Sahni’s autobiography). Penguin

2014. (Translator) S. Zaheer’s *Angaarey*: Firebrands. Penguin.

2014. Capitalism, Caste, and Con-games in Aravind Adiga’s *The White Tiger*. *Postcolonial Text* 9 (3).

2013. *The Mahatma Misunderstood: the politics and forms of Indian literary nationalism*. Anthem Books.

2013. Premchand and Language: On Translation, Cultural Nationalism, and Irony. *Annual of Urdu Studies* 28: 149-64.

**Number of dissertations or theses supervised in past five years:** 3

**Distinctions:** 2015 Friar Centennial teaching fellowship finalist; 2015 Trailblazer of the Year (Indian American Coalition of Texas); 2013 Best Published Article (Honorable Mention); 2011 RAISE Outstanding Faculty Award; 1997-98 Mellon Fellowship in Humanistic Studies.

**Shirazi, Faegheh** – Professor (Middle Eastern Languages and Cultures)

**Appointed at UT:** 1991

**Education:** PhD, Ohio State University, 1985

**Overseas experience:** India, Iran, Pakistan

**Language(s):** Dari<sup>2</sup>, Persian<sup>3</sup>, Arabic<sup>3</sup>

**Percent of course content dedicated to area/international studies:** 100%

**Area/International studies courses taught:** Women and Gender in Muslim Societies, Popular Religious Practices in Muslim Societies, Gender, Clothing and Identity in Muslim Societies, Muslim Women in Politics, Graffiti/Poster Art in the Islamic World, Sex/Sexuality in the Muslim World, Sacred and Ceremonial Textiles, Veiling in the Muslim World, Difficult Dialogues: Islam and Sexuality

**Research and teaching specialization(s):** Women and Gender in Muslim Societies, Popular Religious Practices in Muslim Societies, Gender, Clothing and Identity in Muslim Societies, rituals and ceremonial textiles: rites of passage in Muslim societies, Women in Scripture, Muslim Women past and present (7-19<sup>th</sup> centuries, and 19<sup>th</sup> century-contemporary era), cultural meanings of Hijab in Muslim Societies, Gender and Art in Muslim Societies

**Recent publications:**

2017. Iran's compulsory Hijab: From Politics and Religious Authority to Fashion Shows. In *The Ashgate Research Companion to Veils and Veiling Practices*. Surrey.

2017. Iran's Gender Reassignments, Regrets and Satisfactions: Tales from Refugees. In *Women-Identified (Lesbians and trans) Sexualities and Islam*, ed. Ghosh. Syracuse Press.

2016. *Brand Islam: The Marketing and Commodification of Piety*. The University of Texas Press.

2014. Educating Iranian Women. *International Journal of Education and Social Science* 2: 28-42.

2012. Death the Great Equalizer: Memorializing Martyred (*Shahid*) Women, in the Islamic Republic of Iran. *Journal of Visual Anthropology* 25: 98-119.

2011. (Editor) *Muslim Women in War and Crisis: From Reality to Representation*. Austin: The University of Texas Press.

2009. *Velvet Jihad: Muslim Women's Quiet Resistance to Islamic Fundamentalism*. University Press of Florida.

**Number of dissertations or theses supervised in past five years:** 3

**Distinctions:** Merit Scholarship, Education Ministry, Government of Iran 1975-76.

**Slawek, Stephen** – Professor (School of Music)

**Appointed at UT:** 1999

**Education:** PhD, University of Illinois, 1986

**Academic experience:** Mentor for visiting scholars from National Academy of Performing Arts (NAPA), Karachi, Pakistan as part of the US Dept. of State University Partnership Program between UT Austin and NAPA, 2014-15; Taught one week of workshops at NAPA, 2014; Chair, Ethnomusicology Committee, American Institute of Indian Studies 2006-present; Board member, Society for Asian Music 2002-present; Member, Ethnomusicology Committee, American Institute of Indian Studies, 1999-present

**Overseas experience:** India; Pakistan

**Language(s):** Hindi<sup>3</sup>, German<sup>2</sup>

**Percent of course content dedicated to area/international studies:** 100%

**Area/International studies courses taught:** Introduction to Music in World Cultures, Musics of India, Problems & Perspectives in the Ethnomusicology of Asia, Improvisation in Cultural Perspective, North Indian Music Ensemble, Javanese Gamelan Ensemble, Foundations of Ethnomusicology

**Research and teaching specialization(s):** Ethnomusicology, North Indian music, sitar

**Related publications:**

2016. (w/ Chatterjee) *A Tribute to a Legendary Guru. Ragas Kaushi Kanada and Kiewani* (Compact disc). Meera Music.

2016. Review of *Musicking Bodies: Gesture and Voice in Hindustani Music*, by Rahaim. *Ethnomusicology* 60 (1): 182-186.

2015. The Urge to Merge: Are Cross-cultural Collaborations Destroying Hindustani Music? In *That Thing Called Music: Essays in Honor of Bruno Nettl*, ed. Levine and Bohlman. Scarecrow Press.

**Number of dissertations or theses supervised in past five years:** 10

**Distinctions:** 2016 Composed "Hansadhvani, The Swan's Song," for the joint BSOM-NAPA ensemble; 2009 Creative Research Stipend, College of Fine Arts, UT; 1997 Ducloux Fine Arts Faculty Fellowship.

**Spears, Dean** – Assistant Professor (Economics)

**Appointed at UT:** 2017

**Education:** PhD, Princeton University, 2013

**Academic experience:** Visiting Economist, Economics and Planning Unit. Indian Statistical Institute, Delhi, 2015; Visiting Economist, Centre for Development Economics, Delhi School of Economics, 2011-15

**Overseas experience:** India

**Language(s):** Hindi<sup>3</sup>

**Percent of course content dedicated to area/international studies:** 100%

**Area/International studies courses taught:** Development Economics

**Research and teaching specialization(s):** The health, growth, and survival of children, especially in India, the environment, air pollution, and climate change, population dimensions of social well-being

**Recent publications:**

2017. (w/ Geruso) Neighborhood Sanitation and Infant Mortality. *American Economic Journal: Applied Economics*.

2017. (w/ Coffey) *Where India Goes: Abandoned toilets, stunted development, and the cost of cast*. Harper Collins.

2017. (w/ Coffey and Geruso) Sanitation, disease externalities, and anemia: Evidence from Nepal. *The Economic Journal* 1-38.

2017. (w/ Coffey and Vyas) Switching to sanitation: Understanding latrine adoption in a representative panel of rural Indian households. *Social Science & Medicine* 188: 41-50.

2016. (w/ Hammer) Village sanitation and child health: Effects and external validity in a randomized field experiment in rural India. *Journal of Health Economics* 48: 135-48.

2016. (w/ Deshpande) Who is the identifiable victim? Caste and charitable giving in modern India. *Economic Development and Cultural Change* 64 (2): 299-321.

**Distinctions:** 2018 Austin Robinson Memorial Prize, given annually by the Royal Economic Society for the best paper in *The Economic Journal* by authors within five years of their PhD; 2018-21 BMGF OPP1125318, "Evidence-based sanitation policy for rural India" \$279,817; 2017 Labelle Lecturer in health economics, McMaster University; 2017 Joseph W. Elder Prize in the Indian Social Sciences; 2017 Population Health Initiative Prize for Faculty Research; 2016 Jeroen Ensink Memorial Prize; 2015-19 BMGF center grant to r.i.c.e., \$1,399,996, 2015-2019.

**Straubhaar, Joseph** – Professor (Radio-Television-Film)

**Appointed at UT:** 1998

**Education:** PhD, Tufts University, 1981

**Academic experience:** Mentor for visiting scholars from National College of Arts, Lahore, Pakistan, as part of the US Dept. of State University Partnership Program between UT Austin and NCA, 2018-present; taught one week of workshops at NCA, 2018; Director, Brazil Center, Lozano Long Institute for Latin American Studies, UT Austin, 2002-05; Associate Dean for Academic Affairs, College of Communication, UT Austin, 2001-02; Professor/Assistant Professor/Associate Professor of Communications, Michigan State University, 1983-97

**Overseas experience:** Brazil, Dominican Republic, Denmark, Mozambique, Pakistan, Portugal

**Percent of course content dedicated to area/international studies:** 100%

**Area/International studies courses taught:** Global TV in the Age of Netflix, Latin American Television, Global Media, Migration and Media, Global Media and Popular Culture, Global Vs. Regional Media

**Research and teaching specialization(s):** Media Studies, Global and International Media, Media/Technology/Social Change

**Recent publications:**

2017. (w/ da Silva and Nisi) Share yourself first: exploring strategies for the creation of locative content for and by low-literacy communities. *Proceedings of the 8th International Conference on Communities and Technologies*.

2016. TV Globo. In *Global Media Giants*, ed. Birkinbine et al. Routledge.

2016. (w/ Rai) Road to India—A Brazilian Love Story: BRICS, Migration, and Cultural Flows in Brazil's Caminho das Índias. *International Journal of Communication* 10: 3124–40.

2014. (Editor and Introduction, w/ Wilkins and Kumar) *Global Communication: New Agendas in Communication*.

2012. (w/ Jirik and Kumar) *Global Media: A Critical Introduction*. Routledge.

**Number of dissertations or theses supervised in past five years:** 7

**Distinctions:** 2017-18 City of Austin Grant, \$50,000; 2015-16 Housing Authority of the City of Austin Grant, \$49,990; 2009-11 National Scientific and Technological Foundation, Portugal, Rresearch Grant for US and Portugal Immigrant Use of Media, \$90,000; 2009-10 European Union CoMundus Fellowship, €36,000; 2007 Visiting Professor Fellowship, Aarhus University, \$48,000.

**Stroud, Scott** – Associate Professor (Communication Studies)

**Appointed at UT:** 2006

**Education:** PhD, Temple University, 2006

**Academic experience:** Visiting Fellow, Center for the Study of Democratic Politics, Princeton University, 2014-15

**Percent of course content dedicated to area/international studies:** 25%

**Area/International studies courses taught:** Rhetoric: East and West, Narrative, Myth and Rhetoric, Pragmatism, Art and Democracy, Art, Criticism and Society

**Research and teaching specialization(s):** Global Communication, Communication/Media Ethics, Cultural Studies, Narrative Rhetoric, Religion and Rhetoric, Agency and Ethics in American, German, and Indian/South Asian Traditions

**Recent publications:**

2017. (w/ Nautiyal) Narrative Argument and the Uses of Ambiguity in Ancient Indian Rhetoric: Selfshadowing in the Anugītā. *Journal of Narrative Theory* 47 (2): 167-196.

2017. Pragmatism, Persuasion, and Force in Bhimrao Ambedkar's Reconstruction of Buddhism. *Journal of Religion* 97 (2): 214-243.

2017. The Value of the Present: Rethinking Labor and Leisure through Education. *John Dewey's Democracy and Education: A Centennial Handbook*, ed. Waks and English. Cambridge University Press.

2016. Style and Spirit in Dreams of a Spirit-Seer: Swedenborg and the Origin of Kant's Critical Rhetoric. *The New Centennial Review* 16 (3): 1-32.

**Number of dissertations or theses supervised in past five years:** 5

**Distinctions:** 2017 Article of the Year Award, Communication Ethics Division, National Communication Association; 2016 Article of the Year Award, Religious Communication Association; 2015-16 UT research grant for Enlightening Words: Ambedkar, Pragmatism, and the Rhetoric of Social Justice; 2015 UT Special Research Grant for John Dewey and Bhimrao Ambedkar; 2014 UT Special Research Grant for Jainism and Rhetoric.

**Talbot, Cynthia** – Professor (History/Asian Studies)

**Appointed at UT:** 1995

**Education:** PhD, University of Wisconsin-Madison, 1988

**Overseas experience:** India, Japan

**Language(s):** Sanskrit<sup>3</sup>, Telugu<sup>3</sup>, Hindi<sup>3</sup>, Japanese<sup>3</sup>

**Percent of course content dedicated to area/international studies:** 100%

**Area/International studies courses taught:** Introduction to Indian History, Medieval India, Mughal India in History and Memory, Precolonial India 1200-1750, Epics and Heroes of India, Hindu Temple in History, Historical Traditions in Precolonial India, India before Colonialism, India's Royal Court Culture, Indian Ocean Travel and Trade

**Research and teaching specialization(s):** Textual and statistical analysis of medieval South Indian inscriptions, historical memories and traditions of medieval India, formation of pre-colonial Hindu-Muslim identities, gender and kinship in ancient and medieval India, caste and social structure in medieval South India

**Recent publications:**

2017. Turks, Warriors, and Conquerors: Narratives of Hindu-Muslim Encounters between the Fourteenth and Eighteenth Centuries. In *Oxford Handbook of Mughal India*, ed. Eaton and Sreenivasan. Oxford University Press.

2016. *The Last Hindu Emperor: Prithviraj Chauhan and the Indian Past, 1200-2000*. Cambridge University Press.

2016. Elephants, Hunting and Mughal Service: The Martial Lordship of Rao Ratan. In *Bundi Fort: A Rajput World*, ed. Beach. Marg Publications.

2015. Political Intermediaries in Kakatiya Andhra. In *Interrogating Political Systems: Integrative Processes and States in Pre-modern India*, ed. Kulke and Sahu. Manohar Publications.

2006. (w/ Asher) *India Before Europe*. Cambridge University Press.

2001. *Precolonial India in Practice: Society, Region, and Identity in Medieval Andhra*. Oxford University Press.

**Number of dissertations or theses supervised in past five years:** 2

**Distinctions:** 2016-17 National Humanities Center Research Grant, \$45,000; 2008-09 National Endowment of the Humanities Fellowship; 2007-08 Guggenheim Fellowship; 2000 American Philosophical Society Research Grant; 1999 AIIIS Senior Short-term Grant; 1992-3 NEH Fellowship.

**Vaughn, James** – Assistant Professor (History)

**Appointed at UT:** 2008

**Education:** PhD, University of Chicago, 2008

**Academic experience:** Assistant Director, Program in British Studies, UT

**Overseas experience:**

**Language(s):** French<sup>2</sup>, German<sup>1</sup>

**Percent of course content dedicated to area/international studies:** 50%

**Area/International studies courses taught:** History of Britain, Liberalism and the British Empire, Topics in European History: Capitalism and the Making of the Modern World, Britain, Capitalism, Modernity, Rise of the West: 1492-1815, History of Britain: Restoration – 1783, History of Britain: 1783-WWI, Capitalism and Global History

**Research and teaching specialization(s):** History of Britain and the British Empire, 1688-1918, the history of European overseas expansion, 1500-2000, the history and social theory of capitalism

**Recent publications:**

2018. *The Politics of Empire at the Accession of George III: The East India Company and the Crisis and Transformation of Britain's Imperial State*. Yale University Press.

2018. John Company Armed: The English East India Company, the Anglo-Mughal War and Absolutist Imperialism, c. 1675-1690. *Britain and the World* 11 (1): 101-37.

2013. 1776 in World History: The American Revolution as Bourgeois Revolution. *Platypus Review* 62.

2011. (w/ Austen) The Territorialization of Empire: Social Imperialism and Britain's Moves into India and Tropical Africa. In *Africa, Empire and Globalization: Essays in Honor of A. G. Hopkins*, ed. Falola and Brownell. Carolina Academic Press.

2010. The East India Company and the British Empire in the Eighteenth Century. *History Compass*.

**Number of dissertations or theses supervised in past five years:** 2

**Distinctions:** 2007 Jacob M. Price Visiting Research Fellowship; 2004-05 and 2006-07 Mellon Foundation Dissertation; 2004 Kunstadter Research Travel Grant; 2001-06 Century Fellowship.

**Weaver, Catherine** – Associate Professor (Lyndon B. Johnson School of Public Affairs)

**Appointed at UT:** 2009

**Education:** PhD, University of Wisconsin, Madison, 2003

**Academic experience:** Co-Director, Innovations for Peace and Development, UT; Distinguished Scholar, Robert S. Strauss Center for International Security & Law UT

**Overseas experience:** India, Nepal, Russia

**Percent of course content dedicated to area/international studies:** 100%

**Area/International studies courses taught:** Writing for Global Policy Studies, Evaluation Methods of Global Development, Ending Global Hunger, Global Policy Simulation, International Development, Immigrants/Refugees and Global Public Policy, Global Economic Governance, Nature of the International System

**Area/International studies courses taught:** International Development, Global Economic Governance, Evaluation Methods

**Recent publications:**

2016. (w/ Moschella) Bounded Reform in Global Economic Governance at the IMF and World Bank. In *International Politics and Institutions in Time*, ed. Fioretos. Oxford University Press.

2016. (w/ Nelson) The Cultures of International Organizations. In *The Oxford Handbook of International Organizations*, ed. Cogan et al. Oxford University Press.

2014. (Editor, w/ Moschella) *Handbook of Global Economic Governance*. Routledge Press.

2013. (w/ Sharman) Between the Covers: International Relations in Books. *Political Science and Politics* 46 (1): 124-8.

2008. *Hypocrisy Trap: The World Bank and the Poverty of Reform*. Princeton University Press.

**Number of dissertations or theses supervised in past five years:** 12

**Distinctions:** 2012-17 College of William and Mary Research Grant, \$920,092; 2014-16 Minerva Program Grant on Complex Emergencies and Political Stability in Asia, United States Department of Defense, \$1.9 million; 2016 Development Gateway, Inc. Research Grant, \$16,249; 2009-15 United States Department of Defense, Minerva Program Grant on Climate Change, \$7.6 million.

**Wilkins, Karin G.** – Professor (Radio-Television-Film)

**Appointed at UT:** 1995

**Education:** PhD, University of Pennsylvania, 1991

**Academic experience:** Faculty mentor for visiting scholars from Fatima Jinnah Women College Rawalpindi, Pakistan as part of the US Dept. of State University Partnership Program between UT Austin and FJWU; taught one week of workshops at FJWU; Associate Director, Center for Middle Eastern Studies, 2014-present; Lecturer, Chinese University of Hong Kong, 1993-94; Adjunct Assistant Professor, Drexel University, 1992; Research Fellow, Annenberg School for Communication Field, 1989-90

**Overseas experience:** Cairo, Hong Kong, Pakistan

**Language(s):** Arabic<sup>3</sup>

**Percent of course content dedicated to area/international studies:** 25%

**Area/International studies courses taught:** Going Global: Topics in International Studies, Communications for Development and Social Change, Communication and Transition in the Middle East, Transnational Social Movements, Media and the Middle East, Introduction to International Studies, Media Literacy on the Middle East

**Research and teaching specialization(s):** Development communication

**Recent publications:**

2018. (Editor, w/ Pamment) *New dimensions in the politics of national image and foreign aid: Communication, development, and diplomacy*. Palgrave Macmillan.

