

**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 # P015A180026**

**Grants.gov Tracking#: GRANT12658169**

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180026

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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.).

There were problems converting one or more of the attachments. These are: [1238-UC Berkeley ISEEEES FY18-21 NRC-FLAS letters of support.pdf](#)

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"/>
* 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"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text" value="CA"/>	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: <input type="text" value="The Regents of the University of California"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="94-6002123"/>	* c. Organizational DUNS: <input type="text" value="1247267250000"/>	
<b>d. Address:</b>		
* Street1:	<input type="text" value="Sponsored Projects Office, University of California"/>	
Street2:	<input type="text" value="1608 Fourth Street, Suite 220"/>	
* City:	<input type="text" value="Berkeley"/>	
County/Parish:	<input type="text" value="Alameda"/>	
* State:	<input type="text" value="CA: California"/>	
Province:	<input type="text"/>	
* Country:	<input type="text" value="USA: UNITED STATES"/>	
* Zip / Postal Code:	<input type="text" value="94710-5940"/>	
<b>e. Organizational Unit:</b>		
Department Name: <input type="text" value="Inst of Slavic, East European"/>	Division Name: <input type="text"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input type="text"/>	* First Name:	<input type="text" value="Angela"/>
Middle Name: <input type="text"/>		
* Last Name:	<input type="text" value="Martinez"/>	
Suffix: <input type="text"/>		
Title:	<input type="text" value="Contract and Grant Officer"/>	
Organizational Affiliation: <input type="text" value="Sponsored Projects Office"/>		
* Telephone Number: <input type="text" value="(510)642-8113"/>	Fax Number: <input type="text"/>	
* Email: <input type="text" value="angela.m@berkeley.edu"/>		

**Application for Federal Assistance SF-424**

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

Department of Education

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

84.015

CFDA Title:

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

**\* 12. Funding Opportunity Number:**

ED-GRANTS-052518-001

\* Title:

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

**13. Competition Identification Number:**

84-015A2018-1

Title:

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

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

Add Attachment

Delete Attachment

View Attachment

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

National Resource Centers Program and Foreign Language and Area Studies Fellowships Program

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="616,447.00"/>
* 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="616,447.00"/>

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

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

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

Name of Institution/Organization

The Regents of the University of California

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	126,475.00	120,630.00	123,396.00	121,547.00		492,048.00
2. Fringe Benefits	53,776.00	51,502.00	52,674.00	52,000.00		209,952.00
3. Travel	3,000.00	3,000.00	3,000.00	3,000.00		12,000.00
4. Equipment	0.00	0.00				0.00
5. Supplies	16,250.00	17,250.00	16,250.00	17,250.00		67,000.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	50,450.00	57,450.00	53,700.00	55,450.00		217,050.00
9. Total Direct Costs (lines 1-8)	249,951.00	249,832.00	249,020.00	249,247.00		998,050.00
10. Indirect Costs*	19,996.00	19,987.00	19,922.00	19,940.00		79,845.00
11. Training Stipends	346,500.00	346,500.00	346,500.00	346,500.00		1,386,000.00
12. Total Costs (lines 9-11)	616,447.00	616,319.00	615,442.00	615,687.00		2,463,895.00

**\*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: 07/01/2011 To: 06/30/2018 (mm/dd/yyyy)

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

The Indirect Cost Rate is 57.00%.

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

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

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

Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00%.  
PR/Award # P015A180026

Name of Institution/Organization The Regents of the University of California	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>Angela M Martinez</p>	<p>TITLE</p> <p>Contract and Grant Officer</p>
<p>APPLICANT ORGANIZATION</p> <p>The Regents of the University of California</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

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

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

Prime     SubAwardee

\* Name:

\* Street 1:     Street 2:

\* City:     State:     Zip:

Congressional District, if known:

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

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

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

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

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1  Street 2

\* City  State  Zip

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

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1  Street 2

\* City  State  Zip

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

\* Signature:

\* Name: Prefix  \* First Name  Middle Name

\* Last Name  Suffix

Title:  Telephone No.:  Date:

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

## NOTICE TO ALL APPLICANTS

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

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

### To Whom Does This Provision Apply?

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

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

### What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

### Estimated Burden Statement for GEPA Requirements

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

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

1245-UC Berkeley ISEES FY18-21 NRC-FLAS G

Add Attachment

Delete Attachment

View Attachment

## Detailed Description of University of California, Berkeley's Policies Related to GEPA 427

### OVERVIEW

The University of California, Berkeley (and the overarching UC system) has many policies and regulations in place to comply with all applicable federal, state, and local laws and regulations, as well as to meet the University commitment to positive values of equal opportunity, access, and a climate free from all forms of harassment, exploitation, or intimidation. These are summarized nicely in the following quotes:

"The University of California, in accordance with applicable Federal and State Law, does not discriminate on the basis of race, color, national origin, religion, sex (including sexual harassment), gender identity, pregnancy/childbirth and medical conditions related thereto, disability, age, medical condition (cancer-related), ancestry, marital status, citizenship, sexual orientation, or status as a Vietnam-era veteran or special disabled veteran. This nondiscrimination policy covers student admission, access, and treatment in University programs and activities. It also covers faculty (Senate and non-Senate) and staff in their employment." (*From Nondiscrimination Policies and Procedures*, <https://ophd.berkeley.edu/policies-and-procedures>)

"Diversity is a defining feature of the University of California and we embrace it as a source of strength. Our differences — of race, ethnicity, gender, religion, sexual orientation, gender identity, age, socioeconomic status, abilities, experience and more — enhance our ability to achieve the university's core missions of public service, teaching and research. We welcome faculty, staff and students from all backgrounds and want everyone at UC to feel respected and valued." (*From <https://ucnet.universityofcalifornia.edu/working-at-uc/our-values/diversity.html> as introduction to Regents Policy 4400: Policy on University of California Diversity Statement*)

In Part A, we list several specific policies with text excerpts of the articles most relevant to GEPA 427 and the NRC/FLAS program. These official policies are centered around (1) nondiscrimination and affirmative action, (2) nondiscrimination on the basis of sex, (3) nondiscrimination on the basis of disability and (4) provision of accommodation for accessibility. While some of the excerpts may read as repetitive due to the nature of policy language, it illustrates UC Berkeley's commitment to a diverse environment free from discrimination. This commitment is borne out further by a wealth of guidelines, best practices, services, and resources that UC Berkeley created to get to an inclusive environment with equal access for all. Since these translations of policy into practice are clearly aligned with the spirit of the GEPA 427, we provide some examples of this in Part B, starting with our Principles of Community. Part C (pp. 12-14) gives specific examples related to the Institute of Slavic, East European, and Eurasian Studies (ISEEES) proposed project under the National Resource Centers and Foreign Language and Area Studies Fellowships Programs (CFDA 84.015A&B).

### PART A. INSTITUTIONAL POLICIES

*Note:* Most of the official policies exist at the level of the University of California system. There are three main policies that cover the different university constituents:

- University of California Policies Applying to Campus Activities, Organizations and Students (PACAOS)
- University of California Academic Personnel Manual (APM)
- University of California Personnel Policies for Staff members (PPSM)

As way of providing a detailed description of each policy, we include excerpts from the policy text of the articles most relevant to GEPA 427 and the NRC/FLAS program.

All policies were current as at time of proposal preparation (June 2018).

This list was intended to highlight pertinent policies, but may not be exhaustive.

## **1. Nondiscrimination and Affirmative Action**

### **1.1 Student-Related Matters**

"The University is committed to a policy against legally impermissible, arbitrary, or unreasonable discriminatory practices. All groups operating under the authority of The Regents, including administration, faculty, student governments, University-owned residence halls, and programs sponsored by the University or any campus, are governed by this policy of nondiscrimination. The intent of the University's policy on nondiscrimination is to reflect fully the spirit of the law. In carrying out this Policy, the University also shall be sensitive to the existence of past and continuing societal discrimination." (*From PACAOS-20: Policy On Nondiscrimination, <https://policy.ucop.edu/doc/2710522/PACAOS-20>*)

"The University of California, in accordance with applicable Federal and State law and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition (cancer related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in University programs and activities." (*From PACAOS-APPENDIX C: Nondiscrimination Policy Statement For University Of California Publications Regarding Student-Related Matters, <https://policy.ucop.edu/doc/2710540/PACAOS-Appendix-C>*)

The campuses of the University of California include comprehensive and holistic admissions criteria, and all campuses maintain pro-active retention programs targeting underrepresented minorities. Campuses also support various initiatives to help schools and communities foster a college-going culture and to make a measurable difference in student achievement with strategic, sustained academic support. In sum, the University of California places a strong emphasis on being ethnically diverse while also promoting actions intended to better teach, prepare, support and increase the probability of higher education success for students from all ethnic and socio-economic backgrounds.

### **1.2. Employment Practices**

**General.** "The University prohibits discrimination against any person employed; seeking employment; or applying for or engaged in a paid or unpaid internship or training program leading to employment with the University of California on the basis of race, color, national origin, religion, sex, gender, gender expression, gender identity, gender transition status,

pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services, including protected veterans. This policy applies to all employment practices, including recruitment, selection, promotion, transfer, merit increase, salary, training and development, demotion, and separation.

In addition, the University prohibits harassment based on the above protected characteristics of an employee, applicant, paid or unpaid intern, volunteer, person participating in a program leading to employment, or person providing services pursuant to a contract.

If the harassment is sexual in nature, the University's Sexual Violence and Sexual Harassment (SVSH) policy will apply. Local SVSH resource information can be found at <http://sexualviolence.universityofcalifornia.edu/get-help/index.html>. This policy is intended to be consistent with applicable state and federal laws and University policies."

**Affirmative action.** "It is the policy of the University to undertake affirmative action, consistent with its obligations as a federal contractor, for minorities and women, for persons with disabilities, and for protected veterans. The University commits itself to apply every good faith effort to achieve prompt and full utilization of minorities and women in all segments of its workforce where deficiencies exist. These efforts conform to all current legal and regulatory requirements, and are consistent with University standards of quality and excellence.

In conformance with federal regulations, written affirmative action plans will be prepared and maintained by each campus of the University, by the Lawrence Berkeley National Laboratory, by the Office of the President, and by the Division of Agriculture and Natural Resources. Such plans will be reviewed and approved by the Office of the President and the Office of the General Counsel before they are officially promulgated."

*(From University of California – Policy Discrimination, Harassment, and Affirmative Action in the Workplace, <https://policy.ucop.edu/doc/4000376/DiscriminatioHarassmentAffirmAction>)*

Similar language is also included in APM-035: Affirmative Action and Nondiscrimination in Employment (<https://www.ucop.edu/academic-personnel-programs/files/apm/apm-035.pdf>); PPSM-12: Nondiscrimination in Employment. (<https://policy.ucop.edu/doc/4010391/PPSM-12>); and PPSM-14: Affirmative Action (<https://policy.ucop.edu/doc/4010392/PPSM-14>)

Efforts are also made to advertise widely with the intent of assuring a diverse applicant pool thereby increasing the likelihood of hiring individuals from protected groups and categories. Special efforts are made to include minorities and women on search committees and to reach out through a variety of media to attract minority and female candidates. Special efforts are also made to retain faculty and staff and to ensure a climate of civility and respect for diversity in an atmosphere of academic freedom that is considerate and tolerant of the ideas of others.

## **2. Nondiscrimination on the Basis of Sex**

**General Provisions.** "Except as provided in Federal or State laws, no person may be excluded on the basis of sex from participation in, denied the benefits of, or discriminated against in any academic, extracurricular, research, or other program offered by the University. This includes:

(a) sex discrimination in requirements or qualifications for any University-offered aid, benefit, or service; (b) providing different aid, benefits, or services or such aid, benefits, or services in a different manner; (c) application of separate rules of appearance; (d) application of separate rules as to domicile for admission or out-of-State fee purposes; or (e) providing any assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit, or service to students or employees (for example, single-sex clubs not exempted in Section 150.40)."

"Programs in which the University requires or facilitates participation by its students, but which are not wholly operated by the University (for example, study abroad, clinical programs, student-teaching programs, internships) must be actively monitored to ensure that they do not contain violations of this Policy. If such violations occur and cannot be rectified, the program relationship must be terminated."

**Admissions.** "Except as provided in this Policy, no preference on the basis of sex can be given in the admission of students. This includes: (a) ranking of applicants separately by sex; (b) the use of quotas for one sex; or (c) the use of tests or other criteria which have disproportionately adverse effects on one sex. The prohibition against tests or criteria which have disproportionately adverse effects on one sex is not applicable when they are shown to validly predict success in the educational program in question and alternative tests or criteria are shown to be unavailable."

**Educational Programs and Activities.** "Except as provided in this Policy, all educational programs or activities offered by the University, including physical education, ROTC, and music classes must be offered without discrimination on the basis of sex."

**Financial Aid.** "It is the intent of this Policy that student aid funds administered by the University are awarded to men and women in a nondiscriminatory manner. A campus may not at its own discretion set aside any University-administered student aid funds in a manner that would result in discrimination on the basis of sex in the amount or type of aid received by University students on that campus. However, as provided in Federal and State laws, certain funds may be administered on a sex-restricted basis (see Section 153.22)."

*(From 3.1.1 PACAOS-150: Student-Related Policy Applying To Nondiscrimination On The Basis Of Sex (<https://policy.ucop.edu/doc/2710535/PACAOS-150>))*

### **3. Nondiscrimination on the Basis of Disability**

#### **3.1 General nondiscrimination**

**Faculty.** "The University of California recognizes that academic appointees with disabilities are active and productive members of the University community, and the University is committed to providing reasonable accommodations to allow qualified academic appointees with disabilities to continue to contribute to the University's vital educational, research and public service mission. To this end, the University is committed to participating in the Interactive Process to determine and implement reasonable accommodations to the working environment (which do not cause an undue hardship), to assist academic appointees with disabilities in accommodating restrictions or limitations in the workplace." *(From 2.2.1 APM-711: University of California Resource Guide*

for Academic Appointees with Disabilities ([https://www.ucop.edu/academic-personnel-programs/\\_files/apm/apm711.pdf](https://www.ucop.edu/academic-personnel-programs/_files/apm/apm711.pdf))

**Staff.** "The University provides reasonable accommodation to otherwise qualified employees who are disabled or become disabled and need assistance to perform the essential functions of their positions. The interactive process shall be used to determine what, if any, reasonable accommodation will be made." (From PPSM-81: Reasonable Accommodation, <https://policy.ucop.edu/doc/4010420/PPSM-81>)

**Students.** "In providing any aid, benefit, or service, the University may not, directly or through contractual, licensing, or other arrangements, discriminate on the basis of disability [...]" (From PACAOS-140: Guidelines Applying To Nondiscrimination On The Basis Of Disability (<https://policy.ucop.edu/doc/2710534/PACAOS-140>))

### **3.2 Educational Programs, Services, and Activities**

Examples under this part of the policy include:

"Qualified individuals with disabilities may not, on the basis of disability, be denied admission to the University or enrollment in University classes or participation in University programs, services, or activities, or be subjected to discrimination in the admissions process or in recruitment procedures."

"Qualified students with disabilities or participants with disabilities in University programs, services, or activities may not, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any academic, research, occupational training, housing, health insurance, counseling, financial aid, physical education, athletics, recreation, transportation, other extracurricular activity, or other educational program, service, or activity offered by the University."

(From PACAOS-140: Guidelines Applying To Nondiscrimination On The Basis Of Disability (<https://policy.ucop.edu/doc/2710534/PACAOS-140>))

### **3.3 Student Employment Practices**

"The University may not discriminate against any qualified individual with a disability, on the basis of disability, in employment under any program, service, or activity, including any program, service, or activity that employs students with disabilities. Information concerning the University's employment policies as they apply to individuals with disabilities may be obtained from campus personnel offices or ADA/Section 504 Compliance Officers." (From PACAOS-140: Guidelines Applying To Nondiscrimination On The Basis Of Disability (<https://policy.ucop.edu/doc/2710534/PACAOS-140>))

## **4. Program Accessibility**

### **4.1 General Program Accessibility**

"No qualified individual with a disability shall be denied, on the basis of that disability, the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under

any of the University's programs, services, or activities because University facilities are inaccessible to, or unusable by, individuals with disabilities. The University must make its programs, services, and activities accessible to and usable by any qualified individual with a disability, unless doing so would result in a fundamental alteration to the nature of its programs, services, and activities, or would result in undue financial and administrative burdens." (From *PACAOS-140: Guidelines Applying To Nondiscrimination On The Basis Of Disability* (<https://policy.ucop.edu/doc/2710534/PACAOS-140>))

#### **4.2 Responsible Units at UC Berkeley**

It is the responsibility of each department on the Berkeley campus to provide reasonable accommodations to disabled staff, faculty, students, and members of the public participating in departmental programs. Accordingly, the University must: 1) assist campus departments with determining whether reasonable accommodations may be needed; 2) provide procedures for campus departments to obtain technical assistance and centralized review so they may respond promptly and effectively to requests for accommodations; and 3) provide guidelines and information about funding reasonable accommodations.

The Berkeley Campus Plan for Accommodating the Academic Needs of Students with Disabilities describes the roles of various units and individuals at the University of California, Berkeley in ensuring that students with disabilities receive appropriate accommodations in their instructional activities, as mandated by Federal and State law and by University policy. Responsible units include *the Academic Accommodations Policy Board*, which exists of at least two faculty members knowledgeable in the area of learning and disabilities; two professional staff members of the Disabled Student's Program; the campus Assistant Provost of Academic Compliance & Disability Standards; and the campus Disability Resolution Officer. This board is tasked with advising the Executive Vice Chancellor and Provost (EVCP) about policies and procedures related to the provision of academic accommodations for students with disabilities; recommending steps to be taken by the EVCP related to the provision of accommodations for instructors with disabilities, such as faculty, lecturers, graduate student instructors, etc.; developing mechanisms for increasing the understanding of the academic departments and faculty with respect to disabilities and their accommodation in an academic setting; and assisting the EVCP in resolving any disagreements with faculty that might arise concerning particular accommodations in an academic setting. Other people/units include the *Executive Vice Chancellor and Provost (EVCP)*, responsible for campus policies affecting persons with disabilities, and final determination of the appropriateness of a particular academic accommodation is the event of disagreement; the *Assistant Provost of Academic Compliance & Disability Standards*, serving as a resource to the EVCP and others; *Disability Specialists*, responsible for assessing a student's disability and nature of accommodations; the *Director of the Disabled Students' Program; Instructors*; and *Department Chairs and Deans*. (*Berkeley Campus Plan for Accommodating the Academic Needs of Students with Disabilities*, <https://dsp.berkeley.edu/about/policies-guidelines/accommodations>)

#### **4.3 Examples of additional policies related to particular disabilities**

***Deaf and Hard of Hearing Students*** "The University of California at Berkeley (UCB) is committed to ensuring that deaf and hard-of-hearing students are able to participate in all of the

programs, services and activities offered on this campus and to ensuring that their communication assistance needs are met. The Disabled Students' Program (DSP) is a primary resource available at UCB to help students with their communication assistance needs." The policy and practices guide goes on to "explain the types of auxiliary services, aids and accommodations that DSP makes available to deaf and hard-of-hearing students, and the procedures for obtaining and maintaining those services, aids and accommodations." (*From Berkeley Communication Services for Deaf and Hard of Hearing Students, <https://dsp.berkeley.edu/about/policies-guidelines/communication-services>*)

**Psychological Disabilities / Attention-Deficit/Hyperactivity Disorder.** "Federal and State law and University of California policies require the University to provide reasonable accommodation in its academic programs to qualified students with disabilities, including students with psychological disabilities.

The University is committed to providing reasonable accommodations appropriate to the nature and severity of the individual's documented psychological disability in all academic programs, services, and activities. In defining a disability as primarily psychological in nature, these Practices consider the definition of mental disorders as described in the most current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5)."

(*From University of California Practices for the Documentation and Academic Accommodation of Students with Psychological Disabilities, <https://dsp.berkeley.edu/about/policies-guidelines/psychological-disabilities>; and University of California Practices for the Documentation and Academic Accommodation of Students with Attention-Deficit/Hyperactivity Disorder, <https://dsp.berkeley.edu/about/policies-guidelines/attention-deficithyperactivity-disorder>*)

**Learning Disabilities.** "Federal and State law and University of California policies require the University to provide reasonable accommodation in its academic programs to qualified students with disabilities, including students with learning disabilities.

The University is committed to providing reasonable accommodations appropriate to the nature and severity of the individual's documented learning disability in all academic programs, services, and activities.

University of California students with learning disabilities typically have average to superior ability, yet experience marked difficulty in one or more academic areas as a result of a significant information processing disorder. To be considered a disability that warrants accommodations, the disorder must limit a major life activity."

(*From University of California Practices for the Documentation and Accommodation of Students with Learning Disabilities—Revised, <https://dsp.berkeley.edu/about/policies-guidelines/learning-disabilities>*)

**Pregnancy and Parenting.** "In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, it is the policy of the University of California at Berkeley to not discriminate against or exclude any person on the basis of pregnancy or related conditions, and to provide reasonable accommodations to students as appropriate. Instructors are reminded of their responsibilities for excusing medically necessary

absences for pregnancy and related conditions and making reasonable accommodations in the areas of class sessions, exams, tests, project deadlines, field trips, and any other required activities. For graduate students, faculty advisors are reminded of policies regarding parental leave and the extension of normative time for academic milestones, as set out in the Guide to Graduate Policy." (*From Accommodation For Pregnancy And Parenting, [https://teaching.berkeley.edu/academic-calendar-and-student-accommodations-campus-policies-and-guidelines - anchor6](https://teaching.berkeley.edu/academic-calendar-and-student-accommodations-campus-policies-and-guidelines-anchor6)*)

## **PART B. RESULTING GUIDELINES, BEST PRACTICES, AND SERVICES**

### **1. Principles of Community**

In addition to the official policies, UC Berkeley also prides itself on our Principles of Community:

"These principles of community for the University of California, Berkeley, are rooted in our mission of teaching, research and public service. They reflect our passion for critical inquiry, debate, discovery and innovation, and our deep commitment to contributing to a better world. Every member of the UC Berkeley community has a role in sustaining a safe, caring and humane environment in which these values can thrive.

- We place honesty and integrity in our teaching, learning, research and administration at the highest level.
- We recognize the intrinsic relationship between diversity and excellence in all our endeavors.
- We affirm the dignity of all individuals and strive to uphold a just community in which discrimination and hate are not tolerated.
- We are committed to ensuring freedom of expression and dialogue that elicits the full spectrum of views held by our varied communities.
- We respect the differences as well as the commonalities that bring us together and call for civility and respect in our personal interactions.
- We believe that active participation and leadership in addressing the most pressing issues facing our local and global communities are central to our educational mission.
- We embrace open and equitable access to opportunities for learning and development as our obligation and goal.

*UC Berkeley's "Principles of Community" statement was developed collaboratively by students, faculty, staff, and alumni, and issued by the Chancellor. Its intent is to serve as an affirmation of the intrinsic and unique value of each member of the UC Berkeley community and as a guide for our personal and collective behavior, both on campus and as we serve society."*

(From: <https://diversity.berkeley.edu/principles-community>)

### **2. Pathways to Implementation**

#### **2.1 Responsible Units**

There are several units on campus that are tasked with elements of creating an inclusive environment and ensuring equal access. Many of the policies are the responsibility of Human

Resources, the Office of Ethics, Risk and Compliance Services, the Division of Equity and Inclusion, Undergraduate Studies, and the Center for Teaching and Learning, to name a few. However, the main goal is to cultivate that responsibility and capability of inclusiveness within each person on campus to create a welcoming and accommodating environment for all.

## 2.2 Going beyond compliance

The Office of Ethics, Risk and Compliance Services, includes the Office for the Prevention of Harassment and Discrimination (OPHD) and the Disability Compliance Office (DCO). These two offices go beyond mere compliance. Indeed, OPHD is tasked with resolving sex (Title IX) and race (Title VI) discrimination, harassment, and assault, *as well as* to help create and maintain a positive campus climate. The vision for the DCO is to "manage a robust compliance program that *reframes* legally-mandated disability-related physical and program access issues into self-regulatory good business practices that are based in universal design for the common good, rather than compliance and accommodation. The DCO collaboratively strives to maintain and promote an environment and culture of disability-related compliance, rooted in our campus mission of teaching, research, and public service consistent with the university Principles of Community, and the standing campus commitment to full inclusion."

## 2.3 Equity and Inclusion: From high-level administration to each unit.

UC Berkeley's commitment related to the GEPA 427 intent is probably most noticeable in the Division of Equity and Inclusion (E&I). E&I is headed by the Vice Chancellor of Equity & Inclusion, Oscar Dubon, and provides leadership, accountability and inspiration to the campus in integrating equity, inclusion, and diversity into all aspects of university life. Their Campus Climate, Community Engagement & Transformation unit was created to "transform the campus experience for all students, staff, faculty and administration at UC Berkeley, focusing on reshaping and influencing policies and practices that increase opportunities, advance social justice and create equitable experiences for all groups, with a special focus on marginalized and underserved populations." This encompasses student, staff, and faculty diversity initiatives as well as a data collection and reporting effort. The following excerpt from the strategic plan provides a good framework of what UC Berkeley aims to do:

"The Pathway to Excellence, Berkeley's Strategic Plan for Equity, Inclusion, and Diversity, renews the campus's commitment to California, and to the world, to provide fair treatment, access, opportunity, and advancement for all. This is a commitment that lies at the heart of Berkeley's mission as a public university, and is a continuation of the campus's longtime role in advancing principles and policies for a democratic society. California's uniquely diverse demographics, combined with Berkeley's authentic desire to serve and learn from every sector of society, offers the University a chance to craft new models of institutional change. Our goal is to transform UC Berkeley into an equitable and inclusive academy of the highest caliber – one that fully honors the diversity of our students, faculty and staff, expands possibilities for those from underserved backgrounds and communities, and creates new fields of inquiry, knowledge, and exploration, with global reach and implications." (*From: [https://diversity.berkeley.edu/sites/default/files/executivesummary\\_webversion.pdf](https://diversity.berkeley.edu/sites/default/files/executivesummary_webversion.pdf)*)

Examples of key initiatives include:

- Rallying of local stakeholders;
- The creation of prestigious student, faculty, and staff awards and effective policies and practices that recognize and incentivize the advancement of equity, inclusion, and diversity;
- A UC Berkeley staff performance management tool that incorporates “inclusiveness” as a core competency for performance evaluations; and
- Best practices, such as mentoring, cross-training for job skills, hiring-committee training, and accessible classroom materials and pedagogy; and
- Climate surveys.

Thus, in order to create a welcoming campus climate for all and to instigate culture change, UC Berkeley uses a multifaceted approach through a portfolio of programs and services at different levels and with different community groups on campus. For example, in addition to offering direct diversity consulting services, E&I also supports diversity planning within academic and administrative units by providing toolkits with step-by-step guidance to help the unit conduct their own strategic planning and assessment processes on equity, inclusion, and diversity. Furthermore, each department or school at Berkeley has a Faculty Equity Advisor who is appointed by the department chair or dean and helps ensure that diversity and equity are considered in all aspects of the academic mission. As well as working within their own departments, they participate in a campus-wide network to share strategies and collaborate on addressing common challenges. These faculty members have crucial roles in strategic planning, faculty recruitment and retention, graduate student admission and advancement, and the climate of equity and inclusion.

## **2.4 Services for People with Disabilities**

Services for people with disabilities include DCO (see above) as well as Campus Access Services, which provides mobility and communications access, and the Disabled Students Program (DSP), which supports students with disabilities and collaborates with the campus community to remove barriers to educational access and embrace the University’s values of equity and inclusion. DSP also provides information related to study abroad for disabled and works with TRiO (see below) for providing high touch services in cultivating a supportive community at UC Berkeley.

