

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 # P015A180019

Grants.gov Tracking#: GRANT12657883

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180019

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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="06/20/2018"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

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

* a. Legal Name: <input type="text" value="University of North Carolina at Chapel Hill"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="566001393"/>	* c. Organizational DUNS: <input type="text" value="608195277"/>

d. Address:

* Street1:	<input type="text" value="104 Airport Drive, Suite 2200, CB 1350"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Chapel Hill"/>
County/Parish:	<input type="text" value="Orange"/>
* State:	<input type="text" value="NC: North Carolina"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="27599-1350"/>

e. Organizational Unit:

Department Name: <input type="text" value="Carolina Asia Center"/>	Division Name: <input type="text" value="Arts & Sciences"/>
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f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text"/>	* First Name: <input type="text" value="Morgan"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Pitelka"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Professor"/>

Organizational Affiliation: <input type="text" value="University of North Carolina at Chapel Hill"/>

* Telephone Number: <input type="text" value="(919) 843-0130"/>	Fax Number: <input type="text"/>
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* Email: <input type="text" value="mpitelka@unc.edu"/>
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Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

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

*** 12. Funding Opportunity Number:**

ED-GRANTS-052518-001

* Title:

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

13. Competition Identification Number:

84-015A2018-1

Title:

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

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

Add Attachment

Delete Attachment

View Attachment

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

UNC-Chapel Hill Carolina Asia Center Proposal for a Comprehensive National Resource Center and Foreign Language and Area Studies Fellowships

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="545,306.00"/>
* 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="545,306.00"/>

*** 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

University of North Carolina at Chapel Hill

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	71,140.00	72,535.00	73,972.00	75,452.00		293,099.00
2. Fringe Benefits	21,699.00	22,032.00	22,375.00	22,729.00		88,835.00
3. Travel	11,700.00	11,700.00	11,700.00	11,700.00		46,800.00
4. Equipment						
5. Supplies	6,500.00	6,500.00	6,500.00	6,500.00		26,000.00
6. Contractual	13,374.00	15,534.00	15,534.00	15,534.00		59,976.00
7. Construction						
8. Other	80,500.00	79,000.00	75,000.00	73,250.00		307,750.00
9. Total Direct Costs (lines 1-8)	204,913.00	207,301.00	205,081.00	205,165.00		822,460.00
10. Indirect Costs*	16,393.00	16,584.00	16,285.00	15,706.00		64,968.00
11. Training Stipends	324,000.00	258,000.00	258,000.00	258,000.00		1,098,000.00
12. Total Costs (lines 9-11)	545,306.00	481,885.00	479,366.00	478,871.00		1,985,428.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2017 To: 06/30/2020 (mm/dd/yyyy)

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

The Indirect Cost Rate is 55.50%.

(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 # P015A180019

Name of Institution/Organization University of North Carolina at Chapel Hill	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>Terry R Magnuson</p>	<p>TITLE</p> <p>Vice Chancellor for Research</p>
<p>APPLICANT ORGANIZATION</p> <p>University of North Carolina at Chapel Hill</p>	<p>DATE SUBMITTED</p> <p>06/20/2018</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
4040-0013

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

Prime SubAwardee

* Name:

* 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:

6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <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"/>
--	---

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <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 and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPA1036931943.pdf

Add Attachment

Delete Attachment

View Attachment

Carolina Asia Center
General Education Provisions Act (GEPA) Section 427 Statement
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.

UNC is committed to offering equitable access to all university programs. The Carolina Asia Center (CAC) works with the UNC-Chapel Hill Equal Opportunity/ADA Office to recruit high-quality applications from members of underrepresented groups and ensure access to center activities for students with mobility-impairment, hearing-impairment, and other special needs. The CAC works with the UNC graduate school to recruit high-quality applications for graduate study from members of underrepresented groups. The CAC continues to work with other UNC area studies centers on the “Opening Access” initiative, which seeks to understand and address barriers to participation in global education opportunities by students from underrepresented groups (Narrative Section C3).

In addition, the CAC is partnering with Durham Technical Community College and Winston Salem State University to support Asian course content, and Asian library collections at this minority-serving institution (Narrative Sections A2, A4, C4, E2, G1, I1b; Budget Section 5A, 8A). The CAC also offers Asia-related course development grants through World View’s “NC Global Distinction” program (Narrative Section I1b; Budget Section 8A), which partners with 18 community colleges that are Title IIIA-eligible, with at least 50 percent of their degree students receiving need-based assistance.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION University of North Carolina at Chapel Hill	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Terry"/> Middle Name: <input type="text" value="R"/>
* Last Name: <input type="text" value="Magnuson"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Vice Chancellor for Research"/>	
* SIGNATURE: <input type="text" value="Terry R Magnuson"/>	* DATE: <input type="text" value="06/20/2018"/>

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

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Morgan		Pitelka	

Address:

Street1:	7582 GEC 3501 University of North Carolina at Chapel Hi
Street2:	CB 7582
City:	Chapel Hill
County:	Orange
State:	NC: North Carolina
Zip Code:	27599-7582
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(919) 843-0130	

Email Address:

mpitelka@unc.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.]

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 Carolina Asia Center (CAC), the flagship Asia institute of the University of North Carolina at Chapel Hill (UNC), seeks Department of Education support for a Title VI Comprehensive National Resource Center for Asia; and Foreign Language and Area Studies awards in Arabic, Chinese, Hindi-Urdu, Japanese, Korean, and Persian.

UNC is a national leader in the study of Asia, with the strongest Asian language enrollments in the state; the largest library collection of Chinese materials in the South Atlantic region; the largest collection of Asian art in the region; and the largest Hindi-Urdu language program in the nation. Our strengths continue to grow; in the past four years, university investment in Asia-related programs has doubled, Asianist faculty have increased by 33%, and Asian language course offerings have grown by 56%. This proposal outlines our plans to build on this strong institutional commitment and to deliver the highest quality education about Asia and Asian languages so as to advance research and scholarship and contribute significantly to the national interest. The context and framework for these plans is the university's new commitment to a "Global Guarantee," extending global education to all students at the university.

UNC was established in 1795, making it the first public university in the nation. Today the university defines itself as a top global, public, research university, and is ranked the 3rd "Best Public University" by the Wall Street Journal/Times Higher Education (2018) and the 5th "Best Public University" by U.S. News & World Reports (2018). Core to UNC's mission is accessibility, seen in the assessment of UNC as "1st among the 100 best U.S. public colleges and universities that offers students high-quality academics at an affordable price" according to Kiplingers (2017). Our high ranking and affordability comes from an institutional commitment to undergraduate and graduate education with constant attention to the goal of opening access. UNC received the 2017 Higher Education in Diversity Award from the publication INSIGHT into Diversity. UNC also has a strong track record of working with foundations and the Department of Education to support global education. The university has also successfully implemented awards from the European Union, foundations such as Rotary International, the Ford Foundation, the Fogarty Foundation, and the Andrew W. Mellon Foundation.

The mission of the CAC is to deepen understanding of Asia among students and faculty at UNC; among elementary, secondary, and postsecondary instructors throughout North Carolina and the region; and among the general public, both locally and nationally. The CAC also aims to provide leadership in Asian studies through high-quality research, professional association activities, cross-regional scholarly collaborations, and institutional linkages with universities in Asia. The CAC has designed four categories of activities aligned with UNC's Global Guarantee as well as the Department of Education's Absolute Priorities and Competitive Preference Priorities for the NRC and FLAS programs: Objective 1, **Strengthen Asian Languages and Area Studies, to Prepare Students for Careers in Government Service, Education, Business, and Non-Profit Sectors**; Objective 2, **Collaborate with Minority Serving Institutions and Community Colleges**; Objective 3, **Collaborate with Teacher Education Providers and Outreach**; and Objective 4, **Promote Diverse Perspectives among Media, Business, Government Officials, and the General Public**. These effectively unite all aspects of our programming in **measurable goals** that will be **evaluated** in a comprehensive manner.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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Carolina Asia Center



Carolina Asia Center

knowledge. innovation. leadership.

**Application
for a
Comprehensive National Resource Center (NRC)
and
Foreign Language and Area Studies Fellowships (FLAS)
2018-2022**

**U.S. Department of Education
Office of Postsecondary Education
International and Foreign Language Education
Title VI Programs
CFDA Number 84.015A & 84.015B
Federal Funding Opportunity Number: ED-GRANTS-052518-001**

June 19, 2018

Carolina Asia Center

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Carolina Asia Center

Acronyms

AP	Absolute Priority
AS	Asian Studies
ACTFL	American Council on the Teaching of Foreign Languages
CAC	The Carolina Asia Center
CFE	Center for Faculty Excellence
CITRL	Center for Integration of Research, Teaching and Learning
CPP	Competitive Preference Priority
CGI	Center for Global Initiatives
CIBER	Center for International Business Education and Research
DAS	Department of Asian Studies
DIR	Diplomat-in-Residence
FAFSA	Free Application for Federal Student Aid
FLAS	Foreign Language and Area Studies
GEC	Global Education Center
GLBL	Curriculum in Global Studies
HSL	Health Sciences Library
IGHID	Institute for Global Health and Infectious Diseases
LAC	Languages Across the Curriculum
LCTL	Less Commonly Taught Languages
LRC	Language Resource Center
LTL	Learning Through Languages Research Symposium
MEXT	Ministry of Education, Culture, Sports, Science and Technology, Japan
MIS	Modern Indian Studies
MSI	Minority Serving Institutions
NCTA	National Consortium for Teaching about Asia
NCTAN	North Carolina Teaching Asia Network
NSF	National Science Foundation
NRC	National Resource Center
NUS	National University of Singapore
CFE	Center for Faculty Excellence
OIRA	Office of Institutional Research and Analysis
OPI	Oral Proficiency Interview
STEM	Science, Technology, Engineering, and Mathematics
TCJS	Triangle Center for Japanese Studies
TEAC	Triangle East Asia Consortium
TRLN	Triangle Research Library Network
UCS	University Career Services
UNC	University of North Carolina at Chapel Hill
UNC-W	University of North Carolina Wilmington
WSSU	Winston-Salem State University

A. PROGRAM PLANNING AND BUDGET

A1. Quality and Relevance of Programs. The Carolina Asia Center (CAC) proposes activities that address the 2018 NRC absolute and competitive priorities. This narrative corresponds to a budget (attached) of activities described below and developed through CAC planning aligned with the university's Blueprint for Next strategic framework. We prioritize teaching modern Asian languages; instruction that provides a full understanding of Asia; research and training in Asian studies and Asian languages for a range of disciplines and schools; and instruction and research on Asia and its role in the world with an emphasis on diverse perspectives. The CAC is well prepared to succeed in its goals because of our close collaboration with the other UNC area studies centers under the umbrella of the university's newly announced "Global Guarantee" commitment.

A2. Development Plan, 2018-2022 (see timeline in table A2).

Objective 1: Strengthen Asian Languages and Area Studies to Prepare Students for Careers in Government Service, Education, Business, and Non-Profit Sectors (*Absolute Priority 1*)

Less Commonly Taught Languages (LCTL): The CAC proposes to continue collaborating with the Department of Asian Studies to offer Chinese, Korean, Japanese, Hindi-Urdu, Arabic, and Persian, including the addition of a new Korean studies major. To further strengthen language instruction, the CAC proposes to offer course development grants (\$6,000/year per language, Y1-4), and professional development travel (\$6,000/year). The CAC proposes to offer "Medical Chinese" in the school of medicine (\$5,000/year). We have determined that current demand at UNC is insufficient for a full course sequence in a Southeast Asian language. However, we will further develop our successful pre-summer Southeast Asian language workshops in Bahasa, Thai, and Vietnamese (\$3,000/year) and additionally we request funding for a new annual content course in Southeast Asian Languages and Cultures to complement our language workshops (\$7,000/year). **Languages Across the Curriculum (LAC).** The CAC requests funding for LAC to support Arabic (\$1,000/year) and Chinese (\$5,000/year), and partial funding for our LAC

coordinator (\$2,000/year). **Course Development with Asia Content:** Asia's importance for UNC's diverse departments and schools continues to grow. Since 2014, we provided 21 course development grants, ranging from "Korean Diasporas" to "Economic Development." We will now focus this activity on departments in need of further curricular development to expand and deepen Asian curricular content (\$9,000/year), and support faculty travel to conferences to present Asia-related research (\$5,000/year). **Library:** UNC has invested heavily in the library's collection of Asian materials (p. 22). We request funding that will enable our East Asian Studies Librarian to travel in the U.S. (\$1,000/year) and to Asia (\$2,000 in Y1, 3) to acquire materials (\$6,000/year).

Generate Debate on Asia Locally, Regionally, and Nationally (Absolute Priority 1)

Local: The CAC will support the workshops and speaker series on Asian topics of faculty working groups such as the China Network, Triangle Japan Forum, Korea Forum, South Asia Faculty Working Group, Southeast Asian Approaches Group (\$4,800/year for each Asian region). The Korea Forum will convene a Global Korea conference (\$5,000 Y1) and a collaborative Global Cities conference (\$5,000 Y2). Title VI funding will support a part-time Graduate Student Outreach Assistant to oversee logistical support for the South and Southeast Asia faculty working groups (\$3,640 plus fringes). **Regional and national:** From 2014-2018, the CAC built the UNC System Asia Network, scholars working on Asia-related topics statewide across 16 UNC System campuses. We propose to further fund this unique platform (\$1,000 in Y1,3 and \$2,500 in Y2,4). We also propose to fund the collaborative and regional Triangle East Asia Consortium (TEAC) (\$1,000/year) and Triangle Center for Japanese Studies (TCJS) (\$1,750/year). We propose to fund institutional dues to promote linkages with Asian organizations (\$1,250/year).

Objective 2: Collaborate with Minority Serving Institutions and Community Colleges

(Competitive Preference Priority 1). As the flagship university of the North Carolina state system, UNC is well-positioned to expand our collaborations with MSIs to improve Asia-related research

and training in disciplines and professional schools. **WSSU (MSI):** The CAC has been collaborating with Winston-Salem State University (WSSU) since we established a formal partnership in 2014. The CAC proposes to fund new course development (\$2,000 Y1, \$4,000 Y2-4) to further strengthen Asian studies and languages at WSSU, and conference travel grants (\$2,000/year) for WSSU faculty to travel to attend conferences and/or build overseas institutional linkages. For WSSU staff travel to UNC we request \$200/year. **Durham Technical Community College (MSI and CC):** The CAC developed a new partnership with Durham Tech in 2017 and will offer course development grants (\$1,500/year) to infuse Asia content in courses, and salary support for four sections of history and two sections of art appreciation to include Asia content (\$3,000/year). We will also fund Arabic language instruction (\$1,350/year), conference travel grants (\$1,500/year), and library acquisitions (\$500/year). This collaboration increases the number of Durham Tech students interested in Asia and purposefully encourages stronger interest in Asian studies once they transfer to 4-year institutions. For UNC staff travel to WSSU and Durham Tech we request a total of \$200/year. **Collaboration with World View:** The CAC requests funding to support the North Carolina Global Distinction Program, a collaboration with NC community colleges to globalize the curriculum and increase faculty and student involvement in global issues; undergraduates graduate with global distinction on their transcripts. There are currently 18 community colleges participating in the program and from 2016-2017, 505 students participated in the program and 74 graduated with global distinction. Title VI funds (\$2,000/year) will be employed to recruit more colleges to the program, and for faculty to develop Asia content.

Objective 3: Collaborate with Teacher Education Providers and Outreach (Competitive Preference Priority 2). Title VI funds from 2014-2018 supported the UNC-CH School of Education through conferences and course development grants, and the CAC has forged a strong relationship with the UNC-Wilmington (UNC-W) Watson College of Education. We propose to

expand these collaborations to integrate intercultural and world language education to students in these SOEs. The CAC will fund programming on Asian education and course development proposals to develop "Diversity and International Education," which will address educational policies and school systems in Asian Countries (\$1,500 Y1, 2; \$1,000 Y3; \$750 Y4). We also propose two education conferences, on school reform in Asian countries (\$5,000 Y1) and Asia and international education (\$5,000 Y3). We also propose to fund UNC-W's Global Scholars program to improve the implementation of Asian content in education courses (\$2,000/year). **Professional Development and Teacher Training for K-14.** Our partnership with World View, a teacher education organization at UNC that focuses on expanding global knowledge among NC K-14 educators, is an effective channel of teacher training and faculty development opportunities. We will strengthen our work with World View and offer Asia-focused K-14 teacher seminars, workshops, and other professional development events (\$3,000/year for support of global programs including Asia; \$4,000/year to support Asia-specific programs). The CAC will expand its print and online resources and execute the annual Asia-focused K-14 summer workshop in collaboration with UNC-W's program in teacher training through the North Carolina Teaching Asia Network (NCTAN) and the National Consortium for Teaching about Asia (NCTA) (\$1,000/year). **LCTLs.** UNC Japanese language faculty will organize an annual workshop for Japanese K-16 Teachers (\$1,200/year). Together with all UNC NRCs, CAC will fund (\$1,500/year) and host an annual Learning Through Languages (LTL) Research Symposium during which high school students from across NC, with priority given to Title I schools, present on a research topic in Arabic, Chinese, or Japanese. The CAC will work with UNC-W to explore development of a LCTL track within the International Studies Concentration of the BA in Education program to add a track in Arabic and Japanese, both of which are taught in NC high schools. **Access to Course Materials on Asia:** CAC will expand its lending library of book and

media kits and Carolina Navigators Asian culture kits--a cultural lesson kit of books and activities--for K-14, which are sent to teachers in NC and other states for classroom use (\$800/year, for impact data, see pp. 41-42).

Objective 4: Promote Diverse Perspectives among Media, Business, Government Officials, and the General Public (*Absolute Priority 1*)

General Public: The CAC's speaker series and public lectures are open to the general public and free of charge. We advertise events via our website, listservs, and social media; we promote materials locally, regionally, and nationally to diversify our audience (\$500/year). UNC faculty in film, music, and arts use Title VI funds for events that promote diverse perspectives among media, business, government, and the general public. We propose a new Global Asia film series (\$2,000/year), and a Gamelan artist-in-residence musician program (\$2,000 Y2, 4). Following the success of several K-16 collaborations with the Ackland Art Museum (pp. 42, 46), the CAC will strengthen its K-16 programming with outreach funding for the Ackland Art Museum (\$1,000/year) and Carolina Performing Arts (\$1,500/year). **Media:** The CAC will support the 2-hr weekly "Geet Bazaar" radio program that broadcasts South Asian music (\$1,000/year).

Government and Business: From 2014-2018, the CAC sponsored the Duke-UNC China Leadership Summit, a student-led conference of over 100 participants each year that includes government officials, policymakers, business professionals, and academics (\$500/year). The CAC will collaborate with the Kenan-Flagler Business School to offer the "Global Business Savvy" program to improve business leaders' Asian cultural competency (\$2,000/year). We also support Asia-related programs that provide access to underrepresented populations such as the UNC CGI's Opening Access Initiative (\$1000/year) and institutional memberships for the Diversity Abroad Network (\$350/year) and the Forum on Education Abroad (\$250/year).

Effective Use of Resources and Personnel Program Administration. All activities are planned and organized by CAC’s 4 full-time staff members. The CAC leverages internal and external financial resources and draws upon faculty and partner expertise. Partial support is requested for half of the Associate Director's salary at \$30,000 (0.75 AD and 0.25 FTE Outreach Director) and

Table A2: Timeline of CAC Activities 2018-2022				
Objective	Year 1	Year 2	Year 3	Year 4
Strengthen Asian Languages and Area Studies to Prepare Students for Careers in Government Service, Education, Business, and Non-Profit Sectors (AP1)	Course development grants and professional development travel for LCTL courses			
	Support "Medical Mandarin"			
	Southeast Asian language workshops in Bahasa, Thai, and Vietnamese			
	Funding for LAC Arabic, LAC Chinese, and LAC Coordinator			
	Course development grants for new and existing area studies courses and conference travel			
Generate Debate on Asia Locally, Regionally, and Nationally (AP1)	Domestic and international travel grant for librarian and library acquisitions			
	Local—China Network, Triangle Japan Forum, Korea Forum, Southeast Asian Approaches Group, South Asia Faculty Working Group			
	Global Korea Conference	Global Cities Conference		
Collaborations with MSIs and Community Colleges (CPP1)	Regional and national—UNC System Asia Scholar Network Conference, Triangle East Asia Consortium, Triangle Center for Japan Studies			
	Winston-Salem State University: course development grants, conference travel grants, and staff travel to UNC			
	Durham Tech: Asian modules, Arabic language instruction, conference travel grants, library acquisitions, and staff travel to Durham Tech			
Collaboration with Teacher Education Providers and Outreach (CPP2)	World View NC Global Distinction Program—attract community college participation and fund course modules with Asia-focused content			
	Course development grant for ‘Diversity and International Education’ with emphasis on Asian educational systems			
	Education conference on school reform in Asian countries	Asia and International Education Conference		
	UNC-W—Course development grants to improve the implementation of Asian content in education courses			
	World View professional development and teacher training seminars, workshops, events			
	Annual CAC Summer Workshop for K-14 Educators focusing on Asia			
	Providing access to course materials; Carolina Navigators			
	Annual NC Japanese Language Workshop for K-16			
Promote Diverse Perspectives among Media, Business, Government Officials, and the General Public (AP1)	Annual Learning through Languages High School Symposium			
	Support for general promotional outreach materials			
	Global Asia Film Series			
		Gamelan program		Gamelan program
	Geet Bazaar radio program			
	Ackland Art Museum; Carolina Performing Arts			
	Funding for government and business professional talks/events			
	Global Business Savvy Program			

half of the Program Associate's salary at 1 FTE \$16,500 to carry out NRC activities. We also

propose funding staff travel to national conferences, Title VI meetings, and outreach conferences

(\$2,500/year) and international travel to conferences and to build linkages (\$2,000 in Y2,4). To ensure our proposed activities achieve NRC priorities, all the area studies centers at UNC will hire an external evaluator to implement an evaluation of NRC activities (\$2,000/year).

A3. Reasonable Costs/Cost Effectiveness. The CAC minimizes the cost of activities by leveraging resources from other funds. For example, our Korea Foundation grant supports a new tenure-track position in Korean Studies, while private donor funds support programs such as the Phillips Ambassadors Program, Modern Indian Studies Initiative, and Rajkumar Faculty Fellowship. We share resources with all area centers to carry out and evaluate NRC activities.

A4. Long-term Impact on Undergraduate, Graduate, and Professional Training Programs.

UNC has recently committed itself to providing a global education for all of its students through the campus-wide Global Guarantee program that CAC director, Morgan Pitelka, helped develop and organize. This ensures that CAC funding will have a long-term impact throughout the university in undergrad, graduate, and professional programs and in partner programs at local, state, national, and global levels. With the goals of improving Asian studies and language courses, increasing Asia programming at MSIs and community colleges, collaborating with teacher education providers, and deepening our work in business and government, the CAC will expand and improve opportunities for faculty, staff, students, and partners to strengthen expertise in Asia.

B. QUALITY OF STAFF RESOURCES

B1. Qualifications of Asian Studies Faculty and Professional Staff. Faculty members at UNC

with expertise in Asia are dedicated, qualified, and productive scholars who continue to grow Asian studies and to infuse Asian initiatives/programming across campus. 100 faculty members conduct research on Asia and/or teach courses that include Asia-related content (see CVs in Appendix 1), with 18 faculty members holding distinguished, named professorships. The Dept. of Asian Studies (DAS) has 16 tenure-line faculty and 18 lecturers, with at least 50 core faculty in

other departments who devote a majority of their time to teaching Asian studies courses (DAS 2017 Self Study). Our faculty members win prestigious awards, including the American Council of Learned Societies Fellowship for Michelle King, Fulbright Research Grant for John Caldwell, and the Fulbright-Nehru Senior Research Fellowship for Pamela Lothspeich. Faculty members serve on editorial boards of academic journals: the Journal of Japanese Studies, the Journal of East Asian Humanities, the Journal of Urban Culture Studies. Language faculty have MA, MS, or PhD degrees and are engaged scholars, having published textbooks and journal articles on linguistics, language pedagogy, and cultural studies. Faculty members receive awards for their publications: Morgan Pitelka was awarded the 2016 Southeast Conference of the Association for Asian Studies book prize for *Spectacular Accumulation: Material Culture, Tokugawa Ieyasu and Samurai Sociability*; and Lauren Leve (Religious Studies) won the first James Fisher Prize for *The Buddhist Art of Living in Nepal: Ethical Practice and Religious Reform*. Since 2014, faculty members also received grants from the National Institutes of Health, Japan Foundation, Korea Foundation, American Council of Learned Societies, and the National Geographic Society.

Morgan Pitelka is the director of the CAC and reports to Rudi Colloredo-Mansfeld, Senior Associate Dean for Social Sciences and Global Programs. Pitelka is a Professor of Asian Studies and History, and has served as Associate Chair, coordinator of the Japan Program, and advisor for the Japan Major in DAS. He earned his PhD in East Asian Studies from Princeton. Associate Director Mary Lagdameo manages the center, including outreach and FLAS, and holds an MA in East Asian Area Studies with a focus on China from University of Southern California. Lagdameo and Kathryn Ulrich administer the FLAS program with the guidance of Pitelka. Lagdameo has a strong background in application administration, having administered the Duke in China study abroad program and Duke's East Asian Studies MA program. Dori Brady is Program Manager of the endowed Phillips Ambassadors Program, which funds 25 UNC students to study abroad in

Asia per year. She has an MA in International Ed. from George Mason University. Shuyi Lin is the Program Associate who organizes and manages events, assists with outreach, and liaises with student organizations. Her BA in East Asian Studies is from Bryn Mawr College. Kathryn Ulrich supports the CAC and another center with financial reporting, accounting, and human resources. She has a BS in Accounting from Purdue University. With the exception of salary support proposed in the budget, salaries and benefits for CAC staff are covered by UNC.

Professional Development Opportunities. UNC supports professional development opportunities through conference travel funds, research travel funds, and internal and external sabbaticals to conduct research projects. CAC has provided 16 Title VI conference travel grants over the past 4 years. From 2013-2018, faculty have benefited from the following internal research funding sources: Carolina Performing Arts Curatorial Fellowship, Carolina Women’s Center Scholar in Residence, Kenan Senior Faculty Research and Scholarly Leave, and the Institute for the Arts and Humanities Fellowship. Professor Robin Visser received the 2017-2018 National Humanities Center Fellowship for her research on her book project, “Bordering Chinese Eco-Literatures (1984-2014).” The CAC also administers the Jimmy and Judy Cox Asia Initiative Award (\$8,000 per year) and the Rajkumar Fellowships (\$5,000 x2 per year) for faculty.

Teaching, Supervising, and Advising. The majority of Asian Studies faculty are full-time and teach a full course load of 4 courses per year, while teaching faculty teach 6 courses per year. Faculty have extensive, ongoing contact with students in the classroom and in advising, supervising graduate and undergraduate students and serving on undergraduate honors, masters, and doctoral thesis committees (pp 38-39). Asianist faculty are often recognized for their excellence in teaching and mentorship. Most recently, Harshita Kamath of religious studies won a 2018 UNC Tanner Award for inspirational teaching. At the graduate level, faculty are heavily invested in students’ research projects. Two PhD students whose work focuses on Asia were

awarded seed grant awards from UNC's Graduate Certificate in Participatory Research. Willa Dong, PhD candidate in Health Behavior, won the award in 2017, and Pallavi Gupta, PhD candidate in Geography won this year's award. Faculty and researchers in the professional schools (such as Law and Medicine) serve as dissertation/thesis advisors, engage students in their ongoing research in Asia, and are instrumental in establishing formal linkages with Asian institutions.

B2. Staffing and Oversight Arrangements Involving Faculty and Staff from Departments, Professional Schools, and the Library. The CAC works in consultation with 2 committees: a *management committee* of core Asian Studies faculty from the College plus the East Asian Bibliographer for the university, Hsi-chu Bollick; and an *advisory committee* of faculty from Anthropology, Asian Studies, Geography, and Global Public Health; the Associate Dean for Study Abroad and International Exchanges; the director of the Global Business Center; and the co-director of the Carolina Center for the Study of the Middle East and Muslim Civilizations. These committees meet twice a year to assess the CAC's progress, discuss and evaluate activities, and determine strategic goals. These committees also provide essential feedback to CAC administrators on how to continue to improve marketing, communications, and outreach of the center to the university and public community. **Outreach:** Associate Director Mary Lagdameo manages and oversees outreach and collaborates regularly with CAC partners, including World View and NCTAN. With extensive experience in international education, Lagdameo spearheads Asia-related K-16 programs and activities at local and regional levels and oversees university activities. She works closely with Shuyi Lin, who manages student events, faculty working group speaker series and talks, and oversees a dedicated team of student workers who also regularly contribute to outreach activities. Since 2015, library staff have taken a central role in integrating faculty from the CAC's UNC System Asia Scholar Network as research collaborators and providing additional assistance as they conduct research on Asia. Hsi-chu Bollick is also

instrumental in meeting with NC Global Distinction community college faculty members and she provides them with resources as they develop their courses.

B3. Nondiscriminatory Employment plan. UNC offers equal opportunity to all employees and applicants for employment without regard to race, color, religion, national origin, disability, veteran status, sexual orientation or preference, gender identity, sex, or age. The UNC Equal Opportunity/ADA Office coordinates university policies and/or applicable state and federal laws that prohibit discrimination and harassment on the basis of an individual's race, color, gender, national origin, age, religion, genetic information, disability, veteran status, sexual orientation, gender identity or expression. UNC established the Carolina Postdoctoral Program for Faculty Diversity in 1984, which mentors scholars from underrepresented groups for tenure track appointments at UNC and other research universities including Asianist scholars now on the UNC faculty such as Jocelyn Chua and Jennifer Ho. Since 2014, a new Vice Chancellor for Workforce Strategy, Equity and Engagement brings together human resources, equal opportunity/ADA, and diversity and multicultural affairs responsibilities to increase collaboration and strategic planning. In 2014, 20 (71.4%) of the 28 newly hired underrepresented minority faculty were hired through UNC's targeted minority hiring programs. The UNC Diversity Plan for 2014 reported 10.9% Asian, 0.4% American Indian, 5.3% Black, 4.1% Hispanic, and 45.5% female faculty of 3,667 faculty members. Many senior administration positions are held by women, including our current Chancellor and the President of the UNC System. The CAC staff includes 3 women, including 2 Asian women. We actively encourage applications from underrepresented groups in searches, work with the Office of Disability, and practice LGBTQ safe zone guidelines.

C. IMPACT AND EVALUATION

Table C1: Growth of Carolina Asia Center Activities from 2012-2017

Table C1: Growth of Carolina Asia Center Activities from 2012-2017			
Category	2012-2013	2016-2017	Growth
University Support	\$14,109,604	\$27,316,906	94%
Core Faculty	91	101	11%
Affiliated Faculty	22	28	23%
Undergrad Asian Language Majors/Minors	308	350	14%
Language course offerings	55	58	5%
Language course enrollment	1777	1914	8%
Non-language course offerings	250	270	8%
Attendance at CAC Events	3544	9680	173%
Study Abroad	175	261	49%
K-14 teachers trained	839	945	13%

C1. Impact of CAC Programs. From 2014-2018, the CAC has consistently contributed to the growth and impact of Asian studies and programming at local, state, and national levels. Table C1 shows the growth of the CAC’s activities and highlights our commitment to increasing regional and global expertise on Asia, strengthening public outreach, and sustaining core and affiliated AS faculty. Since 2012, enrollments in language increased by 8%. Language courses increased by 5% and non-language courses increased by 8%. Our outreach, including teacher training, continues to have broad and significant impact among K-14 educators (pp. 41-42). Data collected on the undergraduate class of 2017 shows that graduates are gaining national and international employment in the Peace Corps, finance sector, consulting firms, media, UNESCO, and the Environmental Protection Agency, and they are pursuing advanced degrees in law, IT management, analytics, biomedical sciences, management studies, linguistics, and dentistry.

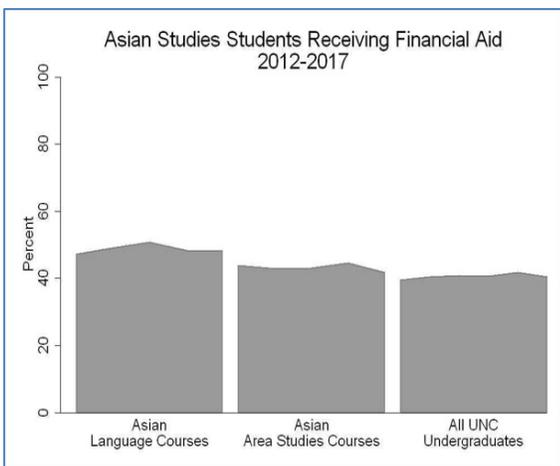
C2. National needs addressed, information generated for and disseminated to the public.

All of the CAC’s activities meet national needs and generate information for and disseminate information to the public. **LCTLs:** All of UNC’s Asian languages are critical languages of national need (Table C1). Our language classes have high enrollments and are taught by qualified lecturers and professors, which ensures a regular supply of experts with language skills in LCTLs.

Table C2: Placement examples of undergraduate class of 2017	
Public sector	EPA, Peace Corps Mongolia
Private sector	Citrix, Bank of America, Merrill Lynch, Wells Fargo, Los Angeles Times, COMCAST, Foxconn, McKinsey & Company, Ernst & Young, Deloitte, Wall Street Journal
Non-Profit	RTI International, AmeriCorps Vista, UNESCO, Jewish Federation of Durham-Chapel Hill, Apex for Youth
Pursuing advanced degrees	Georgia Institute of Technology, UNC-CH, Campbell University College of Pharmacy & Health Sciences, Columbia University, Duke University, NC State

Area Studies: The center works to infuse Asia content across the university, MSIs and community colleges through course development grants, conference travel funds, speaker series, events and study abroad opportunities. These activities equip students and others with the knowledge of Asia to engage with Asian countries that are the U.S.’s strategic partners in trade, environment, health, and security. **Outreach:** Our outreach approach provides teaching materials on Asia and professional development opportunities for K-16 educators. The CAC also works in the business and government communities through the activities of our faculty and staff. The CAC director serves on boards such as the North Carolina Coalition for Global Competitiveness. In addition to disseminating information through our programming and through the robust professional and scholarly activities of our faculty (Appendix 1), we also share information on Asian events locally, regionally, and nationally through the CAC listserv, social media, our newsletters, and the UNC Global website for global issues and opportunities. UNC Global promoted nearly 340 news stories in which UNC faculty or students were contributing writers or featured experts on topics related to Asia over the past four years. These media appearances were in outlets including *NY Times*, *Washington Post*, *NPR*, *Foreign Affairs*, and dozens of other publications—from international outlets to small town newspapers.

C3. Non-discriminatory equal access. UNC is committed to equal access and treatment for students and staff from traditionally underrepresented groups, including making campus programs and facilities accessible to the physically challenged through building design and the provision of special assistance by designated offices. As part of its evaluation program, the CAC collaborated with other area studies centers on the Opening Access Initiative, led by UNC’s Center for Global Initiatives (CGI). A task force formed representing more than 12 offices across campus, including financial aid, student advising, residential life, and offices serving underrepresented groups, including first-generation students, transfer students, and minority students that had not previously interacted with the CAC. The task force met twice a year for five years to identify barriers to participation in global education opportunities by students from underrepresented groups, design interventions to overcome these barriers, and track our progress through systematic data gathering. The task force generated several initiatives to support co-curricular study tours for students with



financial need who have never traveled abroad, as well as a major initiative, the “Global Guarantee,” which the University has adopted as a priority for its current capital campaign.

Figure C3 Asian Studies Students Receiving Need-Based Financial Aid

The Opening Access Initiative has worked with UNC’s Office of Institutional Research and Analysis (OIRA) to track trends in participation in Asian studies by members of underrepresented groups. Figure C3 charts one set of figures from this initiative: trends in the percentage of undergraduates in Asian language and non-language courses who receive need-based financial aid, as compared with the undergraduate student body as a whole at UNC. These

figures show higher levels of participation of students receiving financial aid in Asian languages and studies courses than the student body at large. Broadening participation by underrepresented groups in Asian studies courses and Study Abroad forms one of the CAC's three focus areas for growth and evaluation in the coming grant cycle. For FLAS, the FLAS review committee will continue to provide equal access for and treatment of traditionally underrepresented members of racial or ethnic minority groups, women, persons with disabilities, and the elderly during the FLAS selection process.

C4. Comprehensive, objective, quantifiable evaluation plan. Each UNC NRC has designated a liaison who will serve on a joint evaluation committee to coordinate evaluation efforts; the CAC has appointed Associate Director Mary Lagdameo, who has had significant experience evaluating study programs in her former position at Duke University. By collaborating on common programming and pooling resources, the CAC has developed a comprehensive and objective evaluation plan to be executed by CAC staff with a team of experienced scholars and evaluators.

Dr. Gregory Cizek, Guy B. Phillips Distinguished Professor of Educational Measurement and Evaluation, and Dr. Rita O'Sullivan, Director of the Evaluation, Assessment, & Policy Connections unit, of the UNC School of Education serve as senior consultants on the CAC's evaluation plan. Cizek teaches the School of Education's graduate seminar on evaluation methods; has served as president of the National Council on Measurement in Education; and is a member of the U.S. Department of Education's National Assessment Governing Board. O'Sullivan, author of *Practicing Evaluation: A Collaborative Approach*, has served as an officer of the American Evaluation Association. The CAC's evaluation plan will be implemented by Beth-Ann Kutchma and Fabiola Salas Villalobos. Kutchma is an independent education evaluation consultant with 20 years of experience designing and implementing program evaluation in international education, and she will conduct the survey and data-based portions of the CAC's evaluation plan. Salas

Villalobos is a doctoral student at the UNC School of Education, where she has worked to evaluate education programs from elementary school to doctoral levels; she will conduct the interview and focus group component of the evaluation plan. The CAC evaluation plan and associated Performance Measurement Forms incorporate summative and formative assessments and focus on three objectives identified through past evaluations and strategic planning as major areas for growth, corresponding with Department of Education priorities:

1. *Broadening access to Asian studies by students from historically underrepresented groups.* The CAC has been active in efforts to gather data on participation in international educational opportunities by underrepresented groups (pp. 13-14). The CAC will continue to work to identify barriers to participation and to reach students who may have not considered Asian studies. To assess broadening access, the evaluation team will collect enrollment data on the number of students from underrepresented groups in Asian studies courses at UNC, Durham Tech, and WSSU (CPP1) and in UNC's Study Abroad programs in Asia. In addition to tracking participation rates, the team will implement surveys and lead focus groups that stimulate discussion on perceived barriers to participation, and then use these findings to improve access to participation. This effort corresponds to Goal 1 of the Department of Education's strategic plan for 2014-2018: "Increase college access, affordability, quality, and completion by improving postsecondary education and lifelong learning opportunities for youth and adults."

2. *Internationalize community college curricula and increase faculty and student involvement in Asian studies issues, activities, and dialogue throughout North Carolina.* The CAC will continue to collaborate with the NC Global Distinction Program, established in 2014 by UNC's World View program with the CAC support, which provides global knowledge, skills, and strategies to K-14 educators. To assess increased involvement in Asian studies activities over

the four-year grant period, the evaluation team will collect participation data, specifically on the number of community colleges, faculty, and students participating in the NC Global Distinction Program. The team will also implement surveys and focus groups of community college administrators and faculty to measure program effectiveness (CPP1).

3. Increasing and expanding Asia content in courses taught in schools of education, and further developing Asia-related teacher training and activities for K-16 educators. We will work closely with the schools of education at UNC-CH and UNC-W to fund course development grants for Asian content. To assess the expansion of Asian content taught in schools of education and teacher training activities, over the four-year grant period, the evaluation team will implement a survey to recipients of course development grants and participants in teacher training activities. We will also work with NCTAN to develop and increase Asia-focused K-14 workshops and seminars. The team will implement surveys to determine the efforts of educators to incorporate Asia content in their courses. Additionally, UNC NRCs will form a K-14 Advisory Committee with 1-2 teachers nominated by each center to include diverse disciplines, grade levels and geographic representation. These teachers will hold an annual meeting, which will play an important role in providing feedback to UNC NRCs on the development, evaluation, and promotion of their outreach programs.

FLAS. For the past few years our selection process and review committee have been very effective in selecting FLAS awardees. In our selection process, the review committee will consult with the Office of Scholarship and Student Aid to select students who are both meritorious and in need of financial support (pp. 46-48). The CAC FLAS has been instrumental in producing specialists that attain positions in areas of national need (Table C6). In the past, the CAC FLAS Coordinator, who is also the Associate Director, conducted information sessions to undergraduates, as well as graduate students in the School of Law, the School of Social Work, and

the School of Global Public Health, which over time increased the number of graduate student applications. As part of the evaluation plan, the FLAS Coordinator will expand FLAS information sessions to other graduate schools and evaluate whether this expansion attracts even more students to apply. The FLAS Coordinator will work with CGI to evaluate whether Opening Access Initiative programs and activities increase the number of underrepresented students who apply for

Table C4: Survey of Graduates with Asian Studies Focus		
Category	Number	Percent
Type of employer:		
K-12	5	6%
Higher Education	16	20%
Federal Government	5	6%
International or foreign organization	5	6%
Private Sector (for profit)	19	23%
Private Sector (not for profit)	13	16%
State/Local Government	13	16%
Did not respond	6	7%
How important has knowledge of Asia been to your career?		
Very Important	33	40%
Important	38	46%
Not Important	11	13%
How often do you use your area studies knowledge in your current position?		
Daily	30	37%
Weekly/Monthly	34	41%
Less than monthly	9	11%
Never	9	11%

FLAS. We will track post-graduate placements in areas of national need and collaborate with CGI on alumni surveys to assess the extent to which FLAS awardees use their language and area studies knowledge in their professions (Table C5).

Use of 2014-2018 evaluations to inform evaluation plan. Each element of the current plan is informed by evaluations conducted over the past 4 years. The evaluation of access by

underrepresented groups is informed by ongoing evaluation work in Asian Studies and the Opening Access Initiative (pp. 13-14). The plan to evaluate the internationalization of community college programs in North Carolina is informed by evaluation surveys conducted among participants at each World View activity. The plan to evaluate the expansion and quality of Asia content in schools of education and K-14 teacher training is informed by CAC evaluations conducted among K-14 participants. Respondents recommended that programs focus on the immediate and long-term impact of teacher training activities and professional development

programs on educators, and how effective educators are in encouraging their students to pursue interest and knowledge of Asia.

Use of recent evaluations to improve the program. In the spring of 2016, the Department of Asian Studies (DAS) conducted climate surveys of current undergraduate majors and minors and its alumni from the past five years, administered by the Office of Institutional Research and Assessment (OIRA). The response rate for current students was 42 and the rate for alumni was 33. The survey suggests that the DAS continue to support students studying abroad, since current students and alumni identified learning priorities as study abroad and an emphasis on vernacular rather than literary language study. These priorities align directly with NRC priorities that encourage students to gain mastery of the language, and to be able to use the language in future professions of national need. The CAC will continue to focus on promoting study abroad opportunities to underrepresented groups. One DAS success story is Jasmyn Thomas, who was recently awarded the Fund for Education Abroad Scholarship. Another is Burcu Bozkurt, who conducted research in Vietnam as a Phillips Ambassador and Mahatma Gandhi Fellowship recipient during her undergrad years, then received The Paul & Daisy Soros Fellowship for New Americans as a current PhD student in health policy and management at UNC. The CAC will also support effective language pedagogy and teaching that focuses on spoken language; several faculty who received OPI training with Title VI funds are using their training to further develop and refine oral sections of their language curricula. **FLAS.** CGI and CAC evaluated the data of awardees from 2015-2018 and learnt that 28 awardees, or 50% were students of color, and 28 awardees self-reported a household income of less than \$50,000/year. This data suggests that the CAC has been successful in providing equal access, and we intend to strive for higher targets. Finally, at the suggestion of previous FLAS cohorts, the FLAS coordinator will continue to assist

2 former FLAS awardees who are spearheading a FLAS student group, which aims to organize student-led activities among FLAS awardees and alumni.

C5. Record for post graduate employment, education, or training in areas of national need and efforts to increase these placements. On the CAC’s placement record, please see Narrative C1. All of the CAC’s activities are intended to spur interest in Asia, and the CAC’s advising to students offers encouragement and information about careers in Asia. The CGI and CAC conducted a 2017 survey of UNC alumni who studied abroad and/or focused on Asia (Table C4). Of the 82 respondents, about 23%, or 19 respondents, had received a FLAS fellowship, and 86% of the 82 respondents said that knowledge of Asia was important/very important to their careers. Table C5 shows placement examples of these 82 respondents. To encourage students, including FLAS app to pursue careers in areas of national need, we actively promote internship and

Table C5: CGI and CAC Survey Placement Examples	
Higher Education	Davidson College, UNC-CH, Ball State University, University of Central Florida, Arizona State University, University of Michigan, Ripah International University (Pakistan)
Pursuing advanced degrees	University of Pennsylvania, UCLA, NCSU, Duke University
Public Sector	NYC Dept of Health, Dept of Defense, World Bank, CDC, State Department, Melton City Council (Australia), US Government, NC: Catawba County, Wake County
Private Sector	American School of Kinshasa, Deloitte, Wells Fargo, Emergent BioSolutions, Oracle, BlackRock, National Health Law Program, Sterlite Tech, CMC Consulting, GLC Advisors, Credit Suisse, Stantec, Vriens & Partners
Non-profit sector	Foundation for Survivors of Torture, RTI International, AmeriCorps

fellowship opportunities such as U.S. Department of State internships, Benjamin A. Gilman International Scholarships, Boren Awards for International Study, and the Presidential Management Fellows

program. UNC also hosts a senior foreign service officer from the Department of State as the Diplomat-in-Residence (DIR) for the Southern Mid-Atlantic region in the Global Education Center. The DIR provides guidance and advice to FLAS applicants, students, professionals and the community about careers in government. UNC NRCs also collaborate to offer an annual global career night which specifically addresses how undergraduates should plan and prepare for jobs in

various sectors, including business, government, higher education, and non-profits. The CAC also holds an annual Asia career night; our 2018 theme was Global Asia and over 30 undergraduate and graduate students attended.

C6. Improved supply of Asia specialists. Our undergraduate and graduate enrollments in Asian language courses and non-language courses have continued to grow steadily, showing an improved supply of Asia specialists. Our FLAS awardees have become specialists in their disciplines and in the field of Asian studies; most notable are Elizabeth Berger and Sarah Shair-Rosenfield (Table C6).

Table C6: FLAS Awardees and Professions	
2009-2014	
Barron Monroe	Catawba County, NC, Government Budget Analyst II
Steven Langerman	M.D. Candidate at the George Washington University School of Medicine
Elizabeth Berger	Postdoctoral Fellow, Lieberthal-Rogel Center for Chinese Studies, University of Michigan
Will Stelpflug (and 2015-2016)	Business Analyst at McKinsey & Company
Kane Borders	Analyst at Dalberg Global Development Advisors
Megan Kovac	Neuropsychology Postdoctoral Fellow at NY Presbyterian-Weil Cornell
Sarah Shair-Rosenfield	Assistant Professor, School of Politics & Global Studies, ASU
2015-2016	
Andreina Malki	Student Action with Farmworkers Youth Director
Gean Spektor	Research Project Manager at the Transfer Project, Carolina Population Center (UNC)
Sara Harwood	Research Project Manager, Global Social Development Innovations (UNC)
Stephen Heiny	UNC Highway Safety Research Center Junior Research Associate
Joanna Percher	Program Research Analyst at The David and Lucile Packard Foundation
Joy Martin	UNC Quality Coordinator, Public Health Leadership Program
Margarethe-Elizabeth Armstrong	Chief Communications Officer and cofounder at CineSound LLC
Shati Khan	Transportation Planner at State of NY Metropolitan

C7. Description of how awarded fellowships address national needs. Prior to the CAC becoming a FLAS-granting NRC in 2014, we collaborated with the CGI to award FLAS fellowships for Asian languages. FLAS fellows from 2009-2014 have continued to use their knowledge and expertise in their careers. Since we began issuing FLAS awards, fellows from 2015-2016 have pursued careers in various sectors that address national needs: non-profit organizations, institutional research projects and research centers, private industry and small

businesses, and city planning (Table C6). All our FLAS awardees who matriculated in undergrad and graduate degree programs indicate on their FLAS application their intent to pursue careers in higher education, public service and government, business, and non-profit organizations.

D. COMMITMENT TO ASIAN STUDIES

The CAC was established in 2002, but Asian Studies has a long tradition of excellence at UNC.

With funding from the Freeman Foundation, the Korea Foundation, the Mellon Foundation, and the Japan Foundation, Asian Studies has grown enormously over the past 16 years, and the CAC is now the largest and most influential center for the study of Asia in the southeastern U.S. Table D1

Table D1: Minimum Institutional Financial Support for Asian Studies Annually	
Salaries and Fringes	
Core Faculty	\$6,249,999
Affiliated Faculty	\$13,911,815
Outreach Programs (World View)	\$73,036
Administrative Staff	\$315,533
Library Staff	\$481,070
Student Support	
Graduate Student Support	\$1,639,642
Graduate Student Tuition Remission	\$1,447,036
Undergraduate Financial Aid	\$1,268,816
Study Abroad in Asia Fellowships	\$648,234
Student Research/Travel	\$288,000
Other Expenditures	
Library Acquisitions/Travel	\$456,614
Faculty Research/Travel*	\$81,830
Staff & Director Travel	\$9,000
Events, Conferences	\$25,100
Outreach Activities (includes World View, Carolina Performing Arts, Ackland Art Museum)	\$421,182
Total	\$27,316,907
Data does not include tuition and stipend provided for FLAS fellowships.	
*Faculty travel=% of time devoted to Asia at \$1000 for Sr. Leacs, Asst, Assoc and full Profs, and \$750 for Leacs, \$2000 for dept chairs	

shows that UNC provided over \$27 million in institutional support to Asian Studies and Asia-related programming, an increase of 93% since 2012 (Table D1).