2017. The Politics of Development Communication in the Middle East. In *Handbook of Media and Culture in the Middle East*, ed. Khiabany et al. Wiley-Blackwell.

2016. *Communicating Gender and Advocating Accountability in Global Development*. Palgrave Macmillan.

2015. (w/ Ghobrial) The Politics of Political Communication: Competing News Discourses of the 2011 Egyptian News Protests. *International Communication Gazette*.

2013. (Editor, w/ Straubhaar and Kumar) *New Agendas in Global Communication*. Routledge.

2013. (w/ Enghel) The Privatization of Development through Global Communication Industries: Living Proof? *Media, Culture and Society* 35 (2): 165-181.

**Number of dissertations or theses supervised in past five years:** 9

**Distinctions:** 2016-18 Longview Foundation Grant for Pre-Service Teacher Training in International Studies; 2011-12 Karlstad University, Sweden, Ander Foundation Visiting Professorship; 2006 International Communication Association, Development Communication Top Paper Award.

**Wilson, Patricia** – Professor (School of Architecture)

**Appointed at UT:** 1979

**Education:** PhD Cornell University, 1975

**Academic experience:** Director, Civil Society Initiative, Center for Sustainable Development

**Overseas experience:** India, Peru, South Africa

**Language(s):** Spanish<sup>3</sup>

**Percent of course content dedicated to area/international studies:** 25%

**Area/International studies courses taught:** International Sustainable Social Development, Deep Democracy, Difficult Dialogues: Participatory Democracy, Tactical Urbanism

**Research and teaching specialization(s):** Community development, participatory development, international development planning, specialized knowledge on village-based development through self-help micro-lending borrowers' circles in northern India

**Recent publications:**

2017. Otto Scharmer and the Field of the Future: Integrating Science, Spirituality and Profound Social Change. In *The Palgrave Handbook of Organizational Change Thinkers*, ed. Szabla et al. Palgrave Macmillan.

2010. Manavodaya: Facilitating Collective Reflection for Sustainable Development. *International Journal of Public Participation* 4 (1): 104-116.

2008. (w/ Vidyarthi) *Development from Within: Facilitating Group Consciousness for Sustainable Social Development*. Apex.

**Number of dissertations or theses supervised in past five years:** 10

**Distinctions:** 2013-15 Chair, Global Studies, Bridging Disciplines Program; 2011-12 Peace Education and Sustainability, Hogg Research Grants; 2000, 1994, 1991 Mellon Research Grants; 1987, 1974 Ford Foundation Grant; 1974-75 Social Science Research Council Fellowship.

**Wojciehowski, Hannah** – Professor (English)

**Appointed at UT:** 1985

**Education:** PhD, Yale University, 1984

**Academic experience:** Guest Faculty, Telluride Association Summer Program, Cornell University, 2007; Faculty, University of Texas Oxford Summer Program, 1996; Assistant Professor, Franklin and Marshall College, 1984-85

**Overseas experience:** India

**Language(s):** French<sup>3</sup>, Italian<sup>2</sup>, Spanish<sup>2</sup>, Greek<sup>1</sup>, Latin<sup>1</sup>, Portuguese<sup>1</sup>, German<sup>1</sup>

**Area/International studies courses taught:** Plan II World Literature, British Literature: Beginning to Renaissance Renaissance Travel Narratives, British Masterworks of Literature, the Psychology of Early Modern Colonialism, Introduction to Literary Criticism

**Percent of course content dedicated to area/international studies:** 25%

**Research and teaching specialization(s):** Portuguese colonialism in South Asia, history of east-west religious syncretism, history of the inquisition in Goa and Cochin, postcolonial theory, South Asian feminisms

**Recent publications:**

2017. Metaphors They Lived By. In *The History of Distributed Cognition*, ed. Cairns et al. University of Edinburgh Press.

2015. *Shakespeare's "Cymbeline."* Hackett Publishing.

2015. East-West Swerves: Cārvāka Materialism and Skeptical Inquiry in Akbar's Debates at Fatehpur-Sikri. *Genre* 48 (2): 13-39.

2015. The Floating World: Film Narrative and Viewer Diakrisis. In *Embodied Cognition and Cinema*, ed. Kravanja and Cognaerts. Leuven University Press.

2011. *Group Identity in the Renaissance World*. Cambridge University Press.

2010. Assessing Empathy: A Slumdog Questionnaire. *Image [&] Narrative* 11 (2): 123-145.

2009. The Queen of Onor and Her Emissaries: Fernao Mendes Pinto's Dialogue with India. In *Emissaries in Early Modern Literature and Culture-Mediation, Transmission, and Traffic 1550-1700*, ed. Charry and Shahani. Ashgate.

2007. O Dente do Bugio: Relics, Religion, and Rivalry in 16<sup>th</sup> Century Ceylon and Goa. *Santa Barbara Portuguese Studies IX*.

2004. *Religion, Rivalry, and Relics in 16th-Century Goa: The Destruction and Return of the Dalada*. Manushi.

**Number of dissertations or theses supervised in past five years:** 11

**Distinctions:** 2009 Special Research Grant; 2008 University Research Institute Faculty Research Award; 2005 Dad's Association Centennial Teaching Fellowship, UT; 2002 Virginia Foundation for the Humanities Rockefeller Resident Fellowship, Institute for the Study of Violence, Survival, and Culture; 2002 C. B. Smith, Sr., Nash Phillips, Clyde Copus Centennial Chair Honoring Harry Hunt Ransom; 2001 Andrew W. Mellon Foundation Fellowship.

**APPENDIX 5 – TABLE OF CONTENTS**  
**COURSE LIST INFORMATION – UNIVERSITY OF TEXAS AT AUSTIN**

\* Denotes courses with instructors partly or fully funded with Title VI funds

**COLLEGE OF LIBERAL ARTS**

African and African Diaspora Studies (AFR)	A5-3
American Studies (AMS)	A5-3
Anthropology (ANT)	A5-3 through A5-4
Asian American Studies (AAS)	A5-5
Asian Studies (ANS)	A5-5 through A5-8
Bengali (BEN) *	A5-8
Comparative Literature (C L)	A5-9
Core Texts and Ideas (CTI)	A5-9
Economics (ECO)	A5-9
English (E)	A5-10 through A5-11
Geography (GRG)	A5-11
Government (GOV)	A5-12 through A5-13
Hindi (HIN)	A5-13
History (HIS)	A5-13 through A5-15
International Relations and Global Studies (IRG)	A5-15
Islamic Studies (ISL)	A5-15 through A5-16
Malayalam (MAL) *	A5-16 through A5-17
Middle Eastern Languages and Cultures (MEL)	A5-18
Middle Eastern Studies (MES)	A5-18
Persian (PRS)	A5-19
Philosophy (PHL)	A5-19 through A5-20
Religious Studies (R S)	A5-22 through A5-23
Sanskrit (SAN)	A5-23
Sociology (SOC)	A5-24
Tamil (TAM) *	A5-25
Undergraduate Studies (UGS)	A5-25
Urdu (URD)	A5-25 through A5-26
UTeach – Liberal Arts (UTL)	A5-26

**COCKRELL SCHOOL OF ENGINEERING**

Civil, Architectural and Environmental Engineering (C E)	A5-9
Electrical Engineering (E E)	A5-10

**COLLEGE OF FINE ARTS**

Art & Art History (ARH)	A5-5
Ensemble (ENS)	A5-11
Music (MUS)	A5-18 through A5-19

**COLLEGE OF NATURAL SCIENCES**

Public Health (PBH)	A5-21
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**LYNDON B JOHNSON SCHOOL OF PUBLIC AFFAIRS**

Public Affairs (P A)	A5-20 through A5-21
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**MCCOMBS SCHOOL OF BUSINESS**

Business, Government and Society (BGS)	A5-9
Finance (FIN)	A5-11
International Business (I B)	A5-15
Management (MAN)	A5-17
Marketing (MKT)	A5-17 through A5-18

**MOODY COLLEGE OF COMMUNICATION**

Communication Studies (CMS) ..... A5-9  
Journalism (J)..... A5-16  
Radio-Television-Film (RTF) ..... A5-21 through A5-22

**SCHOOL OF ARCHITECTURE**

Architecture (ARC) ..... A5-4 through A5-5

**SCHOOL OF LAW**

Law (LAW)..... A5-16

**SCHOOL OF SOCIAL WORK**

Social Work (S W) ..... A5-24

Course Number	Course Title	PTS	SEM	Enrollments			Offered	Proposed Offerings	% South Asia Content	Cross Listings
				2016-17			2017-18	2018-19		
				UG	GR	OT				
<b>AFRICAN &amp; AFRICAN DIASPORA STUDIES (AFR)</b>										
AFR 302M	Numbering Race	3	SP	22	0	0		Yes	25	SDS 310T
AFR 317C	Indigenous Perspectives on Global History	3	AU	9	0	0			25	WGS 301
AFR 372C	Race/Gender/Surveillance	3	AU	57	0	0	Yes	Yes	25	SOC 322V
AFR 374D	Blacks/Asians: Race/Social Movements	3	SP	12	0	0	Yes	Yes	25	AAS 330, ANT 324L
AFR 374F	Diaspora Visions	3	SP				Yes		25	ARH 345L, WGS 340
AFR 380D	Race/Ethnicity/Gender Policies	3	SP	1	9	0	Yes	Yes	25	P A 387K, S W 395K
<b>AMERICAN STUDIES (AMS)</b>										
AMS 315	Ethnic Humor/Multiculturalism in the US	3	SP				Yes		25	AFR 317D, J S 311, MAS 319
AMS 315	History of Religion in the US	3	SP	33	0	0	Yes	Yes	25	HIS 317L, R S 316U
AMS 315	Race, Immigration and Family	3	AU	15	0	0	Yes	Yes	25	AAS 310, WGS 301
AMS 370	Race/Citizenship in US History	3	AU	0	0	0	Yes	Yes	25	HIS 350R, MAS 374
AMS 390	Sexual Modernities from a Transnational Perspective	3	AU	0	1	0			30	WGS 393
<b>ANTHROPOLOGY (ANT)</b>										
ANT 302	Cultural Anthropology	3	AU	330	0	0	Yes	Yes	25	
ANT 302	Cultural Anthropology	3	SP	353	0	0	Yes	Yes	25	
ANT 302	Cultural Anthropology- Honors	3	SP	18	0	0	Yes	Yes	25	
ANT 305	Expressive Culture	3	AU	90	0	0	Yes	Yes	25	
ANT 305	Expressive Culture	3	SP	78	0	0	Yes	Yes	25	
ANT 307	Culture and Communication	3	AU	71	0	0	Yes	Yes	25	LIN 312C
ANT 307	Culture and Communication	3	SP	71	0	0	Yes	Yes	25	LIN 312C
ANT 310L	Anthropology of Race/Ethnicity	3	AU	29	0	0			25	AFR 317D, AMS 315D
ANT 310L	Muslims in Europe	3	AU	18	0	0			30	EUS 306, ISL 311
ANT 324L	Anthropology of Religion	3	SP				Yes		40	ANT 391, LAS 324L, R S 373
ANT 324L	Environmental Anthropology	3	AU					Yes	25	
ANT 324L	Global Indigenous Issues	3	SP	14	0	0		Yes	25	LAS 324L
ANT 324L	Political Ecology	3	SP	16	0	0			25	

Course Number	Course Title	PTS	SEM	Enrollments			Offered	Proposed Offerings	% South Asia Content	Cross Listings
				2016-17			2017-18	2018-19		
				UG	GR	OT				
ANT 324L	Shamanism and the Primitive	3	SP				Yes	Yes	30	ANS 340, REE 345, R S 352
ANT 324L	Theories of Culture and Society	3	SP	0	0	0			25	
ANT 325L	Cultures and Ecologies	3	AU	13	0	0	Yes		25	REE 345
ANT 325L	Cultures of Southeast Asia	3	SP				Yes		30	
ANT 325L	Cultures of Sustainability	3	SP	18	0	0	Yes	Yes	30	
ANT 325L	Cultural Heritage on Display	3	SP	17	0	0	Yes	Yes	25	AMS 321
ANT 326L	Cultures in Contact	3	SP	42	0	0	Yes	Yes	25	
ANT 330C	Theories of Culture and Society	3	SP	14	0	0	Yes	Yes	25	
ANT 389K	Race/Ethnicity in American Society	3	AU				Yes		25	MAS 392
ANT 391	Anthropology of Development	3	SP	0	8	0			25	
ANT 391	Cities and Citizenship	3	AU	0	10	0			25	
ANT 391	Globalization	3	SP	0	6	0	Yes	Yes	30	GOV 391K, SOC 396P
ANT 391	Indigenous Peoples, Neoliberalism and the State	3	SP				Yes		25	ANT 302, LAS 391
ANT 391	Masculinities	3	AU	0	3	0			50	WGS 393
ANT 391	Nature, Culture and Power	3	AU					Yes	25	
ANT 391	Neoliberalism, Indigenous Peoples/States	3	AU	0	11	0			25	LAS 391
ANT 391	Race, Gender and Science	3	SP				Yes		25	
ANT 391	State Territory Sovereignty	3	AU				Yes	Yes	40	
ANT 391	Violence/Sovereignty/Religion	3	AU				Yes		40	
ANT 392M	Introduction to Graduate Social Anthropology	3	AU	0	9	0	Yes	Yes	25	
ANT 392P	Introduction to Cultural Forms	3	SP	1	8	0	Yes	Yes	25	
<b>ARCHITECTURE (ARC)</b>										
ARC 308	Architecture and Society	3	AU	373	0	0	Yes	Yes	25	
ARC 308	Architecture and Society	3	SP	86	0	0		Yes	25	
ARC 318K	World Architecture: Origins To 1750	3	SP	101	0	0		Yes	40	
ARC 318L	World Architecture Industrial Revolution to Present	3	AU	119	0	0	Yes	Yes	25	
ARC 329N	Art and Architecture of Late Antiquity	3	AU				Yes		25	
ARC 386M	Futures and Cities	3	SP	0	3	0		Yes	25	CRP 388, LAR 388
ARC 387F	World Architecture: Origins To 1750	3	SP	0	12	0		Yes	40	

Course Number	Course Title	PTS	SEM	Enrollments			Offered	Proposed Offerings	% South Asia Content	Cross Listings
				2016-17			2017-18	2018-19		
				UG	GR	OT				
ARC 387G	World Architecture: Industrial Revolution to Present	3	AU	0	14	0		Yes	25	ARC 318L
<b>ART &amp; ART HISTORY (ARH)</b>										
ARH 328J	Arts of Islam	3	AU					Yes	25	R S 358
ARH 348N	Buddhist Art	3	SP	26	0	0			50	ANS 372, R S 341
ARH 348K	Formation of Indian Art	3	AU	22	0	0			100	ANS 372, R S 341
ARH 348M	Taj Mahal/Diversity in Indian Art	3	AU				Yes		100	ANS 372
ARH 348M	Taj Mahal/Diversity in Indian Art	3	SP				Yes	Yes	100	ANS 372
ARH 348P	Art in the Himalayas	3	SP	15	0	0	Yes	Yes	100	ANS 372, R S 352
ARH 375	Theory, Method, History of Art	3	AU	0	10	0	Yes	Yes	25	MES 386
ARH 394	Exploring Diversity: South Asian Painting	3	AU				Yes	Yes	100	ANS 384, ARH 394
ARH 394	Global/Critical Dialogues	3	AU				Yes		25	
ARH 394	The Islamic City	3	AU	1	12	0			30	
ARH 394	Miraculous Images and South Asia	3	SP					Yes	100	
ARH 395	Research Methods in History of Art	3	AU				Yes		25	
<b>ASIAN AMERICAN STUDIES (AAS)</b>										
AAS 301	Introduction to Asian American Studies	3	AU	51	0	0	Yes		30	AMS 315
AAS 310	Asian American Creative Arts	3	SP				Yes		30	T D 311T, WGS 301
AAS 310	Mixed Race Identities	3	SP	22	0	0	Yes	Yes	25	AMS 315
AAS 325	Global Economies: Asia and the US	3	SP	32	1	0	Yes	Yes	30	ANS 361
AAS 325	South Asian Migration to the US	3	SP	19	0	0	Yes	Yes	100	ANS 372, HIS 365G, WGS 340
AAS 330	Asian Americans in the South	3	AU	0	0	0	Yes		30	AMS 321
AAS 335	Asian Americans/Education	3	SP	10	0	0			30	
<b>ASIAN STUDIES (ANS)</b>										
ANS 180C	Conference Course in Asian Studies	1	SP	0	0	0	Yes		50	
ANS 301R	History of Religions of Asia	3	AU	67	0	0		Yes	75	CTI 310, R S 302
ANS 301R	History of Religions of Asia	3	SP	52	0	0	Yes	Yes	75	CTI 310, R S 305
ANS 302K	Food and Society	3	SP	0	0	0		Yes	100	
ANS 302K	Introduction to South Asia	3	AU				Yes	Yes	100	ANT 310L
ANS 302K	Introduction to South Asia	3	SP	23	0	0	Yes		100	ANT 310L