## **2.5 Inclusive Classrooms**

UC Berkeley also offers several activities and resources to help faculty and teachers create inclusive classrooms in the broader sense. These include discussion and seminar series such as "Faculty Dialogues: Creating Inclusive Classrooms" and "Teaching in troubled times", and a long list of classroom tools on the diverse and inclusive classroom on the Multicultural Education Program website, including resources from within E&I (e.g., DSP, GenEq), but also from the Berkeley Center for Teaching and Learning in the Division of Undergraduate Education, and from peer institutions.

## **2.6 Diversity Initiatives and Support at All Levels of Campus**

In addition to some of the practices and services listed above, UC Berkeley aims to support diversity and raise awareness at all levels and through different means. Some examples include:

**Undergraduate level.** The Centers for Educational Equity and Excellence (CE3) aim to empower non-traditional, underserved, and underrepresented students who reflect the diversity of California with the specialized support, expertise, and advocacy required to achieve educational equity and excellence. The Centers for Educational Justice & Community Engagement (EJCE) collaborative of seven offices and centers advocates for, builds capacity with and dialogue among and across diverse communities (Gender Equity Resource Center, African American Student Development, Asian Pacific American Student Development, Chicanx Latinx Student development, Native American Student Development, Multicultural Community Center, and the American Indian Graduate Program).

**Graduate level.** The Office for Graduate Diversity (OGD) provides support services for prospective and continuing students on campus in an effort to maintain a more diverse graduate student community. OGD serves as a resource for the admissions process, academic support, financial advice, and professional development. It aims to enhance the educational experience of underrepresented students, including those who are undocumented, first generation college students, and those who are educationally and financially challenged.

**Postgraduate level.** The University of California President's Postdoctoral Fellowship and the Berkeley Chancellor's Postdoctoral Fellowship programs offer postdoctoral research fellowships, faculty mentoring, and eligibility for a hiring incentive to outstanding scholars in all fields whose research, teaching, and service will contribute to diversity and equal opportunity at UC.

**K-12 and Community College.** As stated on the E&I website "the Center for Educational Partnerships helps students overcome educational and financial barriers to prepare for and be accepted at two- or four-year colleges. Serving students from kindergarten through community college, the Center for Educational Partnerships and its eleven programs lead the University of California, Berkeley's efforts to: Improve the academic achievement of students who face significant barriers to college; Increase the diversity of students who enroll and succeed in higher education; Empower schools and districts to promote and foster college aspirations through building a college-going culture; Support collaborations and partner with K-12 and post-secondary colleagues; and Create tools to partner with educators, families, and communities to inspire and advocate for our students' successful futures.

Programs include the Community College Transfer Center; Destination College Advising Corps; Early Academic Outreach Program; East Bay Consortium; Puente; Solano County Educational Consortium; Transfer Alliance Project; and DoEd funded Pre-College TRiO Programs."

**Campus-wide communications.** In addition to banners, flyers, etc. across campus, several campus administrators also share information on initiatives, activities, and current issues through campus-wide email messages. In the past year, such communications have included messages from the Chancellor, the Vice Chancellor for Equity and Inclusion, the Assistant Vice Chancellor for Human Resources, and the Vice Chancellor for Undergraduate Education on topics such as disability awareness and inclusion; accessibility of online content; textbook affordability, adoption and accessibility, affirmative action plans, Black History Month, LGBTQ Pride Month, Asian Pacific American Heritage Month, National Women's History Month, and more. These messages help raise awareness of diversity and access related issues, remind people of the University's values of inclusiveness, and reiterate the many resources and contacts available on campus.

## **PART C. Equitable Access and the Proposed Project under the National Resource Centers and Foreign Language and Area Studies Fellowships Programs (CFDA 84.015A&B)**

Under the grants from the US Department of Education Title VI National Resource Centers (NRC) and Foreign Language and Area Studies (FLAS) Fellowships Programs, the Institute of Slavic, East European, and Eurasian Studies at the University of California, Berkeley (ISEEES) is proposing the types of activities outlined below.

### **Support for Area Studies Instruction**

We propose to support and add to the area courses of instruction in our world area. In order to make these courses accessible to all qualified students at the university, we will work with the Disabled Students' Program (DSP) to ensure that all students with disabilities have equal access. DSP services include academic advising, academic accommodations, attendant referral, assistive technology, disability access services, disabled students grants, financial advising, housing services, priority enrollment, and a residence program. Immediate classroom services include note-takers, readers, sign language interpreters, real-time captioning, assistive listening devices, alternative media, and proctoring services.

Area studies programs focusing on the Slavic, East European, and Eurasian world area historically have had only a small percentage of underrepresented minority student populations, such as African-American, Hispanic, and Native American. ISEEES will work with community colleges and Minority-Serving Institutions in Northern California to draw faculty and students to our programs—both as prospective students, but also as participants in our various outreach conferences and teacher working groups. Our partnership with both California State University East Bay and Howard University will encourage undergraduate students at those institution who are interested in the Slavic/East European/Eurasian world area to apply for graduate study at UC Berkeley.

### **Support for Language Instruction**

We propose to support courses in Slavic, East European, and Eurasian languages at UC Berkeley. The same services mentioned above under Area Studies Instruction apply to students enrolled in language courses. The Berkeley Language Center (BLC) also provides faculty and students with state-of-the-art learning facilities and equipment. With these facilities, students with learning disabilities are able to take advantage of different learning technologies and media as well as to put in any additional study time needed to become proficient in a language.

As a national resource center, ISEEES will partner with Russian studies faculty at Howard University to expand Russian language offerings there and to invite ISEEES faculty to the Howard campus to lead seminars for faculty and students and to give public lectures. Working with Dr. Amarilis Lugo de Fabritz, Master Instructor of Russian at Howard, ISEEES will provide support for the introduction of a 2nd-year Russian language course, thereby increasing the opportunity for Howard students to attain a higher level of proficiency in the language. In addition, seminars and talks on Russia-related topics are expected to generate increased student interest in the world area. The Russian program at Howard is the only comprehensive Russian program at a Historically Black University.

## **Public Outreach**

We propose to support programs that reach out to the public, government officials, and business representatives to better inform these constituencies about issues in our world area relevant to them. In order to accommodate individuals who may have special accessibility needs, we consult with the campus Disability Access Services, which provides information and assistance to the campus community and individuals with disabilities who require access to participate in University sponsored non-course related programs or activities. We also schedule events in wheelchair accessible buildings and rooms. On the average, 35% of attendees at our public events are elderly members of the community for whom ISEEEES maintains a special mailing list for notification of events and guarantees accessibility of location for disabled and elderly as well as parking. We place an accessibility contact statement on all publicity, including print ads, web pages, flyers, etc. The statement provides an event contact and information about how to request accommodations such as sign language interpreting and real-time captioning (where possible and available). We also provide alternative media for visually impaired attendees, such as voice recording of the program, when requested in advance. For web access issues, we will work with a campus group that helps web administrators and developers make their sites more accessible for all.

## **K-14 Outreach**

We propose to provide projects that include teacher training activities focusing on the Slavic, East European, and Eurasian world area. In order to accommodate individuals who may have special accessibility needs, we will provide the services stated above in the Public Outreach section. Many of the services described in the Area Studies Instruction and Language Instruction sections are also suitable for assisting disabled teachers who come to our ISEEEES Educator Outreach Conference and teacher training programs organized by the UC Berkeley Office of Resources for International and Area Studies (ORIAS) and by the UC Berkeley History-Social Science Project (HSSP).

The Office of Resources for International and Area Studies (ORIAS) is the joint program of the Title VI Area Centers at UC Berkeley dedicated to providing scholarly resources and supporting professional development for K-12 teachers and community college educators addressing international studies. Through ORIAS, ISEEEES will co-sponsor the creation of two online community college World History courses (pre-1500 and post-1500). Each course will be built by a team of 3–4 experienced community college educators who have attended ORIAS summer institutes and will incorporate best-practices for online instruction and draw on curricular guidance from past summer institutes. ISEEEES co-sponsorship of these courses will ensure that Slavic, East European, and Eurasian content is included in the courses, provided by ISEEEES faculty and graduate students. Each course will be approved for UC systemwide articulation and will be submitted to the state of California's community college online course exchange, which currently includes 56 of the state's 114 community colleges, including many which are also Minority-Serving Institutions.

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

We propose to provide fellowships to eligible students to become proficient in Slavic, East European, and Eurasian languages, particularly less commonly taught languages. In making the selection of fellows, ISEEEES will give competitive preference to students who demonstrate

financial need. The same services mentioned above under Language Instruction and Area Studies Instruction apply to students receiving these fellowships, as they are required to enroll in language and international and area studies courses.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

<b>* APPLICANT'S ORGANIZATION</b>	
The Regents of the University of California	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Angela"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Martinez"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Contract and Grant Officer"/>	
<b>* SIGNATURE:</b> <input type="text" value="Angela M Martinez"/>	<b>* DATE:</b> <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:
<input type="text"/>	John	<input type="text"/>	Connelly	<input type="text"/>

Address:

Street1:	The Regents of the University of California
Street2:	260 Stephens Hall # 2304
City:	Berkeley
County:	Alameda
State:	CA: California
Zip Code:	947202304
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
510-643-6736	<input type="text"/>

Email Address:

**2. Novice Applicant:**

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

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

Yes  No

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

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

No Provide Assurance #, if available:

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

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

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

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

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

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## You may now Close the Form

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

\* Attachment:

## Abstract

The collapse of communism almost thirty years ago and the resultant changes in the Slavic, East European, and Eurasian (S/EE/E) world area inaugurated a new era in teaching and research about this vast, multicultural region. The University of California, Berkeley (UCB) recognizes and reaffirms its commitment to the study of this area through generous financial support for the Institute of Slavic, East European, and Eurasian Studies (ISEEES) and for new faculty appointments, library acquisitions, undergraduate and graduate fellowships, and many cooperative scholarly exchanges and research programs that focus on the region.

Today UCB's S/EE/E program trains scores of undergraduates and graduates who make lasting contributions to public service, academia, and the private sector. Area studies offerings include 219 non-language courses across 24 disciplines. There was a total of 4,928 undergraduate- and 657 graduate-level enrollments in non-language S/EE/E classes in 2016-17. The UCB Department of Slavic Languages and Literatures offers language instruction in six languages, including non-Slavic languages such as Armenian and Hungarian. Four of these languages—Armenian, Bosnian/Croatian/Serbian, Polish, and Russian—have been designated as “priority languages” by the U.S. Department of Education. Title VI support will enhance language offerings and offer Foreign Language and Area Studies fellowships to graduate and undergraduate students, thus broadening the reach of foreign language education in areas of national need. ISEEES is committed to offering all of its FLAS fellowships—both Academic Year and Summer—in languages of our world area (FLAS Competitive Priority 2). In an effort to encourage students who lack the financial means to pursue rigorous language training without incurring significant debt, ISEEES will give competitive preference when awarding FLAS fellowships to students who demonstrate financial need (FLAS Competitive Priority 1).

Berkeley's S/EE/E faculty is renowned for its distinguished scholarship and its dedication to teaching and student mentorship. Faculty members have strong publication records, regularly visit the region for research, and contribute to ISEEES outreach goals. Berkeley's library holdings contribute to our status as a center for scholarship and research in S/EE/E studies. Holdings on our region include approximately 960,000 total volumes, two-thirds of which are from Eastern Europe and the former Soviet Union, and over 20,000 area-related serial titles, with 4,251 active subscriptions in the languages of the area.

To increase public knowledge of the S/EE/E region and to internationalize education at all levels, ISEEES offers a robust outreach program to local, regional, and national constituents and to K-12 teachers and community college instructors (Absolute Priority). Initiatives to address these concerns include sponsorship of a lecture series devoted to Russia and its Near Abroad, a lecture series on East Central and Southeastern Europe, and teacher outreach conferences on topics relevant to teacher interests and state curriculum standards. ISEEES will collaborate with the UCB History-Social Science Project to provide S/EE/E content to global history outlines for 6th, 7th, and 10th grades (NRC Competitive Priority 2). In addition, ISEEES will further expand its outreach to Minority-Serving Institutions by beginning sustained partnerships with Russian studies faculty at California State University East Bay and Howard University (NRC Competitive Priority 1).

Title VI funding enables ISEEES to maintain and ultimately expand its high-level scholarly, teaching, programmatic, and outreach activities; to fulfill its mission as an innovative center for the study of the S/EE/E area in the years to come; and to expand diffusion of this knowledge to wider audiences, including underrepresented and non-traditional constituents.

## Project Narrative File(s)

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

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

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*LIST OF ABBREVIATIONS*

Abs. Prior.	Absolute Priority	ICTY	International Criminal Tribunal for the former Yugoslavia
ACTFL	American Council on the Teaching of Foreign Languages	ILR	Interagency Language Roundtable
ADA	Americans with Disabilities Act	ILL	Interlibrary Loan
App.	appendix	ISEEES	Institute of Slavic, East European, and Eurasian Studies, UCB
ASP	Armenian Studies Program, UCB	JSP	Jurisprudence and Social Policy Program, UCB
AY	academic year	LCTL	Less commonly taught language
BCS	Bosnian/Croatian/Serbian	LMC	Language Media Center, UCB
BLC	Berkeley Language Center, UCB	NRC	National Research Center
BPS	Berkeley Program in Eurasian and East European Studies, UCB	OPI	Oral Proficiency Interview
BSA	Berkeley Study Abroad	ORIAS	Office of Resources for IAS, UCB
Comp. Prior.	competitive priority	PACS	Peace and Conflict Studies, UCB
CREEES	Center for Russian, East European and Eurasian Studies, Stanford University	PEIS	Political Economy of Industrial Societies, UCB
Crit.	Criterion/criteria	PFA	Pacific Film Archive, UCB
CRL	Center for Research Libraries	RLCP	Research Library Cooperative Program
CSU	California State University East Bay	SAO	Student Affairs Officer
DoEd	Department of Education	S/EE/E	Slavic, East European, and Eurasian
EAP	Education Abroad Program, UC	SLL	Department of Slavic Languages and Literatures, UCB
EE	Eastern Europe / East European	STEM	Science, Technology, Engineering, and Mathematics
FLAS	Foreign Language and Area Studies	TRC	Teaching and Resource Center
FTE	full-time employment	UC	University of California (system-wide)
FY	fiscal year	UCB	University of California, Berkeley
GEPA	UCB equal access policies		
GFO	Graduate Fellowships Office, UCB		
GSI	Graduate Student Instructor		
GSR	Graduate Student Researcher		
HSSP	History-Social Science Project, UCB		
IAS	International and Area Studies		
IBD	International Business Development program		

The University of California, Berkeley (UCB) has a long and distinguished commitment to Slavic, East European, and Eurasian (S/EE/E) studies. As early as 1901, the university began offering instruction in Russian and Polish. Czech followed in 1902 and Old Church Slavonic and Serbian in 1908. The program in Russian/EE history began in 1926, and the Department of Slavic Languages and Literatures (SLL) awarded its first graduate degree in 1931. In 1957, the Center for Slavic and East European Studies was founded. To support research and teaching on a rapidly changing region and to maintain its reputation for excellence in the field, in 2000 UCB elevated the Center to the Institute of Slavic, East European, and Eurasian Studies (ISEEES), one of only four area studies programs on campus with institute status. Today, ISEEES is also home to the Armenian Studies Program (ASP) and the Berkeley Program in Eurasian and East European Studies (BPS), the Institute's non-degree, interdisciplinary graduate training program in the social sciences and humanities.

## **A. PROGRAM PLANNING AND BUDGET**

**1. and 2. Quality and Relevance of Activities; Development Plan.** The proposed activities are inspired by the objectives of Title VI, including absolute and competitive priorities for 2018-22. They are also based on a careful identification of areas in which Title VI funding will enhance ISEEES's ability to meet those objectives and its own mission and goals: strengthening training in less commonly taught languages and languages of national need, energizing secondary and higher education outreach initiatives with an expansion of teacher training activities and constituencies (Absolute Priority 2 & NRC Competitive Priorities 1&2), and providing a robust series of informative outreach programs to the general public that generate debate on our world area (Abs. Pr. 1). A detailed budget for the Institute's Title VI NRC/FLAS request can be found in ED Form 524 Section C Budget Narrative.

**Competitive Priority 1.** A major priority is building collaborative partnerships with Minority-Serving Institutions (MSIs). ISEEEES takes its mission as a public institution seriously and seeks to share resources across the S/EE/E field and the country to truly realize its role as a national resource center in encouraging diversity and inclusion in the field. Locally, our partnership with California State University East Bay (CSU) will bring ISEEEES doctoral students to the CSU campus for a series of guest lectures (one per semester each year of the grant) and mentorships. The lectures will allow CSU students to learn more about S/EE/E studies, while providing Berkeley students the opportunity to speak to a different student audience than they find on the Berkeley campus. The mentorships will partner aspiring CSU students with Berkeley graduate students to encourage CSU student interest in area studies and in pursuing graduate education. In addition, through a series of curriculum development grants, ISEEEES will assist CSU Professor Elizabeth McGuire (Appendix A-60) in expanding her curriculum in S/EE/E history and to develop courses in a way that reach her students effectively. New courses to be developed include *Russia: From Peter to the Present*, *Communism as Civilization*, and *Modern Europe: Unity and Diversity*. Once developed, these courses will enter the CSU curriculum and be taught on a regular basis. To enhance her course on Russia, in Year 2 McGuire will create an interactive website activity called the *Romanov Murder Mystery* to be made available openly on the web.

As a *national* resource center, ISEEEES will partner with Dr. B. Amarilis Lugo de Fabritz (A-60), Master Instructor of Russian at Howard University, to expand Russian language offerings at Howard and to invite ISEEEES faculty to the Howard campus for a series of lectures and seminars. Dr. Lugo de Fabritz directs the only comprehensive Russian program at a Historically Black University, teaching language, literature, and culture courses. She is the main advisor for students interested in Russian studies and has mentored students in the humanities

and social sciences. Through this partnership, ISEEEES will provide support for the introduction of a 2nd-year Russian language course at Howard, where currently instruction is limited to only 1st-year Russian. Once at the intermediate level, undergraduate students from Howard will be eligible to apply for Summer FLAS fellowships from ISEEEES. ISEEEES will also fund 2 UCB faculty to travel to Washington, DC in each year of the grant for a series of seminars and lectures on Russia-related topics, thus making the reach of our ISEEEES NRC truly national.

The Office of Resources for International and Area Studies (ORIAS), the joint program of the Title VI Area Centers at UCB, provides scholarly resources and supports professional development for K-12 teachers and community college educators who address international studies. Through ORIAS, ISEEEES will co-sponsor the creation of two online community college World History courses (pre-1500 and post-1500), which will be approved for University of California (UC) system-wide articulation and will be submitted to the State of California's community college online course exchange, which includes 56 of the state's 114 community colleges, including many which are also MSIs. Each course will be built by a team of 3–4 experienced community college educators who are alumni of prior ORIAS summer institutes and will incorporate best-practices for online instruction. ISEEEES co-sponsorship of these courses will ensure that S/EE/E content is included in the courses, informed by ISEEEES faculty input. The pre-1500 course will be developed in Years 1 & 2; the post-1500 course in Years 3 & 4.

**Competitive Priority 2.** ISEEEES will partner with the UCB History-Social Science Project (HSSP), one of the nine discipline-based California Subject Matter Projects that provide rigorous professional development and promote high-quality teaching, leadership, and educational equity, to provide S/EE/E world area content in three global history course outlines (6th, 7th and 10th grades) to be created by the HSSP. A working group of teachers will develop these outlines,

based on the recently adopted California History-Social Science Framework, and ISEEEES faculty and graduate students will provide content knowledge, reinforce historical significance, and identify sources for lesson development. The materials will be presented in summer institutes (each year a different grade) and posted on the UCBHSSP Global History webpage, ISEEEES website, and shared with other NRCs and educational portals, ensuring impact both regionally and nationally.

Every summer ORIAS organizes a 3-day in-service K-12 *Summer Teachers Institute* that brings together 25-30 educators from schools throughout the San Francisco Bay Area and Northern California (Crit. I.1a.). The institute addresses a general topic, with specific representation from each world area, and ISEEEES sponsors faculty to lecture and lead discussions related to the S/EE/E region. We request support to continue these summer institutes during the 2018-2022 period, when the topics will be body and identity, the world in film, the Little Ice Age, and propaganda.

**Outreach.** Every other spring ISEEEES organizes an *Educator Outreach Conference* for K-14 instructors. Drawing on UCB and invited guest faculty, this conference provides current information and theoretical insights on S/EE/E issues to approximately 75 participants, including teachers from inner city and rural schools from throughout Northern California. The campus and general public are also invited. To strengthen ISEEEES teacher training activities (Abs. Prior. 2), we seek support for the *Educator Outreach Conference* and our *Teachers Advisory Board*, which was created to improve the pedagogical value of our conferences and to develop themes in line with the interests and needs of teachers.

ISEEEES seeks Title VI funds to continue its popular lecture series *Russia and its Near Abroad* and *East Central and Southeastern Europe*. The latter will leverage Title VI support with

additional funds from our Hungarian studies and Serbian studies endowments to expand and strengthen the series over the course of the grant cycle (Crit. I.1c.). Title VI funds will assist in underwriting the annual *Berkeley-Stanford Conference on Slavic, East European, and Eurasian Studies*, organized jointly with Stanford University's Center for Russian, East European and Eurasian Studies (CREEES). Now in its 42nd year, this conference is a hallmark in cooperation between our two institutions. ISEEEES proposes two additional joint conferences together with the Central European University (CEU), one of our exchange partners. The topic in Year 1 will be "Borders, Borderlands, and Migration," and in Year 4 "From Solidarność to the August Coup: A Retrospective Look at the Fall of Communism in Eastern Europe and the Soviet Union." Both conferences will take place on the UC Berkeley campus and be open to the public. ISEEEES requests salary support for Zachary Kelly (A-53), Assistant Director for K-14 Outreach and Events, Publications, and Media Resources, who coordinates the Institute's outreach and organizes its events.

**Support for Less Commonly Taught Languages (LCTLs).** *Instructors.* Title VI funding for language instruction in Armenian, Bosnian/Croatian/Serbian (BCS), Czech, Hungarian, and Polish addresses training in LCTLs. Of these, Armenian, BCS, and Polish have been deemed "critical" for national needs by the Secretary of Education. Title VI sustains LCTLs with enrollments lower than the threshold for State funding, thus ensuring that instruction in these languages is available. A portion of salary is requested each year, with the amount decreasing in subsequent years as the university assumes more of the cost. *Language Pedagogy.* ISEEEES asks for funding to support language lecturers and Graduate Student Instructors (GSIs) to attend ACTFL Oral Proficiency Interview (OPI) Workshops and other professional development workshops and conferences in order to strengthen LCTL teaching. During the grant cycle we

envision that Armenian lecturer Myrna Douzjian (A-11), BCS lecturer Antje Postema (A-22), Czech lecturer Ellen Langer (A-16), Polish lecturer Katarzyna Zacha (A-27), and Russian lecturer Anna Muza (A-19) will receive training in administering OPI assessments, and that Douzjian and Muza will also attend workshops for teaching heritage speakers. **Summer Language Institutes.** Support for Indiana University's Summer Language Workshop, the University of Pittsburgh Slavic, East European and Near Eastern Summer Language Institute, and the Central Eurasian Studies Summer Institute at the University of Wisconsin-Madison contribute in a coordinated manner towards the nation's capacity to train Americans with advanced proficiency in LCTLs.

**Non-Language Instruction.** ISEEEES requests support for Dr. Melanie Feakins (A-40), visiting assistant professor in the Geography Department, to teach one course per year on the geography of the post-socialist S/EE/E area, alternating between courses *Post Socialist Spaces* and *Capitalism after Socialism?* If these courses prove successful, we expect the Geography Department will fully fund the position beginning Academic Year (AY) 22-23. Given recent events in the region, these courses are certain to spark student interest.

**Libraries.** ISEEEES requests funds for acquisitions for the Main Library, which will be made available to other libraries through the Research Library Cooperative Program and active interlibrary loan lending, as well as modest funds for the Slavic Department library (Crit. E).

**Evaluation.** The Institute asks for funding to engage Alisha Kirchoff (A-61), PhD student in Sociology at Indiana University Bloomington, as our professional evaluator, in conformity with the evaluation plan outlined in Criterion C.4.

**Program Support.** ISEEEES requests 33% salary and benefits for Louanna Curley (A-53), Administrative Assistant for Finance and Fellowships, for the essential support she provides to

NRC/FLAS operations. In addition, we seek modest support for general supplies and expenses related to programming.

**Travel.** Funds are solicited to send UCB faculty to give guest lectures at Howard University as part of our MSI partnership. Modest funding is also sought for staff travel to NRC Directors' meetings and for attendance at professional conferences as part of Institute outreach.

**Student Support (FLAS).** A primary purpose of ISEEEES—to support research and student training—underlies its partnership with Title VI to enhance the nation's expertise and research in foreign languages and area and international studies of the S/EE/E region. This goal continues to motivate ISEEEES, and we request funding for 8 AY graduate and 2 AY undergraduate FLAS fellowships and 7 Summer FLAS fellowships.

ISEEEES has the faculty and staff to implement the proposed programs, and its infrastructure and personnel are established, experienced, and efficient (Crit. B.1, F.3 & G.3). Outreach and teacher training efforts will benefit from cooperative relationships with other specialized units (ORIAS, HSSP) and area studies centers on campus.

**3. Cost-Effectiveness.** Many of the programs that ISEEEES supports with Title VI funds are joint initiatives with other UCB area centers or outside partners, thus effectively spreading the expense while expanding the constituency. ISEEEES, as one of the major area studies centers at UCB, is also successful in securing cost-sharing commitments and co-sponsorship of activities and events as well as course offerings; and ISEEEES is frequently able to match NRC funds with funds from its various endowments. UCB's commitment to waive the non-resident supplemental tuition (approx. \$15,102) for incoming graduate student recipients of AY FLAS fellowships is extremely cost-effective. More detailed institutional commitment is discussed in Crit. D.

**4A. Long-Term Impact.** By the project's end, ISEEEES will have established significant and

sustained collaborative relationships with Russian and East European studies faculty at CSU and Howard University, including the introduction of new courses in Russian and East European studies at CSU and in Russian language at Howard (NRC Comp. Prior. 1). Collaboration with ORIAS will support the development of two new community college World History courses with S/EE/E content that will be available statewide (NRC Comp. Prior. 1), and collaboration with HSSP will support the creation of global history course outlines with S/EE/E content that will be available at the 6th, 7th, and 10th grade levels (NRC Comp. Prior. 2). These projects will introduce more students to our world area.

ISEEES will have enhanced instruction in the S/EE/E area, in both non-language and language offerings, thereby improving the training of future experts in this area of national need. ISEEES will have augmented LCTL training and proficiency testing, thus expanding the long-term impact of these activities when lecturers and GSIs implement these methods in their classrooms. FLAS fellowships will have provided support for students to undertake language and area studies training, leading to more practitioners entering areas of national need in government, business, and non-profit sectors (Abs. Prior. & FLAS Comp. Prior. 2b). Finally, through its wide-ranging public lectures and conferences, ISEEES will have measurably increased its efforts to reach out to the general public in order to increase public knowledge of and generate debate on the S/EE/E region.

## **B. QUALITY OF STAFF RESOURCES** (see Appendix A for faculty and staff bios)

**1. Qualifications of Faculty and Professional Staff for Current/Proposed Programs.** ISEEES has 30 core faculty, distributed across 12 disciplines and 3 professional schools, including 27 tenured (11 full professors, 12 associate professors, and 4 active emeriti), two pre-tenure, and one associate adjunct professor with a specialty on the Caucasus (Crit. F and A). Complementing

tenured and tenure-track faculty are one permanent lecturer on Central Asia and six language lecturers in the Slavic Department. ISEEEES faculty are internationally renowned and have received numerous awards, including in the last four years the *Premia Prosvetitel'* award for best book in the Humanities (Alexei Yurchak, 2015; A-27), the MLA's Aldo and Jeanne Scaglione Prize for Comparative Literary Studies (Steven Lee, 2016; A-16), and the Association of American Publishers Prose Award in World History (Yuri Slezkine, 2018; A-24). Over the last four years, 8 ISEEEES faculty members have had monographs published. Faculty also frequently guest lecture at other academic institutions and give presentations to media and community organizations.