Operation of Center: The global heart of UNC’s campus is the FedEx Global Education Center (GEC), where the CAC and other area studies centers are located. It has 5 CAC offices, shared and dedicated office equipment, state-of-the-art classrooms and board rooms, the Nelson Mandela

Auditorium, and catering kitchens. The GEC also facilitates collaboration across all international units, as the building is home to the NRCs, the Office of Study Abroad, the International Students and Scholars programs, and the Curriculum in Global Studies. **Teaching staff:** The university is fully committed to the hiring, retention, and development of a diverse and robust teaching staff for Asian Studies. The university provides salaries for 101 core and associated faculty and 28 affiliated Asianist faculty. In the past 4 years, UNC has added new Asia experts to the faculty such as Sean Sylvia in Global Public Health & Elizabeth Frankenberg in Sociology (Appendix 1). The CAC and other units such as the Institute for Arts and Humanities offer these various faculty travel grants, book subventions, digital humanities funding, and research and study leave. **Library resources:** Support for Asian library resources has grown over the past 4 years and continues to be substantive and well organized. UNC employs 4 full-time and 7 part-time library staff who focus on the Asian-language collection, including specialists in Chinese, Japanese, Southeast and South Asian materials. 13 full-time library staff spend up to half of their time working with Asian materials. **Overseas linkages:** UNC does not build overseas campuses, but rather overseas relationships, and we have seen an increase in our partnerships in Asia over the past four years: 156 active partnerships across Asia, with 109 in East Asia, 28 in Southeast Asia, and 19 in South Asia. Our most important partnership in Asia is with the National University of Singapore, which includes 8 joint degree options and student exchanges in the Kenan-Flagler Business School, Honors Carolina program, and the School of Dentistry. Since 2014, UNC received over \$650 million total in awards for all sponsored research conducted in or related to countries outside of the United States. Among those awards, research was conducted in or related to 19 countries in Asia. Funding organizations included Family Health International, National Institutes of Health, National Science Foundation, and the U.S. Agency for International Development. Overseas linkages are managed by Global Relations, which consists of 3 full-time and 2 part-time staff. In

the Provost's Office, the Executive Vice Provost and Chief International Officer oversees UNC Global and manages global strategy and operations for the university. In the College, the Senior Associate Dean for Social Sciences & Global Programs and the Associate Dean for Study Abroad manage the area studies centers and student mobility partnerships respectively. Similar global administrative positions can now be found in every school at the university. **Outreach:** The CAC's outreach program expanded tremendously over the past 4 years and continues to improve as we strengthen our partnerships. We offer our own summer workshops and we work with UNC World View (\$475,872 on outreach-related salaries) on events such as the 2018 spring seminar, "East Asia: Traditions, Trends, and Transformations." We partner with Carolina Performing Arts (\$921,054 between 2014 and 2018 on Asia-related staff salaries and programs) and the Ackland Art Museum (\$794,450) in outreach connected to Asian music, performance, and exhibition programs. We target postsecondary institutions as well as the key sectors of the business world, the media, and the general public (pp. 41-46). **Students in Asia-related fields:** The university provides financial support to undergraduates and graduate students for various reasons; one is to open access to global opportunities and encourage those who might encounter real barriers (or who might not participate because of perceived barriers) to study Asian languages, study abroad in Asia, and attend Asia-related programs; another is to incentivize the strongest students to invest their time and energy in Asian Studies and increase the quality of our programs overall. Thus students can apply among 1,000 UNC scholarships, research grants, travel stipends, internships, and fellowships. 42% of all full-time undergraduates receive need-based financial aid and the average value of aid in scholarships or grants is \$17,988. The number of students receiving need-based financial aid is slightly higher than 42% for students taking non-language Asian courses and even higher, closer to 50%, for those taking Asian language courses (see p. 14, figure C3). 22% of undergraduates received federal Pell Grants in 2015-2016. The CAC provides a range of

assistance to undergraduate and graduate students studying Asian languages. Undergraduates studying FLAS-eligible Asian languages regularly receive scholarship assistance to study at UNC and abroad. Between 2014 and 2017, the college provided \$3,089,848 in funding to support study abroad experiences. This includes the CAC's Phillips Ambassadors Program, which offers scholarships to 25 students to study abroad in Asia each year. The Honors Program offers the Weir Fellowship to China. 15 graduate students per year in Health Affairs receive funds to engage in research and internships in Asia. The Graduate School provides over \$43 million dollars annually to support graduate students from admission to graduation, plus financial support to top up tuition/fees for all Asian language FLAS fellows.

E. STRENGTH OF LIBRARY

E1. Print and Non-Print Holdings. UNC-CH's 15 general and specialty libraries collectively possess the largest university collection in the southeastern U.S., ranking 23rd among North American libraries in total resources. This includes more than 11 million volumes held and 39 million non-book items (manuscripts, maps, microforms) as of 2018. The libraries provide more than 10 million full-text (non-print) items. E-resources range from 5 million e-books to 674 million newspaper articles plus 186 million articles in journals. Collections are growing rapidly, with 1.9 million of the 6.7 million online items added after 2000, and 297 million full text digital resources after 2013. **English and Foreign Language Holdings.** UNC has been building its Asian collections for several decades: 168,029 books in Chinese; 57,910 in Japanese; 27,933 in Korean; 26,569 in Hindi; and 66,515 in Arabic. The library also provides a range of full-text items in Asian languages: more than 41 million in Chinese; 2.7 million in Japanese; 2.3 million in Korean; 86,300 in Hindi; 40,370 in Indonesian; and 27,980 in Arabic. UNC's Chinese collection is particularly notable, being the largest of its kind in the Southeastern U.S. (according to CEAL, 2017 data). UNC's subscriptions to online databases such as China Academic Journals,

Bibliography of Asian Studies, Japan Knowledge, South Asian Newspapers, and Southeast Asian Serials Index allow deep scholarly research on Asia for all library affiliates. Nearly all of our 129 core and affiliated faculty at UNC are active library users who request and borrow materials and use our collections. **Undergraduate, graduate, professional school clientele:** Campus libraries have 394 FTE staff who provide robust levels of support to scores of professional and graduate programs. In addition to traditional services, campus libraries have developed new engagement capabilities in data visualization, digital humanities, geographical information systems, makerspaces, and text mining/analysis. To embed the libraries throughout the academic enterprise UNC has designated nearly 30 librarians—including many with specific foreign cultural/linguistic expertise—as liaisons so that all academic programs have direct access to library know-how. The libraries actively share resources with professional schools and their related outreach programs such as the Kenan Institute for Private Enterprise to support economic development throughout North Carolina. Librarians also are partnering with campus entities to improve patient care not only within the state but also abroad. The Health Sciences Library (HSL) currently works in partnership with the Institute for Global Health and Infectious Diseases (IGHID) to support library services for UNC affiliates and their partners overseas. The CAC proposes to support this range of library growth through acquisition of further Asia-related resources (\$6,000/year).

Institution's financial support for acquisitions and library staff: UNC spends \$16 million annually on building campus library collections. Because of UNC libraries' wide-ranging integrated support for and engagement with programs across and beyond the campus, it is difficult to compute the specific expenditures supporting global studies and outreach. Considering only collections acquisitions, librarians with specific subject assignments, and staff processing resources in either foreign languages and/or with a global focus, UNC libraries conservatively

spend at least \$2 million annually of their combined budget of \$45 million directly in support of global studies, research, and related initiatives. Annual support for library staff is \$481,070.

E1B. Reciprocity of Research Materials. UNC has a long history of collaborating with other libraries to create interlocked complementary holdings. As a member of the nation’s oldest research library consortium—Triangle Research Libraries Network (TRLN)—this cooperative’s combined collections of unique titles included in their shared online catalog are exceeded only a handful of U.S. research libraries. Through sophisticated discovery systems library users can easily find and in the case of most digital resources also access via a single search box, which has facilitated research and resulted in increased use of the collections. TRLN has recently implemented direct borrowing by users from the consortium’s collections. UNC libraries also have expanded access to their collections in tangible formats by developing document delivery capabilities to be able provide faculty with print books brought to their office within two working days. Walk-in users un-affiliated with UNC have access not only to the tangible collections but also to nearly all the e-resources available to campus faculty and students. Non-affiliates accounted for nearly 10% of books checked out from the main library last year: 136,138 checkouts and 142,398 renewals. Nationally UNC is a leader in inter-library lending, regularly ranking in the top 30 of the 115 members of the Association of Research Libraries.

UNC libraries are also committed to serving broad and varied audiences beyond campus, with targeted outreach programs to both K-12 and community college populations. The CAC collaborates with the library to offer public talks, such as Wei-Cheng Lin’s research using e-resources supported by the Taiwan Library grant (2014); Uffe Bergeton’s research involving e-resources and digital humanities (2016); Hsi-Chu Bolick’s East Asian resources workshop to visiting scholars and graduate students (2017); Angela Ko’s presentation on Hong Kong resources (2018); and, sessions that introduce Asian e-resources to university users and the public.

Additionally, the CAC's UNC System Asian Scholar Network is built around extending UNC library and database access to Asia scholars on other UNC campuses throughout the state. We collaborate closely with our East Asian librarian, Hsi-Chu Bolick, to provide collections support to faculty from UNCG, NC State, WSSU, UNCC, and community colleges. Title VI funding will expand access to Asian library materials by arranging consultations with librarians for elementary, secondary, and community college instructors and through partnership with WSSU and Durham Tech.

F. QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

F1. Course offerings in a variety of disciplines, including the professional schools. Carolina's top-quality courses in a range of disciplines that support the education of Asia specialists are unmatched in the region. In the College from AY 2016-2017, 270 non-language courses with ≤25% Asia content were offered, usually with small class sizes to increase their effectiveness (Appendix 3). During this same year, more than 22,208 undergraduates and 2,744 graduate and professional students enrolled in Asia-related courses.

UNC faculty members are accomplished scholars of various disciplines and teach diverse courses. In the College of Arts and Sciences, for example, Asianist faculty teach in anthropology: Jocelyn Lim Chua, Christopher Middleton, Christopher Nelson, Donald Nonini, Amanda Thompson, Margaret Wiener; Asian studies: Lorraine Aragon, Jan Bardsley, Uffe Bergeton, Mark Driscoll, Ji-Yeon Jo, Pamela Lothspeich, Morgan Pitelka, Afroz Taj, Robin Visser, Gang Yue; economics: Simon Alder, Steven Rosefielde; geography: Xiaodong Chen, Michael Emch, Scott Kirsch, Christian Lentz, Sara Smith, Conghe Song; history: Cemil Aydin, Peter Coclanis, Emma Flatt, Michelle King, Klaus Larres, Iqbal Sevea, Michael Tsin; religious studies: Barbara Ambros, Carl Ernst, Harshita Kamath, Lauren Leve; and, sociology: Yong Cai, Guang Guo, Charles Kurzman (see CVs in Appendix 1).

Significant Asia content is also taught in professional schools such as global public health, business, social work, and education. Approximately 110 regularly-offered courses are available to professional school students pursuing interests in Asia (Appendix 3).

F2. Interdisciplinary courses for undergraduate and graduate students. The two undergraduate degree programs that focus on Asia—the Asian Studies major and the Global Studies major with an Asia concentration—offer robust interdisciplinary content and training. Asian Studies includes faculty trained in literature, linguistics, language pedagogy, history, anthropology, and film studies, while all tenure-line Global Studies faculty have a secondary appointment in another department in the Humanities or Social Sciences. At least 36 courses with significant Asian content (≤ 25 -100%) are cross-listed (Appendix 3), and nearly all courses taught in DAS are interdisciplinary. Example of undergraduate interdisciplinary courses include “South Asia Since 1750,” “Pacific War,” and “Modern Japanese Religions”; and for graduate students, “Asian Economic Systems,” “Islam in South Asia,” “Political Geography” and “Water and Sanitation Planning and Policy in Less Developed Countries.”

F3. Teaching Faculty and Instructional Assistants. The current faculty affiliated with the Carolina Asia Center can robustly and regularly cover the regions of Asia. Of the 129 core, associate, and affiliated non-language faculty members, 101 devote 25% or more of their time to teaching and researching in Asia. The CAC supports teaching faculty in various ways. We fund Faculty Working Groups in each region of Asia. We offer the donor-funded Jimmy and Judy Cox Asia Initiative Fund grants for travel to Asia to attend conferences, collect materials, and engage in research to update the content of Asia-related courses. We offer the donor-funded Rajkumar Fellowship to travel to Southeast Asia for scholarly research and professional development. In policy and in practice, with few exceptions our courses are taught by permanent faculty.

The UNC-CH Graduate School offers an array of professional development opportunities for graduate and professional students. In the fall of 2016, UNC joined the Center for the Integration of Research, Teaching and Learning (CIRTL), a network of research universities committed to preparing future faculty with the goal of improving undergraduate education. CIRTL has historically focused on STEM disciplines, but UNC-CH's opportunities are open to all disciplines and encouraged across campus. Offerings combine local, on-campus pedagogy workshops with on-line pedagogy training. Since fall 2017, 150 graduate and professional students have participated in the on-campus offerings alone. CIRTL furthermore offers students the chance to obtain up to three levels of credentials based on the amount and types of pedagogical training they have conducted: associate, practitioner, scholar. The Graduate School also offers the "Preparing International Teaching Assistants Program" to ensure that international graduate students have the pedagogical and cross-cultural communication skills needed for interacting with undergraduates in UNC-CH's classrooms.

UNC employs graduate TAs to help faculty teach large course sections, and they receive pedagogical training to ensure high-quality instruction. These TAs must meet university-wide standards, and each department provides resources and support for their TAs through individual faculty mentors, teacher-training workshops, and/or pedagogy courses. UNC's Center for Faculty Excellence and Center for the Integration of Research, Teaching and Learning offer rigorous, extensive, face-to-face and online pedagogy training to all Instructional Assistants, including a Teaching Assistant Orientation, a Graduate Student Fellowship Program, and Graduate Student workshops every semester. Core values of this cutting-edge Instructional Assistants pedagogy training are Teaching-through-Diversity, Learning Communities, and Teaching as Research.

The Center for Faculty Excellence (CFE) has 7 staff who conduct multiple workshops for instructors on campus annually. During AY 2016-2017, at least 412 participants attended CFE's

graduate workshops and trainings. In addition, each department offers field-specific teaching instruction. The Department of History, for example, offers orientation programs for teaching assistants, as well as a faculty-student Committee on Teaching (COT) that hosts programs on creative pedagogy throughout the academic year. A for-credit course, which addresses syllabus planning, assignment planning, and teaching methods, is also regularly offered.

F4. Depth of specialized courses in one or more disciplines of the Center’s subject area. All core disciplines within Asian Studies offer comprehensive introductory courses that analyze Asia from the perspective of a specific issue or topic (see Appendix 3). Several Asian Studies faculty offer seminars through UNC’s First Year Seminar Program (numbered below 100 in Appendix 3), which are classes that assist students in making the transition from high school to college. Faculty members foster students’ interactive learning and research skills in a smaller class setting and bring students on field trips to museums and other community-based sites. Next fall’s Asia-focused first-year seminars include “Philosophy on Bamboo: Early Chinese Thought” (Uffe Bergeton), “Researching Religion in Women’s Lives” (Lauren Leve and Lisa Pearce), “Vietnam” (Christian Lentz), “From Dragons to Pokemon: Animals in Japanese Myth, Folklore, and Religion” (Barbara Ambros), and “Transnational Korea: Literature, Film, Popular Culture” (Jonathan Kief). Over 100 courses in various disciplines are open to graduate students and advanced undergrads (courses numbered 400 and above in Appendix 3). Faculty in anthropology, economics, geography, history, and sociology offer upper-level courses such as “Islam in South Asia” (Carl Ernst), “Asian Economic Systems (Steven Rosefielde); “Chinese Diaspora in the Asia Pacific” (Donald Nonini); and “Material Culture and Material Histories” (Morgan Pitelka).

Professional schools encourage students to conduct research projects that focus on Asia, as well as provide opportunities to embark on learning trips to Asia. UNC’s Kenan-Flagler Business School has a strong commitment to global business, offering a global immersion elective in

Vietnam, Thailand, and Cambodia, short-term study abroad in Asia called ‘Doing Business In,’ and other MBA exchange programs in Asia. In Global Public Health and the School of Medicine, faculty members including Vivian Go, Gail Henderson, Kathryn Muessig, Kavita Singh, Margaret Kumi Smith, Sean Sylvia, and Joseph Tucker mentor a number of MA and PhD candidates who conduct masters or doctoral research in Asia. In the School of Social Work, faculty members like Mimi Chapman, Rainier Masa, Gina Chowa, and Rebecca Macy supervise and collaborate with PhD students who conduct research in India, China, the Philippines, and Hong Kong.

G. QUALITY OF LANGUAGE PROGRAM

G1. Languages and levels offered through the Center or other providers. The University houses robust offerings in multiple Asian languages at a range of levels, and our Hindi-Urdu program is the largest in the nation (MLA 2018). The Department of Asian Studies (DAS) provides one of the most pedagogically rigorous programs in the country as well as a range of carefully selected, high-impact language immersion programs abroad. DAS offers instruction in 6 priority Asian languages: Arabic, Chinese, Hindi-Urdu, Japanese, Korean, and Persian. The CAC has supplemented these languages with not-for-credit “survival” language workshops in Southeast Asian languages (Bahasa Indonesian, Thai, and Vietnamese) for the past three spring semesters,

Asian Language	Majors	Minors	Levels	Courses	Enrollment
Arabic	14	44	4th	9	358
Chinese	70	89	5th and beyond	17	641
Hindi-Urdu	6	11	4th	9	185
Japanese	32	42	5th and beyond	10	455
Korean	N/A	34	4th	7	213
Persian	N/A	8	3rd	6	62
Totals	122	228		58	1914

with excellent results in enrollment and satisfaction. These language courses are all buttressed by strong content-courses plus summer and study abroad language-learning opportunities.

In Chinese and Japanese, our largest programs, we offer a major, minor, and the equivalent of 5 years of language instruction, with advanced content-based language courses on topics such as Business Communication in Chinese, Chinese-English Translation and Interpreting, Modern Chinese Society, Food and Culture in Japan, and Japanese Sports. Programs in Arabic and Hindi-Urdu also offer a major and minor. We offer 4 years of Arabic language instruction from elementary through advanced readings and 3 years of instruction in Hindi-Urdu, including our innovative approach to teaching both Hindi and Urdu in tandem, with separate courses in the Devanagari and Nastaliq scripts. We also offer a minor and 4 years of instruction in Korean, with a major to be proposed in AY 2018-2019, a result of our new spring 2018 tenure-track hire of an assistant professor in Korean language and literature. Likewise, after the hiring of a full-time, tenure-track assistant professor of Persian in 2016 in addition to our full-time teaching professor position in Persian, DAS increased instruction in Persian from 2 years to 3 years in 2016-2017. Summer instruction in Arabic, Chinese, and Japanese is available. While our language department primarily serves undergraduates, a number of graduate students enroll in language courses.

G2. Language Training Levels and Disciplines. All Asian languages are offered to at least the third level, and Chinese and Japanese are offered to the fifth level. UNC is a national leader in LAC instruction and training; our LAC coordinator (Robert Anderson, Appendix 1) is actively involved in the national Cultures and Languages Across the Curriculum Consortium, and UNC is a founding member. Since 1996, UNC has offered LAC course options such as discussion sections, combined discussion sections, research components, and independent seminars, in 7 languages for over 40 courses in 20 departments or professional schools, with the recent addition of a Graduate Certificate in LAC Instruction. Courses in disciplines other than language, linguistics, and literature will thus be offered in Asian languages through our extant LACs in Arabic, Korean, and Chinese. Likewise, the CAC will continue to offer its innovative “Medical

Chinese” course in the School of Medicine, focusing on medical terminology and doctor-patient interaction. UNC also offers training in Thai through the UNC Institute for the Environment, with Thai language and cultural preparation being offered in courses such as ENEC 241, “Energy and Culture Seminar for the Thailand Field Site.”

Table G2: Language Pedagogy Training at UNC	
Apr-18	Japanese Language Pedagogy Workshop
Mar-16	OPI in Chinese L2 Proficiency-based Curriculum and Instruction
Dec-15	How to Hold Students Responsible for Their Learning
Oct-14	Designing a dual-track curriculum in a foreign language program

G3. Number of language faculty and exposure to pedagogy training. All language courses are taught by full-time faculty members who have obtained either an M.A. or Ph.D. in the language culture area, though part-time instructors are sometimes recruited as temporary replacements due to personal or medical leave. The majority of our language faculty are native speakers of their respective Asian language and fluent in English. Faculty in each program meet regularly to coordinate language-placement exams, discuss matriculation from 1 language level to the next, plan enrichment activities, and create ways to attract and advise majors and minors. Arabic is taught by 5 teaching faculty and 2 tenure-line faculty. Chinese is taught by 6 teaching faculty and 5 tenure-line faculty. Hindi-Urdu is taught by 2 teaching faculty and 2 tenure-line faculty. Japanese is taught by 5 teaching faculty and 3 tenure-line faculty. Korean is taught by 1 teaching faculty and 2 tenure-line faculty. Persian is taught by 1 teaching faculty and 2 tenure-line faculty.

All language teaching staff receive training appropriate for performance-based teaching. The CAC’s core faculty includes Bergeton, Li, and Smith, three linguists who help direct Asian language pedagogy through regular review and planning of language sequencing. All language instructors adhere to the principles of proficiency-oriented, performance-based instruction, and regularly participate in conferences and workshops on pedagogy and second-language acquisition;

13 language instructors have benefitted from language pedagogy and professional development grants over the past 4 years. The DAS offers monthly workshops on teaching and assessment methods, content enhancement, and new media and digital technology. The approach to improving language pedagogy is consistent and holistic; senior faculty advise newer instructors on professional development, guiding them toward opportunities to attend and give presentations on teaching Asian languages at scholarly conferences and to improve their skills and resources.

G4. Performance-Based Instruction and Language Proficiency Requirements. The DAS promotes performance-based instruction and assessment of progress. Instructors incorporate exercises geared to promote active learning, cultural competence, and individual growth. All syllabi provide the goals for performance-based learning, the schedule of assignments and exams, and the means of assessment. Instructors guide students toward building skills in speaking, listening, reading, and writing. UNC utilizes the year-end proficiency goals of ACTFL in all Asian languages. In general, first-year language students are expected to attain proficiency of Novice High in all skills but speaking, which has Intermediate Low as its goal. Second-year language students aim for Intermediate Mid in speaking and listening, and Intermediate Low in reading and writing. Third-year language students are expected to attain Intermediate High in speaking and listening, and Intermediate Mid in reading and writing. Fourth-year language students should achieve Advanced Low in all skills except for writing, which aims for Intermediate High.

Further, the DAS works with full-time teaching faculty to receive Oral Proficiency Interview (OPI) training as approved by ACTFL. 7 of our lecturers currently have this accreditation as a result of CAC funding for OPI workshops over the past 4 years. DAS uses 2 main means of assessment of instructors: peer observations of 2 class sessions for all faculty in their 1st year of teaching and at the time of review for reappointment or promotion; and course evaluations in the last week of instruction.

Resources for language teaching and practice. The university has successfully increased and improved its resources for teaching languages of all kinds, and the CAC has worked to develop resources, including an Asian film lending library, to support these efforts. Notably, the Language Resource Center (LRC) has been greatly expanded and enhanced for campus-wide use. It is committed to providing educational materials and instructional technology solutions for students and instructors in the various foreign language departments at UNC. It provides up-to-date and diverse educational materials to support instruction and to create dynamic, innovative methods to reinforce the curriculum. To accomplish this goal, the LRC works closely with faculty in a collaborative effort to enhance the language-learning environment at UNC. The LRC was significantly renovated beginning in the summer of 2017, with a projection theater and performance/exhibition space, a multi-use Tech Lounge for individual and collaborative work, and upgrades to two multimedia classrooms. In addition to providing space for learning and instruction, the new LRC integrates graduate students more into operations, providing them with additional opportunities for funding and experience. Asian language faculty and students at all levels regularly use the LRC for teaching and study.

Digital technology is infused in all languages, and over this summer, Persian language instructors at UNC and Duke will develop a hybrid model of face-to-face instruction and online instruction with AdobeConnect in order to improve 1st through 3rd year language courses on both campuses. The instructors are revising five courses and will offer them starting the fall of 2018 on both campuses. AdobeConnect will also integrate language exchanges in real time with other classrooms around the globe.

Finally, each program has a small budget for organizing activities and most faculty participate in the events shown in Table G3:

**Table G3:
Extracurricular
Activities
and Events**

concerts, cultural celebrations, cultural workshops, coordination of service with refugees settled in the area, field trips to local cultural institutions and businesses, guest lectures by visiting academics, cultural figures, local community members, including guest lecturers in the target language, film screenings, weekly language tables, speech and calligraphy contests, student performances, presentations and exhibits, tutoring and study-habit workshops

H. QUALITY OF CURRICULUM DESIGN

H1. Incorporation of Asian Studies into Undergraduate Degree Programs. Asian Studies is appropriately incorporated into undergraduate degree programs, with the majority of courses located in the Department of Asian Studies (DAS) but also including Global Studies (GLBL). Currently, DAS has 138 majors and 256 minors. DAS offers 5 major concentrations, 9 minors, and instruction in 8 Asian and Middle Eastern languages. Students can focus on Arab Cultures, Chinese, Japanese, or South Asian Studies; alternatively, students with either comparative interests in Asian Studies or with an interest in Southeast Asian studies can choose the Interdisciplinary major. Also available are language-focused minors in Arabic, Chinese, Hindi-Urdu, Japanese, Korean, and Persian. Another strong option is the Curriculum in Global Studies, which allows a concentration on Asia and a choice of thematic focus, and at present there are 83 GLBL majors with an Asia concentration. Courses in Anthropology, Art, Business, Economics, Environmental Studies, Geography, Global Studies, History, Political Science, Public Health, Religious Studies, Sociology and Women's and Gender Studies containing $\leq 25-100\%$ Asian Studies content are also available (Appendix 3).

Requirements. Requirements in DAS and GLBL are appropriate and result in high-quality training. Asian Studies' Interdisciplinary major requires a gateway course, 1 course from within the department and 2 from other departments, 2 courses each from 2 different regions within Asia, and an Asian language through the intermediate level. In contrast, the Asian Studies majors that focus on a region or language such as Arab Cultures, Chinese, Japanese, or South Asian Studies

have much more intensive language requirements. Both Chinese and Japanese, for example, require 10 semesters of language, meaning that placing into an intermediate or advanced level course; study abroad; or doubling up on advanced courses in the 4th year is a necessity. GLOBL majors with an Asia emphasis must take a total of 10 courses: a gateway core course and 9 elective courses, 3 of which must be substantially grounded in Asia. GLOBL majors are required to complete 6 levels of a foreign language related to their regional focus and 60% of the 83 Global Studies students with a focus on Asia participate in study abroad.

H2. Academic and career advising. All UNC undergraduates spend their first 2 years within the General College to help them prepare for selecting a major. The university's Undergraduate Advising Office has 10 assistant deans, 15 faculty advisors, and 24 staff advisors, including 14 who have global studies in their portfolios. Students also benefit from 55 Directors of Undergraduate Studies and 88 Directors of Graduate Studies. Each student has access to an online record of his/her completed classes, remaining requirements, and options for fulfilling requirements. After declaring a major, students are advised by faculty within the appropriate discipline, as well as by advising teams in the college Advising Office. Advising effectiveness is seen in 84% of UNC students graduating within 4 years, among the highest of all public colleges (Kiplinger's Best College Values, 2018). The DAS benefits from low student-faculty ratios, and mandatory in-house advising results in close relationships between faculty and majors and minors. The CAC staff is active in the UNC advising system; Director Pitelka has advised the Japan major and the Asian Interdisciplinary major, and also advises several Asia-related student organizations. Also, Asian Studies majors can take advantage of extensive career counseling and assistance provided by University Career Services, which also provides resource libraries, workshops, testing, on-campus recruiting fairs, internship programs, and online job search resources. In the 2017-2018 academic year, 197 Asian Studies and Global Studies students participated in drop-in

appointments for career readiness. From 2017-2018, 344 Asian Studies and Global Studies students attended career and business information sessions, business etiquette sessions, and graduate school information sessions. The CAC holds an annual Asia Jobs Panel with a rotating theme, such as “Non-profit work in Asia” or “Careers in Global Asia.” Graduate students are advised by the Asia focused faculty in their home schools and departments.

H3. Curriculum incorporates training for graduate students from a variety of disciplines and professional fields. UNC provides training options for graduate students from a wide variety of disciplines and professional fields. Currently, more than 95 graduate and professional students are pursuing degrees with a focus on Asia in nationally-ranked programs in the Graduate School and in professional schools such as Business, Education, Journalism, and Public Health. UNC supports substantial Asia-focused faculty who supervise dissertations and theses (Appendix 1), and the graduate and professional schools offer a diverse selection of high-quality courses and training options related to Asia (Appendix 3). The Business School offers numerous programs in Asia: Global Business Consulting Projects in China and India, plus Global Immersion faculty-led programs to Vietnam and Indonesia. In addition, the School’s UNC-Tsinghua Center for Logistics and Enterprise Development engages in joint research and conferences on global supply chain management and technology. The School of Global Public Health offers two graduate certificates in Global Health through which students can develop a specialization in Asia.

UNC’s graduate training and requirements are appropriate and result in high-quality programs that include Asian content. More than 35 graduate programs appear prominently in the 2019 U.S. News & World Report's “America's Best Graduate Schools” rankings. Highlights include: School of Medicine, 1st overall for primary care; Public Affairs, 23rd overall and 14th for Environmental Policy and Management; School of Social Work, tied for 5th; Kenan-Flagler Business School, 19th overall; School of Education, tied for 30th overall; and, School of Law,

45th overall. UNC awarded 431 doctoral degrees in 2016, ranking 21st as reported by the NSF. Many graduate students in these programs study Asian languages, win FLAS awards, and teach and research Asia-related topics. From 2014-2018, the CAC awarded 27 summer and academic year FLAS grants to graduate students across the university.

H4. Research and Study Abroad Opportunities. More than 35% of UNC students, or 1500/year on average, engage in over 350 study abroad opportunities in more than 70 countries, supported by a professional Study Abroad Staff of 18. In fact, 64 programs are approved for UNC students to study in Asia. An average of 261 undergraduate, graduate, and professional school students study in Asia each year. UNC offers its own study abroad programs in Beijing, India, Japan, Singapore, and Thailand. Since 2005, 15 students have participated in the NUS Summer Lab Exchange, which allowed them to perform summer research in labs in the biological sciences, chemistry, and physics programs at NUS. From 2014-2018, a total of 68 undergraduate students with concentrations in energy, environmental infrastructure, and sustainability participated in the Thailand Field Site program. Between 2014-2018, 90 fully-funded Morehead-Cain Scholars traveled to Asia for service, internships, or research. Graduate students regularly receive UNC funds for research in Asia (pp. 24-25). From 2010-2017, 38 UNC students have received Fulbright awards to teach English or conduct research in Asia, more than for any other region in the world. The CAC and the CGI both fund student research projects abroad as well.

Summer language programs. UNC offers a range of summer Asia language programs, focusing on elementary and intermediate levels, as well as related content courses. Usually first-year Arabic, Chinese, and Japanese are offered on the UNC campus in the summer, as well as specialty courses such as Chinese 242, on traditional Chinese music. These courses are taught by teaching faculty and tenure-line DAS faculty. The Study Abroad office provides guidance and assists students who wish to take Asian languages at other institutions' summer language programs.

I. OUTREACH ACTIVITIES

The CAC has made a significant regional and national impact on thousands of educators and members of the public. The CAC collaborates regularly with UNC World View, North Carolina Teaching Asia Network (NCTAN), UNC's Ackland Art Museum, UNC School of Education, and MSIs, including WSSU and Durham Tech, to enhance teacher training and to integrate Asian studies in programs, events, curricula, and instructional activities. The CAC's goal is to improve general knowledge of the Asian region and stimulate intercultural competency by 1) increasing Asia-focused curricula and instructional activities for K-16 educators 2) providing more opportunities for K-16 students to become experts in Asian languages and cultures and pursue careers in Asia, and 3) improving knowledge of Asia among the public and businesses in North Carolina. Associate Director Mary Lagdameo serves as our outreach director and leads, manages, and oversees the CAC's outreach activities with assistance from Program Associate Shuyi Lin.

IIa. Outreach to Elementary and Secondary Schools. From 2014-2018, the CAC developed its K-14 programming with Title VI funding. The CAC developed an annual Asia summer workshop for K-14 educators and collaborated on workshops together with other UNC NRCs. The 2017 summer workshop "The Rise of Asian Civilizations" was a daylong event in which 30 K-14 and pre-service educators learned about the development of Asian civilizations and their modern histories. In a post-evaluation survey, 96% of teachers agreed or strongly agreed that this program increased their level of cultural awareness, and 92% of teachers responded that they felt prepared to enhance current lesson plans/activities or develop new lessons/activities with content from this program. In the summer of 2018, we will host a daylong "China Now" workshop for 30 K-14 educators in collaboration with the North Carolina Teaching Asia Network (NCTAN).

The CAC increased its lending library to over 400 books and films and continues to loan these resources to educators, along with culture kits from Carolina Navigators, a UNC program

that provides resources to K-14 educators to integrate global education into their curriculum. From 2017-2018, Carolina Navigators and CAC loaned 239 Asia-themed culture kits to 784 teachers, which impacted 23,314 students. These kits offer students the opportunity to learn about 16 different Asian countries. The CAC also developed an online professional development database and an online lesson plan database of over 120 lesson plans for elementary, middle, and high school instructors. We routinely send our K-16 outreach listserv of 355 subscribers an e-mail that highlights these lesson plans, as well as local, regional, and national K-16 teacher training and professional development events and opportunities.

The CAC collaborated with the Duke-UNC Consortium for Middle East Studies and offered a 2016 "Global Islam Workshop" series to 15 K-12 educators; and a 2017 "Silk Road: Past and Present" event. We collaborated with the Ackland Art Museum, Duke-UNC Consortium for Middle East Studies, UNC-Duke Consortium in Latin and Caribbean Studies, and Cumberland County Schools on the Anne Chesnutt Middle School Teacher Enrichment Day in July of 2016. For the past three years, UNC NRCs held a Learning Through Languages Research Symposium and invited high school students to give presentations in various critical languages on contemporary topics related to different world regions.

The CAC collaborates regularly with UNC World View (Table I1). In the Global Education Leaders Program, K-14 educators attend four sessions over a year that examine global issues that impact students and local communities. Close to 750 teachers participated from 2014-2017. UNC Asianist faculty members regularly participate as mentors in professional development workshops and seminars. K-14 educators have provided feedback that these workshops stimulate their interests in Asia and the world; and, they hope to accurately represent Asian culture, literature, and history in their classes and institutions. In the spring of 2018, CAC and UNC World View offered the "East Asia: Traditions, Trends, and Transformations" seminar to 116 K-12 and

community college educators. Nineteen K-14 educators who joined the seminar will also participate in the World View Global Study Visit to China from June 15-26. World View Assistant Director Holly Loranger, who has 16+ years of experience teaching global studies at high school and college levels, and CAC Associate Director Mary Lagdameo will co-lead the study visit. Our World View partnership has served approx. 90,720 students from 2014-2018:

Table 11: World View Outreach Collaborations from 2014-2018			
K-14 Professional Development Outreach	Impact	Educators served	Students Served*
Annual K-14 Global Education Symposium (2-3 days, 2014-2017)	• 2014 Global Education Moving North Carolina Forward • 2015 From Local to Global: Exploring Environmental Sustainability • 2016 Innovation and Technology to Drive Global Learning • 2017 Human Rights and Social Justice	748	71,808
K-14 Media Workshop (2015, 2016)	Increase, improve, and integrate global (including Asian) themes in library through technology	92	8,832
Annual Global Education Leaders Program (2016, 2017)	Strengthens leadership skills to plan and implement global programs; UNC faculty regularly give presentations and lead discussions	61	5,856
K-12 Global Issues in the 21st Century Classroom (2014, 2015)	Improve educators' knowledge of Asia, infuse Asian content into curricula	28	2,688
East Asia: Traditions, Trends, and Transformations Seminar	Explore East Asia's history, culture, diversity and contemporary affairs	16	1,536
*Basis for calculation is 24 students per class and 4 classes per day per instructor			

11b. Outreach to Postsecondary Institutions. The Carolina Asia Center also participates in developing Asia-related curricula at community colleges through World View’s “NC Global Distinction Program.” This program systematically internationalizes curricular offerings and requires students to complete 15 credit hours of globally intensive coursework; to participate in 8 international activities; to gain global experience through study abroad or a domestic intercultural experience; and to give a capstone presentation on their global experiences. World View provides technical support, resources, and grants to participating community colleges, enabling them to develop Asia-focused curriculum. Since 2014, the number of participating colleges increased from

8 colleges to 18 colleges, and in AY 2016-2017, 505 students participated and 74 graduated with Global Distinction on their transcript.

The CAC has a strong collaboration with WSSU, seen in the substantial growth in the number of Asian courses and languages. Wen Xiong, Associate Professor of Chinese Studies, has built WSSU's Chinese program with Title VI funds: an estimated 200 students have taken Chinese since the fall of 2015 and 8 students have studied abroad. Joti Sekhon, who heads the collaboration with CAC and other UNC NRCs, has continued to foster institutional linkages in Delhi, India and Hubei Province, China. At Durham Technical Community College, we collaborated with Shannon Hahn, the chair of foreign languages, to organize regional-specific course modules for history sections. Pitelka and James Anderson (UNC Greensboro) gave five different history lectures as part of the Asia-focused module for these sections, which reached 70 students in face-to-face classes and 44 students in online classes.

In 2014, CAC became the connector for 16 UNC system campuses by establishing the UNC System Asia Scholar Network. The CAC provides a current database of Asia scholars in the UNC system, email listserv for sharing Asia-related events and opportunities with Asia scholars, access to resources on Asia through UNC-CH libraries, and conferences and events on topics of interest to Asia scholars across the UNC system; 137 are subscribed to the listserv. In 2016, CAC hosted its first annual Asia Scholar Network conference, which featured interdisciplinary talks and panels by faculty members from 9 different institutions, including MSIs. On May 17, 2018, CAC hosted its third annual conference.

Through our active faculty working groups—Korea Forum, China Network, Triangle Japan Forum, Southeast Asia Faculty Working Group, and South Asia Faculty Working Group—we invited scholars from across the nation to participate in conferences and give lectures that increase understanding of critical issues in Asian studies throughout the U.S. and beyond:

Table I2: Sample of Highlighted Conferences and Lectures		
Conference or Lecture Title	Year	University
Vicissitudes of Care: Humanitarian-Military Entanglements in Occupied Kashmir	2018	Saiba Varma, UCSD
The Hmong and the Communist Party of Thailand	2017	Ian Baird, University of Wisconsin-Madison
Conference: Immigration and Multicultural Urban Educational Policies and their Implementation in India, Korea, Japan and Singapore	2017	Columbia University, University of Minnesota
Conference: Chinese Culinary Nationalism: Comparative Perspectives in Asia	2017	U of Kansas, NYU, Concordia U, Emory U, California State U, Harvard University, BU
Buddhist Temporality and Interpretations of Mass Atrocity in Cambodia	2017	Anne Hansen, University of Wisconsin-Madison
Finance, Realism, and the 'Rise of China'	2016	Colleen Lye, UC Berkeley
A Return to the Meiji Constitution?	2016	Carl Goodman, Georgetown University
When Solidarity Works: Latin America and East Asia Compared	2016	Cheol-Sung Lee, University of Chicago
Casting Religion and Sexing Gender in South India	2016	Lucinda Ramburg, Cornell University

CAC organizes scholarly conferences at the regional level such as the Triangle East Asia Colloquium, which are attended by scholars from UNC, Duke, and NC State University.

11c. Outreach to the Public, Media, and Business. Our events are open to the public and include lectures, forums, student association events, symposiums, art exhibitions, information sessions, workshops, film screenings, performances, and speech contests. From 2016-2017, we hosted 52 East Asian events with 2,618 attendees, 16 Southeast Asian events with 580 attendees, 24 South Asian events with 1,142 attendees, and 42 Pan Asian events with 5,340 attendees; a combined total of 134 events with 9,680 attendees. These events were promoted through our listserv, social media (Facebook and Twitter), posters, and website. Our CAC weekly newsletter promotes our events and 1,279 are subscribed to the listserv. These media platforms have increased CAC's visibility at the university and wider public community. UNC also has a dedicated communications team for global activities that is responsible for outreach to media on their main webpage, with stories picked up by regional and national news agencies.

Undergraduate and graduate recipients of the Phillips Ambassadors scholarship are exemplary ambassadors of public outreach. Upon accepting the Phillips Ambassadors scholarship, students share their study abroad experiences in Asia with others. From 2014-present, over 75 ambassadors have executed outreach projects. For example, 5 ambassadors gave a presentation on their perspectives as summer interns at companies in Hong Kong, Shanghai, and Singapore to an audience of 40 Kenan-Flagler Business School students.

Table I3: Ackland Art Museum Exhibitions on Asia and Student Impact	
Art Exhibition Title	Students Visited
Court and Capital (2017)	891
Extended Remix: Contemporary Artists Meet the Japanese Print (2016-2017)	661
Recent Acquisitions of Japanese Art (2015)	1066
Contemporary Japanese Ceramics (2014-2016)	2141
Contemplating East Asia: Mark Tobey and Sam Francis (2014)	97
Flash of Light, Fog of War (2018)	330
Color Across Asia (2016-2018)	1081

The CAC has continued to provide funding to the Ackland Art Museum, whose staff offer tours to K-14 students and the public.

The Ackland Art Museum had a total of 6,267 students visit the Museum through thematic tours. In October of 2017, the museum organized a free K-12 educator open house for the “Flash of Light, Fog of War” Japan exhibit.

Outreach to Business: The CAC engages in outreach to Asian-held corporations as well as NC-based corporations that engage in business in Asia through its collaboration with the Global Business Center; its participation in the Go Global NC Coalition for Global Competitiveness; its broad range of public programs; and its targeted education campaigns such as the Modern Indian Studies (MIS) initiative. MIS has a steering committee made up of local entrepreneurs and business leaders who advise the initiative and collaborate with the MIS Faculty Advisory Committee on programming and fundraising priorities.

J. FLAS AWARDEE SELECTION PROCEDURES

Advertising, Selection Process and Priorities. The CAC coordinates the FLAS competition with other UNC NRCs, currently the African Studies Center, the Center for European Studies, the Center for Global Initiatives, the Center for the Study of the Middle East and Muslim

Civilizations, and the Institute for the Study of the Americas. We hold joint information sessions for all incoming students each summer and fall. We share a common deadline (late January) and application form. We have a dedicated website with critical information (such as the languages supported, deadline, where to find additional information including contact information of the FLAS coordinators). We also distribute paper and digital posters, reaching a diverse audience. We send joint e-mail announcements to department chairs, graduate studies directors, and relevant UNC listservs. We publish a joint ad in the campus newspaper. We work through the directors of graduate studies and the graduate and professional school admissions offices to ensure that incoming students have the opportunity to apply for the academic year competition. Each NRC retains responsibility for its own selection plan and process. The CAC Associate Director serves as FLAS coordinator and advises students and assists with the preparation of FLAS applications.

Table J1: FLAS Fellowships Timeline	
Action Items	Timeline
Hold joint meetings to determine a common deadline and to prepare materials for advertisement	September
Prepare and post advertisement of FLAS fellowship online, via listservs, UNC student newspaper, notice board and visit classrooms. The ad will include languages supported by eligibility, deadline, award amount, funder, how to apply, etc.	Late September to Early October
Hold joint NRC FLAS information sessions at different venues across the campus	October, November and December
Recruit Selection Committee Members	Late November and Early December
Send Reminder Alerts through listservs and posters on notice boards	Late November and Early January
Deadline	Late January
Work with office of Scholarship and Student Aid to determine applicants' financial needs, hold selection committee meetings, notify awardees	February and March

Priorities. When selecting students, the committee will prioritize students studying Arabic, Chinese, Hindi-Urdu, Japanese, Korean, Persian, and other Asian priority languages for both academic and summer fellowships. In keeping with FLAS Competitive Preference Priority 1, the CAC will also provide preference in awarding the fellowships to students with financial need that demonstrate potential for high academic achievement.

Application Procedures. Applicants must submit an application form, transcript, biographical information, CV, statement of purpose and career goals, language assessment form, and 2 letters of recommendation through the application website for the FLAS fellowships.

Selection Plan. The CAC FLAS selection committee is comprised of faculty members with area studies and language expertise in East, South, and Southeast Asia, as well as a faculty member from a professional school. The FLAS Coordinator organizes meetings for the selection committee and guides the selection committee to follow CAC priorities, DoEd's guidelines, and to meet the priorities of the FLAS program. The CAC will collect application materials, due in late January, via an online application center. Applications are then sent digitally to each selection committee member who ranks applications based on academic merit using GPA, CVs, and letters of recommendation; on commitment using statements of purpose, career goals, and CVs; on level of language proficiency, with preference given to intermediate and advanced levels; and the pursuit of Asian languages of national priority. The CAC FLAS Coordinator will work with the office of Scholarship and Student Aid to determine applicants' financial need, and this information will be disclosed to the selection committee during the selection meeting. Both merit-based ranking and the financial need list will determine whether students with financial need show potential for high academic achievement. Students with financial need and potential for high academic achievement will be given preference and will be ranked accordingly. Academic merit for undergraduate awards will be judged based on GPA and awards will only be made to mature, advanced students who show a strong commitment to reaching language proficiency.

K. COMPETITIVE PREFERENCE PRIORITIES

1a. Collaborative activities with MSIs and community colleges

Our collaborations with Minority Serving Institutions and community colleges including WSSU, Durham Tech, and World View promote significant and sustained activities. Our past support for

WSSU's Chinese language program, course development, and overseas linkages, has laid a strong foundation for stimulating teaching and research on Asia. Proposed activities with WSSU will increase events, speaker series, course development and conference travel, which will significantly impact hundreds of students. These activities are sustainable and embody WSSU's 2016-2021 strategic plan to "provide opportunities for students to cultivate global awareness through multiple and overlapping curricular and co-curricular avenues." CAC's partnership with Durham Tech in the past has provided resources to infuse Asia content in a history course; we now propose to expand involvement through library support, course development and conference travel, as well as Arabic language. Our activities coincide with Durham Tech's strategic plan to prepare students "with a mix of career and technical programs that lead to meaningful credentials, meet regional demands, [and] match local and global employer expectations...." Our efforts to globalize curricula at community colleges with World View have proven successful and sustainable. The NC Global Distinction program's purpose is for students to "develop the global competencies and skills needed for the 21st century workforce and to excel at universities that increasingly focus on global issues." Moreover, students not participating in the program can of course still enroll in globalized courses. Therefore, the impact is considerable. The following colleges have seen a growth in the number of students who took at least one globalized course: Pitt Community College (3,226 students; 31% of study body), Davidson Community College (2,391 students), and Guilford Technical Community College (2,981 students) (data from Fall 2016). Our continuing partnership with World View to attract community colleges to participate will eventually expand the number of students across the state who can complete global courses.

1b. Collaborative activities with schools of education

Our work with UNC-CH and UNCW's schools of education are important because the CAC serves as one of the main channels through which these schools can broaden and deepen research

and teaching that pertains to Asia. CAC's NRC activities are sustainable because they complement UNC-CH School of Education's conceptual framework to "build a solid foundation for exemplary practice in education, creating educational practitioners who are prepared to better serve children, families and schools, as well as business and agencies of government within North Carolina, across the nation and throughout the world" and to support UNCW School of Education's mission, which holds the value of "understanding global perspectives and practices." CAC's teacher training through the Learning Through Languages Research Symposium, workshops with NCTAN, support for World View professional development programs, and Asia culture kits with Carolina Navigators, are all significant and sustainable collaborations that impact hundreds of educators and thousands of students each year.

2a. FLAS: Preference to applicants with financial need

Our FLAS application process last cycle took into consideration undergraduate and graduate students who demonstrated financial need. While we employed metrics of a student's GPA, letters of recommendation, statement of purpose, and language level, we considered financial need as an important determining factor in making awards. UNC-CH and the CAC strive to provide underrepresented students with the opportunity to engage in Asian and global coursework and to study abroad (pp. 14-15); the FLAS application will continue to be one way in which we can help eliminate financial barriers and provide equal opportunities.