Course Number	Course Title	PTS	SEM	Enrollments			Offered 2017-18	Proposed Offerings 2018-19	% South Asia Content	Cross Listings
				2016-17						
				UG	GR	OT				
ANS 340	Hinduism in US Popular Culture	3	AU					Yes	100	
ANS 340	History of Hindu Religious Traditions	3	SP	28	0	0	Yes	Yes	100	ANT 324L, HIS 364G
ANS 340	Introduction to Comparative Religion	3	AU	14	0	0			50	R S 375
ANS 340	Jainism: Religion of Non-Violence	3	SP				Yes		100	R S 341
ANS 340	Lives of Hindu Saints	3	AU	0	0	0			100	
ANS 340	Muslim Sainthood Practices	3	AU	0	0	0			75	
ANS 340	Natural Theology East and West	3	AU					Yes	50	PHL 348
ANS 340	Religions in Contact	3	SP	14	0	0	Yes	Yes	100	R S 373
ANS 340	Shia Islam	3	SP	0	0	0			50	ISL 340
ANS 340	Story in the Religions of Asia	3	AU	0	0	0			50	
ANS 347K	Government and Politics of South Asia	3	SP					Yes	100	
ANS 361	Anthropology of the Himalayas	3	AU	0	0	0	Yes	Yes	100	AAS 330, ANT 324L
ANS 361	Big Asian Histories	3	AU				Yes		50	ANT 324L, HIS 364G
ANS 361	Business/Society in South Asia	3	SP				Yes		100	
ANS 361	Development and its Critics	3	SP				Yes		75	
ANS 361	Gender in Modern India	3	SP				Yes		100	HIS 364G, WGS 340
ANS 361	Global Markets and Local Cultures	3	SP				Yes	Yes	50	
ANS 361	International Relations of East and Southeast Asia	3	AU					Yes	30	GOV 365L
ANS 361	Mughal India in History/Memory	3	AU	0	0	0	Yes		100	HIS 350L
ANS 361	Mughal India in History/Memory	3	SP				Yes		100	
ANS 361	Political Economy of Asia	3	AU	0	0	0			50	
ANS 362	Research in Asian Studies	3	AU	0	0	0	Yes	Yes	100	
ANS 362	Research in Asian Studies	3	SP	1	0	0	Yes	Yes	100	
ANS 372	Gender/Sexuality/Family in Indian Religions and Cultures	3	SP	0	0	0			100	ANT 324L
ANS 372	Hindu Law	3	AU				Yes	Yes	100	R S 341
ANS 372	Krishna in Indian Literature	3	SP	15	0	0			100	R S 341
ANS 372	Precolonial India, 1200-1750	3	SP				Yes		100	
ANS 372	Women and Wealth in South Asia	3	SP				Yes	Yes	100	HIS 350L, WGS 340
ANS 379	Comparing Religions	3	AU					Yes	40	R S 375S
ANS 379	Cuisine and Culture in Asia	3	AU	0	0	0	Yes		50	AAS 325
ANS 379	Cuisine and Culture in Asia	3	SP	22	0	0			50	AAS 325

Course Number	Course Title	PTS	SEM	Enrollments			Offered	Proposed Offerings	% South Asia Content	Cross Listings
				2016-17			2017-18	2018-19		
				UG	GR	OT				
ANS 379	Radical Religion: Ascetics	3	SP				Yes		75	R S 375S
ANS 380C	Conference Course in Asian Studies	3	AU	0	8	0	Yes	Yes	50	
ANS 380C	Conference Course in Asian Studies	3	SP	0	10	0	Yes	Yes	50	
ANS 384	Body in Indian Medicine/Myth	3	AU					Yes	100	
ANS 384	Hinduism	3	SP				Yes	Yes	100	
ANS 384	Language and Power	3	AU	0	5	0		Yes	50	HIS 382N, LIN 396
ANS 384	Religion, Health and Illness	3	SP	0	4	0			50	R S 394T
ANS 384	Religious Identity in Premodern South Asia	3	SP	0	6	0			100	R S 394T
ANS 384	Women in Scripture	3	SP	0	0	0		Yes	25	MES 381
ANS 388	Indo-Persian Texts/Cultures	3	SP				Yes		75	
ANS 388M	Translating India	3	AU				Yes		100	
ANS 388M	Translating India	3	SP	0	0	0			100	
ANS 390	Academic Writing/Asian Studies	3	SP	0	7	0			100	
ANS 390	Material Texts/Histories	3	SP	0	6	0			50	
ANS 391	Ethnography of Global Asia	3	AU	0	5	0			50	ANT 391
ANS 392	Waste/Hope/Infrastructure	3	SP				Yes		50	
ANS 395	Proseminar in Asian Studies	3	AU	0	7	0	Yes	Yes	50	
ANS 397C	Comprehensive Exam Preparation	3	AU	0	3	0	Yes	Yes	100	
ANS 397C	Comprehensive Exam Preparation	3	SP	0	1	0	Yes	Yes	100	
ANS 398L	Pedagogy for Language Instruction	3	AU	0	1	0	Yes	Yes	75	
ANS 398R	Master's Report	3	AU	0	1	0	Yes	Yes	50	
ANS 398R	Master's Report	3	SP	0	3	0	Yes	Yes	50	
ANS 398T	Supervised Teaching in Asian Studies	3	SP	0	0	0	Yes	Yes	50	
ANS 399R	Dissertation	3	AU	0	0	0	Yes	Yes	50	<i>Graduate students in other departments- such as Anthropology, Art History, etc. are also taking similar courses where their research has 25% or more South Asia content. ANS 399W</i>
ANS 399R	Dissertation	3	SP	0	1	0	Yes	Yes	50	

Course Number	Course Title	PTS	SEM	Enrollments			Offered	Proposed Offerings	% South Asia Content	Cross Listings
				2016-17			2017-18	2018-19		
				UG	GR	OT				
ANS 678HA	Honors Tutorial Course	6	AU	3	0	0	Yes	Yes	50	ANS 678HB
ANS 678HA	Honors Tutorial Course	6	SP	2	0	0	Yes	Yes	50	ANS 678HB
ANS 697C	Comprehensive Exam Preparation	6	AU	0	3	0	Yes	Yes	50	
ANS 697C	Comprehensive Exam Preparation	6	SP	0	0	0	Yes	Yes	50	
ANS 698A	Thesis	6	AU	0	2	0	Yes	Yes	50	ANS 698B
ANS 698A	Thesis	6	SP	0	1	0	Yes	Yes	50	ANS 698B
ANS 699R	Dissertation	6	AU	0	0	0	Yes	Yes	50	ANS 699W
ANS 699R	Dissertation	6	SP	0	0	0	Yes	Yes	50	ANS 699W
ANS 997C	Comprehensive Exam Preparation	9	AU				Yes	Yes	50	
ANS 997C	Comprehensive Exam Preparation	9	SP				Yes	Yes	50	
ANS 999R	Dissertation	9	AU	0	2	0	Yes	Yes	50	ANS 999W
ANS 999R	Dissertation	9	SP	0	3	0	Yes	Yes	50	ANS 999W
ANS W380C	Conference Course in Asian Studies	3	SU	0	2	0	Yes	Yes	50	
ANS W398L	Pedagogy for Language Instruction	3	SU	0	1	0	Yes	Yes	100	
ANS 398R	Master's Report	3	SU	0	0	0	Yes	Yes	50	
ANS 399R	Dissertation	3	SU	0	0	0	Yes	Yes	50	ANS 399W
ANS W698A	Thesis	6	SU	0	1	0	Yes	Yes	50	ANS W698B
ANS 699R	Dissertation	6	SU	0	1	0	Yes	Yes	50	ANS 699W
ANS 999R	Dissertation	9	SU	0	0	0	Yes	Yes	50	ANS 999W
<b>BENGALI (BEN)</b>										
BEN 312K	Second-Year Bengali I*	3	AU	5	0	0	Yes	Yes	100	
BEN 312L	Second-Year Bengali II*	3	SP	5	0	0	Yes	Yes	100	
BEN 381	Conference Course in Bengali Language and Literature*	3	AU	0	1	0	Yes	Yes	100	
BEN 381	Conference Course in Bengali Language and Literature*	3	SP	0	1	0	Yes	Yes	100	
BEN 506	First-Year Bengali I*	5	AU	8	0	0	Yes	Yes	100	
BEN 507	First-Year Bengali II*	5	SP	4	0	0	Yes	Yes	100	
* Denotes courses with instructors partly or fully funded with Title VI funds										

Course Number	Course Title	PTS	SEM	Enrollments			Offered	Proposed Offerings	% South Asia Content	Cross Listings
				2016-17			2017-18	2018-19		
				UG	GR	OT				
<b>BUSINESS, GOVERNMENT, AND SOCIETY (BGS)</b>										
BGS 380E	Global Political Economy	3	SP	39	13	0	Yes	Yes	25	BGS 374, ECO 395K, P A 388K
<b>CIVIL, ARCHITECTURAL AND ENVIRONMENTAL ENGINEERING (C E)</b>										
C E 397	Air Quality/Aerosols/Health	3	AU				Yes		25	
C E 397	Air Quality/Aerosols/Health	3	SP	0	12	0			25	
C E 397	Climate Change Mitigation	3	AU	1	11	0	Yes	Yes	25	C E 377K
C E 397	Transboundary Water Resources	3	AU	0	19	0	Yes		25	
<b>COMMUNICATION STUDIES (CMS)</b>										
CMS 314L	Language, Communication, & Culture	3	AU	141	0	0	Yes	Yes	25	
CMS 314L	Language, Communication, & Culture	3	SP	96	0	0	Yes	Yes	25	
<b>COMPARATIVE LITERATURE (C L)</b>										
C L 315	Masterworks of World Literature	3	AU	10	0	0		Yes	25	E 316N
C L 315	Masterworks of World Literature	3	SP				Yes		25	E 316N
C L 381	Cold War Cultures: Beyond Empire	3	SP	0	6	0			25	REE 386
<b>CORE TEXTS AND IDEAS (CTI)</b>										
CTI 350	Masterworks of World Drama	3	AU	44	0	0	Yes	Yes	25	
CTI 350	Masterworks of World Drama	3	SP	29	0	0	Yes	Yes	25	
<b>ECONOMICS (ECO)</b>										
ECO 334K	Urban Economics	3	AU				Yes		25	
ECO 334K	Urban Economics	3	SP				Yes		25	
ECO 339K	International Trade and Investment	3	AU	58	0	0	Yes	Yes	25	
ECO 339K	International Trade and Investment	3	SP				Yes		25	
ECO 339L	International Finance	3	AU	22	4	0	Yes	Yes	25	ECO 395L
ECO 339L	International Finance	3	SP				Yes		25	ECO 395M
ECO 372M	Development and Populations	3	SP				Yes		50	ECO 395M
ECO 384J	Development Economics I	3	AU				Yes	Yes	50	ECO 333K
ECO 384J	Development Economics I	3	SP	0	9	0	Yes		50	ECO 333K
ECO 395L	International Economics	3	AU	0	34	0	Yes	Yes	25	

Course Number	Course Title	PTS	SEM	Enrollments			Offered	Proposed Offerings	% South Asia Content	Cross Listings
				2016-17			2017-18	2018-19		
				UG	GR	OT				
<b>ELECTRICAL ENGINEERING (E E)</b>										
EE 391C	Technical Entrepreneurship	3	SP	2	18	0	Yes	Yes	25	
EE W319K	Introduction to Embedded Systems in India	3	SU	12	0	0			100	
<b>ENGLISH (E)</b>										
E 303C	Plan II World Literature Part I	3	AU	190	0	0	Yes	Yes	25	T C 303C
E 303D	Plan II World Literature Part II	3	SP	166	0	0	Yes	Yes	25	
E 314J	Human Rights: Theories/Practices	3	AU	4	0	0			25	
E 314J	Literature and Film	3	AU	112	0	0		Yes	25	
E 314L	Banned Books and Novel Ideas	3	SP				Yes	Yes	50	
E 314V	Asian American Literature and Culture	3	AU	23	0	0	Yes	Yes	50	AAS 314
E 314V	Asian American Literature and Culture	3	SP	20	0	0		Yes	50	AAS 314
E 314V	Women, Gender, Literature, Culture	3	AU	43	0	0	Yes	Yes	25	WGS 301
E 314V	Women, Gender, Literature, Culture	3	SP	43	0	0	Yes	Yes	25	WGS 301
E 316N	Masterworks of World Literature	3	AU	37	0	0	Yes	Yes	25	C L 315
E 316N	Masterworks of World Literature	3	SP	373	0	0	Yes	Yes	25	C L 315
E 316K	Masterworks of World Literature	3	SU	74	0	0		Yes	25	
E 323L	English as a World Language	3	AU	19	0	0	Yes	Yes	25	LIN 323L
E 323L	English as a World Language	3	SP	21	0	0		Yes	25	LIN 323L
E 349S	Kipling and Wilde	3	SP				Yes		25	
E 350E	Imagining the World: 500-1500 Common Era	3	SP	20	0	0			25	
E 350R	Imperialism/Society in British Literature	3	AU				Yes		50	LAH 350
E 360S	Envisioning Muslims: The Middle Ages and Today	3	AU	17	0	0	Yes		50	MES 342
E 360S	Mongols, Nomads, and Muslims in the European Middle Ages	3	SP	11	0	0			25	EUS 347
E 360S	Literature and Social Justice	3	SP	0	0	0			50	
E 379R	Class and Indian Fiction	3	SP	0	0	0			100	
E 379R	Human/Animal Boundary in Literature	3	SP				Yes		25	
E 383L	World Literature/Globalism Theory and Practice	3	AU				Yes		25	
E 392M	Transnational Feminisms in the Age of Revolution	3	SP				Yes		25	WGS 393

Course Number	Course Title	PTS	SEM	Enrollments			Offered 2017-18	Proposed Offerings 2018-19	% South Asia Content	Cross Listings
				2016-17						
				UG	GR	OT				
E 395M	Global American Novel	3	AU	0	11	0			25	
E 397N	Colonialism and Psychoanalysis	3	SP	0	13	0			30	ANT 391
E 379HB	Global Indian Literature	3	SP				Yes		100	AAS 320, E 360L, ANS 361
E F316N	Masterworks of World Literature	3	SU	18	0	0		Yes	25	C L F315
E S316N	Masterworks of World Literature	3	SU	56	0	0		Yes	25	C L S315
<b>ENSEMBLE (ENS)</b>										
ENS 106N	North Indian Music Ensemble	1	AU	10	0	0	Yes	Yes	100	ENS 186N, ENS 096N
ENS 106N	North Indian Music Ensemble	1	SP	13	0	0	Yes	Yes	100	ENS 186N, ENS 096N
<b>FINANCE (FIN)</b>										
FIN 376	International Finance	3	AU	82	1	0	Yes	Yes	25	
FIN 376	International Finance	3	SP	125	0	0	Yes	Yes	25	
FIN 397	Global Finance	3	SP	25	0	0	Yes	Yes	25	
<b>GEOGRAPHY (GRG)</b>										
GRG 302P	Creating Sustainable Societies	3	AU	47	0	0	Yes	Yes	30	GRG 309C
GRG 304E	Environmental Science: Changing World	3	AU	78	0	0	Yes	Yes	25	
GRG 304E	Environmental Science: Changing World	3	SP				Yes	Yes	25	
GRG 305	This Human World: Introduction to Geography	3	AU	233	0	0	Yes	Yes	25	
GRG 339K	This Human World: Introduction to Geography	3	SP	145	0	0	Yes	Yes	25	
GRG 342C	Sustainable Development	3	AU				Yes	Yes	30	
GRG 342C	Sustainable Development	3	SP				Yes	Yes	30	
GRG 344K	Global Food, Farming, Hunger	3	AU	0	0	0	Yes	Yes	25	
GRG 344K	Global Food, Farming, Hunger	3	SP	0	0	0		Yes	25	
GRG 350K	Geographies of Globalization	3	AU	56	0	0		Yes	50	
GRG 356	Global Sustainability/Soil	3	SP	18	0	0		Yes	30	LAH 350
GRG 356T	Human Health & Environment	3	AU				Yes	Yes	25	

Course Number	Course Title	PTS	SEM	Enrollments			Offered	Proposed Offerings	% South Asia Content	Cross Listings
				2016-17			2017-18	2018-19		
				UG	GR	OT				
<b>GOVERNMENT (GOV)</b>										
GOV 335M	Global Justice	3	AU				Yes		25	
GOV 339L	Suicide Terrorism	3	AU				Yes	Yes	30	GOV 365N
GOV 347K	Governments and Politics of South Asia	3	SP	30	0	0	Yes	Yes	100	ANS 361
GOV 360N	America as a Global Power	3	SP	32	0	0			25	
GOV 360N	Causes of War	3	SP	65	0	0			25	REE 355
GOV 360N	Civil Wars/Ethnic Violence	3	AU				Yes		25	
GOV 360N	Global Governance	3	AU	73	0	0			25	
GOV 360N	Global Governance	3	SP	67	0	0			25	
GOV 360N	Globalization/The Nation State	3	AU				Yes		25	
GOV 360N	Government and Politics of Southeast Asia	3	AU	25	0	0		Yes	25	ANS 361
GOV 360N	International Business and Politics	3	AU	20	0	0			25	
GOV 360N	International Organizations	3	AU	60	0	0		Yes	25	
GOV 360N	International Political Economy	3	AU	103	0	0	Yes	Yes	25	GOV 388L
GOV 360N	International Security	3	AU	44	0	0	Yes	Yes	25	
GOV 360N	Terrorism/Counterterrorism	3	SP	70	0	0			25	
GOV 365L	Asian Regionalism/Multilateral Cooperation	3	SP	24	0	0	Yes	Yes	50	ANS 361
GOV 365L	Political Economy of Asia	3	SP	21	0	0			50	ANS 361
GOV 365L	Rights and the State in South Asia	3	AU				Yes		100	ANS 361
GOV 365N	Global Evolution of Special Op Forces	3	AU	22	0	0	Yes		25	
GOV 365N	Human Rights and World Politics	3	SP	58	0	0	Yes	Yes	45	WGS 340
GOV 365N	International Development and Global Justice	3	AU	16	0	0			25	
GOV 365N	Islam and Politics	3	SP				Yes		50	ISL 373, MES 341, R S 358
GOV 365N	Issues in Third-World Development	3	AU				Yes	Yes	30	
GOV 365N	Politics of Development Policies	3	AU	7	0	0			30	
GOV 379S	Refugees and Forced Migration	3	AU					Yes	40	
GOV 379S	Complex Emergencies, Humanitarian Action	3	SP	18	0	0	Yes	Yes	50	LAH 350
GOV 388K	Study of International Relations	3	AU	0	12	0		Yes	25	
GOV 388L	International Organization	3	SP	12	0	0		Yes	25	
GOV 388L	Theory of International Relations	3	AU	0	6	0		yes	25	