ISEEEES professional staff include director John Connelly (A-11) and two academic coordinators. Connelly is professor of History and has taught at Berkeley since 1994 and served as director since 2014. He is author of *From Enemy to Brother: The Revolution in Catholic Teaching on the Jews* and *Captive University: The Sovietization of East German, Czech, and Polish Higher Education, 1945-1956*. Jeff Pennington (A-54) has been executive director and academic coordinator of ISEEEES since 2008. Fluent in Hungarian, Romanian, and Japanese, and with extensive grant management experience in Eastern Europe and the US, he is responsible for coordination of all ISEEEES programs, staff supervision, financial and grant management, FLAS administration, and oversight of BPS programming and working groups. Stephan Astourian (A-7) is director and academic coordinator of the Armenian Studies Program (ASP) and associate adjunct professor in the Department of History, where he teaches courses on Armenian, Caucasus, and late Ottoman history. He is the author of *At the Crossroads of the Armenian-Azerbaijani Conflict: History, Territory, Nationalisms*. Affiliated with ISEEEES is Liladhar Pendse (A-56), Librarian for S/EE/E studies, who selects area-related materials and provides

services in support of research, teaching, and scholarship related to our world area.

**Professional Development Opportunities.** Every seven years a faculty member may take one year's leave with full pay to pursue professional development and research. ISEEEES faculty usually coordinate such sabbatical leave with other grants enabling them to travel to the region for research. UCB's Committee on Research provides grants to faculty for professional development opportunities, including travel for research and conference participation. ISEEEES serves its faculty by assisting with extramural grants, providing faculty members travel support for research, and by awarding grants to mount academic conferences and workshops. The Institute also offers graduate student training grants, which directly fund graduate student researchers (GSR) assisting faculty in translation, bibliographic, or other research tasks. ISEEEES itself organizes conferences in which our faculty participate, including the annual Berkeley-Stanford Conference. The theme in 2018 was *Empires: Past and Present* (Crit. I.1b).

ISEEEES also supports professional development for language instructors: Hungarian lecturer Soós-Szőke to become a certified OPI tester, Polish lecturer Zacha to attend a pedagogical workshop for Polish instructors at the University of Chicago, and Czech lecturer Langer to travel to the Czech Republic for pedagogical training on teaching Czech and to collect authentic language materials. Other professional development opportunities for language lecturers and language GSIs are supplemented by the Berkeley Language Center. Professional staff are eligible for up to two weeks of paid leave to pursue professional development opportunities, and courses for staff are provided through the UCB Learning Center, including technology, business, and management training at no charge to employees. Assistant Director Kelly has taken courses in grant writing and business communication, in addition to ISEEEES-sponsored summer study of advanced Estonian in Tallinn.

**Teaching, Supervision, and Advising.** The teaching load for core faculty varies between 3-5 courses per year. Faculty hold regular office hours to meet with and advise undergraduate and graduate students. In addition, undergraduates consult a professional Student Affairs Officer (SAO) while planning their curricula. This level of attention is standard at Berkeley, where all departments are mandated to have at least one faculty advisor and a separate SAO at the undergraduate and graduate level to provide expert advice on navigating academic and career concerns. Departmental SAOs prepare placement files for graduate students nearing the completion of their programs. Graduate students affiliated with ISEEEES are all under the supervision of core faculty and work closely with them as GSRs, GSIs, and dissertation advisees. BPS organizes practice job talks for students going on the job market, and ISEEEES faculty and students attend these talks and provide valuable feedback. A key measure of the commitment to mentoring is the outstanding placement record of UCB graduate students (Crit. C.5).

**2. ISEEEES Staffing and Oversight.** Members of the ISEEEES administrative staff include Zachary Kelly, Assistant Director for Outreach, and Louanna Curley, Administrative Assistant for Finance and Fellowships, both at 100% FTE. Kelly organizes the Institute's lecture series and conferences, edits the biannual ISEEEES *Newsletter*, and maintains the ISEEEES website and social media. Curley prepares files for ISEEEES fellowship committees, processes Institute financial transactions, including financial awards for students, and coordinates Institute travel and international visitor services. ISEEEES works closely with Shane Carter (A-59), program coordinator of ORIAS, on outreach efforts.

Oversight includes faculty participation in the ISEEEES Executive Committee. Appointed by the Vice Chancellor for Research from among ISEEEES core faculty, this body includes members from a variety of disciplines and meets twice a year to discuss Institute matters and to

set policy. The current chair is Victoria Frede (History; A-12), and members are Richard Buxbaum (Law; A-9), Greg Castillo (Architecture; A-10), Lyubov Golburt (Slavic; A-13), Eric Naiman (Slavic; A-20), Liladhar Pendse (Library), Jason Wittenberg (Political Science; A-26), and Alexei Yurchak (Anthropology). In addition to the Executive Committee, faculty also actively participate on FLAS selection committees (Crit. J), attend BPS seminars, and participate in ISEEEES conferences.

**3. Nondiscriminatory Employment.** ISEEEES is committed to a policy of nondiscrimination, equal access, and diversity with respect to race, color, national origin, gender, age, religion, sexual orientation, and disability and is fully compliant with federal laws and regulations concerning non-discrimination in employment (attached GEPA statement). Since California Proposition 209 forbids certain types of affirmative action programs in hiring and admissions, UCB has redoubled its efforts to ensure diverse pools of applicants and encourages applications from traditionally underrepresented groups. ISEEEES emphasizes this policy in its own practices. Of the Institute's three full-time staff, one is a woman and one is a person of color. Women comprise 30% of the ISEEEES core faculty. ISEEEES complies with US laws on disability access and age discrimination, and the ISEEEES office suite is ADA accessible. Employment opportunities are advertised widely and without discrimination, including to members of the Association for Women in Slavic Studies and the Association for Diversity in Slavic, East European, and Eurasian Studies.

## **C. IMPACT AND EVALUATION**

**1. Impact of Activities and Training** is measurable on different levels. For the *University*, an important indicator of impact is enrollment in S/EE/E courses. In AY2016-17, there were 5,905 enrollments in S/EE/E program courses. Of these, 320 were in language courses and 5,585 in

non-language courses. The number of S/EE/E undergraduate concentrators (students who have taken at least 20 semester units from courses related to the S/EE/E field) in AY2016-17 was 282. ISEEEES-affiliated graduate students currently number 103; and over the past 4 years, 12 have been named Outstanding GSIs by the university. BPS has 67 affiliated graduate students from 11 departments, all who are PhD candidates specializing in the S/EE/E region. The impact of ISEEEES on the *Community* level is indicated by the number of public events sponsored by the Institute, including 8 conferences and symposia and 53 public lectures in AY2017-18 alone, with attendance reaching over 60 people at lectures and conference participation ranging from 85 to 100 participants, depending on the theme (Crit. I). ISEEEES sponsorship of two recent Sergei Eisenstein film series at the Pacific Film Archive reached 3,100 people alone. On a *Regional* level, i.e., the Bay Area and California, the impact of ISEEEES is shown through its involvement with business and community organizations, faculty presentations to civic fora and local media, and distribution of the biannual ISEEEES *Newsletter* to the public (Crit. I.1c). For example, on the centenary anniversary of the Armenian Genocide, ASP director Astourian was interviewed by KQED radio (San Francisco) and NBC Bay Area, and Prof. Steve Fish (Political Science, A-12) has had op-ed pieces on Russia published in the *San Jose Mercury News* and *Los Angeles Times*. In addition, faculty and graduate students regularly speak to Bay Area chapters of the World Affairs Council on topics related to our world area. The impact of ISEEEES activities and training programs is demonstrated on a *National* level by faculty interaction with national and international media, faculty presentations at other universities across the country, faculty and student participation at national conferences, and the excellent post-graduate placement record of UCB students (Crit. C.5). Since 2014, fourteen ISEEEES graduate students entered tenure-track positions, 5 went on for post-docs, 3 entered the private sector, 2 entered the non-profit sector,

and 2 entered government service.

**2. National Needs.** By focusing our events on the S/EE/E world area, we address a world region designated as critical for national needs. Our conferences and lecture series on Russia and its Near Abroad and on East Central and Southeastern Europe are free and open to the public and generate information about our region for wider dissemination, while the ISEEEES *Newsletter* publishes informative articles on our world area. Faculty regularly contribute to national and international media, e.g., *Foreign Policy*, *Los Angeles Times*, *Newsday*, *Washington Post*, Al Jazeera English, BBC World News, CNN, Deutsche Welle, and Sky News (Crit. I.1c). Educator outreach conferences have a multiplier effect as teachers pass information on to their students.

**3. Equal Access and Treatment.** UCB equal access policies are summarized in the attached GEPA statement, to which ISEEEES strictly adheres. Seven percent of our affiliated graduate students are members of a racial or ethnic minority and 55% are women. On average, 35% of attendees at our public events are elderly members of the community for whom ISEEEES maintains a special mailing list for notification of events and guarantees accessibility of location for the disabled and the elderly. ADA accessibility is a key factor in deciding event venues, and the ISEEEES office suite is also ADA accessible. ISEEEES is making a concerted effort to expand its outreach to Minority-Serving Institutions in Northern California and to include interested faculty and students from these colleges and universities in our activities. As a public institution of higher learning in an ethnically and culturally diverse state, Berkeley is actively committed to championing opportunity for persons of every race, gender, creed, ethnicity, and socio-economic background. Since fall 2014, two undergraduate students studied in Russia and three in the Czech Republic on U.S. State Department Gilman Scholarships, a grant program that enables students of limited financial means to study or intern abroad.

**4. Evaluation Plan.** In the 2018-22 grant cycle, we intend to develop and strengthen evaluation efforts for three of our key projects: FLAS fellowships, outreach to the campus community, and outreach efforts to MSIs. Our approach is ongoing, comprehensive, and goal-oriented, generating data to guide future program development and gauge annual progress toward short- and long-term goals. Maintaining common measures and tracking students and faculty over time allow us to measure the impact of our programs more effectively and to better address the needs of the community while simultaneously meeting Title VI objectives. The evaluation employs both quantitative (surveys, language and content testing, enrollment and other relevant data collection) and qualitative (interviews, participant observation, document review) measures to assess trends, programming outcomes, and ascertain a more nuanced view of the impact ISEEEES has on individuals and groups in the Berkeley community and beyond.

The evaluation will be conducted primarily by Alisha Kirchoff of Indiana University Bloomington. A former associate director of a Title VI NRC and FLAS program, she is now a Sociology PhD candidate at Indiana University and has developed the methodological skills to competently build an effective evaluation plan. This, paired with her in-depth knowledge of Title VI goals and objectives, suits her extraordinarily well to evaluate ISEEEES programming. Kirchoff will conduct annual surveys of FLAS fellows to assess their experiences, language progress, and recommendations for program improvement. She will also administer an annual community survey to ISEEEES-affiliated faculty and students, in addition to institutional partners and participants in our MSI outreach programming. Surveys will be conducted using Qualtrics and responses will be analyzed using STATA data analysis and statistical software. In spring 2021, she will conduct a site visit for a qualitative evaluation of ISEEEES programming. This site visit, part of an external evaluation required of the Institute, will include focus group sessions

with affiliated faculty and graduate students and interviews with ISEEEES staff and select members of campus administration.

The proposed set of techniques for program evaluation in the 2018-2022 funding cycle leverages the complementary strengths of internal capacity and external evaluation knowledge and expertise. The responsibility for data collection, analysis, and interpretation is shared between the Institute and external reviewer. Kirchoff will rely on ISEEEES to provide contact information for relevant partners and to clarify the themes, goals, and objectives for the evaluation. She will also verify any seemingly anomalous or outlying responses with ISEEEES staff to confirm their validity. In turn, she will conduct independent data collection, analyze results, and generate conclusions based on her findings. Kirchoff will then supply her findings and resulting recommendations to the Institute. Input on instrument design and programming areas of particular concern will also come from ISEEEES staff, affiliated students and faculty, administrative units, and any other relevant campus parties.

Kirchoff's work will complement a formal external review of ISEEEES in spring 2021, required by the UCB Vice Chancellor for Research. This review will be conducted by a 3-member team consisting of two academics (one in area studies and one in languages) and an experienced professional administrator in S/EE/E studies familiar with NRC programs, and will be timed with Kirchoff's site visit. In addition to the data collected by ISEEEES, this team will also review information such as course evaluations, departmental reviews, information gleaned from faculty and student interviews, and observations of classroom teaching and organized research activities. The evaluators will be charged with developing a summative assessment that will be shared with the Vice Chancellor for Research and the Executive Vice Chancellor and Provost and which ISEEEES can use to improve its programming, activities, and administration.

**Recent Improvements.** In response to questionnaires distributed at previous Educator Outreach Conferences (Crit. I.1a), we recruited a Teachers Advisory Board to improve the pedagogical value of the event, which led us to reexamine the themes of future conferences to be more in line with the interests and needs of teachers. Participants at past ORIAS K-12 Summer Teachers Institutes responded to similar questionnaires by specifically asking for curriculum units and pedagogical materials. In response, ISEEEES will partner with the History-Social Science Project to provide S/EE/E world area content in three global history course outlines (6th, 7th and 10th grades) to be created by the HSSP (Crit. A.1&2, I.1a, and NRC Comp. Prior. 2).

**5. Placements.** In AY16-17, approximately 17% of the 136 S/EE/E undergraduate concentrators graduating that year indicated an interest in pursuing graduate education. One student entered the graduate program at Harvard's Department of Slavic Languages & Literatures, while another student is pursuing an MA in Russian studies at Georgetown University. Others have chosen to enter the workforce, and some of those are in areas of national need. Examples of recent undergraduate placements include: an intern at the U.S. Embassy in Kyiv, Ukraine; an intern at the New America Cybersecurity Initiative; a recruiter for American Councils programs in Eurasia; a Peace Corps volunteer; a Fulbright junior researcher in Russia; and a Congressional staffer for U.S. Representative Jimmy Gomez (CA-34).

Data on ISEEEES graduate student placements reveal that approximately 74% of graduates entered academia, 13% the business sector, 9% the nonprofit sector, and 4% government service. Recent graduate placements in non-academic fields include positions at 24/7 Customer (voice-user interaction technology company), Global Greengrants Fund, Global Healing, Google, Hyperion Political Risk, Library of Congress, and US Commission on International Religious Freedom. Placement of students with knowledge of the S/EE/E area and of the region's

languages in the business, non-profit, and government sectors is vital for national needs.

Since 2014, graduates have accepted tenure-track positions at a wide range of institutions, such as Brown University (History), Central European University (History), Columbia University (Slavic), European University Viadrina Frankfurt (Oder) (History), Mount Holyoke (Slavic), Rensselaer Polytechnic Institute (Economics), Rutgers University (Slavic), Ryerson University (History), Tulane University (Jewish Studies), University of Birmingham (UK) (Slavic), University of California, Irvine (Art History), University of Georgia (Slavic), University of Pittsburgh (Slavic), University of Utrecht (Music), and Williams College (History). Over the same period five graduates received postdoctoral fellowships to the European University Institute (History), Harvard University (History), Masaryk Institute of the Czech Academy of Sciences (History), New York University (History), and Princeton University (Slavic). Academic positions address national needs by ensuring that LCTLs and S/EE/E area studies are taught to new generations of students. ISEEEES will continue to encourage students to enter areas of national need by supporting language study and courses in the S/EE/E field and by actively encouraging students, both undergraduate and graduate and those in professional schools and STEM fields, to pursue language and area studies with FLAS fellowships.

**6. Enrollments.** In AY16-17, there were 5,905 enrollments in S/EE/E program courses. Of these, 320 were in language courses (253 undergraduate- and 67 graduate-level enrollments) and 5,585 in non-language courses (4,928 undergraduate- and 657 graduate-level enrollments) (Crit. F.1 & G.1 for additional details). ISEEEES awards FLAS fellowships to both undergraduate and graduate students, and all AY FLAS recipients are required to take one language course each semester in the target language and at least one area studies course each semester during the fellowship. Placement figures are given above, and the majority of the specific placements listed

above received either an AY or Summer FLAS fellowship.

**7. FLAS and National Needs.** The Department of Education (DoEd) has determined that a national need for expertise in foreign languages and world regions exists for Russia, Eastern Europe, and Eurasia and for the languages of those regions. ISEEEES awards FLAS fellowships in 6 of the languages of the region, and area studies courses on the S/EE/E area, which are required as part of a FLAS fellowship, also contribute to expertise in the region.

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

**1. Support to ISEEEES Operation.** ISEEEES is an Organized Research Unit under the Office of the Vice Chancellor for Research and reports directly to the Associate Vice Chancellor for Research. UCB provides 100% salary for the ISEEEES Director and Executive Director and for the ASP Academic Coordinator, 67% salary for the ISEEEES Assistant Director for outreach, 67% salary for the ISEEEES Administrative Assistant, central campus space of nine offices and a seminar room, and communication and technology services. In AY16-17, UCB state funds covered 20% of ISEEEES administrative, operational, and faculty and student research support expenditures, Title VI (NRC and FLAS) covered 28%, and ISEEEES endowments covered 52%.

**Support to Teaching Staff.** Other direct UCB support for S/EE/E studies is shown in Table 1. UCB commitment to the area is further demonstrated by a willingness to hire new tenure-track faculty. In fall 2017, the Slavic Department appointed Assistant Professor Edward Tyerman to teach 20th- and 21st-century Russian literature, early Soviet culture, late-Soviet and post-Soviet literature and film, and literary theory. In fall 2018, Maria Sonevytsky will join the Department of Music as assistant professor of ethnomusicology. Her research interests include discourses of sovereignty and “wildness” in post-Soviet Ukrainian “ethno-music,” the legacy of Soviet cultural policies on music after socialism, and folklore and nuclear experience after Chernobyl. Stephen

<b>Table 1. UC Berkeley Institutional Commitment to Slavic/East European/Eurasian Studies, 2016-17</b>	
<b>Category</b>	<b>Contribution</b>
Core Faculty (salary & benefits multiplied by % time devoted to S/EE/E studies for faculty with % time listed in Appendix)	\$4,048,996
Fellowships & student support	\$2,885,580
Slavic Department language lecturers & GSIs	\$630,628
SLL administrative staff	\$105,858
Library acquisitions	\$456,352
Library personnel	\$328,000
ISEEES professional & administrative staff	\$294,156
ISEEES outreach/program staff	\$95,610
ISEEES faculty & graduate student travel and research support	\$109,630
ISEEES supplies and expenses	\$16,575
<b>Total University Commitment</b>	<b>\$8,971,384</b>

J. Collier will join the Department of City and Regional Planning in fall 2018 as associate professor, where he will continue his research on neoliberalism, social modernity, biopolitics, and vital systems security as they relate to post-Soviet social dynamics.

UCB contributes annual individual research and travel grants and research assistantships to faculty (\$1,000-\$10,000), and ISEEES regularly contributes to faculty research and teaching through its various endowments. The Institute's Georgiana Stevens Fund provides up to \$21,000 annually for faculty research conferences and provides each ISEEES-affiliated core faculty member with an annual \$1,500 graduate student training grant to

encourage faculty mentorship of graduate students. The Kujachich Endowment provides \$10,000 annual support for the teaching of Bosnian/Croatian/Serbian (BCS) language and additional support for faculty research projects related to the Balkans. The Hertelendy Fellowship supports teaching and research on Hungary, with \$10,000 support annually. For language training, the Berkeley Language Center (BLC, Crit. G.3) has an annual budget of over \$1 million.

**Support for Library.** The Library funds S/EE/E collections in the amount of \$456,352 annually through purchase and exchange agreements, and ISEEES endowments provide additional funding for materials on Armenia, Hungary, Montenegro, and Serbia. Staffing support for

S/EE/E collections amounts to over \$328,000 per year. The Slavic Department contributes \$15,000 annually to the stipend of a graduate student to oversee its departmental library. Library resources for S/EE/E studies are discussed in detail under Criterion E.

**Support to Linkages Abroad.** With UCB support, faculty and students participate in formal exchange programs with the American University of Armenia and Yerevan State University in Armenia; Azerbaijan Technical University in Baku; Tallinn University of Technology in Estonia; Central European University in Budapest, Hungary; Babeş-Bolyai University in Cluj-Napoca, Romania; and European University Viadrina Frankfurt (Oder) on the German-Polish border. ISEEEES endowments fund research and travel for UCB faculty and students to go abroad; most ISEEEES summer FLAS recipients use their fellowship to study abroad; and external grants and funding mechanisms provide opportunities for foreign scholars to participate in research and outreach activities at UCB. For example, the European Union-funded Erasmus+ exchange agreement with Babeş-Bolyai University will not only fund Romanian scholars to come to Berkeley, it will fund Berkeley faculty and students to go to Cluj for research and exchange activities. Two faculty (Connelly and Wittenberg) and one graduate student in Romance languages are scheduled to visit Cluj in AY18-19.

Berkeley Study Abroad (BSA) is the campus representative of the University of California system-wide Education Abroad Program (EAP). BSA maintains formal linkages with Charles University and the Film and Television School at the Academy of the Performing Arts in Prague, Czech Republic, and with St. Petersburg State University in Russia. These and other study abroad opportunities are discussed in detail in Criterion H.4.

**Support to Outreach Activities.** UCB pays 67% of the salary of Zachary Kelly, ISEEEES Assistant Director for outreach, and fully funds the 75% appointment of Shane Carter, program

coordinator of ORIAS. The University's active Center for Education Partnerships, part of UCB's Division of Equity & Inclusion, works with ORIAS and the HSSP to target schools that traditionally have had less access to the University (Crit. I.1a, NRC Comp. Prior. 2). Finally, the UC system supports outreach efforts in international and area studies, including the eScholarship program at the California Digital Library and UCTV broadcasts (Crit. I.1c).

**Support to Students.** Overall, 68% of UCB undergraduate students received financial aid (including loans) in AY16-17, with the average award being \$23,569. Fifty-nine percent of undergraduates were awarded need-based scholarship or grant aid, and 29% of UCB undergraduates received Pell Grants. ISEEEES regularly awards FLAS fellowships to undergraduate students for both academic year and summer programs, and many of these students use their FLAS fellowship to study abroad.

In AY16-17, non-FLAS UCB stipend support for graduate students in the social sciences and humanities averaged \$25,000 per student. UCB Graduate Division covers fee remissions for GSIs who teach S/EE/E languages and area studies courses, close to \$17,000 annually per GSI. With 103 ISEEEES affiliated graduate students, estimated UCB support for graduate students in S/EE/E studies totaled approximately \$2.6 million. In addition, UCB funds the GSI Teaching and Resource Center at approximately \$420,000 per year (Crit. F.3).

Many graduate students who enter UC Berkeley as nonresidents can establish residency for tuition purposes within one year, thus receiving the benefit of paying in-state tuition. For incoming graduate student recipients of academic year FLAS fellowships, UCB waives the non-resident supplemental tuition (approx. \$15,102) and provides a \$1,000 top-off.

From its own endowments, ISEEEES provides travel grants for undergraduate and graduate language study abroad, conference travel grants, dissertation research grants, and thesis prizes

for research on the area. In AY16-17, this came to approximately \$63,000 in student support.

## **E. STRENGTH OF LIBRARY**

**1a. Strength.** UCB's Library System, which includes the Main Library, 22 branch libraries, and 11 affiliated libraries, contains over 11 million volumes and 52 million manuscripts. In overall strength, the UCB Library ranks eighth in the United States and second among public universities based on Association of Research Libraries data. S/EE/E collections number almost 1 million volumes, 2/3 of which are in the languages of the region. Holdings include over 20,000 serials and 4,251 active print serials in the languages of the area. The Library subscribes to over 1,100 S/EE/E-related electronic journals and newspapers. Other digital agreements connect users to census data, abstracting and indexing databases, statistical publications, and full text serial collections, e.g., Central and East European Online Library, *Izvestiia*, and *Pravda* digital archives. In AY2017-18, the library purchased the digital archives for the periodicals *Krokodil*, *Moscow News*, *Krasnyi Arkhiv*, and *Ruskaia Niva*. These collections support faculty and student research across the full spectrum of humanities and social sciences disciplines. The UCB Library also boasts some of the strongest national collections in vernacular materials in architecture, art, mathematics, music, and the physical and biological sciences that were acquired through its over century-old exchange agreements with Academies of Sciences in Russia and Eastern Europe.

The Library owns a number of special collections, including the 4,000-volume personal library of Russian statesman Pavel Miliukov, the Masaryk-Beneš collection of publications from the First and Second Czechoslovak Republics, and the Russian Independent Press collection. Through exchanges with the Russian National Library in St. Petersburg, the Library has created the Russian Women Writers' collection of nearly 1,000 rare works of 19th- and 20th-century titles of fiction, drama, and poetry written by Russian female authors. The collection has been

digitized and made available online through HathiTrust. The library also owns and actively develops a collection of Russian émigré publications. The Bancroft Library contains the records of the Russian-American Company, an important collection of Russian history chronicling its exploration of Alaska and the Western United States. Other specialized collections include the Pacific Film Archive (S/EE/E films, including the third largest holding of Georgian cinema in the world) and the Hearst Museum of Anthropology (Russian and Balkan artifacts and religious objects). The Slavic Department Library is a 22,000-volume reference collection in philology containing Russian, Soviet, and East European encyclopedias; dictionaries for old and modern Slavic languages; S/EE/E literature, with extensive Polish holdings; current philological journals; and selected North American and West and East European reference works in literary criticism, linguistics, poetics, and the history of literature and culture.

The UCB S/EE/E collection supports Berkeley's strong academic programs in Russian studies, including (according to a recent evaluative study) a particularly strong resource for local history, culture, and folklore of Siberia and the Far East. Moreover, strong collections exist in Polish, Czech, and Hungarian studies. These collections are all cataloged and available, apart from rare materials that must be used on-site, for lending to institutions throughout the U.S.

**Institutional Support.** UCB's total collections budget is projected to be \$18 million in FY18-19. The Library funds S/EE/E collections to the amount of \$256,352 annually mostly through purchases. An estimated additional \$200,000 is spent on S/EE/E-related materials in English and West European languages and by the subject collections in the Library's branches. Dr. Liladhar Pendse, Librarian for S/EE/E Studies, selects area-related materials, provides specialized reference services, and teaches information literacy classes to both the undergraduate and graduate students. He assists scholars throughout the Bay Area and the US and consults in the

management of the technical processing of incoming materials. In addition, he is primarily responsible for enhancing the collections and user-centered services in support of research, teaching, and scholarship related to the S/EE/E area. In addition, the Library employs a full-time Slavic Cataloger (A-55), three library assistants, and two student assistants devoted to acquiring, processing, and cataloging the S/EE/E collections.

**1b. Availability and Access.** The UCB Library participates in a number of cooperative programs that bring materials to Berkeley and lend UCB's rich collections to others. UCB is a member of the Center of Research Libraries (CRL), a consortium of US libraries that pools resources for unique acquisitions and the preservation of materials. CRL members have unrestricted lending privileges of these shared resources. One of CRL's unique services is its Microform Programs, and UCB is a charter member of the Slavic and East European Microform Project (SEEMP). UCB benefits by having access to SEEMP's large collection of newspapers from the Russian region as well as Eastern Europe. The Research Library Cooperative Program is a special program of cooperation between UCB and the Stanford/Hoover Libraries and the University of Texas at Austin. Faculty and graduate students can request books, articles, microfilm, etc. for local delivery through an on-line borrowing system. A recent evaluator of UCB's collections referred to this arrangement and the combined collections as one of the most significant resources for S/EE/E studies in the US.

OskiCat is the online catalog of the UC Berkeley Library and is open for anyone to search on the internet. The public has in-house access to all collections through day passes or one-month reference cards. Library materials are accessible through several levels of borrowing cards. Faculty from other colleges and universities, K-12 teachers, and community college students can register for a borrower's card simply by providing official documentation of their

status. All Library facilities have ADA compliant access ramps and elevators, with workstations provided for patrons in wheelchairs for using the Library's electronic catalogs and databases.