2b. FLAS: Applications that propose to award at least 25% of academic year FLAS fellowships in modern foreign languages other than French, German, and Spanish. All of the FLAS awards the CAC administered last cycle were in priority languages: Arabic, Chinese, Hindi-Urdu, Japanese, and Korean. Students also applied to study other LCTLs including Tagalog and Bahasa. We propose to continue supporting all of these languages both at domestic and abroad programs and institutions, provided they comply with FLAS regulations.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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

Appendix 1. Curriculum Vitae

Name	Position	Department	Rank	Region	Region %	Page
Department of Anthropology						
Lorraine Aragon	No	Anthropology	Adjunct Associate Professor	Southeast Asia	50-75%	5
Jocelyn Chua	Tenured	Anthropology	Assistant Professor	South Asia	50-75%	16
Townsend Middleton	Tenured	Anthropology	Assistant Professor	South Asia	75-100%	44
Christopher Nelson	Tenured	Anthropology	Associate Professor	East Asia	75-100%	46
Donald Nonini	Tenured	Anthropology	Professor	Pan Asia	50-75%	47
Amanda Thompson	No	Anthropology	Assistant Professor	East Asia	50-75%	63
Margaret Wiener	No	Anthropology	Associate Professor	Southeast Asia	50-75%	68
Department of Art						
Yun-Dong Nam	Tenured	Art	Professor	East Asia	25-50%	45
Elin Slavick	Tenured	Art	Professor	East Asia	75-100%	58
Hong-An Truong	Tenured	Art	Assistant Professor	Southeast Asia	50-75%	64
Lien Truong	No	Art	Assistant Professor	Southeast Asia	50-75%	64
Department of Asian Studies						
Shahla Adel	No	Asian Studies	Lecturer in Persian	Middle East	75-100%	1
Yuki Aratake	Tenured	Asian Studies	Senior Lecturer, Japanese	East Asia	75-100%	5
Dongsoo Bang	No	Asian Studies	Lecturer in Korean	East Asia	75-100%	7
Janice Bardsley	Tenured	Asian Studies	Associate Professor	East Asia	75-100%	7
Uffe Bergeton	No, tenure track	Asian Studies	Assistant Professor	East Asia	75-100%	8
Luoyi Cai	No	Asian Studies	Adjunct Assistant Professor	East Asia	100%	11
John Caldwell	No	Asian Studies	Lecturer in Hindi-Urdu	South Asia	75-100%	12
Mark Driscoll	Tenured	Asian Studies	Associate Professor	East Asia	75-100%	18
Doria El Kerdany	No	Asian Studies	Lecturer	Middle East	75-100%	19
Lini Ge	No	Asian Studies	Lecturer	East Asia	100%	23
Li-Ling Hsiao	Tenured	Asian Studies	Associate Professor	East Asia	75-100%	28
Fumi Iwashita	Fixed Term	Asian Studies	Lecturer in Japanese	East Asia	75-100%	29
Ji-Yeon Jo	Tenured	Asian Studies	Assistant Professor	East Asia	75-100%	30
Yuko Kato	No	Asian Studies	Senior Lecturer, Japanese	East Asia	100%	32
Alan Kauffman	No	Asian Studies	Assistant Professor	Middle East	10%	32
Wendan Li	Tenured	Asian Studies	Associate Professor	East Asia	75-100%	39
Jia Lin	No	Asian Studies	Lecturer in Chinese	East Asia	100%	40
Pamela Lothspeich	Tenured	Asian Studies	Associate Professor	South Asia	75-100%	41
Morgan Pitelka	Tenured	Asian Studies	Associate Professor	East Asia	75-100%	50
Katsuhiko Sawamura	No	Asian Studies	Lecturer in Japanese	East Asia	75-100%	54
Khalid Shahu	No	Asian Studies	T.A. Professor in Arabic	Middle East	100%	55
Afroz Taj	Tenured	Asian Studies	Associate Professor	South Asia	75-100%	62
Robin Visser	Tenured	Asian Studies	Associate Professor	East Asia	75-100%	66
Claudia Yaghoobi	No	Asian Studies	Associate Professor	Middle East	75-100%	69
Nadia Yaqub	Tenured	Asian Studies	Associate Professor	Middle East	75-100%	69
Gang Yue	Tenured	Asian Studies	Associate Professor	East Asia	75-100%	70
Yi Zhou	No	Asian Studies	Lecturer in Chinese	East Asia	75-100%	70
Carolina Population Center (CPA)						
Elizabeth Frankenberg	Tenured	CPA	Director	Southeast Asia	75-100%	22
Department of City & Regional Planning						
Nikhil Kaza	Tenured	Planning	Associate Professor	East Asia	10-25%	33
Mai Thi Nguyen	No, tenure track	Planning	Associate Professor	Southeast Asia	75-100%	47
Yan Song	Tenured	Planning	Associate Professor	East Asia	25-50%	61
Meenu Tewari	Tenured	Planning	Associate Professor	South Asia	50-75%	63
Kumarini Silva	Tenured	Planning	Assistant Professor	South Asia	25-50%	57
Durham Technical Community College						
Shannon Hahn	No	Durham Tech	Associate Professor	Pan Asia	10-25%	25
Department of Economics						
Simon Alder	No	Economics	Assistant Professor	Pan Asia	25-50%	3
Anusha Chari	Tenured	Economics	Associate Professor	Pan Asia	10-25%	14
Steven Rosefielde	Tenured	Economics	Professor	East Asia	25-50%	53
Gregory Cizek	Tenured	Education	Professor	South Asia	50-75%	16
Department of English & Comparative Literature						
Inger Brodey	Tenured	Comp Lit	Associate Professor	East Asia	25-50%	10
Jennifer Ho	Tenured	Comp Lit	Associate Professor	Pan Asia	75-100%	27
Heidi Kim	No	Comp Lit	Associate Professor	East Asia	50-75%	34
David Ross	No	Comp Lit	Teaching Associate Professor	East Asia	25-50%	53

Department of Geography						
Xiaodong Chen	No, tenure track	Geography	Assistant Professor	East Asia	25-50%	15
Michael Emch	Tenured	Geography	Professor	Pan Asia	50-75%	19
Clark Gray	No, tenure track	Geography	Assistant Professor	South Asia	10-25%	24
Elizabeth Havice	Tenured	Geography	Assistant Professor	East Asia	25-50%	26
Scott Kirsch	Tenured	Geography	Associate Professor	Southeast Asia	25-50%	35
Christian Lentz	No, tenure track	Geography	Assistant Professor	Southeast Asia	75-100%	38
John Pickles	Tenured	Geography	Professor	East Asia	25-50%	49
Sara Smith	Tenured	Geography	Assistant Professor	South Asia	50-75%	60
Conghe Song	Tenured	Geography	Professor	East Asia	25-50%	60
Gillings School of Public Health						
Linda Adair	Tenured	Public Health	Professor	Southeast Asia	25-50%	1
Margaret Bentley	Tenured	Public Health	Professor, Nutrition	South Asia	75-100%	8
Shufa Du	Tenured	Public Health	Research Associate Professor	East Asia	25-50%	18
Eugenia Eng	Tenured	Public Health	Professor	Southeast Asia	10-25%	20
Edwin Fisher	Tenured	Public Health	Professor	Pan Asia	10-25%	21
Vivian Go	No	Public Health	Associate Professor	Southeast Asia	10-25%	24
Dean Harris	Tenured	Public Health	Clinical Associate Professor	East Asia	10-25%	26
Kathryn Muessig	No, tenure track	Public Health	Assistant Professor	East Asia	50-75%	45
Margaret (Kumi) Smith	No	Public Health	Assistant Professor	Pan Asia	50-75%	59
Sean Sylvia	No	Public Health	Assistant Professor	East Asia	50-75%	62
Sharon Weir	No	Public Health	Research Assistant Professor	Pan Asia	10-25%	67
Global Research Institute (GRI)						
Peter Coclanis	Tenured	GRI	Director	Pan Asia	25-50%	17
Department of History						
Cemil Aydin	Tenured	History	Associate Professor	Pan Asia	50-75%	6
Emma Flatt	No, tenure track	History	Assistant Professor	South Asia	75-100%	22
Michelle King	Tenured	History	Associate Professor	East Asia	75-100%	35
Iqbal Sevea	Tenured	History	Assistant Professor	South Asia	75-100%	55
Sarah Shields	Tenured	History	Professor	Middle East	10-25%	56
Michael Tsin	Tenured	History	Associate Professor	East Asia	75-100%	65
Kenan-Flagler Business School						
Larry Chavis	Fixed term	Business	Clinical Assistant Professor	Southeast Asia	25-50%	14
Anil Shivdasani	Tenured	Business	Professor	Pan Asia	10-25%	57
Swaminathan	Tenured	Business	Faculty Director	South Asia	25-50%	61
Department of Linguistics						
Becky Butler	No	Linguistics	Adjunct Associate Professor	Southeast Asia	75-100%	11
Jennifer L. Smith	Tenured	Linguistics	Associate Professor	East Asia	10-25%	58
Department of Marine Sciences						
Wei Mei	No	Marine Sciences	Assistant Professor	Pan Asia	10-25%	44
Han Paerl	Tenured	Marine Sciences	Professor	East Asia	10-25%	48
Gustavo Angeles	No	Health	Research Assistant Professor	South Asia	25-50%	4
Shelah Bloom	No	Health	Research Assistant Professor	Pan Asia	50-75%	9
Curriculum on Peace, War and Defense (PWAD)						
Sarah Bush Castro	No	PWAD	Lecturer	East Asia	75-100%	13
Klaus Larres	Tenured	PWAD	Adjunct Professor	Southeast Asia	10-25%	37
Department of Political Science						
Andrew Reynolds	Tenured	Political Science	Associate Professor	Pan Asia	10-25%	51
Department of Public Policy						
Pamela Jagger	No	Public Policy	Associate Professor	Southeast Asia	75-100%	30
Department of Religious Studies						
Barbara Ambros	Tenured	Religious Studies	Associate Professor	East Asia	75-100%	3
Carl Ernst	Tenured	Religious Studies	Professor	Pan Asia	75-100%	21
Harshita Kamath	No	Religious Studies	Assistant Professor	South Asia	75-100%	31
Lauren Leve	Tenured	Religious Studies	Associate Professor	Pan Asia	75-100%	39
Jodi Magness	Tenured	Religious Studies	Professor	Middle East	25-50%	42
Department of Romance Studies						
Anderson III	No	Romance Studies	Lecturer	Southeast Asia	10%	4
Carmen Hsu	Tenured	Romance Studies	Associate Professor	Pan Asia	75-100%	29

School of Education						
Rita O'Sullivan	Tenured	School of Education	Associate Professor	Pan Asia	10%	48
Xue Lan Rong	Tenured	School of Education	Professor	East Asia	25-50%	52
School of Law						
Joseph Kennedy	Tenured	School of Law	Professor	East Asia	10-25%	33
Holning Lau	Tenured	School of Law	Associate Professor	East Asia	25-50%	38
Arthur Weisburd	Tenured	School of Law	Professor	South Asia	10-25%	67
School of Media and Journalism						
Debashis Aikat	Tenured	Media and Journ.	Associate Professor	South Asia	10-25%	2
Dong Hoo Kim	No	Media and Journ.	Assistant Professor	East Asia	10-25%	34
School of Medicine						
Ada Adimora	Tenured	School of Medicine	Professor	East Asia	25-50%	2
Myron Cohen	Tenured	School of Medicine	Professor	Pan Asia	25-50%	17
Gail Henderson	Tenured	Social Medicine	Professor	East Asia	50-75%	27
Jonathan Juliano	No	School of Medicine	Clinical Assistant Professor	Southeast Asia	50-75%	31
Jessica Lin	No	School of Medicine	Assistant Professor	Southeast Asia	10-25%	40
Joanna Maselko	Tenured	School of Medicine	Associate Professor	South Asia	75-100%	43
Barry Popkin	Tenured	School of Medicine	Professor	Pan Asia	25-50%	51
Jennifer S Smith	Tenured	School of Medicine	Research Associate Professor	Pan Asia	10-25%	59
Joseph Tucker	Tenured	School of Medicine	Assistant Professor	East Asia	50-75%	65
David Wohl	Tenured	School of Medicine	Associate Professor	East Asia	10-25%	68
Irving Hoffman	Tenured	School of Medicine	Research Professor	Pan Asia	15%	28
School of Nursing						
Gwen Sherwood	Tenured	School of Nursing	Professor	East Asia	25-50%	56
School of Social Work						
Mimi Chapman	Tenured	Social Work	Associate Professor	East Asia	25-50%	13
Gina Chowa	No	Social Work	Associate Professor	Pan Asia	25-50%	15
Mark Fraser	Tenured	Social Work	Professor	East Asia	25-50%	23
Jack Richman	Tenured	Social Work	Professor	Pan Asia	10-25%	52
Rebecca J Macy	No	Social Work	Professor	East Asia	25-50%	42
Rainier D Masa	No	Social Work	Assistant Professor	Pan Asia	10-25%	43
Department of Sociology						
Yong Cai	Tenured	Sociology	Assistant Professor	East Asia	75-100%	12
Barbara Entwisle	Tenured	Sociology	Professor	Pan Asia	25-50%	20
Guang Guo	Tenured	Sociology	Professor	East Asia	50-75%	25
Charles Kurzman	Tenured	Sociology	Professor	Middle East	25-50%	36
Lisa Pearce	Tenured	Sociology	Professor	South Asia	25-50%	49
University Libraries						
Hsi-chu Bolick	Tenured	University Libraries	Librarian for East Asian Studies	Pan Asia	75-100%	9
Department of Women's and Gender Studies						
Lilly Nguyen	No, tenure track	Gender Studies	Assistant Professor	Southeast Asia	75-100%	46
Carolina Asia Center (CAC)						
Dori Brady	No	Carolina Asia Center	Phillips Ambassadors Prog. Man.	Pan Asia	100%	10
Mary Lagdameo	No	Carolina Asia Center	Associate Director	Pan Asia	100%	37
Shuyi Lin	No	Carolina Asia Center	Program Associate	Pan Asia	100%	41
Kathryn Ulrich	No	Carolina Asia Center	Program Manager	Pan Asia	50%	66
Center for Global Initiatives (CGI)						
Brandy Arrellano	No	CGI	Program Manager	Pan Asia	10-25%	6
Beth-Ann Kutchma	No	CGI	Evaluation Consultant	Pan Asia	25-50%	36
Chapel Hill-Carrboro Schools						
Villalobos	No	Public School	Senior Research Associate	Pan Asia	10-25%	54

Biographical Information University of North Carolina at Chapel Hill Faculty and Professional Staff

Linda Adair

Professor, Nutrition, Gillings School of Global Public Health, UNC-CH

Education: PhD, Nutrition, and University of Pennsylvania, 1980

Appointed/Tenure status: 1988, tenured

Languages: French (2)

Research/training specializations: Maternal and child nutrition in developing countries; environmental influences on child health; developmental origins of adult disease.

Distinctions: Ongoing McGavran Teaching Award, School of Public Health; PI on numerous NIH grants; Fellow, Carolina Population Center.

Relevant courses taught (2): NUTR 745 International Nutrition, NUTR 750 International Nutrition: Special Topics

Percentage of time devoted to Asian studies: Southeast Asia 25-50%

Recent Publications (10):

- 2016 Wright, M., MA Mendez, D. Sotres-Alvarez, and L. Adair. "Breastfeeding and Protein Intake Influence Body Mass Index from 2 Months to 22 Years in the Cebu Longitudinal Health and Nutrition Survey." *Journal of Nutrition* 146, no. 10 (2016): 2085-2092.
- 2007 Tudor-Locke C, Ainsworth BE, Adair LS, Du S, Lee N, Popkin BM. (2007) Cross-sectional comparison of physical activity and inactivity patterns in Chinese and Filipino youth. *Child Care Health Dev.* 2007 Jan; 33(1):59-66.

Shahla Adel

Lecturer in Persian, Department of Asian Studies, UNC-CH

Sponsor, Persian Cultural Society, Persian Advisory Committee, Persian Studies Faculty Committee

Education: PhD, Persian Language and Culture, University of Texas at Austin, 2010

Appointed/Tenure status: 2010, tenured

Languages: Persian (5)

Research/training specializations: Iranian cultures, Cultures and Languages across the Curriculum, foreign language pedagogy, technology in the foreign language classroom, and second language acquisition

Overseas experience: Iran (country of origin)

Distinctions: 2007-2008 Persian Mentorship program of Language and Culture, 2009-2010 Project Fellowship, University of Texas at Austin, Department of Middle Eastern Studies, \$19500

Relevant courses taught (4): Introduction to Iranian Culture, Introduction to Iranian Cinema, Elementary Persian I-Intermediate Persian II

Percentage of time devoted to Asian studies: 100%

Recent Publications (3):

- 2015 Adel, S. (2015). Teaching Culture in the Persian as a Foreign Language Classroom. In B. Aghaei and M. M. Khorrami (Eds.), *A Persian Mosaic: Essays on Persian Language, Literature and Film*. Maryland: Ibex Publishers.
- 2014 Adel, S. Teaching Culture in Persian as a Foreign Language Classroom, in *Iranian Language and Culture: Essays in honor of Mohammad Ghanoonparvar, M. Khorrami & B. Aghaei* (Eds.), CA: Mazda Publishers, Inc.
- 2002 *English for the Students of Law*. Iran, Ahwaz: Khaledin Publication, 344 pages.

Adaora Adimora

Professor of Medicine, School of Medicine, UNC-CH
Professor of Epidemiology, Gillings School of Global Public Health, UNC-CH

Education: MD, Yale University School of Medicine, 1981; MPH, University of North Carolina School of Public Health, 1993

Appointed/Tenure status: 1993, tenured

Research/training specializations: Epidemiology of STDS and HIV in women and minorities; Ongoing Research in China, Cameroon and Malawi in the conduct of HIV-related & AIDS-related research

Overseas experience: China, Malawi and Cameroon

Distinctions: American Board of Internal Medicine, Internal Medicine, 1984, American Board of Internal Medicine, Infectious Disease, 1986

Relevant courses taught (2): Courses on STDS and HIV in women and minorities in developing countries.

Percentage of time devoted to Asian studies: 35%

Recent publications (6):

- 2017 The Committed Intimate Partnerships of Incarcerated African-American Men: Implications for Sexual HIV Transmission Risk and Prevention Opportunities. Khan MR, El-Bassel N, Golin CE, Scheidell JD, Adimora AA, Coatsworth AM, Hu H, Judon-Monk S, Medina KP, Wohl DA. *Arch Sex Behav.* 2017 Oct;46(7):2173-2185.
- 2013 “Social determinants of syphilis in South China: the effect of sibling position on syphilis and sexual risk behaviours.” With Tucker JD, Young D, Yang L, Yang B. *U.S. National Library of Medicine National Institute of Health.*

Debashis Aikat

Associate Professor, School of Media and Journalism, UNC-CH

Education: PhD, Ohio University, 1995; MA and BA, University of Calcutta, India

Appointed/Tenure status: 1995, tenured

Languages: Hindi (5), Bengali (5)

Research/training specializations: Intersection of digital media in the global sphere

Overseas experience: India, UK, France, Germany, Russia

Distinctions: AEJMC-Scripps Howard Foundation Award for Researcher of the Year (2014-2015); AEJMC Certificates for Excellent in Fostering Equity and Diversity (2013, 2014)

Dissertations and theses supervised in past 5 years: 5

Relevant courses taught (3): Current Issues in Mass Communication, Introduction to Internet Issues and Concepts, Global Communication and Comparative Journalism

Percentage of time devoted to Asian studies: South Asia 10-25%

Recent publications (13):

- 2018 *Agendamelding: How We Use Digital Media to Create Personal Community.* New York, NY: Peter Lang
- 2017 Aikat, Debashis “Deb.” *Who’s a Journalist? News in the Digital Age.* New York, NY: Peter Lang.
- 2016 Aikat, Debashis “Deb.” Curbing corruption and cronyism: Social media transform free speech and journalism in India. In M. Bhattacharyya (Ed.) *Crony journalism: An overview* (pp. 1-35 per galley proof in press). Kolkata, India: Visva-Bharati University Press.

Simon Alder

Assistant Professor, Department of Economics, UNC-CH

Education: PhD, Economics, University of Zurich, 2014; BA, Economics, University of Zurich, 2009

Appointed/Tenure status: 2014

Languages: French (3), German (4), Spanish (3)

Research/training specializations: Economic development, trade, macroeconomics, political economy. Special emphasis on regional economic development in China, India, and Ethiopia.

Distinctions: 2017 Junior Faculty Development Award, 2016 Carolina Asia Center Course Development Grant, "Lessons from Asia for African Development", 2015 Annual Dissertation Award of the University of Zurich, 2015 Prize for Young Researchers of the German Economic Association, Research Group on Development Economics

Relevant courses taught (1): ECON 465 Economic Development

Percentage of time devoted to Asian studies: 25-50%

Recent Publications (1):

- 2016 Alder, Simon, Lin Shao, and Fabrizio Zilibotti. "Economic Reforms and Industrial Policy in a Panel of Chinese Cities." *Journal of Economic Growth* 21, no. 4 (2016): 305-349.

Barbara Rossetti Ambros

Associate Professor, Department of Religious Studies, UNC-CH

Education: PhD, East Asian Languages and Civilizations, Harvard University, 2002; MA Regional Studies East Asia, Harvard University, 1995; MA English and Comparative Literature, Columbia University, 1993

Appointed/Tenure Status: 2005, tenured

Languages: Chinese (2), Japanese (4), French (2), German (5), Spanish (2)

Research/training specializations: Religions in early modern through contemporary Japan; gender; pilgrimage and sacred space; ethnicity and religion; human-animal relationships; East Asian and the environment

Overseas experience: East Asia

Distinctions: ACLS/Burkhardt Fellowship

Dissertations and theses supervised in past 5 years: 6

Relevant courses taught (7): Asian Religions: East Asian Religions and the Environment; The Buddhist Tradition: East Asia; Premodern Japanese Religions; Religion in Traditional China; Shinto in Japanese History; The Construction of Buddhism and Buddhist Studies; Mountains, Pilgrimage and Sacred Places in Japan

Percentage of time devoted to Asian studies: 100%

Recent publications (14):

- 2015 *Women in Japanese Religions*. New York: New York University Press, 2015.
- 2015 "The Third Path of Existence: Animals in Japanese Buddhism." *Religion Compass*. (Vol. 8, No. 8, 2014): 251-63.
- 2014 "Pilgrimage in Japan." *Oxford Bibliographies in Buddhism*. (March 2014).
<http://www.oxfordbibliographies.com/view/document/obo-9780195393521/obo-9780195393521-0195.xml>; DOI: 10.1093/OBO/9780195393521-0195.
- 2012 *Bones of Contention: Animals and Religion in Contemporary Japan*. Honolulu: University of Hawai'i Press, 2012

Robert Nelson Anderson III

Lecturer, Department of Romance Studies, UNC-CH
Coordinator, Languages Across the Curriculum Program, Center for Global Initiatives, UNC-CH

Education: PhD, Luso-Brazilian Language and Literature, UNC-CH, 1990
Appointed/Tenure Status: 2015
Languages: Portuguese (4), Spanish (4)
Research/training specializations: Foreign language education, globalization, and literature
Overseas experience: Brazil
Distinctions: Faculty Fellow, NEH Faculty Development Seminar, “Integrating India into the Liberal Arts Curriculum,” 2012-2014
Dissertations and theses supervised in past 5 years:
Relevant courses taught: English as a Second Language to Vietnamese refugees
Percentage of time devoted to Asian studies: 10%
Recent publications (6):

2016 Joti Sekhon, Robert Anderson, and Rose Sackeyfio. “Faculty Engagement as Stepping Stones to Partnering with India at Winston-Salem State University,” eds. Clare Banks, Birgit Siebe-Herbig, and Karin Norton, *Global Perspectives on Strategic International Partnerships: A Guide to Building Sustainable Academic Linkages* (New York: Institute of International Education, 2016).

Gustavo Angeles

Research Assistant Professor, Maternal & Child Health
Senior Research Advisor, Transfer Project, Carolina Population Center
Faculty Fellow, Carolina Population Center, UNC-CH

Education: PhD, Economics, University of North Carolina at Chapel Hill, 1997; MA Economics, State University of New York at Stony Brook, 1991
Appointed/Tenure status: 2002
Languages: Portuguese (2), Spanish (4)
Research/training specializations: Economics, health economics, program impact evaluation
Distinctions: Ongoing Grants from US Agency for International Development, 2017 Award for Teaching Excellence and Innovation, Gillings School of Public Health, UNC-CH
Relevant courses taught (2): MHCH 862 Health Program Evaluation, Problems in International Maternal and Child Health
Percentage of time devoted to Asian studies: South Asia 25-50%
Recent Publications (17):

2017 “Can a Simulation-based Training Program Impact the Use of Evidence-based Routing Practices at Birth? Results of a Hospital-based Cluster Randomized Trial in Mexico,” with J Fritz, D M Walker, and S Cohen in *PLUS ONE* 12(3).
2011 Sambisa W, Angeles G, Thornton J, Lance PM. “Prevalence and Correlates of Physical Spousal Violence Against Women in Slum and Non-slum Areas of Urban Bangladesh.” *Journal of Interpersonal Violence* 2011

Lorraine Aragon

Adjunct Associate Professor, Department of Anthropology, UNC-CH

Education: PhD, Anthropology, University of Illinois, 1992

Appointed/Tenure Status: 2002, fixed term

Languages: Indonesia and Malay (4), Uma (2), Flemish (2), Spanish (1), French (2)

Research/training specializations: Educational experience in Cultural Anthropology, Ethnography, Four-field General Anthropology, and Linguistics Anthropology.

Overseas experience: Comparative research in India, 1979; Singapore, 1979, 1986-1989; Hong Kong, 1979, 1986-1989; 1999; Thailand 1986-1989; and Japan 1979, 1984. Central Sulawesi, Indonesia, Southeast Asia

Distinctions: National Endowment for the Humanities, the National Humanities Center, the John D. and Catherine T. MacArthur Foundation, US Fulbright, the National Science Foundation, and the Wenner-Gren Foundation for Anthropological Research

Dissertations and theses supervised in past 5 years: 1

Relevant courses taught (9): Teaches undergraduate courses in Cultural Anthropology, Ethnography, Four-field General Anthropology, and Linguistic Anthropology. Also, area courses on East and Southeast Asia, as well as undergraduate and graduate seminars on “Religious Movements across Cultures and States” for Religious Studies programs and “Communication across Cultures” for International Studies programs.

Percentage of time devoted to Asian studies: Southeast Asia 75%

Recent publications (13):

- 2017 Lorraine V. Aragon, “Who Owns the World? Recognizing the Repressed Small Gods of Southeast Asia.” In *Small Gods: Fairies, Demons, and Nature Spirits at the Margins of Christendom*, Michael Ostling, ed. London: Palgrave Macmillan.

Yuki Aratake

Senior Lecturer, Japanese, Department of Asian Studies, UNC-CH

Education: MA, University of Pennsylvania, 1989

Appointed/Tenure Status: 1996, fixed term

Languages: Japanese (5), Thai (2), Chinese (1)

Research/training specializations: Innovating in both teaching and course content, and tailors her courses to maximize opportunities for her students to use their Japanese in “real world” situations.

Overseas experience: Japan

Distinctions: Edward Kidder Graham Award, The Class of 2005, General Alumni Association and Division of Students Affairs, UNC-Chapel Hill, April 13, 2006. Chancellor’s Award for Excellence, August 2004.

Relevant courses taught (5): Elementary Japanese I-Intermediate Japanese II; Japanese Journalism; Food and Culture in Japan; Japanese Pop Culture

Percentage of time devoted to Asian studies: East Asia 100%

Recent publications (4):

- 2015 Articles for Japanese community information magazine
- 2007 "How to use games in Japanese Language classes." Academic Presentation. Annual Conference, Southeast Association of Teacher of Japanese(SEATJ), March 2007.
- 2000 *Hyaku no eigo* (Shingakusha, 2000)
- 1991 *Systematic Guide to Writing for TOEFL* (Aratake, 1991)

Brandy Arrellano

Program Manager, Center for Global Initiatives, UNC-CH

Education: BA, UNC-CH, 2009

Appointed/Tenure Status: 2016

Languages: Spanish (5), Samoan (2)

Research/training specializations: Opens access to global opportunities through a variety of funding methods and programs

Overseas experience: Samoa, Fiji, American Samoa, South Korea, China, New Zealand, Dutch Caribbean

Percentage of time devoted to Asian studies: 10-25%

Cemil Aydin

Associate Professor, Department of History, UNC-CH

Education: PhD, History and Middle Eastern Studies, Harvard University, 2002

Appointed/Tenure Status: 2013, tenured

Languages: Turkish (5), Japanese (3), Arabic (3)

Research/training specializations: Educational experience in Asian Studies, History and Middle Eastern Studies

Overseas experience: Middle East, Japan & East Asia

Distinctions: Principal Investigator, NEH Project on *Beyond Golden Age and Decline: The Legacy of Muslim Societies in Global Modernity*, accessible at <http://www.muslimmodernities.org/>; NEH Bridging Cultures Fellowship, 2010, 2011; Princeton University, Near Eastern Studies Department, Post-Doctoral Fellowship, 2007- 2008; Top Young Historians, History News Network (HNN), December 2007

Dissertations and theses supervised in past 5 years: 3

Relevant courses taught (6): International and Global History of the 19th century; A History of the Ottoman Empire; Modern Japanese History; Cold War and Crisis of Modernization; History of Pre-Modern East Asia; History of Modern East Asia

Percentage of time devoted to Asian studies: 50-75%

Recent publications (20):

- 2017 Cemil Aydin, *The Idea of the Muslim World: A Global Intellectual History*.
- 2017 Cemil Aydin, ““Imperial Muslim Cosmopolitanism from the Greek War of Independence to Russo-Ottoman War of 1877-1878,” in *Cosmopolitanism and Global Conflict: Imperial Encounters from the Seven Years’ War to the Cold War*, Ed. by Dina Gusejnova.
- 2017 Cemil Aydin, “Muslim Asia after Versailles Treaty,” in *Asia after Versailles: Asian Perspectives on the Paris Peace Conference and the Interwar Order, 1919-33*, Ed. by Urs Matthias Zachmann, pp: 55-76.

Dongsoo Bang

Lecturer in Korean, Department of Asian Studies, UNC-CH

Education: PhD, ABD, Korean Language & Literature, Kyungpook National University, Korea, 2007

Appointed/Tenure status: 2010, fixed term

Languages: Korean (5)

Research/training specializations: Focuses on Korean language and culture

Overseas experience: Korea

Distinctions: UNC-CH Asian Language Faculty Pedagogy Training and Course Development Grant, 2018, 2016, 2015, 2012; 2017 Book Review & Writing Award (2nd place), Catholic Press of South Korea, Jimmy and Judy Cox Asia Initiative Faculty Research Travel Award 2017, Jimmy and Judy Cox Asia Initiative Award 2014, Professional Development Fund, Department of Asian Studies 2012, Brain Korea 21 Fellowship, National Research Foundation of Korea 2003-2005

Relevant courses taught (3): Korean Language Courses

Percentage of time devoted to Asian studies: East Asia 100%

Recent Publications (9):

2016 *A study on integrated skills teaching model using Dictogloss in Korean language class*, THE KOREAN STUDY TRANSACTIONS, VOL. 17 (June 2016)

Janice Bardsley

Associate Professor and Chair, Department of Asian Studies, UNC-CH

Education: PhD, East Asian Languages and Cultures, University of California, Los Angeles, 1989

Appointed/Tenure status: 1994, tenured

Languages: Japanese (3)

Research/training specializations: Japanese women’s studies, fiction, film and theater, women’s magazines, feminist debate, and social institutions

Overseas experience: Japan

Distinctions: Distinguished Speakers Bureau, 2016-2019. Northeast Asian Council, Association for Asian Studies. Turner Faculty Fellow, Institute for Arts and Humanities, UNC-Chapel Hill, Jan.- Jun. 2015. William R. Kenan, Jr. Senior Faculty Research and Scholarly Leave, UNC-Chapel Hill, Jul. - Dec. 2014. Carolina Women’s Center Faculty Fellow, UNC-Chapel Hill, Jan. - Jun. 2014. Hiratsuka Raichō Award, given annually to distinguished scholar of women’s issues by Japan Women’s University, Tokyo, Japan, February 18, 2012. Tanner Award for Excellence in Undergraduate Teaching, UNC-Chapel Hill, February 2009.

Dissertations and theses supervised in past 5 years: 2

Relevant courses taught (8): First-Year Seminar: The American Life of Japanese Women; Embodying Japan: The Cultures of Beauty, Sports, and Medicine in Japan; Introduction to Japanese Literature in Translation; Geisha in History, Fiction, and Fantasy; Women Writers in Japanese Society; Women and Work in Japan; Japanese Modernism (taught in Japanese)

Percentage of time devoted to Asian studies: East Asia 75-100%

Recent publications (11):

2016 “Teaching Fashion as Japanese Popular Culture.” Book chapter in Teaching Japanese Popular Culture, edited by Deborah Shamon and Chris McMorrin, in Asia Past and Present series, no. 13. Ann Arbor: MI: Association for Asian Studies, March 2016.

2014 *Women and Democracy in Cold War Japan*. SOAS Studies in Modern and Contemporary Japan. London: Bloomsbury Academic.

Margaret Bentley

Carla Smith Chamblee Distinguished Professor, Nutrition, Gillings School of Global Public Health
Associate Dean for Global Health
Associate Director of the Institute for Global Health and Infectious Diseases, UNC-CH

Education: PhD, Nutrition, University of Connecticut, 1987

Appointed/Tenure status: 1998, tenured

Languages: Hindi (3), Spanish (2)

Research/training specializations: Maternal and child nutrition, growth, and development; HIV prevention, microbicides; HIV and breastfeeding; women's health, reproductive health, HIV, breastfeeding, pediatric obesity, nutrition transition; global health; rural health.

Distinctions: Ongoing NIH National Institute of Child Health and Human Development (NICHD) Grant (2012-2017); Save the Children UK, multi-country study of impact of social transfers on children in 3 African countries (2009-2014); Grant for Monitoring and Evaluation for Feed the Future Feedback Program (2012-2017); CDC Grant for breastfeeding, antiretrovirals, and nutrition in HIV (2004-2014); Ambassador, Paul G. Rogers Society for Global Health Research

Relevant courses taught (3): NUTR 745, International Nutrition; NUTR 750, International Nutrition: Special Topics; PUBH 510, Interdisciplinary Perspectives in Global Health.

Percentage of time devoted to Asian studies: South Asia 25-50%

Recent Publications (8):

- 2016 Barrett, Katherine J., Amanda L. Thompson, and Margaret E. Bentley. "The Influence of Maternal Psychosocial Characteristics on Infant Feeding Styles." *Appetite* 103, (2016): 396-402.
- 2007 NIMH Collaborative HIV/STD Prevention Trial Group (Bentley, ME, investigator for India site) (2007). "The community popular opinion leader HIV prevention programme: conceptual basis and intervention procedures." *AIDS* 21 (Suppl. 2): S59-S68

Uffe Bergeton

Assistant Professor, Department of Asian Studies, UNC-CH

Education: PhD, Linguistics, University of Southern California, 2013; PhD, Asian Languages and Cultures, University of Michigan, 2004

Appointed/Tenure status: 2012, tenure track

Languages: Chinese (4), Classical Chinese (4), Japanese (2), Danish (5), French (4)

Research/training specializations: Early China

Overseas experience: China

Distinctions: Carolina Asia Center, Conference Travel Award, 2017; Institute for Arts and Humanities, UNC, Academic Excellence Award, 2017; *Faculty Development Award*, University of North Carolina, 2014; *Center for Asian Studies Travel Award*, University of North Carolina, 2013; *Rackham Pre-doctoral Fellowship*, University of Michigan, 2011-2012

Dissertations and theses supervised in past 5 years: 1

Relevant courses taught (4): Philosophy on Bamboo: Rethinking Early Chinese Thought; Introduction to Chinese Culture through Narrative; Chinese Language and Society; History as Fiction or Fiction as History: Early Chinese History in Film and Literature

Percentage of time devoted to Asian studies: 100%

Recent Publications (9):

- 2018 *History Word By Word: The Emergence Of Civilizational Consciousness In Early China.*
Completed book manuscript.

Shelah Bloom

Research Assistant Professor, Maternal & Child Health
Maternal & Child Health, UNC-CH

Education: ScD, Harvard University, 1997; MA, University of Wisconsin at Madison, 1987

Appointed/Tenure status: 2001

Languages: Arabic (2), Hebrew (2), Hindi (3), Urdu (3)

Research/training specializations: Reproductive health, HIV/AIDS, maternal mortality and morbidity, gender context of reproductive health in developing countries.

Distinctions: 2001 - Present, Faculty Fellow, Carolina Population Center, University of North Carolina at Chapel Hill, 1996 - 1997, MacArthur Bell Fellow, Harvard Center for Population and Development Studies;

Dissertations and theses supervised in past 5 years: 12

Relevant courses taught (1): MHCH 716, International Family Planning and Reproductive Health.

Percentage of time devoted to Asian studies: 50-75%

Recent Publications (9):

- 2016 Taukobong, HFG, MM Kincaid, JK Levy, SS Bloom, JL Platt, SK Henry, and GL Darmstadt. "Does Addressing Gender Inequalities and Empowering Women and Girls Improve Health and Development Programme Outcomes?" *Health Policy and Planning* 31, no. 10 (2016): 1492-1514.
- 2015 Bloom, Shelah S., Alpna Agrawal, Kaushalendra K. Singh, and Chirayath M. Suchindran. "Gender Inequality and the Risk of HIV among Married Couples in North India." *AIDS Care* 27, no. 2 (2015): 168-175.

Hsi-Chu Bolick

Librarian for East Asian Studies, University Libraries, UNC-CH

Education: MLA, Indiana University, 1987

Appointed/Tenure status: 1992, tenured

Languages: Mandarin Chinese (5), Hokkie Chinese (5), Japanese (3)

Research/training specializations: East Asian librarianship: China specialist; Chinese-Japanese-Korean cataloging, Non-roman scripts processing in the library setting

Distinctions: 2008-2017 Led the North American pilot project on Chinese shelf-ready services with Chinese vendors. The project helped create a new business model for East Asian libraries in N. America to increase automation and streamline new publication processing.

Dissertations and theses supervised in past 5 years: 3

Relevant courses taught (1): LIBS Library instruction on East Asian resources

Percentage of time devoted to Asian studies: East Asia 100%

Recent Publications (3):

- 2017 Chapter author. 海外古籍藏珍。北卡罗来纳大学中文古籍藏书目录。北京: 中华古籍出版社, 2017. (Overseas Chinese Rare Book Collection Series. The Chinese rare book holdings at the University of North Carolina at Chapel Hill. Beijing: China Classical Publications, Co. 2017)
- 2012 Chapter author. 东学西渐: 北美东亚图书馆1868-2008. China Higher Education Press, Beijing, 2012 (Chinese edition of *Collecting Asia: East Asian Libraries in North America, 1868-2008*)
- 2010 Chapter author. *Collecting Asia: East Asian Libraries in North America, 1868-2008*. The Association for Asian Studies. Ann Arbor, Mich. 2010.

Dori Brady

Program Manager, Phillips Ambassadors Program, Carolina Asia Center, UNC-CH

Education: MEd, George Mason University, 1995

Appointed/Tenure status: 2016

Languages: Bahasa Indonesia (1)

Research/training specializations: international education programming, fellowship support, student services specialist

Overseas experience: Indonesia, China

Percentage of time devoted to Asian studies: 100%

Inger Brodey

Associate Professor, Department of English & Comparative Literature, UNC-CH

Education: PhD, Committee on Social Thought, University of Chicago, 1994

Appointed/Tenure status: 2004, tenured

Languages: Japanese (5), Danish (5), French (3), German (3) Italian (2),

Research/training specializations: literature in late eighteenth and early nineteenth-century Europe and Meiji Japan; comparative film studies

Overseas experience: East Asia, specifically Japan

Distinctions: Graduate Mentor Award for Department of English and Comparative Literature (August, 2016); Distinguished Professorship in Honors, 2012; Chapman Family Teaching Award, Bank of America Honors term distinguished professorship (2012-2017); Chapman Family Award for Excellence in Teaching (awarded in 2010-2011)

Dissertations and theses supervised in past 5 years: 16

Relevant courses taught (7): Asian Food Rituals; Cowboys, Samurai, Rebels in Film and Fiction; Cross-Currents in East West Literature; Global Jane Austen; Literary Landscapes in Europe and Japan, Approaches to Comparative Literature; Rhetoric of Silence; Cross-Cultural Theme and Technique

Percentage of time devoted to Asian studies: East Asia 25-50%

Recent Publications (13):

- 2016 “Tyrants, Lovers, and Comedy in the Green Worlds of *Mansfield Park* and *A Midsummer Night’s Dream*” in *Shakespeare and Austen*. Ed. Rosa Maria Garcia Periago. Palgrave
- 2016 “Tyrants, Lovers, and Comedy in the Green Worlds of *Mansfield Park & A Midsummer Night’s Dream*” in a Festschrift for Timothy Fuller. Colorado College Press (2016)
- 2015 “The Feast in Visual Arts and Cinema.” Interactive virtual gallery of student essays on feasting and culture. Includes 40 student authors, several galleries, and a new annotated filmography of food films: www.VirtualFeast.net.
- 2015 “Making Sense of Sensibility,” *Persuasions: The Jane Austen Journal* 39 (2015): 62-80.
- 2014 “Power of Memory and Memory of Power: War and Graves in Westerns and *Jidaigeki*” in *The Philosophy of War Films*. Ed. David LaRocca. University Press of Kentucky, 2014
- 2011 *Rediscovering Natsume Sôseki* (with the first English translation of *Travels through Manchuria and Korea*). Co-edited and Co-translated with Sammy Tsunematsu. Folkestone, UK: Global Oriental, 2001.
- 2008 “Beyond ‘the Island’: Recreating a Global Jane Austen,” Susan Allen Ford and Inger Sigrun Brodey. *Persuasions* 28. 2 (April, 2008).

Becky Butler

Adjunct Assistant Professor, Department of Linguistics

Education: PhD, Cornell University, 2014

Appointed/Tenure status: 2016

Languages: Khmer, Bunong, Burmese, Vietnamese, Arabic, Spanish

Research/training specializations: Theoretical Phonologist and phonetician, with a focus on languages spoken in Southeast Asia, including Mon-Khmer languages, Southeast Asian Approaches Faculty Working Group Coordinator

Overseas experience: South and Southeast Asia

Distinctions: UNC-CH Asian Language Faculty Pedagogy Training and Course Development Grant, 2018

Relevant courses taught (3): Navigating the Research University, Introduction to Linguistics, Introduction to Spanish

Percentage of time devoted to Asian studies: 75-100%

Recent Publications (3):

- 2015 Approaching a phonological understanding of the sesquisyllable with phonetic evidence from Khmer and Bunong. In N.J. Enfield & B. Comrie (Eds.), Languages of Mainland Southeast Asia: The State of the Art. Berlin: De Gruyter Mouton.
- 2014 Bunong. In M. Jenny & P. Sidwell (Eds.), The Handbook of Austroasiatic Languages. Leiden: Brill.
- 2014 Deconstructing the Southeast Asian Sesquisyllable: A Gestural Account. Ph.D. dissertation. Cornell University.

Luoyi Cai

Lecturer, Chinese, Department of Asian Studies, UNC-CH

Education: MA, Teaching Chinese to Speakers of Other Languages, East China Normal University, 2014

Appointed/Tenure status: 2015

Languages: Chinese (5)

Overseas experience: China

Distinctions: UNC-CH Asian Language Faculty Pedagogy Training and Course Development Grant, 2018

Relevant courses taught (9): Intensive Elementary Reading in Modern Chinese; Intensive Intermediate Reading in Modern Chinese; Advanced Readings in Modern Chinese; Advanced Listening and Speaking of Business Chinese; Elementary Reading in Classic Chinese; Listening and Speaking of Shanghai Dialect; Intensive HSK4 & HSK5 Training ; Advanced Writing of Business Chinese; Chinese History and Culture

Percentage of time devoted to Asian studies: 100%

Yong Cai

Assistant Professor, Department of Sociology, UNC-CH

Education: PhD, Sociology, University of Washington, 2005

Appointed/Tenure status: 2009, tenured

Languages: Chinese (5), Japanese (1)

Research/training specializations: Social Demography, Sociology of Health, Chinese Society, Comparative Historical Sociology, and Research Methodology

Overseas experience: China and Japan

Distinctions: National Science Foundation of China (71273059/G030602, Co-investigator). Demographic; Change and its Impact on China's Public Expenditure. 2013/1-2016/12.; National Science Foundation of China (71141015/G0312, Co-investigator).

Dissertations and theses supervised in past 5 years: 4

Relevant courses taught (1): SOCI 418, Contemporary Chinese Society

Percentage of time devoted to Asian studies: East Asia 75-100%

Recent Publications (10):

- 2015 Yingchun Ji, Feinian Chen, Yong Cai, Zhenzhen Zheng. 2015. "Do parents matter? Intergenerational ties and fertility preferences in a low-fertility context." Chinese Journal of Sociology December 2015(1):485-514.
- 2015 Martin King Whyte, Wang Feng, Yong Cai. 2015. "Challenging Myths About China's One-Child Policy." China Journal 74:144-159.
- 2014 Yong Cai. 2014. "China's Demographic Challenges: Gender Imbalance." In Avery Goldstein and Jacques deLisle "China's Challenges." Philadelphia: University of Pennsylvania Press.

John Caldwell

Lecturer in Hindi-Urdu, Department of Asian Studies, UNC-CH

Education: MBA, Yale University, 1991

Appointed/Tenure status: 2006, fixed term

Languages: Hindi and Urdu (4)

Research/training specializations: South Asian film and media culture, the music of South Asia, comparative musicology, second language learning and technology, and poetry and poetics. Comparative musicology; South Asia's performing arts, culture, music, film, and literature; language pedagogy.

Overseas experience: South Asia

Distinctions: UNC-CH Asian Language Faculty Pedagogy Training and Course Development Grant, 2018; Center for International Business, Education, and Research, UNC, Business Hindi grant, 2010-2014. Participant, Fulbright-Hays Group Projects Abroad, India 2008; Carolina Asia Center travel grant, 2008

Relevant courses taught (5): Music of South Asia; Hindi-Urdu (Elementary to Advanced Hindi-Urdu); Introduction to Hindi Script (Devanagari); Introduction to Urdu Script (Nastaliq)

Percentage of time devoted to Asian studies: South Asia 100%

Recent Publications (6):

- 2016 Master's Thesis: The Musical Language of the Indian Film Song in the 1940s (ProQuest)
- 2014 "Virtual Vinaya: Indian Music Pedagogy in the Triangle Region of North Carolina," International Association for the Study of Popular Music Conference, Chapel Hill, NC, March 14, 2014
- 2013 Book review of Tejaswani Ganti, Producing Bollywood, in The Southeast Review of Asian Studies, vol. 35, 2013
- 2013 "Race in Bollywood", Conference on Dalit Literature and Historiography, Jamia Millia Islamia University, New Delhi, December 18-20, 2013

Key to Ratings of Language Skills: 5 = Educated Native Speaker, 4 = Fluent, 3 = Professional Functionality, 2 = Functional, 1 = Survival

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Sarah Bush Castro

Lecturer, Curriculum in Peace, War, and Defense, UNC-CH

Education: PhD, University of North Carolina at Chapel Hill, 2016

Appointed/Tenure status: 2016

Languages: Chinese (4)

Research/training specializations: China, global security and intelligence history, and U.S.-China relations

Overseas experience: China

Relevant courses taught (1): Special Topics in Peace, War, and Defense

Percentage of time devoted to Asian studies: 75-100%

Mimi Chapman

Associate Professor, School of Social Work, UNC-CH

Education: PhD, Social Work, University of North Carolina at Chapel Hill, 1997

Appointed/Tenure status: 2001, tenured

Research/training specializations: Social Work Practice; Child Abuse and Neglect; Children's Health and Mental Health; Immigration; Acculturation; and Mental Health

Overseas experience: China

Distinctions: Dean's Teaching Recognition, 2009-2013; Arts@the Core, Mellon Participant, 2013

Dissertations and theses supervised in past 5 years: 3

Relevant courses taught (2): Images at Work: Creating and Testing Visual Interventions; Health and Mental Health Practice with Children and Adolescents

Percentage of time devoted to Asian studies: 25-50%

Recent publications (7):

- 2015 Implicit Racial/Ethnic Bias Among Health Care Professionals and Its Influence on Health Care Outcomes: A Systematic Review. Hall WJ, Chapman MV, Lee KM, Merino YM, Thomas TW, Payne BK, Eng E, Day SH, Coyne-Beasley T. *Am J Public Health*. 2015 Dec;105(12):e60-76. doi: 10.2105/AJPH.2015.302903. Epub 2015 Oct 15. Review
- 2014 Robertson, C. and Chapman, M.V. (in press). Bullied youth: The impact of bullying through lesbian, gay, bisexual name calling. *American Journal of Orthopsychiatry*.
2013 An, Q., & Chapman, M.V. A Chinese social worker's view of the world. *Journal of Social Work Education*, 50 2, 322-333.

Anusha Chari

Associate Professor of Economics, Economics Department, UNC-CH

Education: PhD, Economics, The Anderson School at University of California, Los Angeles,, 2000

Appointed/Tenure status: 2008, tenured

Languages: Hindi (5)

Research/training specializations: open-economy macroeconomics, international finance and empirical corporate finance, specifically in India.

Overseas experience: India

Distinctions: research associate of the National Bureau of Economic Research in the International Finance and Macroeconomics (IFM) program

Relevant courses taught (5): Multinational Corporate Finance, International Monetary Economics, Macroeconomics Dissertation Workshop, Advanced International Economics

Percentage of time devoted to Asian studies: 10-25%

Recent Publications (10):

- 2017 "Corporate balance sheets in emerging markets: A comparison of the Global Crisis and the Asian Financial Crisis" with Laura Alfaro, Gonzalo Asis and Ugo Panizza. VoxEU, Center of Economic Policy and Research.
- 2017 "Understanding Inflation in India" with Laurence Ball and Prachi Mishra. VoxEU, Center of Economic and Policy Research.
- 2016 [1] Ball, Laurence, Anusha Chari and Prachi Mishra, "Understanding Inflation in India." Brookings India Policy Forum 2015.
- 2016 [2] Chari, Anusha and Peter Blair Henry, "Two Tales of Adjustment: East Asian Lessons for European Growth" IMF Economic Review, Vol 63 (1), pp. pp. 164-196. Special issue in honor of Stanley Fischer. 2015.

Larry Chavis

Clinical Assistant Professor, Kenan-Flagler Business School
Kenan-Flagler Business School

Education: PhD, Stanford University, 2006

Appointed/Tenure status: 2006, fixed term

Languages: Indonesian (3)

Research/training specializations: Economic Development, International Entrepreneurship, Small Business Financing, Indonesia, Southeast Asia

Overseas experience: Southeast Asia

Dissertations and theses supervised in past 5 years: 7

Relevant courses taught (1): MBA 862 International Development

Percentage of time devoted to Asian studies: Southeast Asia 25-50%

Recent Publications (2):

- 2004 Co-edited with Pablo Zoido Corruption Research Section in 2004 Global Corruption Report, Transparency International, London, 2004.
- 2003 "Tourism in Indonesia after the Bali Bombing", Intellibridge Information Service, February 2003.