Course Number	Course Title	PTS	SEM	Enrollments			Offered	Proposed Offerings	% South Asia Content	Cross Listings
				2016-17			2017-18	2018-19		
				UG	GR	OT				
GOV 390L	Islam and Political Violence	3	SP				Yes		50	LAW 397S, MES 384, R S 390T
GOV 390L	Military in Politics	3	AU				Yes	Yes	25	LAS 384L, MES 384
<b>HINDI (HIN)</b>										
HIN 130D	Hindi Across Disciplines	1	SP	3	0	0	Yes	Yes	100	
HIN 312K	Second-Year Hindi I	3	AU	15	2	0	Yes	Yes	100	
HIN 312L	Second-Year Hindi II	3	SP	16	1	0	Yes	Yes	100	
HIN 330	Hindi/English Translation	3	SP	6	0	0			100	
HIN 330	Panorama of Hindi Literature	3	AU					Yes	100	
HIN 330	Topics in Hindi Language and Literature	3	SP	0	0	0			100	
HIN 332	Style and Register in Hindi	3	AU	4	0	0	Yes	Yes	100	
HIN 360	Conference Course in Hindi Language and Culture	3	SP	0	0	0	Yes	Yes	100	
HIN 381	Conference Course in Hindi Language and Culture	3	AU	0	2	0	Yes	Yes	100	
HIN 381	Conference Course in Hindi Language and Culture	3	SP	0	2	0	Yes	Yes	100	
HIN 384	Hindi/English Translation	3	SP	0	3	0			100	
HIN 384	Panorama of Hindi Literature	3	AU					Yes	100	
HIN 384	Style and Register in Hindi	3	AU	0	2	0	Yes	Yes	100	
HIN 384	Urdu-Hindi Romance: Masnavi	3	SP				Yes		100	
HIN 434K	Flagship Hindi VII	4	AU	2	0	0	Yes		100	
HIN 434L	Flagship Hindi VIII	4	SP	1	0	0	Yes		100	
HIN 506	First-Year Hindi I	5	AU	32	0	0	Yes	Yes	100	
HIN 507	First-Year Hindi II	5	SP	20	0	0	Yes	Yes	100	
HIN 604	Accelerated First-Year Hindi	6	AU	0	0	0	Yes	Yes	100	
HIN 612	Accelerated First-Year Hindi II	6	SP	0	0	0	Yes	Yes	100	
HIN 612	Accelerated Second-Year Hindi II	6	SP					Yes	100	
<b>HISTORY (HIS)</b>										
HIS 301F	The Premodern World	3	AU	43	0	0	Yes	Yes	50	AHC 310
HIS 307C	Introduction to the History of India	3	SP	21	0	0			100	ANS 307C
HIS 317	Introduction to Asian American History	3	AU	77	0	0	Yes	Yes	50	AAS 312
HIS 317L	Introduction to Asian American History	3	SP	70	0	0	Yes	Yes	50	AAS 312

Course Number	Course Title	PTS	SEM	Enrollments			Offered	Proposed Offerings	% South Asia Content	Cross Listings
				2016-17			2017-18	2018-19		
				UG	GR	OT				
HIS 321	History of Rome: The Empire	3	SP				Yes		25	AHC 325
HIS 334J	History of Britain Restoration-1783	3	AU	72	0	0		Yes	30	EUS 346
HIS 346N	Indian Subcontinent, 1750-1950	3	AU				Yes	Yes	100	ANS 346N
HIS 346P	Indian Republic 1947-Present	3	AU				Yes		100	ANS 361
HIS 350L	Africa/Indian Ocean World	3	AU					Yes	50	AFR 374C, ANS 361
HIS 350L	Decolonization of British Empire	3	SP	13	0	0	Yes	Yes	75	LAH 350
HIS 350L	Global Environmental History	3	SP	14	0	0			100	
HIS 350L	Race, Science and Racism	3	SP	18	0	0		Yes	100	ANS 372, R S 341
HIS 350L	Uprising in India – 1857	3	AU				Yes	Yes	100	ANS 361
HIS 350L	World in the Late 19 <sup>th</sup> Century	3	AU	14	0	0			30	
HIS 350R	History of Islam in the US	3	AU	24	0	0		Yes	25	AMS 370, ISL 372, R S 346
HIS 350R	Refugees in 20 <sup>th</sup> Century US	3	AU	18	0	0	Yes		30	AAS 325
HIS 350R	Refugees in 20 <sup>th</sup> Century US	3	SP	12	0	0	Yes	Yes	30	AAS 325
HIS 351D	Alexander/Hellenistic World	3	SP				Yes		25	AHC 325
HIS 364G	French Empire: The West/Islam	3	SP				Yes		25	ISL 372, R S 358
HIS 364G	Gender and Modern India	3	SP				Yes	Yes	100	ANS 361, WGS 340
HIS 365G	US/Britain/Global Order	3	SP	20	0	0	Yes	Yes	50	
HIS 366N	British History, Literature, and Politics	3	AU	10	0	0	Yes	Yes	75	LAH 350, T C 325
HIS 366N	Global History of Disease	3	SP	34	0	0		Yes	25	AFR 372D
HIS 380L	European Imperialism: The British Empire	3	AU					Yes	50	P A 388K
HIS 381	Drugs in World History	3	AU	0	5	0			25	
HIS 381	Global Challenge: History/Policy	3	SP				Yes		30	P A 388K, REE 387
HIS 381	Islam In Europe and America	3	AU				Yes		25	
HIS 382N	Cultures of Economy	3	SP				Yes		75	ADV 391L, ANS 389C, MKT 382
HIS 382N	Decolonial Gender	3	AU					Yes	75	
HIS 382N	Early Modern India and the Indian Ocean	3	AU					Yes	100	
HIS 382N	Postcolonialism: History as Theory	3	AU				Yes		75	ANS 389C
HIS 384K	British History, Literature, and Politics	3	SP	2	7	0	Yes	Yes	75	E 392M, GOV 390L, MES 385
HIS 392	Race and Migration	3	AU	0	7	0		Yes	25	AAS 381
HIS 392	The South in Global-Historical Perspective	3	AU				Yes		50	

Course Number	Course Title	PTS	SEM	Enrollments			Offered	Proposed Offerings	% South Asia Content	Cross Listings
				2016-17			2017-18	2018-19		
				UG	GR	OT				
HIS 397L	Miracles, Dreams, Visions	3	SP				Yes		25	
<b>INTERNATIONAL BUSINESS (I B)</b>										
I B 320F	Foundations of International Business	3	AU	184	0	0	Yes	Yes	25	
I B 320F	Foundations of International Business	3	SP				Yes	Yes	25	
I B 350	International Trade	3	AU	118	0	0	Yes	Yes	25	EUS 348
I B 350	International Trade	3	SP	109	0	0	Yes	Yes	25	EUS 348
I B 372	Exporting for Entrepreneurs	3	AU	18	0	0	Yes	Yes	25	
I B 372	Global Entrepreneurship	3	SP				Yes		25	
I B 378	International Business Operations	3	SP				Yes		25	
I B 395	Emerging Markets	3	SP	2	23	0	Yes	Yes	25	
<b>INTERNATIONAL RELATIONS AND GLOBAL STUDIES (IRG)</b>										
IRG 301	Introduction to International Relations and Global Studies	3	AU	161	0	0	Yes	Yes	25	
IRG 301	Introduction to International Relations and Global Studies	3	SP	112	0	0	Yes	Yes	25	
IRG 320F	Foundations in International Relations and Global Studies	3	AU	128	0	0	Yes	Yes	25	
IRG 320F	Introduction International Relations and Global Studies	3	SP	99	0	0	Yes	Yes	25	
IRG 378	Capstone Research in International Relations and Global Studies	3	AU	68	0	0	Yes	Yes	25	
IRG 378	Foundations in International Relations and Global Studies	3	SP	110	0	0	Yes	Yes	25	
<b>ISLAMIC STUDIES (ISL)</b>										
ISL 310	Introduction to Islam	3	AU				Yes	Yes	40	ANS 301M, HIS 306N, R S 319
ISL 310	Introduction to Islam	3	SP	58	0	0			40	ANS 301M, HIS 306N, R S 319
ISL 340	Islamic Theology	3	SP	14	2	0	Yes	Yes	40	CTI 375, MES 342, MEL 321, R S 358
ISL 372	Muslim Women in Politics	3	AU				Yes	Yes	40	ANT 324L, R S 358, WGS 340

Course Number	Course Title	PTS	SEM	Enrollments			Offered	Proposed Offerings	% South Asia Content	Cross Listings
				2016-17			2017-18	2018-19		
				UG	GR	OT				
ISL 372	Sex/Sexuality in the Muslim World	3	SP	28	0	0	Yes	Yes	100	ANS 372, R S 358, SOC 321K, WGS 3335
ISL 372	Veiling in the Muslim World	3	SP	21	0	0	Yes	Yes	25	ANS 371, ANT 324L, MEL 321, R S 358, SOC 321K, WGS 340
ISL 373	Graffiti/Poster Art: Islamic World	3	AU				Yes	Yes	40	ANT 324L, MEL 321, MES 342, R S 358, WGS 340
ISL 373	Islam in the Early Modern World: Religion/Culture	3	SP	19	0	0			30	HIS 364G, MES 343, R S 358
ISL 373	Rumi and Persian Sufi Tradition	3	SP				Yes		40	MES 342
<b>JOURNALISM (J)</b>										
J 340F	Covering the Global Economy	3	AU	14	2	0	Yes	Yes	25	J 395
J 346G	Domestic Issues and Global Perspectives	3	SP				Yes	Yes	25	
J 395	Ethics in Journalism	3	SP	14	2	0	Yes	Yes	25	J 352F
<b>LAW (LAW)</b>										
LAW 348E	International Human Rights Law	3	AU	0	33	0		Yes	25	
LAW 348E	International Human Rights Law	3	SP				Yes	Yes	25	
LAW 374R	International Tax	3	AU				Yes	Yes	25	
LAW 382D	International Trade	3	AU				Yes	Yes	25	
LAW 382D	International Trade	3	SP				Yes	Yes	25	
LAW 444	International Business Transactions	4	AU	0	20	0	Yes		25	
LAW 697C	Clinical Program: Human Rights	6	AU	0	12	0	Yes	Yes	25	
<b>MALAYALAM (MAL)</b>										
MAL 312K	Second-Year Malayalam I*	3	AU	4	0	0	Yes	Yes	100	
MAL 312L	Second-Year Malayalam II*	3	SP	4	0	0	Yes	Yes	100	
MAL 330	Malayalam Literature I*	3	AU				Yes	Yes	100	
MAL 330	Malayalam Literature II*	3	SP				Yes	Yes	100	
MAL 360	Conference Course in Malayalam Language and Literature*	3	AU				Yes	Yes	100	

Course Number	Course Title	PTS	SEM	Enrollments			Offered	Proposed Offerings	% South Asia Content	Cross Listings
				2016-17			2017-18	2018-19		
				UG	GR	OT				
MAL 381	Conference Course Malayalam Language and Culture*	3	AU	1	0	0	Yes	Yes	100	
MAL 381	Conference Course Malayalam Language and Culture*	3	SP	1	0	0	Yes	Yes	100	
MAL 506	First-Year Malayalam I*	5	AU	20	0	0	Yes	Yes	100	
MAL 507	First-Year Malayalam II*	5	SP	13	0	0	Yes	Yes	100	
* Denotes courses with instructors partly or fully funded with Title VI funds										
<b>MANAGEMENT (MAN)</b>										
MAN 137C	Introduction to Management in a Global Environment	3	SP				Yes		25	
MAN 320F	Foundations of Management and Organizational Behavior	3	AU	1114	0	0	Yes	Yes	25	<i>MAN 320F and MAN 336 are required for students earning a Certificate in Global Management from the School of Business. Enrollment numbers for MAN 320F are large because non-business students are required to take the course to earn the Certificate.</i>
MAN 320F	Foundations of Management and Organizational Behavior	3	SP	1260	3	0	Yes	Yes	25	
MAN 336	Organizational Behavior	3	AU	375	3	0	Yes	Yes	25	MAN 336H
MAN 336	Organizational Behavior	3	SP	422	0	0	Yes	Yes	25	MAN 336H
MAN 385	Global Management	3	SP	0	15	0	Yes	Yes	25	
MAN 385	Management & Marketing in the Global Arena	3	AU	1	35	0	Yes		25	
<b>MARKETING (MKT)</b>										
MKT 372	Global Marketing	3	AU	23	0	0	Yes	Yes	50	MES 341
MKT 372	Global Marketing	3	SP	28	0	0	Yes	Yes	50	MES 341

Course Number	Course Title	PTS	SEM	Enrollments			Offered	Proposed Offerings	% South Asia Content	Cross Listings
				2016-17			2017-18	2018-19		
				UG	GR	OT				
MKT 382	Invisible Global Marketing	3	SP	2	30	0	Yes	Yes	75	ADV 391K, ANS 391, MES 384, P A 388K
<b>MIDDLE EASTERN LANGUAGES AND CULTURES (MEL)</b>										
MEL 321	20th Century Persian Literature	3	AU				Yes		25	C L 323, MES 342
MEL 321	Persian Art: Past and Present	3	SP				Yes		25	ISL 373, MES 342
MEL 321	Sacred & Ceremonial Textiles	3	AU	19	0	0		Yes	25	ANT 324L, ISL 372, R S 358, WGS 340
<b>MIDDLE EASTERN STUDIES (MES)</b>										
MES 341	Media and the Middle East	3	AU				Yes	Yes	25	
MES 342	Conflict Literature/Media in the Middle East	3	AU				Yes	Yes	25	C L 323, J S 363, MEL 321
MES 342	Gender and Art in Muslim World	3	SP				Yes		25	ANS 371, R S 358, WGS 340
MES 342	Islamic Law	3	AU	44	0	0	Yes	Yes	25	ISL 340, MEL 321, R S 358, WGS 340
MES 342	Islamic Theology	3	AU	0	0	0			25	
MES 342	Love in the East and West	3	AU	0	0	0	Yes		25	C L 323
MES 342	The Qur'an	3	SP				Yes		25	C L 323, CTI 375, ISL 340, MEL 321, R S 325G, WGS 340
MES 381	Gender/Clothing/Identity in Muslim Societies	3	AU	0	5	0			50	ANS 391, MEL 380, WGS 393
MES 386	Islamic Feminism	3	AU	0	8	0	Yes	Yes	50	R S 390T
<b>MUSIC (MUS)</b>										
MUS 220P	Practicum in World Music Traditions	2	AU	1	1	0	Yes	Yes	50	MUS 284P
MUS 220P	Practicum in World Music Traditions	2	SP	1	1	0	Yes	Yes	50	MUS 284P
MUS 303M	Introduction to Traditional Music in World Cultures	3	AU	66	0	0	Yes	Yes	50	MES 310
MUS 303M	Introduction to Traditional Music in World Cultures	3	SP	63	0	0	Yes	Yes	50	MES 310

Course Number	Course Title	PTS	SEM	Enrollments			Offered	Proposed Offerings	% South Asia Content	Cross Listings
				2016-17			2017-18	2018-19		
				UG	GR	OT				
MUS 342	Music of India	3	AU				Yes		100	ANS 361, ANT 324L, MUS 380
<b>PERSIAN (PRS)</b>										
PRS 130D	Persian across Disciplines	1	AU	0	0	0	Yes		100	
PRS 130D	Persian across Disciplines	1	SP	1	0	0	Yes		100	CTI 310, R S 305, ISL 340, R S 358
PRS 322K	Intermediate Persian I	3	AU	6	0	0	Yes	Yes	100	
PRS 322L	Intermediate Persian II	3	SP	0	0	0	Yes	Yes	100	
PRS 329	Iranian Cinema	3	AU	7	0	0			25	
PRS 329	Iranian Women Poets	3	AU				Yes		50	
PRS 329	Advanced Persian Thru Short Stories	3	SP	0	0	0	Yes	Yes	50	
PRS 329	Readings: Modern Persian Lit	3	SP	0	0	0			50	
PRS 381H	Intensive Graduate Language Instruction I	3	AU	0	10	0	Yes	Yes	100	
PRS 381J	Intensive Graduate Language Instruction II	3	SP	0	10	0	Yes	Yes	100	
PRS 381K	Intermediate Graduate Language Instruction	3	AU	0	3	0	Yes	Yes	100	
PRS 381L	Intermediate Graduate Language Instruction II	3	SP	0	0	0	Yes	Yes	100	
PRS 384C	Iranian Cinema	3	AU	0	7	0			25	
PRS 384C	Iranian Women Poets	3	AU				Yes		50	
PRS 389	Conference Course in Persian Studies	3	AU				Yes	Yes	100	
PRS 389	Conference Course in Persian Studies	3	SP				Yes	Yes	100	
PRS 601C	Intensive Persian I	6	AU	28	0	0	Yes	Yes	100	
PRS 611C	Intensive Persian II	6	SP	23	0	0	Yes	Yes	100	
PRS 679HA	Honors Tutorial Course	6	AU				Yes	Yes	100	
PRS 679HB	Honors Tutorial Course	6	AU				Yes	Yes	100	
PRS 679HA	Honors Tutorial Course	6	SP				Yes	Yes	100	
PRS 679HB	Honors Tutorial Course	6	SP				Yes	Yes	100	
<b>PHILOSOPHY (PHL)</b>										
PHL 305	Introduction to Philosophy of Religion	3	AU	58	0	0	Yes		25	CTI 310, R S 305