The UCB Library has a high-profile system of interlibrary (ILL) borrowing and lending to libraries and institutions throughout the US and the world. In AY2016-17, the Library's ILL transactions totaled 38,293 items, 69% of which were sent out from our collection.

## **F. QUALITY OF INSTITUTE'S NON-LANGUAGE INSTRUCTIONAL PROGRAM**

**1. Program Quality and Extent.** UCB offers an exceptionally rich program in Slavic, Soviet/post-Soviet, East European, and Eurasian studies at both undergraduate and graduate levels.

Coordinated by ISEES, the program is characterized by the distinction and depth of its faculty and course offerings. In AY16-17, 219 non-language area courses were offered across 24 disciplines (Table 2), taught by 91 area faculty, visiting professors, lecturers, and GSIs. Course enrollments totaled 5,585 (4,928 undergraduate- and 657 graduate-level enrollments; B).

In the professional schools, courses with S/EE/E content are available in the College of Environmental Design, Haas School of Business, and Boalt School of Law. Greg Castillo introduces socialist realist architecture into his survey courses. International business and trade courses use case studies from the S/EE/E region, and international business development projects provide firsthand experience in the region. Law courses on the European Union touch upon those countries of our region which are EU member states; and courses on human rights and humanitarian justice draw heavily upon past events in the Balkans, the International Criminal Tribunal for the former Yugoslavia, and the European Court of Human Rights. Eric Naiman offers Law 214.4 *Poetic Justice: Dostoevsky, Nabokov and Literature in the Shadow of the Law* in conjunction with the Department of Comparative Literature.

**2. Interdisciplinary courses.** Many courses in S/EE/E studies are interdisciplinary by their very

**Table 2 Course offerings by discipline  
(offered in 2016-17; % S/EE/E content)**

Discipline	Courses		Faculty, lecturers and GSIs	
	100%	<100%	100%	<100%
Anthropology	7	0	1	0
Architecture	0	5	1	0
Buddhist Studies	0	2	0	2
Bus Admin	0	3	0	3
Comp Lit	2	2	2	1
East Asian	0	2	0	2
Economics	3	9	2	1
Education	0	1	0	1
English	2	1	2	1
Film	1	2	1	0
Geography	2	1	2	1
Global Studies	1	1	1	1
History	13	23	6	13
IAS	0	1	0	1
Law	1	15	1	4
L&S	0	1	0	1
Near Eastern	1	0	1	0
Peace & Conflict	0	5	0	1
Political Economy	0	3	0	1
Political Science	6	9	3	2
Public Policy	0	1	0	1
Slavic	65	0	21	0
Sociology	10	10	2	2
Undergraduate Interdisciplinary	2	6	2	4
Total	116	103	48	43

nature. Yurchak’s Anthro 150 *Utopia: Art and Power* combines art and politics; Ram’s (A-22) CompLit 155 *The European Avant-Garde: From Futurism to Surrealism* blends literature and art history; Lee’s English 190 *Literature and Revolution* examines the relationship between literature and politics; and Frick’s (A-13) History 100B *Gdańsk/Danzig/Gedanum: A City Shaped—Histories and Cultures* explores the history of Gdańsk through literary novels. Naiman’s Law 214.4/CompLit 240 explores the conceptual and thematic places where literature and law cross over into each other’s domain.

**3. Faculty.** *Non-language core faculty*, i.e., those

not in the Slavic Department, have academic training in the S/EE/E area, command one or more area languages, and carry out research and publish on the area. The number of core non-language faculty in AY17-18 was 20, including 14 tenured, 1 tenure-track, 1 associate adjunct, and 2 active emeriti who still teach. Though not included in this figure, visiting faculty with a core interest in the S/EE/E area regularly teach non-language area courses (3 offered in AY17-18). *Affiliated faculty*, though not necessarily S/EE/E specialists, include S/EE/E content in their courses. Appendix A provides percentage of time devoted to subject area for core and affiliated faculty.

**Instructional Assistants and Pedagogy.** Each department has its own dedicated semester-long

course to train Graduate Student Instructors. Typically a 2-hour per week seminar, the course introduces graduate students to a variety of techniques and theories used in teaching at the university level by examining readings dealing with a range of classroom situations, opportunities, and challenges, with the goal of enabling future college teachers to understand the learning process of their students and to develop and improve their own teaching skills.

The GSI Teaching and Resource Center (TRC) is an academic unit within the Graduate Division that provides pedagogical support and guidance for GSIs, who are given a 2-day orientation conference when they first start teaching, followed by workshops highlighting specific teaching issues of interest to GSIs. TRC also organizes GSI Forum Workshops that focus on specific teaching issues (4/semester), offers video tapings of GSIs in the classroom and follow-up advice, provides grants to GSIs for projects that enhance their teaching effectiveness, and issues highly competitive awards to GSIs for demonstrated teaching excellence. Between fall 2014–spring 2017, 12 ISEES-affiliated GSIs received Outstanding GSI Awards from the TRC.

**4. Specialized course coverage** is especially strong in 6 departments: Anthropology (Yurchak), Comparative Literature (Naiman, Ram), Economics (Gorodnichenko A-14, Roland A-23), History (Astourian, Connelly, Frede, Hoffmann A-14, Slezkine), Political Science (Breslauer A-8, Fish, Wittenberg), and Sociology (Burawoy A-9, Riley A-23). Regional coverage is solid, with faculty who teach partial or full area courses focusing on the Balkans (Alexander A-7, Connelly), the Caucasus (Astourian, Ram), Czech Republic and Slovakia (Connelly), former East Germany (Castillo, Connelly, Hoffmann), Hungary (Wittenberg), Poland (Connelly, Frick), Romania (Riley, Wittenberg), Russia (Beecher A-8, Castillo, Collier, Fish, Frede, Slezkine, Yurchak), and Ukraine (Sonevtsky), in addition to Central Asia (Baumann A-28, Lee, Mehendale A-18).

## **G. QUALITY OF INSTITUTE’S LANGUAGE INSTRUCTIONAL PROGRAM**

**1. Extent of Instruction.** The Department of Slavic Languages and Literatures (SLL) offers regular instruction in 6 modern languages of the area: Armenian, Bosnian/Croatian/Serbian (BCS), Czech, Hungarian, Polish, and Russian, and regularly offers courses in the literatures and cultures of the S/EE/E area. Courses in Old Church Slavonic and Old Russian are offered at least once every 2 years. Yiddish is offered through the German Department, and LCTLs from the region’s periphery are offered by other language departments, including Finnish, Greek, Turkish, Persian, Chinese, Japanese, and Korean. The newly established Tang Center for Silk Road Studies, resident in UCB’s Institute of East Asian Studies, currently supports the teaching of Mongolian and plans to introduce Kazakh, Uyghur, and Uzbek in the near future.

**Enrollments.** Enrollment figures for AY16-17 S/EE/E language courses come to 320, including 253 undergraduate and 67 graduates, while figures for literature, culture, and linguistics courses come to 735, including 619 undergraduates and 106 graduates (Appendix B). Table 3 shows language enrollments for fall 2017. Reasons for consistent enrollments include SLL’s diversification of majors and minors (Crit. H.1) to reflect changing interests and active programs in Armenian and Russian for heritage speakers.

To pursue summer advanced or intensive coursework not available at UCB, students are encouraged to participate in summer intensive courses abroad or in the U.S. In the 2014-18 grant cycle, 32 out of 44 Summer FLAS fellows studied abroad at advanced language levels.

<i>year/level</i>	1st	2nd	3rd	4th	5th
Russian	40	19	13	12	8
Armenian	11	17			
BCS	9	4			
Czech	4	2			
Hungarian	9	5			
Polish	5	8	1		
Yiddish	4	3			

Domestically, fellows have studied Russian at Middlebury and Indiana University, Romanian at UCLA, and Yiddish at YIVO/Bard College.

**2. Levels of Training.** Instruction is offered annually at

all levels (elementary to advanced) in Russian and at introductory and continuing levels in Armenian, BCS, Czech, Hungarian, and Polish. Third-year language courses are available in Armenian, BCS, Czech, Hungarian, and Polish, on demand. Advanced Czech and Advanced Armenian were offered in 2016-17, and Advanced Polish and Advanced Tutorial in BCS (spring) were offered in 2017-18, with instructors tailoring aspects of advanced content-based language courses to the students' research interests. Courses in Russian for Heritage Speakers are offered annually within a special "heritage track," and thanks to fundraising efforts by the Armenian Studies Program, Advanced Armenian for Heritage Speakers is scheduled to be introduced in fall 2020.

Literature courses taught entirely in Russian include Slavic 181 *Readings in Russian Literature* for undergraduates and Slavic 245B *Russian Realism* and 246A *Russian Modernism* for graduate students. "Foreign Language across the Curriculum" courses are strongly encouraged. Slavic 190 *Russian Culture* is a Russian culture course taught entirely in Russian. The topic varies by instructor, and recent courses include *Country, Identity, and Language* (Paperno A-21) and *Russia and the Caucasus* (Ram). Starting in fall 2017 the Slavic Department introduced Slavic 100L *Advanced Readings in Russian, East European, and Eurasian Languages*, a one-unit add-on to a regular departmental course where the student performs additional work by reading all or some of the primary texts in the original language and writes a take-home final examination testing reading comprehension in the target language.

In courses outside the Slavic Department, core faculty assign vernacular materials to advanced students, and graduate courses make extensive use of foreign language materials. Such courses in AY16-17 and AY17-18 include Yurchak's Anthropology 250X *Death and the Political Body*, Connelly's History 280B *Problems of Nations and Nationalism in Modern*

*Central Europe*, Frede's History 275B *The Long Nineteenth Century*, Frick's History 100B *Gdańsk/Danzig/Gedanum: A City Shaped—Histories and Cultures*, and Slezkine's History 171C *The Soviet Union, 1917 to the Present* and 285B *Research Topics in Soviet History*. UCB's study abroad program in St. Petersburg offers Russian-language instruction in Russian history, culture, and society.

**3. Core Language Faculty** number 10 (including 2 active emeriti) and include specialists in South Slavic (Alexander), Polish and Old Church Slavonic (Frick), Slavic linguistics and Crimean Tatar (Kavitskaya A-15), and Russian and Soviet film (Nesbet A-20), in addition to outstanding faculty in Russian literature (Golburt, Matich A-18, Naiman, Paperno, Ram, Tyerman; see also Appendix A). Complementing core language faculty are 6 lecturers: Douzjian (Armenian), Langer (Czech), Muza (Russian language coordinator, Russian for heritage speakers, and Russian theater and drama), Postema (BCS), Soós-Szóke (Hungarian), and Zacha (Polish). Four of these instructors (Golburt, Langer, Muza, and Nesbet) have won the prestigious and competitive Arts and Humanities teaching award in the past four years.

**Language Pedagogy Training.** Language pedagogy training is required for lecturers and GSIs teaching Slavic languages in a 3-day Slavic Teaching Workshop at the beginning of each academic year. In addition, Slavic Teaching Methods (Slavic 375A) is required for all SLL GSIs teaching language. This weekly practicum covers practical teaching methods, grading, testing, and design of supplementary course materials. Slavic 375B is required for all SLL GSIs teaching reading and composition. The course focuses on preparation of syllabi and teaching materials and on discussion of questions of pedagogy (teaching literature and writing, lecturing, leading class discussions, designing writing assignments, grading and formulating responses to student papers, working with students individually and in small groups). These courses are designed to

prepare graduate students for a career as a university instructor of language and literature and to provide teaching experience necessary for successful job applications.

SLL lecturers are required to attend one pedagogy workshop per year offered by the Berkeley Language Center (BLC). The BLC is an invaluable resource on contemporary methods and technologies for language instruction and provides pedagogy resources and training. In addition to a monthly lecture series with scholars in second language acquisition and a professional library of pedagogical resources, the BLC maintains a library of 1,504 foreign language film clips in S/EE/E languages which instructors can use in their classrooms. This tagged, structured collection enables instructors to search, find, and play in classrooms short clips to illustrate speech acts, linguistic features, or cultural artifacts. The BLC also provides professional development fellowships for lecturers and graduate student research positions for GSIs in language pedagogy. BLC associate director Dr. Mark Kaiser (A-58) is an adjunct lecturer of Russian in the Slavic Department.

ISEEES recognizes the importance of professionalization in language instruction and regularly offers travel grants to language instructors to attend professional meetings and pedagogy workshops. In addition, we will continue to encourage and fund instructors to receive OPI training and training in teaching heritage speakers.

**4. Performance-Based Language Instruction.** In 1st-year Russian, students take 2-part formative tests using computers. The first part includes vocabulary and grammar. The second part is listening and/or reading and challenges students by incorporating texts intended for native Russian speakers. Students also have oral tests after each chapter and write an ongoing composition throughout the semester to assess their active skills. In 2nd-year Russian, students take paper tests that cover reading, listening, and grammar and also take an oral test after each

chapter and write ongoing compositions. In addition, students in the first two years of Russian take 3 parts (vocabulary and grammar, reading, and listening comprehension) of the computer-based Test of Russian as a Foreign Language at the end of each semester. First-year students take the Basic Level and second-year take the First Level. ISEES is working with SLL to introduce the Second Level for 3rd- and 4th-year students. Other languages taught in SLL use similar, though non-computerized, performance-based measures, emphasizing reading, writing, listening, and speaking. Performance-based criteria for all language courses are referenced to ACTFL and Interagency Language Roundtable (ILR) standards.

**Resources for Language Teaching and Practice** are provided by the Language Media Center (LMC), overseen by the BLC. LMC provides access to a multimedia language lab for producing teaching materials, a digitized recording studio for creating audio lessons, 2 high-tech classrooms with video and computer presentation hardware and networked computers, and 3 computer labs with high-end equipment for creation of computer-based materials (scanners, slide scanners, video digitization, color printing). The Instructional Multimedia Lab develops innovative pedagogical techniques for exploiting modern technologies, particularly for speech. BLC and SLL have jointly developed or purchased A/V materials that are integrated into the curriculum of S/EE/E language courses, including proficiency-oriented DVDs keyed to textbooks and used for homework assignments. The East European Poetry Archive, a large collection of taped readings by contemporary poets of their own works, is also available at the lab. The University Library also has an extensive collection of S/EE/E films for student viewing.

**Language Proficiency Requirements.** UCB College of Letters & Sciences requires all L&S undergraduates to demonstrate proficiency in reading comprehension, writing, and conversation in a foreign language equivalent to second semester college level. The International and Area

Studies Global Studies, Peace and Conflict Studies, and Political Economy of Industrialized Societies undergraduate majors require four semesters of language study (Crit. H.1). Strict language requirements are found for every degree in the Slavic Department, and disciplinary graduate programs have their own foreign language requirements. Language proficiency requirements are implemented through competency-based testing of reading, writing, listening, and speaking skills at all levels. Hungarian lecturer Soós-Szőke integrates the OPI into proficiency exams, and Russian lecturer Muza has experience in administering ILR assessments.

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

**1. Baccalaureate Programs and Requirements.** The **Department of Slavic Languages and Literatures (SLL) Major** emphasizes the social context of language and literature in an interdisciplinary approach integrating modes of analysis from the humanities and social sciences. Two tracks include: Russian Language and Literature and Russian/East European/Eurasian Languages and Cultures, an interdisciplinary “area studies” approach. The Russian Language and Literature track requires at least 7 semesters of Russian language study and 25-31 upper division semester units in courses on Russian language, literature, and culture. The Languages and Cultures track requires a minimum of 4 semesters of an area language and 25-31 upper division semester units devoted to the region. Students can choose Armenian, BCS (Bosnian/Croatian/Serbian), Czech, Hungarian, Polish, or Russian as their language of focus, and they can select area studies courses from a variety of departments such as Anthropology, Economics, Geography, Global Studies, History, Political Science, Sociology, and Performance Studies. In AY17-18, 4 students completed this major; and currently 11 students are declared majors. The SLL Minor is for undergraduate students who wish to combine Slavic language and literature study with a major in another field. The Department offers minors in Russian culture,

Russian language, Russian literature, East European Languages and Cultures (BCS, Czech, Hungarian, or Polish), and starting in fall 2017, a new minor in Armenian Studies. The minor requires a minimum of 4 semesters of language study and 15-20 semester units of upper division courses. In AY17-18, 8 students completed this minor. There are currently 11 SLL minors in progress.

The **Disciplinary Degree with Area Emphasis** is available in academic departments in which core S/EE/E area faculty teach (A and Table 4). In AY16-17, 136 bachelor's degrees were awarded to students who concentrated on the S/EE/E area (see Table 4).

The International and Area Studies Teaching Program offers three interdisciplinary majors: Political Economy of Industrial Societies (PEIS), which examines the relationship between politics and economics in modern societies; Peace and Conflict Studies (PACS), which introduces students to the study of peace, conflict, and world order from social, economic, political, historical, and ecological dimensions; and Global Studies (GS), a new track which allows students to explore interactions between states, societies, and cultures and the outcomes of these interactions. These majors have a language proficiency requirement, which can be fulfilled by any S/EE/E language; and the Global Studies track requires students to focus on a specific geographic region, one of which is Europe/Russia. The Global Studies track was specifically developed to train future policy leaders in matters where area expertise is needed (Abs. Pr. 1). In AY16-17, UCB conferred 32 bachelor's degrees in the PEIS major and 1 in the PACS major to students who concentrated on the S/EE/E area.

The **Interdisciplinary Studies Field (ISF) Major** offers undergraduate students the opportunity to develop individualized interdisciplinary majors utilizing courses from the social sciences, humanities, and professional schools. A senior thesis is required. Four students who

Table 4: Degrees Conferred on Students Concentrating in S/EE/E Studies Summer 2016, Fall 2016, Spring 2017			
Major	Bachelors	Masters	Doctorates
Anthropology	0	1	0
City & Regional Planning	0	1	0
Cognitive Science	1	0	0
Economics	8	0	4
English	9	0	0
Environmental Earth Science	1	0	0
Film Studies	1	0	0
Geography	2	0	0
History	44	2	0
Journalism	0	3	0
Law	1	3	1
Linguistics	2	0	0
Music	0	0	3
Peace & Conflict Studies	1	0	0
Philosophy	1	0	0
Political Economy of Industrial Societies	32	0	0
Political Science	16	0	2
Slavic Languages & Literatures	6	6	3
Sociology	4	1	3
Other Humanities	4	1	0
Other STEM	3	0	0
<b>Totals</b>	<b>136</b>	<b>18</b>	<b>16</b>

focused on the S/EE/E area received their ISF bachelor's degrees in 2015.

**Quality and Appropriateness of**

**Undergraduate Program.** The quality of

UCB's undergraduate opportunities in

S/EE/E studies is demonstrated by the

popularity of key undergraduate courses

related to our field (B) and by the number

of undergraduate concentrators focusing

on our area. In AY16-17 there were 282

undergraduate concentrators, i.e., students

who have taken at least 20 semester units

from courses related to the S/EE/E field,

out of which 136 received their

bachelor's degree in a variety of disciplines (26 with dual majors), including science, technology, engineering, and math fields (Table 4).

**2. Academic and Career Advising.** Academic counseling is provided by faculty advisors and Student Affairs Officers in a student's major department or professional school (Crit. B.1) and by peer advisory services run by the Associated Students of UC and UCB's Graduate Student Association. With a staff of 30, the Career Center provides services to undergraduate and graduate students, departments, and professional schools regarding jobs, careers, internships, and graduate schools. The Career Center also co-sponsors special events with area studies centers such as the Annual International Career Conference, which provides opportunities to hear and

meet with representatives from various sectors, including government and NGOs. The ISEEEES executive director informs and advises students on courses, fellowships, travel-study, and summer language programs specific to the S/EE/E area. The ISEEEES website provides extensive information on in-house, intra-university, and external graduate funding opportunities. Funding and employment opportunities in the S/EE/E field are regularly sent to students through ISEEEES listservs, and seminars and workshops are held throughout the year by ISEEEES and the Graduate Fellowships Office to brief graduate students on fellowship and grant opportunities. ISEEEES partners with the Slavic Department to prepare both undergraduate and graduate students for careers that utilize foreign language and area studies skills through workshops on résumé and CV writing, networking, professional development, and informational group interviews with employers from the public and private sector. ISEEEES and the BPS student working groups organize practice job talks for doctoral students entering the job market.

**3. Graduate Programs and Training.** The **SLL MA** is an integrated stage towards the PhD program and is offered in BCS, Polish, and Russian, with an emphasis in literature or linguistics. The MA entails 4 semesters of coursework, followed by written and oral comprehensive exams. Coursework falls into 3 categories: literary/cultural history and theory, research seminars, and courses that develop essential professional skills. Students must demonstrate advanced proficiency in their major language and reading knowledge of French, German, or a second Slavic language. Six students completed the MA stage in AY2016-17, with 5 currently at the MA level.

The **SLL PhD** has two tracks: Slavic Literature and Slavic Linguistics. The PhD requires students to develop competency in Russian plus a second Slavic language. Other requirements include an extended written research project under faculty supervision and evaluation, written

and oral PhD exams, written and oral exams in their major Slavic language, and a dissertation.

Currently 16 students are enrolled in the PhD program, 8 of whom have advanced to candidacy.

The **Disciplinary PhD with S/EE/E Specialization** is available in disciplines in which ISEEEES core faculty teach (A and Table 2). PhD candidates usually take 3-4 years of coursework and independent study. Non-terminal MAs are offered after 24 semester units of upper division and graduate coursework and after passing a comprehensive exam—typically three 5-hour written exams, one of which must be on the area specialization—as well as an oral exam. Candidates with a S/EE/E focus normally spend a minimum of one year conducting dissertation research in the region, for which language skills are mandatory. Advanced language courses are available through the Slavic Department, while candidates who need to supplement language fluency with intensive study elsewhere in the U.S. or abroad compete successfully for FLAS funding, ISEEEES language training fellowships, and intra- and extra-mural grants. In AY16-17, 9 students completed the MA stage and 13 students received doctoral degrees (Table 4). In the same year there were approximately 83 graduate students concentrating in S/EE/E studies (not including those in the Slavic Department).

The new **MA in Global Studies** is a one-year interdisciplinary program designed to provide students with the fundamentals of contemporary international issues, as well as detailed knowledge about particular world regions. Students must take 6 courses, each at 4 units, to complete their 24-unit degree, and at least 12 of the 24 units must be graduate-level coursework. S/EE/E area studies courses count towards the major's Europe/Russia world region. Students must also demonstrate proficiency in a foreign language equivalent to 4 semesters of college coursework. Two students focusing on our world area received their degrees in spring 2018.

Global experience is an increasingly integral aspect of the Berkeley MBA. The **Haas**

**School of Business** encourages students to take advantage of international opportunities, such as spending a semester abroad, planning study trips to other countries during breaks, or serving as consultants through the school's acclaimed International Business Development (IBD) program. Within its MBA program, Haas offers an area of emphasis on Global Management, which requires knowledge of a foreign language, including any S/EE/E language. The IBD Program is an MBA student consulting project in which students work with clients on real problems in overseas locations, including Russia, Eastern Europe, and the Caucasus. Recent projects have involved pharmaceutical manufacturing and distribution in Georgia and science and technology development in Bulgaria.

UCB's **School of Law** offers courses on European Union law, which regularly attract students interested in the Slavic and East European countries that are EU members. Founded in spring 2006, the Eastern European and Central Asian Law Society is open to law and other students interested in East European and Eurasian legal issues. The Jurisprudence and Social Policy Program (JSP) is a unique interdisciplinary graduate program leading to MA and PhD degrees that combine the scholarly study of legal ideas and institutions from the standpoint of one or more of the social science disciplines. The International Human Rights Clinic—core to JSP—has attracted law students interested in the International Criminal Tribunal for the former Yugoslavia (ICTY) over the past few years. One student who focused on Serbia and the ICTY received her JD in spring 2017. Two other students are currently focusing on our region: one on Russia and Ukraine and one on human rights in the S/EE/E world area.

In spring 2017, three ISEEEES-affiliated students with interest and experience in Russia received their MA in Journalism from the **Graduate School of Journalism**. To emphasize the importance of foreign language study for international journalists, ISEEEES awarded two of these

students AY16-17 FLAS fellowships to study Russian. ISEEEES regularly draws students from the **College of Environmental Design**. Students frequently work with Professor Greg Castillo (A-10) in the Department of Architecture, and we anticipate that students with an interest in our world area will likewise be drawn to work with Professor Stephen J. Collier (A-10) once he begins teaching in fall 2018.

The **Berkeley Program in Eurasian and East European Studies (BPS)** is the Institute's non-degree, interdisciplinary graduate training program in the social sciences and humanities. Its mission is to create a community of scholars focused on our world area regardless of discipline and to provide professional development opportunities for students. BPS currently has 67 affiliated graduate students from 11 departments. Requirements for the program are advanced S/EE/E language proficiency, a graduate seminar in a discipline outside the major, and commitment to participate in program events. BPS sponsors 4 student-faculty working groups: a Russian History *kruzhok*, a Culture and History of East Central Europe *kroužek*, a Slavic literature *kruzhok* (in cooperation with SLL), and Contemporary European Politics (which includes Eastern Europe and Russia). The aim of these working groups is to bring together graduate students, ISEEEES faculty, and invited scholars in an effort to create scholarly dialogue and to foster the free exchange of ideas on shared research interests. In addition, BPS brings Berkeley alumni to campus to discuss career trajectories in both academic and non-academic professions and organizes practice job talks for students going out onto the job market.

The quality of UCB's graduate training in S/EE/E studies is borne out by the fact that currently there are 103 graduate students pursuing degrees related to the area. These represent a variety of disciplines, but predominantly in the humanities (55%) and social sciences (40%), with 5% of students in professional schools. The majority of graduates find positions teaching in

higher education, while others go into government service or the private sector (Crit. C.1 & 5).

**4. Study Abroad.** Berkeley Study Abroad has semester and academic year study abroad opportunities at Charles University and the Film and Television School at the Academy of the Performing Arts in Prague, Czech Republic, and semester, academic year, and summer opportunities at St. Petersburg State University in Russia. In addition, every summer BSA offers a 6-week History course in Poland, Czech Republic, and Germany, entitled “The History of Coexistence and ‘Otherness’ in Modern Europe.” In the next four years a new study abroad opportunity will begin at the American University of Armenia and a new summer course, “Balkan Bridges: Contested Histories, Shared Commitments,” will take students to Bosnia, Croatia, and Serbia. UCB students are eligible to use their financial aid to study at any of these sites, BSA can offer up to \$2,000 in scholarship support to students going abroad, and AY and Summer FLAS fellowships can be used at approved programs. BSA advisors also counsel undergraduate and graduate students on summer, semester, and academic year study abroad opportunities available through other universities and language programs in which UCB participates, such as Council on International Educational Exchange undergraduate education abroad programs and American Councils for International Education overseas language programs. BSA assists undergraduates in arranging credit transfer for non-EAP study abroad programs, receiving the same credit whether or not the program is organized by UC. In summer 2017, 16 UCB students participated in the program in Poland, Czech Republic, and Germany, while in AY16-17, 25 students participated in semester programs in Prague, 5 in Russia, and 2 in Hungary (independently to Corvinus University in Budapest and the Budapest Semesters in Mathematics program).

Most ISEEEES graduate students participate in study abroad to perfect language skills

and/or conduct dissertation research. Over the past four years, 32 out of 44 summer FLAS fellows (both graduate and undergraduate) have studied abroad. In addition to FLAS, ISEEEES provides fellowships for travel abroad and assists graduate students in establishing institutional and individual contacts. ISEEEES students have also taken advantage of UCB's formal exchange agreement with the European University Viadrina Frankfurt (Oder) to undertake research in German and Polish archives and to strengthen their German and Polish language skills.

ISEEEES helps fund overseas language training and research by undergraduate and graduate students through travel grants and summer FLAS awards, and ISEEEES students have been successful in receiving Fulbright and Fulbright-Hays fellowships, Gilman and Critical Language scholarships, and Boren awards to conduct language study and research in our world area. In an effort to make summer language study accessible domestically, ISEEEES also supports the Indiana University Summer Language Workshop, the University of Pittsburgh Slavic, East European and Near Eastern Summer Language Institute, and the Central Eurasian Studies Summer Institute at the University of Wisconsin - Madison.