Xiaodong Chen

Assistant Professor, Department of Geography, UNC-CH

Education: PhD, System Modeling, Michigan State University, 2010

Appointed/Tenure status: 2011, tenure track

Languages: Chinese (5)

Research/training specializations: Coupled Human and Natural Systems (CHANS). Human-environment interactions, systems modeling and simulation, conservation ecology, environmental policy, GIS, China

Overseas experience: China

Distinctions: Gill-Chin Lim Award for Outstanding Doctoral Dissertation in Global Studies, Michigan State University 2011, Coupled Human and Natural Systems (CHANS) Fellow, International Network of Research on Coupled Human and Natural Systems supported by the U.S. National Science Foundation 2010, The National Institute of Food and Agriculture of the US Department of Agriculture (USDA-NIFA) Professional Enhancement Award 2010

Dissertations and theses supervised in past 5 years: 5

Relevant courses taught (3): Quantitative Methods, Introduction to Geographic Information Systems, Geography of Contemporary China

Percentage of time devoted to Asian studies: 25-50%

Recent Publications (9):

- 2016 Chen, X., J. De la Rosa, M. N. Peterson, Y. Zhong, and C. Lu. 2016. Sympathy for the environment predicts green consumerism but not more important environmental behaviours related to domestic energy use. *Environmental Conservation* 43:140-147.
- 2016 Tuanmu, M., A. Vina, W. Yang, X. Chen, A. Shortridge, and J. Liu. 2016. Effects of payments for ecosystem services on wildlife habitat recovery. *Conservation Biology* 30:827-835.
- 2015 Liu, J., V. Hull, J. Luo, W. Yang, W. Liu, A. Vina, C. Vogt, Z. Xu, H. Yang, J. Zhang, L. An, X. Chen, S. Li, Z. Ouyang, W. Xu, and H. Zhang. 2015. Multiple telecouplings and their complex interrelationships. *Ecology and Society* 20(3): 44. DOI: 10.5751/ES-07868-200344

Gina A. Chowa

Associate Professor, School of Social Work, UNC-CH
Director, Global Social Development Innovations, UNC-CH

Education: Ph.D., Washington University in St.Louis, 2008

Appointed/Tenure status: 2008

Languages: Bemba, Chewa, Nsenga, Tswana (Setswana), Tumbuka

Research/training specializations: International social and economic development, asset development, Sub-Saharan Africa, community development, Youth development, women and children, experimental field methods and comparative research.

Overseas experience: Zambia, China

Distinctions: 2016 Wallace Kuralt Early Career Distinguished Professor, UNC School of Social Work, 2014 Ruth and Philip Hettleman Prize for Artistic and Scholarly Achievement, Chancellor's Award, 2014 Dean's Recognition of Teaching Excellence Award, UNC School of Social Work

Dissertations and theses supervised in past 5 years: 14

Relevant courses taught (2): Development Theory and Practice in Global Settings, Social Work Practice (Zambia)

Percentage of time devoted to Asian studies: 25-50%

Recent Publications (1):

- 2018 Rainer Masa, Gina Chowa, Victor Nyirenda. Socioeconomic correlates of dietary diversity and its association with adherence and psychosocial functioning of people living with HIV in rural Zambia. 2018. *Nutrition and Health*.

Key to Ratings of Language Skills: 5 = Educated Native Speaker, 4 = Fluent, 3 = Professional Functionality, 2 = Functional, 1 = Survival

Jocelyn Lim Chua

Assistant Professor, Department of Anthropology, UNC-CH

Education: PhD, Anthropology, Stanford University, 2009

Appointed/Tenure status: 2009

Languages: Malayalam (3)

Research/training specializations: Anthropologies and politics of health and well-being; globalization of psychiatry; kinship and care; migration and precarity; South Asia; Kerala

Overseas experience: South Asia; Kerala and the Arab Gulf states

Distinctions: Bernard J Siegal Award for Outstanding Written Expression (for dissertation) 2009, Centennial Teaching Award: Stanford University 2005, Matthew Abrahamson Honors Thesis Award: Harvard University 2000, Elizabeth Cary Agassiz Scholarship: Harvard University 1996-2000

Dissertations and theses supervised in past 5 years: 6

Relevant courses taught (7): Comparative Healing Systems; Anthropology of War and Peace; Emotions and Society; Migration and Health; Graduate Seminar in Medical Anthropology; Mental Health, Psychiatry, and Culture; States of Disorder: Self, Psyche, and Postcoloniality

Percentage of time devoted to Asian studies: 50-75%

Recent Publications (5):

- 2014 *In Pursuit of the Good Life: Aspiration and Suicide in Globalizing South India* (UC Press, 2014)
- 2013 “Reaching Out to the People’: The Cultural Production of Mental Health Professionalism in the South Indian Public Sphere.” *Ethos* 41(4):341-359.
- 2012 “The Register of ‘Complaint’: Psychiatric Diagnosis and the Discourse of Grievance in the South Indian Mental Health Encounter.” *Medical Anthropology Quarterly* 26(2):221-240.

Gregory Cizek

Professor, Department of Education, UNC-CH

Education: PhD, Michigan State University, 1991

Appointed/Tenure status: 1995, tenured

Research/training specializations: Testing standards, educational measurement, educational assessments

Overseas experience:

Distinctions: Vice-president of National Council on Measurement in Education 2011-2014, NCME Award for Outstanding Dissemination of Educational Measurement

Dissertations and theses supervised in past 5 years: 6

Relevant courses taught (8): Tests and Measurements; Introduction to Educational Research; Educational Measurement and Evaluation; Statistical Analysis of Educational Data I; Applied Measurement Theory for Education; Program Evaluation in Education; Problems in Educational Psychology; Problems in Educational Measurement

Percentage of time devoted to Asian studies: 50-75%

Recent Publications (12):

- 2012 Cizek, G. J. (Ed.) (2012a). *Setting performance standards: Foundations, methods, and innovations*. New York: Routledge.

Peter Coclanis
Director, Provost, UNC-CH
Director, Global Research Institute, UNC-CH

Education: PhD, History, Columbia University, 1984

Appointed/Tenure status: 1984, tenured

Languages: Bahasa Indonesian (1), French (2), Latin (2), Malay (1), Spanish (2)

Research/training specializations: Economic and business history; American South in the eighteenth and nineteenth centuries; Southeast Asia in 19th and 20th century

Overseas experience: Southeast Asia

Distinctions: 2009-Salameno Distinguished Lectureship, Stonehill College, Easton, Massachusetts, February 2010, Dale E. Benson Lecture in Business and Economic History, Pacific Lutheran University, Tacoma, Washington, October 2011, Richard Dean Winchell Annual History Lecture, University of Nebraska-Omaha, Omaha, Nebraska, October 2011

Dissertations and theses supervised in past 5 years: 1

Relevant courses taught (2): European Expansion and Global Interaction, Economic History of Southeast Asia

Percentage of time devoted to Asian studies: East Asia 10-25%, Southeast Asia 25-50%

Recent Publications (46):

- 2016 *Plantation Kingdom: The American South and Its Global Commodities* (Baltimore and London: The Johns Hopkins University Press, 2016).
- 2015 *Rice: Global Networks and New Histories*, co-edited with Francesca Bray, Edda Fields Black, and Dagmar Schäfer (New York and Cambridge: Cambridge University Press, 2015).
- 2011 *A Way Forward: Building a Globally Competitive South*, co-edited with Daniel P. Gitterman (Chapel Hill: Global Research Institute, University of North Carolina at Chapel Hill, in association with the University of North Carolina Press, 2011).

Myron S Cohen

J. Herbert Bate Distinguished Professor of Medicine, Microbiology and Immunology and Epidemiology,
Associate Vice Chancellor for Medical Affairs, Director, Institute of Global Health and Infectious Disease,
UNC-CH

Education: MD Rush Medical College, 1974

Appointed/Tenure status: 1990, tenured

Research/training specializations: transmission and prevention of transmission of HIV, research focused in Malawi and China.

Overseas experience: Asia and Africa

Distinctions: Distinguished Alumnus Award Rush Medical College in 2000; Thomas Parran Award (2005) for lifetime achievement in STD research from the American Sexually Transmitted Diseases Association

Dissertations and theses supervised in past 5 years: 2

Relevant courses taught (2): Lecture courses focused in microbiology and immunology

Percentage of time devoted to Asian studies: Southeast Asia 10-25%, East Asia 50%

Recent Publications (15):

- 2017 Smith MK, Miller WC, Liu H, Ning C, He W, Cohen MS, Wang N. Effects of patient load and travel distance on HIV transmission in rural China: Implications for treatment as prevention. *PLoS One*. 2017 May 31;12(5):e0177976. eCollection 2017.
- 2016 Wang AL, Peng RR, Tucker JD, Chakraborty H, Cohen MS, Chen XS. Optimizing Partner Notification Programs for Men Who Have Sex with Men: Factorial Survey Results from South China. *PLoS One*. 2016 Jul 27;11(7):e0157749. eCollection 2016.

Key to Ratings of Language Skills: 5 = Educated Native Speaker, 4 = Fluent, 3 = Professional Functionality,
2 = Functional, 1 = Survival

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Mark Driscoll

Associate Professor, Department of Asian Studies, UNC-CH

Education: PhD, East Asian Studies, Cornell University, 2000

Appointed/Tenure status: 2003, tenured

Languages: Japanese (3), Mandarin Chinese (2), French (2), Spanish (2)

Research/training specializations: Japanese modernity, cultural studies

Overseas experience: Japan, China

Distinctions: Princeton Institute for Advanced Studies, 2011; SSRC Research Fellowship, 2006

Relevant courses taught (2): Japanese literature and cultural studies courses

Percentage of time devoted to Asian studies: East Asia 75-100%

Recent Publications (4):

- 2016 "Hyperneoliberalism: Youth, Labor, and Militant Mice in Japan." *Positions: Asia Critique*, Volume 25, #1, Fall 2015.
- 2015 "Grass Stage's Theater of Precarity in Shanghai", in *The Routledge Companion to Art and Politics*, edited by Randy Martin (New York: Routledge, 2015). pages 139-147.
- 2014 "The Amakasu Incident and Japan's Age of Terror." *Terrorism and Modernity: Global Perspectives on Nineteenth Century Political Violence*. Edited by Carola Dietze and Claudia Verhoven. Oxford University Press: 2014.
- 2010 *Absolute Erotic, Absolute Grotesque: The Living, Dead, and Undead in Japanese Imperialism, 1895 – 1945*. Durham: Duke University Press.

Shufa Du

Research Associate Professor, Department of Nutrition, Gillings School of Global Public Health, UNC-CH

Education: PhD, Tongji Medical University, China, 2006; MS, Tongji Medical University, China, 1990, MD, Tongji Medical University, 1987

Appointed/Tenure status: 2003, tenured

Languages: Mandarin Chinese (5)

Research/training specializations: Epidemiology; Nutrition; Public Health

Overseas experience: China

Distinctions: The 3rd –class Award for Progress in Science and Technology, Ministry of Health of China, 2006

Relevant courses taught (2): EPID 718 and PATH 725

Percentage of time devoted to Asian studies: 25-50%

Recent Publications (3):

- 2015 The food retail revolution in China and its association with diet and health. Zhou Y, Du S, Su C, Zhang B, Wang H, Popkin BM (2015). *Food Policy*, Aug 1(55), 92-100.
- 2015 Dietary patterns associated with HbA1c and LDL-cholesterol among individuals with type diabetes in China. Jaacks LM, Crandell J, Mendez MA, Lamichhane AP, Liu W, Ji L, Du S, Rosamond W, Popkin BM, Mayer-Davis EJ (2015). *J Diabetes Complications*, 29(3), 343-49.
- 2015 The association between internet and television access and disordered eating in a Chinese sample. Peat CM, Holle AV, Watson HJ, Huang L, Thornton LM, Zhang B, Du S, Kleiman SC, and Bulik CM (2015). *International Journal of Eating Disorders*, 48(6), 663-69. Middle

Doria El Kerdany

Lecturer, Department of Asian Studies, UNC-CH

Education: MA, Teaching Arabic for Non-Arabic Speakers, American University in Cairo, Egypt, 2007

Appointed/Tenure status: 2009, fixed term

Languages: Arabic (5)

Research/training specializations: language through Middle Eastern culture, social justice

Overseas experience: Egypt

Relevant courses taught (4): Arabic language courses (Elementary, Intermediate and Advanced) and Readings in Arabic

Percentage of time devoted to Asian studies: 100%

Recent Publications (3):

- 2015 Short stories & a novelette (in Arabic): "Stories of Cats" Cairo: Dar El Thaqafa El Gadidah Publishing House, Nov. 2015.
- 2011 *Rimal Na'emah* (Fine Quicksand), a novel, Cairo

Michael Emch

Professor and Chair, Department of Geography, UNC-CH

Professor, Department of Epidemiology, Gillings School of Global Public Health, UNC-CH

Education: PhD, Michigan State University, 1998; MA Miami University, 1992

Appointed/Tenure status: 2006, tenured

Research/training specializations: medical geography/spatial epidemiology using GIS, satellite remote sensing, and spatial modeling techniques

Overseas experience: South Asia, China

Distinctions: Invited Speaker, United States Senate, World Malaria Day Event Hosted by the Senate Working Group on Malaria, U.S. Senate, Washington, D.C., 2012. Fulbright Senior Scholar Award. New Zealand, 2011. Committee Member. Committee on Spatial Data Enabling USGS Strategic Science in the 21st Century, National Research Council of the National Academies, 2009-2010.

Dissertations and theses supervised in past 5 years: 5

Relevant courses taught (2): Geography of Health and Disease Seminar (GEOG 805); Geographic Information Systems for Public Health (GEOG 541),

Percentage of time devoted to Asian studies: 50%

Recent Publications (12):

- 2017 Emch, M., Root, E., and Carrel, M. Health and Medical Geography. The Guilford Press: New York. ISBN 978-1-4625-2006-0. 512 pages
- 2017 HIV test uptake among MSM in China: Implications for enhanced HIV test promotion campaigns among key populations. Han L, Wei C, Muessig KE, Bien CH, Meng G, Emch ME, Tucker JD. Glob Public Health. 2017 Jan;12(1):31-44. Epub 2016 Jan 19.

Eugenia Eng

Professor and Chair, Health Behavior, Gillings School of Public Health, UNC-CH

Education: DPH Health Education, University of North Carolina at Chapel Hill, 1983; MPH Health Education, University of North Carolina at Chapel Hill, 1973

Appointed/Tenure status: 1984, tenured

Languages: Cantonese (3), Ewe (2), French (3)

Research/training specializations: Integration of community development and health education interventions in rural US and developing nations.

Distinctions: Teaching Innovation Award, UNC Gillings School of Global Public Health (2016); Inducted into the Academy of Community Engagement Scholarship (2014); Ongoing Accountability for Cancer Cure through Undoing Racism and Equity Grant from National Cancer Institute (2012-2017)

Dissertations and theses supervised in past 5 years: 6

Relevant courses taught (3): HBHE 710, Community Capacity, Competence, and Power: Community-Based Participatory Action Research; HBHE 853, Advanced Evaluation; HBHE 740, Capstone

Percentage of time devoted to Asian studies: Southeast Asia 10-25%

Recent Publications (8):

- 2017 Rowe, C., Watson-Ormond, R., English, L., Linton, K., Rubesin, H., Marshall, A., Amolegbe, A., Agnew-Brune, C., ENG E. Mental health journey for refugee children from Burma: Evaluating the use of art therapy in a school-based setting. *Health Promotion and Practice*, 18 (1): 26-33,2017

Barbara Entwisle

Distinguished Professor, Department of Sociology, UNC-CH

Education: PhD, Brown University, 1980

Appointed/Tenure status: 1985, tenured

Languages: Russian (3), French (3)

Research/training specializations: Population and social and environmental change from a comparative perspective

Distinctions: President (elected), Population Association of America, 2006-2007; Fellow (elected), American Association for the Advancement of Science (AAAS), 2003; UNC Distinguished Teaching Award for Post-Baccalaureate Instruction, 2002-2003

Dissertations and theses supervised in past 5 years: 6

Relevant courses taught (2): Measurement and Data Collection; Migration

Percentage of time devoted to Asian studies: East Asia 10-25%, Southeast Asia 25-50%

Recent Publications (9):

- 2017 Rowe, C., Watson-Ormond, R., English, L., Linton, K., Rubesin, H., Marshall, A., Amolegbe, A., Agnew-Brune, C., ENG E. Mental health journey for refugee children from Burma: Evaluating the use of art therapy in a school-based setting. *Health Promotion and Practice*, 18 (1): 26-33,2017
- 2016 Kowitt S, Emmerling D, Gavarkavich D, Mershon C, Linton K, Rubesin H, Agnew-Brune C, ENG E. The community-based participatory pilot evaluation of an art therapy program for refugee adolescents from Burma. *Journal of Art Therapy*, 33(1): 13-20, 2016.

Carl Ernst

Kenan Distinguished Professor, Department of Religious Studies, UNC-CH

Education: PhD, The Study of Religion, Harvard University, 1981

Appointed/Tenure status: 1992, tenured

Languages: Classical Arabic (3), Persian (3), Urdu (3), French (4), Spanish (4),

Research/training specializations: Extended research tours in India (1978-79, 1981), Pakistan (1986, 2000, 2005), and Turkey (1991), and is a regular visitor to the Gulf, Turkey, Iran, and Southeast Asia for lectures.

Overseas experience: India, Pakistan, Uzbekistan, Turkey, Brunei, France, Germany, Netherlands, Portugal, UK, Iran, Oman, Kuwait, Bahrain, Mexico, Switzerland, Kuala Lumpur, Malaysia

Distinctions: Member, American Academy of Arts and Sciences (2009); Guggenheim Foundation Research Fellowship (2010); Farabi International Award in the Humanities (Tehran, 2008)

Dissertations and theses supervised in past 5 years: 8

Relevant courses taught (2): Islamic Studies; Religions of West and South Asia

Percentage of time devoted to Asian studies: 100%

Recent Publications (8):

- 2018 Hallaj: Poems of a Sufi Martyr. Translated by Carl W. Ernst (Chicago: Northwestern University Press, 2018).
- 2011 *Islamophobia in America: The Anatomy of Intolerance* Palgrave-Macmillan, 2013.
- 2011 *How to Read the Qur'an: A New Guide with Select Translations*. Chapel Hill, NC: University of North Carolina Press.
- 2010 *Rethinking Islamic Studies: From Orientalism to Cosmopolitanism*, ed. With Richard C. Martin. Columbia, SC: University of South Carolina Press.

Edwin Fisher

Professor, Department of Health Behavior and Health Education, School of Public Health, UNC-CH
Global Director, Peers for Progress: International Promotion of Peer Support for in Health, Health Care, and Prevention

Education: PhD, State University of New York at Stony Brook, 1972

Appointed/Tenure status: 2005, tenured

Research/training specializations: Promotes peer support in health, health care and prevention around the world with Peers for Progress.

Overseas experience: China and South Asia

Distinctions: President, Society of Behavioral Medicine (President-elect, 2005-2006; Past-President, 2007-2008) Phi Beta Kappa and the Society of the Sigma Xi NIMH pre-doctoral research fellow, 1969 - 1972

National Program Director, Robert Wood Johnson Foundation Diabetes Initiative, 2002-2009 Fellow, American Psychological Association (Division of Clinical Psychology), Society of Behavioral Medicine,

American Psychological Society Delta Omega Public Health Honorary Society

Fellow, Cecil G. Sheps Center for Health Services Research, University of North Carolina – Chapel Hill

Relevant courses taught (1): Social and Peer Support in Health: An Ecological and Global Perspective

Percentage of time devoted to Asian studies: 10-25%

Recent Publications (1):

- 2012 Fisher, E.B., Boothroyd, R.I., Coufal, M.M., Baumann, L.C., Mbanja, J.C., Rotheram-Borus, M.J., Sanguanprasit, B., & Tanasugarn, C. (2012) "Peer support for self-management of diabetes improved outcomes in international settings." *Health Affairs*: vol.31, p.130-139.

Emma Jane Flatt

Assistant Professor, Department of History, UNC-CH

Education: PhD, History, University of London, 2009

Appointed/Tenure status: 2012, tenure track

Languages: Persian (3), Hindi (4)

Research/training specializations: mentalities and practices in the courtly societies of the Indo-Islamicate Deccan Sultanates of South India.

Overseas experience: South Asia, Singapore

Distinctions: Awarded 2007-8 Irene Scoloudi fellowship (£14,700) at the Institute for Historical Research, London; Awarded Arts and Humanities Research Council doctoral scholarship 2004-2007, Cambridge

Dissertations and theses supervised in past 5 years: 4

Relevant courses taught (3): History and Culture of Hindus and Muslims: South Asia to 1750, Gender in South Asia, The Mughal World (1526-1707), Sultans, Generals, Concubines and Domestic: Slavery in South Asia

Percentage of time devoted to Asian studies: South Asia 100%

Recent Publications (11):

- 2017 "Practicing Friendship: Epistolary Studies of Social Intimacy in the Bahmani Sultanate," Studies in History, Vol. 33 No.1, February 2017, pp. 61-81.
- 2017 "Friendship in Indian History: Introduction" Studies in History, Vol. 33 No.1, February 2017, pp.1-6.
- 2016 "Spices, Smells and Spells: The Use of Olfactory Substances in the Conjuring of Spirits," South Asian Studies, 32:1, 2016, pp. 3-21.

Elizabeth Frankenberg

Director, Carolina Population Center, UNC-CH
Professor of Sociology and Public Policy, UNC-CH

Education: PhD, University of Pennsylvania, 1992

Appointed/Tenure status: 2017, fixed term

Research/training specializations: individual and family response to change and the role of community

Overseas experience: Indonesia

Distinctions: Richard Stubbing Award for Graduate Student Mentoring, Sanford School, Duke University 201, Population Association of America, Dorothy Thomas Award, 1993, William Penn Fellowship, University of Pennsylvania, 1989-1992

Dissertations and theses supervised in past 5 years: 1

Percentage of time devoted to Asian studies: Southeast Asia 25-50%

Recent Publications (2):

- 2018 Frankenberg, Elizabeth and Duncan Thomas. 2018. "Human Capital and Shocks: Evidence on Education, Health, and Nutrition." Forthcoming in Barrett, Christopher, Michael Carter, and Jean Paul Chavas (eds.) The Economics of Poverty Traps. National Bureau of Economic Research and University of Chicago Press.
- 2016 Frankenberg, Elizabeth, Jessica Ho, and Duncan Thomas. 2016. "Biological Health Risks and Economic Development." In Komlos and Kelly (editors). The Oxford Handbook of Economics and Human Biology. Frankenberg/4

Mark W. Fraser

Distinguished Professor, School of Social Work, UNC-CH

Education: PhD, Social Welfare, University of Washington, 1981

Appointed/Tenure status: 2002, tenured

Research/training specializations: Children and Families at Risk; Antisocial and Aggressive Behavior in Childhood, Early Adolescence, and Adolescence; Risk and Resilience in Childhood; Prevention of Conduct Problems in Childhood and Adolescence

Overseas experience: China, Japan

Distinctions: Fellow, Society for Social Work and Research, 2014

Fellow, American Academy of Social Work and Social Welfare, 2010

Teaching Excellence, School of social work, University of North Carolina, 2008

Social Policy Award for Best Edited Book, Society for Research on Adolescence, 2008
(for Social Policy for Children & Families)

Dissertations and theses supervised in past 5 years: 1

Relevant courses taught (1): Development of Social Intervention Models, Antisocial, and Aggressive Behavior in Childhood and Early Adolescence: Theory and Practice

Percentage of time devoted to Asian studies: 25-50%

Recent Publications (5):

- 2016 Jenson, J. M., & Fraser, M. W. (Eds.). (2016). Social policy for children and families: A risk and resilience perspective (3rd ed.). Thousand Oaks, CA: Sage
- 2011 *Let's be friends: An interpersonal skills training manual for children* (Fraser, M. W., Peng, H., Guo, S., Li, C., and 8 others, Trans.). Beijing, China: China Population Press.

Lini Ge

Lecturer, Department of Asian Studies, UNC-CH

Education: MA, University of Iowa, July 2011

Appointed/Tenure status: 2011, fixed term

Languages: Mandarin Chinese (5)

Research/training specializations: Chinese language, language pedagogy, literacy and cultural proficiency

Overseas experience: China

Distinctions: Student Undergraduate Teaching Award, UNC-Chapel Hill, April 2013

Relevant courses taught (4): Chinese language courses from introductory to advanced levels

Percentage of time devoted to Asian studies: East Asia 100%

Vivian Go

Associate Professor, Department of Health Behavior, Gillings School of Global Health, UNC-CH

Education: PhD, Health Policy and Management, John Hopkins University, 2000

Appointed/Tenure status: 2014, tenured

Languages: Indonesian (1)

Research/training specializations: design, implementation and evaluation of behavioral HIV prevention interventions among marginalized populations

Overseas experience: Southeast Asia

Distinctions: 2013-2015 Implementation Research Institute Fellowship, Center for Mental Health Services Research, George Warren Brown School of Social Work, Washington University

Dissertations and theses supervised in past 5 years: 2

Relevant courses taught (5): Courses focused in global health, HIV/AIDS, Mental health, Sexually transmitted diseases, Substance abuse and violence prevention

Percentage of time devoted to Asian studies: 10-25%

Recent Publications (8):

- 2016 Lancaster KE,* Powers KA, Lungu T, Pearson Mmodzi, Hosseinipour M, Chadwick K, Go VF, Pence BW, Hoffman IF, Miller WC. The HIV care continuum among female sex workers: a key population in Lilongwe, Malawi. *PLoS One* 2016; 11(1):e0147662.
- 2015 Go VF, Latkin CA, Minh NL, Frangakis C, Ha TV, Mo TT, Sripaipan T, Mo TT, Davis W, Zelaya C, Vu PT, Celentano DD, Quan VM. Variations in the role of social support on disclosure among newly diagnosed HIV-infected people who inject drugs in Vietnam. *AIDS and Behavior* 2015 May 15. Epub ahead of print.
- 2015 Go VF, Minh NM, Frangakis C, Latkin CA, Ha TV, Mo TT, Sripaipan T, Davis W, Zelaya C, Vu PT, Celentano DD, Quan VM. Efficacy of a multi-level intervention to reduce injecting and sexual risk behaviors among HIV-infected people who inject drugs in Vietnam: a four-arm randomized controlled trial. *PLoS One* 2015; 10(5):e0125909.
- 2013 Go VF, Frangakis C, Minh NK, Latkin CA, et al. (2013) "Effects of an HIV peer prevention intervention on sexual and injecting risk behaviors among injecting drug users and their risk partners in Thai Nguyen, Vietnam: A randomized controlled trial." *Social Science and Medicine*: vol 96, p. 154-64.

Clark L Gray

Assistant Professor, Department of Geography, UNC-CH
Adjunct Faculty, Curriculum for the Environment and Ecology, UNC-CH
Faculty Fellow, Carolina Population Center, UNC-CH

Education: PhD, Geography, University of North Carolina at Chapel Hill, 2008

Appointed/Tenure status: 2011, tenure track

Research/training specializations: population geography

Overseas experience: South Asia

Distinctions: Nystrom Dissertation Award, Association of American Geographers (2010), Student Paper Award, Cultural and Political Ecology Specialty Group, Association of American Geographers (2008), Student Paper Award, Population Specialty Group, Association of American Geographers (2007)

Relevant courses taught (2): World Regional Geography & Population, Development and the Environment

Percentage of time devoted to Asian studies: 10-25%

Recent Publications (11):

- 2017 "Indigenous Migration Dynamics in the Ecuadorian Amazon: A Longitudinal and Hierarchical Analysis," with R Bilborrow et al. in *Journal of Development Studies*.

Guang Guo

Dr. George and Alice Wells Distinguished Professor, Department of Sociology, UNC-CH
Faculty Fellow, Carolina Center for Genome Sciences, UNC-CH
Faculty Fellow, Carolina Population Center, UNC-CH

Education: PhD, Sociology, Princeton University, 1991

Appointed/Tenure status: 1993, tenured

Languages: Chinese (5)

Research/training specializations: sociology, genetics, and epigenetics

Overseas experience: "Rural-urban Migration in China in the 1990s: The Chinese 2000 Census." Carolina Population Center. July 2001-June 2003. Principal Investigator. "Family Care and Support for the Elderly in China." The Demography and Economics of Aging Research Program at the University of North Carolina, Chapel Hill. January 2002-December 2003

Distinctions: University of North Carolina at Chapel Hill Sociology Graduate Student Association Teaching Award for 1999

Relevant courses taught (3): Longitudinal and Multilevel Data Analysis, Human Societies, Social Inequality across Space and Time

Percentage of time devoted to Asian studies: 50%

Recent Publications (2):

- 2016 Liu, Hexuan and Guang Guo. 2016. "Association of a Genetic Risk Score With Body Mass Index." *Journal of American Medical Association* 316(17):1825-1827. (a letter to the editor)
- 2016 Yi Li and Guang Guo. 2016. Peer Influence on Aggressive Behavior, Smoking and Sexual Behavior: A Study of Randomly-Assigned College Roommates." *Journal of Health and Social Behavior* 57(3): 297-318.

Shannon Hahn

Director, Associate in Arts Program; Chair, Foreign Languages; Director, Global Distinction Program, Durham Technical Community College

Education: MA, Romance Languages, Hispanic Language and Literature, University of North Carolina at Chapel Hill, 2005

Languages: Spanish (3)

Academic experience: Spanish instructor, Durham Technical Community College 2005 to present

Overseas Experience: Study abroad in Costa Rica, Mexico, Peru

Specialization: Second language acquisition, Hispanic language and literature

Distinctions: 2016-2017 World View Global Education Leaders Program; 2015-2018 ACTFL Community College Special Interest Group vice chair; 2014 Teaching with Sakai Innovation Award (TWSIA), Apereo Foundation

Dean Harris

Clinical Associate Professor, Health Policy and Management, School of Public Health, UNC-CH

Education: JD, University of North Carolina at Chapel Hill, 1981

Appointed/Tenure status: 2000, tenured

Research/training specializations: Healthcare law and ethics. International and comparative health systems. Healthcare system of China. Healthcare regulation in developing countries.

Overseas experience: China

Distinctions: Order of the Coif, 1981, North Carolina Law Review (Staff Member), 1979 – 1981, Chief Justice Walter Clark Award, 1981

Dissertations and theses supervised in past 5 years: 12

Relevant courses taught (3): Courses related to healthcare law and ethics and international and comparative health systems, HPM 823 Global Health

Percentage of time devoted to Asian studies: 15%

Recent Publications (5):

- 2014 Contemporary Issues in Healthcare Law & Ethics, 4th edition. Harris, DM. (2014). Health Administration Press.
- 2012 "Chapter 4: Health System Regulation," in World Health Systems: Challenges and Perspectives (2nd edition). Fried, B and L Gaydos, eds. Harris, DM (2012). Health Administration Press.
- 2011 Harris, DM. *Ethics in Health Services and Policy: A Global Approach* (Jossey-Bass/John Wiley & Sons, Inc., San Francisco, CA, 2011)
- 2010 Harris, DM. "Human Rights of Patients to the Fair Resolution of Medical-Legal Disputes," *Revista de Direito Médico e da Saúde* 6(20):131-145 (2010)
- 2008 Harris DM. *Contemporary Issues in Healthcare Law and Ethics*, 3rd edition. (Health Administration Press, 2008)
- 2007 Fried BJ and DM Harris. "Managing Healthcare Services in the Global Marketplace." *Frontiers of Health Services Management* 24(2): 3-18 (Winter 2007)

Elizabeth Havice

Assistant Professor, Department of Geography, UNC-CH

Education: PhD, Environmental Science, Policy and Management, University of California, Berkeley, 2009

Appointed/Tenure status: 2011, tenured

Research/training specializations: agrarian political economy, development studies and environmental politics; fisheries in East Asia

Overseas experience: field research in Oceania (Melanesia and Polynesia) and Southeast Asia (Thailand)

Distinctions: Outstanding Graduate Student Instructor, University of California-Berkeley, Department of Environmental Science, Policy and Management (2009)

Dissertations and theses supervised in past 5 years: 4

Relevant courses taught (4): Global Development and Inequity; Environmental Politics; Geographies of Economic Change; Theory and Practice of International Development; Entanglements with Nature

Percentage of time devoted to Asian studies: 25-50%

Recent Publications (18):

- 2018 Campling, Liam, and Elizabeth Havice. "The Global Environmental Politics and Political Economy of Seafood Systems." *Global Environmental Politics* Early Access (2018): 72-92.
- 2017 Where Chain Governance and Environmental Governance Meet: Interfirm Strategies in the Canned Tuna Global Value Chain, E Havice, L Campling - *Economic Geography*, 2017

Gail Henderson

Professor, Department of Social Medicine UNC-CH

Education: PhD, Sociology, University of Michigan, 1982

Appointed/Tenure status: 2009, tenured

Languages: Mandarin Chinese (5)

Research/training specializations: Global health inequality and research ethics.

Overseas experience: China

Distinctions: Fellow, Academic Leadership Program, UNC Institute for Arts and Humanities, 2010-2011.

Dissertations and theses supervised in past 5 years: 25

Relevant courses taught (4): Health and Inequality; Medicine and Society; Interdisciplinary Perspectives in Global Health; Medical Sociology

Percentage of time devoted to Asian studies: 50-75%

Recent Publications (3):

- 2017 Smith, M. Kumi, Huixin Liu, Junjue Wang, Wensheng He, Gail E. Henderson, William C. Miller, and Ning Wang. "Stigma, sex and family life: Serodiscordance in Henan province, China." In: Persson Asha, Hughes Shana, editors. *Cross-Cultural Perspectives on Couples With Mixed HIV Status: Beyond Positive/Negative*. Springer International Publishing, New York, pp.125-138.
- 2014 Henderson, Gail E., Guest Editor, *Contextualizing HIV/STI in China: Interdisciplinary Studies in a South China City*, *AIDS and Behavior* Vol. 18, Supplement 2, February. 120 pages
- 2014 Editor of and contributor to supplemental issue of *Aids & Behavior* on social scientific study of HIV/AIDS in China, vol. 18 (2014)

Jennifer Ho

Director of Graduate Studies, Department of English, UNC-CH
Associate Professor, Department of English and Comparative Literature, UNC-CH

Education: PhD, English, Boston University, 2003; MA, English, Boston University, 1996

Appointed/Tenure status: 2005, tenured

Languages: French (2), Spanish (2)

Research/training specializations: Asian American literature and culture, multiethnic American literature, contemporary American literature, race and ethnicity theory.

Distinctions: Fall 2012, Chapman Family Teaching Fellowship, and University of North Carolina at Chapel Hill. Spring 2010, Distinguished Publication by an Assistant Professor, Department of English and Comparative Literature, University of North Carolina at Chapel Hill. Summer 2009, Center for Global Initiatives Course Development Grant, University of North Carolina at Chapel Hill.

Summer 2009, APPLS Uelteschi Service Learning Course Development Grant, University of North Carolina at Chapel Hill.

Dissertations and theses supervised in past 5 years: 5

Relevant courses taught (3): Introduction to Asian American Literature, Globalization & Global Asians, Asian Americans in the Global South

Percentage of time devoted to Asian studies: 75-100%

Recent Publications (7):

- 2017 "The Accidental Academic or How to Succeed in Academia through Failure and Doubt." *Staging Women's Lives in Academia*, eds. Michelle Masse and Nan Bauer-Maglin. State University of New York Press, 2017. 29-39.
- 2017 *Narrative, Race, and Ethnicity in the United States*. Co-editors James Donahue (SUNY Potsdam) & Shaun Morgan (Tennessee Wesleyan College). The Ohio State University Press, Fall 2017.

Key to Ratings of Language Skills: 5 = Educated Native Speaker, 4 = Fluent, 3 = Professional Functionality,
2 = Functional, 1 = Survival

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Irving Hoffman

Research Professor, Department of Medicine, UNC-CH
Director of International Operations, Institute of Global Health and Infectious Diseases, Department of
Medicine, UNC-CH

Education: P.A., Duke University, 1981

Appointed/Tenure status: 2005, tenured

Research/training specializations: STD therapy in developing countries; STD health care, administration and policy. Acquires clinical skills in STD, TB, and HIV care, immunizations, contraception, communicable disease control and reporting.

Overseas experience: China, Vietnam and Indonesia

Distinctions: STD Officer of the Year, North Carolina Public Health Association (1987)

Dissertations and theses supervised in past 5 years: 7

Relevant courses taught: Mainly conducts research and coordinates and advises operational research in different parts of the world.

Percentage of time devoted to Asian studies: 15%

Recent Publications (1):

- 2014 Escamilla V, Hoffman IH. "Community level sampling using Google Earth in the absence of a Demographic Surveillance System." *Bulletin of the WHO*, March 2014.

Li-Ling Hsiao

Associate Professor, Department of Asian Studies, UNC-CH
Director of Chinese Immersion Program, Department of Asian Studies, UNC-CH

Education: PhD, Chinese Art and Literature, Oxford University, 2002

Appointed/Tenure status: 2002, tenured

Languages: Chinese (5)

Research/training specializations: The history of Chinese painting, the history of Chinese print culture, the history of Chinese drama, and the history of Chinese kung-fu novels.

Overseas experience: China

Distinctions: "Grier-Woo Presbyterian China Travel Grant," College of Arts and Science

Relevant courses taught (9): Kung Fu: The Conception of Chinese Heroism; Introduction to Chinese Civilization; Chinese Qin Music; Bandit or Hero: Outlawry in Chinese Literature and Films; Chinese Traditional Theater; Illustration and Animation of Text; Readings in Modern Chinese I; Readings in Modern Chinese II; The Chinese Zither in Poetry and Painting

Percentage of time devoted to Asian studies: 100%

Recent Publications (11):

- 2018 "Picturing Qin Music: Min Qiji and Others' Illustrations of 'Yingying Listens to Qin' in Xixiang ji." (Forthcoming, Ming Qing Studies, 2018).
- 2017 "The Third Cry of a Gibbon: A Translation of Xu Wei's Mulan." Co-translated with Dr. David A. Ross. Southeast Review of Asian Studies 39 (2017). Forthcoming.
- 2015 "Music and the Union of Love: Illustrating "Yingying Listens to Zither" in the 1616 He Bi Edition of Xixiang ji." Co-authored with Yihui Sheng, UNC-Chapel Hill. Southeast Review of Asian Studies 37 (2015): 20-32.

Carmen Hsu

Associate Professor, Department of Romance Studies, UNC-CH

Education: PhD, Romance Languages and Literatures, Harvard University, 2000

Appointed/Tenure status: 2005, tenured

Languages: Mandarin Chinese (5), Hokkie Chinese (5), German (3), Portugese (4), Spanish (5)

Research/training specializations: Cross-cultural encounters (Spain and East Asia); Early Modern Spanish travel accounts of South Pacific

Overseas experience: China

Distinctions: 2015-2015 Edward Clarence Evelyn Dyason Research Fellowship, 2013-2013 Burress Faculty Fellowship, Institute for the Arts and Humanities

Relevant courses taught (2): ROML 59 Courts, Courtiers, and Court Culture in Early Modern Spain, SPAN 260 Introduction to Hispanic Literature

Percentage of time devoted to Asian studies: Asia 50-75%, East Asia 50-75%, South Asia 50-75%

Recent Publications (24):

- 2018 “Of Bagoong or Fermented Fish, and Other Filipino Customs: Toward an Understanding of the Philippines According to the Sucesos by Antonio de Morga” in *Asian Identity in Early Modern Europe*. Ashgate.
- 2017 Hsu, Carmen. “La voz del silencio: Acerca de Tácito, un personaje cómico en El laberinto de amor de Cervantes.” Forthcoming.
- 2017 Hsu, Carmen. Review of *San Nicolás de Tolentino*, by Lope de Vega, edited by Roy Norton (Kassel: Edition Reichenberger, 2016. 344 pp. ISBN: 978-3-944244-52-5) for *Renaissance Quarterly* (forthcoming).
- 2017 Hsu, Carmen. Review of *Expostulatio spongiae: en defensa de Lope de Vega*, edited and translated by Pedro Conde Parrado and Xavier Tubau Moreu (Madrid: Editorial Gredos, 2015. 479 pp. ISBN: 978-84-249-2896-4) for *Renaissance Quarterly* 73 (2017).

Fumi Iwashita

Lecturer in Japanese, Department of Asian Studies, UNC-CH

Education: M.A. in Teaching Japanese as a Foreign Language, University of Iowa, 2008

Appointed/Tenure status: 2008, fixed term

Languages: Japanese (5)

Research/training specializations: Second language acquisition and language pedagogy, especially proficiency-based language teaching, task-based language teaching, content-based language teaching, and the application of Focus on Form (FonF). Also, interested in developing multimedia resources for Japanese language.

Overseas experience: Earned two certificates in Teaching Japanese Language from Seikei University and KCP International Language School (both located in Tokyo, Japan)

Distinctions: UNC-CH Asian Language Faculty Pedagogy Training and Course Development Grant, 2016, 2012; Professional Development Fund, Department of Asian Studies, October 2011

Relevant courses taught (4): Japanese language courses (Elementary and Advanced Levels) and Japanese Cultural courses (Topics in Japanese Society and Culture and Manga as a Japanese Art and Culture)

Percentage of time devoted to Asian studies: East Asia 100%

Pamela Jagger

Associate Professor, Department of Public Policy,, UNC-CH

Education: PhD, Indiana University, 2009

Appointed/Tenure status: 2010, appointed

Languages: French (2), Swahili (2)

Research/training specializations: Role of environmental income in poverty reduction and societal inequality; household level outcomes of forest sector decentralization; relationship between natural resource institutions and poverty reduction; outcomes from reducing emissions from deforestation and forest degradation (REDD+) projects; distributional effects of the structure of forest product value chains; research design and methods for understanding household level outcomes of natural resource management policies.

Distinctions: Director of the FUEL Lab (Forest Use Energy and Livelihoods), 2012 PI, UNC-CH, Gillings School of Global Public Health, Explorations in Global Health Grant, 2012-2014 PI, NSF Evaluating the Welfare and Forest Cover Impacts of Uganda's Forest Sector Governance Reform, 2012-2017 PI, NIH National Institute of Child Health and Human Development Award Population, Environment and Health Dynamics of Biomass Fuel Use in Sub-Saharan Africa

Relevant courses taught (3): PLCY 475 The Political Economy of Food, PLCY 520 Environment and Development, PLCY 799 Collaborative Research on Reducing Emissions from Deforestation and Forest Degradation

Percentage of time devoted to Asian studies: 25%

Recent Publications (3):

- 2016 Jagger, P. and C. Jembe. 2016. Stoves or Sugar? Willingness to Adopt Improved Cookstoves in Malawi. *Energy Policy*. 92:409-419.
- 2016 Sunderlin et al. 2016. Technical Guidelines for Research on REDD+ Sub-national Initiatives. CIFOR: Bogor, Indonesia
- 2015 Duchelle, A.E., and P. Jagger. 2014. Operationalizing REDD+ Social Safeguards: Challenges and Opportunities. Infobrief Introduction. Bogor, Indonesia. Center for International Forestry Research.

Ji-Yeon Jo

Assistant Professor, Department of Asian Studies, UNC-CH

Education: PhD, Culture, Curriculum, and Change, University of North Carolina at Chapel Hill, 2004

Appointed/Tenure status: 2006, tenured

Languages: Korean (5)

Research/training specializations: Korean language, diaspora, and ethnic return migration

Overseas experience: Korea

Distinctions: Junior Faculty Development Award, 2014, Grier/Woods Presbyterian Fellowship in Chinese Studies; Award of recognition, Consulate General of the Republic of Korea in Atlanta, U.S.A. February, 2010

Dissertations and theses supervised in past 5 years: 1

Relevant courses taught (4): Korean language courses (Advanced) and Korean Cultural courses (History, Memory and Reality in Contemporary Korea; Education and Social Changes in Contemporary Korea; Korean Diaspora)

Percentage of time devoted to Asian studies: 100%

Recent Publications (8):

- 2017 Jo, Ji-Yeon O. *Homing: An Affective Topography of Ethnic Korean Return Migration* (University of Hawaii Press, 2017).
- 2017 Jo, Ji-Yeon O. "Pop Culture, Identity, and Korean Diaspora." In *Identity, Interest, and Power in East Asian Popular Culture*, edited by Yoon, Yeon-hee. Korea University Press, 2017.

Jonathan Juliano

Clinical Assistant Professor of Medicine, School of Medicine, UNC-CH

Education: MD, University of North Carolina at Chapel Hill, 2001

Appointed/Tenure status: 2009, tenure track

Research/training specializations: Malaria drug resistance, diversity and population evolution

Overseas experience: Cambodia, Thailand

Distinctions: University of North Carolina School of Medicine (NIH Study Sections, Journal Editor Advisor, Journal of Clinical Microbiology), University of North Carolina School of Medicine- Infectious Disease Fellowship (Terry Lee Award, 2007), Environmental Sciences Achievement Award, 1998

Relevant Courses taught: Focuses on addressing the problems of the emergence and transmission of neglected tropical diseases

Percentage of time devoted to Asian studies: 50-75%

Recent Publications (10):

- 2017 Partner-Drug Resistance and Population Substructuring of Artemisinin-Resistant Plasmodium falciparum in Cambodia. Parobek CM, Parr JB, Brazeau NF, Lon C, Chaorattanakawee S, Gosi P, Barnett EJ, Norris LD, Meshnick SR, Spring MD, Lanteri CA, Bailey JA, Saunders DL, Lin JT, Juliano JJ. *Genome Biol Evol.* 2017 Jun 1;9(6):1673-1686. doi: 10.1093/gbe/evx126.
- 2017 Measuring ex vivo drug susceptibility in Plasmodium vivax isolates from Cambodia. Chaorattanakawee S, Lon C, Chann S, Thay KH, Kong N, You Y, Sundrakes S, Thamnurak C, Chattrakarn S, Praditpol C, Yingyuen K, Wojnarski M, Huy R, Spring MD, Walsh DS, Patel JC, Lin J, Juliano JJ, Lanteri CA, Saunders DL. *Malar J.* 2017 Sep 30;16(1):392. doi: 10.1186/s12936-017-2034-2.

Harshita Kamath

Assistant Professor, Department of Religious Studies, UNC-CH

Education: PhD, West and South Asian Religions, Emory University, 2012; MA, World Religions, Harvard Divinity School, 2006

Appointed/Tenure status: 2016, fixed term

Languages: Sanskrit (4), Telugu (4)

Research/training specializations: Religious studies in India and South Asia

Distinctions: Postdoctoral Award for Research Excellence, UNC-CH, 2012; Ruth L. Kirschstein National Research Service Award (NRSA), National Institutes of Health, 2009; Fulbright-IIIE to China, 2008; Fulbright-Hays to China, 2007; Boren Fellowship, 2007

Relevant courses taught (4): RELI 183 Asian Religions, RELI 381 Religions of South Asia, RELI 386 Dance & Embodied Knowledge in the Indian Context, RELI 424 Gender Theory and Religion

Percentage of time devoted to Asian studies: 100%

Recent Publications (4):

- 2016 "Constructing Bodied, Embodied, and Disembodied Selves: A Theory of Performative Selfhood in the Context of South Indian Performance." *The Body in South Asian Religions*, edited by Barbara Holdrege and Karen Pechilis. Albany: State University of New York Press.
- 2009 "Victory of a Dream: Reimagining "The Nutcracker" in Classical Indian Dance." With Arthi Devarajan (first author). *Practical Matters* 1, <http://practicalmattersjournal.org/issue/1/analyzing-matters/victory-of-a-dream>
- 2006 "The Corrupt Queen and the Ideal Wife: Reimagining the Role of the Female in Valmiki's Ramayana." *HDS Cult/ure* 1: 85-102.

Yuko Kato

Senior Lecturer in Japanese, Department of Asian Studies, UNC-CH

Education: MA, Applied Linguistics, Teachers College, Columbia University, 1993

Appointed/Tenure status: 1993, fixed term

Languages: Japanese (5)

Research/training specializations: Japanese Language Teaching, Oral proficiency testing (oral proficiency interview tester)

Overseas experience: Japan

Relevant courses taught (8): Japanese 101-306; 4th-year courses: Working in Japan; Making Music in Japan; Japanese Culture through Films and Literature; Japanese TV Dramas; Introduction to Advanced Japanese”

Percentage of time devoted to Asian studies: 100%

Alan Kauffman

Assistant Professor of Arabic, Department of Asian Studies, UNC-CH

Education: Graduate studies, University of Austin at Texas

Appointed/Tenure status: 2014

Languages: Arabic (4)

Research/training specializations: Effects of non-traditional grammar sequencing on students’ written output; incorporation of culture in Arabic courses via films, authentic texts, music; student engagement

Overseas experience: Africa, Middle East, Western Europe/European Union

Relevant courses taught (7): Elementary Arabic 101/102; Intermediate Arabic 203/204; Advanced Arabic 305/306; Languages Across the Curriculum; The Language of Refugeeism

Percentage of time devoted to Asian studies: 10%

Nikhil Kaza

Associate Professor, Department of City and Regional Planning, UNC-CH

Education: PhD, Regional Planning, University of Illinois, 2008

Appointed/Tenure status: 2009, tenured

Languages: Hindi (4), Telugu (5)

Research/training specializations: Local Energy Policy, Urban Form & Development, Informal Settlements, Institutional Analysis

Overseas experience: Fulbright Lecturer (Norwest University, Xi'an, China- taught International Law and Intellectual Property Law).

Distinctions: Stanford/Yale Junior Faculty Forum, Selected Paper in Criminal Law (2002). International scholarly competition open to all law faculty within first seven years of teaching. Fulbright Lecturer Award, CIEES, Spring, 2012

Ethics Fellow, Institute of Arts and Humanities, University of North Carolina at Chapel Hill (2004). Recipient of Pogue Leave (2003). University-wide competitive leave providing one semester research sabbatical.

Dissertations and theses supervised in past 5 years: 10

Relevant courses taught (3): PLAN 057 What is a Good City?, PLAN 547 Energy, Transportation & Land Use, PLAN 704 Planning Theory

Percentage of time devoted to Asian studies: 10-25%

Recent Publications (14):

2016 Kaza, N., C. Tian, S. F. Riley and R. G. Quercia. 2016 Location Efficiency and Mortgage Risks for Low-Income Households Housing Policy Debate

Joseph Kennedy

Professor, School of Law, UNC-CH

Education: JD, University of California, Los Angeles, 1987

Appointed/Tenure status: 1997, tenured

Languages: Mandarin Chinese (2)

Research/training specializations: Research includes the sociology and politics of mass incarceration, criminal law, computer crime, and the Chinese legal System.

Overseas experience: Fulbright Lecturer (Northwest University, Xi'an, China- taught International Law and Intellectual Property Law).