Course Number	Course Title	PTS	SEM	Enrollments			Offered 2017-18	Proposed Offerings 2018-19	% South Asia Content	Cross Listings
				2016-17						
				UG	GR	OT				
PHL 305	Introduction to Philosophy of Religion	3	SP	19	0	0	Yes	Yes	25	CTI 310, R S 305
PHL 356	Yoga as Philosophy and Practice	3	AU				Yes		100	ANS 372, R S 341G
PHL 356	Yoga as Philosophy and Practice	3	SP	22	0	0			100	ANS 372, R S 341G
PHL 383	Classical Indian Epistemology	3	AU	0	9	0			100	ANS 384
<b>PUBLIC AFFAIRS (P A)</b>										
P A 188G	Non-Government Organizations Project Design and Development	1	SP				Yes		50	
P A 195G	Global Policy Simulation	1	SP				Yes		25	
P A 383C	Gender, Health and Society	3	AU	0	13	0	Yes	Yes	25	SOC 395G, SOC 395J, S W 395K, WGS 393
P A 383C	Gender, Health and Society	3	SP	0	19	0	Yes	Yes	25	P A 388K, SOC 395G, SOC 395J, S W 395K, WGS 393
P A 383G	Policymaking in a Global Age	3	SP	0	49	0	Yes	Yes	25	
P A 387G	Analytical Methods for Global Policy Students	3	AU	0	25	0	Yes		25	
P A 387G	Nature of the International System	3	AU	0	52	0	Yes	Yes	25	
P A 388K	Energy Technology and Policy	3	SP	20	43	0	Yes	Yes	25	CHE 359, CHE 384T, EER 396, MAN 385, M E 379, M E 382Q
P A 388K	Ethics & International Affairs	3	SP	0	18	0			25	
P A 388K	Ethnic Conflict and Humanitarian Intervention	3	SP				Yes		25	HIS 381
P A 388K	Global Environmental Governance	3	SP				Yes		25	
P A 388K	Global Health Governance	3	SP				Yes		25	
P A 388K	Globalization: Political Economy	3	SP	0	10	0			25	ECO 395K
P A 388K	Inequality and Human Rights	3	AU	0	0	0		Yes	25	
P A 388K	International Development	3	AU	0	13	0	Yes	Yes	25	
P A 388K	International Trade	3	SP	0	6	0		Yes	25	LAW 382D
P A 388K	Introduction to World Ecology	3	AU	0	12	0			25	
P A 388K	Military Strategy	3	SP	1	6	0			25	GOV 388L, HIS 381

Course Number	Course Title	PTS	SEM	Enrollments			Offered 2017-18	Proposed Offerings 2018-19	% South Asia Content	Cross Listings
				2016-17						
				UG	GR	OT				
P A 388K	Nuclear Nonproliferation Policy	3	AU	0	10	0			25	EER 396, LAW 397S
P A 388K	Topics in Sustainable Development	3	SP	0	0	0			25	
P A 388K	UT International Energy Symposium	3	SP	2	8	0	Yes		25	P A 159R
P A 388K	World Food System: 1450-2050	3	AU				Yes		25	NTR 365, UGS 302
P A 388K	Writing for Global Policy Studies	3	SP				Yes	Yes	25	
P A 388L	Nonprofit Management and Strategy	3	AU	0	10	0		Yes	25	
P A 392L	Nonprofits and Health	3	AU	0	4	0	Yes		25	
P A 393H	International Economics	3	SP	0	37	0	Yes	Yes	25	
P A 393L	Inequality/Economic Development	3	SP				Yes		25	
P A 393L	Urban Development in the Global South	3	SP	0	11	0			50	
P A 396G	Internship in Global Policy Studies	3	AU				Yes	Yes	25	
P A 396G	Internship in Global Policy Studies	3	SP	0	0	0			25	
P A 396K	Political Economy of Global Energy	3	AU						25	
P A 397C	Evaluation Methods of Global Development	3	AU	0	15	0	Yes		25	GOV 385L
P A 680PA	Sustainability	6	AU	0	0	0		Yes	25	
P A 682GA	Ending Global Hunger	6	AU	0	13	0			25	
P A 682GA	Entrepreneurship in Asia	6	AU					Yes	50	
P A 682GA	Policy Research Project in Global Policy Issues	6	AU				Yes		25	
P A 682GB	Ending Global Hunger	6	SP	0	13	0			25	
P A 682GB	Technological Development in Poor Rural Areas	6	SP				Yes		25	
P A S388K	Internship in Global Policy Studies	3	SU	0	0	0		Yes	25	
<b>PUBLIC HEALTH (PBH)</b>										
PBH 334	Global Health	3	AU	19	0	0	Yes	Yes	25	
PBH 334	Global Health	3	SP				Yes	Yes	25	
<b>RADIO-TELEVISION-FILM (RTF)</b>										
RTF 301N	Global Bollywood	3	AU	24	0	0			100	ANS 301M
RTF 301N	Global Television in the Age of Netflix	3	SP				Yes		30	
RTF 306	Introduction to World Cinema History	3	AU	108	0	0	Yes	Yes	30	
RTF 306	Introduction to World Cinema History	3	SP	52	0	0		Yes	30	

Course Number	Course Title	PTS	SEM	Enrollments			Offered	Proposed Offerings	% South Asia Content	Cross Listings
				2016-17			2017-18	2018-19		
				UG	GR	OT				
RTF 323C	Screening Race	3	AU	14	0	0	Yes	Yes	25	AFR 372E, AMS 325
RTF 324C	Introduction to Global Media	3	AU	29	0	0	Yes	Yes	25	RTF 342
RTF 342	Global Hollywood	3	SP	32	0	0	Yes	Yes	75	
RTF 342	Global Television: Issues and Problems	3	SP				Yes		25	
RTF 342	Indian Cinema	3	AU					Yes	100	AAS 320
RTF 342	Internet Cultures	3	SP				Yes		75	
RTF 359	Race/Digital Media Cultures	3	AU	22	0	0	Yes	Yes	25	
RTF 359	Race, Internet and Social Media	3	SP	35	1	0	Yes	Yes	25	AAS 320, AMS 315/321, RTF 359S
RTF 359	Asian American Media Cultures	3	AU	32	0	0	Yes	Yes	75	AAS 320
RTF 359S	Documenting Difference	3	AU	28	0	0	Yes	Yes	60	AAS 320
RTF 359S	Gender and Fan Culture	3	AU	18	0	0	Yes	Yes	25	
RTF 365	Globalization and Social Media	3	AU	35	0	0	Yes		25	AAS 320, RTF 331M, SOC 352S
RTF 386C	Gender and Fan Culture	3	SP				Yes		25	WGS 393
RTF 389	Gender/Race/Sexuality in Sports Media	3	SP				Yes		25	AMS 325, WGS 324
RTF 370	Asian Horror Film	3	AU	18	0	0			50	
RTF 377H	Global Sports Media	3	AU					Yes		RTF 387C
RTF 377H	Global Television	3	SP				Yes		25	RTF 342, RTF 387F, RTF 387S
RTF 380G	Social Capital and Social Networks	3	SP				Yes		25	AAS 381, SOC 396P
RTF 387C	Global Media	3	AU	0	10	0		Yes	25	LAS 381
RTF 387C	Media and Diaspora	3	AU	0	11	0			25	AAS 381, ANS 390
RTF 387C	Postcolonial Cinemas	3	SP	0	6	0			50	
RTF 387C	Race/Digital Media Cultures	3	AU	0	11	0	Yes	Yes	25	
RTF 389	Gender/Race/Sexuality in Sports Media	3	AU				Yes		25	AMS 391, WGS 393
<b>RELIGIOUS STUDIES (R S)</b>										
R S 304	Judaism, Christianity and Islam	3	SP	41	0	0	Yes	Yes	25	CTI 304, J S 311, HIS 304R, ISL 311
R S 306C	Comparative Religious Ethics	3	SP				Yes		40	J S 311
R S 310	Introduction to the Study of Religion	3	AU	130	0	0	Yes	Yes	25	
R S 310	Introduction to the Study of Religion	3	SP				Yes		25	
R S 312C	Introduction to Buddhism	3	SP	19	0	0	Yes	Yes	100	ANS 301M
R S 346E	Religion and Film	3	AU	20	0	0			25	

Course Number	Course Title	PTS	SEM	Enrollments			Offered	Proposed Offerings	% South Asia Content	Cross Listings
				2016-17			2017-18	2018-19		
				UG	GR	OT				
R S 373	Science/Magic/Religion	3	SP	36	0	0	Yes	Yes	25	AFR 372G, AMS 327, ANT 324L, R S 373
R S 373M	Biomedicine, Ethics and Culture	3	AU				Yes	Yes	50	ANS 361, ANT 324L
R S 375S	Religions of No Religion	3	AU				Yes		40	
R S 383M	Theory and Methodology in Study of Religion	3	AU	0	6	0			50	
R S 390T	Sovereignty in Islam: Theory/Practice	3	SP	0	6	0			50	ANS 391, MES 386
<b>SANSKRIT (SAN)</b>										
SAN 312K	Second-Year Sanskrit I	3	AU	4	1	0	Yes	Yes	100	
SAN 312L	Second-Year Sanskrit II	3	SP	2	1	0	Yes	Yes	100	
SAN 330	Bhagavata Purana	3	AU	2	0	0			100	
SAN 330	Dharmasastra	3	AU					Yes	100	
SAN 330	Epic Dramas	3	SP					Yes	100	
SAN 330	The Supparnadhya	3	SP	2	0	0			100	
SAN 330	Vedarthasamgraha	3	AU				Yes		100	
SAN 330	Vedic Poetry	3	SP				Yes		100	
SAN 360	Conference Course Sanskrit Language and Literature	3	AU				Yes	Yes	100	
SAN 360	Conference Course Sanskrit Language and Literature	3	SP				Yes	Yes	100	
SAN 381	Conference Course in Sanskrit Language and Culture	3	AU					Yes	100	
SAN 384S	Bhagavata Purana	3	AU	0	3	0			100	
SAN 384S	Dharmasastra	3	AU					Yes	100	
SAN 384S	Epic Dramas	3	SP					Yes	100	
SAN 384S	The Supparnadhya	3	SP	0	3	0			100	
SAN 384S	Vedarthasamgraha	3	AU				Yes		100	
SAN 384S	Vedic Poetry	3	SP				Yes		100	
SAN 506	First-Year Sanskrit I	5	AU	11	0	0	Yes	Yes	100	
SAN 507	First-Year Sanskrit II	5	SP	8	0	0	Yes	Yes	100	

Course Number	Course Title	PTS	SEM	Enrollments			Offered	Proposed Offerings	% South Asia Content	Cross Listings
				2016-17			2017-18	2018-19		
				UG	GR	OT				
<b>SOCIAL WORK (S W)</b>										
S W 360K	International Social Work	3	SP	11	5	0			25	S W 393T
<b>SOCIOLOGY (SOC)</b>										
SOC 307K	Fertility and Reproduction	3	SP	82	0	0	Yes	Yes	40	WGS 301
SOC 308	Social Transformation of Love and Relationships	3	SP				Yes		25	MES 310
SOC 309C	Creating Sustainable Society	3	AU				Yes	Yes		
SOC 321G	Global Health Issues/Systems	3	AU	20	0	0	Yes	Yes	25	
SOC 321G	Global Health Issues/Systems	3	SP	21	0	0	Yes	Yes	25	
SOC 321K	Nongovernment Organizations and Humanitarian Aid/Health	3	SP				Yes		25	
SOC 321K	Reproductive Justice and Race	3	SP	35	0	0			40	AAS 330, WGS 340
SOC 321K	Terrorist Organizations and Health	3	SP				Yes		25	
SOC 321K	US Immigration	3	AU	67	0	0	Yes	Yes	25	MAS 392, P A 388K
SOC 321K	War and Health	3	AU				Yes		25	
SOC 321K	War and Health	3	SP				Yes		25	
SOC 321R	Sociology of Race and Work	3	AU	22	0	0	Yes	Yes	75	AAS 330, WGS 322
SOC 324K	Social Change in Developing Nations	3	SP				Yes		25	
SOC 333K	Sociology of Gender	3	AU	40	1	0	Yes	Yes	25	
SOC 333K	Sociology of Gender	3	SP	83	0	0	Yes	Yes	25	WGS 322
SOC 336D	Race, Class and Health	3	SP	50	0	0	Yes	Yes	25	
SOC 336G	Gender Politics in the Islamic World	3	AU	59	0	0			25	ISL 373, WGS 340, MES 341, R S 358
SOC 354K	Sociology of Health and Illness	3	AU				Yes		25	
SOC 379M	Sociological Theory	3	AU	95	0	0		Yes	25	
SOC 379M	Sociological Theory	3	SP	82	0	0	Yes	Yes	25	
SOC 389K	International Migration	3	AU	0	11	0	Yes	Yes	25	LAS 381, MAS 392
SOC 395G	Feminist Theory	3	AU	0	15	0	Yes		75	ANS 390, ANT 391, WGS 393
SOC 396L	Gender and Health	3	SP	0	8	0			25	
SOC 396L	Nongovernment Organizations in Developing Worlds	3	AU	0	12	0	Yes	Yes	25	LAS 381, P A 388K, S W 395K

Course Number	Course Title	PTS	SEM	Enrollments			Offered	Proposed Offerings	% South Asia Content	Cross Listings
				2016-17			2017-18	2018-19		
				UG	GR	OT				
<b>TAMIL (TAM)</b>										
TAM 312K	Second-Year Tamil I*	3	AU	5	0	0	Yes	Yes	100	
TAM 312L	Second-Year Tamil II*	3	SP	3	1	0	Yes	Yes	100	
TAM 320K	Advanced Tamil I*	3	AU	0	0	0	Yes	Yes	100	
TAM 320L	Advanced Tamil II*	3	SP	0	0	0	Yes	Yes	100	
TAM 360	Conference Course in Tamil Language and Literature*	3	AU	0	0	0		Yes	100	
TAM 360	Conference Course in Tamil Language and Literature*	3	SP	0	0	0		Yes	100	
TAM 381	Conference Course in Tamil Language and Culture*	3	AU	0	2	0	Yes	Yes	100	
TAM 381	Conference Course in Tamil Language and Culture*	3	SP	0	1	0	Yes	Yes	100	
TAM 506	First-Year Tamil I*	5	AU	13	0	0	Yes	Yes	100	
TAM 507	First-Year Tamil II*	5	SP	6	0	0	Yes	Yes	100	
* Denotes courses with instructors partly or fully funded with Title VI funds										
<b>UNDERGRADUATE STUDIES (UGS)</b>										
UGS 302	Global Indigenous Cultures/Media	3	AU	17	0	0	Yes		25	
UGS 302	Prohibition Internationally	3	AU	15	0	0	Yes		30	
UGS 303	Bollywood India and After	3	AU	91	0	0	Yes		100	
UGS 303	Emerging Markets	3	AU	50	0	0	Yes		50	
UGS 303	Food: Culture and Agriculture	3	SP	85	0	0	Yes	Yes	30	
UGS 303	Gender, Slavery and Freedom	3	AU				Yes		25	
UGS 303	Global Development	3	AU				Yes		25	
UGS 303	Global Development	3	SP				Yes		25	
UGS 303	Global Inequalities/Health	3	AU	35	0	0	Yes	Yes	25	
UGS 303	Ideas of the Twentieth Century	3	AU	234	0	0		Yes	25	
UGS 303	Our Global Backyard	3	AU	98	0	0			25	
UGS 303	Our Global Backyard	3	SP				Yes		25	
<b>URDU (URD)</b>										
URD 118K	Practice in Spoken Urdu I	1	AU	3	0	0	Yes	Yes	100	
URD 118L	Practice in Spoken Urdu I	1	SP	1	0	0	Yes	Yes	100	
URD 312K	Second-Year Urdu I	3	AU	9	1	0	Yes	Yes	100	

Course Number	Course Title	PTS	SEM	Enrollments			Offered	Proposed Offerings	% South Asia Content	Cross Listings
				2016-17			2017-18	2018-19		
				UG	GR	OT				
URD 312L	Second-Year Urdu II	3	SP	9	1	0	Yes	Yes	100	
URD 330	Urdu Satire and Humor	3	AU	6	0	0			100	
URD 330	Love and Devotion in Urdu Literature	3	SP	1	0	0			100	
URD 330	Urdu Aesthetics	3	AU				Yes		100	
URD 330	Qawwali Aesthetics	3	AU				Yes	Yes	100	
URD 330	Urdu-Hindi Romance: Masnavi	3	SP				Yes		100	
URD 332	Style and Register in Urdu	3	SP	3	0	0	Yes	Yes	100	
URD 360	Conference Course in Urdu Language and Literature	3	SP	0	0	0	Yes	Yes	100	
URD 381	Conference Course in Urdu Language and Culture	3	AU	0	0	0	Yes	Yes	100	
URD 381	Conference Course in Urdu Language and Culture	3	SP	0	1	0	Yes	Yes	100	
URD 384	Urdu Satire and Humor	3	AU	0	8	0			100	
URD 384	Love and Devotion in Urdu Literature	3	SP	0	7	0			100	
URD 384	Urdu Aesthetics	3	AU				Yes		100	
URD 384	Qawwali Aesthetics	3	AU				Yes	Yes	100	
URD 384	Urdu-Hindi Romance: Masnavi	3	SP				Yes		100	
URD 434K	Flagship Urdu VII	3	AU	2	0	0	Yes	Yes	100	
URD 434L	Flagship Urdu VIII	4	SP	2	0	0	Yes		100	
URD 506	First-Year Urdu I	5	AU	15	0	0	Yes	Yes	100	
URD 507	First-Year Urdu II	5	SP	11	0	0	Yes	Yes	100	
<b>UTEACH - LIBERAL ARTS (UTL)</b>										
UTL 202	Introduction to Teaching Middle School	3	AU	33	1	0	Yes	Yes	25	
UTL 202	Introduction to Teaching Middle School	3	SP	34	0	0	Yes	Yes	25	
UTL 360	Problems/Principles of Secondary Education	3	AU	18	1	0	Yes	Yes	25	
UTL 360	Problems/Principles of Secondary Education - LOTE	3	SP	24	0	0	Yes	Yes	25	
UTL 640	Teaching in Secondary Schools	6	AU	26	0	0	Yes	Yes	25	
UTL 640	Teaching in Secondary School - English	6	SP	9	0	0	Yes	Yes	25	
UTL 640	Teaching in Secondary School - LOTE	6	SP	4	0	0	Yes	Yes	25	
UTL 640	Teaching in Secondary School – Social Studies	6	SP	6	0	0	Yes	Yes	25	

**PROJECT GOAL A:** Improve access of community college and MSI partners to international education, curriculum, and programs.