## **I. OUTREACH ACTIVITIES**

**1a. Elementary and Secondary Schools.** Our spring 2018 Educator Outreach Conference was titled *Bourgeois, Democratic, Nationalist, Communist: Post-World War I Revolutions in Central and Eastern Europe*. After careful evaluation, we enhanced the program by engaging a Teachers Advisory Board to better assess teacher needs and structure themes to meet the recently adopted California History-Social Science Framework. ISEEEES is fortunate to have a dedicated teacher base that can provide detailed insight into the classroom, including syllabi and coursework. With this information, we can plan future conferences and workshops accordingly to accommodate teachers' schedules, address topics of current interest, and provide opportunities for high school

students to attend relevant programming.

ISEEES collaborates in supporting ORIAS, the joint outreach program of the various National Resource Centers at UCB. This office provides scholarly resources and support for professional development in international and area studies for K-14 teachers (Abs. Prior. and NRC Comp. Prior. 1a-b), including an annual K-12 Summer Teacher Institute. This 3-day in-service workshop brings together 25-30 educators from schools throughout the region and addresses a general topic with specific representation from each world area. ISEEES sponsors faculty and advanced graduate students to lecture and lead discussions related to the S/EE/E world area in this institute. The 2018 theme will be *Architecture: Space, Power, and Community*, and ISEEES has invited Professor Katherine Zubovich of Ryerson University to lecture on architecture in the USSR and the expression of Soviet ideology through built space.

ISEEES has also partnered with the UCB History-Social Science Project (HSSP) to create two 10th-grade lesson plans related to our world area: *Power & Authority: Historiography of the Russian Revolution* and *Revolutionary Ideas: Communism in Eastern Europe*. Both of these are freely available on both the HSSP and ISEEES websites. ISEEES will continue its collaboration with the HSSP as we provide S/EE/E world area content in three global history course outlines (6th, 7th and 10th grades) to be created by the HSSP and made available publicly and shared with other NRCs and educational portals, thus ensuring a greater impact both regionally and nationally (NRC Comp. Prior. 1b).

**1b. Postsecondary Institutions.** The ISEEES Educator Outreach Conference is also open to post-secondary instructors and has drawn educators from regional community colleges and state universities, including CSU, Foothill–De Anza Community College, Fresno City College, Ohlone College, San Francisco State University, and San Jose State University. In an effort to

expand outreach to area community colleges and MSIs, ISEEEES regularly involves relevant history, social science, political science, geography, and foreign language instructors at these institutions in our outreach conference and in ascertaining ways in which ISEEEES can assist them in introducing or improving language and S/EE/E area studies instruction at their institutions. In addition, ISEEEES co-sponsors an annual ORIAS summer seminar that works with community college faculty interested in redesigning their world history courses to articulate better with UCB standards and to strengthen the pipeline for transfer students. The 2017 seminar—*Environmental History*—drew 24 community college instructors from 17 different colleges, of which 16 are MSIs (NRC Comp. Prior. 1a). In summer 2018, guest speaker Vladimir Hamed-Troyansky will discuss Muslim refugees from Russia to the Middle East within the seminar theme of *Migration and Diaspora*.

ISEEEES is proposing collaborative partnerships with two MSIs. Locally, our partnership with California State University East Bay will bring ISEEEES graduate students to the CSU campus for a series of lectures and mentorships. The lectures will allow CSU students to learn more about S/EE/E studies, while the mentorships will partner aspiring CSU students with Berkeley graduate students to support their interests in area studies and in pursuing higher education. As a *national* resource center, ISEEEES will partner with Russian studies faculty at Howard University, who will invite ISEEEES faculty to the Howard campus to lead seminars for faculty and students and to give public lectures. We anticipate that 2 UCB faculty will travel to Washington, DC in each year of the grant for these activities, thus expanding ISEEEES outreach beyond our local level (NRC Comp. Prior. 1a).

Recognizing the growing importance of the S/EE/E area within the European Union, ISEEEES co-sponsors the annual Claremont–UC Undergraduate Research Conference on the European

Union. Twenty-seven students from 14 different colleges and universities presented papers at the 2018 conference held at Scripps College in Claremont, California, and 6 of these papers focused on topics related to Eastern Europe, the Balkans, and Russia. In past years ISEEEES executive director Pennington has served as discussant on panels devoted to Eastern Europe and EU enlargement. Further, over the next 4 years ISEEEES will sponsor the participation of MSI and community college faculty on a study tour to EU institutions in Brussels, organized by the Network of Jean Monnet EU Centers of Excellence in the US. This tour will introduce the EU and its institutions to the educators, who can in turn better inform their students on EU matters.

ISEEEES is a co-organizer, together with Stanford University's CREEES, of the annual Berkeley-Stanford Conference. This event alternates between the two institutions and allows faculty from each university to share their research with colleagues, students, and the general public. Now in its 42nd year, recent attendance has approached nearly 100 people. ISEEEES faculty are often invited to give talks at other colleges or universities. Faculty have spoken at institutions as diverse as City College of New York (Hoffmann), Fairfield University (Connelly), Florida International University (Frick), Hampshire College (Golburt), University of Florida (Kavitskaya), and University of Nevada Las Vegas (Frede).

**1c. Business, Media, and the General Public.** ISEEEES faculty contribute nationally through the volume and quality of their publications; participation in national organizations and conferences; consultative services to governmental and educational institutions; and interviews, articles, and analysis for media organizations. For example, on the centenary anniversary of the Armenian Genocide, ASP director Astourian was interviewed by Al Jazeera English, KQED radio (San Francisco) and NBC Bay Area. With the rise of illiberalism in East Central Europe, ISEEEES Political Science faculty member Wittenberg has been interviewed by Al Jazeera English and

published pieces in the Washington Post's *Monkey Cage*. ISEEEES Political Science faculty member Steve Fish regularly serves as a commentator on Russia for BBC World News, CNBC, CNN, Deutsche Welle, and Sky News, and has published op-ed pieces in *Foreign Policy*, the *Los Angeles Times*, *Newsday*, *San Jose Mercury News*, and the *Washington Post*. Faculty and graduate students are also asked to speak to local chapters of the World Affairs Council.

ISEEEES reaches out to the local business community by working with partners such as the Bay Area Council Economic Institute; the West Coast office of CzechInvest, the Czech Investment and Business Development Agency; the Hungarian-American Chamber of Commerce in California; and the Silicon Valley office of the U.S.-Polish Trade Council.

In AY17-18, ISEEEES sponsored 8 conferences and symposia and over 53 public lectures, all free and open to the public. Lecture attendance can be as high as 60, and conference attendance can range from 85 to 100, depending on the theme. ISEEEES sponsors events at the Pacific Film Archive (PFA) that feature both historical and contemporary cinema of the S/EE/E region, with screenings introduced by Institute faculty to set the geographic and sociocultural context for the film. Two recent Sergei Eisenstein film series at the PFA reached 3,100 people alone. Our lecture series on *Russia and its Near Abroad* and on *East Central and Southeastern Europe* have been popular and informative and have consistently drawn engaged audiences. ISEEEES's biannual *Newsletter* includes articles by faculty, students, and visiting scholars and is sent to affiliated faculty, students, alumni, and members of the general public. The ISEEEES website is informative, easy to navigate, and provides an array of resources for the academic community and the general public. ISEEEES also engages in social media, with a Facebook page, Twitter account, and LinkedIn group that allows us to interact with scholars, students, media outlets, and the general public, creating a growing virtual presence.

## **J. FLAS AWARDEE SELECTION PROCEDURES**

**1. Program Advertising.** ISEEEES advertises the FLAS fellowship program on our website and through e-mail blasts sent to a listserv of approximately 500 ISEEEES-affiliated students and faculty. The Graduate Fellowships Office (GFO) disseminates information about FLAS fellowship opportunities through fliers and posters to all campus departments and professional schools, and ISEEEES and UCB's other area centers jointly advertise FLAS opportunities in the daily student newspaper. Executive director Pennington is the Institute's FLAS Coordinator and fields questions from undergraduate and graduate students regarding FLAS. Institute faculty announce FLAS opportunities in their courses, encourage students to apply, and provide letters of recommendation. Every fall the GFO and the FLAS area centers hold a well-publicized informational workshop for both undergraduate and graduate students. For the 2018-2022 cycle, ISEEEES proposes to award FLAS fellowships to both undergraduate and graduate students, and the GFO has agreed to advertise and process fellowship applications for all applicants.

**Schedule.** In early December, the GFO and FLAS centers organize an informational workshop for students. Online applications become available mid-December, and the application deadline is the end of January. The GFO processes the applications in February and makes them available online to reviewers, updating the applications in early March when FAFSA information becomes available. The ISEEEES FLAS committees (one for Summer and one for AY) meet in mid-March, and applicants are informed of the results by the end of the month.

**Application Procedures.** For AY FLAS, incoming students indicate an interest in FLAS on their UCB entrance applications and departments forward these applications to the GFO. Continuing students apply directly online for AY and Summer FLAS fellowships through the GFO website. The application includes a standard form with data on language proficiency,

languages studied, and awards/honors received; a statement of purpose; transcripts; and letters of recommendation. Beginning in 2015, all applicants have also been required to submit a FAFSA cover sheet by the March 2 priority date set by the UC system. Executive director Pennington regularly advises students, faculty, and departmental advisors on FLAS matters, including advice on Summer FLAS opportunities available overseas and at U.S.-based summer programs.

**Selection Committee.** Each FLAS committee (AY and Summer) consists of three faculty members appointed by the ISEEEES director and drawn from the humanities, social sciences, and professional schools, and executive director Pennington sits *ex-officio* to provide guidance on selection criteria. ISEEEES distributes FLAS selection criteria and DoEd guidelines to committee members, who first read and individually rank files based on merit. For AY applications, the AY committee judges undergraduate and graduate applications separately. The committees then meet to discuss the applications and rank them by consensus, giving competitive preference to qualified applicants demonstrating financial need.

**Selection Criteria.** AY FLAS awards are offered for Armenian, BCS, Czech, Hungarian, Polish, Russian, and Yiddish. Summer FLAS awards may be made in any S/EE/E language for which an eligible program may be found. Selection is based on the applicant's potential for high academic achievement and clarity of intent to combine language study with area studies coursework and research, as well as on the need to ensure balance across disciplines and languages. Priority is given to students who show that language study is clearly relevant to their future work and to those who propose to take more advanced levels of language proficiency; and competitive preference will be given to qualified applicants demonstrating financial need. We seek to award fellowships in a wide variety of disciplines, and particularly in professional schools and STEM fields. Undergraduate awards will be made to applicants at the intermediate or advanced level of

language study to encourage attaining proficiency at the highest levels. ISEEEES is requesting 8 AY graduate FLAS fellowships, 2 AY undergraduate FLAS fellowships, and 7 Summer FLAS fellowships (open to both graduate and undergraduate applicants). FLAS is vital to training a strong new cadre of specialists in the Slavic, East European, and Eurasian field.

**Process and Announced Priorities.** The ISEEEES FLAS selection committees first select a pool of qualified applicants based on merit, as defined in the FLAS Program regulations. From this pool of qualified applicants, ISEEEES will give competitive preference to students who demonstrate financial need (FLAS Comp. Prior. 1). After the committees meet and rank the applicants, the ISEEEES executive director informs applicants of the results. Students are placed in rank order, and if a student declines an award, the next student on the list is made an offer. The executive director reports the awards to the GFO, which is responsible for the financial distribution of the awards through the campus financial system.

As a national resource center, ISEEEES can accept applications from non-UCB students for summer FLAS funding to study at the intermediate or advanced levels. With the establishment of the 2nd-year Russian course at Howard as part of our partnership, we will be able to advertise the competition and consider applications from Howard students to continue their Russian language studies during the summer to gain higher proficiency.

## **K. COMPETITIVE PREFERENCE PRIORITIES**

**1a.** As described in Criteria A.1 and I.1b (pp. 2-3, 45), ISEEEES is proposing collaborative partnerships with two MSIs. Our partnership with California State University East Bay will bring ISEEEES graduate students to the CSU campus for a series of lectures and mentorships as a way to encourage interest in area studies and graduate education. It will also support curriculum development and the introduction of additional area studies courses at CSU. Our collaboration

with Howard University will provide support for the introduction of a 2nd-year Russian language course. Furthermore, seminars and talks at Howard by invited speakers from Berkeley will generate increased student interest in our world area. In addition to these partnerships, ISEEEES will co-sponsor through ORIAS the creation of two online community college World History courses that will be approved for UC systemwide articulation and submitted to the state of California's community college online course exchange (Crit. A.1&4). ISEEEES co-sponsorship of these courses will ensure that S/EE/E content is included in the courses.

**1b.** As described in Criteria A.1 and I.1a (pp. 3-4, 43), ISEEEES will partner with the UCB HSSP, one of the nine discipline-based California Subject Matter Projects that provide rigorous professional development and promote high-quality teaching, leadership and educational equity, in providing S/EE/E world area content in three global history course outlines (6th, 7th and 10th grades) to be created by the HSSP. ISEEEES faculty will contribute content knowledge, reinforce historical significance, and identify sources for lesson development. The outlines will be presented in summer institutes for teachers (each year a different grade), posted on the UCBHSSP Global History webpage and ISEEEES website, and shared with other NRCs and educational portals, making them available to teachers nationwide.

**2a.** As outlined in Criterion J (pp. 47-49), ISEEEES will give competitive preference to FLAS fellowship applicants who demonstrate financial need. The ISEEEES FLAS selection committees will first select a pool of qualified applicants based on merit, as defined in the FLAS Program regulations. From this pool of qualified applicants, ISEEEES will then give competitive preference to students who demonstrate financial need based on submitted FAFSA forms.

**2b.** ISEEEES proposes to award all AY FLAS awards in less commonly taught languages, including Armenian, Bosnian/Croatian/Serbian, Czech, Hungarian, Polish, Russian, and Yiddish.

## Other Attachment File(s)

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\* **Mandatory Other Attachment Filename:**

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

## Appendix A Faculty Biographical Information

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Format of Bios .....	A-6
Bios.....	A-7

### A. Core Faculty (%=percentage of time dedicated to international/area studies)

#### Anthropology

Yurchak, Alexei. Associate Professor. 100%.....	A-27
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#### Architecture

Castillo, Greg. Associate Professor. 50%.....	A-10
Collier, Stephen. Associate Professor. 50% .....	A-10

#### Comparative Literature

Naiman, Eric. Professor (joint Slavic). 100%.....	A-20
Ram, Harsha. Associate Professor (joint Slavic). 100%.....	A-22

#### Economics

Gorodnichenko, Yuriy. Professor. 100%.....	A-14
Roland, Gérard. Professor. 100%.....	A-23

#### English

Lee, Stephen. Associate Professor. 100%.....	A-16
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#### Film

Nesbet, Anne. Associate Professor (joint Slavic). 100%.....	A-20
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#### History

Astourian, Stephan. Associate Adjunct Professor; Academic Coordinator, Armenian Studies Program. 100%.....	A-7
Connelly, John. Professor; Director of ISEEEES. 100%.....	A-11
Frede, Victoria. Associate Professor. 100%.....	A-12
Hoffmann, Stefan-Ludwig. Associate Professor. 100% .....	A-14
Philliou, Christine. Associate Professor. 25% .....	A-21
Slezkine, Yuri. Professor. 100%.....	A-24

#### International & Area Studies Teaching Program

Beecher, David. Lecturer. 50%.....	A-8
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#### Law, Boalt School of

Buxbaum, Richard. Professor Emeritus. 100%.....	A-9
-------------------------------------------------	-----

#### Music

Sonevtsky, Maria. Assistant Professor. 100%.....	A-25
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Near Eastern Studies

Mehendale, Sanjyot. Lecturer. 100% .....A-18

Political Science

Breslauer, George. Professor Emeritus. 100 % .....A-8

Fish, Steven M. Professor. 100% .....A-12

Wittenberg, Jason. Associate Professor. 100% .....A-26

Public Policy

Nacht, Michael. Professor. 100% .....A-19

Slavic Languages & Literatures

Alexander, Ronelle. Professor Emerita. 100% .....A-7

Douzjian, Myrna. Lecturer. 100% .....A-11

Frick, David. Professor. 100% .....A-13

Golburt, Lyubov. Associate Professor. 100% .....A-13

Jensen, Robyn. Lecturer. 100% .....A-15

Kavitskaya, Darya. Associate Professor. 100% .....A-15

Langer, Ellen. Continuing Lecturer. 100% .....A-16

Libman, Klara. Lecturer. 100% .....A-17

Little, Lisa. Lecturer. 100% .....A-17

Matich, Olga. Professor Emerita. 100% .....A-18

Muza, Anna. Continuing Lecturer. 100% .....A-19

Naiman, Eric. Professor (joint Comparative Literature). 100% .....A-20

Nesbet, Anne. Associate Professor (joint Film). 100% .....A-20

Paperno, Irina. Professor. 100% .....A-21

Postema, Antje. Lecturer. 100% .....A-22

Ram, Harsha. Associate Professor (joint Comparative Literature). 100% .....A-22

Seropian, Hasmig. Lecturer. 100% .....A-24

Szöke, Éva Soós. Lecturer. 100% .....A-25

Tyerman, Edward. Assistant Professor. 100% .....A-26

Zacha, Katarzyna. Lecturer. 100% .....A-27

Sociology

Burawoy, Michael. Professor. 50% .....A-9

Riley, Dylan. Professor. 50% .....A-23

**B. Affiliated Faculty**

Business Administration

Himmelstein, Dan. Continuing Lecturer. 25% .....A-32

Woods, Steven. Continuing Lecturer. 25% .....A-37

Comparative Literature

Kronfeld, Chana. Professor (joint Near Eastern Studies). 25% .....A-33

East Asian Languages and Cultures

Baumann, Brian. Lecturer. 100% .....A-28

Economics

Eichengreen, Barry. Professor (joint Political Science). 25%. .....A-30

German

Chaver, Yael. Lecturer. 25%.....A-29

History

Dandeleit, Thomas. Associate Professor. 25%. .....A-29

Efron, John. Professor. 25%. .....A-30

Elm, Susanna. Professor. 25% .....A-31

Miller, Maureen. Professor. 25%. .....A-34

Sahlins, Peter. Professor. 25%. .....A-35

Sargent, Daniel. Associate Professor. 25%.....A-35

Shagan, Ethan. Professor. 25%. .....A-36

International & Area Studies Teaching Program

Zook, Darren. Lecturer. 25% .....A-38

Law, Boalt School of

Fletcher, Laurel. Clinical Professor. 25%.....A-31

Linos, Katerina. Professor. 25%. .....A-33

Mohamed, Saira. Professor. 25%.....A-34

Shapreau, Carla. Lecturer. 25%. .....A-36

Near Eastern Studies

Kronfeld, Chana. Professor, (joint Comparative Literature). 25%. .....A-33

Political Science

Ansell, Christopher. Professor. 25% .....A-28

Eichengreen, Barry. Professor (joint Economics). 25%. .....A-30

Sociology

Fligstein, Neil. Professor. 25%. .....A-32

Tuğal, Cihan. Associate Professor. 25%. .....A-37

**C. Visiting Faculty**

Geography

Feakins, Melanie. Visiting Assistant Professor. 100%.....A-40

History

Comte, Emmanuel. Visiting Lecturer. 25%.....A-39

Cramsey, Sarah. Visiting Assistant Professor. 100%.....A-39

Milivojević, Andrej. Visiting Lecturer. 50% .....A-41

Morton, Jason. Visiting Lecturer. 100%.....A-42

Rév, Istvan. Visiting Professor. 50% .....A-42

Wenger, Elizabeth. Visiting Lecturer. 25% .....A-43

Wetzel, David. Visiting Lecturer. 50% .....A-43

Political Science

Kil, Leonid. Visiting Lecturer. 25% .....A-41

Slavic Languages & Literatures

Gordic, Djurica. Visiting Lecturer. 100% .....A-40

**D. Graduate Student Instructors**

German (Yiddish)

Cohen, Madeleine. Graduate Student Instructor. 100% .....A-45

Geography

McGlynn, Eve. Graduate Student Instructor. 25% .....A-50

History

Lynd, Hilary. Graduate Student Instructor. 50% .....A-49

Slavic Languages & Literatures

Barickman, Meghan. Graduate Student Instructor. 100% .....A-44

Brickman, Caroline. Graduate Student Instructor. 100% .....A-44

DeWaele, Kathryn. Graduate Student Instructor. 100% .....A-45

Dyne, Thomas. Graduate Student Instructor. 100% .....A-46

Egdorf, Brian. Graduate Student Instructor. 100% .....A-46

Flaherty, Jennifer. Graduate Student Instructor. 100% .....A-47

Kendall, Matthew. Graduate Student Instructor. 100% .....A-47

Lawton, Dominick. Graduate Student Instructor. 100% .....A-48

Leonenko, Semyon. Graduate Student Instructor. 100% .....A-48

McCorkle, Karina. Graduate Student Instructor. 100% .....A-49

Palmer, Isobel. Graduate Student Instructor. 100% .....A-50

Pribble, Kathryn. Graduate Student Instructor. 100% .....A-51

Schwartz, Christina. Graduate Student Instructor. 100% .....A-51

Scott, Lily. Graduate Student Instructor. 100% .....A-52

Whittle, Maria. Graduate Student Instructor. 100% .....A-52

**ISEEES Staff**

Astourian, Stephan. Academic Coordinator, Armenian Studies Program;

Associate Adjunct Professor, History. 100% .....A-7

Connelly, John. Director; Professor, History. 100% .....A-11

Curley, Louanna. Administrative Assistant for Personnel and Finance. 100% .....A-53

Kelly, Zachary. Assistant Director. 100% .....A-53

Pennington, Jeffrey. Executive Director. 100% .....A-54

**E. Library Staff**

Dickinson, Jean. Slavic Cataloger. 100% .....A-55

Kennedy, Dirk. Gift, De-accessioning, and Check-in Specialist. 100% .....A-55

Osinovsky, Maxim E. Head of Preservation Replacement Division. 100% .....A-56

Pendse, Liladhar R. Librarian for Slavic, East European, and Central Asian Studies

and Armenian and Caucasus Studies Collections. 100%. .....A-56  
Talbot, Robert. Hebraica Cataloger. 100%.....A-57

**F. Berkeley Language Center Staff**

Richard Kern. Director. 25%. .....A-58  
Kaiser, Mark. Associate Director; Lecturer (joint Slavic). 25%.....A-58

**G. ORIAS Staff**

Carter, Shane. Office of Resources for International and Area Studies. 25%. .....A-59

**H. UC Berkeley History-Social Science Project Staff**

Reinhard, Rachel. Director, UC Berkeley History-Social Science Project. 25%. .....A-59

**I. Associates at**

Lugo de Fabritz, B. Amarilis. Master Instructor of Russian,  
Howard University 100%. .....A-60  
McGuire, Elizabeth. Assistant Professor, History,  
California State University, East Bay. 100%.....A-60

**J. Evaluator**

Kirchoff, Alisha. ISEEEES Program Evaluator. 100%. .....A-61  
Sato, Nancy. ORIAS Program Evaluator. 25% .....A-61

**Name,** Academic Positions. Department, Other Department. Year of appointment. Percentage of time dedicated to area/international studies.

Education

*Specialty*

**Courses:** number taught in SU16-SU18, excluding independent study and directed research.

**Dissertation committees:** number for past five years (included for professors).

**Pedagogical Workshops:** number for past five years (included for language instructors).

**Languages:** skills ranked from 1/low, 2/middle, 3/high in speaking; reading; writing; aural comprehension.

**Overseas Experience:** countries of residence while conducting research.

**Recent Publications:** number of publications within the past five years.

**Professional Activities:**

**Distinctions:**

## A. Core Faculty

**Alexander, Ronelle.** Professor Emerita, Slavic Languages & Literature. Appointed 1978. 100%. 1975, PhD, Slavic Languages & Literatures, Harvard University; 1966, MA, Slavic Languages & Literatures, University of Washington; 1964, BA, Foreign Languages, Washington State University. *South Slavic and Balkan Slavic languages, linguistics, folklore, literature, and culture.*

**Courses:** 6, e.g. Bulgarian Dialectology as Living Tradition; Balkan Folklore; Yugoslav Literatures.

**Dissertation Committees:** 1

**Languages:** Bulgarian 3,3,3,3; Bosnian/Croatian/Serbian 3,3,3,3; Macedonian 2,3,2,3; Russian 2,3,2,3; French 3,3,2,3; German 1,2,1,2; Turkish 2,1,1,2; Greek 1,1,1,1.

**Overseas Experience:** Turkey, Bulgaria, Serbia, Macedonia, Croatia, Bosnia-Herzegovina, France.

**Recent Publications:** 11, e.g. *Bulgarian Dialectology as Living Tradition*

([www.bulgariandialectology.org](http://www.bulgariandialectology.org)); “Dialects of the Slavic Languages” (with Vladimir Zhobov). *The Handbook of Dialectology*, ed. C. Boberg, J. Nerbonne, and D. Watt. Hoboken: Wiley-Blackwell, 2018; “Bulgarian Dialectology as Living Tradition: A Digital Resource of Dialect Speech,” *Balkanistica* 28, 2015; “What is naš? Conceptions of ‘the Other’ in the prose of Ivo Andrić,” *Slavia iaponica* 16, 2013.

**Professional Activities:** Member of: Association for Slavic, East European, and Eurasian Studies; American Association of Teachers of Slavic and East European Languages; Southeast European Studies Association; Bulgarian Studies Association; Slavic and East European Folklore Association; Advisory Board for American Councils; Editorial Board, *Slavic and East European Journal*; *Studies in Slavic and General Linguistics*; East European screening committee for Fulbright grants.

**Distinctions:** 2009 American Association of Teachers of Slavic and East European Languages book prize for *Bosnian, Croatian, Serbian: a Textbook with Exercises and Basic Grammar*.

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**Astourian, Stephan.** Associate Adjunct Professor, History. Appointed 1998. 100%.

1996, PhD, History, UCLA; 1982, MA, UCLA; 1980, Diplôme d'études approfondies, Université de Paris - I.

*Armenian and Caucasian history.*

**Courses:** 4, e.g. Armenian History: From Ethnogenesis to the Dark Ages; Comparative Genocides.

**Dissertation Committees:**

**Languages:** Armenian (Modern and Classical) 3,3,3,3; French 3,3,3,3; Russian 3,3,3,3; Turkish 3,3,3,3; Azerbaijani 1,1,1,1.

**Overseas Experience:** Armenia, France.

**Recent Publications:** 2, e.g. *At the Crossroads of the Armenian-Azerbaijani Conflict: Identity, Territory, Nationalisms*. Costa Mesa, California: Mazda Publishers, 2018; “Reflections on the Ottoman Historiography (1960s-1990s) about the Role of Non-Muslims and Armenian Ottomans in Trade and the Urban Economy,” *Le génocide des Arméniens: Cent ans de recherche (1915-2015)*, Ed. Conseil scientifique international pour l'étude du génocide des Arméniens. Paris: Armand Colin, 2015.

**Professional Activities:** Member of: Society for Armenian Studies; Central Eurasian Studies Society; Academic Board of the Center for Contemporary Armenian Studies, Paris; editorial board, *Armenian Review*; Academic Board, Zoryan Institute; Board of Directors, Genocide Education Project.

**Distinctions:** Recognition for scholarly inquiry and service, Armenian National Committee.

**Beecher, David.** Lecturer, Global Studies. Appointed 2014. 75%.  
2014, PhD, UC Berkeley, History; 2005, MA, UC Berkeley, History; 2000, AB, Harvard University, magna cum laude.

*Language, the university, the city, and the state – in a Soviet context.*

**Courses:** 7, e.g. Contemporary Theories of Political Economy and Globalization; Europe/Russia in Global Context; Political Economy in Historical Context; Global Studies MA Seminar.