Distinctions: Stanford/Yale Junior Faculty Forum, Selected Paper in Criminal Law (2002). International scholarly competition open to all law faculty within first seven years of teaching. Fulbright Lecturer Award, CIEES, Spring, 2012

Ethics Fellow, Institute of Arts and Humanities, University of North Carolina at Chapel Hill (2004). Recipient of Pogue Leave (2003). University-wide competitive leave providing one semester research sabbatical.

Relevant courses taught (2): Criminal Justices Policy, Criminal Law and Criminal Procedure Investigation: Doctrine & Writing Skills

Percentage of time devoted to Asian studies: 10-25%

Recent Publications (4):

2015 A Short and Happy Guide to Criminal Law, West Publishing (2015).

2007 *Report of the U.S. Delegation: International Conference on New Theoretical Systems of Criminal Law*, China University of Law and Political Science, Beijing, People's Republic of China, October 2007 (coauthor).

Dong Hoo Kim

Assistant Professor, School of Media and Journalism, UNC-CH

Education: PhD, University of Texas at Austin, 2014

Appointed/Tenure status: 2014, fixed term

Languages: Korean (5)

Research/training specializations: brand communication, consumer psychology and new media

Overseas experience: Korea

Distinctions: University Continuing Fellowship, 2012, Best of the Print Ad- Henkel Combat print campaign, Ad Times, 2008

Dissertations and theses supervised in past 5 years: 2

Relevant courses taught (3): MEJO 137.01 Principles of Advertising and Public Relations, MEJO 137.02

Principles of Advertising and Public Relations, MEJO 272 Advertising Media

Percentage of time devoted to Asian studies: 10%

Recent publications (2):

- 2017 Kim, D., Seely, N. K., & Jung, J. (2017). Instagram vs. Pinterest: The relationship between self-concepts and social media usage. *Computers in Human Behavior*, 70, 535-543.
- 2016 Kim, D., Sung, Y., & Drumwright, M. (2016). "Where I come from" decides "how I construe my future": The fit effect of culture, temporal distance and construal level. *International Journal of Advertising*. Published online: October, 13, 2016, <http://dx.doi.org/10.1080/02650487.2016.1238661>.

Heidi Kim

Associate Professor, Department of English & Comparative Literature, UNC-CH

Education: PhD, Northwestern University, 2014

Appointed/Tenure status: 2014, fixed term

Languages: Korean (5)

Research/training specializations: Nineteenth and twentieth-century American literature, Asian American studies

Overseas experience: Korea

Distinctions: J. Carlyle Sitterson Freshman Teaching Award 2014, CoLEAGS Faculty Mentor Award 2016

Dissertations and theses supervised in past 5 years: 2

Relevant courses taught (2): Asian American/Asian diasporic literature; Japanese American incarceration history

Percentage of time devoted to Asian studies: 50-75%

Recent publications (2):

- 2016 Invisible Subjects. New York, NY: Oxford University Press, 2016.
- 2015 Taken from the Paradise Isle: The Hoshida Family Story. Editor. Louisville, CO: University Press of Colorado.

Michelle King

Associate Professor, Department of History, UNC-CH

Education: PhD, History, University of California, Berkeley, 2007

Appointed/Tenure status: 2008, tenured

Languages: Chinese (4)

Research/training specializations: gender, the body, imperialism/colonialism in the cultural history of nineteenth and twentieth-century China

Overseas experience: China

Distinctions: ACLS fellowship, Mellon Fellowship, Peking University/Harvard-Yenching Institute Fellowship, Mabelle Macleod Lewis Memorial Fellowship, Grier-Woods China Fellowship

Relevant courses taught (4): Twentieth-Century China; Late Imperial China; Gender in Chinese History; The Cultural History of Food in China; China Bound: Western Travel Writing on China

Percentage of time devoted to Asian studies: 75-100%

Recent Publications (3):

- 2014 *Between Birth and Death: Female Infanticide in Nineteenth-Century China* (Stanford University Press, 2014)
- 2012 “Working With/In the Archive,” in *Research Methods for History*, ed. Simon Gunn and Lucy Faire (Edinburgh University Press, 2012), 13–29

Scott Kirsch

Associate Professor, Department of Geography, UNC-CH

Education: PhD, University of Colorado at Boulder, 1997

Appointed/Tenure status: 2009, tenured

Research/training specializations: Historical, cultural, & political geography; history of science; social theory. Focuses on geographies of science & technology, historical and contemporary US geopolitics, geographies of war and peace, marxism and political economy, science & technology studies, history of cartography

Overseas experience: Philippines

Distinctions: National Science Foundation Grant, “The National Map in a Global Age: A Study of Science, Territoriality, and Governance in U.S. and Philippines during the Late 19th and Early 20th Centuries,” 2005

Dissertations and theses supervised in past 5 years: 6

Relevant courses taught (8): Geographic Thought: History and Philosophy of Geography; Lefebvre, Historical Materialism and Human Geography; Technology and Democracy; Political Geography; The Culture of Technology; Technology and Democracy; World Regional Geography; Environmental Politics

Percentage of time devoted to Asian studies: 25-50%

Recent Publications (16):

- 2017 Kirsch, S. 2017. Aesthetic regime change: The Burnham Plans and US landscape imperialism in the Philippines. *Philippine Studies: Historical and Ethnographic Viewpoints* (Philippines) 65(3): 315-356.
- 2016 Kirsch, S., and Flint, C. 2015. “Geographies of Reconstruction: Rethinking Post-War Spaces” in M. Turner and F.P. Kühn (eds), *The Politics of International Intervention: The Tyranny of Peace*, pp. 39-58. London: Routledge.

Charles Kurzman

Professor, Department of Sociology, UNC-CH

Co-Director of the Carolina Center for the Study of the Middle East and Muslim Civilizations, UNC-CH

Education: PhD, Sociology, University of California at Berkeley, 1992

Appointed/Tenure status: 2008, tenured

Languages: Arabic (3)

Research/training specialization: Political Sociology, Social Movements, Middle East and Islamic studies

Overseas Experience: France, Iran, Mexico, Portugal, Turkey, United Kingdom, Uzbekistan

Distinctions: Henry Luce Foundation, "Islamic Political Parties," 2013. National Institute of Justice, "Countering Violent Extremism: Effective Policing Practices for Cooperation with Muslim-American Communities," 2013-2014, with David Schanzer. National Science Foundation, "How Social Science Maps the World," 2011-2013.

Dissertations and theses supervised in past 5 years: 11

Relevant courses taught (9): Classical Social Theory; Comparative-Historical Sociology; Contemporary Social Theory; Middle East Politics; Middle East Studies Practicum; International Development; Political Sociology; Social Theory; Sociology of the Islamic World

Percentage of time devoted to Asian studies: 25-50%

Recent Publications (16):

- 2017 "Ideology and Threat Assessment: Law Enforcement Evaluation of Muslim and Right-Wing Extremism," with Ahsan Kamal and Hajar Yazdiha, *Socius*, Vol. 3, April 2017, pp. 1-13.
- 2016 "After the Arab Spring: Do Muslims Vote Islamic Now?" (first author with Didem Turkoglu), *Journal of Democracy*, Vol. 26, No. 4, October 2015, pp. 100-109.
- 2016 "Liberalism," "Modernism and Modernity," and "Secularism," in Richard C. Martin, ed., *Encyclopedia of Islam and the Muslim World*, 2nd Edition (Farmington Hills, MI: Gale, 2016), Vol. 2, pp. 662, 731-3, 1028-9.

Beth-Ann Kutchma

Evaluation Consultant

Education: BS, University of Pittsburgh, 1995

Research/training specialization: Evaluation, advising

Overseas Experience: France, Iran, Mexico, Portugal, Turkey, United Kingdom, Uzbekistan

Dissertations and theses supervised in past 5 years: 11

Percentage of time devoted to Asian studies: 25-50%

Recent Publications/Presentations (8):

- 2015 "Opening Access to Global Opportunities - UNC NRCs' Collaborative Evaluation Approach," International and Foreign Language Education (IFLE) Title VI Project Directors' Meeting.
- 2015 "Unlocking the View for Minorities in International Education," NAFSA Annual Conference, Boston, Massachusetts.
- 2014 "Increasing Access and Breaking Barriers: Using Data Collection to Guide Programming," Diversity Abroad Conference, New Orleans, Louisiana.
- 2014 B Kutchma (Producer). T Tuttle (Designer). *CGI 2014: Opening Access + Breaking Barriers* [Promotional Calendar, Annual Report]. UNC Center for Global Initiatives.

Mary Lagdameo

Associate Director, Carolina Asia Center, UNC-CH

Education: MA, University of Southern California, 2008

Appointed/Tenure status: 2017

Languages: Mandarin Chinese (4)

Research/training specializations: Program Coordinator for Asian/Pacific Studies Institute, Duke University (2014-2018)- Duties included managing the East Asian Studies Masters of Arts Program as Assistant to the Director of Graduate Studies, administering Duke in China Summer in Beijing Program, managing Project Global Officer fellowship for Duke in China, and conducting pre- and post-evaluations for these programs. Staff Assistant for Duke's International Comparative Studies program (2012-2014); General Dynamics Information Technology (2010-2012), Lead Specialist contractor for the Department of Health and Human Services, Office of Refugee Resettlement. Asian University for Women ESL teacher in Bangladesh (2010); Research Intern for Migration Policy Institute in Washington D.C. (2009)

Overseas experiences: China, Bangladesh, India, Philippines

Distinctions: FLAS Fellowship recipient, Summer 2007; Fulbright English Teaching Assistantship in Taiwan, 2005-2006; Freeman-ASIA scholar, 2004

Percentage of time devoted to Asian studies: 100%

Klaus Larres

Adjunct Professor, Curriculum in Peace, War, and Defense, UNC-CH

Education: PhD, Contemporary History, University of Cologne, Germany, 1992

Appointed/Tenure status: 2012, tenured

Languages: German (5)

Research/training specializations: Transatlantic relations; European integration; Cold War; EU politics; US, British, and German foreign policies in comparative perspective.

Overseas experience: China

Distinctions: 2012-2050 Richard M Krasno Distinguished Professor in History and International Affairs, UNC Chapel Hill, 2012-2012 Public Policy Scholar at the Woodrow Wilson International Center for Scholars in Washington, DC (May - Aug 2012)

Dissertations and theses supervised in past 5 years: 5

Relevant courses taught (3): HIST 292 Britain in World Affairs: British foreign policy from 1945 to the present; HIST 397 Torn Between the U.S. and Europe: Britain, Germany, and European Integration since World War II; HIST 490 The United States and the Cold War: International Perspectives

Percentage of time devoted to Asian studies: Southeast Asia 10-25%

Recent publications (6):

- 2012 "Great Britain and the Cold War." In Richard Immerman and Petra Goedde (eds), Oxford Handbook on the Cold War. Oxford: Oxford University Press.
- 2012 "Austria - A semi-neutral country?" In James Sperling et al (eds), Europe's Neutrals and European Security. Nicosia, Cyprus: University of Nicosia Press.
- 2012 "Margaret Thatcher and German Unification Revisited." In Wolfgang Mueller et al (eds), Europe 1989/90.
- 2010 The U.S. Secretaries of State and Transatlantic Relations. Edited volume. London: Taylor and Francis/Routledge.

Holning Lau

Associate Professor of Law, School of Law, UNC-CH

Education: JD, University of Chicago, 2006

Appointed/Tenure status: 2009, tenured

Languages: Mandarin Chinese (5)

Research/training specializations: Research focuses on the regulation of sexual orientation and gender identity, grace periods in human rights remedies, and the ways in which rights discourses spread around the world

Overseas experience: Hong Kong and China

Distinctions: SONG award, 2012

Relevant courses taught (3): Family Law; Children & the Law; Law & Sexuality; Asian Legal Perspectives

Percentage of time devoted to Asian studies: 25-50%

Recent Publications (12):

- 2017 Marriage Equality and Family Diversity: Comparative Perspectives from the United States and South Africa, 85 FORDHAM L. REV. 2615 (2017).
- 2016 Comparative Perspectives on Strategic Remedial Delays, 91 TUL. L. REV. 259 (2016).
- 2016 Assessing the Tongzhi Label: Self-Identification and Public Opinion, 64 J. HOMOSEXUALITY 509 (2016) (with Geoffrey Yeung, Rebecca Stotzer, Charles Q. Lau & Kelley Loper).

Christian Cunningham Lentz

Assistant Professor, Department of Geography, UNC-CH

Education: PhD, Development Sociology, Cornell University, 2011

Appointed/Tenure status: 2011, tenure track

Languages: Vietnamese (4), Indonesian (4)

Research/training specializations: Brings classic themes of social inquiry such as nationalism, state formation, and agrarian political economy into dialog with concepts of history, space, and social difference (e.g., racial and ethnic formations).

Overseas experience: Vietnam

Distinctions: Vietnam Studies Group Graduate Student Essay Prize for “Making the Northwest Vietnamese.” Association for Asian Studies (AAS), Honolulu, HI. (2011) Philip Taietz Graduate Student Essay Award for “Mobilizing and State Formation on a Frontier of Vietnam.” Development Sociology, Cornell. (2010) Randy Barker dissertation write-up award. Southeast Asia Program (SEAP), Cornell. (2009)

Dissertations and theses supervised in past 5 years: 1

Relevant courses taught (4): Vietnam: First Year Seminar; People and Places: Geographies of Globalization; Agriculture, Good and Society; Research Methods in Geography; Agrarian Studies

Percentage of time devoted to Asian studies: 75-100%

Recent Publications (7):

- 2017 Lentz, Christian C. 2017. “Cultivating subjects: Opium and rule in postcolonial Vietnam.” Modern Asian Studies 51(3): 1-40.

Lauren Leve

Associate Professor, Department of Religious Studies, UNC-CH

Education: PhD, Anthropology, Princeton University, 1999

Appointed/Tenure status: 2004, tenured

Languages: Nepali (4), Newari (2)

Research/training specializations: Ethnographic methods and the ethnography of religion; Buddhism in South and Southeast Asia; personhood and identity; gender and feminist theory; globalism, nationalism, and postcoloniality; anthropology of religion; religions of South Asia and Nepal.

Overseas experience: South and Southeast Asia

Distinctions: 2004-5 Harry Frank Guggenheim Foundation Research Award, 2004-5 Program Fellow, Program in Agrarian Studies, Yale University; 2002-3 Mildred McAfee Horton fund “Large Grant” for faculty research (Wellesley College); 1996-8 Woodrow Wilson Fellow, Society of Fellows, Princeton U.

Relevant courses taught (6): Buddhism and Culture in Himalayas and Beyond; The Buddhist Tradition: India, Nepal and Tibet; Buddhist Tradition: Southeast Asia and Sri Lanka; Religions of S. Asia; Ethnographic Approaches to Contemporary Religion; Nature, Culture & Self-Identity: Religion in Construction of Daily Life

Percentage of time devoted to Asian studies: 100%

Recent Publications (5):

- 2016 The Buddhist Art of Living in Nepal: Ethical Practice and Religious Reform. London: Routledge and Keegan Paul. 2016.
- 2014 “Secularism is a Human Right!: Double-Binds of Buddhism, Democracy and Identity in Transnational Nepal.” In *The Practice of Human Rights: Tracking Law Between the Global and the Local*. Sally Merry and Mark Goodale, eds. Cambridge: Cambridge University Press. In press, 2014.

Wendan Li

Associate Professor, Department of Asian Studies, UNC-CH

Education: PhD, Linguistics, University of Alberta, 1996

Appointed/Tenure status: 1999, tenured

Languages: Mandarin Chinese (5)

Research/training specializations: Chinese linguistics: text structure; discourse analysis; syntax-semantics interface; pragmatics; writing and calligraphy; Chinese language and society

Overseas experience: East Asia, specifically China

Distinctions: Jimmy and Judy Cox Asia Initiative Summer Travel Award 2013, Carolina Asia Center Course Development Award 2011, Grier/Woods Presbyterian Initiative Fellowship in Chinese Studies 2009, Grier/Woods Presbyterian China Initiative Travel Awards 2007, Boardman Family Foundation Grant 2005

Dissertations and theses supervised in past 5 years: 3

Relevant courses taught (7): Chinese Culture through Calligraphy; Readings in Modern Chinese I; Readings in Modern Chinese II; CHIN 440 Advanced Chinese Grammar; CHIN 441 Chinese-English Translation and Interpreting; Chinese Written Narrative Discourse; Literary Chinese

Percentage of time devoted to Asian studies: 100%

Recent Publications (10):

- 2017 Li, Wendan 2017. “Aspectual coercion: Interpretations of V-le in Mandarin Chinese.” *International Journal of Chinese Linguistics*, 4(1). 22-61.
- 2016 Li, Wendan. 2016. “The many faces of adverbial margins.” *Chinese Language and Discourse*, 7(1). 23–65.
- 2014 Li, Wendan. 2014. “Clause structure and grounding in Chinese narrative discourse.” *Chinese Language and Discourse* 5(2). 99–145.
- 2014 Li, Wendan. 2014. “The pragmatics of existential–presentative constructions in Chinese: A discourse-based study.” *International Journal of Chinese Linguistics* 1(2). 244–274.

Key to Ratings of Language Skills: 5 = Educated Native Speaker, 4 = Fluent, 3 = Professional Functionality, 2 = Functional, 1 = Survival

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Jessica Lin

Assistant Professor of Medicine, School of Medicine, UNC-CH

Education: MD, Baylor College of Medicine, 2005

Appointed/Tenure status: 2012, fixed term

Languages: Chinese (5)

Research/training specializations: An Infectious disease clinician-scientist with a primary research interest in malaria in Southeast Asia. Works with clinical investigators in Thailand and Cambodia who are documenting emerging trends in multidrug-resistant falciparum malaria.

Overseas experience: China, Thailand and Cambodia

Distinctions: UNC School of Medicine- Infectious Disease Fellowship, UNC Explorations in Global Health Grant, 2013, UNC University Council Research Grant, 2012, NIH Loan Repayment Award, 2012

Relevant courses taught: Clinical responsibilities included education of medical students and residents rotating on the Infectious Disease inpatient and consult services (6 weeks/year), as well as supervision of fellows in the Infectious Disease outpatient clinic (1/2 day each week).

Percentage of time devoted to Asian studies: 15%

Recent Publications (8):

- 2013 “Development of a capillary electrophoresis-based heteroduplex tracking assay to measure in-host genetic diversity of initial and recurrent *Plasmodium vivax* infections in Cambodia.”
Givens MB, Lin JT, Lon C, Gosi P, Char MC, Lanteri CA, Saunders DL, Juliano JJ. *J Clin Microbiol.* 2014 Jan;52(1):298-301.

Jia Lin

Lecturer in Chinese, Department of Asian Studies, UNC-CH

Education: MA, University of Iowa 2010

Appointed/Tenure status: 2010, fixed term

Languages: Chinese (5)

Research/training specializations: language proficiencies and communication skills; Chinese culture and classical wisdom; strategies-based reading instruction among L2 Chinese readers; CSL (Chinese as a second language) reading and writing; and second language learning strategies.

Overseas experience: China

Distinctions: UNC-CH Asian Language Faculty Pedagogy Training and Course Development Grant, 2016. Simulated Oral Proficiency Interview (SOPI) of Chinese Tester Certificate Grantor: Center of Applied Linguistic (June 2011), Mandarin Chinese (Putonghua) Certificate (First-class: 95.2/100) Grantor: The National Language Affairs Committee of China. (October 2005), PRAXIS-1 Test (Teacher Certification Examination) Grantor: Educational Testing Service (April 2007)

Relevant courses taught (5): Chinese language courses (Elementary, Intermediate and Advanced); Advanced Written Chinese and Readings in Modern Chinese II

Percentage of time devoted to Asian studies: 100%

Recent Publications (2):

- 2014 Helen H. Shen, **Jia Lin**, Ting Huang and Shu Zhu. *Teaching Chinese as a Second Language: Reading Instruction Methods*. Peking University Press.
- 2008 “A Brief Analysis to Bing Xin’s To Little Readers, Fujian” *Ai Xin (The Official Journal of Bing Xin Research Society)*, Volume 28, 2008.

Shuyi Lin

Program Associate, Carolina Asia Center, UNC-CH

Education: BA, Bryn Mawr College, 2015

Appointed/Tenure status: 2017

Languages: Mandarin Chinese (4)

Overseas experience: China, Hong Kong

Research/training specializations: International education with a focus on Asia, programming support, outreach specialist

Percentage of time devoted to Asian studies: 100%

Pamela Lothspeich

Associate Professor, Department of Asian Studies, UNC-CH

Education: PhD, Comparative Literature, Columbia University, 2003

Appointed/tenure status: 2008, tenured

Languages: Hindi (4), Sanskrit (2)

Research/training specialization: The Indian epics (Mahabharata and Ramayana) in Hindi literature and theater, and Indian literature and nationalism

Overseas experience: South Asia

Distinctions: Fulbright-Nehru Senior Research Fellowship, 2012-2013

Relevant courses taught (7): ASIA331 - Cracking India: Partition and its Legacy in South Asia; ASIA162 - Nation, Film and Novel in Modern India; ASIA261 - India through Western Eyes; ASIA89 - India Through the Lens of Master Filmmakers (FYS); ASIA490 - The Cities and Villages of India: A Historical and Cultural Tour; ASIA333 - The Mahabharata: Remembered and Reimagined; ASIA152 - Survey of South Asian Cultural History

Percentage of time devoted to Asian Studies: 100%

Recent publications (8):

- 2015 "Chasing the Parsi Theatre in Bareilly," TDR: The Drama Review T226, 59:2 (Summer 2015): 9-45, with supplemental online media.
- 2015 "Behind the Scenes of Heroic Abhimanyu," TDR: The Drama Review T226, 59:2 (Summer 2015): 46-57, with supplemental online media.
- 2013 "The Radheshyam Ramayana and the Sanskritization of Khari Boli Hindi," *Modern Asian Studies* 47:5 (September 2013): 1644-1677.

Rebecca Macy

L. Richardson Preyer Distinguished Chair for Strengthening Families and Professor
at UNC School of Social Work, UNC-CH

Education: PhD, Social Work, University of Washington Seattle, 2002

Appointed/tenure status: 2013

Languages: French (3)

Research/training specialization: Family violence, interpersonal violence, human trafficking, violence prevention, interventions to promote violence survivors' health and well-being, community-based research and engaged scholarship

Distinctions: Fellow of the Society for Social Work and Research, 2015; Office of the Provost Award for Engaged Research, 2013

Dissertations and theses supervised in past 5 years: 2

Relevant courses taught (3): Trauma and Violence; Introduction to Social Statistics and Data Analysis; Family Violence

Percentage of time devoted to Asian Studies: 10%

Recent publications (6):

- 2016 Macy, R. J. (in press). Identification, assessment and outreach (chapter). In A. Nichols, E. Heil, & T. E. Edmond (Eds.). *Social work practice with survivors of sex trafficking and commercial sexual exploitation*. New York City: Columbia University Press.

Jodi Magness

Distinguished Professor, Department of Religious Studies, UNC-CH

Education: PhD, University of Pennsylvania, 1989

Appointed/tenure status: 2002, tenured

Languages: Classical Arabic (2), French (4), German (4), Greek (4), Hebrew (5), Latin (3), Spanish (4)

Research/training specialization: Classical and Near Eastern Archaeology

Overseas experience: Middle East

Distinctions: Kenan Distinguished Professor for Teaching Excellence in Early Judaism (beginning January 2003). *The Archaeology of Qumran and the Dead Sea Scrolls* won the 2003 Biblical Archaeology Society Award for the Best Popular Book in Archaeology of 2001-2002 and was selected as an "Outstanding Academic Book for 2003" by Choice Magazine.

Dissertations and theses supervised in last 5 years: 3

Relevant courses taught (6): Archaeology of Palestine in the New Testament Period; Archaeology of Qumran and the Dead Sea Scrolls; Ancient Synagogues; Excavating Josephus; Introduction to Early Judaism; A Comparative Historiography of the Israelite and Muslim Conquests of Palestine.

Percentage of time devoted to Asian Studies: 25-50%

Recent publications (13):

- 2016 Co-authored (primary author) with D. Schindler, "Pottery and Settlement in Late Roman Galilee," *Bulletin of the American Schools of Oriental Research* 374 (2015), pp. 191-207.
- 2016 J. P. Oleson and R. Schick. *Humayma Excavation Project, 2: Nabatean Campground and Necropolis, Byzantine Churches, and Early Islamic Domestic Structures* (Boston, MA: American Schools of Oriental Research, 2014); for the *Journal of Near Eastern Studies* 75.1 (2016), pp. 184-86.

Rainier Masa

Assistant Professor, School of Social Work, UNC-CH

Education: PhD, University of North Carolina at Chapel Hill, 2016

Appointed/tenure status: 2016

Languages: Tagalog (Filipino) (5)

Research/training specialization: Economic and Social Aspects of Health in Low-Resource Communities, HIV Prevention and Treatment Adherence, Food Security and Health, Social Protection and Assets, International Social Development, rural India and adolescent health

Overseas experience: Philippines

Distinctions: IBM Junior Faculty Development Award, UNC-CH

Dissertations and theses supervised in past 5 years: 1

Relevant courses taught (1): SOWO 881, Community Practice: Global Perspectives Development Practice in International Settings

Percentage of time devoted to Asian Studies: 10-25%

Recent publications (6):

- 2017 Masa, R., G. Chowa, and V. Nyirenda. "Prevalence and Predictors of Food Insecurity among People Living with HIV Enrolled in Antiretroviral Therapy and Livelihood Programs in Two Rural Zambian Hospitals." *Ecology of Food and Nutrition* 56, no. 3 (2017): 256-276.
- 2017 Masa, R. and G. Chowa. "A Multilevel Conceptual Framework to Understand the Role of Food Insecurity on Antiretroviral Therapy Adherence in Low-Resource Settings: From Theory to Practice." *Social Work in Public Health* 32, no. 5 (2017): 324-338.
- 2015 Chowa, G., Masa, R., Sherraden, M., & Weil, M. (2013). Confronting global poverty: Building economic opportunity and social inclusion. In M. Weil, M.S. Reisch, & M.L. Ohmer (Eds.), *The Handbook of Community Practice*, 2nd edition (pp. 607-631). Thousand Oaks, CA: Sage Publications.

Joanna Maselko

Associate Professor, Department of Epidemiology, Gillings School of Global Public Health, UNC-CH

Education: PhD, Social Epidemiology, Harvard University, 2004; MS Health and Social Behavior, Harvard University, 2000

Appointed/Tenure status: 2016, tenured

Languages:

Research/training specializations:

Overseas experience: South Asia

Distinctions: 2015-2015 Duke Global Health Institute, Global Mental Health Initiative pilot grant, 2013 Duke Initiative on Education and Human Development pilot grant, 2011 NIMH Early Investigator International Travel Award, 2010 Duke Global Health Institute Travel Grant

Relevant courses taught (1): EPID 799b Social Determinants of Global Health

Percentage of time devoted to Asian studies: 75-100%

Recent publications (5):

- 2016 Maselko J., Sikander S., Bangash O., Bhalotra S., Franz L., ^Ganga N., ^Guru Rajan D., O'Donnell K., Rahman A. Child mental health and maternal depression history in Pakistan. *Social Psychiatry and Psychiatric Epidemiology*, 2016; 51 (1):49-62. doi: 10.1007/s00127-015-1143-x
- 2016 Zafar S., Sikander S., Hamdani UH., Syed H., Atif N., Akhtar P., Nazir H., Maselko J., Rahman A. The effectiveness of Technology-assisted Cascade Training and Supervision of community health workers in delivering the Thinking Healthy Program for perinatal depression in a post-conflict area of Pakistan- Protocol of a randomized controlled trial. *Trials*, 2016; 17:188 doi: 10.1186/s13063-016-1308-2

Key to Ratings of Language Skills: 5 = Educated Native Speaker, 4 = Fluent, 3 = Professional Functionality, 2 = Functional, 1 = Survival

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Wei Mei

Assistant Professor, Department of Marine Sciences, UNC-CH

Education: PhD, Earth System Science, University of California at Irvine, 2012

Appointed/tenure status: 2016, fixed term

Languages: Mandarin Chinese (5)

Research/training specialization: Atmosphere, ocean and climate dynamics. Tropical cyclones and convection. ocean-atmosphere interactions. Global and regional climate variability and predictability. Natural hazards and risk assessment.

Distinctions: Fulbright Scholar, University of Oxford, 1999

Dissertations and theses supervised in last 5 years: 27

Relevant courses taught (2): MASC 052 Living with Our Oceans and Atmosphere, MASC 415 Environmental Systems Modeling\

Percentage of time devoted to Asian Studies: 10-25%

Recent publications (9):

- 2016 Mei, W., and S.-P. Xie, 2016: Intensification of landfalling typhoons over the northwest Pacific since the late 1970s. *Nature Geoscience*, 9, 753–757, doi:10.1038/NGEO2792.
- 2015 Mei, W., C.-C. Lien, I.-I. Lin, and S.-P. Xie, 2015: Tropical cyclone-induced ocean response: A comparative study of the South China Sea and tropical Northwest Pacific. *Journal of Climate*, 28, 5952–5968, doi:10.1175/JCLI-D-14-00651.1.

Townsend Middleton

Assistant Professor, Department of Anthropology, UNC-CH

Education: PhD, Anthropology, Cornell University, 2010

Appointed/Tenure status: 2012, tenure track

Languages: Hindi-Urdu (3), Nepalese (3)

Research/training specializations: Anthropologies of South Asia

Overseas experience: South Asia

Distinctions: Faculty Fellow, Institute for the Arts and Humanities, UNC, 2014; ACLS Fellowship, 2012; Fulbright-IIE, 2007

Dissertations and theses supervised in past 5 years: 2

Relevant courses taught (3): ANTH 259 Culture and Identity; ANTH 499 Community in India and South Asia; ANTH 259 Culture and Identity

Percentage of time devoted to Asian studies: 25-50%

Recent Publications (5):

- 2015 "Ethnography and Social Theory: A Dialectic to Hang Our Hats On." In *Theory Can Be More Than It Used To Be*. Dominic Boyer, James Faubion, & George Marcus (eds.) Ithaca: Cornell University Press.
- 2015 *The Demands of Recognition*. Stanford, CA: Stanford University Press.
- 2013 "Anxious Belongings: Anxiety and the Politics of Belonging in Subnationalist Darjeeling." *American Anthropologist* 115(4). 608-621.
- 2013 "States of Difference: Refiguring Ethnicity and its 'Crisis' at India's Borders." *Political Geography* 35. (Special Issue: Geographies at the Margins: Interrogating Borders in South Asia.) 14-24.

Kathryn Muessig

Assistant Professor, Health Behavior, School of Global Public Health, UNC-CH

Education: PhD, John Hopkins University,, 2011

Appointed/Tenure status: 2013, tenure track

Languages: Mandarin Chinese (3)

Research/training specializations: health behavior in China

Overseas experience: China

Distinctions: Postdoctoral Award for Research Excellence, UNC-CH, 2012; Ruth L. Kirschstein National Research Service Award (NRSA), National Institutes of Health, 2009; Fulbright-IIE to China, 2008; Fulbright-Hays to China, 2007; Boren Fellowship, 2007

Relevant courses taught (4): A range of graduate and undergraduate global public health courses

Percentage of time devoted to Asian studies: 5-750%

Recent Publications (3):

- 2014 Muessig KE, McLaughlin MM, Nie JM, Cai WP, Tucker JD. “Suboptimal antiretroviral treatment adherence among HIV-infected adults in Guangzhou, China.” *AIDS Care*
- 2014 Muessig KE, Smith MK, Maman S, Huang YY, Chen XS. “Advancing the prevention agenda for HIV and other sexually transmitted infections in South China: social science research to inform effective public health interventions.” *AIDS and Behavior*
- 2014 Henderson GE, Maman S, Huang YY, Muessig KE, Pan SM. “Social contexts of heterosexual transmission of HIV/STI in Liuzhou City, China.” *AIDS and Behavior*. Special issue: Contextualizing HIV/STI Risk: Interdisciplinary Studies in a South China City, 2014.

Yun-Dong Nam

Professor, Department of Art, UNC-CH

Education: MFA (1990), Cranbrook Academy of Art, Bloomfield Hills, Michigan

Appointed/tenure status: 1995, tenured

Languages: Chinese (2), Japanese (3), Korean (5)

Research/training specialization: Fine Art (Sculpture/Painting and Ceramic Art); East Asian ceramics

Overseas experience: Korea and Japan

Distinctions: artist residency at the Bemis Foundation in Omaha, Nebraska; first prize from the Korean Arts Foundation of America

Relevant courses taught (3): Sculpture; Painting; Ceramic Art

Percentage of time devoted to Asian Studies: 25%-50%

Recent publications (3):

- 2012 “The Asian American Artist,” Exhibition at the Kentucky Museum of Arts & Design in Louisville,
- 2012 “6595 Miles (10614 KM),” Exhibition at the Network Gallery of the Cranbrook Museum of Art in Bloomfield, MI.
- 2012 Solo exhibition held at the Tho-Art Space Gallery in Seoul, Korea

Christopher Nelson

Associate Professor, Department of Anthropology, UNC-CH

Education: PhD, Anthropology, University of Chicago, 2002

Appointed/Tenure status: 2002, tenured

Languages: Japanese (4)

Research/training specializations: History and Memory; Everyday Life; Ethnography; Critical Theory; Storytelling, Ritual and Performance; Japan and Okinawa. Central theme of his research has been transformational possibilities of everyday life.

Overseas experience: Japan

Distinctions: Fulbright Fellowship, Fulbright-Hays, ACLS Burkhardt Fellowship, National Humanities Center fellowship, UNC’s Institute for the Arts and Humanities

Dissertations and theses supervised in past 5 years: 4

Relevant courses taught (5): Marxism and Anthropology; Japan, Myth, and Memory; Anthropology of Memory; Sociocultural Theory and Ethnography; History, Memory and Forgetting

Percentage of time devoted to Asian studies: 100%

Recent Publications (7):

- 2017 Koryūkyū: Iha Fuyū’s Archeology of the Future. A critical introduction and translation of the work of the Japanese scholar and critic Iha Fuyū. Book in preparation
- 2013 “In a Samurai Village.” Critical Readings on Ethnic Minorities and Multiculturalism in Japan, 3 vol. Edited by Richard Siddle, Leiden: Brill, 2013.
- 2013 “Dances of Memory, Dances of Oblivion.” *The Asia-Pacific Journal*, Vol. 11, Issue 11, No. 2. March 18, 2013.
- 2012 “Occupation Without End: Opposition to the U.S. Military in Okinawa.” *South Atlantic Quarterly*, Fall 2012.
- 2011 “A Letter from Okinawa.” Hot Spots 3.11. *Cultural Anthropology*, 2011.
- 2010 “No Better Friend, No Worse Enemy.” *Anthropology and Global Counterinsurgency*, edited by John D. Kelly. Chicago: University of Chicago Press, 2010.

Lilly Nguyen

Assistant Professor, Department of Women’s and Gender Studies, UNC-CH

Education: PhD, University of California, Irvine, 2013

Appointed/tenure status: 2006, tenure track

Languages: Vietnamese (5)

Research/training specialization: cultural politics of race, labor, and information technologies in transnational circulation with a focus on Vietnam and the Vietnamese diaspora

Distinctions: Dissertation Year Fellowship, Graduate Division, UCLA, 2012-2013, Foreign Language Area Studies Fellowship, 2011-2012, Fulbright IIE Fellowship, 2010-2011, Dissertation Research Improvement Grant, National Science Foundation, 2010-2011, University of California Diversity Initiative for Graduate Study in the Social Sciences Fellowship, 2006, Eugene Cota-Robles Fellowship, 2006-2010

Relevant courses taught (2): Women in Science; Gender and Global Change

Percentage of time devoted to Asian Studies: Southeast Asia 50%

Recent publications (2):

- 2017 Nguyen, Lilly U. "Ethnic Platforms and the Failure of Techno-Futurity." *Journal of Asian American Studies*, vol. 20 no. 1, 2017, pp. 51-68. Project MUSE, doi:10.1353/jaas.2017.0004
- 2016 Nguyen, Lilly U. “Infrastructural Action in Vietnam: Inverting the Techno-Politics of Hacking in the Global South.” *New Media & Society*, vol. 18, no. 4, 2016, pp. 637–652., doi:10.1177/1461444816629475.

Mai Thi Nguyen

Associate Professor, Department of City & Regional Planning, UNC-CH

Education: PhD, University of California, Irvine, 2004

Appointed/tenure status: 2006, tenure track

Languages: Vietnamese (5)

Research/training specialization: Housing and community development

Distinctions: Faculty Fellows Award (2018), Integrated Curriculum Development Award (2018), American Planning Association Outstanding Planning Student Organization Award for Carolina Planning Journal, Planners Forum, and Plan for All (2016), Jimmy and Judy Cox Asia Initiative Award Recipient (2016)

Dissertations and theses supervised in last 5 years: 10

Relevant courses taught (2): Diversity and Inequality in Cities, First Year Seminar: Race, Sex, & Place

Percentage of time devoted to Asian Studies: 10-25%

Recent publications (3):

- 2017 Nguyen, Mai Thi, and David Salvesen. Disaster Recovery Among Multiethnic Immigrants: A Case Study of Southeast Asians in Bayou La Batre (AL) After Hurricane Katrina in Urban Planning After Disasters, edited by Robert B. Olshansky. New York, NY: Routledge Press.
- 2017 Powell, Robert, Tim F. Green, J Holladay, Kathleen E Krafte, Madeline Duda, Mai T Nguyen, James H Spencer, and Priyam Das. "Examining community resilience to assist in sustainable tourism development planning in Dong Van Karst Plateau Geopark, Viet Nam." Tourism Planning and Development. <http://dx.doi.org/10.1080/21568316.2017.1338202>
- 2017 Horney, Jennifer, Mai Thi Nguyen, David Salvesen, Caroline Dwyer, Shannon Grabich, and Philip Berke. Assessing the quality of rural hazard mitigation plans in the Southeastern US. Journal of Planning Education and Research 37(1): 56-65
<https://doi.org/10.1177/0739456X16628605>

Donald Nonini

Professor and Director of Graduate Studies, Department of Anthropology, UNC-CH

Education: PhD, Anthropology, Stanford University, 1983

Appointed/tenure status: 1987, tenured

Languages: Mandarin Chinese (3), Min Nan (Hokkie) (2), Indonesian (2), Malay (2), French (2), Spanish (4)

Research/training specialization: Sociocultural anthropology; Southeast Asia with special interest in Malaysia, Singapore, and Indonesia, Chinese populations in urban Southeast Asia; political economy; globalization and transnational migration in the Asia-Pacific region; ethnic politics and citizenship

Distinctions: Reynolds Competitive Leave, Office of the Chancellor, UNC Chapel Hill, Spring 2000. NEH Summer Stipend Award, National Endowment for the Humanities, Summer 2000. President-Elect, Society of Urban, National and Transnational Anthropology, American Anthropological Association, 2008-2009

Dissertations and theses supervised in last 5 years: 5

Relevant courses taught: Anthropology 578 Chinese Diaspora in the Asia-Pacific; Anthropology 491 Political Anthropology; Anthropology 567: Urban Anthropology

Percentage of time devoted to Asian Studies: East Asia 25%-50%, Southeast Asia (50%-75%)

Recent publications (2):

- 2016 "Praxis." Dialectical Anthropology, 40, 3: 241-249, DOI: 10.1007/s10624-016-9429-2. 2016 (Ref)
- 2015 "Getting By": Class and State Formation among Chinese in Malaysia: An Historical Ethnography of Class and State Formation, Cornell University Press, 2015 (352 pp.) (Ref)

Rita O’Sullivan

Associate Professor, School of Education

Executive Director, Evaluation, Assessment and Policy Connections (EvAP), School of Education
Director of Evaluation, NC Translational Research Science Center (NC TraCS), School of Medicine

Education: EdD, Auburn University, 1984

Appointed/Tenure status: 1999, tenured

Languages: French (3), Spanish (3)

Research/training specializations: Program evaluation, case study methods, research design, qualitative methods; program evaluation assistance and training for local, state, national and international organizations.

Relevant Experience: Developed and led EvAP Evaluation Institute; evaluation consultant for numerous secondary and post-secondary institutions including External Evaluation of GEAR UP North Carolina Cohort 3; Development of Evaluation Tool Kit for K-12 International Presenter Programs, U.S. Department of Education.

Distinctions: Graduate Education Diversity Internship Program, Internship Supervisor (2009-2012); Ingle Distinguished Service Award, American Evaluation Association (2002); Lifetime Achievement Award, North Carolina Association for Research in Education (2001).

Relevant courses taught (3): Educational Program Evaluation; Case Study Methods; Research Design, Measurement, and Statistics

Percentage of time devoted to Asian studies: 10%

Recent Publications (5):

- 2017 “Case Study in Collaborative Evaluation.” In D. Fetterman (Ed.) Collaborative, Participatory, & Empowerment Evaluation (pp. 31-47). New York, NY: Guilford Press.
- 2016 Using Collaborative Evaluation Strategies to Transcend Monitoring with U.S. Federally-Funded International Area Studies Centers. Paper presented at the annual meeting of the American Evaluation Association, Atlanta, GA with Salas Villalobos

Hans Paerl

Distinguished Professor, Institute of Marine Sciences, UNC-CH

Education: PhD, Ecology, University of California at Davis, 1973

Appointed/Tenure status: 1978, tenured

Languages: Dutch (4), Spanish (1)

Research/training specializations: Nutrient cycling and production dynamics of aquatic ecosystems, environmental controls of algal production, eutrophication, harmful algal blooms and hypoxia.

Distinctions: 2004-2013 Hutchinson Award, Am. Soc Limnol. Oceanogr. 2004; Odum Award, CERF, 2011

Relevant courses taught (1): Coastal Processes

Percentage of time devoted to Asian studies: East Asia 10-25%

Recent Publications (27):

- 2016 Ma, J., B. Qin, H.W. Paerl, J.D. Brookes, N.S. Hall, K. Shi, Y. Zhou, J. Guo, Z. Li, H. Xu, T. Wu, S. Long. 2015. The persistence of cyanobacterial (*Microcystis* spp.) blooms throughout winter in Lake Taihu, China. *Limnology and Oceanography*. doi: 10.1002/lno.10246.
- 2016 Paerl, H.W. 2016. Impacts of Climate Change on Cyanobacteria in Aquatic Environments. Pp. XXX, In, *In Climate Change and Microbial Ecology: Current Research and Future Trends*, J. Marxsen, ed. (Norfolk, UK: Caister Academic Press)
- 2016 Xu, H., H. W. Paerl, B. Qin, G. Zhu, N. S. Hall and Y. Wu. 2015. Determining critical nutrient thresholds needed to control harmful cyanobacterial blooms in hypertrophic Lake Taihu, China. *Environmental Science & Technology* 49: 1051–1059.

Lisa Pearce

Professor, Department of Sociology, UNC-CH

Education: PhD, Sociology and Demography, Pennsylvania State University, 2000

Appointed/Tenure status: 2002, tenured

Languages: Nepali (3)

Research/training specializations: Social demography, family, religion

Percentage of time devoted to Asian studies: South Asia 25-50%

Recent Publications (9):

- 2016 Fleming, Paul J., Claire Barrington, Lisa D. Pearce, Leonel Lerebours, Yeycy Donastorg, Maximo O. Brito. 2016. "I Feel Like More of a Man": A Mixed Methods Study of Masculinity, Sexual Performance, and Circumcision for HIV Prevention. *Journal of Sex Research*.
- 2015 Uecker, Jeremy E., Lisa D. Pearce, and Brita Andercheck. 2015. "The Four U's: Latent Classes of Hookup Motivations Among College Students." *Social Currents*.
- 2015 Pearce, Lisa D. 2015. "Thinking Outside the "Q" Boxes: Further Motivating a Mixed Research Perspective." in Sharlene Nagy Hesse-Biber and R. Burke Johnson (eds.) *The Oxford Handbook of Mixed and Multimethod Research*. New York: Oxford University Press.
- 2015 Pearce, Lisa D. 2015. "Religion and Youth" in J. Wright (ed.) *International Encyclopedia of Social and Behavioral Science*, 2nd edition. Elsevier.
- 2015 Pearce, Lisa D., Sarah R. Brauner-Otto, and Yingchun Ji. 2015. "Explaining Religious Differentials in Family-Size Preference: Evidence from Nepal in 1996." *Population Studies*.

John Pickles

Daniel W. Patterson Distinguished Professor of International Studies and Geography, UNC-CH

Education: PhD, Geography, Pennsylvania State University, 1983

Appointed/Tenure status: 2002, tenured

Languages: Bulgarian (2), German (2), Italian (1)

Research/training specializations: Issues of geographical and social change

Overseas experience: Asia

Distinctions: Earl N Phillips Distinguished Professor of International Studies and served as the Chair of the Department of Geography between 2007-2013. Fellow of the Institute for Arts and Humanities and of the Center for Urban and Regions Studies.

Dissertations and theses supervised in past 5 years: 7

Relevant courses taught (4): International Studies: Global Issues in a Changing World; Geographies of Economic Change; Europe Today: Transnationalism, Globalisms, and Geographies of Pan-Europe

Percentage of time devoted to Asian studies: 25-50%

Recent Publications (32):

- 2017 Shengjun Zhu, John Pickles, and Canfei He. *Geographical Dynamics and Firm Spatial Strategy in China*. Springer International, 2017.
- 2016 Shengjun Zhu and John Pickles. 2016. 'Institutional embeddedness and regional adaptability and rigidity in a Chinese apparel cluster.' *Geografiska Annaler: Series B, Human Geography*. June 98(2): 127-143.

Morgan Pitelka

Professor, Departments of Asian Studies and History, UNC-CH

Director, Carolina Asia Center, UNC-CH

Co-Director, 2018 National Endowment for the Humanities Summer Institute for Teachers: Contested Territory: America's Role in Southeast Asia, 1945–75

Education: PhD, East Asian Studies, Princeton University, 2001

Appointed/tenure status: 2010, tenured

Languages: Mandarin Chinese (2), Japanese (4), French (2)

Research/training specialization: Pre-modern history of Japan, tea culture in Japan, East Asian ceramics, material culture, history of the samurai

Overseas experience: Japan, China

Distinctions: Faculty Fellowship, Institute for the Arts and Humanities, UNC-CH, 2017; National Humanities Center Fellowship, 2012; NEH Fellowship, 2007

Dissertations and theses supervised in last 5 years: 7

Relevant courses taught (4): Pre-modern Japanese History and Culture; Exploring Japanese Material Culture; History and Historiography of Japan's Long Sixteenth Century; Asia, an Introduction

Percentage of time devoted to Asian Studies: 100%

Recent publications (7):

- 2017 "Chinese Ceramics and Warrior Sociability in Sixteenth-Century Japan," in Dora Ching, Louise Cort, and Andrew Watsky, ed., *Chigusa in Context: In and Around Chanoyu in Sixteenth-Century Japan*. Princeton University Press, 2017.
- 2017 "Form and Function: Tea Bowls and the Problem of Zen in Chanoyu," in Pamela D. Winfield and Steven Heine, ed., *Zen and Material Culture*. Oxford University Press, 2017.
- 2016 *Spectacular Accumulation: Material Culture, Tokugawa Ieyasu, and Samurai Sociability*. Honolulu, HI: University of Hawai'i Press, 2016.
- 2016 *Kyoto Visual Culture in the Early Edo and Meiji Periods: The Arts of Reinvention*. Co-editor with Alice Tseng. London and New York: Routledge, 2016.
- 2007 *What's the Use of Art? Asian Visual and Material Culture in Context*. Co-editor with Jan Mrazek. Honolulu, HI: University of Hawai'i Press, 2007.
- 2005 *Handmade Culture: Raku Potters, Patrons, and Tea Practitioners in Japan*. Honolulu, HI: University of Hawai'i Press, 2005.
- 2003 *Japanese Tea Culture: Art, History, and Practice*. Editor. London and New York: Routledge, 2003; paperback edition, 2007.

Recent invited lectures (15):

- 2017 Sophia University, "Famous Objects: Agency and Materiality in the Collection of Tokugawa Ieyasu (1543-1616)"
- 2016 University of Washington, "Art, War, and Samurai Sociability in 16th-Century Japan"
- 2016 Seattle Asian Art Museum, "The Power and Pleasure of Teabowls in Japan"
- 2016 Institute for Medieval and Early Modern Studies, Durham University, invited lecture, "Art, War, and Samurai Sociability in Sixteenth-Century Japan"
- 2016 Art Institute of Chicago, invited lecture, "The Power and Pleasure of Teabowls in Japan"
- 2015 Johns Hopkins University, East Asian Studies, invited lecture, "Culture and War: Material Culture and Samurai Sociability in Sixteenth-Century Japan"
- 2015 Yale University, Council on East Asian Studies, invited lecture, "Culture and War: Material Culture and Samurai Sociability in Sixteenth-Century Japan"
- 2015 Harvard University, Reischauer Institute of Japanese Studies, invited lecture, "Hunting for Power: Falconry and the Sixteenth-Century Unification of Japan"
- 2014 Kimbell Museum of Art, invited lecture, "Ceramics, Falcons, and Swords"

Key to Ratings of Language Skills: 5 = Educated Native Speaker, 4 = Fluent, 3 = Professional Functionality, 2 = Functional, 1 = Survival

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Barry Popkin

Distinguished Professor of Global Nutrition, UNC-CH

Education: PhD, Agricultural Economics, Cornell University, 1975; MS, Economics, University of Wisconsin, 1969

Appointed/tenure status: 1979, tenured

Languages: Hindi-Urdu (2)

Research/training specialization: Global nutrition

Overseas experience: India, the Philippines, China

Distinctions: The Gopalan Oration Award (2011); United Kingdom Rank Prize for Science (2010), Fellow, American Society of Nutritional Sciences (2010).