**Performance Measure 1:** Increase faculty professional development opportunities in international studies at community colleges and MSI by 100% Year 4.

Activities	Data Indicators	Freq	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
<b>A1a.</b> Work with community colleges and MSIs to increase professional development training materials and resources	<b>A1ai.</b> Number of departments in community colleges and MSIs supported	Annual	SAI records, email lists	new	5	7	9	10
	<b>A1aii.</b> Number of professional development training materials and resources developed	Annual	SAI records, emails	1	2	2	3	3
<b>A1b.</b> Organize professional development training activities for community college and MSI faculty	<b>A1bi.</b> Number of departments in community colleges and MSIs supported	Annual	SAI records, email lists	new	5	7	9	10
	<b>A2bii.</b> Number of professional development training activities conducted	Annual	SAI records, emails, event calendar	8	10	10	10	10
	<b>A2biii.</b> Number of participants in professional development training activities	Annual	SAI records, sign-in sheets	15	20	25	30	35
<b>A1c.</b> Partner with community colleges and MSIs to increase professional events (conferences, symposia, and workshops) on the region of South Asia	<b>A2ci.</b> Number of professional events conducted	Annual	SAI records, emails, event calendars	2	4	6	8	10
	<b>A2cii.</b> Number of participants at professional events	Annual	SAI records, sign-in sheets	40	70	80	100	120

**Performance Measure 2:** Increase South Asian studies opportunities for students at community colleges and MSIs by 100% by Year 4.

Activities	Data Indicators	Freq	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
<b>A2a.</b> Work with community colleges and MSIs to revise or develop new curricular materials and courses with South Asia content	<b>A2ai.</b> Number of departments in community colleges and MSIs supported	Annual	Syllabi and course schedules	new	4	6	7	8
	<b>A2aii.</b> Number of new or revised curricular materials and courses	Annual	Syllabi and course schedules	new	6	8	10	12
<b>A2b.</b> Support community colleges and MSIs to increase student events and activities related to South Asia	<b>A2bi.</b> Number of student events or activities	Annual	SAI records, emails, event calendars	new	3	4	4	6
	<b>A2bii.</b> Number of participants in student events or activities	Annual	SAI records, sign-in sheets	new	40	60	60	80

**PROJECT GOAL B:** Improve partnerships and initiatives to increase the global competency of institutions that serve national interests.

**Performance Measure 1:** South Asia Institute will establish two new institutional partnerships (in business, media, military, or government) by Year 4.

Activities	Data Indicators	Freq	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
<b>B1a.</b> Cooperate with new potential partners in business, media, military, and/or government agencies and organizations on events and projects that increase a deeper understand of South Asia	<b>B1ai.</b> Number of agencies and organizations contacted	Annual	Emails, phone logs	new	4	4	4	4
	<b>B1aii.</b> Number of planning and communication sessions held with potential partners	Annual	Trip reports, emails, sign-in sheets	new	2	3	3	2
<b>B1b.</b> Develop at least two strategic plans that outline timelines, roles, activities, priorities, and responsibilities for sustainable partnerships with two new agencies/organizations	<b>B1b1.</b> Number of strategic plans drafted	Annual	SAI records	new	0	1	1	0
	<b>B1b2.</b> Number of strategic plans approved and finalized with agencies/organizations that solidify into formal partnerships	Once Year 4	Letters of support or MOUs	new	0	0	0	2

**PROJECT GOAL C:** Improve availability of K-12 teacher training activities and materials on the cultures, histories, and geographies of South Asia.

**Performance Measure 1:** South Asia Institute will develop 15 new curricular materials that are published and disseminated for use in K-12 public schools and classrooms by Year 4. [This performance measure tracks **newly** created materials for social studies, language arts and other non-LCTL subjects.]

Activities	Data Indicators	Freq	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
<b>C1a.</b> Develop and conduct K-12 training events with content on the region of South Asia to develop curriculum	<b>C1ai.</b> Number of K-12 training events organized	Annual	SAI event calendar	new	5	5	5	5
	<b>C1bi.</b> Number of participants across all K-12 training events	Annual	SAI records, sign-in sheets	new	375	400	400	400
<b>C1b.</b> Collaborate with K-12 in-service and pre-service teachers to develop new curricular materials on themes related to the teaching of South Asia and aligned with Texas state and national teaching standards	<b>C1bi.</b> Number of educator training programs and education classes supported	Annual	SAI records, presentation reports, emails	new	10	10	15	15
	<b>C1bii.</b> Number of standards-aligned curricular materials developed	Annual	SAI records	new	3	3	4	5
	<b>C1biii.</b> Number of new web-based materials available online for distribution	Annual	Online sites	new	0	0	0	15

**PROJECT GOAL D:** Improve availability of professional development opportunities and teaching resources for the instruction of South Asia LCTLs at all levels.

**Performance Measure 1:** South Asia Institute will develop ten new Open Educational Resources (OERs) developed, published, and disseminated for use by K-12 teachers of South Asia LCTLs by Year 4

Activities	Data Indicators	Freq	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
<b>D1a.</b> Develop and conduct pedagogy workshops for K-12 teachers of South Asia languages	<b>D1ai.</b> Number of training events conducted	Annual	SAI event calendar	1	1	2	2	3
<b>D1b.</b> Recruit K-12 teachers of South Asia languages to participate in training events	<b>D1bi.</b> Number of participants across training events	Annual	SAI records, emails, sign-in sheets	25	25	50	50	70
<b>D1c.</b> Publish and disseminate online OERs for South Asia languages for use at the K-12 level	<b>D1ci.</b> Number of age-appropriate and graded curricula and materials developed	Annual	SAI records	new	2	2	3	3
	<b>D1cii.</b> Number of new web-based Open Educational Resources (OERs) available online for distribution	Once Year 4	Online site	new	0	0	0	10

**Performance Measure 2:** South Asia Institute will develop twelve new Open Educational Resources (OERs) developed, published, and disseminated for university instructors of South Asia LCTLs by Year 4

Activities	Data Indicators	Freq	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
<b>D2a.</b> Organize professional development training for UT South Asia LCTL instructors to create OERs	<b>D2ai.</b> Number of model OER samples developed	Annual	SAI records	new	2	2	3	3
	<b>D2ai.</b> Number of professional development trainings and initiatives conducted	Annual	SAI event calendar	1	1	2	2	3
<b>D2b.</b> Publish and disseminate online OERs for instructors of South Asia LCTLs at the university level	<b>D2bi.</b> Number of curricular materials developed	Annual	SAI records	new	2	3	3	4
	<b>D2bii.</b> Number of new web-based Open Educational Resources (OERs) available online for distribution	Once Year 4	Online site	new	0	0	0	12

**APPENDIX 7 – TABLE OF CONTENTS**  
**LETTERS OF SUPPORT – UNIVERSITY OF TEXAS AT AUSTIN**

Dr. Carl Blyth, Director, Center for Open Educational Resources and Language Learning, and Dr. Thomas J. Garza, Director, Texas Language Center, University of Texas at Austin ..... A7-2

Tina Melcher, Director and Clinical Faculty Member, UTeach-Liberal Arts Program, University of Texas at Austin ..... A7-3

Dr. Charles Cook, Provost and Executive Vice President for Academic Affairs, Austin Community College District ..... A7-4

Dr. Colette Pierce Burnette, President and CEO, Huston-Tillotson University ..... A7-5

Anbu Krishnaswamy, Principal, Austin Tamil School, and Kamal Vijayakumar, President, Greater Austin Malayalee Association ..... A7-6

Donald R. Davis, Jr., Director  
South Asia Institute  
University of Texas at Austin

June 1, 2018

Dear Dr. Davis,

On behalf of the Center for Open Educational Resources and Language Learning (COERLL) and the Texas Language Center (TLC), we want to express our wholehearted support of the South Asia Institute's (SAI) proposal to the Title VI NRC and FLAS programs under the Department of Education. For many years, SAI has been a fixture in international studies at UT-Austin. The successes of its faculty and students have come in large part from SAI's unwavering commitment to language study, specifically LCTL languages of South Asia.

Having completed small projects with SAI in recent years, we look forward to expanding the common work we do to improve the availability of accessible language resources and instruction in South Asian languages. The goals of both COERLL and TLC align well with those outlined in SAI's proposal. We fully believe that expanding our partnerships and collaboration will yield beneficial and tangible results not only for UT students, but also for others who may use our language learning resources or attend a workshop or symposium that we plan to co-sponsor. We especially affirm SAI's commitment to the creation of open educational resources for South Asian language study and its proposal to initiate a campus conversation on how and why language learning is more than just a skill. The latter effort is central to the purpose of our own programs, too, and we think the robust dialogue envisioned about the ethics of language learning will have an important impact on students, faculty, and administrators at UT.

We are delighted by the prospect of deeper cooperation between SAI, COERLL, and TLC and eagerly await the next phase of our partnership.

Sincerely,



Carl Blyth, Director  
COERLL  
University of Texas at Austin



Thomas J. Garza, Director  
Texas Language Center  
University of Texas Austin





The University of Texas at Austin  
**UTeach-Liberal Arts**

Cheryl E. Gibbs  
Director, Advanced Training and Research Division  
Acting Senior Director, IFLE  
U.S. Department of Education

June 4, 2018

Dear Ms. Gibbs,

The UTeach-Liberal Arts Program is pleased to support the grant proposal put forth by the South Asia Institute (SAI) at The University of Texas at Austin. Believing in the crucial role public schools and public-school teachers perform in a democratic society, UTeach-Liberal Arts prepares prospective teachers for the rigors of today's diverse classrooms. Our program links extensive content-area preparation and integrated university courses on teaching with guided experience in public school classrooms. We support this process with a solid grounding in learning theories and a broad understanding of community resources available to new teachers. A central part of SAI's mission is to foster and achieve excellence in global studies at all educational levels. I have long recognized SAI, and the work it does through Hemispheres (UT's International Outreach Consortium), as a truly vital resource tailored to meet the demands of teachers in Texas public schools and culturally diverse classrooms.

I first worked with SAI when I was the K-12 Social Studies Coordinator in Round Rock ISD. The Institute led professional development for my social studies teachers, and the district linked the lessons written by the SAI program to their website. Currently, I am the Director of the UTeach-Liberal Arts (UT-LA) Program at The University of Texas at Austin. UT-LA prepares student to become secondary teachers in social studies, English, and Languages Other Than English. For the past several years, our pre-service teachers have strongly benefited from participation in the professional development and access to lessons and information offered by SAI and its Hemispheres partners.

The UT-LA Program and SAI have a long and strong partnership. We are highly supportive of SAI's efforts as outlined in this proposal. We look forward to continuing our work together to introduce international education skills and curriculum into pre-service educator programs and to develop new open source educational materials with our education students and their cooperating teachers and field supervisors.

Sincerely,

A handwritten signature in cursive script that reads 'Tina Melcher'.

Tina Melcher  
Director and Clinical Faculty Member  
UTeach-Liberal Arts Program  
College of Liberal Arts  
University of Texas at Austin



June 11, 2018

Cheryl E. Gibbs  
Director, Advanced Training and Research Division  
Acting Senior Director, IFLE  
U.S. Department of Education

Dear Ms. Gibbs:

On behalf of Austin Community College District (ACC), I am writing to express my support for the South Asia Institute (SAI) at the University of Texas at Austin for its application to serve as Title VI NRC and FLAS Fellowship programs in 2018-2022. Our college, made up of eleven campuses serving over 40,000 annual enrollees throughout Central Texas, is committed to increasing opportunities for global learning. The South Asia Institute is an important partner in helping us reach our goals.

In the last several years, our partnership with SAI has afforded the opportunity for our faculty and students to meaningfully engage with South Asia and global studies topics. The South Asia Institute has supported student activities by providing speakers to talk about South Asia in classes and symposia. Most significantly, ACC and Hemispheres, UT's international outreach consortium, of which SAI is a core member, formed the Global Human Rights Faculty Fellows Seminar. This program affords ACC faculty opportunities to learn about global human rights issues alongside UT faculty and to collaborate with their colleagues to develop and enhance curriculum with international topics. The program has successfully engaged faculty from disciplines as far ranging as political science, chemistry, and nursing, and incorporated global dimensions into the teaching of a broad array of courses, reaching an academically diverse and non-traditional student population.

We are excited to continue and improve the Faculty Fellows Seminar, and we also look forward to deepening our partnership with SAI as we establish a new Global Interdisciplinary Program. The new activities outlined in SAI's grant proposal will have a significant impact on the development of this program. These include supporting a global studies faculty coordinator; providing ACC faculty with professional development opportunities to enhance their curriculum; and affording ACC faculty access to the resources of the South Asia Institute and UT libraries through a visiting scholar program.

Finally, one of the goals of our Global Interdisciplinary Studies program is to allow our students to successfully transfer to four-year colleges, including the international area studies programs at The University of Texas. This ongoing and mutually beneficial partnership with SAI will strengthen our efforts to globalize curriculum and programs across our campuses and will ultimately provide our students with the global education and skills essential to success in their academic careers and professions.

Sincerely,

A handwritten signature in black ink that reads "Charles Cook" with "BY MTM" written in smaller letters below it.

Charles M. Cook, Ed.D.  
Provost and Executive Vice President for Academic Affairs

cc: William Hayden, Director of International Programs, Austin Community College District;  
Dr. Shirin Khosropour, Chair of Global Interdisciplinary Studies, Austin Community College District



June 4, 2018

Cheryl E. Gibbs  
 Directory, Advanced Training and Research Division  
 Acting Senior Director, IFLE  
 U.S. Department of Education

Dear Ms. Gibbs,

As President of Huston-Tillotson University (HT), I am writing to express my enthusiastic support for the South Asia Institute's (SAI) grant proposal to the U.S. Department of Education for the Title VI NRC and FLAS Fellowship programs. In partnership with SAI and UT's other NRCs, we have been able to expand international content for courses and programs on campus. This collaboration culminated in the recent creation of a new Global Studies major for HT students.

In recent years, we have already benefited from SAI's partnership in providing fellowships to support faculty field research in South Asia and to support the development of new South Asian Studies content courses at HT. Further, SAI's support of our library has significantly increased our South Asia acquisitions and increased student access to textbooks and related course materials. Finally, by bringing guest speakers to campus and hosting other events at our campus, including film festivals, photography exhibits, and symposia, SAI helped to increase an understanding of the South Asia region and international affairs more generally.

Continuing the partnerships with SAI and UT's other NRCs will be highly advantageous to the educational interests of our unique institution and the global competencies of our students. In addition to continuing the successful joint projects so far, we endorse SAI's plans to: 1) increase HT faculty professional development through participation in conferences on South Asia; 2) implement new course offerings and curriculum for the Global Studies major; and 3) to involve South Asia scholars and other regional experts to present an annual "Building Green Justice around the World" lecture series at HT. These activities are highly welcome as they will enhance HT student learning and professionalization as we work together to develop and identify appropriate international internships, study abroad programs, and other global training opportunities related to the region of South Asia.

In short, HT is committed to a sustained collaboration with SAI at UT, not just for this program, but in future endeavors to expand international programming and professional development for students and faculty at HT.

Sincerely,

Colette Pierce Burnette, Ed.D.  
 President and CEO

cc: Dr. Archibald Vanderpuye, Vice President, Academic Affairs  
 Dr. Michael Hirsch, Dean, College of Arts and Sciences  
 Dr. Alaine Hutson, Associate Professor, History

April 24, 2018

Dear Dr. Davis,

We are writing jointly on behalf of both the Austin Tamil School and the Greater Austin Malayalee Association (GAMA) to express our strong support for the South Asia Institute's grant proposal to the US Department of Education's Title VI NRC and FLAS Fellowship programs. The central missions of SAI to provide high quality language instruction in South Asian languages and to increase knowledge of South Asian regions align very well with our own goals to educate primary and secondary school students in Tamil and Malayalam and to preserve and promote the cultural heritage of Tamilnadu and Kerala in the US.

In recent years, we have begun to develop a strong partnership between the language instructional staff at the South Asia Institute and our own language schools, including introducing a certificate for students who meet UT proficiency standards, reviewing and revising curricula, and supplying supplementary materials. Working together, we hope over the next few years to deepen this partnership by creating graded materials for use by our young students, facilitating exchange opportunities for UT students to visit our weekend and summer classes, and increasing the transition from studying Tamil and Malayalam at our schools to studying at UT (or at another university). The pedagogical expertise and curricular materials offered by SAI have already improved our own efforts and we believe an expanded partnership will improve these gains.

We are committed to this partnership because it has been very helpful and we look forward to working even more closely with SAI over the coming years.

Sincerely,



Anbu Krishnaswamy  
Principal, Austin Tamil School



Kamal Vijayakumar,  
President, Greater Austin Malayalee  
Association



## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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To add more Budget Narrative attachments, please use the attachment buttons below.