**Languages:** Estonian 3,3,3,3; French 3,3,3,3; German 3,3,3,3; Russia 3,3,3,3.

**Overseas Experience:** Russia, Estonian, Germany, France.

**Recent Publications:** 3, e.g. “Universitas Tartuensis Enn Põldroosi maalil” [Universitas Tartuensis in the Painting of Enn Põldroos] *Rahvuskooli omad ja võõrad* [Selves and Others at the National University] special issue of *Tartu Ülikooli ajaloo küsimusi* [Questions on the History of Tartu University] XLIV, December 2016; “Tõotatud maa Ameerika lastekirjanduses” [“The Promised Land in American Children’s Literature”] in *Mõtteid Valminud Intelligentsist* [Ideas of a Mature Intelligentsia]. Tartu: Veljesto Kirjastus, 2015.

**Professional Activities:** Member of: American Historical Association; Association for Slavic, East European, and Eurasian Studies; Association for the Advancement of Baltic Studies.

**Distinctions:** UC Berkeley History Department Prize for best PhD dissertation awarded May 2015; DoRa Archimedes European Union Grant for Academic Collaborations Between Doctoral Students and Estonian Scholars (2009 and 2010-11).

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**Breslauer, George.** Professor Emeritus, Political Science. Appointed 1971. 100%.  
1973, PhD, University of Michigan; 1968, AM, University of Michigan; Certificate in Russian Studies, University of Michigan; 1966, AB, University of Michigan.

*Soviet and post-Soviet politics and foreign policy.*

**Courses:** 1, e.g. The Rise and Fall of World Communism in the 20th Century.

**Languages:** Russian 3,3,3,3; Spanish 3,3,3,3.

**Overseas Experience:** Russia, Israel, France.

**Recent Publications:** 6, e.g. *Russia Beyond Putin*, special issue of *Daedalus*, co-editor with Timothy Colton and contributor, “Images of the Future.” New York: The American Academy of Arts and Sciences, 2017; “Reforming sacred institutions: The Communist Party of the Soviet Union and the Roman Catholic Church compared,” *Post-Soviet Affairs* 33:3, 2017; “UC Berkeley’s Adaptations to the Crisis of Public Higher Education in the US: Privatization? Commercialization? Or Hybridization?” *The University Under Pressure*, eds. Elizabeth Popp Berman and Catherine Paradeise. Bingley, United Kingdom: Emerald Group Publishing Limited, 2016; “A Career in Soviet Studies: Passion, Focus, and Methods,” *Problems of Communism* (2013).

**Professional Activities:** Member: Board of Governors, Tel Aviv University; Fellow, American Academy of Arts and Sciences; Association for Slavic, East European, and Eurasian Studies; American Political Science Association; Council on Foreign Relations; World Affairs Council of Northern California.

**Distinctions:** Clark Kerr Award for Leadership in Higher Education, UC Berkeley Academic Senate, 2016; Chancellor’s Professor, 1998-2001; Carnegie Corporation grant, 1997-1999; NCSEER grant, 1997-1998.

**Burawoy, Michael.** Professor, Sociology. Appointed 1976. 50%.  
1976, PhD, Sociology, University of Chicago; 1972, MA, Sociology, University of Zambia; 1968,  
BA, Mathematics, Cambridge University.

*Sociology of labor.*

**Courses:** 6, e.g. Sociology Theory I & II; Advanced Sociology Theory; Classic, Modern, and  
Contemporary Social Theory.

**Dissertation Committees:** 18

**Languages:** Russian 1,1,1,1; Hungarian 1,1,1,1.

**Overseas Experience:** Zambia, Hungary, Russia, South Africa, Taiwan.

**Recent Publications:** 23, e.g. "Limits of Spontaneous Sociology," *Theory and Society* 46, 2017;  
"The Public University: Battleground for Real Utopias," *Southeast Asian Social Science Review* 2(1),  
2017; "Social Movements in the Age of Neoliberalism," in Marcel Paret, Carin Runciman and Luke  
Sinwell (eds.), *Southern Resistance in Critical Perspective* (Routledge, 2017); "The Neoliberal  
University: Ascent of the Spiralists," *Critical Sociology* 42(7-8), 2016; *Public Sociology: Öffentliche  
Soziologie gegen Marktfundamentalismus und globale Ungleichheit.* Verlag: Juventa Verlag, 2015;

**Professional Activities:** Co-chair of Berkeley Faculty Association; Member of: American  
Sociological Association; Editorial Board: *Qualitative Sociology*; *Political Power and Social Theory*;  
*Work and Occupations*; Corresponding Editor, *Ethnography*; Editor-in-Chief, *Global Dialogue*;  
Managing Editor, *Sociological Review*.

**Distinctions:** Natalie Cohen Chair in Sociology, UC Berkeley, 2015-present; Faculty Award for  
Outstanding Mentorship of Graduate Student Instructors, UC Berkeley, 2007; Distinguished  
Teaching Award, American Sociological Association, 2003.

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**Buxbaum, Richard.** Jackson H. Ralston Professor of International Law, JD Program. Appointed  
1961. 100%.

1953, LL.M., Corporation Law, UC Berkeley; 1952, LL.B., Law, Cornell University; 1950, AB,  
*International economic law, Corporation law.*

**Courses:** 1, e.g. Research in Social Sciences: Postwar Accountability.

**Languages:** German 3,3,3,3; Russian 1,2,1,2; French 2,2,1,2.

**Overseas Experience:** Germany, Armenia.

**Professional Activities:** Member of: International Academy of Comparative Law  
Editor-in-Chief: *The American Journal of Comparative Law*; Contributing Editor, Continuing  
Education of the Bar California Business Law Reporter; The International Lawyer; Business and  
Politics.

**Distinctions:** Elected member, American Academy of Arts and Sciences, 2001; Dean, LL.M.  
Program, American University of Armenia, Yerevan, 1996-2000; Dean of International and Area  
Studies, UC Berkeley, 1993-1999.

**Castillo, Greg.** Associate Professor, Department of Architecture. Appointed 2009. 50%. 2000, PhD, Architectural History, UC Berkeley; 1995, MArch, UC Berkeley; 1978, MA, Ammemnerg School of Communications, University of Southern California; 1975, BFA, photography, Rochester Institute of Technology.

*Architectural history; design discourses and practices.*

**Courses:** 1, e.g. History of Modern Architecture.

**Dissertation Committees:** 4

**Languages:** German 2,3,2,3.

**Overseas Experience:** Germany, Ukraine, Russia, USSR.

**Recent Publications:** 10, e.g. "Spinifex People as Cold War Moderns," *Contemporaneity: Historical Presence in Visual Culture*, Vol. 4 (2015); "Housing as Transnational Provocation in Cold War Berlin," *Transnationalism and the German City*, Janet Ward and Jeffrey Diefendorf, eds. (New York: Palgrave Macmillan, 2014).

**Professional Activities:** Member of: Association for Slavic, East European, and Eurasian Studies; American Studies Association; Society of Architectural Historians; German Studies Association.

**Distinctions:** Fulbright Fellowship, German Fulbright Fund, 2004; Association of Collegiate Schools of Architecture "Best Scholarly Article Award," 2004; Getty Research Institute Postdoctoral Grant, 2002/2003.

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**Collier, Stephen.** Associate Professor, City & Regional Planning. Appointed 2018. 50%. 2001, PhD, UC Berkeley, Anthropology; 1996, MA, UC Berkeley, Anthropology; 1994, BA, UC Santa Cruz, Anthropology.

*Governmental practices such as economic regulation, social welfare, urban planning, and emergency management in Russia, the Republic of Georgia, and in the United States.*

**Courses:** Disaster Planning.

**Languages:** Russian 3,3,3,3; Georgian 1,1,1,1.

**Overseas Experience:** Germany, Georgia, Russia.

**Recent Publications:** 3, e.g. "Vital Systems Security: Reflexive Biopolitics and the Government of Emergency" (with Andrew Lakoff). *Theory, Culture, and Society* 26:6, 2015; "Neoliberalism and Natural Disaster: Insurance as Political Technology of Catastrophe." *Journal of Cultural Economy* 7:3, 2014.

**Professional Activities:** Grant Reviewer for the National Science Foundation (U.S.); Vienna Science and Technology Fund; Peer reviewer for *American Ethnologist*; *Antipode*; *Comparative Studies in Society and History*; *Cultural Anthropology*; *Current Anthropology*; *Geoforum*; *HAU*; *International Political Sociology*; *Political Geography*; *Slavic Review*; *Social Problems*; *Theory, Culture, and Society*; *Urban Geography*; *World Politics*; *Columbia University Press*; *Duke University Press*; *University of Pennsylvania Press*; *Princeton University Press*; *Routledge*; *UCL Press*.

**Distinctions:** David Edge Prize awarded to the outstanding article in *Science and Technology Studies* by the Society for the Social Study of Science for "Vital Systems Security: Reflexive Biopolitics and the Government of Emergency" (co-authored with Andrew Lakoff), published in *Theory, Culture, and Society*, 2017.

**Connelly, John.** Professor, History. Appointed 1994. 100%. Director, ISEEEES.  
1994, PhD, Harvard University, History; 1988, MA, Harvard University, History; 1982, BSFS,  
Georgetown University, International Relations.

*Modern East and Central European political and social history, Comparative education.*

**Courses:** 4, e.g. History of Fascism; Problems of Nations and Nationalism in Modern Central  
Europe; Proseminar: Europe: The Totalitarian Self: Autobiographies, Diaries, Memoirs, Fiction.

**Dissertation Committees:** 9

**Languages:** German 3,3,3,3; Polish 3,3,3,3; Czech 2,2,2,2; Russian 1,1,1,1, Slovak 1,1,1,1; French  
1,1,0,0.

**Overseas Experience:** Czech Republic, Poland, Russia, Germany.

**Recent Publications:** 17, e.g. “How the Turn to the Jews After the Shoah Helped Open Catholics to  
Religious Pluralism,” in David J. Wertheim, ed., *The Jew as Legitimation: Jewish-Gentile Relations  
Beyond Antisemitism and Philosemitism* (Amsterdam: Menasseh Ben Israel Institute, 2017);

“Coming to Terms with Catholic-Jewish Relations in the Polish Catholic Church,” in Vladimir  
Tismaneanu and Bogdan Iacob, eds., *Remembrance, History and Justice: Coming to Terms with  
Traumatic Pasts in Democratic Societies* (Budapest and New York: Central European University  
Press, 2015).

**Professional Activities:** Member of: Association for Slavic, East European, and Eurasian Studies;  
American Historical Association; Czechoslovak History Conference; Polish Studies Association;  
German Studies Association; Editorial Board: *Slavic Review*; *Zeitschrift für  
Ostmitteleuropaforschung*; *Journal of Modern History*.

**Distinctions:** Appointed, Member, Institute for Advanced Study, Princeton, 2002-2003; George L.  
Beer Prize, American Historical Association, 2001.

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**Douzjian, Myrna.** Lecturer, Slavic Languages & Literatures. Appointed 2017. 100%.  
2013, PhD, Comparative Literature, UCLA; 2001, BA, Comparative Literature, minor in Russian  
Studies, UCLA.

*Armenian language, literature, and film.*

**Courses:** 6, e.g. Introductory Armenian; Continuing Armenian; Advanced Readings in Specialized  
Armenian; Theater without Borders: Modern Armenia Drama and Europe; The Armenian Genocide  
in Film; Modern and Contemporary Armenian Literature and Culture: Across Empires, Nations, and  
Peoples.

**Pedagogical Workshops:** number for past five years (included for language instructors).

**Languages:** Classical, Eastern, and Western Armenian 3,3,3,3; French 1,2,1,1; Russian 2,3,2,2.

**Overseas Experience:** Russia, Armenia.

**Recent Publications:** 2, e.g. “Contemporary Armenian Drama and World Literature” in *An  
Armenian Mediterranean: Words and Worlds in Motion*. Eds. Kathryn Babayan and Michael Pifer.  
Mediterranean Perspectives Series. Palgrave Macmillan, May 2018; “Literary Production in

Twentieth-Century Armenia: From Stifling State Control to the Uncertainties of Independence” in  
*Armenian Philology in the Modern Era: From Manuscript to Digital Text*. Eds. Valentina Calzolari  
and Michael E. Stone. Leiden, Netherlands: Brill, 2014.

**Professional Activities:** Member of: American Association of Teachers of Slavic and East European  
Languages; American Comparative Literature Association; Association for Slavic, East European,  
and Eurasian Studies; Modern Language Association; Society for Armenian Studies

**Distinctions:** USC Institute of Armenian Studies, grant to pursue research on contemporary cultural  
production in Yerevan and Moscow, 2017.

**Fish, M. Steven.** Professor, Political Science. Appointed 1995. 100%.  
1993, PhD, Political Science, Stanford University; 1986, MA, International Relations, Johns Hopkins University; 1985, Diploma, Johns Hopkins University Bologna Center; 1984, BA, Cornell University.

*Regime change, democratization, politics, and economic transformation in Eastern Europe and the former Soviet Union.*

**Courses:** 4, e.g. Introduction to Comparative Politics; Russia after Communism.

**Dissertation Committees:** 3

**Languages:** Russian 3,3,3,3; Italian 2,2,2,2; French 1,1,1,1; Indonesian 2,2,2,2.

**Overseas Experience:** Russia, Italy, Indonesia.

**Recent Publications:** 9, e.g. “What Has Russia Become,” *Comparative Politics* 50:3, 2018; “What is Putinism?” *Journal of Democracy* 28:4, 2017; “Russia and the CIS in 2016: Pursuing Great Power Status,” with Melissa Samarin and Lucan Way, *Asian Surveys* 57:1, 2017; *A Quarter-Century of Post-Communism Assessed* (co-edited with Graeme Gill and Milenko Petrovic). London: Palgrave Macmillan, 2017.

**Professional Activities:** Member of: Association for Slavic, East European, and Eurasian Studies; American Political Science Association.

**Distinctions:** Chair, Democratization Section Book Award Committee, American Political Science Association, 2005; Distinguished Teaching Award, Division of Social Sciences, University of California, Berkeley, 2003-2004; Fulbright Fellowship, St. Petersburg, 2000-2001.

**Frede, Victoria.** Associate Professor, History. Appointed 2005. 100%.

2002, PhD, History, UC Berkeley; 1996, MPhil, Russian Thought, School of Slavonic and East European Studies, University of London; 1993, BA, History, University of Cambridge.

*Imperial Russian history.*

**Courses:** 4, e.g. Food in Europe, 1500-1950; Imperial Russia: From Peter the Great to the Russian Revolution; Russian Intellectual History; The Long Nineteenth Century.

**Dissertation Committees:** 4

**Languages:** Russian 3,3,3,3; German 3,3,3,3; French 2,3,2,2.

**Overseas Experience:** Russia, England, Germany.

**Recent Publications:** 5, e.g. “Vernost’, izmena i predatel’stvo v družheskoi srede: 1790” [Fidelity, Treason, and Betrayal Among Friends: the 1790s], *Trudy Instituta russkogo iazyka im. V. V. Vinogradova*. Vol. 9. *Istoriia russkogo iazyka i kul’tury: Pamiati V. M. Zhivova*, ed. A. M. Moldovan, A. A. Pichkhadze, and Iu. V. Kagarlitskii, Moscow: Institut russkogo iazyka, 2016; “Freemasonry, Secrecy, and Letter-Writing in the 1780s,” in “A Century Mad and Wise”: Russia in the Age of Enlightenment, ed. Emmanuel Waegemans et al., Groningen: Instituut voor Noord-en Oost-Europese Studies, 2015.

**Professional Activities:** Member of: Association for Slavic, East European, and Eurasian Studies.

**Distinctions:** American Councils of Learned Societies, 2016-2017; Thyssen Senior Fellowship, Institution for Advanced Study, CEU, Budapest, 2016-2017.

**Frick, David.** Professor, Slavic Languages & Literature. Appointed 1982. 100%.  
1983, PhD, Slavic Languages & Literatures, Yale University; 1977, AB, German and Russian,  
Indiana University.

*Comparative Slavic literature, historical Polish literature, 16th- and 17th-century Ukrainian sacred  
philology, history of the city, history of early modern East-Central Europe.*

**Courses:** 4, e.g. Gdańsk: A City Shaped-Histories and Cultures; Old Church Slavonic; Medieval  
Russian Orthodox Texts.

**Dissertation Committees:** 1

**Languages:** Polish 3,3,3,3; German 3,3,3,3; Ukrainian 0,3,0,2; Czech 0,3,0,2; Russian 0,3,0,2;  
Church Slavonic 0,3,0,0; Latin 0,2,0,0.

**Overseas Experience:** Poland, Germany, Lithuania.

**Recent Publications:** 6, e.g. *Chopin's Polish Letters* (Translated), *Narodowy Instytut Fryderyka  
Chopina* [National Fryderyk Chopin Institute], Warsaw, 2016; *Kith, Kin, and Neighbors:  
Communities and Confessions in Seventeenth-Century Wilno*. Cornell University Press. Ithaca, 2013.

**Professional Activities:** Member of: Association for Slavic, East European, and Eurasian Studies;  
American Historical Association.

**Distinctions:** Induction as a Foreign Member of the Polska Akademia Umiejętności, Krakow, 2016;  
Mercator Fellowship at Greifswald University, Germany, 2014.

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**Golburt, Lyubov.** Associate Professor, Slavic Languages & Literature. Appointed 2006. 100%.  
2006, PhD, Comparative Literature, Stanford University; 2002, MA, Comparative Literature,  
Stanford; 1999, BA, Comparative Literature, UC Berkeley.

*Russian literature and culture of the 18th and 19th centuries; 19th-century visual experience; history  
and genre.*

**Courses:** 6, e.g. Nineteenth Century Russian Literature; The Russian Novel; 18<sup>th</sup>-Century Russian  
Literature; The Russian Nature Lyric; Reading and Composition Methods Instructor and  
Coordinator.

**Dissertation Committees:** 3

**Languages:** Russian 3,3,3,3; French 3,3,3,3; German 2,2,2,2; Polish 2,2,2,2; Italian 1,2,1,1; Old  
Church Slavonic 1,2,1,1; Ukrainian 1,2,1,1; Biblical Hebrew 1,2,1,1.

**Overseas Experience:** Russia.

**Recent Publications:** 7, e.g. "On Romantic Lateness: Viktor Tepliakov's Thracian Journey with  
Byron to Schelling," in *The American Contributions to the XVI Congress of Slavists* (Belgrade 2018).  
Slavica, forthcoming 2018; "Alexander Pushkin as a Romantic," in *The Oxford Handbook of  
European Romanticism*, ed. Paul Hamilton, Oxford: Oxford University Press, 2016; *The First Epoch:  
The Eighteenth Century and the Russian Cultural Imagination*, University of Wisconsin Press, 2014.

**Professional Activities:** Member of: Association for Slavic, East European, and Eurasian Studies;  
American Association of Teachers of Slavic and East European Languages.

**Distinctions:** UC Berkeley Humanities Research Fellowship, Spring 2019; Townsend Humanities  
Fellowship for Associate Professors, UC Berkeley, AY2018-19; UC Berkeley Divisional Award for  
Distinguished Teaching, AY2016-17.

**Gorodnichenko, Yuriy.** Professor, Economics. Appointed 2007. 100%.  
2007, PhD, Economics, University of Michigan; 2004, MA, Statistics, University of Michigan; 2001, MA, Economics (high honors), the Economics Education and Research Consortium at the National University of “Kyiv-Mohyla Academy,” Kiev; 1999, BA, Economics, the National University of “Kyiv-Mohyla Academy,” Kiev.

*Monetary economics; pricing; aggregate implications of informational frictions; business cycles; development, productivity, and income differences; inequality.*

**Courses:** 4, e.g. Aggregate Economics; Macroeconomic Theory; Political Economics.

**Dissertation Committees:** 16

**Languages:** Russian 3,3,3,3; Ukrainian 3,3,3,3; English 3,3,3,3.

**Overseas Experience:** Ukraine, England.

**Recent Publications:** 18, e.g. “Level and Volatility Factors in Macroeconomic Data” (with Serena Ng) *Journal of Monetary Economics* 91, 2017; “Culture, Institutions and the Wealth of Nations” (with Gérard Roland) *Review of Economics and Statistics* 99, 2017; “Inflation Expectations in Ukraine: A Long Path to Anchoring?” (with Olivier Coibion) *Visnyk of the National Bank of Ukraine* 223, 2015; “The Finnish Great Depression: From Russia with Love” (with Linda Tesar and Enrique Mendoza), *American Economic Review* 102, 2012.

**Professional Activities:** Member of: American Economic Association, Econometric Society.

**Distinctions:** Best paper award, *American Economic Journal: Economic Policy*, 2015; #1 Ukrainian economist, 2014, 2015, *Forbes*; Sloan Research Fellowship, 2013; NSF CAREER award, 2012; Best Advisor Award, 2012, 2013, 2016, runner-up 2014, Ph.D. student voted, Economics, UC Berkeley; Best Teacher Award, 2009, 2013, runner-up 2010, 2012, 2014, Ph.D. student voted, Economics, UC Berkeley.

**Hoffmann, Stefan-Ludwig.** Associate Professor, History. Appointed 2012. 100%.

1999, PhD, University of Bielefeld; 1993, MA, Johns Hopkins University.

*Gender and Imperial Authority in Rome and Early Byzantium, First to Sixth Centuries.*

**Courses:** 5, e.g. Berlin and the Twentieth Century; Europe’s Twentieth Century; Human Rights; Historical Theory & Method; Worlds after Wars.

**Dissertation Committees:** 5

**Languages:** German 3,3,3,3; Russian 1,3,1,1; French 1,3,1,1.

**Overseas Experience:** Germany.

**Recent Publications:** 11, e.g. “Koselleck in America,” *New German Critique* 44, 2017; “Human Rights and History,” *Past and Present* 232, 2016; “Germans Into Allies: Writing a Diary in 1945,” in Olivier Wieviorka et al., *Seeking Peace in the Wake of War: Europe, 1943-1947* (Amsterdam: Amsterdam University Press/Chicago: Chicago University Press, 2015; Editor, *Human Rights in the Twentieth Century, Human Rights in History*, ed. Stefan-Ludwig Hoffmann and Samuel Moyn (New York: Cambridge University Press, 2011).

**Professional Activities:** Series Co-Editor, *Human Rights in History*, Cambridge University Press; Faculty Sponsor, Der Kreis. German History Working Group, Townsend Center for the Humanities, UC Berkeley; Committee Member, Tanner Lectures on Human Values, UC Berkeley.

**Distinctions:** Fellow, Wissenschaftskolleg zu Berlin, Institute for Advanced Studies, 2017-2018; Guggenheim Fellow, 2017-2018; Visiting Scholar, Graduate School “Global Intellectual History,” Freie Universität Berlin, 6/2017-7/2017; Geisteswissenschaften International Award, 2016; Humanities Research Fellowship, UC Berkeley, AY2015-16; Fellow, Stanford Humanities Center, AY2015-16.

**Jensen, Robyn.** Lecturer, Slavic Languages & Literatures. Appointed 2017. 100%.  
2018, PhD, Slavic Languages & Literatures, Columbia University, 2018 (expected); 2015, MPhil,  
Slavic Languages & Literatures, Columbia University; 2013, MA, Slavic Languages & Literatures,  
Columbia University; 2010, BA, Slavic Languages & Literatures, Barnard College.

*19th- and 20th-century Russian literature; emigre culture; photography theory; visual culture;  
theater; autobiography and self-narration.*

**Courses:** 1, e.g. Reading and Composition: Photography and Narration.

**Pedagogical Workshops:** Innovative Teaching Summer Institute, Columbia University, 2015;  
Collaborative Learning Workshop, Columbia University, 2014.

**Languages:** Russian 3,3,3,3; French 1,3,1,1; Czech 1,3,1,1; German 1,3,1,1; Old Church Slavonic  
1,3,1,1.

**Overseas Experience:** Russia.

**Professional Activities:** Member of: Association for Slavic, East European, and Eurasian Studies;  
American Association of Teachers of Slavic and East European Languages; Dobro Slovo (National  
Slavic Honor Society).

**Distinctions:** Core Preceptorship, Columbia University, AY2016-17; Summer Teaching Scholar,  
Columbia University, 2016; Mogilat Summer Fellowship for Research in Russia, Columbia  
University, 2013, 2014, 2015.

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**Kavitskaya, Darya,** Associate Professor, Slavic Languages & Literatures. Appointed 2011. 100%.  
2001, PhD, Linguistics, UC Berkeley; 1997, MA, UC Berkeley; 1995, BA, UC Berkeley.

*Slavic Phonetics and Phonology, Specific Language Impairment in Slavic; morphology.*

**Courses:** 5, e.g. S Introduction to Russian/East European/Eurasian Cultures; Introduction to  
Descriptive Grammar of Slavic Languages.

**Dissertation committees:** 8

**Languages:** Russian 3,3,3,3; Czech 2,3,2,2; Serbian 2,3,2,2.

**Overseas Experience:** Ukraine, Russia, Georgia.

**Recent Publications:** 6, e.g. “Sound change and the structure of synchronic variability: Phonetic and  
phonological factors in Slavic palatalization,” (with Khalil Iskarous) *Language* 94, 2018; “Tundra  
Nenets consonant sandhi as coalescence,” (with Peter Staroverov) *The Linguistic Review* 34, 2017;  
“Some recent developments in Slavic phonology,” *Journal of Slavic Linguistics* 25, 2017;  
“Compensatory lengthening and structure preservation revisited yet again,” in Claire Bowerin,  
Laurence Horn and Raffaella Zanuttini, eds., *On Looking into Words (and Beyond)*. Berlin: Language  
Science Press, 2017.

**Professional Activities:** Member of: Berkeley Linguistic Society; Linguistic Society of America.

**Distinctions:** The Hellman Fellow Fund, *The Documentation of the Northern Dialect of Crimean  
Tatar*, 2013.

**Langer, Ellen.** Continuing Lecturer, Slavic Languages & Literatures. Appointed 2002. 100%. 2001, PhD, Slavic Languages & Literatures, UC Berkeley; 1990, MA, Slavic Languages & Literatures, UC Berkeley; 1979, BA, French, San Francisco State University.

*Russian and Czech linguistics.*

**Courses:** 3, e.g. Introductory Czech; Continuing Czech; Advanced Czech.

**Pedagogical Workshops:** As a permanent language lecturer, takes several pedagogical workshops annually, including Berkeley Language Center Oral Proficiency Interview Familiarization Workshop.

**Languages:** Czech 3,3,3,3; Russian 3,3,3,3; French 3,3,3,3; Bosnian/Croatian/Serbian 1,2,1,2; German 1,2,1,2.

**Overseas Experience:** Czech Republic, Russia, France.

**Recent Publications:** 2, e.g. “Neruda za okupace”, *Obraz válek a konfliktů. V. kongres světové literárněvědné bohemistiky: Válka a konflikt v české literatuře*. Akropolis, 2016; “Language through Culture: Developing an Integrative Curriculum for First-year Czech,” Berkeley Language Center website, 2013: [http://blc.berkeley.edu/index.php/blc/post/language through culture developing an integrative curriculum for first-yea/](http://blc.berkeley.edu/index.php/blc/post/language%20through%20culture%20developing%20an%20integrative%20curriculum%20for%20first-yea/).

**Professional Activities:** Member of: Association for Slavic, East European, and Eurasian Studies; American Association of Teachers of Slavic and East European Languages; International Association of Teachers of Czech.

**Distinctions:** Distinguished Teaching Award for Non-Senate Faculty, 2017; Berkeley Language Center Fellowship, Spring 2017, to develop interactive film-based activities for Czech language classes; Berkeley Language Center Fellowship, Fall 2012, to develop cultural workbook/reader for elementary Czech.

**Lee, Stephen.** Associate Professor, English. Appointed 2008. 100%.

2008, PhD, Modern Thought and Literature, Stanford University; 2005, MA, Modern Thought and Literature, Stanford University; 2001, AB, English, Summa Cum Laude, Amherst College.