Dissertations and theses supervised in last 5 years: 5

Relevant courses taught (2): International Nutrition; International Nutrition: Special Topics

Percentage of time devoted to Asian Studies: East Asia 25-50%, South Asia 10-25%

Recent publications (23):

- 2017 Wang, Z., Gordon-Larsen, P., Siega-Riz, A. M., Cai, J., Wang, H., Adair, L. S., & Popkin, B.M. (2017). Sociodemographic disparity in the diet quality transition among Chinese adults from 1991 to 2011. *European Journal of Clinical Nutrition*, 71(4), 486-493
- 2016 "Obesity in Developing Countries," with C Doak in *Nutrition and Health in Developing Countries*, eds. R Semba and M Bloem. Humana Press, 3rd edition.
- 2014 Zhang B, Zhai, Fengying, Zhai, Du, Shufa, Popkin, Barry M. "The China Health and Nutrition Survey, 1989-2011." *Obesity Reviews*. 15.
- 2014 Adair LS, Gordon-Larsen, Penny, Du, Shufa, Zhang, Bing, Popkin, Barry. "The emergence of cardiometabolic disease risk in Chinese children and adults: consequences of changes patterns of diet, physical activity, and obesity." *Obesity Reviews*.

Andrew Reynolds

Associate Professor, Department of Political Science, UNC-CH

Education: PhD, University of California-San Diego, 1996; MA, University of Cape Town, South Africa, 1992

Appointed/tenure status: 2001, tenured

Research/training specialization: Democratic design; ethnic conflict; plural societies

Overseas experience: Africa (50%-75%), Asia (<10%), International (25%-50%), Latin America (<10%), Middle East (10%-25%), Pacific Islands (<10%), Western Europe/European Union (EU) (<10%)

Distinctions: Ford Foundation (1999) Co-PI \$60,000 to support the conference Constitutional Design 2000 held December 1999 at the University of Notre Dame

Dissertations and theses supervised in last 5 years: 1

Relevant courses taught (4): POLI 067, Designing Democracy; POLI 130, Introduction to Comparative Politics; POLI 131, Political Change and Modernization; POLI 431, African Politics and Society

Percentage of time devoted to Asian Studies: 10%-25%

Recent publications (2):

- 2008 Reynolds, Andrew, "Reserved Seats in National Legislatures: A Comparative Approach," *Redistricting in Comparative Perspective*, eds. Bernard Grofman and Lisa Handley. Oxford, Oxford University Press, (2008).
- 2008 Reynolds, Andrew, "Options for Inclusion: Beyond Power Sharing," *The Handbook of Constitutional Design*. Stockholm, International Institute for Democracy and Electoral Assistance, (2008).

Jack Richman

Professor, School of Social Work, UNC-CH

Education: PhD, Counseling Education, Florida State University, 1977; MSW, Psychiatric Social Work, University at Albany, 1974

Appointed/tenure status: 1983, tenured

Research/training specialization: Social support, School success, Children and Families

Overseas experience: Asia (<10%), Western Europe/European Union (EU) (<10%)

Distinctions: 2007-2008: NEH; 2011-2012: National Humanities Center

Dissertations and theses supervised in last 5 years:

Relevant courses taught (4): SOWO227 - Direct Social Work Practice; SOWO226 - Social Work Practice with Families; SOWO243 - Couples Practice; SOWO233 - Family Theory

Percentage of time devoted to Asian Studies: 10-25%

Recent publications (3):

- 2009 Fraser, M. W., Richman, J. M., Galinsky, M. J., & Day, S. H. (2009) *Intervention Research*. Oxford University Press, Tony Tipodi, Series editor,.
- 2007 Richman, J. M. & Fraser, M. W. (Eds.), (2007). *The Context of Youth Violence: Resilience, Risk, and Protection*. Peoples Republic of China National Population and Planning Commission Press (translated and reprinted in Chinese).
- 2004 Richman, J. M. & Cook, P. G. "Teaching family development for the changing family: The stairstep model." *Journal of Teaching in Social Work*, Volume 24, Issue 1 & 2 May 2004, pages 1-18.

Xue Lan Rong

Professor, School of Education, UNC CH

Education: PhD, Education, University of Georgia, 1988; MA, Global Education, University of Georgia, 1984

Appointed/tenure status: 1993, tenured

Languages: Mandarin Chinese (5)

Research/training specialization: education in China, global education, migration theory

Overseas experience: China

Distinctions: Professional Achievement Alumni Award, College of Education, University of Georgia at Athens, 2009

Dissertations and theses supervised in last 5 years: 1

Relevant courses taught (2): EDUC 758 Immigration and Education; EDUC 877 Critical Multicultural Education

Percentage of time devoted to Asian Studies: 25-50%

Recent publications (3):

- 2010 Rong, X. L. "The Problems, Causes and Suggestions regarding the Equality and Equality Issues in Chinese Mandatory Education during the Nation's Economic Transition." In H. H. Zhang (ed.) *Chinese Studies in North America: Research, Teaching and Resources*. Beijing: China Book Company
- 2009 Park, C, Endo, R., & Rong, X. L. (Eds.) (2009). *New Perspectives on Asian American Parents, Students, and Teacher Recruitment*. Greenwich, CT: Information Age Publishing Inc

Steven Rosefielde

Professor, Department of Economics, UNC-CH

Education: PhD, Economics, Harvard University, Economics, 1972

Appointed/tenure status: 1983, tenured

Languages: Russian (5)

Research/training specialization: Asian Economic Systems

Overseas experience: East Asia (25%-50%), Russia/Eastern Europe (50%-75%), Western Europe/European Union (10%-25%)

Distinctions: 1994-2013: Russian Academy of Natural Sciences; 2002-2004: Carnegie Foundation Fellow; 1965-1968: Woodrow Wilson Fellow; 1968-1970: Harvard Fellow; 2009-2012: Head Japan Foundation Project on the Impact of the Global Economic Crisis on Asia

Relevant courses taught (1): ECON469 - Comparative Asian Economic Systems

Percentage of time devoted to Asian Studies: 25%-50%

Recent publications (33):

- 2017 Syed Hasanat Shah, Hafsa Hasnat, Steven Rosefielde and Li Jun Jiang, “Comparative analysis of Chinese and Indian Soft Power Strategy”, Asian Politics & Policy, ASIAN POLITICS & POLICY, Volume 9, Issue 2, April 2017, Pages: 268–288.
- 2018 China's Market Communism: Challenges, Dilemmas, Solutions (with Jonathan Leightner), Routledge, 2018.
- 2009 Red Holocaust. Routledge, 2009, p320.
- 2007 Russian Economics from Lenin to Putin, Blackwell 2007.
- 2007 Steven Rosefielde and Quinn Mills, Masters of Illusion: American Leadership in the Media Age, Cambridge University Press, 2007.

David Ross

Teaching Associate Professor, Department of, English and Comparative Literature, UNC-CH

Education: PhD, English, Oxford University, 2002

Appointed/tenure status: 2002, tenured

Research/training specialization: Chinese painting; Asian cinema

Overseas experience: East Asia (25%-50%), Russia/Eastern Europe (50%-75%), Western Europe/European Union (10%-25%)

Distinctions: 2014-2017 Served as vice president (2014-2015) and president (2015-2016) of the Southeast Conference of the Association for Asian Studies

Relevant courses taught (7): CMPL 230 Global Crusoe, CMPL 257 Crisis of Modernity in World Cinema, ENGL 105 Composition and Rhetoric, ENGL 123 Introduction to the Novel, ENGL 124 Contemporary Literature, ENGL 143 Film and Culture, ENGL 146 Science Fiction and Utopian Literature

Percentage of time devoted to Asian Studies: 25%-50%

Fabiola Salas Villalobos

Senior Research Associate, Dual Language Programs at Chapel Hill-Carrboro School System

Education: PhD, UNC Chapel Hill, expected 2018

Languages: Spanish (5)

Research/training specializations: Curriculum and Instruction; Educational Program Evaluation; Measurement, Collaborative Evaluation Techniques, and Culturally Responsive Evaluation; Bilingual Education, Bilingualism, Geography: Human Geography, Outreach, Geographic Information Systems (GIS)

Overseas experience: Costa Rica

Percentage of time devoted to Asian studies: 10-25%

Recent publications (4):

- 2018 “Collaborative Evaluation and Culturally Responsive Evaluation: Dual Language Programs.” Paper presented to Emergent Voices in Evaluations (EviE) Conference.
- 2017 “Collaborative evaluation strategies that enhance the usefulness of evaluations for stakeholders: Evaluation of three dual language program in a school district.” Paper presented to the annual meeting of the American Evaluation Association.
- 2017 “Costa Rica: Regional Migrant Crisis.” Latin America and North Carolina Seminar, World View, University of North Carolina at Chapel Hill.
- 2016 “The Importance of Recognizing Afro-Descendants as Fundamental Members of Latin Countries: Using Costa Rica as an Example.” Annual Meeting of Southeastern Council of Latin American Studies, Chapel Hill, NC.

Katsuhiko Sawamura

Lecturer in Japanese, Department of Asian Studies, UNC-CH

Education: MS, Education, University of Bridgeport, 1998; MA, History, School of Oriental and African Studies, 2000

Appointed/Tenure status: 2003, fixed term

Languages: Japanese (5)

Research/training specializations: games and sports in Japanese language pedagogy

Overseas experience: Japan

Distinctions: Course Development Grant, Carolina Asia Center, June 2012

Relevant courses taught (5): JAPN 101 Elementary Japanese I; JAPN 102 Elementary Japanese II; JAPN 204 Intermediate Japanese II; JAPN 415 Advanced Japanese: Sports in Japanese Culture; JAPN 490 Advanced Japanese: People, Places, and Legends

Percentage of time devoted to Asian studies: 100%

Iqbal Singh Sevea

Assistant Professor, Department of History, UNC-CH

Education: PhD, History, University of Oxford, 2007

Appointed/tenure status: 2012, tenured

Languages: Hindi (5), Indonesian (4), Malay (5), Panjabi (5), Urdu (5)

Research/training specialization: Socio-cultural, political and intellectual histories of modern South Asia

Overseas experience: South Asia, Southeast Asia

Distinctions: Beit Fund Research Grant, University of Oxford, 2004; Center for Global Initiatives Award, 2013.

Dissertations and theses supervised in last 5 years: 2

Relevant courses taught (4): HIST393 - Sex, Religion and Violence: Revolutionary Thought in Modern South Asia; HIST136 - South Asia since 1750; HIST390 - Engaging Islam: Islamic Thought and Practice in Modern and Contemporary South Asia; HIST292 - South Asia Since Independence: Society, Religion and Politics

Percentage of time devoted to Asian Studies: 100%

Recent publications (5):

- 2016 'Saints Who Walk: Bodily Piety and Modern Technologies of Circulation in North India' in *Modern Walks: [SEP] New Perspectives on the Long Nineteenth Century, 1800-1914*, eds. Chad Bryant, Arthur Burns, and Paul Readman (Basingstoke: Palgrave Macmillan, 2016).
- 2014 'Kharaak Kita Oi!': Masculinity, Caste and Gender in Punjabi Films', *BioScope: South Asian Screen Studies*, vol. 5, no. 2 (July 2014).
- 2012 *The Political Philosophy of Muhammad Iqbal: Islam and Nationalism in Late Colonial India* (New York: Cambridge University Press, 2012)
- 2011 "Schooling the Muslim Nation: Muhammad Iqbal and Debates over Muslim Education in Colonial India," *South Asia Research*, 31.1 (February 2011), 69–86
- 2009 "The Ahmadiyya Print Jihad in South and Southeast Asia" in *Islamic Connections: Muslim Societies in South and Southeast Asia*, eds. M. Feener and T. Sevea (Institute of Southeast Asian Studies, 2009), 134–148.

Khalid Shahu

Teaching Assistant Professor in Arabic, Department of Asian Studies, UNC-CH

Education: MA, City University of New York, 2011

Appointed/Tenure Status: 2012, tenure track

Languages: Arabic (5)

Previous academic experience: Director and Curriculum Committee Coordinator of Al-Ihssan School (2009-2011), Arabic & Spanish Visiting Lecturer at Durham Technical Community College (2008-2011)

Dissertations and theses supervised in past 5 years: Not Applicable

Overseas experience: Morocco, Spain

Relevant courses taught (4): Elementary and Intermediate Arabic (ARAB 101-102, 203-204)

Percent of time dedicated to Asian studies: 100%

Recent publications (3):

- 2014 The Status of Languages in Post-Independent Morocco: Moroccan National Policies and Spanish Cultural Action, PhD Dissertation, GC-CUNY, 2014
- 2014 "Cultural Diplomacy in a Global Era: Spanish Cultural Action in Post-Independent Morocco as a Model", Paper presented at ASELS Conference, Nov. 20-14
- 2011 "La acción cultural española en Marruecos y su repercusión en el campo lingüístico (1990-2010)", Paper presented at a Round Table, Graduate School – CUNY, 2011

Gwen Sherwood

Professor and Associate Dean, School of Nursing, UNC-CH

Education: PhD, University of Texas at Austin, 1988

Appointed/tenure status: 2005, tenured

Research/training specialization: international nursing education

Overseas experience: China

Distinctions: AJN 2013 Book of the Year for Management and Leadership

Relevant courses taught: range of nursing courses

Percentage of time devoted to Asian Studies: 25-50%

Recent publications (3):

- 2013 *Quality and Safety in Nursing: A Competency Approach to Improving Outcomes*, Ed. With Barnsteiner, J. Wiley-Blackwell.
- 2008 Freshwater, D, Taylor, B, & Sherwood, G (Eds) (2008). *International textbook of reflective practice in nursing*. Oxford: Blackwell Publishing & Sigma Theta Tau Press.
- 2005 Sherwood, G., & Liu, H. (2005). International collaboration for developing graduate education in China. *NursingOutlook*, 53(1), 15-20.

Sarah Shields

Distinguished Professor, Department of History, UNC-CH

Education: PhD, University of Chicago, 1986; MA, History, University of Kansas, 1980

Appointed/tenure status: 1993, tenured

Languages: Arabic (2)

Research/training specialization: Nationalism in the Middle East; Islamic civilization; Middle East history; economic and social history of the Ottoman Arab provinces

Distinctions: Bowman and Gordon Gray Distinguished Term Professorship, 2010; Tanner Award for Excellence in Undergraduate Teaching, 2005

Dissertations and theses supervised in last 5 years: 3

Relevant courses taught (9): Introduction to Islamic Civilization; Later Islamic Civilization and the Modern Muslim World; A Century of Protest in the Middle East; The Middle East in the Modern Era; The Middle East and the West; Women in the Middle East; Revolution in the Modern Middle East; Readings in the History of the Middle East; Nations, Borders and Identities

Percentage of time devoted to Asian Studies: 10-25%

Recent publications (6):

- 2016 Shields, Sarah. "Forced Migration as Nation-Building: The League of Nations, Minority Protection, and the Greek-Turkish Population Exchange." *Journal of the History of International Law* 18, no. 1 (2016): 120-145.
- 2014 "The Greek-Turkish Population Exchange: Internationally Administered Ethnic Cleansing," *Middle East Report* 267 (Summer 2013).
- 2010 *Fezzes in the River*, New York: Oxford University Press, (2010).
- 2007 "The US and the Sancak Question: Navigating a New Relationship in a Rapidly-Changing Context," *American-Turkish Relations* (2007).

Anil Shivdasani

Distinguished Professor, Kenan-Flagler Business School, UNC CH

Education: PhD, Ohio State University, 1992

Appointed/tenure status: 1992, tenured

Languages: Hindi-Urdu (5)

Research/training specialization: Corporate Governance Corporate Restructuring Capital Structure Mergers and Acquisitions Financing Structures and Transactions Capital Market Alternatives

Overseas experience: International (25%-50%)

Distinctions: Executive MBA Teaching Award (2002) Best Professor Award, MBA for Executives, 2006 Sarah Graham Kenan Distinguished Scholar

Dissertations and theses supervised in last 5 years: 6

Relevant courses taught (5): Corporate Valuation, Capital Structure, Financial Strategies, Mergers and Acquisitions, Corporate Governance

Percentage of time devoted to Asian Studies: 15%

Recent publications (4):

- 2018 Activism Mergers, Journal of Financial Economics (JFE), Forthcoming
- 2018 Short-term Debt as Bridge Financing: Evidence from the Commercial Paper Market, Journal of Finance, Forthcoming
- 2018 "Managing Pension Risks: A Corporate Finance Perspective" with Gabriel Kimyagarov, Journal of Applied Corporate Finance
- 2013 "The Art of the MegaDeal" with Ajay Khorana, Harvard Business Review

Kumarini Silva

Assistant Professor, Department of Communication Studies, UNC-CH

Education: PhD, Communication and Society, University of Oregon, 2004

Appointed/Tenure status: 2009, tenured

Languages: Sinhalese (5)

Research/training specializations: Focuses on identity and identification, women and gender studies. As well as: global media, postcolonial and transnational studies and popular and consumer culture.

Overseas experience: India, Sri Lanka

Dissertations and theses supervised in past 5 years:

Relevant courses taught (1): Family Communication: Kinship, Community, and Globalization

Percentage of time devoted to Asian studies: 25-50%

Recent Publications (2):

- 2016 Silva, Kumarini (2016). Brown Threat: Identification in the Security State. Minneapolis, MN: University of Minnesota Press (single authored book)
- 2015 Silva, Kumarini (2015) Got Milk?: Motherhood, Breastfeeding, and (Re)domesticating Feminism in 'Feminist Erasures: Challenging Backlash Culture'. Kumarini Silva and Kaitlynn Mendes (Ed.), London, UK: PalgravePress, pp. 167-182

Elin Slavick

Professor, Department of Art, UNC CH

Education: MFA, The School of the Art Institute of Chicago, 1992

Appointed/tenure status: 1994, tenured

Languages: French (1), German (2)

Research/training specialization: Photography, Interdisciplinary and Conceptual Art and The Aesthetics of War

Overseas experience: Japan

Distinctions: 2008-2013 Artist in Residence at the Peace Memorial Museum in Hiroshima, Japan

Percentage of time devoted to Asian Studies: 75-100%

Recent publications (4):

- 2013 After Hiroshima, a monograph of my Hiroshima work, with an essay by James Elkins, Daylight Books; reviewed in the LA Times, NY Times, San Francisco Chronicle, FOAM, among others
- 2009 Elin O'Hara Slavick, Hiroshima: A Visual Record, Asia Pacific Journal, July, 2009, http://www.japanfocus.org/-elin_o_Hara-slavick/3196
- 2009 Elin O'Hara Slavick, Hiroshima: After Aftermath, Critical Asian Studies, Volume 41, Number 2, June, 2009, cover and pp. 307-328
- 2009 Katherine Harmon, The Map as Art: Contemporary Artists Explore Cartography, Princeton Architectural Press, 2009, page 30

Jennifer L. Smith

Associate Professor and Chair, Department of Linguistics, UNC CH

Education: PhD, Linguistics, University of Massachusetts at Amherst, 2002

Appointed/tenure status: 2001, tenured

Languages: Japanese (4)

Research/training specialization: linguistics

Overseas experience: Japan

Distinctions: Chapman Family Fellowship (2014), National Science Foundation Graduate Research Fellowship (1995)

Dissertations and theses supervised in last 5 years: 12

Relevant courses taught (9): LING 101 Introduction to Language; LING 101H Honors Introduction to Language; LING 115 Linguistic Field Methods; LING 200 Phonology; LING 520 Linguistic Phonetics; LING 523 Phonological Theory I; LING 524 Phonological Theory II; LING 527 Morphology; LING 563 Structure of Japanese

Percentage of time devoted to Asian Studies: 100%

Recent publications (13):

- 2017 E. Moreton, J. Smith, K. Pertsova, R. Broad, and B. Prickett. "Emergent positional privilege in novel English blends." *Language* 93(2): 347-380.
- 2016 Smith, Jennifer L. *Wh* Prosody is Not Focus Prosody in Fukuoka Japanese. In Michael Kenstowicz et al. (eds.), *Japanese/Korean Linguistics 23*. Stanford: CSLI Publications.
- 2016 Pinta, Justin, and Jennifer L. Smith. Spanish loans and the structure of the Guarani lexicon. To appear in Bruno Estigarribia et al. (eds.), *Guarani Linguistics in the 21st Century*. Leiden: Brill.

Jennifer S. Smith

Research Associate Professor, Department of Epidemiology, Gillings School of Global Public Health, UNC
CH

Education: PhD, Johns Hopkins University 2000; MPH, Johns Hopkins University 1995

Appointed/tenure status: 2004, tenured

Research/training specialization: Infectious disease and reproductive health epidemiology, with focus on human papillomavirus and herpes simplex virus type-2; studies of HPV in less-developed countries.

Overseas experience: Africa (25%-50%), Asia (10%-25%), International (100%), Latin America (10%-25%)

Distinctions: 2004 Lineberger Comprehensive Cancer Center Population Sciences Research Award; Full Member, UNC Lineberger Comprehensive Cancer Center; Center for Women’s Health Research Associate; Steering Committee, Preventive Oncology International; Member, International Papillomavirus Society; Member, European Association for Cancer Research 2003 Elion Research Award, International Herpes Management Forum

Dissertations and theses supervised in last 5 years: 1

Relevant courses taught: Courses focused on infectious disease and reproductive health in developing countries.

Percentage of time devoted to Asian Studies: 10%-25%

Recent publications (13):

2010 Clifford G.M., Franceschi S., Pimenta J. M., Rana R. K. , Smith J. S., “HPV type distribution in low-grade cervical lesions: comparison by geographical region and with cervical cancer” *Cancer Epidemiol Biomarkers Prev.* 14(5):1157-64 (2005).

Margaret Smith

Teaching Assistant, Department of Epidemiology, Gillings School of Global Public Health, UNC-CH

Education: PhD, Public Health, UNC-CH 2014

Appointed/Tenure status: 2015

Languages: Mandarin Chinese (4), Japanese (4)

Research/training specializations: Pursued the study of public policy as it relates to security, governance, and development in Northeast Asia. She has lived in China and Japan, and has traveled through more than 25 countries during her work with an educational and networking NGO

Overseas experience: China, Japan

Distinctions: Fulbright Hays Fellow (2013-present); FIH-UNC Global Fellow: Family Health International (2010-2011)

Dissertations and theses supervised in past 5 years:

Percentage of time devoted to Asian studies: 50-75%

Recent Publications (2):

2018 Ong, Jason J., Hongyun Fu, M. Kumi Smith, and Joseph D. Tucker. "Expanding Syphilis Testing: A Scoping Review of Syphilis Testing Interventions among Key Populations." *Expert Review of Anti-infective Therapy*, 2018, 1-10. doi:10.1080/14787210.2018.1463846.

2018 Ong, Jason J., Hongyun Fu, Stephen Pan, Kumi Smith, Dan Wu, Chongyi Wei, Bolin Cao, Wei Ma, Ligang Yang, Weiming Tang, and Joseph D. Tucker. "Missed Opportunities for HIV and Syphilis Testing among Men Who Have Sex with Men in China." *Sexually Transmitted Diseases*, 2017, 1. doi:10.1097/olq.0000000000000773.

Sara H. Smith

Assistant Professor, Department of Geography, UNC-CH

Education: PhD, University of Arizona, 2009

Appointed/Tenure status: 2009, tenure track

Languages: Ladakhi (3)

Research/training specializations: Political cultural, and feminist geography; intimacy, territory, and bodies; health politics; geopolitical subject formation Ladakh, Jammu and Kashmir; South Asia. Her research seeks to understand how political and geopolitical conflict is constituted or disrupted through intimate acts of love, friendship and birth.

Overseas experience: South Asia

Distinctions: Social Science Research Council Book Fellowship 2011, Center for Global Initiatives Conference Travel Award 2011, Social Science Research Council International Dissertation Fellowship 2007, Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship 2007

Dissertations and theses supervised in past 5 years: 3

Relevant courses taught (4): Geography 814: Seminar in Social Geography, "Bodies, Territory, Violence," Geography 267: South Asia, Geography: 120 World Regional Geography and Geography 399: Special Topics-Political and Cultural Geographies of South Asia

Percentage of time devoted to Asian studies: 50%

Recent Publications (15):

- 2017 Sara Smith. Politics, pleasure, and difference in the intimate city: Himalayan students remake the future. *cultural geographies*. 24: 573-588.
- 2016 Sara Smith. 2016. Intimacy and angst in the field. *Gender, Place & Culture*. 23: 134-146.
- 2016 Sara Smith, Nathan Swanson, and Banu Gokariksel. 2016. "Territory, bodies, and borders" Special issue and introduction at *Area*.

Conghe Song

Professor, Department of Geography, UNC-CH

Education: PhD, Boston University, 2001

Appointed/Tenure status: 2014, tenure track

Languages: Mandarin Chinese (5)

Research/training specializations: Remote Sensing of Environment, Forest Ecosystems, Terrestrial Ecosystem Modeling, Terrestrial Ecosystem Carbon Cycle, Terrestrial Ecosystem Energy and Water Fluxes, Human-Environment Interactions

Overseas experience: China

Distinctions: Academic Leadership Fellow at the Institute for Arts and Humanities 2016, Shanghai Thousand Talent Lecturing Professor 2015, Charles Bullard Fellow 2005-2006

Dissertations and theses supervised in past 5 years: 3

Relevant courses taught (5): GEOG 110 The Blue Planet: Earth Systems, GEOG 391 Quantitative Methods in Geography, GEOG 410 Modeling of Environmental Systems, GEOG 577 Advanced Remote Sensing, GEOG 597 Ecological Modeling

Percentage of time devoted to Asian studies: 25-50%

Recent Publications (19):

- 2017 Zhang, Q., Hakkenberg, C. R. and Song, C. 2017. Evaluating the Effectiveness of Forest Conservation Policies with Multi-temporal Remotely Sensed Imagery: A case study from Tiantangzhai Township, Anhui, China. In: *Comprehensive Remote Sensing: Remote Sensing Applications for Societal Benefits*, Walsh, S. J. (ed). Elsevier. In Press.

Yan Song

Associate Professor, Department of City & Regional Planning, UNC-CH
Director, Program on Chinese Cities, UNC-CH

Education: PhD, Urban and Regional Planning, University of Illinois at Urbana-Champaign, 2004

Appointed/Tenure status: 2009, tenured

Languages: Mandarin Chinese (5)

Research/training specializations: urbanization and growth in China

Overseas experience: China

Distinctions: “Best Publications Contest of 2012.” First Prize Award, China Architecture & Building Press (CABP, 2012). “Research for Green Cities Contest: Plan Evaluation.” Third Prize Award, Ministry of Housing and Urban and Rural Development (2012).

Dissertations and theses supervised in past 5 years: 10

Relevant courses taught (3): PLAN 591: Advanced Geographic Information Systems; PLAN 741: Land Use and Environmental Planning; PLAN 744: Development and Environmental Mgmt)

Percentage of time devoted to Asian studies: ~50%

Recent Publications (15):

- 2015 Suburban residential development in the era of market-oriented land reform: The case of Hangzhou, China. Y Liu, W Yue, P Fan, Y Song. Land Use Policy 42, 233-243.
- 2015 Understanding urban China with open data. X Liu, Y Song, K Wu, J Wang, D Li, Y Long. Cities 47, 53-61.

Jayashankar Swaminathan

Associate Dean of OneMBA, Global Executive MBA program, UNC-CH
Faculty Director, Global Business Center, UNC Kenan-Flagler

Education: PhD, Industrial Administration, Carnegie Mellon University, 1996

Appointed/Tenure status: 2009, tenured

Languages: Hindi (5), Tamil (5), Sanskrit (2)

Research/training specializations: global health operations, supply chain management, global execution models, emerging markets, retailing, sustainable enterprise, operations management and e-commerce in India

Overseas experience: India

Distinctions: NSF Career Award, George Nicholson Prize, Schwabacher Fellowship and Weatherspoon Distinguished research and teaching awards. He served as a principal investigator on grants from the National Science Foundation, Obama-Singh Knowledge Initiative and the CIBER Award from U.S. Department of Education.

Dissertations and theses supervised in past 5 years: 1

Relevant courses taught (4): Global Operations Management; Global Supply Chain Management; Business Immersion in India; Models in Operations Management

Percentage of time devoted to Asian studies: 50%

Recent Publications (11):

- 2017 Impact of Take-Back Regulation on the Remanufacturing Industry. G Esenduran, E Kemahlioglu-Ziya, JM Swaminathan. Production and Operations Management 26 (5), 924-944.
- 2017 Multi-Treatment Inventory Allocation in Humanitarian Health Settings under Funding Constraints. KV Natarajan, JM Swaminathan. Production and Operations Management 26 (6), 1015-1034.

Sean Sylvia

Assistant Professor, Health Policy and Management, Gillings School of Public Health, UNC-CH

Education: PhD, University of Maryland, 2014

Appointed/Tenure status: 2017, fixed term

Languages: Mandarin Chinese (4), Japanese (3)

Research/training specializations: designing and evaluating innovative approaches to improve the delivery of health services in developing countries

Relevant Experience: Directed several large-scale surveys and randomized trials in China. Assistant Professor in the School of Economics at Renmin University of China; World Bank; predoctoral fellow, Stanford University's Freeman Spogli Institute for International Studies

Distinctions: Fulbright Fellowship, China (2007), Murray Haven Award in Economics

Relevant courses taught (1): Health Economics for Policy and Management

Percentage of time devoted to Asian studies: East Asia 50-75%

Recent Publications (5):

- 2017 Tuberculosis Detection and the Challenges of Integrated Care in Rural China: A Cross-sectional Standardized Patient Study. Sean Sylvia, Hao Xue, Chengchao Zhou, Yaojiang Shi, Hongmei Yi, Huan Zhou, Scott Rozelle, Madhukar Pai, Jishnu Das (2017). *PLoS Medicine*, 14(10), e1002405.
- 2016 Impact of Text Message Reminders on Caregivers' Adherence to a Home Fortification Program in Rural Western China: A Cluster Randomized Controlled Trial. Huan Zhou, Shuai Sun, Renfu Luo, Sean Sylvia, Ai Yue, Yaojiang Shi, Linxiu Zhang, Alexis Medina, and Scott Rozelle (2016). *American Journal of Public Health*, 106(7), 1256-1262.
- 2015 China's Left Behind Children: Impact of Parental Migration on Health, Nutrition, and Educational Outcomes. Chengchao Zhou, Sean Sylvia, Linxiu Zhang, Renfu Luo, Hongmei Yi, Chengfang Liu, Yaojiang Shi, Prashant Loyalka, James Chu, Alexis Medina and Scott Rozelle (2015). *Health Affairs*, 34(11), 1964–1971.
- 2015 Survey using Incognito Standardized Patients Shows Poor Quality Care in China's Rural Clinics. Sean Sylvia, Yaojiang Shi, Hao Xue, Xin Tian, Huan Wang, Qingmei Liu, Alexis Medina and Scott Rozelle (2015). *Health Policy and Planning*, 30(3), 322–333.

Afroz Taj

Associate Professor, Department of Asian Studies, UNC-CH

Education: PhD, Jawaharlal Nehru University, 1996; MA Urdu Literature, Aligarh Muslim University, 1977

Appointed/Tenure status: 2006, tenured

Languages: Hindi-Urdu (5), Panjabi (3), Braj Bhasha (3), Sanskrit (2), Persian (2), Gujarati (1), Marathi (1), Bengali (1)

Research/training specializations: Hindi-Urdu poetry/poetics, Indian drama/musical theater, Indian cinema.

Overseas experience: India

Distinctions: 2005 Gertrude M. Cox Special Merit Award for Innovative Excellence in Teaching and Learning with Technology; 2002-2003 Nominated for Outstanding Junior Faculty Award; 2017 Featured in Remarkable Journeys PBS documentary on Indians in North Carolina

Relevant courses taught (2): Direct Hindi-Urdu language and literature program. Teach Elementary, Intermediate and Advanced Hindi-Urdu. Develop pedagogical materials for the Internet. Supervise lecturers and teaching assistants. Direct Study Abroad in India program.

Percentage of time devoted to Asian studies: 100%

Recent Publications (5):

- 2015 Chapter: "Race in Bollywood: Dalits/Adivasis/Afro-Americans in Indian Cinema." *Dalit Literature: Reading Resistance*. Saroj Kumar Mahananda ed. 2015. New Delhi: Sangharsh Publication. Pp. 19-36.

Key to Ratings of Language Skills: 5 = Educated Native Speaker, 4 = Fluent, 3 = Professional Functionality, 2 = Functional, 1 = Survival

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Meenu Tewari

Associate Professor, Department of City & Regional Planning, UNC-CH

Education: PhD, Massachusetts Institute of Technology, 1996

Appointed/Tenure status: 2000, tenured

Languages: Hindi-Urdu (5), Panjabi (2)

Research/training specializations: Works on political economy of economic and industrial development, poverty alleviation, small firms, and the urban informal economy

Overseas experience: South Asia

Relevant courses taught (3): Development, Poverty and Inequality, 710: Microeconomics for Planning & Policy, 773: Economic Development Seminar

Percentage of time devoted to Asian studies: South Asia 50-75%

Recent Publications (47):

- 2016 Tewari, M. and D. Nathan. Incorporating Labor in Asian Value Chains. In Nathan, D., Tewari M, and Sarkar, S (eds). Labor in Asian Value Chains. Cambridge: Cambridge University Press. In Press.
- 2016 Tewari, M. and C. Veeramani. Analyzing patterns of vertically specialized trade between India and ASEAN: What do they tell us about India's prospects within Asian Production Networks? Global Economy Journal (under review)
- 2016 Tewari, M. and A. Guinn. 2015. Global Production Networks and Economic Corridors: Moving beyond SEZ's as Anchors of Manufacturing Growth in Emerging Economies. Paper prepared for the Asian Development Bank.

Amanda Thompson

Assistant Professor, Department of Anthropology, UNC-CH

Fellow, Carolina Population Center, UNC-CH

Education: PhD, Anthropology, Emory University, 2007; MPH, Global Health, Emory University, 2007

Appointed/Tenure status: 2009, tenure track

Research/training specializations: Biomedical anthropology, the development of inflammation in Chinese children, adolescents, and adults

Overseas experience: China

Distinctions: 2011 Fellow, Dannon Institute, Nutrition Leadership Institute

Dissertations and theses supervised in past 5 years: 8

Relevant courses taught (6): 143: Human Evolution and Adaptation, 318: Human Growth and Development in Comparative Perspective, 319: Global Health, 499: Human Disease Ecology, 499: Biocultural Perspectives on Maternal and Child Health, 704: Graduate Core Course in Evolution and Ecology

Percentage of time devoted to Asian studies: Asia 25-50%, East Asia 50-75%

Recent Publications (6):

- 2017 Thompson, AL, LS Adair, and ME Bentley 'Whatever average is:' understanding African-American mothers' perceptions of infant weight, growth and health. Current Anthropology.
- 2014 Thompson, AL, KM Houck, LS Adair, P Gordon-Larsen, S Du, B Zhang, and BM Popkin. Associations between Pathogenic and Obesogenic Factors and Inflammation in Chinese children, adolescents, and adults. American Journal of Human Biology. 26:18-28.
- 2013 Downey, L, E Hodges, A Thompson, and M Bentley. Breastfeeding cessation: Associations with maternal and infant characteristics among African-American first-time mothers. Maternal and Child Nutrition.
- 2013 Hill, SN, AL Thompson, ME Bentley, HM Wasser, and JB Kotch. Early child care and infant obesity at three months among low-income African-Americans in North Carolina. Maternal and Child Health Journal

Key to Ratings of Language Skills: 5 = Educated Native Speaker, 4 = Fluent, 3 = Professional Functionality, 2 = Functional, 1 = Survival

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Hong-An Truong

Assistant Professor, Department of Art, UNC-CH

Education: MFA, Studio Art, University of California at Irvine, 2008

Appointed/Tenure status: 2010, tenure track

Research/training specializations: Contemporary art, performance and identity, Asian-American studies

Overseas experience: Vietnam

Distinctions: 2013 Recipient of an Art Matters Grant, a Franconia Sculpture Park Jerome Fellowship (MN), and a Socrates Sculpture Park EAF (NY)

Percentage of time devoted to Asian studies: 10%

Recent Publications (4):

- 2011 Viet Le, diacritics.org, February 2011
- 2010 Lauren DiGiulio, IDIOM Magazine, May 18, 2010
- 2010 Martin Wong, Giant Robot blog, March 15, 2010
- 2010 Leah Ollman, Los Angeles Times, March 5, 2010

Lien Truong

Assistant Professor, Department of Art, UNC-CH

Education: MFA, Mills College, 2001

Appointed/Tenure status: 2010, tenure track

Research/training specializations: Contemporary art, performance and identity, Asian-American studies

Overseas experience: Vietnam

Distinctions: 2017 Institute for the Arts and Humanities Fellowship, 2016 Marble House Project Residency, 2015 Jimmy and Judy Cox Asia Initiative Award, 2011 Hans Burkhardt Painting Workshop, Stanford University

Percentage of time devoted to Asian studies: 25%

Recent Publications (7):

- 2016 America, America, Carrack Modern, Durham, North Carolina, USA
- 2015 Heterotopias as Others, Nha San Collective, Hanoi, Vietnam
- 2014 Stitch, Dose Projects, Brooklyn, New York, USA
- The Orient, The Occident, Galerie Quynh, Ho Chi Minh City, Vietnam

- 2016 New American Paintings, #124, The South, The Open Studios Press, June/July 2016
- Dong, Lan, Asian American Culture: From Anime to Tiger Moms, Greenwood Publishing, March 2016
- 2015 Anderson, Stephen, Generations: 40 Hues Between Black and White, Exhibition Catalogue
- 2014 Ruben, Luong, "Dispatch: Ho Chi Minh City," Art Asia Pacific, Issue 89, July/August 2014
- 2013 Contemporary Vietnamerican Art, exhibition catalogue, Maier Museum of Art, Lynchburg, VA, USA

Michael Tsin

Associate Professor, Department of History, UNC-CH
Academic Director, Phillips Ambassadors Program, Carolina Asia Center, UNC-CH

Education: PhD, History, Princeton University, 1991

Appointed/Tenure status: 2009, tenured

Languages: Mandarin Chinese (5)

Research/training specializations: social processes of identity formation through the prism of late nineteenth and twentieth century China

Overseas experience: China

Dissertations and theses supervised in past 5 years: 4

Relevant courses taught (6): Introduction to Chinese History; Unity and Difference in Twentieth-century China; Unity and Difference in Twentieth-Century China; Colonial Encounters; Colonization, Migration and National Identity; Phillips Ambassadors course

Percentage of time devoted to Asian studies: 100%

Recent Publications (3):

- 2014 *Worlds Together, Worlds Apart: A History of the World From 1000 CE to the Present*, 3rd edition (Norton, 2014), in collaboration with Robert Tignor et al.
- 2009 “Overlapping Histories: Writing Prison and Penal Practices in Late Imperial and Early Republican China,” *Journal of World History*, 20:1 (March 2009), 69–97
- 2009 “Rethinking ‘State and Society’ in Late Qing and Republican China,” in Jens Damm and Mechthild Leutner, eds., *China Networks, Berliner China- Hefte/Chinese History and Society*, 35 (LIT [Münster], 2009), 20–32

Joseph Tucker

Assistant Professor, School of Medicine, UNC-CH
Director, UNC Project China, UNC-CH

Education: PhD, Public Health, School of Oriental and African Studies, 2014; MA, Chinese Studies, Harvard, 2010; MD, University of North Carolina at Chapel Hill, 2004

Appointed/Tenure status: 2012, tenure track

Languages: Mandarin Chinese (5)

Research/training specializations: Public health in China

Overseas experience: China

Distinctions: Council on Foreign Relations Term Member, 2012; National CFAR Young Investigator Award, 2011; Fogarty Fellowship, 2008-2010; Boren Scholar, 2000

Relevant courses taught: Combines research, clinical work, mentoring, and teaching in the UNC Project China site in Guangzhou

Percentage of time devoted to Asian studies: 25-50%

Recent Publications (6):

- 2013 Tan X, Rydzak C, Yang L, Vickerman P, Yang B, Peeling RW, Hawkes S, Chen X, Tucker JD*. (2013). “Prioritizing Congenital Syphilis Control in South China: A Decision Analytic Model to Inform Policy Implementation.” *PLoS Medicine*.
- 2010 Tucker JD*, Chen XS, Peeling RW. (2010). “Syphilis and Social Upheaval in China.” *New England Journal of Medicine*. 362: 1658-1661.
- 2012 Tucker JD*, Fenton KA, Peckham R, Peeling RW. (2012). “Social Entrepreneurship for Sexual Health (SESH): A New Approach for Enabling Delivery of Sexual Health Services Among Most-At-Risk- Populations.” *PLoS Medicine*.
- 2013 Tan X, Rydzak C, Yang L, Vickerman P, Yang B, Peeling RW, Hawkes S, Chen X, Tucker JD*. (2013). “Prioritizing Congenital Syphilis Control in South China: A Decision Analytic Model to Inform Policy Implementation.” *PLoS Medicine*.

Key to Ratings of Language Skills: 5 = Educated Native Speaker, 4 = Fluent, 3 = Professional Functionality,
2 = Functional, 1 = Survival

Kathryn Ulrich

Business Manager, Carolina Asia Center, UNC-CH

Education: BS, Accounting, Purdue University, 1999

Appointed/Tenure status: 2015

Research/training specializations: Accounting, financial services, human resources

Percentage of time devoted to Asian studies: 50%

Robin Visser

Associate Professor, Department of Asian Studies, UNC-CH

Chinese program coordinator, UNC-CH

Education: PhD, Columbia University, 2000

Appointed/Tenure status: 2009, tenured

Languages: Chinese (4)

Research/training specializations: Chinese and comparative literary and cultural studies

Overseas experience: China

Distinctions: Book Award Finalist for Southeast Conference of the Association of Asian Studies.

Relevant courses taught (8): ASIA 56: First-Year Seminar: Writing Women in Modern China, ASIA 691H: Senior Honors Thesis I, CHIN 407: Readings in Modern Chinese I, CHIN 408: Readings in Modern Chinese II, CHIN 456: Chinese Environmental Literature, CHIN 463: Narrative Ethics in Modern China, CHIN 464: The City in Modern Chinese Literature and Film, CHIN 562: Post-Mao Chinese Urban Culture and Arts

Percentage of time devoted to Asian studies: 100%

Recent Publications (11):

- 2015 “Manifestos of Modernity in Modern Chinese Literature and Visual Arts (1890-2010).” In *A Companion to Modern Chinese Literature*. Ed. Yingjin Zhang. Wiley-Blackwell, 2015.
- 2016 “Contemporary Urban Fiction: Rewriting the City.” With Jie Lu. In *The Columbia Companion to Modern Chinese Literature*. Ed. Kirk Denton. Columbia UP, 2016. 345-354
- 2016 “Chinese Eco-Cities and Urbanization Planning: Case Studies of Tongzhou, Lingang, and Dujiangyan.” In *Ghost Protocol: Development and Displacement in Global China*. Eds. Carlos Rojas, Ralph Litzinger. Duke UP, 2016. 36-61.
- 2010 *Cities Surround the Countryside: Urban Aesthetics in Postsocialist China*. Duke UP, 2010.

Sharon Weir

Research Assistant Professor, Epidemiology, Gillings School of Global Public Health, UNC-CH
Population Fellow, Carolina Population Center, UNC-CH

Education: PhD, Epidemiology, University of North Carolina at Chapel Hill, 1997; MPH, Maternal and Child Health, University of North Carolina at Chapel Hill, 1985, MA, Public Policy, Duke University, 1980

Appointed/Tenure status: 1999, fixed term

Research/training specializations: Focuses on sexual behavior, sexual partners, HIV infections and prostitution in developing countries such as China and Singapore.

Overseas experience: East and Southeast Asia

Distinctions: Measure Fellow (Epidemiology, Carolina Population Center)

Relevant courses taught (2): Epidemiology and Social Aspects of HIV in Developing Countries, Epidemiology of HIV/AIDS in Developing Countries

Percentage of time devoted to Asian studies: Southeast Asia 10-25%

Recent Publications (10):

- 2015 Merli, MG, J. Moody, J. Smith, J. Li, S. Weir, and XS Chen. "Challenges to Recruiting Population Representative Samples of Female Sex Workers in China using Respondent Driven Sampling." *Social Science & Medicine* 125, (2015;2014.): 79-93
- 2012 Li J, Chen XS, Merli MG, Weir SS, Henderson GE. "Systematic Differences in Risk Behaviors and Syphilis Prevalence Across Types of Female Sex Workers: A Preliminary Study in Liuzhou, China." *Sex Transm Dis.* 2012 Mar;39(3):195-200.

Arthur Mark Weisburd

Distinguished Professor of Law, School of Law, UNC-CH

Education: JD, University of Michigan, 1976

Appointed/Tenure status: 1981, tenured

Research/training specializations: His practice ranges from participation in the legal advisory team of the Constitutional Convention of the Northern Mariana Islands to pro bono first amendment work to defendant's securities and antitrust litigation

Overseas experience: East Pakistan/Bangladesh and Northern Marian Islands

Distinctions: Frank Holmes Schaffer award for general excellence. Order of the Coif. Note Editorship, Michigan Law Review; book award, Constitutional Law I. Myron T. Herrick Prize for Best senior thesis written by student in school of public and international affairs.

Relevant courses taught (3): Civil procedure, public international law, international law of human rights.

Percentage of time devoted to Asian studies: 10-25%

Recent Publications (8):

- 2015 *Failings of the International Court of Justice* (Oxford University Press, 2015).
- 2015 Use of Force: Justiciability and Admissibility, *The Oxford Handbook of the Use of Force in International Law* (Marc Weller, ed.) (Oxford University Press, 2015)
- 2013 Dualism in the United States in *Basic Principles of Public International Law: Monism and Dualism* (Marko Novakovic, editor) (University of Belgrade, Institute of International Politics and Economics, Belgrade, and Institute of Comparative Law, Belgrade, 2013).

Margaret J Wiener

Associate Professor, Department of Anthropology, UNC-CH

Education: PhD, Anthropology, University of Chicago, 1990

Appointed/Tenure status: 1990, tenured

Languages: Balinese (3), Indonesian (2), Dutch (3), French (3)

Research/training specializations: Cultural anthropology of Indonesia, Southeast Asia

Overseas experience: Indonesia, Southeast Asia

Dissertations and theses supervised in past 5 years: 3

Relevant courses taught (4): Memory, Massacres, and Monuments in Southeast Asia; Anthropology and History; Directions in Anthropology; Ethnography and Culture after Empire

Percentage of time devoted to Asian studies: 50%

Recent Publications (3):

- 2015 Towards a non-anthropocentric pluriversal anthropology *Hau* Forum: Anthropology and STS, Generative interfaces, multiple locations. Edited by Marisol de la Cadena and Marianne E. Lien. *Hau: Journal of Ethnographic Theory* 5 (1): 74-77.
- 2015 Island Cooking Book Symposium: The Cooking of History: How not to study Afro-Cuban religion (Stephan Palmié). *Hau: Journal of Ethnographic Theory* 5 (1): 535-540.
- 2014 Optical Allusions: Looking at Looking, in *Balinese and Dutch Encounters*, Heidelberg Ethnology Occasional Papers no. 2, 1-20.

David Wohl

Associate Professor of Medicine, Division of Infectious Diseases, UNC-CH

Education: MD, Robert Wood Johnson Medical School, 1991

Appointed/Tenure status: 2004, tenured

Research/training specializations: metabolic complications of HIV and its therapies

Overseas experience: China

Distinctions: 1998 Clinical Associate Physician (CAP) Award – National Center for Research Resources / NIH; 2000 John Carey Young Investigator Award, NIH Sponsored AIDS Clinical Trials Group. 2000 Center for AIDS Research (CFAR) Award – Pilot Study of Antiretroviral Adherence Among Prison Inmates, 2001 Center for AIDS Research (CFAR) Award – A Randomized Study of Diet and Exercise with or without Omega-3 Fish Oil for treatment of HIV-Associated Hypertriglyceridemia.

Percentage of time devoted to Asian studies: 10-25%

Recent Publications (7):

- 2017 Financial Barriers and Lapses in Treatment and Care of HIV-Infected Adults in a Southern State in the United States. Wohl DA, Kuwahara RK, Javadi K, Kirby C, Rosen DL, Napravnik S, Farel C. *AIDS Patient Care STDS*. 2017 Nov;31(11):463-469. doi: 10.1089/apc.2017.0125. Epub 2017 Oct 17.
- 2017 Bictegravir, emtricitabine, and tenofovir alafenamide versus dolutegravir, abacavir, and lamivudine for initial treatment of HIV-1 infection (GS-US-380-1489): a double-blind, multicentre, phase 3, randomised controlled non-inferiority trial. Gallant J, Lazzarin A, Mills A, Orkin C, Podzamczar D, Tebas P, Girard PM, Brar I, Daar ES, Wohl D, Rockstroh J, Wei X, Custodio J, White K, Martin H, Cheng A, Quirk E. *Lancet*. 2017 Nov 4;390(10107):2063-2072. doi: 10.1016/S0140-6736(17)32299-7. Epub 2017 Aug 31.

Claudia Yaghoobi

Associate Professor, Department of Asian Studies, UNC-CH

Education: PhD, University of California, Santa Barbara, 2013

Appointed/Tenure status: 2016, tenure track

Languages: Arabic (4), Persian (5), Armenian (5)

Research/training specializations: Literature of the Middle East with a special focus on Persian literature.

Overseas experience: Middle East

Distinctions: Conference organization grant, NYU 2015, Faculty research grant George College and State University 2015, the Hammed Shahidian Critical Feminist Award, The Iranian Women's Studies Foundation 2014

Relevant courses taught (1): Advanced Persian

Percentage of time devoted to Asian studies: 100%

Recent Publications (4):

- 2016 "Yusuf's Queer Beauty in Persian Cultural Productions." *The Comparatist Journal*. (forthcoming October) "Socially Peripheral, Symbolically Central: Sima in Behrouz Afkhami's Shokaran." *Asian Cinema Journal*, special issue on Iranian Cinema, 27. 1
- 2016 "Temporary Marriage and Female Sexuality in Ebrahim Golestan's "Esmat's Journey." *Journal of The Iranian Women's Studies Foundation*.
- 2014 "Sexual Trauma and Spiritual Experiences: Rabi'a al-'A'dawiyya and Margery Kempe." *Persian Literary Studies Journal* 3. 4: 73-92. Yaghoobi
- 2014 "Subjectivity in 'Attar's Shaykh San'an Story in Conference of the Birds." *CLCWeb: Comparative Literature and Culture*, 16/1.