The University of Texas at Austin, South Asia Institute National Resource Center for South Asia and Foreign Language and Area Studies Fellowships Budget Summary and Narrative Justification						
<b>Priorities Key:</b> NRC AP1 = NRC Absolute Priority 1; NRC AP2 = NRC Absolute Priority 2; NRC CP1 = NRC Competitive Preference Priority 1; NRC CP2 = NRC Competitive Preference Priority 2; FLAS CP1 = NRC Competitive Preference Priority 1; FLAS CP2 = NRC Competitive Preference Priority 2						
I. NRC Program	2018-19	2019-20	2020-21	2021-22	Section	Priorities
<b>A. Project Personnel</b>						
<b>1. Assistant Director</b>					B & D	NRC AP1, NRC AP2, NRC CP1, & NRC CP2
Rachel Meyer 20% AY Salary \$66,389	13,278	13,676	14,086	14,509		
<b>2. Events Coordinator</b>					"	NRC AP1 & NRC AP2
Soheila (Rita) Omrani 35% AY Salary \$51,565	18,048	18,589	19,147	19,721		
<b>3. Outreach and FLAS Assistant</b>					"	NRC AP2, FLAS CP1 & FLAS CP2
Scott Webel 34% AY Salary \$40,800	13,872	14,288	14,717	15,158		
<b>4. Language Instructors</b>					A, B, D, G, H, I, J & K	NRC AP2, NRC CP2, & FLAS CP2
a. Bangla Lecturer Ahmed Shamim 54% AY Salary \$42,436	23,000	23,000	23,000	23,000		
b. Tamil Lecturer TBD 33% AY Salary \$42,000	14,000	14,000	14,000	14,000	"	"
c. Malayalam Lecturer Darsana Manayathu Sasi 39% AY Salary \$36,302	14,000	14,000	14,000	14,000	"	"
<b>Subtotal Personnel (A)</b>	<b>96,198</b>	<b>97,553</b>	<b>98,950</b>	<b>100,389</b>		
<b>B. Fringe Benefits</b>						
35% of all salaries in A						
<b>Subtotal Fringe (B)</b>	<b>33,669</b>	<b>34,144</b>	<b>34,633</b>	<b>35,136</b>		
<b>C. Travel</b>						
<b>1. Faculty Professional Development</b>					B & D	NRC AP1
a. Domestic Travel	5,000	5,000	5,000	5,000	"	"
b. International Travel	4,000	4,000	4,000	4,000	"	"
<b>2. Outreach</b>	4,000	4,000	4,000	4,000	B, D & I	"
<b>Subtotal Travel (C)</b>	<b>13,000</b>	<b>13,000</b>	<b>13,000</b>	<b>13,000</b>		
<b>D. Equipment</b>						
<b>Subtotal Supplies (D)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>		
<b>E. Supplies</b>						
<b>1. UT Library Support</b>	15,000	15,000	15,000	14,000	A, D & E	NRC AP1 & NRC AP2
<b>2. MSI Library Acquisitions</b>	2,000	2,000	2,000	2,000	A, I & K	NRC AP1 & NRC CP1
<b>Subtotal Supplies (E)</b>	<b>17,000</b>	<b>17,000</b>	<b>17,000</b>	<b>16,000</b>		
<b>F. Contractual</b>						
<b>Subtotal Contractual (F)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>		
<b>G. Other</b>						
<b>1. K-12 Programs for Pre-service and In-Service Educators</b>					C, D, I & K	NRC AP1, NRC AP2 & NRC CP2
a. Hemispheres Summer Institute	3,000	3,000	3,000	3,000	"	"
b. Hemispheres Regional Training Sessions	2,500	2,500	2,500	2,500	"	"
c. Hemispheres Development of Curricular Materials	2,500	2,500	2,500	2,500	"	"
d. Hemispheres Promotional Program	2,500	2,500	2,500	2,500	"	"
e. SAI Teacher Training and Development of Curricular Materials	3,000	3,000	2,500	2,500	"	"

f. South Asia National Outreach Consortium	3,000	1,500	1,500	1,500	"	"
g. Professional Development with UT's College of Education and UTeach Teacher Preparation Programs	5,000	5,000	5,000	5,000	"	"
<b>2. Partnerships with MSIs and Two-Year Colleges</b>						
a. Austin Community College	6,000	6,000	6,000	6,000	A, C, I & K	NRC AP1, NRC AP2 & NRC CP1
b. Huston-Tillotson University	9,000	9,000	9,000	9,000	"	"
c. UT Rio Grande Valley	4,000	4,000	4,000	4,000	"	"
d. Capacity-building Program on India for MSIs/CCs	4,000	4,000	4,000	4,000	"	"
<b>3. Strengthening Instruction and Proficiency in Priority LCTLs of South Asia</b>						
a. Development of Open Access Language Resources	3,000	3,000	3,000	3,000	A, B, D, G, H, I & J	NRC AP1, NRC AP2 & NRC CP2
b. Partnerships with Texas-based Community Language Programs for K-12	3,000	3,000	3,000	3,000	A, B, D, G, H, I, J & K	"
c. Ethics of Language Learning: A Campus Conversation	500	500	0	0	B, G & J	"
d. South Asia Summer Language Institute	5,000	5,000	5,000	5,000	B, G, H & J	"
e. Introduction to Interpreting Workshop Series	500	500	0	0	B, G & J	"
<b>4. Conferences and Symposia</b>						
a. South Asia Institute Seminar Series	11,000	11,000	11,000	11,000	A, B, C, D, F & I	NRC AP1 & NRC AP2
b. Graduate Student Conference on Asian Studies	1,500		1,500		A, B, C, H & I	"
c. Maharashtra Studies Conference	7,633	0	0	0	A, B, C, D, F & I	"
d. Property Meanings and Conflicts in South Asia	0	7,553	0	0	"	"
e. India in the Indian Ocean	0	0	6,917	0	"	"
f. Politics of Memory in South Asia	0	0	0	6,225	"	"
<b>5. Archive Building and Digital Resource Projects</b>						
a. South Asia Open Archives Project	5,000	5,000	5,000	5,000	D & E	NRC AP1 & NRC AP2
b. Digitization of early 20th century Hindi and Urdu journals	3,000	3,000	3,000	3,000	D & E	"
<b>6. Partnerships with Professional Degree Programs</b>						
a. Media Ethics Initiative	2,500	2,500	2,500	2,500	A & F	NRC AP1 & NRC AP2
b. Symposia on Regulatory Barriers in Global Health Care	0	1,250	0	1,250	A & F	"
<b>7. Program Evaluation</b>	3,000	3,000	3,000	3,000	C	
<b>Subtotal Other (G)</b>	<b>90,133</b>	<b>88,303</b>	<b>86,417</b>	<b>85,475</b>		
<b>Total Direct Charges</b> [(A)+(B)+(C)+(D)+(E)+(F)+(G)]	<b>250,000</b>	<b>250,000</b>	<b>250,000</b>	<b>250,000</b>		
<b>Total Indirect Charges</b> (8% of Direct Charges)	<b>20,000</b>	<b>20,000</b>	<b>20,000</b>	<b>20,000</b>		
<b>Total for NRC</b>	<b>270,000</b>	<b>270,000</b>	<b>270,000</b>	<b>270,000</b>		

The University of Texas at Austin, South Asia Institute Foreign Language and Area Studies Fellowships Proposed Budget						
II. FLAS Fellowships	2018-19	2019-20	2020-21	2021-22	Section	Priorities
<b>A. Graduate Student Awards</b>						
<b>1. Academic Year</b>						
Institutional Payment						
10 x \$18,000	18,000	18,000	18,000	18,000	H, J & K	NRC AP1, FLAS CP1 & FLAS CP2
Subsistence Allowance						
10 x \$15,000	150,000	150,000	150,000	150,000	"	"
<b>2. Summer Awards</b>						
Institutional Payment						
7 x \$5,000	35,000	35,000	35,000	35,000	"	"
Subsistence Allowance						
7 x \$2,500	17,500	17,500	17,500	17,500	"	"
<b>Subtotal Graduate Student Awards</b>	<b>220,500</b>	<b>220,500</b>	<b>220,500</b>	<b>220,500</b>		
<b>B. Undergraduate Student Awards</b>						
<b>1. Academic Year</b>						
Institutional Payment						
4 x \$10,000	40,000	40,000	40,000	40,000	H, J & K	NRC AP1, FLAS CP1 & FLAS CP2
Subsistence Allowance						
4 x \$5,000	20,000	20,000	20,000	20,000	"	"
<b>2. Summer Awards</b>						
Institutional Payment						
2 x \$5,000	10,000	10,000	10,000	10,000	"	"
Subsistence Allowance						
2 x \$2,500	5,000	5,000	5,000	5,000	"	"
<b>Subtotal Undergraduate Student Awards</b>	<b>75,000</b>	<b>75,000</b>	<b>75,000</b>	<b>75,000</b>		
<b>Total FLAS Requested</b>	<b>295,500</b>	<b>295,500</b>	<b>295,500</b>	<b>295,500</b>		
<b>Total NRC and FLAS Requested</b>	<b>565,500</b>	<b>565,500</b>	<b>565,500</b>	<b>565,500</b>		

GRAND TOTAL \$2,262,000

## **NRC and FLAS Budget Summary and Narrative Justification (continued)**

### **I. NRC Program**

#### **A. Project Personnel**

Salaries are computed using 2017-18 as the baseline, with 3% per annum added in subsequent years to reflect anticipated cost-of-living increases. All project personnel are devoted 100% to NRC activities and to fulfilling the absolute and/or competitive priorities for both programs.

#### **1. Assistant Director**

The Assistant Director will commit 100% to the NRC program; SAI requests 20% of the salary from the grant. This staff position works with the SAI director to guide all aspects of the NRC and FLAS program; including planning and implementation of activities. The position ensures successful functioning of SAI's comprehensive community engagement program that provides diverse opportunities for faculty and students, K-12 educators, businesses, media and other constituencies who have an interest in the region of South Asia. The position establishes and develops collaborations with institutions of higher education, government agencies and community-based organizations; serves as primary liaison with post-secondary partners at MSIs and two-year colleges, K-12 educator programs and other NRCs on and off campus. The staff member also directs SAI's extensive and long-running K-12 educator program: working with in-service and pre-service teachers as part of Hemispheres, UT's international education consortium; producing innovative standards-aligned training opportunities, ready-to-use curricular materials, and other teaching resources for K-12 educators, students, and curriculum specialists. Finally, the Assistant Director manages all grant administration, including the development and oversight of all NRC and FLAS reporting and assessment procedures to comply with federal guidelines and meet programmatic goals.

#### **2. Events Coordinator**

The Events Coordinator will commit 100% to the NRC program; SAI requests 35% of the salary from the grant. This staff position supports the successful planning and execution of meaningful events and programs to advance SAI's mission. This staff member is charged with event management, travel coordination, logistical support, and other services related to hosting guest speakers, conferences, and visiting scholars and researchers, and offering other critical assistance to the NRC and FLAS activities. The position also provides general support to the Center's operations, including collecting and recording data from SAI events and activities, preparing and submitting necessary paperwork for short-term and long-term students/scholars coming to SAI; assisting colleagues in arranging housing/accommodation, airport pick-ups and drop-offs, and orientation activities.

#### **3. Outreach and FLAS Assistant**

The Outreach and FLAS Assistant will commit 100% to the NRC program; SAI requests 34% of the salary from the grant. This position works on a number of activities that are critical to the functioning of the NRC and FLAS program at SAI. The staff person administers FLAS and other scholarship programs; including managing all aspects of application procedures; communication with fellows and instructors to comply with FLAS rules and reporting; fulfilling interim and final reporting requirements for the FLAS program; and coordinating the other endowed scholarships administered through SAI. In assisting with SAI's outreach program the staff oversees all SAI communications; including developing and cultivating the Institutes' social media and web presence; designing print and digital publications, such as newsletters and event posters; publishing weekly e-bulletins for multiple audiences; editing, formatting and publishing curricular materials as part of the K-12 educator program.

#### **4. Language Instructors**

##### **a. Bangla Lecturer**

The Institute will continue instruction in Bangla at all levels. SAI requests funding for 54% of the salary of a full-time lecturer in Bangla for four years. The lecturer is responsible for teaching three language courses per semester. The position is located in the Department of Asian Studies which houses all teaching in the classical and modern languages of the South Asia region at UT.

##### **b. Tamil Lecturer**

The Institute will continue instruction in Tamil at all levels. SAI requests funding for 33% of the salary of a full-time lecturer in Tamil for four years. The lecturer is responsible for teaching three language courses per semester. The position is located in the Department of Asian Studies which houses all teaching in the classical and modern languages of the South Asia region at UT.

##### **c. Malayalam Lecturer**

The Institute will continue instruction in Malayalam at all levels. SAI requests funding for 39% of the salary of a full-time lecturer in Malayalam for four years. The lecturer is responsible for teaching three language courses per semester. The position is located in the Department of Asian Studies which houses all teaching in the classical and modern languages of the South Asia region at UT.

#### **B. Fringe Benefits**

Fringe benefits are calculated at 35% of the salary amounts for Section A. Fringe benefits are a direct cost to a sponsored project, are directly related to the salaries to be paid, and are shown as a separate entry in the budget. The actual costs for fringe benefits are charged (billed) to the sponsored project at the time the costs are incurred; the amount charged is based on salary, selected benefit package, and other variables applicable to the individual.

#### **C. Travel**

The University of Texas at Austin has travel contracts with Anthony Travel and Corporate Travel Planners to ensure the lowest priced available airfares for faculty and employee travel. Travel support is provided after University resources, especially faculty travel grants, have been exhausted.

#### **1. Faculty Professional Development**

##### **a. Domestic Travel**

\$5,000 annually is requested for 5 trips per year at \$1,000 per trip per person. The Institute supports the professional development of its core faculty by subsidizing travel to meetings of professional associations for those presenting papers or attending annual board meetings. Our policy limits allowable expenses to round-trip airfare at the economy/coach class, three nights' hotel accommodation, ground transportation, and conference registration fees.

##### **b. International Travel**

\$4,000 is requested annually to support 2 international trips per year at \$2,000 each. Faculty members often represent SAI at overseas institutions and universities, especially in the region of South Asia. Travel enables them to attend major conferences, conduct consultations, or assist in the creation and support of institutional partnerships and study abroad programs. Our policy limits allowable expenses to round-trip airfare at the economy/coach class and reasonable costs for lodging, not to exceed allowable maximum lodging rates for foreign travel as calculated by country by the U.S. Federal government. All international travel charged to the grant will comply with the Fly America Act.

#### **2. Outreach Travel**

SAI requests \$4,000 per year for the Assistant Director's travel to present SAI-developed curriculum at regional and national teachers conferences (i.e. National Council for Social Studies, National Council for

Geographic Education, Texas Council for Social Studies, National Council for Teachers of English) and for travel to lead training sessions and the professional development of K-16 educators in situ at ISDs and TEA ESCs around the state.

#### **D. Equipment**

SAI does not request any financial support under this category.

#### **E. Supplies**

##### **1. UT Library Support**

SAI requests \$15,000 during Years 1, 2, and 3, and \$14,000 in Year 4 to support South Asia Library collections at UTL over the four years of the grant. This money will be used to support new acquisitions, retrospective buying of items not covered by comprehensive approval plans, filling in monograph and serial holdings, sustaining cooperative projects, and expanding electronic access.

##### **2. MSI Library Acquisitions**

\$2,000 in each year of the grant will be dedicated to purchasing materials and resources that will greatly expand the library collection of MSI partner institution Huston-Tillotson University (HT). Purchases will be determined by new course offerings, course revisions, and faculty requests to help enhance their teaching of the region of South Asia.

#### **F. Contractual**

SAI does not request any financial support under this category.

#### **G. Other**

##### **1. K-12 Programs for Pre-service and In-Service Educators**

###### **a. Hemispheres Summer Institute**

\$3,000 in each year of the grant is budgeted to host a collaborative K–12 summer institute. The annual institute is organized and hosted by Hemispheres, the international outreach consortium coordinated by UT's five area studies centers and institutes, with participation from the Center for International Business Education and Research (CIBER). Each summer the institute focuses on an essential world studies course topic drawn from Texas teaching standards and state-mandated assessments and consists of content enrichment sessions led by faculty as well as how to integrate institute concepts in the classroom. Hemispheres curriculum unit topics stem from summer institute themes, thereby extending the resource to a wider audience.

###### **b. Hemispheres Regional Training Sessions**

A request for \$2,500 in each year of the grant will support Hemispheres' regional training sessions, conducted onsite at locations across the state. These sessions allow SAI and the rest of the Hemispheres team to reach educators not able to attend its Austin-based programs. Funding will cover curriculum materials, costs for speakers and related workshop expenses. Building on the success of the past years, Hemispheres will focus on school districts in under-resourced and minority-dominated school districts in urban areas (primarily Dallas/Ft Worth and Houston), along the Texas-Mexico border, and in the rural areas of East and West Texas.

###### **c. Hemispheres Development of Curricular Materials**

\$2,500 in each year of the grant will be dedicated to working with in-service and pre-service teachers to create new lesson plans and course materials on themes related to the teaching of South Asia and aligned with Texas state and national teaching standards. Funds will be used to cover the professional services of educators and to purchase materials that will aid the development of new curriculum and other instructional materials.

**d. Hemispheres Promotional Program**

A request for \$2,500 in each year of the grant will fund Hemispheres' promotional program, including the production and distribution of print materials (newsletters, brochures) and promotional items, as well as expenses for exhibiting at K-12 educator conferences. The materials are designed for classroom use and to raise awareness of Hemispheres' services for educators. Funding will also be used for exhibit fees for state-wide and regional conferences (e.g., Texas Council for the Social Studies, National Council for Social Studies, National Council for Teachers of English, National Conference on Geographic Education, etc.) geared toward K-12 educators.

**e. SAI Teacher Training and Development of Curricular Materials**

\$3,000 in Years 1-2 and \$2,500 in Years 3-4 is budgeted for the continuation of South Asia area-specific workshops for K-12 teachers. One workshop will be held each semester during the 2018-22 grant cycle. Topics will be chosen based on a needs assessment of teachers, Texas teaching standards and state-mandated assessments, and opportunities to engage with South Asia faculty and other resources on the UT campus. Workshops will include the distribution of teaching materials and presentations by South Asia experts UT. SAI also supports K-12 educators to develop curriculum materials based on workshop themes and topics and covers a portion of costs for teacher-collaborators to present these materials at regional and national training events and K-12 educator conferences.

**f. South Asia National Outreach Consortium (SANOC)**

In Year 1, \$3,000 is requested, with \$1,500 in the next three years, to strengthen collaboration among the South Asia NRCs. The consortium supports the South Asia Book Award (SABA), a national award for children's and young adult literature, and the development of new curricular materials for teaching about South Asia based on the awarded books. SAI will support K-12 teacher and librarian training and the distribution of the SABA award books and their accompanying curriculum into under-resourced schools or libraries within Texas. The higher amount in Year 1 will help SAI support a series of author presentations at Houston-area public schools and libraries and additional educator training and outreach activities related to organizing and hosting the SABA Awarded authors at the National Council of Teachers of English (NCTE), which will take place in Houston November 30 – December 2, 2018. Presentations at all conferences and other training activities seek to highlight the books, discuss ways that the books could be used in library programs and K-12 curriculum, and further highlight ways that the award titles support state and national teaching standards and global competency for educators and students. SANOC will also collaborate with other NRC outreach consortiums which sponsor books awards (Middle East Outreach Consortium, Outreach Council of the African Studies Association, Consortium of Latin American Studies Programs, and National Consortium for Teaching about Asia) to host the Global Reads Webinar Series. This annual webinar series offers educators a professional development and networking forum led by authors, reading specialists and educators to present, discuss and build strategic plans related to teaching diverse literature in the K-12 classroom. The webinar series will be held each spring with a capstone symposium to be held in Year 4 at Tulane University.