*Twentieth century American and Russian literature; Cold War cultures; comparative ethnic studies.*

**Courses:** 2, e.g. Literature and Revolution; Ethnic Avant-Gardes.

**Languages:** Russian 3,3,3,3; Korean 2,2,2,2.

**Overseas Experience:** Kazakhstan, Uzbekistan, Kyrgyzstan.

**Recent Publications:** 8, e.g. *The Ethnic Avant-Garde: Minority Cultures and World Revolution*, New York: Columbia University Press, 2015; “Langston Hughes’s ‘Moscow Movie’: Reclaiming a Lost Minority Avant-Garde,” *Comparative Literature* 67:2, 2015; “Harlem via Mexico-Uzbekistan: Race and Sex from the Peripheries of Revolution,” *English Language Notes* 53:1, 2015.

**Professional Activities:** Faculty Coordinator, Transnational and Ethnic American Studies Working Group, Townsend Center for the Humanities, UC Berkeley; Member of: American Studies Association; Association for Slavic, East European, and Eurasian Studies; Association for Asian American Studies; Modern Language Association.

**Distinctions:** Short-Term Research Residency, UC Humanities Research Institute, 2016; Co-winner of the Modern Language Association’s Aldo and Jeanne Scaglione Prize for Comparative Literary Studies, *The Ethnic Avant-Garde*, 2016; Mentorship Grant, Central Asia and Caucasus Research and Training Initiative, Open Society Foundations (Budapest), 2014; Humanities Research Fellowship, UC Berkeley, 2012.

**Libman, Klara.** Lecturer, Slavic Languages & Literatures. Appointed 2017. 100%.  
1972, Philology Department, Moscow University. Degree in Philology equivalent to MA in Russian Language and Literature.

*Russian language instruction.*

**Courses:** 2, e.g. Advanced Russian; Russian for Heritage Speakers.

**Languages:** Russian 3,3,3,3.

**Overseas Experience:** Russia.

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**Little, Lisa.** Lecturer, Slavic Languages & Literature. Appointed 1998. 100%.

M.A., Slavic Linguistics, University of Texas at Austin; B.A., Russian, University of Texas at Austin; CIEE Language Program, Leningrad State University.

*Russian language.*

**Courses:** 3, e.g. Advanced Russian Conversation and Communication; Intermediate Russian; Slavic Teaching Methods.

**Pedagogical Workshops:** As a permanent language lecturer and language instruction coordinator takes more than 10 pedagogical workshops annually, including Berkeley Language Center Oral Proficiency Interview Familiarization Workshop.

**Languages:** Russian 3,3,3,3.

**Overseas Experience:** Russia.

**Professional Activities:** Member of: American Association of Teachers of Slavic and East European Languages; American Council of Teachers of Russian; American Association of University Supervisors and Coordinators.

**Distinctions:** Member: American Association of Teachers of Slavic and East European Languages; Publications Committee for Pedagogy; SSRC Title VIII Committee.

**Matich, Olga.** Professor Emerita, Slavic Languages & Literature. Appointed 1993. 100%. PhD, Slavic Languages & Literatures, UCLA, with distinction; MA, Slavic Languages & Literatures, UCLA; Certificate, Yugoslav literatures and Serbo-Croatian language, University of Novi Sad, Yugoslavia; BA, Slavic Languages & Literatures, UCLA.

*Russian literature and culture.*

**Courses:** 3, e.g. Freshmen/Sophomore Seminar: Cemeteries and Histories of Death; Readings in Russian Literature (in Russian); Modernism.

**Languages:** Russian: 3,3,3,3; Bosnian/Croatian/Serbian: 2,2,2,2; German: 2,2,2,2; French: 1,1,0,1.

**Overseas Experience:** Russia, Former Yugoslavia, Germany, Italy, France.

**Recent Publications:** 16, e.g. "Sasha Sokolov's Neo-Baroque *Palisandriia*: Time, Alternative History, and Memory," *Novyj zhurnal*, 2017; "Time and Memory in Dostoevsky's Novels, or Nastasya Filippovna in Absentia," *Slavic and East European Journal* 60:4, 2016; *Zapiski russkoi amerikanku: Semeinye khroniki i sluchainye vstrechi*, Moscow: Novoe literaturnoe obozrenie, 2016; *Russian Writers at Berkeley* website ([russianwriters.berkeley.edu](http://russianwriters.berkeley.edu)), 2015; A. Sudoplatov. *Dnevnik*, (author of Introduction), Moscow: Novoe literaturnoe obozrenie, 2013.

**Professional Activities:** Member of: Editorial board, *Die Welt der Slaven*; Association for Slavic, East European, and Eurasian Studies; American Association of Teachers of Slavic and East European Languages.

**Distinctions:** Kujachich Research Grant to Belgrade, Serbia; Residential Fellowship (Zentrum für Literatur und Kultur Forschung, Berlin), 2009; Faculty Research Grant (Website Mapping Petersburg), 2007, 2008.

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**Mehendale, Sanjyot.** Lecturer, Near Eastern Studies. Appointed 1999. 100%. Chair, P.Y. and Kinmay W. Tang Center for Silk Road Studies, UC Berkeley.

1997, PhD, Near Eastern Studies, UC Berkeley; Doctorandus, 1992, Institute of Indo-Iranian Languages and Cultures, University of Leiden; 1986, BA, University of Amsterdam.

*Central Asia, Silk Road art and archaeology.*

**Courses:** 3, e.g. Buddhism on the Silk Road; Introduction to Central Asia; Silk Road Art and Archaeology.

**Languages:** French 3,3,3,3; Dutch 3,3,3,3; German 3,3,3,3; Russian 1,1,1,1; Sanskrit 1,1,1,1.

**Overseas Experience:** France, Uzbekistan, Netherlands, Armenia.

**Professional Activities:** Member of: Advisory Board, Society for Asian Art, Asian Art Museum, San Francisco; Archaeological Institute of America; Current co-director, Avalokistesvara Survey Project, archaeological fieldwork, Sri Lanka, Principal Investigator, U.S. Department of Education Fulbright Grant, Summer Institute in China, 2017-2018.

**Distinctions:** 2017 Guitty Azarpay Distinguished Visitor in the Arts of Central Asia and Iran, Department of Near Eastern Studies, UC Berkeley; Professional Development Fund Grant, UC Berkeley, 2014.

**Muza, Anna.** Senior Lecturer, Slavic Languages & Literature. Appointed 1996. 100%.  
1981, PhD, History and Theater of Performing Arts, State Institute of Theatre Arts, Moscow; 1977, MA, English Language and Linguistics, Moscow State University.  
*20th-Century Russian and East European theater, Russian literature, Russian culture.*  
**Courses:** 5, e.g. Advanced Russian; Chekhov; Russian Composition and Style: Discourse Analysis; Advanced Russian Proficiency Maintenance; Slavic Teaching Methods.  
**Pedagogical Workshops:** Berkeley Language Center Oral Proficiency Interview Familiarization Workshop.  
**Languages:** Russian 3,3,3,3.  
**Overseas Experience:** England, Russia.  
**Recent Publications:** 2, e.g. “‘Russkii iazyk’ Turgeneva v zerkale iazykov nerusskikh”: Al’manakh ‘Atlantika. Zapiski po istoricheskii poetike’, MGU, No. 20, 2013; “The Organic and the Political: Stanislavsky’s Dilemma (Ibsen, Tolstoy, Gorky)”, in *The Routledge Companion to Stanislavsky*, ed. by R. Andrew White, 2013.  
**Professional Activities:** Member of: Association for Slavic, East European, and Eurasian Studies; American Association of Teachers of Slavic and East European Languages; Consultant on Russian-language interpreter certification, Judicial Council of the State of California; Director of Russian Language Program at UC Berkeley.

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**Nacht, Michael,** Thomas and Alison Schneider Professor of Public Policy. Appointed 1998. 50%.  
1973, PhD, Political Science, Columbia University; 1970, MA, Political Science, New School for Social Research; 1969, MS, Operations Research, New York University; 1966, MS, Statistics, Case Western Reserve University; 1963, BS, Aeronautics and Astronautics, New York University.  
*US national security policy, International affairs, Management strategies for public organizations.*  
**Courses:** 2, e.g. Nuclear Security; US National Security Policy.  
**Languages:** French 1,1,1,1.  
**Professional Activities:** Member of: 1) Professional Organizations: Council on Foreign Relations; International Institute for Strategic Studies; Cosmos Club; World Affairs Council; Japan Society of Northern California; 2) Academic Societies: Association for Public Policy Analysis and Management; Operations Research Society of America; 3) Government Advisory Bodies: Threat Reduction Advisory Committee, Chairman of the Threat Proliferation; Committee, Office of the Secretary of Defense; Educator’s Advisory Committee to the Comptroller General of the United States.  
**Distinctions:** Distinguished Honor Award, US Arms Control and Disarmament Agency, 1997.

**Naiman, Eric.** Professor, Comparative Literature, Slavic Languages and Literature. Appointed 1991. 100%. Chair of Slavic Languages & Literatures.

1991, PhD, Slavic Languages & Literatures, UC Berkeley; 1985, MA, Slavic Languages & Literatures, UC Berkeley; 1982, JD, Yale Law School; 1979, BA, Russian, Amherst College. *19th and 20th-century Russian literature, Early Society culture, Russian law, Gender studies.*

**Courses:** 9, e.g. Twentieth-Century Russian Literature; Tolstoy; Nabokov; Graduate Colloquium; Andrei Platonov; Graduate Seminar: Shorter Fiction and *Crime and Punishment*; Teaching Internship; Poetic Justice: Dostoevsky, Nabokov and Literature in the Shadow of the Law.

**Dissertation Committees:** 4

**Languages:** Russian 3,3,3,3; French 3,3,3,3; German 2,2,2,2.

**Overseas Experience:** Russia, France.

**Recent Publications:** 4, e.g. “Nabokov’s McCarthyisms: Pnin in the Groves of Academe,” *Comparative Literature* 68:1, 2016; “Kalganov,” *Slavic and East European Review* 58:3, 2014; “When Nabokov Writes Badly; Aesthetics and Morality in *Laughter in the Dark*,” *Russian Review* 73:4, 2014; “Tolstoy’s Hinges,” in *New Studies in Modern Russian Literature and Culture: Essays in Honor of Stanely J. Rabinowitz*, eds. Catherine Ciepiela and Lazar Fleishman, Stanford Slavic Studies 45 & 46, Oakland: Berkeley Slavic Specialties, 2014; “Their Mutual Friend: On the Trail of the Woman Who Introduced Dickens to Dostoevsky,” *The Times Literary Supplement* 12 April 2013.

**Professional Activities:** Member at Large, Member of Board and Executive Committee; Distinguished Service Selection Committee, Association for Slavic, East European, and Eurasian Studies; American Association of Teachers of Slavic and East European Languages.

**Distinctions:** Humanities Research Fellowship, UC Berkeley, AY2013-14/2007-08/2004-05; Townsend Faculty Fellow, UC Berkeley, AY2013-14; Townsend Center Initiative Grant for Associate Professors in the Humanities, Spring 2002.

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**Nesbet, Anne.** Associate Professor, Slavic Languages & Literatures, Film Studies. Appointed 1992. 100%.

1992, PhD, Comparative Literature, UC Berkeley; 1987, Diplome d’études approfondies, Comparative Literature, Université de Paris - III, mention très bien; 1986, MA, Comparative Literature, UC Berkeley; 1984, BA, Literature, Harvard University, summa cum laude. *Russian modernism and early Soviet literature and culture, Soviet film, Eisenstein.*

**Courses:** 5, e.g. Introduction to Comparative Literature: Children’s Literature in Theory, Context, and Practice; The History of Film: Silent Era; Auteur Theory: Sergei Eisenstein; National Cinema: Russian and Soviet Film; Film Theory.

**Dissertation Committees:** 2

**Languages:** Russian 3,3,3,3; French 3,3,3,3; German 3,3,3,3.

**Overseas Experience:** Russia.

**Recent Publications:** 3, e.g. *Cloud & Wallfish*, Candlewick, 2016; *The Wrinkled Crown*, Harper Collins, 2015; *A Box of Gargoyles*, Harper Collins, 2013.

**Professional Activities:** Member: Association for Slavic, East European, and Eurasian Studies; Modern Language Association; American Comparative Literature Association; American Association of Teachers of Slavic and East European Languages.

**Distinctions:** Hellman Family Faculty Award, 1997.

**Paperno, Irina.** Professor and Chair, Slavic Languages & Literature, Appointed 1984. 100%.  
1984, PhD, Slavic Languages & Literatures, Stanford University; 1983, MA, Psychology, Stanford  
University; 1975, BA, Tartu University, USSR.

*19th and 20th century Russian literature, Russian intellectual and cultural history.*

**Courses:** 8, e.g. Tolstoy; Dostoevsky; Russian Culture Taught in Russian: Country, Identity, and  
Language; Graduate Colloquium; Russian Realism; Tolstoy's *Anna Karenina* and the Uses of  
Literary Scholarship.

**Dissertation Committees:** 5

**Languages:** Russian 3,3,3,3; French 1,2,1,1; German 1,2,1,1; Ukrainian 1,2,1,1.

**Overseas Experience:** Russia, Germany, Italy, Netherlands, United Kingdom.

**Recent Publications:** 2, e.g. “‘Osada cheloveka’: blokadnye zapiski Ol’gi Freidenberg v  
antropologicheskoi perspective,” *Novoe literaturnoe obozrenie* No. 139, 2016; “*Who, What am I?*”:  
*Tolstoy’s Non-Fiction and the Narrative of Self.* Ithaca, N. Y.: Cornell University Press, 2014.

**Professional Activities:** Member of: Association for Slavic, East European, and Eurasian Studies;  
American Association of Teachers of Slavic and East European Languages; Chair of Armenian  
Studies Program at UC Berkeley.

**Distinctions:** The Aldo and Jeanne Scaglione Prize for Studies in Slavic Languages & Literatures,  
for “*Who, What am I?*”, 2014; The Sarlo Distinguished Graduate Student Mentoring Award, UC  
Berkeley, 2011; The AATSEEL Award for Outstanding Contribution to Scholarship, 2010; Astor  
Visiting Lecturer, Oxford, 2004; Fellow, National Endowment for the Humanities, 2003-2004.

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**Philliou, Christine.** Associate Professor, History. 2015. 25%.

2004, PhD, Princeton University, History; 1998, MA, Princeton University, Near Eastern Studies;  
1994, BA, Columbia University, History, with honors.

*Political and social history of the Ottoman Empire, modern Turkey and Greece as parts of the post-  
Ottoman world*

**Courses:** 1, e.g. War on Film: Conflict and Cinema in the Middle East and Balkans.

**Languages:** Turkish 3,3,3,3; Arabic 1,1,1,1.

**Overseas Experience:** Turkey, Greece, Romania.

**Professional Activities:** Associate Board Member, Institute of Turkish Studies; Member of: Middle  
East Studies Association; American Historical Association.

**Distinctions:** Institute of Turkish Studies subvention grant for *Biography of an Empire*, May 2010;  
Schoff Subvention Grant, Columbia University Seminars, toward publication expenses for *Biography  
of an Empire*, June 2009; NEH/American Research Institute in Turkey Post-Doctoral Research  
Fellowship, 2004.

**Postema, Antje.** Lecturer, Slavic Languages & Literatures. 2016. 100%.

2017, PhD, University of Chicago, Slavic Languages & Literatures, with honors; 2009, MA, University of Chicago, Slavic Languages & Literatures; 2003, BA, University of Chicago, Interdisciplinary Studies in the Humanities, with honors.

*Yugoslav and post-Yugoslav literature and culture; representations of trauma; socio-cultural memory; cultural history; Balkan film; photography and visual culture.*

**Courses:** 6, e.g. Introductory Bosnian/Croatian/Serbian; Continuing Bosnian/Croatian/Serbian; Advanced Tutorial in Bosnian/Croatian/Serbian; Reading and Composition: War Stories: Representing Conflict in Literature and Film; Texts on the Move: Literature and (E)migration.

**Pedagogical Workshops:** Mellon Collaborative Partners Winter Workshop on Course Design, Chicago Language Center, University of Chicago, February 2017; Mellon Collaborative Partners Oral Proficiency Workshop, Chicago Language Center, University of Chicago, December 2016; The “Flipped” Classroom, Chicago Language Center, University of Chicago, Autumn 2015.

**Languages:** Bosnian/Croatian/Serbian 3,3,3,3; Russian 3,3,3,3; Czech 2,2,2,2; Japanese 2,2,2,2; Bulgarian 1,3,1,1; Macedonian 1,3,1,1; Slovene 1,3,1,1; German 1,3,1,1; French 1,3,1,1; Old Church Slavonic 1,3,1,1.

**Overseas Experience:** Bosnia, Russia.

**Recent Publications:** 1, e.g. “‘Read and Remember’: Ozren Kebo’s Sarajevo for Beginners as Ironic Guidebook and Narrative Memorial,” in *Post-Yugoslav Constellations*. Ed. Stijn Vervaet and Vladislav Beronja. Berlin: De Gruyter, 2016.

**Professional Activities:** Member of: Southeast European Studies Association

**Distinctions:** Faculty curriculum development grant, UC Berkeley Office of Sustainability, 2017.

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**Ram, Harsha.** Associate Professor, Slavic Languages & Literature, Comparative Literature. Appointed 1995. 100%.

1995, PhD, Comparative Literature, Yale University; 1990, MPhil, Yale University; BA, Italian, University of Sydney, 1985; 1984, BA, Russian, University of New South Wales, with honors.

*History of Russian nationalism and imperialism, Russian Orientalist discourse, Russian poetry.*

**Courses:** 8, e.g. The European Avant-garde: From Futurism to Surrealism; Studies in East-West Relations; Nineteenth-Century Russian Literature; Twentieth-Century Russian Literature; Russian and the Caucasus (in Russian); Russia and World Literature; Proseminar: Evgenii Onegin.

**Dissertation Committees:** 3

**Languages:** Russian 3,3,3,3; Italian 3,3,3,3; Tamil 2,0,0,3; French 2,3,2,2; Spanish 2,3,2,2; German 1,1,1,1; Latin 0,3,0,0; Hindi/Urdu 1,1,1,2.

**Overseas Experience:** Russia, Georgia.

**Recent Publications:** 4, e.g. “The Scales of Global Modernisms: Imperial, National, Regional, Local,” *PMLA* 131/5, 2016; “Spatializing the Sign: The Futurist Eurasianism of Roman Jakobson and Velimir Khlebnikov,” in *Between Europe and Asia. The Origins, Theories and Legacies of Russian Eurasianism*. Eds. Mark Bassin, Sergey Glebov, and Marlène Laruelle, University of Pittsburgh Press, 2015; “The Literary Origins of the Georgian Feast. The Cosmopolitan Poetics of a National Ritual,” *Ab Imperio*, 4/2014.

**Professional Activities:** Member: Association for Slavic, East European, and Eurasian Studies; American Association of Teachers of Slavic and East European Languages; Modern Language Association.

**Distinctions:** Summer Fellowship, Zentrum für Literatur- und Kulturforschung, Berlin, 2017; 3-year Grant from the Social Science and Humanities Research Council, Canada, to pursue an ethnographic and historical study of the cultural practices and material culture of Tbilisi, Georgia.

**Riley, Dylan.** Professor, Sociology. Appointed 2004. 50%.  
2002, PhD, Sociology, UCLA; 1996, MA, UCLA; 1993, BA, Eugene Lang College, New School for Social Research.

*Historical sociology, Fascism and authoritarianism.*

**Courses:** 2, e.g. Sociology Theory I; Social Change.

**Dissertation Committees:** 5

**Languages:** Italian 3,3,3,3; Hungarian 1,1,1,1.

**Overseas Experience:** Hungary, Italy.

**Professional Activities:** Member of: American Sociological Association; Social Science History Association; Referee, *American Sociological Review*.

**Distinctions:** Assistant Professor, Central European University, Budapest, 2003-2004; Seymour Martin Lipset Award for best dissertation in Comparative Research, 2003; Postdoctoral Fellowship, Center for History, Society, and Culture, UC Davis, 2002-2003.

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**Roland, Gérard.** Professor, Economics, Political Science. Appointed 2001. 100%.

1988, PhD, Economics, Université Libre de Bruxelles; 1984, MA, Econometrics, Université Libre de Bruxelles; 1983, BA, Economics, Université Libre de Bruxelles.

*Transition economics, Soviet economic system.*

**Courses:** 3, e.g. Political Economics; Comparative Economics; Political Economics Seminar.

**Dissertation Committees:** 4

**Languages:** French 3,3,3,3; German 3,3,3,3; Dutch 3,3,3,3; Russian 3,3,3,3.

**Overseas Experience:** Belgium, France, England, Norway, Finland, Korea, Australia, Hong Kong.

**Recent Publications:** 8, e.g. “Culture and Collective Action” with Yang Xie in *Contemporary Issues in Development Economics* (edited by T. Besley) Palgrave MacMillan, 2016; “Transition in Historical Perspective” in *The Great Rebirth. Lessons from the Victory of Capitalism over Communism* (edited by A. Aslund and S. Djankov) Peterson Institute for International Economics, Washington, 2014; “Culture, Institutions and the Wealth of Nations” (joint with Y. Gorodnichenko), *Review of Economics and Statistics*, 2017.

**Professional Activities:** Member of: International Advisory Board, New Economic School, Moscow; Advisory Board of *Russian Journal of Economics*; *International Economic Journal*; European Economic Association; Association for Comparative Economic Studies; Consultant for the World Bank, International Monetary Fund, European Bank for Reconstruction and Development, Inter-American Development Bank, and the Initiative for Policy Dialogue.

**Distinctions:** E. Morris Cox Professor of Economics, 2012; Honorary Professor, Renmin University, China, 2002; Jean Monnet Professor, Université Libre de Bruxelles, 2000-2001; Officier de l’Ordre de Léopold II, 1997; Medal of the University of Helsinki, 1996.

**Seropian, Hasmig.** Lecturer, Slavic Languages & Literatures. Appointed 2015. 100%.  
1975, PhD, Linguistic and Cognitive Science, UC Berkeley; 1968, MA, American University of  
Beirut, ESL; 1966, BA, University of Beirut, English.

*Armenian language.*

**Courses:** 2, e.g. Introductory Armenian; Continuing Armenian.

**Languages:** Armenian 3,3,3,3.

**Overseas Experience:** Armenia.

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**Slezkine, Yuri.** Jane K. Sather Professor, History. Appointed 1992. 100%.

1989, PhD, History, University of Texas, Austin; 1978, MA, University of Moscow, Russian  
Language and Literature; BA, Slavic Philology, Moscow State University.

*Russian and Soviet history.*

**Courses:** 4, e.g. The Soviet Union on the Eve of the End: Film, Fiction, Music; The Soviet Union,  
1917 to the Present; Research Topics in Soviet History.

**Dissertation Committees:** 13

**Languages:** Russian 3,3,3,3; Portuguese 3,3,3,3; Spanish 2,3,2,2; French 1,2,1,1; German 1,1,1,1.

**Overseas Experience:** Russia.

**Recent Publications:** 1, e.g. *The House of Government: A Saga of the Russian Revolution*, Princeton  
UP, 2017 (translations in French and Dutch, Polish forthcoming).

**Professional Activities:** Member of: American Academy of Arts and Sciences; American Historical  
Association; Board of Trustees, National Council for Soviet and East European Research; Reader for  
Cornell UP, UC Press, Oxford UP, Princeton UP, Stanford UP, *Slavic Review*, *Russian Review*, *AHR*,  
*Journal of Modern History*.

**Distinctions:** Winner of the 2018 Prose Award in World History for *The House of Government*,  
Association of American Publishers; Wissenschaftskolleg zu Berlin Fellowship, AY2013-14; Fellow,  
the Hoover Institution, 2009-10; NEH Fellowship, 2009-10; ACLS Fellowship, 2009-10; The  
National Council for Soviet and East European Research, 2009-10; Special Professor, The University  
of Nottingham, UK, 2006-2009; Astor Lectureship, Oxford University, UK, 2006; Winner of 2005  
National Jewish Book Award (East European Studies); Wayne S. Vucinich Book Prize, Association  
for Slavic, East European, and Eurasian Studies, 2005.

**Sonevytsky, Maria.** Assistant Professor, Ethnomusicology. Appointed 2018. 50%.  
2012, PhD, Ethnomusicology, Columbia University, with distinction; 2007, MPhil,  
Ethnomusicology, Columbia University; 2006, MA, Ethnomusicology, Columbia University; 2003,  
BA, Music and Slavic Regional Studies, Barnard College with cross-registration in Piano  
Performance, Manhattan School of Music.  
*Popular Music and Revolution in Ukraine; Music in the Chornobyl zone; Crimean Tatar repatriation  
in Ukraine.*  
**Languages:** Russian 3,3,3,3; Ukrainian 3,3,3,3.  
**Overseas Experience:** Ukraine.  
**Recent Publications:** 7, e.g. “Radio Meydan: ‘Eastern’ Music and the Liminal Sovereign  
Imaginaries of Crimea,” in *Public Culture*, forthcoming 2018; “The Freak Cabaret on the Revolution  
Stage: On the Ambivalent Politics of Femininity, Rurality, and Nationalism in Ukrainian Popular  
Music,” in *Journal of Popular Music Studies* 28.3, 2016.  
**Discography:** Chornobyl Songs Project: Living Culture from a Lost World. *Ensemble Hilka.*  
Smithsonian Folkways Recordings, SFW CD 50420, 2015.  
**Professional Activities:** Member of: Society for Ethnomusicology; Association for Slavic, East  
European, and Eurasian Studies; International Association of Popular Music Studies; International  
Council for Traditional Music; Association for the Study of Nationalities; Anonymous peer reviewer:  
*Music & Politics, American Anthropologist*; Ukrainian Studies Program Advisory Committee,  
Harriman Institute, Columbia University; Center for Traditional Music & Dance (CTMD) board  
member for “Ukrainian Wave” initiative.  
**Distinctions:** Kennan Institute Title VIII Short-Term Research Grant, 2017; Mission and Vision  
Fellow, East European Folklife Center Balkan Music & Dance Workshop, 2016; Canadian Institute  
of Ukrainian Studies Helen Darcovich Memorial Dissertation Fellowship, 2011.

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**Szóke, Éva Soós.** Lecturer, Slavic Languages & Literatures. Appointed 2012. 100%.  
1983, MA, Hungarian Language and Literature and Adult Education, Eötvös Loránd University,  
Budapest; 1980, Postgraduate Diploma in Journalism, Hungarian School of Journalism, Budapest.  
*Hungarian Language.*  
**Courses:** 2, e.g. Introductory Hungarian; Readings in Hungarian.  
**Pedagogical Workshops:** ACTFL Writing Proficiency Tester Certification in Hungarian, 2016;  
ACTFL Writing Proficiency Tester Workshop, 2016; Awarded full ACTFL oral proficiency tester  
certification in Hungarian, 2016.  
**Languages:** Hungarian 3,3,3,3; Russian 1,1,1,1; Latin 1,1,1,1.  
**Overseas Experience:** Hungary.  
**Professional Activities:** Member of: American Council on the Teaching of Foreign Languages;  
National Council of Less Commonly Taught Languages; Modern Language Association; American  
Hungarian Educators Association; iPads for Learning; Curriculum Building for Hungarian.

**Tyerman, Edward.** Assistant Professor, Slavic Languages & Literatures. Appointed 2017. 100%. 2014, PhD, Columbia University, Slavic Languages & Literatures, Comparative Literature; 2011, MPhil, Columbia University, Slavic Languages & Literatures, Comparative Literature; MA, Columbia University, Slavic Languages & Literatures; 2003, MA, University College London, Russian Studies; 2002, BA, University of Oxford, Russian and Ancient Greek, congratulatory first. *Early Soviet culture; Soviet internationalism; cultural connections and exchanges between Russia and China; Russian and Soviet Orientalism*

**Courses:** 3, e.g. Facts and Fictions: Factographic Strategies in Russian Prose; Twentieth-Century Russian Literature; Russia and Asia: Orientalism, Eurasianism, Internationalism.