Nadia Yaqub

Associate Professor, Department of Asian Studies, UNC-CH
Associate Chair & Director of Undergraduate Studies

Education: PhD, University of California, Berkeley, 1999

Appointed/Tenure status: 2007, tenured

Languages: Arabic (5)

Research/training specializations: Arab cultural texts ranging from oral poetry to modern prose fiction and contemporary visual culture

Overseas experience: Arab World

Distinctions: UNC Carolina Women's Center Scholar in Residence, Spring 2013; UNC Institute for Arts and Humanities Academic Leadership Fellow 2012-; American Council of Learned Societies/National Endowment for the Arts/Social Science Research Council Fellow 2009/10; UNC James Moeser Award for Distinguished Research 2008

Relevant courses taught (4): Survey of Arabic Literature; Women and Leadership in the Arab World; Modern Arabic Literature in Translation; Imagining Palestine, Film, Nation and Identity in the Arab World

Percentage of time devoted to Asian studies: 100%

Recent Publications (3):

- 2012 "Utopia and Dystopia in Palestinian Circular Journeys from Ghassa Kanafani to Contemporary Film," *Journal of Middle East Literatures*, 15, 3.
- 2012 "Azza Hassan and Impossible Filmmaking Israel/Palestine," *Contemporary Cultures of Resistance in the Middle East: Literature, Cinema and Music*. Ed. Karima Laachir. Routledge, 2012.
- 2011 "Dismantling the Discourses of War: Palestinian Women Filmmakers Address Violence," in *Gender and Violence in the Middle East and North Africa*, edited by Moha Ennaji and Fatima Sadiqi. Routledge, 2011.

Key to Ratings of Language Skills: 5 = Educated Native Speaker, 4 = Fluent, 3 = Professional Functionality, 2 = Functional, 1 = Survival

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Gang Yue

Associate Professor, Department of Asian Studies, UNC-CH
Chinese Program Advisor, Department of Asian Studies, UNC-CH

Education: PhD, comparative literature, University of Oregon, 1993

Appointed/Tenure status: 1999, tenured

Languages: Mandarin Chinese (5)

Research/training specializations: modern Tibet and the rise of China

Overseas experience: China and Tibet

Distinctions: UNC-CH Asian Language Faculty Pedagogy Training and Course Development Grant, 2016; Lin Yutang Visiting Professor, School of Humanities, Xiamen University, Xiamen, China, 2009-2011; CAC Cox Award, 2014

Relevant courses taught (7): Food and Culture in China; Global Shangri-La: Tibet in the Modern World; Introduction to Modern Chinese Culture through Cinema; The Rise of China; Ancient Philosophers and Their Modern Reincarnation; Writing Chinese (in) America: Advanced Studies for a Foreign Literature from the United States Homeland

Percentage of time devoted to Asian studies: 100%

Recent Publications (8):

- 2016 东亚人文 East Asian Humanities, co editor (with Robin Visser). Second Issue (October 2015. Taipei, Taiwan)
- 2016 “长歌短恨，红命不薄：重读王安忆《长恨歌》” (A Love Song of Everlasting Regret for the Short-Lived Beauty: Rereading Wang Anyi’s A Love Song of Everlasting Regret), 《圆桌 Round Table》 Spring & Summer 2015. Beijing: Renminchubanshe, pp. 101-112.

Yi Zhou

Senior Lecturer in Chinese, Department of Asian Studies, UNC-CH

Education: MS, State University of New York at Albany

Appointed/Tenure status: 2002, fixed term

Languages: Chinese (5)

Research/training specializations: Chinese language, business Chinese

Overseas experience: China

Distinctions: UNC-CH Asian Language Faculty Pedagogy Training and Course Development Grant, 2018, 2016 and 2012; 2014 Guest of Honor for the Duke-UNC China Leadership Summit opening ceremony; 2013 Carolina Asia Center fund for Cultural Activity; 2013 Another Way of Learning Funding for Students’ Extra-Curriculum Activity; 2011 Grier/Woods Presbyterian Initiative China Travel Awards (for conducting interviews with business executives in global businesses.) 2010 Center for Global Initiatives (CGI) Faculty Curriculum Development Travel Awards (for developing multimedia business Chinese with case studies)

Relevant courses taught (3): Chinese Language Courses

Percentage of time devoted to Asian studies: 100%

Recent Publications (1):

- 2007 *Working Mandarin for Beginners (with online exercises)* with Lynee Gerber. Georgetown University Press

Appendix 2. Position Description

Job Title: Graduate Student Outreach Assistant, part-time

Hours: Fall/Spring semester, 13 weeks per term, 10 hours per week. Work might require hours after 5 p.m. on weekdays and/or occasional weekends.

Wage/Salary: \$14/hr.

Duties include but not limited to:

- Meet regularly with South Asia Faculty Working Group and Southeast Asian Approaches Group faculty advisers.
- Coordinate events with CAC Program Associate.
- Organize outside speakers, including accommodations.
- Write and publicize event announcements.
- Provide support as needed.

Appendix 3 : Course List

Courses are listed alphabetically by departments and then by course number. Cross-listed courses are housed under the course's home department.

Part A: Language Courses

Arabic	1	Japanese	2
Chinese	1	Korean	2
Hindu-Urdu	1	Persian	2

Part B: Non-Language Courses

Anthropology	3	Linguistics	8
Art History	3	Law	8
Asian Studies	4	Master of Business Administration	9
Business Administration	5	Media & Journalism	9
Comparative Literature	5	Maternal & Child Health	9
Communication Studies	5	Music	9
Dramatic Art	6	Naval Science	9
Economics	5	Nutrition	9
Experienced Teacher Education	5	City & Regional Planning	9
Education	5	Public Policy	10
Environment & Ecology	6	Political Science	10
English	6	Public Health	10
Environment Sciences	6	Peace, War & Defense	10
Epidemiology	7	Religious Studies	10
Geography	7	Sociology	11
Global Studies	7	Social Work	11
History	7	School of Public Health General	11
Health Policy Management	8	Women's & Gender Studies	11
Information & Library Science	8		

Part C: Course Descriptions

Courses with at least 25% Asian content are listed alphabetically by departments with descriptions. 12

Key:

- F** Fall Term
- S** Spring Term
- SU** Summer Term
- U** Undergraduate Students
- G** Graduate/Professional Students
- *** Class not offered in 2016-17

PART A: LANGUAGE COURSES						2016-17 Enrollment		
Course #	Course Title	Instructor	Term	Hours	U	G	Total	
Arabic								
ARAB 101	Elementary Arabic I	Kauffman, Shau, Badr	F, SU	4	97	12	109	
ARAB 102	Elementary Arabic II	Elkerdany, Shahu, Badr, Kauffman	S	4	54	8	62	
ARAB 203	Intermediate Arabic I	Elkerdany, Badr	F	4	60	4	64	
ARAB 204	Intermediate Arabic II	Shahu, Elkerdany	S	4	37	4	41	
ARAB 300	Arabic Grammar & Composition	Badr	S	3	8	0	8	
ARAB 305	Advanced Arabic I	Kauffman	F	3	32	4	37	
ARAB 306	Advanced Arabic II	Kauffman	S	3	26	4	30	
ARAB 308	Recitation	Hamed	F	1	4	0	4	
ARAB 407	Readings in Arabic I	Halabi	F	3	2	1	3	
Chinese								
CHIN 101	Elementary Chinese I	Cia, Zhou	F, SU	4	94	3	97	
CHIN 102	Elementary Chinese II	Lin, Jia	S, SU	4	88	3	91	
CHIN 111	Elementary Written Chinese	Chen	F	3	46	0	46	
CHIN 203	Intermediate Chinese I	Lin, Jia	F	4	73	0	73	
CHIN 204	Intermediate Chinese II	Ge, Cai	S	4	41	0	41	
CHIN 212	Intermediate Written Chinese	Stimpson	S	3	38	0	38	
CHIN 305	Advanced Chinese I	Ge	F	3	33	1	34	
CHIN 306	Advanced Chinese II	Zhou	S	3	31	1	32	
CHIN 313	Advanced Written Chinese	Chen	F	3	18	1	19	
CHIN 407	Readings Chinese I	Cai, Lin	F	3	27	0	27	
CHIN 408	Readings Chinese II	Hsiao	S	3	22	0	22	
CHIN 414	Advanced Reading & Composition	Yue	S	3	19	1	20	
CHIN 441	Chinese-English Translation	Li	S	3	12	1	13	
CHIN 443	Chinese Business Communication	Zhou, Yue	F	3	23	0	23	
CHIN 510	Introduction To Classical Chinese	Bergeton, Driscoll	S	3	27	0	27	
CHIN 525	Ancient Philosophers	Yue	F	3	18	1	19	
CHIN 631	Writing Chinese (In) America	Yue	S	3	19	0	19	
Hindu-Urdu								
HNUR 101	Elementary Hindi-Urdu I	Caldwell	F	4	45	1	46	

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HNUR 102	Elementary Hindi-Urdu II	Abdul Nasir	S	4	35	0	35
HNUR 203	Intermediate Hindi-Urdu I	Abdul Nasir	F	4	33	2	35
HNUR 204	Intermediate Hindi-Urdu II	Abdul Nasir	S	4	14	1	15
HNUR 220	The Hindi Script	Caldwell	F	1	16	0	16
HNUR 221	Introduction to Urdu Script	Caldwell	F	1	14	0	14
HNUR 305	Advanced Hindi-Urdu I	Caldwell	F	3	8	0	8
HNUR 306	Advanced Hindi-Urdu II	Lothspeich	S	3	8	0	8
HNUR 407	South Asian Society & Culture	Taj	F	3	8	0	8
Japanese							
JAPN 101	Elementary Japanese I	Iwashita	F, SU	4	117	2	119
JAPN 102	Elementary Japanese II	Iwashita	S, SU	4	97	1	98
JAPN 203	Intermediate Japanese I	Fukuya	F, SU	4	82	1	83
JAPN 204	Intermediate Japanese II	Kato	S, SU	4	44	0	44
JAPN 305	Advanced Japanese	Aratake	F, SU	3	30	0	30
JAPN 306	Advanced Japanese II	Aratake	S, SU	3	26	0	26
JAPN 401	Gateway To Mastering Japanese	Aratake	F	3	18	2	20
JAPN 411	Food & Culture In Japan	Aratake	S	3	10	2	12
JAPN 414	Manga: Japanese Art & Culture	Iwashita	S	3	15	0	15
JAPN 416	Working In Japan	Kato	F	3	6	1	7
Korean							
KOR 101	Elementary Korean I	Bang	F	4	58	1	59
KOR 102	Elementary Korean II	Bang	F, S	4	54	0	54
KOR 203	Intermediate Korean I	Bang	F	4	40	2	42
KOR 204	Intermediate Korean II	Bang	S	4	24	1	25
KOR 305	Advanced Korean I	Jo	F	3	14	1	15
KOR 306	Advanced Korean II	Jo	S	3	11	1	12
KOR 407	Modern Korean Literature	Bang	F	3	6	0	6
Persian							
PRSN 101	Elementary Persian I	Adel	F	3	25	0	25
PRSN 102	Elementary Persian II	Adel	S	3	16	0	16
PRSN 203	Intermediate Persian I	Adel	F	3	11	1	12
PRSN 204	Intermediate Persian II	Adel	S	3	4	1	5
PRSN 305	Advanced Persian I	Yaghoobi	F	3	2	0	2
PRSN 306	Advanced Persian II	Adel	S	3	2	0	2

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PART B: NON-LANGUAGE COURSES							2016-17 Enrollment		
Course #	Crosslist	Course Title	Instructor	Term	Hours	U	G	Total	
Anthropology									
ANTH 101		General Anthropology	Price, Scarry, West, Dorsey, Riggle, Riehm, Thomas, Rivers, Hsieh,	F, S, SU	3	1044	2	1046	
ANTH 102		Cultural Anthropology	Reichart, Stuesse	F, S,	3	312	2	314	
ANTH 123		Habitat & Humanity	Fitts, Betti, Schissel, Gupta	F	3	203	0	203	
ANTH 142		Local Cultures Global Forces	Nelson, Hariharan, Alban, Koheji, Mortensen	F, S	3	362	0	362	
ANTH 145		World Prehistory	Billman, Berger, Rocker, Gutierrez	F	3	330	0	330	
ANTH 147		Comparative Healing System	Espitia, Green	F, S	3	458	0	458	
ANTH 148		Human Origins	Hutchinson, Wilbur, Vance	F, SU	3	184	0	184	
ANTH 151		Food and Culture	Briggs	S, SU	3	190	0	190	
ANTH 233		Prehistory Southwest Asia and Egypt	Arbuckle	F	3	35	0	35	
ANTH 280		Anthropology of War and Peace	Chua, Rivers, Gupta	F	3	0	0	0	
ANTH 294		Anthropological Perspectives on Society and Culture	Nonini, Aragon, Wiener	F,S	3	47	0	47	
ANTH 318		Human Growth Development	Arbuckle, Soresen, Skeltis, Griffin	F, SU	3	193	0	193	
ANTH 319		Global Health	Thompson	S,SU	3	586	1	587	
ANTH 320		Anthropology of Development	Colloredo-Mansfeld	S	3	110	0	110	
ANTH 330		Melancholy Japan: Myth, Memory, and Everyday Life*	Nelson	S	3	0	0	0	
ANTH 375	ASIA 375	Memory In Southeast Asia*	Wiener	F	3	0	0	0	
ANTH 422		Anthropology and Human Rights	Redfield	S	3	0	0	0	
ANTH 443	WGST 443	Cultures and Politics of Reproduction	Rivkin-Fish	F	3	30	0	30	
ANTH 445	WGST 445	Migration and Health	Chua	F	3	30	0	30	
ANTH 447		Anthropology of Work	Smith-Nonini	S	3	11	0	11	
ANTH 567		Urban Anthropology	Nonini	S	3	5	1	6	
ANTH 578		Chinese Diaspora Asia Pacific*	Nonini	F	3	0	0	0	
ANTH 701		Theory and Ethnography	Middleton	F	3	0	9	9	
ANTH 750		Seminar in Medical Anthropology	Chua, Redfield	F, S	3	0	0	0	
Art History									
ARTH 153	ASIA 153	Introduction to South Asian Art*	Wellington	F	3	0	0	0	
ARTH 154	ASIA 154	Introduction to Islamic Art*	Anderson	F	3	0	0	0	
ARTH 159		Introduction to the Visual Study of Film	Ozerkevich	F, S	3	234	1	235	

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ARTH 956		Seminar in Islamic Art*	Anderson	S	3	0	0	0
Asian Studies								
ARAB 337		Arab World Borders and Walls	Yaqub	F	3	0	0	0
ARAB 443		Arab Dissident Voices	Halabi	S	3	20	2	22
ASIA 58H		Chasing Madame Butterfly*	Bardsley	F	3	0	0	0
ASIA 53		First Year Seminar: Israeli Popular Music	Sprintzik	S	3	20	0	20
ASIA 59		Media Masala: Popular Music, TV, and the International in Modern India & Pakistan*	Taj	S	3	0	0	0
ASIA 065		First Year Seminar: Philosophy On Bamboo	Bergeton	F	3	23	0	23
ASIA 067H		First Year Seminar: Japanese Fashion	Bardsley	S	3	23	0	23
ASIA 68		First Year Seminar: Arabic Music, and	Halabi	S	3	18	0	18
ASIA 69		First Year Seminar: Wars and Veterans	Yaghoobi	S	3	0	0	0
ASIA 89		First Year Seminar: Special Topics	Yaghoobi	S	3	17	0	17
ASIA 139	HIST 139	Muslim Society Since 1500*	Siddiqui	F	3	0	0	0
ASIA 150		Asia: An Introduction	Taj, Lee, Omozopea	F	3	292	0	292
ASIA 151		Arabic Literature	Yaqub	F	3	29	0	29
ASIA 152		Survey Of South Asia	Lothspeich	F	3	41	0	41
ASIA 164	MUSC 164	Music of South Asia*	Caldwell	S	3	0	0	0
ASIA 181	RELI 181	Modern Muslim Societies*	Huges	S	3	0	0	0
ASIA 228		Arts/Lit/Religion in India	Caldwell	SU	3	8	0	8
ASIA 231		Bollywood Cinema*	Taj	F, S	3	0	0	0
ASIA 243		Asian Society Study Abroad	Caldwell	SU	3	8	0	8
ASIA 252	CMPL 252	Pop Culture/Modern Southeast Asia*	Aragon	F	3	0	0	0
ASIA 262		Film & Novel In India	Lothspeich	F	3	28	0	28
ASIA 267		South Asia*	Smith	F	3	0	0	0
ASIA 284		The Buddhist Tradition: East Asia*	Ambros	F	3	0	0	0
ASIA 285		The Buddhist Tradition: Southeast Asia and Sri Lanka*	Leve	F, S	3	0	0	0
ASIA301		Pre-Modern Japanese Religion	Smith	F	3	9	0	9
ASIA 303		Chinese Religions	Ambros	S	3	5	0	5
ASIA 332		Story Of Rama	Lothspeich	S	3	29	0	29
ASIA 350		The Asian American Experience	Jo	F	3	0	0	0
ASIA 379H	CMPL	Cowboys, Samurai, Rebels	Brodey	S	3	17	0	17
ASIA 390		Asian Topics	Yaghoobi	S	3	7	0	7
ASIA 435		Middle Eastern Cinemas	Shemer	F	3	16	0	16
ASIA 447		Gender In The Middle-East	Gokariksel	F	3	5	0	5
ASIA 490		Advanced Topics	Caldwell, Aratake	S, SU	4	21	0	21

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ASIA 496	Independent Reading	Bardawil, Driscoll, Havlioglu	F, S	3	0	0	0
ASIA 691H	Senior Honors Thesis I	Bardsley	F	3	2	0	2
ASIA 692H	Senior Honors Thesis II	Driscoll	S	3	1	0	1
ASIA 785	Middle East Critical Genealogies	Halabi	F	3	0	6	6
CHIN 150	Chinese Civilization	Hsiao	S, SU	3	58	0	58
CHIN 242	Chinese Qin Music	Hsiao	SU	3	9	0	54
CHIN 244	Chinese Culture Via Cinema	Yue	F	3	21	0	48
CHIN 252	Chinese Culture	Bergeton, Lee	S	3	138	0	138
CHIN 253	Chinese Language & Society	Bergeton	F	3	25	0	26
CHIN 354	Chinese Calligraphy	Li	S	3	27	0	27
CHIN 356	Chinese Environmental Literature	Visser	S	3	35	0	35
CHIN 361	Chinese Traditional Theater	Hsiao	F	3	60	0	60
JAPN 161	Geisha History Fictional Fantasy	Bardsley	S	3	35	0	35
JAPN 162	Japanese Pop Culture	Dixon	S	3	35	0	35
JAPN 277	Japan: Empire Of Sex	Driscoll	S	3	28	1	29
JAPN 376	Colonial E Asia/Japan	Driscoll	F	3	13	0	13
JAPN 384	WGST 384 Women Writers Japan	Bardsley	F	3	25	0	25
JAPN 482	Embodying Japan	Dixon	S	3	15	0	15
JAPN 563	Structure Of Japanese	Smith	S	3	5	0	5
KOR 150	Contemporary Korea	Jo	F	3	47	1	48
KOR 327	Korean Diasporas	Jo	S	3	9	1	10
Business Administration							
BUSI 202	Business In East Asia	Chirino-Klevans	SU	0.5	29	0	29
BUSI 205	Business in Middle East	Flood	S	0.5	26	0	26
BUSI 529	Intercultural Communication*	Cannon	S	1.5	0	0	0
BUSI 610	Global Business	Elvers	F, S	3	264	3	267
BUSI 611	International Development	Chavis	S	3	88	0	88
BUSI 617	Global Marketing	Didow	F, S	3	165	0	165
BUSI 618	Global Finance Markets	Weld	F	1.5	135	0	135
BUSI 623	Global Entrepreneurship I	Zoller	F	3	51	0	51
Comparative Literature							
CMPL 143	History of Global Cinema	Pollmann, Warner, Delgobbo, Schroeder,	S	3	133	0	133
CMPL 144	Film Culture*	Shemer	F	3	0	0	0
Communication Studies							
COMM 318	Cultural Diversity	Jiang	F, S	3	70	0	70
COMM 350	Pract Cultural Studies	Jenkins	F,S	3	45	0	45

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COMM 574	PWAD 574	War and Culture	Dauber	F, S	3	28	1	29
COMM 650		Politics Global Media Culture	Palm	S	3	20	0	20
COMM 750		Cultural Studies	Grossberg	S	3	2	15	17
Dramatic Art								
DRAM 117		World Drama	Perkins	S	3	25	0	25
DRAM 475		African & Asian Costume	Owen	S	3	17	0	17
Economics								
ECON 460	PWAD 460	International Economy	Vaidyanathan	F, S,	3	146	0	146
ECON 465		Economic Development	Simon, Geetha	F, S,	3	65	1	66
ECON 469	ASIA 469	Asian Economic Systems	Rosefelde	F, S	3	61	0	61
ECON 560		Advanced International Economics	Black, Chari, Conway	F, S	3	55	0	55
Experienced Teacher Education								
EDMX 763		Diversity Global Education	Rong	F	9	0	15	15
Education								
EDUC 533		Social Justice in Education	Carrillo	F, S	3	52	7	59
EDUC 707		Promoting Culture Competence and Social Justice in School Counseling	Griffin	F	3	0	21	21
EDUC 739		Global Child: Development and Education	Simeonsson	F	3	0	23	23
EDUC 758		Immigration and Education	Rong	S	3	0	13	13
EDUC 776	WGST 776	Gender, Race, and Class	Trier	S	3	0	7	7
EDUC 877		Multicultural Education	Rong	F	3	0	12	12
EDUC 972		Critical Race Theory	Parsons	F	3	0	6	6
Environment & Ecology								
ENEC 372		Global Environment	Sasser	S	3	14	0	14
ENEC 431		Sustainable Cities	Salvesen	S	3	21	0	21
English								
ENGL 129		Literature and Cultural Diversity	Christmas	F, S	3	354	0	354
ENGL 141		World Literatures in English	Cohen	F	3	68	0	68
ENGL 143		Film & Culture	Hammer, Ross	F	3	131	0	131
ENGL 265		Literature & Race/Literature & Ethnicity	Rutledge Fisher	S	3	46	0	46
ENGL 270		Studies in Asian American Literature	Kim	F	3	0	0	0
ENGL 360		Asian American Literature	Kim	F	3	29	0	29
ENGL 762		Topics in Cultural Studies	Kim	F	3	0	0	0
Environment Sciences								
ENVR 610		Global Environmental Health Inequalities	Woods	S	3	9	3	12
ENVR 682		Water And Global Health	Bartram	S	3	5	1	6
ENVR 685	PLAN 685	Water Policy In Less Developed Countries	Whittington	S	3	1	7	8

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ENVR 789		International Field Research	Tomaro	S	3	8	3	11
Epidemiology								
EPID 751		Emerging Infectious Diseases	Stamm	F	3	2	16	18
EPID 757		HIV Developing Countries	Weir	S	3	0	10	10
EPID 785		Environmental Epidemiology	Engel	S	3	0	5	5
Geography								
GEOG 56		First Year Seminar: Local/Global World	Cravey	S	3	24	0	24
GEOG 64		First Year Seminar: Vietnam	Lentz	F	3	0	0	0
GEOG 120	PWAD 120	World Regional Geography	Birdsall, Lepofsky	F, S,	3	293	3	302
GEOG 121		Geographies of Globalization	Florin	F, S	3	223	0	223
GEOG 123		Cultural Geography	Gokariksel	F	3	47	0	
GEOG 130		Development and Inequality	Braun	F, S,	3	177	0	177
GEOG 225	WGST 225	Space, Place, & Difference	Cravey	F	3	43	0	43
GEOG 232		Agriculture, Food, and Society	Lentz	S	3	0	0	0
GEOG 270		Geography of China	Chen	F	3	0	0	0
GEOG 392		Research Methods in Geography	Smith	F	3	26	0	26
GEOG 424		Geographies Of Religion	Olson	S	3	23	1	24
GEOG 435		Environmental Politics	Havice	F, S	3	45	0	45
GEOG 447		Gender In The Middle-East	Gokariksel	F	3	14	4	18
GEOG 448		Transnational Muslims	Gokariksel	S	3	10	1	11
GEOG 453	PWAD 453	Political Geography	Kirsch	F	3	42	2	44
GEOG 460		Geography of Economic Changes	Havice	F	3	23	1	24
GEOG 703		Geographic Research Design	Emch	F	3	0	11	11
GEOG 805		International/Development	Pickles	F	3	2	13	15
Global Studies								
GLBL 210	GEOG 210	Global Issues	Martin, Johnson, Stahl, Epps, Vizcarra, Vega, Weiler	F, S	3	688	3	691
GLBL 281		Phillips Ambassadors Program	Tsin	F, S	3	26	0	26
GLBL 394		Great Decisions & International Relations	Weiler	S	2	17	0	17
GLBL 487		Social Movement: Rethinking Globalization	Osterweil	F	3	0	0	0
GLBL 492H		Global Food Films	Brodey	S	3	16	0	16
GLBL 701		Global Economy	Zimmerman	S	3	1	9	10
GLBL 702		Global Politics & Societies	Johnson	F	3	0	8	8
GLBL703		Global Migration And Labor Rts	Stuesse	S	3	0	7	7
History								
HIST 133	ASIA 133	Introduction To Chinese History	Tsin	F	3	88	0	88
HIST 135	ASIA 135	Indian Subcontinent to 1750	Flatt	F, S	3	188	0	188

HIST 136	ASIA 136	South Asia Since 1750	Sevea	F	3	38	0	38
HIST 140		The World Since 1945	Sevea, Narayanan, Gengler, Stiglich, Skalski	F	3	1321	3	1324
HIST 163		Modern Central Asia	Tasar	S	3	54	0	54
HIST 207		The Global Cold War	Morgan, Stieb	S	3	112	0	112
HIST 210		Global Issues	Osterweil	F, S	3	32	0	32
HIST 212		History Of Sea Power	Caddell	S	3	147	0	147
HIST 213	AERO 213	Air Power	Caddell	F	3	209	0	209
HIST 274		Ottom Empire 1300-1923	Aydin	F	3	26	0	27
HIST 276	ASIA 276	Modern Middle East	Shields	S, SU	3	222	0	222
HIST 281	ASIA 281	Pacific War	Fletcher	S	3	25	0	25
HIST 284		Late Imperial China*	King	F	3	0	0	0
HIST 285		20th Century China*	King	S	3	0	0	0
HIST 331		Sex, Religion, Violence	Sevea	S	3	24	0	24
HIST 390		Special Topics in History	Craver, Kassianov	F, S	3	12	0	12
HIST 398		Undergraduate Seminar	Aydin, Andrews, Brundage, Bull, Flatt,	F,S	3	220	0	220
HIST 550		Gender in Chinese History*	King	F	3	0	0	0
HIST 722		Contemporary Global History	Aydin	S	3	0	5	5
HIST 783		Introduction to Russia/Eurasia/ Eastern	Bryant	F	3	0	10	10
HIST 890		Topics in History	Tsin, Saldana, Tasar, Bull	F, S	3	21	0	21
Health Policy Management								
HPM 660		International & Comparative Health	Fried	F	3	18	68	86
HPM 664	MHCH 664	Globalization & Health	Fried	S	3	3	33	36
HPM 823		Global Health	Harris	SU	1	0	14	14
Information & Library Science								
INLS 707		Government Information	Hayslett	F	3	0	4	4
INLS 758		International Perspectives	Daniel	F	3	0	8	8
Law								
LAW 252		International Law	Weisburd	S	3	0	16	16
LAW 279		International Business Transactions	Coyle	F	3	0	26	26
LAW 380		International Law/Human Rights	Weisburd	S	3	0	7	7
LAW 398		Human Rights Policy Lab	Weissman	F, S	4	0	8	8
LAW 418		International Intellectual Property	Chin	S	3	0	13	13
LAW 442		International Environmental Law	Payne	S	3	1	14	15
Lingustics								
LING 101		Introduction to Language	Terry, Smith, He, Becker	SU	3	567	8	575
LING 145		Language Communication	Tang	SU	3	2	0	2

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LING 202	Language Change	Mora Marin	F	3	31	0	31
LING 305	Language Revitalization	Becker	SU	3	8	0	8
Masters of Business Administration							
MBA 709A	Global Operations Strategy	Staats	S	3	0	101	101
MBA 741G	Global Marketing	McNeilly	F, S	3	0	298	298
MBA 796	Global Financial Markets	Howard	F	3	0	156	156
MBA 861	Global Leadership	Melwani	S, SU	3	0	138	138
MBA 862A	Global Business Strategy	O'Neill	S	3	0	48	48
MBA 865	Build Cross-Cult Comp	Flood	S	3	0	67	67
MBA 870	Global Immersion	Malhotra, Roberts, Hartzell, Hawn	F, S,	3	0	753	753
MBA 889	Star: Global Business Project	Staff	F, S	3	0	44	44
Media and Journalism							
MEJO 441	Diversity and Communication	McDonald, Freemaniii	SU	3	49	0	49
MEJO 446	Global Communications and Comparative	Aikat	F	3	23	0	23
MEJO 447	International Media Studies	Gibson	S	3	12	0	12
Maternal & Child Health							
MHCH 700	Maternal & Child Health	Roth	F	3	0	12	12
MHCH 701	Foundations In Maternal & Child Health	Margolis	F	4	0	49	49
MHCH 702	Foundations In Maternal & Child Health	Ringel-Kulka	S	4	0	47	47
MHCH 716	International Family Plan/Reproductive	Bloom	S	3	0	69	69
MHCH 722	Global Maternal & Child Health	Ongechi	F	3	0	57	57
Music							
MUSC 146	Introduction to World Musics	Horn, Kweon, Heuser, Levine, Stacks,	F, S	3	190	0	190
MUSC 234	World Musics Theory & Practice	Garcia	F	3	17	0	17
MUSC 254	Music History I	Macneil	F	3	70	0	70
MUSC 286	Music as Culture	Figueroa	F, S,	3	80	0	80
MUSC 355	History & Culture Musc	Bonds	F, S	3	23	0	23
Naval Science							
NAVS 311	Evolution of War	Morris	S	3	13	0	13
NAVS 411	Amphibious Warfare*	Morris	F	3	0	0	0
Nutrition							
NUTR 745	International Nutrition	Bentley	F	3	0	17	17
City and Regional Planning							
PLAN 246	Cities of the Past, Present, and Future:	May	S, SU	3	81	0	81
PLAN 330	Principles of Sustainability	Boufajreldin	S	3	10	0	10
PLAN 651	Urban Design	Whittemore	S	3	28	4	32
PLAN 744	Development/Environment Management	Song	S	3	0	18	18

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PLAN 773		Urban Regional Developmeng Seminar	Guinn	F	3	0	8	8
Public Policy								
PLCY 051		Global Environment 21st Century	Sasser	F	3	48	0	48
PLCY 110		Global Policy Issues	Staff	F, S	3	996	0	996
PLCY 352H		Domestic Policy / International Affairs	Gitterman	S	3	30	0	30
PLCY 570		Health and Human Rights*	Meier	F	3	0	0	0
PLCY 717		Political Institutions	Jagger	S	3	0	14	14
Political Science								
POLI 130		Introduction to Comparative Politics	Maxwell	F, S,	3	1171	0	1171
POLI 150	PWAD 150	International Relations and World Politics	Bapat	F, S,	3	1099	2	1101
POLI 150H		International Religon World Politics	Crescenzi	F, S	3	47	0	47
POLI 150L		International Relations and World Politics	Mosley	F	1	4	0	4
POLI 210		Global Issues	Osterweil	F, S	3	32	0	32
POLI 252	PWAD 252	International Organization Global Issues	Mckeown	S	3	52	0	52
POLI 253	PWAD 253	Problems in World Order	Mckeown	S	3	42	0	42
POLI 255H		International Migration and Citizenship	Shady	F	3	0	0	0
POLI 442		International Political Economy	Ballard-Rosa, Mosley, Oatley	F, S	3	18	3	21
POLI 443	PWAD 443	American Foreign Policy	Mckeown	F, S	3	12	0	12
POLI 731		Politics of Development and Change	Robertson	S	3	0	11	11
POLI 750		Theories of International Relations	Crescenzi	S	3	2	14	16
Public Health								
PUBH 500		Glob Health Discussion Series	Fried	F, S	0.5	0	100	100
PUBH 704		Foundations of Global Health	Carlough	S	3	0	27	27
PUBH 711		Critical Issues in Global Public Health	Van Vliet	F, S	3	0	31	31
PUBH 712		Global Health Ethics	Ramaswamy	S	3	0	22	22
PUBH 714		Introduction to Monitoring & Evalulation of Global Health Programs	Samandari	SU	3	0	18	18
Peace, War and Defense								
PWAD 350		National International Security	Castro	F, S	3	130	0	130
PWAD 351	HIST 351	Global History Of Warfare	Devereaux	S	3	52	0	52
PWAD 369		War and American Society, 20th Century	Glatthaar, Burke	S	3	20	0	20
PWAD 444		Seminar On Terrorism	Bapat	F	3	12	0	12
PWAD 659		War In 20th Century Literature	Armitage	F	3	4	0	4
Religious Studies								
RELI 073H		First Year Seminar: Animals In Japan	Ambros	S	3	24	0	24
RELI 102		World Religions	Lowe	SU	3	17	0	17
RELI 180	ASIA 180	Introduction to Islam Civilization in Middle	Ernst	F, S,	3	243	0	243

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RELI 183	ASIA 183	Asian Religions	Mixon	F, S	3	122	0	122
RELI 283	ASIA 300	Buddhist Traditional India, Nepal, Tibet	Leve	F, SU	3	99	0	99
RELI 286		Pre-Mod Japanese Religion	Smith	F	3	25	0	25
RELI 287	ASIA 302	Modern Japanese Religions	Smith	S	3	25	0	25
RELI 385		Modern Muslims & Qur'an	Merriman	S	3	20	0	20
RELI 480		Modern Muslim Literature	Dsilva	F	3	10	0	10
RELI 582	ASIA 582	Islam In South Asia	Ernst	F	3	4	0	4
RELI 780		Approaches To Islamic Studies	Hammer	F	3	0	9	9
Sociology								
SOCI 058		First Year Seminar : Globalization, Work, and Inequality	Mouw	F	3	22	0	22
SOCI 101		Sociological Perspectives	Schultz	F, S,	3	610	1	611
SOCI 111		Human Societies	Nielsen	F, S	3	129	0	129
SOCI 121		Population Problems	Cai, Zaidi, Wei, Fishman	F, S	3	110	0	110
SOCI 122		Race & Ethnic Relations	Hastings, Rigby, Dollar, Ifatunji	F, S,	3	292	1	293
SOCI 130		Family & Society	Morgan	F, S	3	222	0	222
SOCI 416		Comparative Perspectives on Contemporary International Migration and Social Membership	Rigby	F	4	22	0	22
SOCI 420		Political Sociology	Turkoglu	S	3	8	0	8
SOCI 870		Sociology of Culture	Perrin	S	3	0	6	6
Social Work								
SOWO 880		Sustainable Develop	Nelson	F	3	0	11	11
SOWO 881		Development Theory/Practical Global	Chowa	F	3	0	12	12
School of Public Health General								
SPHG 700		Introduction to Global Public Health	Dube	F	3	0	10	10
Women's and Gender Studies								
WGST 101		Introduction to Women Studies	Booth	F, S,	3	1082	0	1082
WGST 281		Gender and Global Change	Nguyen	F	3	28	0	28
WGST 388		International Politics of Sexual and Reproductive Health	Booth	S	3	23	0	23

PART C: COURSE DESCRIPTIONS

Course #	Course Description
Anthropology	
ANTH 101	This course is an introduction to anthropology, the science of humans, the culture-bearing animal.
ANTH 102	This course begins with a look at how cultural anthropologists study cultural settings around the world, and considers what culture is (as well as what culture is not) and why language is so important.
ANTH 123	Cross-cultural survey of building and landscape architecture, including prehistoric dwellings and sacred structures such as temples.
ANTH 142	Globalization and historical development of the current world situation and the impact of increasing global interconnectedness on cultural traditions.
ANTH 145	Introduction to world prehistory and archaeological methods.
ANTH 147	Compare a variety of healing beliefs and practices so that students may gain a better understanding of their own social and medical system.
ANTH 148	Study of human evolution. Focus on the fossil record of humans and human-like ancestors.
ANTH 151	Anthropological perspectives on foodways. This course examines the biological basis of human diets as well as the historical contexts of food production, preparation, presentation, and consumption.
ANTH 233	Surveys major milestones in human history, and the rise of the world's first states and empires.
ANTH 280	Cross-cultural perspectives on war in its relation to society, including Western and non-Western examples.
ANTH 294	Examines major theoretical perspectives that anthropologists have used to explain cultural diversity, social organization, and change among societies.
ANTH 318	Comparative study of human growth and development from conception through adulthood.
ANTH 319	Explores historical, biological, economic, medical, and social issues surrounding globalization and health consequences.
ANTH 320	Critical exploration of current debates in the anthropology of Third World development.
ANTH 422	An examination of human rights issues from an anthropological perspective, addressing the historical formation of rights in context and the emergence of humanitarian and human rights organizations on a global scale.
ANTH 443	Cross-cultural approach to reproduction and political debates where global and social relations are contested.
ANTH 445	Intersection between migration processes, and the political, economic, and social dimensions of health and well-being in families, and communities.
ANTH 447	Investigations of relationship between work, family life, and community in US, Asia, Latin America.
ANTH 567	Comparative study of the political economy and cultural politics of populations in spaces and landscapes in cities in the Third World undergoing globalization, economic restructuring, and transnational immigration.
ANTH 701	Development of a critical understanding of the anthropological study of society and culture through discussion of problems expressed in classic theoretical and ethnographic literature.

ANTH 750 Medicine as part of culture; medicine and social structure viewed crossculturally.

Art History

ARTH 159 The course surveys the history of film from its inception to the present, drawing upon both foreign and American tra

Business Administration

BUSI 529 This class will examine interesting and problematic issues surrounding cross-cultural communication.

BUSI 610 Issues in operating overseas, including analyses of differences in country settings, legal and economic systems, and g affecting foreign operations.

BUSI 611 Looks at institutional failures that contribute to persistent poverty and the multiple roles managers can play in reduci

BUSI 617 Examination of the problems involved in marketing products and services across national boundaries. Problem issue ideology, economics, technical standards, and currency movements.

BUSI 618 Develops the foundation for financial decisions in a global economic environment.

BUSI 623 The course ranges from developing the creative mindset, ideation, development/manufacturing, marketing, selling, a

Comparative Literature

CMPL 143 Designed to introduce students to the field of global cinema and, thence, to the methods of comparativist film study.

CMPL 144 Introduces students to a set of topics or traditions in global film and media culture.

Communication Studies

COMM 318 Introduction to basic paradigms of thinking about cultural difference, encouraging students to examine how these pa we think, act, and imagine ourselves/others as members of diverse cultures.

COMM 350 Introduces students to the history, methods, and central intellectual questions of cultural studies.

COMM 574 Examines American cultural myths about war generally and specifically about the causes of war, enemies, weapons, way these myths constraint foreign and defense policy, military strategy, and procurement.

COMM 650 In this course, we will follow commercial popular culture as it snakes along and across borders both official and de f

COMM 750 Introduction for graduate students to the current literature and critical perspectives in the areas of media and cultural

Drama

DRAM 117 A survey of non-Western drama and theatre with emphasis on the historical and aesthetic development of those regio

Economics

ECON 460 An introduction to international trade, the balance of payments, and related issues of foreign economic policy.

ECON 465 An introduction to the economic characteristics and problems of the less developed countries and to the theories and the developing economy.

ECON 560 Analysis and interpretation of selected problems and policy issues. Content varies, but attention is given to such topi trade patterns, floating.

Experienced Teacher Education

EDMX 763 Provides a linked perspective on international studies and multicultural education.

Education

EDUC 533	Course examines how education can help create more fair and just societies, ultimately contributing to high performing systems internationally.
EDUC 707	Explores the cognitive and affective considerations of counseling in culturally different social systems.
EDUC 739	Examines issues, policies, and practices related to children's development and education in a global context.
EDUC 758	Investigates social (including political, economic, legal, and demographic) and cultural impacts on immigration and
EDUC 776	Provides an understanding of (and remedies for) the racism, sexism, and class divisions that schools can perpetuate.
EDUC 877	Examination of the current issues in multicultural education, cultural study, and the development of curriculum for c education.
EDUC 972	Course will explore the historical development of Critical Race Theory (CRT) from its origins in Critical Legal Stud recent frameworks established in education, including intersections with LatCrit Theory, AsianCrit, QueerCrit, Triba Race Feminism.

Environment & Ecology

ENEC 372	Introduces pressing challenges of the global environment and perspectives of actors involved in crafting policy soluti
ENEC 431	Students will examine the factors driving the trend toward urbanization worldwide, the challenges posed by this tren cities to become more sustainable.

English

ENGL 129	Studies in African American, Asian American, Hispanic American, Native American, Anglo-Indian, Caribbean, gay- literatures written in English.
ENGL 141	This course will be a basic introduction to literatures in English from Africa, the Caribbean, South Asia, Canada, Au and other Anglophone literary traditions.
ENGL 143	Examines the ways culture shapes and is shaped by film.
ENGL 265	Considers texts in a comparative ethnic/race studies framework and examines how these texts explore historical and connections between groups of people in the United States and the Americas.
ENGL 270	This course introduces students to the study of Asian American literature and culture.
ENGL 762	An introduction to myriad texts, topics, controversies, institutions, and personalities that make up the ongoing knowl loosely affiliated under the rubric "cultural studies."

Environmental Sciences

ENVR 610	The goal of this course is to develop skills in analyzing the rhetorical construction of scientific claims, with a focus o medicine as scientific discourse communities.
ENVR 682	Builds on an understanding of infectious and toxic hazards, disease causation, and environmental transmission.
ENVR 685	Seminar on policy and planning approaches for providing improved community water and sanitation services in dev
ENVR 789	Course offers theoretical foundations in cultural sensitivity, personal security, communication, organization and rese guided practical exercises in conducting international field research.

Epidemiology

EPID 751	Basic principles of infectious diseases, focusing on emerging and re-emerging disease agents that affect public health.
EPID 757	Epidemiology of HIV/AIDS in Developing Countries.
EPID 785	Pollution of environmental media and global change are considered from a human-ecological perspective, with local examples.

Geography

GEOG 56	An examination of the relationship between globalization and localization in order to think about how we, as individuals, make a difference in the world.
GEOG 120	A survey of the geographic structure of human activity in major world regions and nations.
GEOG 121	This course examines places and the connections between places to build critical understandings of the role of human activity in global economic, political, social, and cultural systems.
GEOG 123	How population, environment, and human culture as expressed in technology and organization interact over space and time.
GEOG 130	Students will explore "development" in a global landscape of poverty, power, and struggles over inequality.
GEOG 225	Gender, race, and class are examined in terms of the spatial patterns of everyday life, regional patterns, and global patterns.
GEOG 232	A study of environmental parameters, cultural preferences, technological developments, and spatial economic infrastructure. Includes world patterns of food consumption, production, and distribution.
GEOG 392	Students gain experience with multiple methods applicable to the study of diverse topics.
GEOG 424	This course considers the theoretical and empirical dimensions of religion from a geographical perspective.
GEOG 435	In lectures, texts, and student research, students examine topics including environmental health risks, globalization and its effects on environments, and the role of science in environmental politics.
GEOG 447	Examines gender, space, and place relationships in the modern Middle East. Investigates shifting gender geographies, nationalism, modernization, and globalization in this region.
GEOG 448	Examines modern Muslim geographies that are created by transnational flows, connections, and imaginaries that cross regional boundaries across the Middle East, Southeast Asia, and beyond.
GEOG 453	The geography of politics is explored at the global, the nation-state, and the local scale in separate course units, but the relationship between these geographical scales are emphasized throughout.
GEOG 460	This course is designed to explore changing geographies of production and consumption in theory and in practice.
GEOG 703	Introduction to the theory and practice of geographic research.
GEOG 805	An in-depth seminar devoted to contemporary faculty research topics in international area studies, development, and globalization.

Global Studies

GLBL 210	This course is a survey of international social, political, and cultural patterns in selected societies of Africa, Asia, and Latin America, stressing comparative analysis of twentieth-century conflicts and change in different historical contexts.
GLBL 394	This course links the Great Decisions lecture series with readings and analyses of international relations.
GLBL 487	This course explores the history, objectives, and manifestations of global social movements.
GLBL 492H	Students will study films that explore cross-cultural differences in the social and philosophical understandings of world events.

GLBL 701	In content, course will define this topic broadly, from considering the political and economic dynamics of the international system (e.g., aid) as well as the intersection of economics and politics in comparative perspective (e.g., democratization and globalization).
GLBL 702	This course will address global governance and global public policy; interactions among states, international organizations, social movements, and NGOs.
GLBL 703	The course will focus on the interactions of migration, labor rights, human rights, economics, health disparities, and development.

History

HIST 140	This introduction to the contemporary world examines the Cold War and its international aftermath, decolonization, and globalization across a variety of cases, and trends in the global economy.
HIST 207	A survey of the Cold War from its origins in the aftermath of the Second World War to its conclusion in the late 1980s, covering geopolitical, military, ideological, and economic aspects of the global superpower conflict.
HIST 210	Survey of international social, political, and cultural patterns in selected societies of Africa, Asia, America, and Europe, with a comparative analysis of conflicts and change in different historical contexts.
HIST 212	The influence of sea power on international affairs will be surveyed from ancient times to the present. Emphasis on the history and its interaction with diplomacy, economics, and technology.
HIST 213	Examines air power theory and practice from 1914 to the present. Focuses on the application of air power as an instrument of policy and the effectiveness of that application.
HIST 390	Focus on some particular topic or historical approach.
HIST 398	Each course will concern itself with a study in depth of some historical problem.
HIST 722	Focus on the 19th and 20th centuries. Mixing theory, case studies, and comparisons, the readings reflect disciplinary approaches.
HIST 783	This interdisciplinary seminar provides an in-depth look at some of the major topics in modern Russian, East European, and Central Asian history.
HIST 890	Instructors use this course to focus on particular topics or historical approaches.

Health Policy Management

HPM 660	Methods of comparing health systems, examinations of related national health systems, and analysis of related high priority issues.
HPM 664	Globalization--its economic, environmental, political, technological, institutional, and sociocultural dimensions--historically contributes to beneficial and adverse effects on population, community, and family and individual health.
HPM 823	This course analyzes health systems from a global perspective.

Information & Library Science

INSL 707	A survey of information and data sources from all levels of U.S. government, and international bodies.
INSL 758	Examines information in society for selected nations/cultures

Law

LAW 252	Practical problems of international law, including its nature; treaty making, interpretation, enforcement, and termination; territory; nationality; jurisdiction and immunities; state responsibility and international claims; and the law of war and peace.
LAW 279	This course focuses on international business transactions from the perspective of the private sector.

LAW 380	Course will focus on international and regional human rights treaties and enforcement mechanisms, consider the curricula, examine particular human rights issues, and - if time permits - consider international criminal law.
LAW 398	Students will have the opportunity to engage in non-litigation strategies and collaborate with state, national, and international rights organizations on legislative and rule-making proposals, policy matters, research papers, and amicus briefs.
LAW 418	This course provides an overview of the substantive content of, and legal authority for, international IP rights, drawing on cases and materials in copyright, patent and trademark law.
LAW 442	This course will provide a basic overview of international environmental legal issues and the legal regimes created to address them. It will then turn its focus to the issue of climate change and what future international and domestic regimes will arise to address it.

Linguistics

LING 101	Formal analysis of human language, including sounds, words, sentences, and language meaning, plus child language acquisition, change over time, social attitudes toward language, and similarities and differences among languages.
LING 145	An examination of the differences between natural human languages and other communication systems.
LING 202	Introduction to the analysis and description of language change, relationships among languages, and types of linguistic phenomena.
LING 305	Students are introduced to the causes and contexts of language endangerment and the complex process of language revitalization.

Master of Business Administration

MBA 709A	This course examines how consultants and managers can help organizations to use their operations to build a competitive advantage.
MBA 741G	The course is designed to serve as an introduction to the theory and practice of marketing.
MBA 796	Develops the foundation for financial decisions in a global economic environment.
MBA 861	In this course, students will focus on gaining an intellectual understanding of cultures and their similarities and differences. Students will learn about their own cultural preferences and abilities and gain empathy for different cultural perspectives.
MBA 862A	This course provides an introduction to strategy formulation and implementation in an international context.
MBA 865	We'll tackle the entire globe: refining our understandings of various culturally-based approaches to communication, identifying specific emerging-market powerhouse national/regional cultures, and identifying overarching best-practices relating to global communication.
MBA 886B	Students explore and learn how business is conducted in that part of the world.
MBA 889	STAR Global is an extremely unique action learning experience where students work as consultants for a company (domestic or multinational company) over the spring semester.

Media & Journalism

MEJO 441	Emphasis is on the portrayal of Native Americans, African Americans, Hispanics, and Asian Americans in the mass media.
MEJO 446	Covers theories explaining the workings of global and local communication systems, the transnational flow of news, and challenges that social media and other new platforms pose to the production and distribution of news.
MEJO 447	The study of media system operations in a particular country including how news and information are disseminated to various audiences.

Maternal & Child Health

MHCH 700	Permission of the instructor for nonmajors. Limited to residential students in public health. This course will familiarize students with the basic concepts and methodologies required for effective public health program planning and evaluation in a variety of domestic and global.
MHCH 701	This course introduces the major issues affecting the health and well-being of women during the reproductive years, adolescents in domestic and international settings.
MHCH 702	Permission of the instructor for nonmajors. Second part of a two-part course that introduces the major issues affecting the health and well-being of women during the reproductive years, infants, children and adolescents in domestic and international settings.
MHCH 716	Course provides overview of critical issues including major theoretical frameworks, patterns and trends over time, and the development of family planning and reproductive health policy development.
MHCH 722	This course covers the main causes of maternal and under-five morbidity and mortality in developing countries and the policies, and research which address these causes.

Music

MUSC 146	The study of music in and as culture. Topics may include the performance cultures of Native America, south Asia, East Asia, Southeast Asia, Europe, and the Americas.
MUSC 234	Through the use of various ethnomusicological methodologies, students explore a range of non-Western musical systems and contexts.
MUSC 254	A survey of music's development from antiquity to 1750, in its stylistic, geographical, political, social, and cultural contexts.
MUSC 286	Music in the framework of its social, political, economic, and cultural contexts.
MUSC 355	Course will address a particular genre, composer, compositional issue, or repertoire, including non-Western and popular music.