**g. Professional Development with UT's College of Education and UTeach Teacher Preparation Program**

\$5,000 is requested annually to fund professional training for pre-service teachers in UT's College of Education and UTeach Teacher Preparation Programs. These funds will be used to support two primary activities aimed at internationalizing curriculum for education/pre-service students, recent graduates of these programs, and their in-service cooperating teachers. First, we will work with faculty and master's students in UT's Language & Literacy Studies program to host an annual workshop on "Critical Literacy & Language in Diverse 21st Century Classrooms" to train preservice educators to use international children's literature can increase language and literacy learning at the K-5 level. The interactive workshops will utilize books recognized by the South Asia Book Award to support instructional goals for literacy standards (reading, writing, and oral language) for the State of Texas and increase global

competency for educators and their students. For the second activity, SAI will collaborate with UTeach Liberal Arts and UT's Harry Ransom Center (HRC) to develop and host a workshop series on "Teaching from the Archives Workshops" for UTeach English Language Arts and Social Studies Teachers at the middle and high school level. Participants will train to do archival research in the Ransom Center with expert UT staff and faculty. Each workshop will provide attendees with the opportunity to collaborate with researchers and other teachers in the development of new lesson plans and classroom activities, using rare and unique primary sources from the Ransom Center's collections and to promote their student's information literacy and critical thinking skills through primary source inquiry. The HRC houses many resources that would support greater understanding of the region of South Asia, including materials from important Indian and Pakistani writers who wrote partly in English, such as Mulk Raj Anand, Raja Rao, and Anita Desai, as well as examples of early printed Sanskrit and literary artifacts of British colonialism in the region, including manuscripts from Rudyard Kipling and E.M. Forster, among many other materials. The HRC also recently hired a new curator of art, Tracy Bonfitto, who is a specialist in modern and contemporary South Asian art.

## **2. Partnerships with MSIs and Two-Year Colleges**

### **a. Austin Community College**

SAI requests \$6,000 in each year of the grant to support a partnership with ACC's Global Studies Program. The funds will be used to continue Hemispheres professional development partnership with Austin Community College (ACC). Through the Faculty Learning Community (FLC) – Globalizing Curriculum ACC faculty are introduced to experts on Human Rights and Global Issues and are given opportunities to learn from their FLC colleagues and to develop projects that bring Human Rights and Global Issues into their classrooms. SAI will expand on this partnership in the new grant cycle to support ACC faculty in developing new course offerings in South Asian studies and for revisions to increase South Asia content in ACC's current coursework and degree programs. Funds will be used to cover expenses for faculty professional development related to the creation of new courses and curriculum materials, as well as for the purchase of books and teaching materials related to course development projects. SAI will work with ACC to support and strengthen the development of other programming focused on South Asia, including hosting symposia, guest lectures, and film festivals and advise in the creation and expansion of new study abroad opportunities and internationally-focused service learning programs at ACC.

### **b. Huston-Tillotson University**

Funding in the amount of \$9,000 during each year of the grant is requested to continue SAI's support of HT's new Global Studies Initiative (HT GSI). Huston-Tillotson University is a historical black university providing a liberal arts education and established in 1875. HT is located near UT in the historically African American eastside neighborhood of Austin. The overwhelming majority of HT students are African Americans, with a significant percentage (20%) of Hispanic students. HT students predominantly come from households near or below the poverty level. For the past four years, SAI and UT's other NRCs have partnered with HT GSI to help internationalize the curriculum and establish a Global Studies undergraduate major. HT GSI is now in its final stage in establishing a Bachelor of Arts degree in Global Studies and will present it to the university's educational policy committee in late Spring semester 2018 for acceptance as a new major. SAI proposes to continue its fruitful partnership with HT GSI to further strengthen the Global Studies major and offer new opportunities for HT students to learn about global issues and have interactions with scholars and leaders from various fields focused in the region of South Asia. Funds will be used to support three main activities: 1) faculty professional development through participation in conferences on South Asia; 2) new course offerings and curriculum development for the Global Studies major; 3) participation of South Asia scholars and other regional experts to present an annual "Building Green Justice around the World" lecture series at HT.

**c. UT Rio Grande Valley**

Annual funding in the amount of \$4,000 is requested each year to support a new partnership with UT Rio Grande Valley (UT RGV) and its faculty at campuses and locations in Brownsville, Edinburg, McAllen, Harlingen, and Rio Grande City. UT RGV is the second largest Hispanic-serving institution in the nation, with an emphasis on educating 21st-century leaders and professionals who are culturally fluent and have a deep understanding of the perspectives, languages, and values of different cultures. SAI will focus on three initiatives with UT RGV, including co-hosting a “Workshop in Latin American and Asian Feminist Dialogue: Intersectionality, Resistance, and Feminist Friendship”; sponsoring the participation of South Asia specialists in a series of events (faculty panels, films, talks) on the topic of “Global Hot Spots: Global Security in an Insecure World”; and supporting the inclusion of South Asia content in UT RGV’s annual November celebration of “International Education Week,” which includes a week-long series of films, music, culture, food, academic presentations on all areas of the world.

**d. Capacity-building Program on India for MSI/CC faculty**

\$4,000 is requested annually to support a faculty member from ACC, HT or other Minority Serving Institution and community college to participate in a three-week training program organized by CAORC and AIIS in India. Faculty participation in the program will expand curriculum on India across several disciplines in these targeted institutions, as well as outreach to students of these institutions. Funds will be used to recruit and support annually, a faculty from one of our its partner institutions to participate in the program. The broad theme of the program will be focused on ‘sustainability.’ The theme will build on general introductions to the history, culture and contemporary characteristics of Indian society and an understanding of the underlying connections across humanistic, cultural, and socio-economic as well as the more scientific issues related to the topic of ‘sustainability.’ MSI and community college participants will explore how intersections of sustainable challenges are addressed in three locations each year; in the first year, the program will include Jaipur, Mysore, and Bangalore. Participating faculty will meet with experts in these fields and, where possible, efforts will be made to match their institutions with parallel organizations in the Indian cities so that they both learn from and explore possibilities for ongoing collaborations.

**3. Strengthening Instruction and Proficiency in Priority LCTLs of South Asia****a. Development of Open Access Language Resources**

\$3,000 is requested each year of the grant for the development of new instructional materials in priority South Asia LCTLs taught at UT. SAI will work with its language faculty and the Center for Open Educational Resources and Language Learning (CORELL) to create new instructional resources and lesson plans. CORELL is a Language Resource Center hosted at UT whose mission is to produce open educational resources (OER) for language instruction and learning online. Materials developed will be made openly available through the CORELL, HUF and SAI websites. In 2017-18, language instructors and advanced graduate students from SAI initiated a series of small projects produce lesson plans, classroom activity materials, grammar reviews, and K-12 curricula – many of these are now posted under Language Resources at our website. Funds will be used to prepare and disseminate the finished products of ongoing and future projects for all South Asian languages currently taught at UT.

**b. Partnerships with Texas-based Community Language Programs for K-12**

We request annual funding in the amount of \$3,000 to work with community-based language programs and strengthen instruction in priority South Asia LCTLs at the K-12 level in Texas. Texas is home to large communities of South Asian Americans who speak every conceivable language of the region. All of these communities seek to preserve their cultural and linguistic heritage and pass it on to their children and many have taken the initiative to set up volunteer schools or programs to encourage the next generation to learn the language of their parents or grandparents. SAI has been actively working with two such organizations, the Greater Austin Malayali Association and the Austin Tamil Sangam, as well as similar groups in the Dallas, Houston, and San Antonio areas. Our collaboration centers on creating age-

appropriate and graded curricula and materials for students and volunteer teachers. The funds will be used to support teacher training events with related curricula and materials for the teachers to use and to expand the success of these partnerships, especially by sharing the materials with other city, regional, and national heritage language organizations.

**c. Ethics of Language Learning: A Campus Conversation**

\$500 is requested in Years 1 and 2 to support a multi-format series “More than a Skill: Language, Transformation, and Being Good.” Coordinated by the Texas Language Center, UT NRCs, COERLL, and language departments at UT will collaboratively hold a series of presentations, group discussions, lectures, and trainings about the ethical implications, effects, and aspirations underlying language learning and teaching. This campus conversation will draw on the large pool of experienced language teachers, pedagogy experts, and successful students who will collectively identify successful strategies for language learning in ways that demonstrate care, practice equality, and embody diversity.

**d. South Asia Summer Language Institute (SASLI)**

SAI is a charter member of SASLI, which prides itself on being able to offer SA languages that are not nationally available during the Academic Year. In order to keep tuition fees affordable and teacher-student ratios appropriate in the intensive learning environment, SAI will contribute \$5,000 per year to support this national, highly-reputed and much-needed summer institute. SASLI uses the funds contributed by SA NRC Title VI Centers in combination with student tuition payments to support SASLI instructional staff salaries thus subsidizing low enrollment courses. SASLI is currently hosted at the University of Wisconsin-Madison. Funds are sent to a SASLI-designated account, which will be transferred to any new host institution, should a new host be chosen by the SASLI Board of Trustees in the future. This consortium, supported by all the South Asia NRCs, is vital to the continued training of students, both undergraduate and graduate, in the priority LCTLs of South Asia offered at the elementary and intermediate levels.

**e. Introduction to Interpreting Workshop**

SAI requests \$500 in Years 1 and 2 to work with UT’s Center for Middle Eastern Studies (CMES) and Center for Russian, East European and Eurasian Studies (CREEES) and the Austin Area Translators and Interpreters Association (AATIA) host a workshop series for speakers of English and another language who aspire to work as community, legal, and/or medical interpreters. The workshop will provide an introduction to the interpreting profession, the code of ethics for medical and community interpreters, the modes of interpreting, and (time permitting) credentialing for interpreters. Participants will also have the opportunity to practice interpreting with partners.

**4. Conferences and Symposia**

**a. South Asia Institute Seminar Series**

\$11,000 is requested annually during the four grant years to support the bi-weekly South Asia Seminar that brings speakers from all over the scholarly world to speak on a given theme each semester. The seminars are well known in other South Asia programs and post-secondary institutions in Texas and across the nation. The seminars also play an important part in the professional development of our undergraduate and graduate students. Funds will be used to cover the professional fees and travel of outside speakers. (Institute faculty are regular speakers in the series as well.)

**b. Graduate Student Conference on Asian Studies**

\$1,500 is requested in Years 1 and 3 to support the international Texas Asia Conference. This conference provides graduate students with the opportunity to enhance their research and professional development. Funds are used to pay for the fees and travel of a keynote speaker on a topic related to the region of South Asia and for the travel of student presenters from other colleges and universities.

**c. Maharashtra Studies Conference**

\$7,633 is requested in Year 1 to help support the 18<sup>th</sup> International Conference on Maharashtra: Culture and Society that will be hosted at UT on January 23-26, 2019 in collaboration with the Maharashtra Studies Association. The international conference organized around the theme “Communication and Community in Historic and Contemporary Maharashtra” will bring together a network of scholars of Maharashtra and Marathi. UT’s faculty organizer of the event is Dr. Sumit Guha in the Department of History. The event will also bring the intellectual strength of additional SAI faculty in UT’s College of Communications including Lalitha Gopalan, Shanti Kumar, and Madhavi Mallapragada. Members of the public are also welcome and there will be no registration fee for the event.

**d. Property Meanings and Conflicts**

SAI requests \$7,553 in Year 2 to support a working group and two-day symposia “On Property - An Exploration of Meanings and Conflicts.” The symposia will push thinking on property in innovative directions, by examining the question of indentured labor in South Asia, mining in Jharkand, territorial disputes between India, Pakistan, and Bangladesh, and fishing rights in the Indian Ocean, conflicting notions of property and rights remain at the epicenter of modern markets and contemporary politics in the South Asia. The working group and symposia will broaden the questions of property and invite a broader conversation with scholars at UT working in Asia, the Americas, and the African continent. Dr. Jason Cons (Anthropology) and Dr. Sharmila Rudrappa (Sociology) will lead the working group that will bring together additional faculty in Asian Studies, Government, Geography and LBJ School of Public Affairs. The group will foster collaborative and interdisciplinary inquiries and nurture the next generation of interdisciplinary scholars through co-authored publications with scholars, including doctoral students from different disciplines, and co-taught undergraduate classes and graduate seminars that bridge different colleges/schools.

**e. India in the Indian Ocean**

In Year 3 SAI requests \$6,917 to support an interdisciplinary conference on "India in the Indian Ocean." A day-long presentation of new transnational research will go beyond traditional studies of European trade and travelers to encompass newer topics such as the migration of peoples, the transmission of musical styles, and the transformation of textile traditions between and among the various coastal regions of the Indian Ocean, with a focus on South Asia's place within these networks. A heightened understanding of interconnections within the Indian Ocean helps us conceptualize both a past and a future beyond the confines of the nation-state, as well as appreciate South Asia's many contributions to the larger world. The conference will be followed by a half-day training session for high school teachers to focus on how to incorporate new research into their classes and the development of teaching kits and other instructional resources. SAI will partner with Art History, Asian Studies, Middle Eastern Studies, Africa & African Diaspora Studies Latin American Studies, and The Institute for Historical Studies to co-sponsor the event. History faculty, Dr. Indrani Chatterjee and Dr. Cynthia Talbot, will serve as the organizers for the event.

**f. Politics of Memory in South Asia**

SAI requests \$6,225 in Year 4 to support a conference “The Politics of Memory in South Asia” that will confront the specificities of how history and memory are constructed in highly politicized discourses around such areas as colonialism, Partition, India-Pakistan wars, civil war in Sri Lanka, the Emergency, language rights and riots, Maoism and Communism, and, of course, representations of religious identity and tradition. The organizers, Profs. Akbar Hyder, Paula Newberg, and Azfar Moin, plan an edited volume or special journal issue containing the research presented at the conference.

## **5. Archive Building and Digital Resource Projects**

### **a. South Asia Open Archives Project**

Funds in the amount of \$5000 are requested annually for partial support for the development of a federated search platform for the South Asia Open Archive. Building upon the successful SASLI model South Asia NRCs will jointly support a centralized discovery and access portal for the South Asia Open Archive. Such a portal would pull together openly and freely available resources from around the world for the ease of scholars and researchers. Preliminary research into platforms such as that available through the Digital Public Library of America suggests that annual costs might be approximately \$20K/year. As such NRC collaboration makes sense for maximizing national and international impact.

### **b. Digitization of early 20th century Hindi and Urdu journals**

SAI requests \$3,000 annually to support the development and creation of an archive of Pre-Independence Literary/Activist writings. This archive would continue to develop the Sajjad Zaheer Archive and build in materials from other authors, voices and languages, including the Yashpal journals, and also additional work of the Progressive Writers, and the Manikkodi authors, among others. The resulting archive will open important, largely unavailable, literary, cultural, and historical sources to a wider research audience.

## **6. Partnerships with Professional Degree Programs**

### **a. Media Ethics Initiative**

\$2,500 annually is requested to collaborate with the Media Ethics Initiative in UT's Moody College of Communication. SAI will support the creation of a series of Global Media Ethics Case Studies that be used as a teaching tool by instructors of journalism and media ethics in a range of classes (at UT and beyond). The case studies will serve as a teaching tool related to other materials on ethical theory or when seeking classroom discussion on tough issues and decisions concerning policies and practices in traditional media, journalism, communication, or social media in South Asia. The case studies will be made openly available online through the Media Ethics Initiative's website.

### **b. Symposia on Regulatory Barriers in Global Health Care**

\$1,250 is requested in Years 2 and 4 to collaborate with UT's CIBER on symposia that will target students, educators, and health care enterprises that operate globally or seek to do so. While some U.S. export arenas have been shrinking over the last year, exports in health care have been an area of growth. According to Dr. Kristie Loescher, head of UT McCombs Business of Health Care Certificate program, one of the greatest challenges for U.S. health-related companies in global expansion is understanding and adapting to regulations across countries and regions. CIBER-UT, along with the Title VI (Part A) National Resource Centers at UT, will collaborate to sponsor bi-annual symposia on the barriers to exporting posed by varying health care regulation across the world. These one and one-half day symposia will feature speakers from academia, business, and government. Plenary sessions will focus on regulatory challenges to companies expanding globally, and breakout sessions will address specific regulations in key markets.

## **7. Program Evaluation**

SAI has budgeted \$3,000 annually for costs associated with conducting a comprehensive evaluation of the impact of the NRC and FLAS programs in each year of the grant. We will use a mixed-method approach to collect both quantitative and qualitative data over the four years to produce measurable standards and assessment strategies that will improve SAI's program impact, with the overall aim of maximizing use of its resources and strengthening and increasing participation of various constituencies in across program activities.

## **II. FLAS Fellowships**

### **A. Graduate Student Awards**

#### **1. Academic Year**

SAI requests funds to cover academic year FLAS fellowships to support intensive language training in South Asian LCTLs and area studies for ten graduate students during each year of the grant. Funds will be used to cover an institutional payment for tuition and a subsistence allowance.

#### **2. Summer Awards**

SAI requests funds to cover summer FLAS fellowships to support intensive language training in South Asian LCTLs for seven graduate students during each year of the grant. Funds will be used to cover an institutional payment for tuition and a subsistence allowance.

### **B. Undergraduate Student Awards**

#### **1. Academic Year**

SAI requests funds to cover academic year FLAS fellowships to support intensive language training in South Asian LCTLs and area studies for four undergraduate students during each year of the grant. Funds will be used to cover an institutional payment for tuition and a subsistence allowance.

#### **2. Summer Awards**

SAI requests funds to cover summer FLAS fellowships to support intensive language training in South Asian LCTLs for two undergraduate students during each year of the grant. Funds will be used to cover an institutional payment for tuition and a subsistence allowance.