Naval Science

NAVS 311	Survey of the evolution of warfare through the study of selected campaigns and classic battles, with special emphasis on the evolution of war, the military impact of leadership, and the evolution of tactics and weaponry.
NAVS 411	A survey of the projection of sea power ashore, with special emphasis on the evolution of amphibious warfare in the 20th century and the study of historical amphibious landings and campaigns.

Nutrition

NUTR 745	Provides a broad overview of international nutrition research issues, programs, and policies.
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City & Regional Planning

PLAN 246	Introduction to the evolution of cities in history, to the concept of urban morphology or form, and to the different elements of the urban system and how they have changed over time.
PLAN 330	Course introduces students to theories, principles, and measurement of sustainability; provides an overview of sustainability in domestic and international contexts.
PLAN 651	Lecture course on comparative urbanism and the global evolution of the city form.
PLAN 744	Coordination of public powers and private actions to implement development plans and conserve environmental resources.

PLAN 773 Fundamental concepts and theories applied to local economic development including growth, trade, product-cycle, foreign investment, and entrepreneurship theories. Urban and regional development issues addressed in the North American, South American, and South Asian contexts.

Public Policy

PLCY 051 Explores linkages among nations, global environmental institutions, and the environmental problems they cause and solutions.
 PLCY 110 Introduces students to some of the most pressing issues facing populations around the globe and to possible policy responses.
 PLCY 352H Focuses on a study of domestic and international affairs within the United States policy-making process, taught in Washington, D.C.
 PLCY 570 Course focuses on rights-based approaches to health, applying a human rights perspective to selected public health problems and interventions.
 PLCY 717 Examines the role of institutions in the analysis of public policy formulation, implementation, and evaluation

Political Science

POLI 130 Highlights comparative method by seeking to understand differences among diverse states on several continents.
 POLI 150 The analysis of politics among nations.
 POLI 150H Honors section of POLI150
 POLI 150L Students will design and conduct independent research related to international politics.
 POLI 210 Survey of international social, political, and cultural patterns in selected societies of Africa, Asia, America, and Europe. Includes comparative analysis of conflicts and change in different historical contexts.
 POLI 252 Examines international organizations and their relationships with and impact upon international politics, international law, and global issues.
 POLI 253 Examination of selected topics in international relations, such as security and defense, international integration, and international development.
 POLI 255H Explores the moral, economic, political, and cultural dimensions of international migration.
 POLI 442 Theories of international political economy, major trends in international economic relations, selected contemporary issues.
 POLI 443 Emphasizes the impact of the bureaucratic process on the content of foreign policy.
 POLI 731 The theories, concepts, and mechanisms of political change, with particular attention to processes of development and political change in the new nations of Africa, Asia, and Latin America.
 POLI 750 Central issues and major theoretical developments in the field of international relations, focusing on system structure, international law, security issues, and decision making.

Public Health

PUBH 500 Students exchange points of view with globally experienced faculty at UNC-Chapel Hill.
 PUBH 704 Students gain a broader understanding of population-based global health issues and social determinants of health.
 PUBH 711 Explores contemporary issues/controversies in global health through an interdisciplinary perspective.
 PUBH 712 Introduces students to the theoretical and practical aspects of public health ethics.
 PUBH 714 Fundamental concepts/tools for monitoring/evaluating public health programs including HIV/AIDS/STDs, maternal and child health, environment, and nutrition. Small group work to create M&E plan for global health case-study.

Peace, War & Defense

PWAD 350	Introduction to the problem of war and violent conflict in human experience and the contemporary world
PWAD 369	Survey of America's military experience in the 20th century, focusing on national security policy, military institution II, the Cold War, the Korean and Vietnam Wars, and recent interventions.
PWAD 351	History of warfare from its prehistoric origins to the present
PWAD 444	Examines the government's response to terrorism, the internal implications of terrorists' campaigns, and prospects for
PWAD 659	Study of literary works written in English concerning World War I, or the Spanish Civil War and World War II, or th

Religious Studies

RELI 102	Forms of religious expression as embodied in several important religious traditions
RELI 385	Multifaceted ways in which Muslims in the modern and contemporary periods have approached, experienced, and in

Sociology

SOCI 058	Comparative and multidisciplinary perspective on how globalization affects labor markets and inequality.
SOCI 101	Sociology as a discipline that includes study of differences and equality, social structure and institutions, culture, soc
SOCI 111	Introduction to comp sociology. Major types of society are analyzed, together with major patterns of social change.
SOCI 121	Social and economic causes of population structure and change. Illustrations drawn from developing countries and th regions and sections of the United States.
SOCI 122	Examination of domination and subordination in general and in specific institutional areas (e.g., economy, polity) al lines.
SOCI 130	Comparative analysis of kinship systems and family relations.
SOCI 416	Focus on international migration and social membership/citizenship across a number of advanced industrial immigr
SOCI 420	Reciprocal influences of state and social organizations upon each other; social bases for political authority, stability,
SOCI 870	Focuses on substantive and theoretical issues in this field and their intellectual origins.

Social Work

SOWO 880	Examines perspectives and models of sustainable development.
SOWO 881	Assist students to learn development practice in global settings; compus on competent practice with marginalized po

School of Public Health General

SPHG 700	Explores history of public health, examines concepts and how public health are integrated to promote health at local
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Women's and Gender Studies

WGST 101	Interdisciplinary exploration of gender, race, class and sexuality in American society and internationally.
WGST 281	Examines the role of conflict in forming the US empire in the 20th and 21st century.
WGST 388	Takes a feminist political economy perspective on debates over current health issues of international concern, includ population control, and sexually transmitted infections.

Appendix 4. Performance Measure Form

1. Project Goal 1: Broadening access to Asian studies by students from historically underrepresented and underserved groups ¹									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A. Increase by 10% the number of underserved ¹ students enrolling in Asian language and non-language courses beyond the UNC requirement by the end of the grant cycle	<ol style="list-style-type: none"> 1. Support upper level Asian language course offerings and scholarships 2. Develop marketing materials, such as videos and flyers, targeting underserved groups and conduct outreach with the Office of Diversity and Inclusion, Covenant Scholars, and other relevant groups 	Number of underserved students who enroll in Asian studies courses	Annual	Office of Institutional Research and Assessment	1,806 ²	1,850	1,896	1,940	1,986
B. Increase by 10% the number of underserved students enrolling in Asian studies courses at WSSU and Durham Tech	<ol style="list-style-type: none"> 1. Track participation rates of students in language and non-language Asian studies courses 2. Conduct focus groups with underserved students in these courses 	Number of underserved students who enroll in Asian studies courses	Annual	Office of Registrar; Students	0 ³				
C. Increase by 20% the number of underserved students applying for UNC global opportunities related to Asia, including FLAS, the CGI Award, Global Take Off, and Passport to Go! by the end of the grant cycle.	<ol style="list-style-type: none"> 1. Conduct information sessions on global funding opportunities to first-year and transfer students at New Student and Family Orientation 2. Develop social media messaging targeting underserved groups 3. Survey all incoming students (via Admissions Office) about whether they have a passport and invite those who do not to apply for Passport to Go! 	Number of underserved students who apply for global funding opportunities offered by UNC	Annual	Center for Global Initiatives program applications & UNC NRC FLAS Common Application	93 ⁴	97	102	106	111

¹ To ensure consistent data collection, we define “underserved” students as students with financial need, first-generation college students, students of color, LGBTQ students, transfer students, male students, and students with disabilities.

² This number currently reflects first-generation college students from 2016-2017.

³ This number will report actual values once information is gathered and prepared for the IRIS performance report.

⁴ This number currently reflects FLAS applications to study Asian languages by students of color and will report actual values once info is gathered.

1. Project Goal 2: Internationalize the curriculum and increase faculty and student involvement in global issues, activities and dialogue through the implementation of the NC Global Distinction program in at least 22 community colleges over the grant cycle

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A. Increase by 4 the number of community colleges that participate in the NC Global distinction program over the grant cycle	<ol style="list-style-type: none"> 1. Develop a joint strategic plan of action with defined timeline, roles and responsibilities to increase the number of community colleges participating in the NC Global Distinction Program 2. Recruit new colleges for the NC Global Distinction initiative and convince faculty at the participating colleges to take part in the initiative 3. Help community colleges gain approval from college administrations to join the initiative 	# of community colleges that participate in the NC distinction program	Annual	World View Reports	16	17	18	19	20
B. Increase by 4 the number of colleges that institutionalize the NC Global Distinction program ⁵	<ol style="list-style-type: none"> 1. Create curriculum development teams at each participating community colleges and provide professional development for faculty at participating colleges 	# of courses and activities that integrate or update global content	Annual	World View Reports	18	19	20	21	22

- NC Global Distinction Program includes the following:
 - ✓ students complete at least 15 credit hours of globally intensive courses,
 - ✓ students participate in 8 international activities and dialogue
 - ✓ students gain global experience (30 hours of participation in either study abroad or a domestic intercultural experience)
 - ✓ Students give a capstone presentation related to their global learning participation

<p>by offering internationalized courses and global activities over the grant cycle</p>	<p>2. Provide funding, technical support (which could include modules to infuse connections, context, and content about area studies), and university research visits for community college curriculum teams to create globally intensive courses</p> <p>3. Support international activities and dialogue at community colleges through speakers, films, webinars, webcasts and other activities that educate and inspire faculty and students about key issues in the focus areas of participating NRCs</p>	<p># of activities/events with global content at the participating community colleges</p>							
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✓ Students completing this program have “Graduated with Global Distinction” on their transcript

1. Project Goal 3: Increase and expand Asia content in courses taught in schools of education, and further develop Asia-related teacher training and activities for K-16 educators									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A. Increase the number of SoE courses that include Asian studies content over the grant cycle	1. Provide 1 course development grant to UNC-CH School of Education faculty to revise courses to include Asian studies content, Y1-4 2. Provide 1 course development grant to UNC-W Watson School of Education faculty to revise courses to include Asian studies content, Y1-4	Number of SoE with Asian studies content	Annual	School of Education Records (UNC-CH and UNC-W)	8	10	12	14	16
B. Increase number of K-16 workshops with Asia focus	1. Provide annual summer workshop for K-16 educators in collaboration with World View and/or NCTAN 2. Provide an additional K-16 workshop either during the fall or spring in collaboration with World View and/or NCTAN	Number of workshops per year	Annual	NCTAN	1	2	4	6	8
C. Strengthen institutional capacity of UNC System SoEs to include language pedagogy related to Asian Studies with at least 3 Schools of Education in the UNC System	1. Each fall, faculty and pre-service teachers from at least one UNC SoE participate in annual LTL ⁶ pedagogy webinar 2. After participating in webinar, SoE and pre-service teachers participate as judges and/or observers in LTL research symposium.	Number of participating UNC System Schools of Education	Annual	Schools of Education Records	0	1	2	3	4

⁶ Together with all UNC NRCs, CAC hosts an annual Learning Through Languages research symposium for NC high school students (priority given to Title 1 schools) present on a research topic in their foreign language (Arabic, French, German, Japanese, Russian, and Spanish)

Appendix 5. Letters of Support

1. UNC-Chapel Hill
2. Durham Technical Community College
3. Winston-Salem State University
4. UNC-Wilmington School of Education
5. World View



June 20, 2018

Dear Review Committee,

On behalf of the University of North Carolina at Chapel Hill, we offer our highest level of support for the Carolina Asia Center's application for funding under the Title VI program.

This grant will provide necessary resources to advance the University's mission of supporting area studies and global studies within the College of Arts and Sciences. The work enabled by this grant will also benefit our entire campus and collaborating institutions and help train the next generation of professionals and scholars in the study of Asia. The goals of the CAC application align well with the University's strategic framework, "The Blueprint for Next," which emphasizes adopting a global mindset, and particularly with the new "Global Guarantee" initiative that aims to make a global education possible for all Carolina students.

The center is led by Morgan Pitelka, professor in the Departments of Asian Studies and History. Dr. Pitelka is a globally recognized scholar of the history of late medieval and early modern Japan, with a focus on the methodology of material culture studies. As director of the center, Professor Pitelka has led the effort to obtain financial support for the CAC, securing private endowments to expand student study in Asian countries, winning international grants to expand the faculty, and identifying university funding to support community outreach.

The University demonstrates its commitment to the CAC's proposed projects in myriad ways, such as providing supplemental funding for Foreign Language and Area Studies through the Graduate School; staff support through the College, UNC Global, and the FedEx Global Education Center; funding for language faculty in the Department of Asian Studies; and salary support for scholars of Asia in various departments and schools across campus.

With the support of Title VI, the CAC will continue to provide a vital public service function by sharing important resources and information with key members of communities across North Carolina, the nation, and beyond, as well as working to develop models promoting best practices in pedagogy and education.

We would also like to recognize the significance of the Title VI program not just for the CAC but for the University, North Carolina, and the nation. In light of the significant impact of the National Resource Center and Foreign Language Area Studies programs, as well as the strength and effectiveness of the CAC's efforts, we wholeheartedly endorse this application.

Sincerely,



Ronald P. Strauss
Executive Vice Provost
and Chief International Officer



Rudi Colloredo-Mansfeld
Senior Associate Dean for Social Sciences and
Global Programs
UNC College of Arts and Sciences



DURHAM TECH

Office of the President

June 4, 2018

To the Interested Reader:

With this letter, I extend Durham Technical Community College's wholehearted endorsement for the University of North Carolina at Chapel Hill's request for continued support for its Area Studies Centers. The University's request for Title VI funding to develop and strengthen international education programs aligns with Durham Tech's vision to empower learners to enrich the local and global communities.

Durham Tech's historical partnership with UNC Chapel Hill has been further strengthened with our collaboration with university's Area Studies Centers. This partnership has enabled Durham Tech to provide our students with the opportunity to become Global Distinctions Scholars by offering a variety of events and activities on a range of global topics. With support from the Area Studies Centers, Durham Tech has hosted nearly two dozen such events in the past two years and has strengthened our library collections, provided faculty development opportunities, and enhanced our curricular offerings to include focus on global issues.

Continued Title VI funding support will enable Durham Tech to further refine our existing curriculum with content focused on **Africa, Asia, Europe, East Europe, Eurasia, Latin America, the Middle East and Russia**, as well as to continue offering courses in area studies. Ongoing support will also enable us to update our library collections as needed to support these endeavors and plan related events on global topics for the campus community.

Durham Tech serves vibrant and diverse communities and it is essential that our students are exposed to and develop an understanding about diverse cultures and nationalities. Our work with UNC Chapel Hill's Area Centers has given us a pathway for creating experiences both inside and outside the classroom to provide that exposure. We highly value the expertise and support from the Area Centers in helping us foster global competence across campus and sincerely hope this work can continue in the future. It is for that reason that we offer our full endorsement for the University's request for continued Title VI support.

Sincerely,

A handwritten signature in blue ink, appearing to read 'W. Ingram'.

William G. Ingram
President

C: Dr. David Long



June 14, 2018

To Whom it May Concern,

As the Director for International Programs at Winston Salem State University (WSSU), I write to express support for the NRC proposals from the University of North Carolina at Chapel Hill. The NRC grant is extremely valuable for a minority serving institution such as Winston-Salem State University. It allows us to develop programs that would not be possible otherwise.

For the past four years WSSU has been in partnership with the Area Studies Centers there, and our faculty and students have benefitted enormously. In this partnership WSSU faculty members have created new language and non-language courses, and developed partnerships and linkages with institutions abroad. In addition, we have collaborated to host visiting scholars and co-curricular cultural events that have had a strong impact on our institution and our capacity to improve the global competencies and expertise of our students.

In the coming four years, WSSU looks forward to building on these collaborations, and expanding programs for world regions such as Africa, Asia, Europe, Latin America, the Middle East, and Russia. New courses, support for faculty research and conference travel, students who may apply for FLAS fellowships to study languages, and international linkages will greatly enhance our ability to meet our institution's global objectives in our 2016-21 strategic plan.

Thank you for your support.

Sincerely,

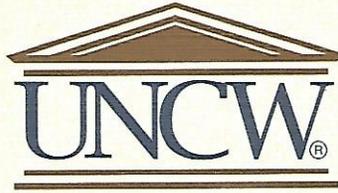
Joti Sekhon, Ph.D.
Director of International Programs
Professor of Sociology

A constituent institution of the University of North Carolina.

Winston-Salem State University is dedicated to providing equal opportunity in admissions and employment based on merit, and without discrimination based on race, color, creed, religion, gender, national origin, age, disability or veteran status, according to state and federal laws.

PR/Award # P015A180019

Page e175



UNIVERSITY of NORTH CAROLINA WILMINGTON

May 10, 2018

Dear Review Committee,

I am writing to express support to continue and expand collaborations with Area Studies Centers at the University of North Carolina at Chapel Hill. Faculty in the Watson College of Education believes that in the age of globalization, an intimate understanding of a foreign culture is both a valuable academic asset and an enriching personal experience. As a leader in education, faculty at UNCW-WCE is dedicated to providing education students with the opportunity to work and study in schools throughout the world, and our curriculum is increasingly infused with international content. Support for faculty to implement these goals is crucial.

Combined funding from our institution and Title VI grants will support our faculty in their effort to embed information about a world region in an existing course or to create a new course. This project supports the development of global scholars within the faculty for the purposes of embedding global concepts in their courses and encouraging them to act as mentors to other faculty. With this funding we plan to identify six global scholars within the faculty of Watson College of Education representing the following continents: **Middle East, Africa, Asia, Europe, East Europe, and Latin America**. The faculty in this project will work together to coordinate their efforts and offer students the opportunity to focus on various parts of the world, comparing and contrasting culture, environments, language, education, politics, and history, while preparing to be teachers in the United States.

In the past three years, our collaborations with UNC-CH have allowed faculty to conduct research abroad, collect authentic teaching materials, and lead study groups for pre-service teachers. Building on our institution's initiatives, this complementary funding has had a remarkable and significant impact on our ability to prepare North Carolina teachers for the globalized classrooms they will be entering. More than 2,000 pre-service and in-service PreK-12 teachers, faculty, and children have been impacted by this important funding.

Sincerely,

Susan Catapano, E.D.

Professor and International Coordinator

EARLY CHILDHOOD, ELEMENTARY, MIDDLE, LITERACY, AND SPECIAL EDUCATION
DONALD R. WATSON COLLEGE OF EDUCATION



CARR BUILDING
230 E. CAMERON AVENUE
CAMPUS BOX 8011
CHAPEL HILL, NC 27599-8011

T 919.962.9264
F 919.962.6794
worldview@unc.edu
worldview.unc.edu

May 25, 2018

Dr. Morgan Pitelka
Carolina Asia Center
University of North Carolina at Chapel Hill

Dear Review Committee:

UNC World View is a public service program at the University of North Carolina at Chapel Hill that for the past twenty years has provided professional development in global education to K-12 and community college educators throughout the state of North Carolina and beyond. Our goal is to equip educators with global knowledge, best practice, and resources to prepare students to engage in our interconnected and diverse world. I fully support the application of the Carolina Asia Center for National Resource Center Title VI funding.

Collaborating with the National Resource Centers at UNC Chapel Hill, World View is able to provide high quality programming in specific area studies to K-12 and community college educators. Large-scale symposia and seminars, workshops, global study visits, and on-site professional development offerings allow us to reach thousands of educators per year. With the support of the National Resource Centers we are also able to enhance our North Carolina Global Distinction Program, which is a national model. Presently we have 18 community college partnerships with intentional plans to expand.

A special focus of our work with the National Resource Centers is to provide outreach to underserved areas throughout the state, in both urban and rural communities. Our collaboration with the National Resource Centers will allow World View programs to continue to expand and offer access to high quality professional development to K-12 and community college educators throughout North Carolina.

I fully support the application of Title VI funding for the National Resource Centers and look forward to continue to work with them in the years to come to significantly increase the depth and breadth of professional development in global education for K-12 and community college educators.

Sincerely,

Director, World View

Carolina Asia Center UNC-CH

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

Supplemental Information to Meet Statutory Requirements

Diverse Perspectives in Funded Activities:

The mission of the Carolina Asia Center is to positively transform the UNC community and the residents of North Carolina's understanding of and relationship with Asia, and to equip students and others with the knowledge of Asia to assume global leadership roles. All CAC activities, including those proposed here for funding are, to the greatest extent possible, open to the public and designed to generate debate on Asia and related global issues. The CAC plans programs and events to generate discussion between a diverse range of stakeholders from all sectors of our university, other institutions in our region, the state government, and the general public. These values inform our support of scholarship, curricular development, teacher training, cultural competency, outreach to local, regional, and national audiences, and partnership with organizations in North Carolina and in Asia. All participants in CAC activities are encouraged to express diverse perspectives and a wide range of views.

Areas of National Need:

The Carolina Asia Center's activities concern a world region (Asia) identified as a national need by multiple federal agencies and the Department of Education. All of the languages offered by the CAC meet areas of national need (Arabic, Chinese, Hindi-Urdu, Japanese, Korean, and Persian).

Our proposed activities will encourage government service and careers in education, business, and non-profit sectors. In collaboration with other UNC-CH NRCs and professional schools, every year all FLAS fellows will engage in an orientation to careers in government service. Furthermore, the CAC will partner with the Department of Asian Studies and the University Career Services Center to offer an annual Asian job fair, which will emphasize the range of employment opportunities related to government, education, business, and non-profits. These activities will augment already established and institutionally supported annual career programs and social networking sites which are designed to promote international government service, non-profit careers, and international opportunities such as Peace Corps.

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: \$221,305 Year 2: \$223,884 Year 3: \$221,366 Year 4: \$220,870

FLAS Request

Year 1: \$324,000 Year 2: \$258,000 Year 3: \$258,000 Year 4: \$258,000

Type of Applicant

- Single institution University of North Carolina at Chapel Hill
 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 checked="" 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.

Arabic, Chinese, Hindi-Urdu, Japanese, Korean, Persian

Carolina Asia Center



THE UNIVERSITY
of **NORTH CAROLINA**
at **CHAPEL HILL**

Origination: 10/1/2005
Effective: 4/1/2016
Last Approved: 4/1/2016
Last Revised: 4/1/2016
Next Review: 12/31/2018
Issuing University Officer: *Becci Menghini*
Senior Associate
Vice Chancellor
Responsible Unit: *Workforce Strategy,*
Equity & Engagement

University Policy Statement on Non-Discrimination

Policy Statement

The University is committed to providing an inclusive and welcoming environment and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with these principles and applicable laws, it is therefore the University's policy not to discriminate on the basis of age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation or veteran status as consistent with the University's Policy on Prohibited Discrimination, Harassment and Related Misconduct. No person, on the basis of protected status, shall be excluded from participation in, be denied the benefits of, or be subjected to unlawful discrimination, harassment, or retaliation under any University program or activity, including with respect to employment terms and conditions. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

Procedures

Any University unit that publishes materials that contain the University's Policy Statement on Non-Discrimination should include all bases of non-discrimination (age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status) in that material, as follows:

For educational materials:

The University of North Carolina at Chapel Hill is committed to equality of educational opportunity. The University does not discriminate in offering access to its educational programs and activities on the basis of age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status. The Equal Opportunity and Compliance Office (137 E. Franklin Street, Suite 404, CB #9160, Chapel Hill, NC 27599-9160 or (919) 966-3576) has been designated to handle inquiries regarding the University's non-discrimination policies.

For employment materials:

The University is an equal opportunity, affirmative action employer and welcomes all to apply without regard to age, color, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex,

or sexual orientation. We also encourage protected veterans and individuals with disabilities to apply.

Related Statutes and Policies

- Title II of the Genetic Information Nondiscrimination Act of 2008
- Title IV of the Civil Rights Act of 1964
- Title VI of the Civil Rights Act of 1964
- Title VII of the Civil Rights Act of 1964
- Title IX of the Education Amendments Act of 1972
- Age Discrimination Act of 1975
- Age Discrimination in Employment Act of 1967
- Rehabilitation Act of 1973
- Americans with Disabilities Act of 1990
- Vietnam Era Veterans Readjustment Act of 1974
- Equal Pay Act of 1963
- Executive Order 11246
- Executive Order 13672
- Policy on Prohibited Discrimination, Harassment and Related Misconduct available at (<http://policies.unc.edu/files/2013/04/PPDHRM.pdf>)
- Policy on Non-Discrimination for Student Organizations available at (<http://policies.unc.edu/policies/student-org-dondiscrim/>)
- Policy on Non-Discrimination for Program Participants available at (<http://policies.unc.edu/files/2013/10/PNPP.pdf>)
- ADA Reasonable Accommodations in Employment Policy available at (<http://policies.unc.edu/files/2013/05/ADA-Reasonable-Accommodations.pdf>)
- SHRA Grievance Policy available at (http://northcarolina.edu/sites/default/files/documents/final-university_shra_employee_grievance_policy-eff-2016-02-01.pdf)
- EHRA Non-Faculty Grievance Policy available at (<http://hr.unc.edu/policies-procedures-systems/epa-non-faculty-employee-policies/dispute-resolution-and-grievance/epa-non-faculty-grievance-policy-of-the-university-of-north-carolina-at-chapel-hill/>)
- Faculty Grievance Procedures available at (<http://faccoun.unc.edu/faculty-code-and-policies/procedures-for-the-faculty-grievance-committee/>)
- Post-Doctoral Scholar Policy available at (<http://research.unc.edu/files/2013/06/Postdoctoral-Scholar-Policy-April-2013-Version-00065688.pdf>)

Contacts

Any inquiries regarding the University's non-discrimination policies should be brought to the attention of one of the following administrators:

Discrimination in employment or educational programs and activities	Brandon Washington EOC Director University EO/Disability Coordinator 137 E Franklin St., Suite 404 CB# 9160 Chapel Hill, NC 27599-9160 919-966-3576
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Sex discrimination in educational programs and activities	Adrienne Allison Director of Title IX Compliance/ Title IX Coordinator 137 E Franklin St., Suite 404 CB# 9160 Chapel Hill, NC 27599-9160 919-445-1577

The University's Counseling and Psychological Services (919-966-3658) and the Ombuds Office (919-843-8204) are available to provide confidential assistance to students. The University's Ombuds Office (919-843-8204) is also available to provide confidential assistance to faculty and staff. Employees may also seek help through the Employee Assistance Program (877-314-5841).

Inquiries concerning the application of non-discrimination laws may be referred to the University officials listed above or to the Office for Civil Rights, United States Department of Education. For further information about OCR and its jurisdiction, visit <http://www2.ed.gov/about/offices/list/ocr/index.html> or call 1-800-421-3481.

If you need assistance in reviewing materials or have additional questions about this Policy, please contact the Equal Opportunity and Compliance Office (919-966-3576).

Document History

- Effective Date: October 2005
- Last Revised Date: February 2018

All revision dates:

4/1/2016

Attachments:

No Attachments

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

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

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	A	B	C	D	E	F	G	H
1	The University of North Carolina at Chapel Hill							
2	Carolina Asia Center							
3	FEDERAL FUNDING OPPORTUNITY NUMBER: ED-GRANTS-052518-001							
4	NATIONAL RESOURCE CENTERS PROGRAM AND FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS PROGRAM							
5								
6								
7								
8	The Carolina Asia Center at the University of North Carolina at Chapel Hill							
9	National Resource Center and Foreign Language and Area Studies Fellowships Program							
			Budget August 15 2018- August 14, 2019 (Y1)	Budget August 15 2019-August 14, 2020 (Y2)	Budget August 15 2020-August 14, 2021 (Y3)	Budget August 15 2021-August 14, 2022 (Y4)	Total	Narrative Page(s) #
10	LINE ITEMS	NRC Priorities						
11	1. PERSONNEL							
12	Salary							
13	Staff							
14	Associate Director, Mary Lagdameo, at 0.75 and Outreach Director at 0.25 FTE, base salary (\$60,000) at 1 FTE (50% covered by Title VI); 3% annual increase	AP 1, 2; CPP 1, 2	\$ 30,000	\$ 30,900	\$ 31,827	\$ 32,782	\$ 125,509	6, 8, 9, 10, 15, 24, 41-46
15	Program Associate, Shuyi Lin, at 1 FTE @ \$33,000 (50% covered by Title VI); 3% annual increase	AP 1	\$ 16,500	\$ 16,995	\$ 17,505	\$ 18,030	\$ 69,030	9, 10, 41
16	Graduate Student Outreach Assistant; part-time (10 hours per week), \$14/hour, 13 weeks per term, 2 terms	AP 1, 2	\$ 3,640	\$ 3,640	\$ 3,640	\$ 3,640	\$ 14,560	2
17	Language Instructors							
18	Chinese Language Instructor, Daniel Qiao, for "Medical Chinese" course per year; \$5,000 per course (lump sum payment); one course each year	AP 1	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000	1, 6, 33
19	Area Studies							
20	Southeast Asia Languages and Cultures Content Course Instructor, Becky Butler, 100% covered by Title VI; \$7,000 per course (lump sum payment), one course per year	AP 1	\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000	\$ 28,000	1
21	LAC Instructors							
22	LAC Administrator, Rob Anderson, \$2,000 per year (lump sum payment) Y1-Y4	AP 1	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000	1, 6, 33
23	LAC Arabic, Bud Kauffman, \$1000 per course (lump sum payment); one course each year	AP 1	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000	1,6,33
24	LAC Chinese, Luoyi Cai, \$5000 per course (lump sum payment); one course each year	AP 1	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000	1, 6, 33
25	Opening Access and Breaking Barriers							
26	Program Officer for Opening Access and Breaking Barriers, Brandy Arellano, contribute \$1000 per year or 2% of 1.0 FTE base rate of \$48,426	AP 1, 2; CPP 1	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000	5, 13, 15-18
27								
28	Sub-total		\$ 71,140	\$ 72,535	\$ 73,972	\$ 75,452	\$ 293,099	
29	2. BENEFITS							
30	Staff							
31	Associate Director, Mary Lagdameo, at 0.75 and Outreach Director at 0.25 FTE, total (\$60,000) at 1 FTE (50% covered by Title VI); benefits includes basic fringe @ 23.897% of the salary and prorated health insurance cost of \$5,869	AP 1, 2; CPP 1, 2	\$ 10,104	\$ 10,319	\$ 10,540	\$ 10,768	\$ 41,731	6, 8, 9, 10, 15, 24, 41-46
32	Program Associate, Shuyi Lin, at 1 FTE @ \$33,000 (50% covered by Title VI), benefits includes basic fringe @ 23.897% of the salary and prorated health insurance cost of \$5,869	AP 1	\$ 6,878	\$ 6,996	\$ 7,118	\$ 7,243	\$ 28,234	9, 10, 41
33	Graduate Student Outreach Assistant; part-time (10 hours per week), \$14/hour, 13 weeks per term, 2 terms; fringe at 8.99%	AP 1, 2	\$ 327	\$ 327	\$ 327	\$ 327	\$ 1,309	2
34	Language Instructor							
35	Chinese Language Instructor, Daniel Qiao, for "Medical Chinese" course per year, benefits include 8.99% fringe	AP 1	\$ 450	\$ 450	\$ 450	\$ 450	\$ 1,798	1, 6, 33
36	Area Studies							
37	Southeast Asia Languages and Cultures Content Course Instructor, Becky Butler, benefits include basic fringe @ 23.897%	AP 1	\$ 1,673	\$ 1,673	\$ 1,673	\$ 1,673	\$ 6,691	1
38	LAC Instructors							
39	LAC Administrator, Rob Anderson, benefits include basic fringe @ 23.897%	AP 1	\$ 478	\$ 478	\$ 478	\$ 478	\$ 1,912	1, 6, 33
40	LAC Arabic, Bud Kauffman, benefits include fringe @ 23.897%	AP 1	\$ 239	\$ 239	\$ 239	\$ 239	\$ 956	1, 6, 33

	A	B	C	D	E	F	G	H
			Budget August 15 2018- August 14, 2019 (Y1)	Budget August 15 2019-August 14, 2020 (Y2)	Budget August 15 2020-August 14, 2021 (Y3)	Budget August 15 2021-August 14, 2022 (Y4)	Total	Narrative Page(s) #
10	LINE ITEMS	NRC Priorities						
41	LAC Chinese, Luoyi Cai, benefits include basic fringe @ 23.897%	AP 1	\$ 1,195	\$ 1,195	\$ 1,195	\$ 1,195	\$ 4,779	1, 6, 33
42	Opening Access and Breaking Barriers							
	Program Officer for Opening Access and Breaking Barriers, Brandy Arellano, benefits include basic fringe 23.897% of the salary and the prorated health insurance cost of \$5869	AP 1, 2; CPP 1	\$ 356	\$ 356	\$ 356	\$ 356	\$ 1,425	5, 13, 15-18
44	Sub-total		\$ 21,699	\$ 22,032	\$ 22,375	\$ 22,729	\$ 88,835	
45								
46	Total Personnel		\$ 92,839	\$ 94,567	\$ 96,347	\$ 98,181	\$ 381,934	
47								
48	3. TRAVEL							
49								
50	Domestic Travel							
	Staff travel for state and national conferences, professional development (e.g. to attend Title VI Directors meeting, Asian Studies conferences, Diversity Abroad Network Conference, and other meetings); \$2,500 per year (costs include airfare, ground transportation and per diem - use federal per diem rates); cost is reasonable based on airfare for both staff, Mary Lagdameo and Shuyi Lin, to travel	AP 1, 2; CPP 1, 2	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 10,000	6
52	Local staff travel for MSI collaboration and outreach; \$200 per year (costs include ground transportation between UNC-CH and WSSU or Durham Tech)	AP 1, 2; CPP 1, 2	\$ 200	\$ 200	\$ 200	\$ 200	\$ 800	3, 6
53	Domestic Travel expenses for Asian Librarian; \$1,000 per year (costs include airfare, ground transportation and per diem - use federal per diem rates); cost is reasonable for librarian to visit at least one state plus ground transport and per diem	AP 1, 2; CPP 1, 2	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000	2
54	International Travel							
	Language Instructor Professional Development travel - international and domestic conference travel (e.g. OPI certification and re-certification, Center for Advanced Research on Language Acquisition summer institute, or abroad summer training institutes/conferences) \$6,000 per year (costs include airfare, ground transportation and per diem - follow FAA and use State Dept or federal per diem rates)	AP 1	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 24,000	1, 6, 9
56	Partial travel costs to collect library materials on Asia (partial airfare and per diem), will comply with Fly America Act; \$2,000 per year in Y1 and Y3 (costs include airfare, ground transportation and per diem - follow FAA and use State Dept per diem rates); cost is reasonable based on average airfare expenses, etc. to Asia	AP 1, 2; CPP 1, 2	\$ 2,000		\$ 2,000		\$ 4,000	2, 6, 25
57	Staff travel for international conferences, linkages and collaborations to promote Asia related programs; \$2,000 per year in Y2 and Y4 (costs include airfare, ground transportation and per diem - follow FAA and use State Dept per diem rates); cost is reasonable for airfare for 1 staff member to travel Y2 and Y4	AP 1, 2; CPP 1, 2		\$ 2,000		\$ 2,000	\$ 4,000	6, 22
58	Sub-total Travel		\$ 11,700	\$ 11,700	\$ 11,700	\$ 11,700	\$ 46,800	
59	4. EQUIPMENT							
60	None							
61	Sub-total		\$ -	\$ -	\$ -	\$ -	\$ -	
62	5. SUPPLIES							
63	General Supplies for Program Implementation							
64	Supplies for Title VI program implementation; \$500 per year (conference and workshop promotional materials, software, computers, general offices supplies)	AP 1, 2; CPP 1, 2	\$ 500	\$ 500	\$ 500	\$ 500	\$ 2,000	6, 17
65	Objective 1: Strengthen Asian Languages and Area Studies							
66	Asia Library Resources Acquisition; \$6,000 per year (costs include books, journal subscriptions, and other library materials with Asia content)	AP 1, 2; CPP 1, 2	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 24,000	2, 6, 25
67	Sub-total Supplies		\$ 6,500	\$ 6,500	\$ 6,500	\$ 6,500	\$ 26,000	
68	6. CONTRACTUAL							

	A	B	C	D	E	F	G	H
	LINE ITEMS	NRC Priorities	Budget August 15 2018-August 14, 2019 (Y1)	Budget August 15 2019-August 14, 2020 (Y2)	Budget August 15 2020-August 14, 2021 (Y3)	Budget August 15 2021-August 14, 2022 (Y4)	Total	Narrative Page(s) #
10	Durham Technical Community College - subcontract includes funding for partial instructional costs for History and Art Appreciation courses and Arabic language courses (costs include salary and fringes @ 7.65%), course development grants and conference travel grants (costs include materials, travel expenses - follow FAA and use State Dept or federal per diem rates), library funds to purchase Asia-related materials (books, journal subscriptions, and other library materials), indirect costs of 8%							
69	Winston Salem State University - subcontract includes funding for program and curriculum development: conferences, events and curriculum development grants (costs include speaker fees, promotional materials, supplies, airfare, lodging, ground transportation and per diem - use federal per diem rates); conference travel grants (costs include airfare, lodging, ground transportation and per diem - follow FAA and use State Dept or federal per diem rates); WSSU staff travel for MSI collaboration and outreach (costs include ground transportation); indirect costs of 8%	AP 1; CPP 1	\$ 8,838	\$ 8,838	\$ 8,838	\$ 8,838	\$ 35,351	3, 6, 16, 28, 41, 44, 48-49
70		AP 1; CPP 1	\$ 4,536	\$ 6,696	\$ 6,696	\$ 6,696	\$ 24,624	3, 6, 16, 27-28, 41, 44, 48-49
71	Sub-total Contractual		\$ 13,374	\$ 15,534	\$ 15,534	\$ 15,534	\$ 59,975	
72	7. CONSTRUCTION - N/A							
73	8. OTHER							
74	Objective 1: Strengthen Asian Languages and Area Studies (Absolute Priority)							
75	<u>Languages</u>							
76	<u>LCTLs</u>							
77	Language course development grants (Arabic, Chinese, Korean, Hindi/Urdu, Japanese, Persian); \$1,000 per award for each language at 6 awards per year (costs include materials, travel expenses - follow FAA and use State Dept or federal per diem rates)	AP 1	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 24,000	1, 6
78	Language Instructors, Eric Henry, Rungsima Kullapat, Margaretha Secord, Southeast Asian language workshops for students traveling to SE Asia for study abroad and or research (Indonesian, Thai and Vietnamese) \$1000 per workshop per language Y1-4	AP 1	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 12,000	1, 6, 32
79	<u>Area Studies</u>							
80	Curriculum/Course Development Grants to develop or improve Asia content course university wide; \$1,500 per award at 6 awards per year (costs include materials, travel expenses - follow FAA and use State Dept or federal per diem rates)	AP 1	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000	\$ 36,000	2, 6, 13
81	Faculty Conference Travel Grants for domestic or international travel to present research or collaborate with institutions and/or organizations; \$1,000 per award at 5 awards per year (costs include airfare, ground transportation, per diem - follow FAA and use State Dept or federal per diem rates); costs are reasonable based on estimate of \$1000 for either domestic or international airfare per award	AP 1	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000	2
82	Generate Debate on Asia Locally, Regionally, and Nationally							
83	Local							
84	East Asia faculty-organized and student led speakers. Costs include speaker fees, information dissemination, and travel expenses; \$4,800 per year; costs are reasonable, based on faculty adviser that oversees activities	AP 1	\$ 4,800	\$ 4,800	\$ 4,800	\$ 4,800	\$ 19,200	2, 6
85	Southeast Asia faculty-organized and student led speakers. Costs include speaker fees, information dissemination, and travel expenses; \$4,800 per year; costs are reasonable, based on faculty adviser that oversees activities	AP 1	\$ 4,800	\$ 4,800	\$ 4,800	\$ 4,800	\$ 19,200	2, 6
86	South Asia faculty-organized and student led speakers. Costs include speaker fees, information dissemination, and travel expenses; \$4,800 per year; costs are reasonable, based on faculty adviser that oversees activities	AP 1	\$ 4,800	\$ 4,800	\$ 4,800	\$ 4,800	\$ 19,200	2, 6
87	Global Korea Conference (Y1); Inter-Asian Global Cities Conference (Y2); \$5,000 per conference in Y1 and Y2 (costs include promotional materials, speaker fees and travel expenses)	AP 1	\$ 5,000	\$ 5,000			\$ 10,000	2, 6
88	Regional and National							

	A	B	C	D	E	F	G	H
	LINE ITEMS	NRC Priorities	Budget August 15 2018- August 14, 2019 (Y1)	Budget August 15 2019-August 14, 2020 (Y2)	Budget August 15 2020-August 14, 2021 (Y3)	Budget August 15 2021-August 14, 2022 (Y4)	Total	Narrative Page(s) #
89	UNC System Asian Scholar Network Conference. Costs include speaker fees for keynote speakers, participant travel costs, lodging for selected participants, banners, supplies, and ground transportation. \$1,000 per year in Y1 and Y3; \$2,500 per year in Y2 and Y4 to include keynote speaker; costs are reasonable based on previous conferences	AP 1, 2; CPP 1, 2	\$ 1,000	\$ 2,500	\$ 1,000	\$ 2,500	\$ 7,000	2, 6, 10-11, 27, 44
90	Triangle East Asia Consortium to organize symposia, workshops, and seminars. (Costs include promotional materials, speaker fees, travel expenses); \$1,000 per year; costs are reasonable per faculty adviser	AP 1	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000	2, 6
91	Triangle Center for Japanese Studies to organize symposia, workshops, and seminars and to form collaborations to strengthen Japanese studies in the region. (Costs include promotional materials, speaker fees, travel expenses); \$1,750 per year; costs are reasonable per faculty adviser	AP 1	\$ 1,750	\$ 1,750	\$ 1,750	\$ 1,750	\$ 7,000	2, 6
92	Institutional Dues to promote linkages with Asian Institutes; \$1,250 per year	AP 1	\$ 1,250	\$ 1,250	\$ 1,250	\$ 1,250	\$ 5,000	2
93								
94	Objective 2: Collaborations with MSIs (Competitive Preference Priority 1)							
95	MSIs and Community College - see "Contractual" above							
96								
97	Community Colleges							
98	Internationalization of Community Colleges' curriculum and activities. Costs include recruitment, professional development, and technical support to infuse Asia content for NC Global Distinction Program/World View; \$2,000 per year	CPP 1	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000	3, 6, 11, 16, 43-44, 49
99								
100	Objective 3: Collaboration with Teacher Education Providers and Outreach (Competitive Preference Priority 2)							
101	Professional and curriculum development grants for UNC-CH School of Education faculty; \$1,500 per year in Y1 and Y2; \$1,000 in Y3, \$750 in Y4 (costs include materials, travel expenses - follow FAA and use State Dept or federal per diem rates)	AP 2; CPP 2	\$ 1,500	\$ 1,500	\$ 1,000	\$ 750	\$ 4,750	3-4, 6
102	Professional and curriculum development grants for Global Scholars Program for UNC-Wilmington Watson School of Education faculty; \$2,000 per award per year (costs include materials, travel expenses - follow FAA and use State Dept or federal per diem rates)	AP 2; CPP 2	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000	4, 6
103	Education Conference for UNC-CH School of Education; \$5,000 per workshop in Y1 and Y3 (costs include promotional materials, speaker fees and travel expenses)	AP 2; CPP 2	\$ 5,000		\$ 5,000		\$ 10,000	4, 6
104	Professional Development							
105	K-12 teacher professional development training and enhancement seminars (World View); \$3,000 per year (costs include promotional materials, speaker fees and travel expenses)	AP 2; CPP 2	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 12,000	4, 6, 10, 16, 18, 22, 24, 41-43, 50
106	K-12 and Community College Asia Specific Study Programs; (World View) \$4,000 per year (costs include promotional materials, speaker fees and travel expenses)	AP 2; CPP 2	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 16,000	4, 6, 10, 16, 18, 22, 24, 41-43, 50
107	Summer Workshops for K-12 or Community College Instructors with NCTAN. (costs include speaker fees, materials, travel and per diem - use federal per diem rates); \$1,000 per year	AP 2; CPP 2	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000	4, 6, 17, 41, 50
108	LCTL							
109	Teaching Workshop for Japanese Teachers (K-16) in NC (costs include speaker fees, travel expenses); \$1,200 per year	AP 1, 2	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 4,800	4, 6, 34
110	Learning Through Languages Research Symposium for high school students (costs include promotional materials, consultant fees); \$1,500 per year	AP 1, 2; CPP 2	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 6,000	4, 6, 42, 50
111	Access to Course Materials on Asia							
112	Asian culture kit and resource development for K-12 and Community Colleges - Carolina Navigators and CAC Asia culture kit (costs include materials for culture kits and books); \$800 per year	AP 1, 2; CPP 1, 2	\$ 800	\$ 800	\$ 800	\$ 800	\$ 3,200	5, 41-42, 50
113								

	A	B	C	D	E	F	G	H
			Budget August 15 2018- August 14, 2019 (Y1)	Budget August 15 2019-August 14, 2020 (Y2)	Budget August 15 2020-August 14, 2021 (Y3)	Budget August 15 2021-August 14, 2022 (Y4)	Total	Narrative Page(s) #
10	LINE ITEMS	NRC Priorities						
	Objective 4: Outreach to Media, Business, Government Officials, and the General Public							
114	Outreach materials improvement (costs include printing costs); \$500 per year	AP 1, 2; CPP 1, 2	\$ 500	\$ 500	\$ 500	\$ 500	\$ 2,000	5
116	Global Asia film series (costs include film screening rights); \$2,000 per year	AP 1	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000	5-6
117	Gamelan (Gamelan artist-in-residence musician program); (costs include airfare, ground transportation, and per diem - use federal per diem rates); \$2,000 in Y2 and Y4	AP 1		\$ 2,000		\$ 2,000	\$ 4,000	5-6
118	K-16 Outreach Programing through Asian Art and Culture (Ackland Museum & UNC's Center for Dramatic Art's); \$1,000 per year (costs include promotional materials and supplies)	AP 1, 2	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000	5-6, 22, 24, 41-42, 46
119	K-16 Collaboration with Carolina Performing Arts to host Asia-related Performing Arts (costs include promotional materials, speaker/performance fees); \$1,500 per year	AP 1, 2	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 6,000	5-6, 22, 24, 41-42, 46
120	Support to host Geet Bazaar radio program (costs include materials / supplies); \$1,000 per year	AP 1	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000	5-6
121	Duke-UNC China Leadership Summit (costs include speaker fees); \$500 per year	AP 1	\$ 500	\$ 500	\$ 500	\$ 500	\$ 2,000	5
122	Asia Component of Global Business Savvy program, Course Development/Improvement and Organizational Costs (costs include web license fees); \$2,000 per year	AP 1	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000	5-6
123	Diversity Abroad Network Institutional Membership to promote study abroad opportunity to diverse student body, fee \$350 per year		\$ 350	\$ 350	\$ 350	\$ 350	\$ 1,400	5
124	Forum on Education Abroad Institutional Membership, fee \$250 per year		\$ 250	\$ 250	\$ 250	\$ 250	\$ 1,000	5
125								
126	Independent Evaluation							
127	Evaluator consultant fees; \$2,000 per year; payment is project-based		\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000	7, 15
128								
129	Sub-total Other		\$ 80,500	\$ 79,000	\$ 75,000	\$ 73,250	\$ 307,750	
130	9. TOTAL DIRECT CHARGES (Sum of 1-8 Subtotals)		\$ 204,912	\$ 207,301	\$ 205,081	\$ 205,165	\$ 822,459	
131	10. INDIRECT CHARGES							
132	Indirect Costs/NICRA 8%		\$ 16,393	\$ 16,584	\$ 16,285	\$ 15,706	\$ 64,969	
133	Subtotal Indirect Charges		\$ 16,393	\$ 16,584	\$ 16,285	\$ 15,706	\$ 64,969	
134	NRC TOTAL COSTS (Sum 9-10)		\$ 221,305	\$ 223,885	\$ 221,366	\$ 220,871	\$ 887,427	
135								
136	11. FOREIGN LANGUAGE AND AREA STUDIES (FLAS) FELLOWSHIPS							
137	Academic Year Graduate Fellowships							
138	Graduate Institutional Payment (Y1 - 8 awards, Y2-Y4 - 6 awards per year at \$18,000 per award)	CPP 1, 2	\$ 144,000	\$ 108,000	\$ 108,000	\$ 108,000	\$ 468,000	46-48
139	Graduate Subsistence Allowance (Y1 - 8 awards, Y2-Y4 - 6 awards per year at \$15,000 per award)	CPP 1, 2	\$ 120,000	\$ 90,000	\$ 90,000	\$ 90,000	\$ 390,000	46-48
140	Sub-total Academic Year Graduate Fellowships		\$ 264,000	\$ 198,000	\$ 198,000	\$ 198,000	\$ 858,000	
141	Academic Year Undergraduate Fellowships							
142	Undergraduate Institutional Payment (1 award per year at \$10,000 per award)	CPP 1, 2	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 40,000	46-48
143	Undergraduate Subsistence Allowance (1 award per year at \$5,000 per award)	CPP 1, 2	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000	46-48
144	Sub-total Academic Year Undergraduate Fellowships		\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 60,000	
145	Summer FLAS						\$ -	
146	Summer Institutional Payment (6 awards per year at \$5,000 per award)	CPP 1, 2	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 120,000	46-48
147	Summer Subsistence Allowance (6 awards per year at \$2,500 per award)	CPP 1, 2	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 60,000	46-48
148	Sub-total Summer Fellowships		\$ 45,000	\$ 45,000	\$ 45,000	\$ 45,000	\$ 180,000	
149								
150	Subtotal FLAS Direct Costs		\$ 324,000	\$ 258,000	\$ 258,000	\$ 258,000	\$ 1,098,000	
151								
152	GRAND TOTAL: NRC and FLAS TOTAL DIRECT COSTS (Sum 9 and 11)		\$ 528,912	\$ 465,301	\$ 463,081	\$ 463,165	\$ 1,920,459	
153								
154	12. GRAND TOTAL: NRC AND FLAS with INDIRECT FOR NRC COMPONENT		\$ 545,305	\$ 481,885	\$ 479,366	\$ 478,871	\$ 1,985,427	