**Languages:** Russian 3,3,3,3; Mandarin Chinese 2,2,2,2; French 2,2,2,2; Ancient Greek 2,2,2,2; Czech 1,1,1,1; German 1,3,1,1; Old Church Slavonic 1,3,1,1; Classical Chinese 1,2,1,1; Latin 1,2,1,1.

**Overseas Experience:** Russia, China.

**Recent Publications:** 4, e.g. “Sino-Soviet Confessions: Authority, Agency, and Autobiography in Sergei Tret’iakov’s Den Shi-khua,” *The Russian Review* 77:1, 2018; “Resignifying The Red Poppy: Internationalism and Symbolic Power in the Sino-Soviet Encounter,” *Slavic and East European Journal* 61:3, 2017.

**Professional Activities:** Member of: Association for Slavic, East European and Eurasian Studies; American Association of the Teachers of Slavic and East European Languages; American Comparative Literature Association; Modern Languages Association; American Council for Teachers of Russian.

**Distinctions:** Robert L. Belknap Dissertation Prize, Department of Slavic Languages & Literatures, Columbia University, 2015; Whiting Dissertation Fellowship, Columbia University, AY2013-14.

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**Wittenberg, Jason.** Associate Professor, Political Science. Appointed 2005. 100%.

1999, PhD, MIT, Political Science; 1988, MA, International Affairs, American University; 1985, BA, Physics, UC Berkeley.

*Politics and history of Eastern Europe, Authoritarianism.*

**Courses:** 6, e.g. Politics and Government in Eastern Europe; Dictatorship and its Discontents; Major Themes in Comparative Analysis; Philosophy of Social Science; Comparative Politics Colloquium.

**Dissertation Committees:** 2

**Languages:** Hungarian 3,3,3,3; German 2,2,2,2.

**Overseas Experience:** Hungary.

**Recent Publications:** 7, e.g. *Intimate Violence: Anti-Jewish Pogroms on the Eve of the Holocaust*, Cornell UP, 2018, with Jeffrey S. Kopstein; “Timing is Everything: Changing Norms of Minority Rights and the Making of a Polish Nation-State,” (with Sarah A. Cramsey), *Comparative Political Studies*, 49:11, 2016; “External Influences on the Evolution of Hungarian Authoritarianism, 1920-1944,” in António Costa Pinto and Aristotle Kallis (Eds.), *Rethinking Fascism and Dictatorship*, Basingstoke, UK: Palgrave Macmillan, 2014.

**Professional Activities:** Member of: International Studies Association; American Political Science Association; American Association for the Advancement of Hungarian Studies.

**Distinctions:** Winner of the 2009 biennial Hubert Morken Award, given by the Religion and Politics section of the American Political Science Association for the best publication dealing with religion and politics published in 2006 or 2007; IREX Short-Term Travel Grant, 2001.

**Yurchak, Alexei.** Associate Professor, Anthropology. Appointed 1999. 100%.

1997 - Ph.D., Anthropology, Duke University; M.S., Speech Synthesis and Recognition, Leningrad Institute of Aviation and Space Technology and Department of Phonetics, Leningrad University; B.S., Leningrad Institute of Aviation and Space Technology.

*Linguistic anthropology, Anthropology of post-Soviet Russia and Eastern Europe, Transformation of Soviet society in "late socialism."*

**Courses:** 3, e.g. Utopia: Art and Power in Modern Times; The Politics of Memory after Communism; Death and the Political Body.

**Dissertation Committees:** 4

**Languages:** Russian 3,3,3,3; French 3,3,3,3.

**Overseas Experience:** Russia, Finland, Denmark, France, Germany.

**Recent Publications:** 3, e.g. "Bodies of Lenin: The Hidden Science of Communist Sovereignty," *Representations*, vol. 129, 2015; "Form versus Matter: Religious Saints and Lenin's Body" in *Collegium, Studies Across Disciplines in the Humanities and Social Sciences*, Special Issue on: Death, Dying and Mortality, 2014; "If Lenin Were Alive Today, He Would Know What To Do" in Prokhorova, Irina, ed. *1990: Russians Remember a Turning Point*, London, MacLehose Press, 2013.

**Professional Activities:** Member of: Association for Slavic, East European, and Eurasian Studies; Association for the Study of Nationalities. Member of steering committee: International Master of Arts in Russian Studies.

**Distinctions:** Winner of the 2007 Association for Slavic, East European, and Eurasian Studies Wayne S. Vucinich Book Prize.

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**Zacha, Katarzyna.** Lecturer, Slavic Languages & Literatures. Appointed 2012. 100%

2006, MA, Counseling Psychology, Holy Names University; 2003, MA, Polish Philology, University of Szczecin, Poland.

*Polish Language.*

**Courses:** 2, e.g. Introductory Polish; Advanced Polish.

**Languages:** Polish 3,3,3,3; Spanish 2,2,2,2.

**Overseas Experience:** Poland.

## B. Affiliated Faculty

**Ansell, Christopher.** Professor, Political Science. Appointed 1993. 25%.  
1993, PhD, University of Chicago, Political Science; 1986, MA, University of Chicago, Political Science; 1979, BA, University of Virginia, Environmental Science.  
*Public Policy and Governance, European Politics, Political Sociology and Social Network Analysis.*  
**Courses:** 2, e.g. Research in Social Sciences: The Post-Socialist European City: Transitions, Variation, and Capacities; Research in Social Sciences: Cities in the European Union.  
**Dissertation committees:** 3  
**Languages:** French 2,2,2,2.  
**Overseas Experience:** France, Germany.  
**Recent Publications:** 28, e.g. *Governance in Turbulent Times*, (editor, with Jarle Trondal and Morten Øgård), Oxford University Press, 2017; *Handbook on Theories of Governance*, (editor, with Jacob Torfing), Edgar Elgar Publishing, 2016; “Who says Networks, says Oligarchy? Oligarchies as Rich Club Networks,” *Connections* 35:2 (with Renata Bichir and Shi Zhou), 2016.  
**Professional Activities:** Advisory Board Member, Coordination, Capacity and Legitimacy: Organizing for Climate Change, Immigration, and the Police Project. Uni Research Rokkan Center, University of Berkeley; Editorial Boards: *Journal of Public Administration Research and Theory*; *Risk, Hazards & Crisis in Public Policy*.  
**Distinctions:** Honorary Doctorate (Doctoral Degree in Administration, *Honoris Causi*, Roskilde University, Denmark, awarded September 20, 2013; Presidential Chair Fellows, UC Berkeley, AY2012-13.

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**Baumann, Brian.** Lecturer, East Asian Languages and Cultures. Appointed 2015.100%.  
2005, PhD, Indiana University, Central Eurasian Studies; 2000, MA, Indiana University, Central Eurasian Studies; 1995, MA, University of North Dakota, English; 1990, BA, University of North Dakota, English, summa cum laude.  
*Mongolian Language, History, and Culture: The Mongol Empire; Inner Asian Buddhism; 20th Century and Modern Mongolia.*  
**Courses:** 4, e.g. Elementary Mongolian; Literary Mongolian; The Mongol Empire; Mongolian Buddhism.  
**Languages:** Mongolian 3,3,3,3; Modern Chinese 1,2,1,1; Classical Chinese 1,2,1,1; Tibetan 1,2,1,1; Manchu 1,2,1,1; Old Turkic 1,2,1,1; French 1,2,1,1; German 1,2,1,1.  
**Overseas Experience:** Mongolia.  
**Recent Publications:** 4, e.g. “The Scent of a Woman: Allegorical Misogyny in a Sa skya pa Treatise on Salvation in Pre-Classical Mongolian Verse” in *Philology of the Grasslands: Essays in Mongolic, Turkic, and Tungusic Studies*, Bela Kempf, Ákos Bertalan Apatóczy, and Christopher P. Atwood, eds., Leiden: Brill, 2018; “Oyin-i Geyigülügči—The Illumination of the Mind,” *Rocznik Orientalistyczny*, vol. 70, 2017; “Where the Sultan Reigns: The Redemption of a Damned Reference to the Ilkhan in Dante’s *Inferno*,” *Deutsches Dante-Jahrbuch* 90, 2015.  
**Professional Activities:** Board Member, the Mongolia Initiative, UC Berkeley; Editorial Board, American Academy of Religion; Member of: American Academy for Religion; The American Center for Mongolian Studies; Association for Asian Studies; The Mongolia Society.  
**Distinctions:** American Center for Mongolian Studies’ Henry Luce Fellowship, 2008.

**Chaver, Yael.** Lecturer, German. Appointed 2004. 25%.  
2001, PhD, UC Berkeley; 1996, MA, UC Berkeley; 1992, BA, Hebrew University.  
*Yiddish and Hebrew literatures*

**Courses:** 2, e.g. Intermediate Yiddish; Readings in Yiddish.

**Languages:** Hebrew: 3,3,3,3; Yiddish: 3,3,3,3; French: 1,1,1,1; German: 1,1,1,1.

**Overseas Experience:** Israel.

**Distinctions:** 2008: Fellow, National Endowment for the Humanities Study Institute: “Venice, the Jews and Italian Culture.” Project: Hebrew and Yiddish Adaptations of “*The Merchant of Venice*.”; 2001: Memorial Foundation for Jewish Culture, Fellowship, 2001-2002; 2000: UC Berkeley, Phi Beta Kappa; UC Berkeley, Chancellor’s Dissertation-Year Fellowship 1999-2000.

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**Dandeleit, Thomas.** Professor, History. Appointed 2000. 25%.  
1995, PhD, History, UC Berkeley; 1988, MDiv, Princeton Theological; 1982, BA, St. John’s University.

*Early Modern Europe; Spanish Empire, Italy, and the Mediterranean.*

**Courses:** 1, e.g. History of Christianity from 1250.

**Dissertation Committees:** 6

**Languages:** Spanish 3,3,3,3; Italian 3,3,3,3.

**Overseas Experience:** Spain, Italy.

**Recent Publications:** 3, e.g. “Imagining Marcus Aurelius in the Renaissance: Forgery, Fiction and History in the Creation of the Imperial Ideal,” in *For the Sake of Learning*, edited by Ann Blair and Anja-Silvia Goeing (Leiden: Brill, 2016); “Imperial Anxiety, the Roman Mirror, and the Neapolitan Academy of the Duke of Medinaceli,” in *Representing Rivalry in the Early Modern Mediterranean*, edited by Barbara Fuchs and Emily Weissbourd (Toronto: University of Toronto Press, 2015); *The Renaissance of Empire in Early Modern Europe*, (Cambridge, UK: Cambridge University Press, 2014).

**Distinctions:** Guggenheim Fellowship, AY2007-08; Roland Bainton Prize, best new book in history, Sixteenth Century Studies Conference, 2002.

**Efron, John.** Koret Professor of Jewish History, History, Appointed 2001. 25%.  
1991, PhD, Columbia University; 1981, MA, NYU; 1979, BA, Monash University.  
*Modern Jewish History; Cultural and Social history of German Jewry*  
**Courses:** 4, e.g. Proseminar: Comparative: Antisemitism and Jewish Responses; The Holocaust;  
German Jewry; Antisemitism: From the Age of Tacitus to the Age of Trump.  
**Dissertation Committees:** 3  
**Languages:** Yiddish: 3,3,3,3; German: 3,3,3,3; Hebrew: 3,3,3,3.  
**Overseas Experience:** Israel, Germany.  
**Recent Publications:** 2, e.g. *German Jewry and the Allure of the Sephardic*, Princeton University  
Press, 2016; *The Jews: A History*. Prentice Hall, 2009, second edition, 2013.  
**Distinctions:** 2006: Allianz Gastprofessor für Jüdische Studien, University of Munich.

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**Eichengreen, Barry.** George C. Pardee and Helen N. Pardee Professor, Economics, Political  
Science. Appointed 1986. 25%.  
1979, PhD, Economics, Yale University; 1978, MA, History, Yale University; 1977, MPhil,  
Economics, Yale University; 1976, MA, Economics, Yale University; 1974, AB, University of  
California, Santa Cruz.  
*International economics, Exchange rates and capital flow; European economy, European  
integration, IMF policy, the Marshall Plan and foreign aid to Eastern Europe and the Soviet Union*  
**Courses:** 4, e.g. Twentieth-Century World Economics; Introduction to Economic History; Topics in  
European Economic History; Seminar in Economic History.  
**Dissertation Committees:** 3  
**Languages:** Spanish: 2,2,1,1; French: 1,1,1,1.  
**Overseas Experience:** England, France, Australia, Canada, Singapore, Germany.  
**Recent Publications:** *Hall of Mirrors: The Great Depression, The Great Recession, and the Uses-  
and Misuses-of History*, Oxford University Press USA, 2015; “How the Euro Crisis Ends: Not with a  
Bang but With a Wimper,” *Journal of Policy Modeling*, July 2015; “Fortifying the Financial  
Architecture: Unanswered Questions,” *Current History* (January 2010); *The European Economy  
Since 1945: Coordinated Capitalism and Beyond*, Princeton University Press, 2006; *Global  
Imbalances and the Lessons of Bretton Woods*, MIT Press, 2006; *Capital Flows and Crises*, MIT  
Press, 2003.; *Financial Crises and What to Do about Them*. Oxford University Press, 2002.  
**Distinctions:** Schumpeter Prize, Schumpeter Society, 2009; Economic History Association’s Jonathan  
R.T. Hughes Prize for Excellence in Teaching in 2002; UC Berkeley Social Science Division’s  
Distinguished Teaching Award in 2004; *doctor honoris causa* from the American University in Paris.

**Elm, Susanna.** Sydney H. Ehrman Professor, History. Appointed 1988. 25%.  
1986, DPhil, St. Hilda's College, Ancient History; 1982, BA, Free University Berlin, Philosophy and Education.

*Ancient History with a focus on the political, economic, religious and cultural history of the later Roman Empire, East and West.*

**Courses:** 1, e.g. History of Christianity to 1250.

**Dissertation committees:** 3

**Languages:** German 3,3,3,3; Latin 3,3,3,3.

**Overseas Experience:** Italy, Germany.

**Recent Publications:** 33, e.g. "Death and the Tigris: Does Later Roman Historiography Represent an Antiochene Agenda? (Festus and Eutropius)," in *The Many Faces of Antioch: Intellectual Exchange and Religious Diversity* (CE 350-450). Ed. S.-P. Bergjan and S. Elm, Tübingen: Mohr-Siebeck, 2018; "Sold to Sin through origo: Augustine of Hippo on Slavery and Freedom" (Oxford International Patristic Conference Opening Keynote), *Studia Patristica* 98, 2017; *Sons of Hellenism, Fathers of the Church: Emperor Julian, Gregory of Nazianzus, and the Vision of Rome*. Berkeley: UC Press, 2012, paperback 2015.

**Professional Activities:** Member of: American Historical Association; American Philological Association; American Academy of Religion; Society of Biblical Literature; Deutscher Historkerverband; Byzantine Studies Association of North America; Peer Reviewer for: *Classical Antiquity*, *Journal of Early Christian Studies*, *Journal of Roman Studies*, *Harvard Theological Journal*, *Church History*, *Representations*, *Speculum*, *Historia*, *ZAC/JAC*.

**Distinctions:** Hedi-Fritz-Niggli University Professor, Universität Zürich, Spring 2017; UC Regents' Faculty Research and Mellon Research Fellowship, AY2013-14.

**Fletcher, Laurel.** Clinical Professor, Law. Appointed 1998. 25%.  
1990, JD, Harvard Law School; 1986, BA, Brandeis University.

*International human rights*

**Courses:** 5, e.g. UN Human Rights Practice Course; International Human Rights; Colloquium on International Human Rights Law; Advanced International Human Rights Clinic Seminar.

**Languages:** German: 2,2,2,2; Spanish: 2,2,2,2.

**Recent Publications:** 11, e.g. "The Cumulative Effect: A Medico-Legal Approach to United States Torture Law and Policy," in *Torture and Its Definitions in International Law: An Inter-Disciplinary Approach*, M. Başoğlu, ed., Oxford University Press, 2017 (co-authors: K. Alexa Koenig, Eric Stover); "Transitional Justice and the 'Plight' of Victimhood," in *Research Handbook on Transitional Justice*, Cheryl Lawther, Luke Moffett, Dov Jacobs eds., Edward Elgar (co-author: Harvey M. Weinstein), 2017; "Refracted Justice: The Imagined Victim and the International Criminal Court," in *Contested Justice: The Politics and Practice of International Criminal Court Interventions* (C.M. De Vos, Sara Kendall, Carsten Stahn, eds., Cambridge Univ. Press, Dec. 2015).

**Professional Activities:** Advisory Board, Human Rights Advocates.

**Distinctions:** Member, Mellon Foundation/UC Berkeley Townsend Center Strategic Working Group, *The Idea of Redress*, 2004; Sri Lankan Fulbright Commission Lecturer, May 2003; Fulbright Senior Specialist Candidate (Law), 2002; C. Anthony Friedrich Memorial Award for Pro Bono Service to Human Rights, 1993.

**Fligstein, Neil.** Class of 1939 Chancellor's Professor, Sociology. Appointed 1991. 25%.  
1979, PhD, Sociology, University of Wisconsin-Madison; 1976, MS, University of Wisconsin-Madison; 1973, BA, Reed College.

*Economic sociology; organizations; methodology and statistics; political sociology.*

**Courses:** 2, e.g. Economics and Society; Graduate Seminar: Economy and Society.

**Dissertation Committees:** 12

**Languages:** French 3,3,3,3; German 3,3,3,3.

**Recent Publications:** 18, e.g. "How the American Financial Meltdown of 2008 Caused the Global Financial Crisis, in *The Routledge Companion to Banking Regulation and Reform*, Ismail Ertürk and Daniela Gabor (eds.), with Jacob Habinek, 2017; "Is European Integration Causing Europe to Become More Nationalist? Evidence from the Recent Financial Crisis" (with Alina Polyakova), *Journal of European Public Policy* 23, 2016.

**Professional Activities:** Member of: American Academy of Arts and Sciences; Macro Organizational Behavior Society; Sociological Research Association; Society for the Advancement of Socio-economics, Council for European Studies, European Community Studies Association; American Sociological Association.

**Distinctions:** Distinguished Lecture in Social Sciences, Wissenschaftszentrum Berlin, 2013; Fellow, Rockefeller Foundation Bellagio Center, 2007.

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**Himmelstein, Dan.** Continuing Lecturer, Haas School of Business. Appointed 1998. 25%.  
1988, MSc, Economics, London School of Economics and Political Science; 1987, BS, UC Berkeley.  
*Global business; Entrepreneurship, small business; Leadership, organizational development, culture; Strategic business planning, consulting; Technology.*

**Courses:** 2, e.g. Introduction to International Business; International Consulting for Small and Medium Sized Enterprises.

**Overseas Experience:** England.

**Professional Activities:** Co-Chair, United States Board of Advisors, Ashesi University of Ghana; Member, Editorial Board, *International Journal of Entrepreneurship Education*.

**Kronfeld, Chana.** Professor, Comparative Literature, Near Eastern Studies. Appointed 1984. 25%. 1983, PhD, UC Berkeley, Comparative Literature; 1977, MA, UC Berkeley, Comparative Literature, with distinction; 1971, BA, Tel Aviv University, Poetics and Comparative Literature, summa cum laude.

*Modernism in Hebrew, Yiddish and English poetry, intertextuality, translation studies, literary historiography*

**Courses:** 1, e.g. Jewish Literatures.

**Dissertation Committees:** 12

**Languages:** Hebrew: 3,3,3,3.

**Overseas Experience:** Israel.

**Distinctions:** Elected, Fellow, American Academy of Jewish Research, 2011; Humanities Research Fellowship, UC Berkeley, 2011; Akavyahu Lifetime Achievement Award for Research on Hebrew and Yiddish Poetry, Israel, 2010; In 2005-6 Kronfeld and Bloch received the top NEA award for their translation of The Poetry of Dahlia Ravikovitch; co-translation (with Chana Bloch) of Yehuda Amichai's "Open Closed Open" (2002), won the National Endowment for the Arts and the Marie Syrkin Awards; "On the Margins of Modernism" (1995) won the MLA Scaglione Prize in 1998 for Best Book in Comparative Literary Studies.

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**Linos, Katerina.** Professor of Law, Berkeley Law. Appointed 2010. 25%. 2007, PhD, Political Science, Harvard University; 2006, JD, Harvard Law School; 2002, Diploma in European Union Law, European University Institute; 2000, AB, Harvard University, Government.

*International law; comparative law; European Union law; employment law; health care law.*

**Courses:** 4, e.g. International Law; European Union Law and Policy; Colloquium on International Law and Politics; International Organizations, Networks, and Domestic Institutions.

**Dissertation Committees:** 2

**Languages:** French 3,3,3,3; Spanish 3,3,3,3; German 3,3,3,3; Modern Greek 2,2,2,2.

**Overseas Experience:** Belgium, Spain.

**Recent Publications:** 10, e.g. "The Language of Compromise in International Agreements," 70 *International Organization*, with Tom Pagram, 2016; *The Democratic Foundations of Policy Diffusion: How Health, Family and Employment Laws Spread Across Countries* (Oxford University Press, 2013).

**Professional Activities:** Member of: American Society for International Law; The Association of American Law Schools.

**Distinctions:** Prizes for *The Democratic Foundations of Policy Diffusion*: APSA Giovanni Sartori Prize - best book on qualitative methods; ISA Chadwick Alger Prize - best book on international organization and multilateralism - *The Democratic Foundations of Policy Diffusion*; Peter Katzenstein Prize - outstanding first book in international relations or comparative politics.

**Miller, Maureen.** Professor, History. Appointed 2004. 25%.  
1989, PhD, Harvard University, History; 1983, MA, Catholic University of America, History, Medieval Studies; 1981, BA, American University, History.  
*Movements for reform in 11<sup>th</sup> and 12<sup>th</sup> centuries; Medieval Italian cities.*  
**Courses:** 1, e.g. Medieval Europe.  
**Dissertation Committees:** 2  
**Languages:** Italian 3,3,3,3.  
**Recent Publications:** 2, e.g. *Clothing the Clergy: Virtue and Power in Medieval Europe, c. 800-1200* (Ithaca, N.Y.: Cornell University Press, 2014); “The Liturgical Vestments of Castel Sant’Elia: Their Historical Significance and Current Condition,” *Medieval Clothing and Textiles* 10 (2014).  
**Distinctions:** Mathy Fellowship, George Mason University, Spring 2002.

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**Mohamed, Saira.** Professor of Law, Berkeley Law. Appointed 2010. 25%.  
2005, JD, Columbia University School of Law; 2005, MA, Columbia University, International Affairs; 2000, BA, Yale University, History and International Studies, cum laude.  
*Criminal law; human rights.*  
**Courses:** 1, e.g. International Human Rights 2: The Law of Mass Atrocity.  
**Recent Publications:** 8, e.g. “Leadership Crimes,” 105 *California Law Review* 777 (2017); “Of Monsters and Men: Perpetrator Trauma and Mass Atrocity,” 115 *Columbia Law Review* 1157 (2015); “Deviance, Aspiration, and the Stories We Tell: Reconciling Mass Atrocity and the Criminal Law,” 124 *Yale Law Journal* 1628 (2015); “Atrocity Prevention in the Responsibility to Protect,” in *War, Occupation, and Refugees* (Tom Syring & Richard Falk eds., Routledge 2014); “Deviance, Aspiration, and the Stories We Tell: Reconciling Mass Atrocity and Criminal Law,” 124 *Yale Law Journal* (2014); “Shame in the Security Council,” 90 *Washington University Law Review* 1191 (2013).  
**Professional Activities:** Strategic Initiatives Committee, American Society of International Law; Executive Council, American Society of International Law.  
**Distinctions:** Women of Berkeley Law Professor of the Year Award (2018); Elected Member, American Law Institute (2017); Hellman Fellows Fund Research Award (2015); Association of American Law Schools Criminal Justice Section Junior Scholars Paper Competition Award (2014); U.C. Berkeley Robert O. Collins Prize for junior faculty research in African studies (2014).

**Sahlins, Peter.** Professor, History. Appointed 1989. 25%.  
1986, PhD, History, Princeton University; 1980, BA, Harvard College, Magna Cum Laude with Highest Honors in Social Studies.

*Early modern France.*

**Courses:** 1, e.g. Modern Europe.

**Dissertation Committees:** 2

**Languages:** French 3,3,3,3; Spanish 2,2,2,2; Catalan 2,2,1,2.

**Overseas Experience:** France, the Netherlands.

**Recent Publications:** 5, e.g. *1668: The Year of the Animal in France, 1668*, Zone Books, N.Y., 2017; “The Beast Within: Animals and the First Xenotransfusion Experiments in France, 1667-68,” *Representations* 129 (Winter 2015); *French Animal Studies*, ed. with Christopher Pearson, special issue of *French History* (2014).

**Professional Activities:** Vice-President, Libraries Without Borders (USA); Board Member, *Prickly Paradigm Press*.

Distinctions: Townsend Center for the Humanities, Senior Fellow, UC Berkeley, AY2013-14; Presidential Chair Fellow, Center for Teaching and Learning, UC Berkeley, AY2013-14.

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**Sargent, Daniel.** Associate Professor, History. Appointed 2008. 25%.  
2008, PhD, History, Harvard University; 2003, MA, History, Harvard University; 2001, BA, History, Cambridge University.

*US politics, Cold War politics, Globalization*

**Courses:** 2, e.g. Global History; International and Global History since 1945.

**Dissertation Committees:** 5

**Overseas Experience:** England.

**Recent Publications:** 1, e.g. *A Superpower Transformed: The Remaking of American Foreign Relations in the 1970s*, New York: Oxford University Press, 2015.

**Distinctions:** Weatherhead Center for International Affairs, Dissertation Completion Fellowship (2007-07); Olin Institute for Strategic Studies, Pre-Doctoral Fellowship in National Security Studies (2005-06); Harvard University, Certificate of Distinction in Teaching (Awarded 3 times, 2003-04, 2004-05).

**Shagan, Ethan.** Professor, History. Appointed 2007. 25%.  
2000, PhD, Princeton University; 1996, MA, Princeton University; 1994, AB, Brown University.  
*Early modern Britain.*  
**Courses:** 1, e.g. Modern Europe.  
**Dissertation committees:** 6  
**Overseas Experience:** England.  
**Professional Activities:** Co-editor of the book series *Cambridge Studies in Early Modern British History*, Cambridge University Press; Editorial Board: *The Journal of British Studies*; *The Sixteenth Century Journal*.  
**Distinctions:** Prizes for *The Rule of Moderation*: Leo Gershoy Prize in European history from the American Historical Association; John Ben Snow Prize from the North American Conference on British Studies.

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**Shapreau, Carla.** Lecturer, Berkeley Law. Appointed 2010. 25%.  
1988, JD, UC Hastings.  
*Cultural Property Law.*  
**Courses:** 2, e.g. Art and Cultural Property Law; Research in Interdisciplinary Studies: Music Material Culture and Nazi-Era Losses.  
**Recent Publications:** 2, e.g. Co-author, *Ferrell-Vogüé Machaut Manuscript*, Oxford: DIAMM Publications, 2014; “The Loss of French Musical Property During World War II, Post-War Repatriations, Restitutions, and 21st Century Ramifications,” *France Berkeley Fund Annual Report*, December 2013.  
**Distinctions:** *Claude V. Palisca Award*, American Musicological Society for *The Ferrell- Vogüé Machaut Manuscript*, with co-authors Lawrence Earp and Domenic Leo, 2015; Austrian Marshall Plan Foundation grant: “Austria: Musical Expropriations During the Nazi Era and 21st Century Ramifications.”

**Tuğal, Cihan.** Associate Professor, Sociology. Appointed 2010. 25%.  
2003, PhD, Sociology, University of Michigan; 1997, BA, Boğaziçi University.  
*Political sociology, social movements, religion, Islam and the Middle East, culture, poverty and class, social theory, ethnography.*

**Courses:** 2, e.g. Political and Social Change; Graduate Seminar: Political Sociology.

**Languages:** Turkish 3,3,3,3.

**Overseas Experience:** Turkey.

**Recent Publications:** 4, e.g. *Caring for the Poor: Islamic and Christian Benevolence in a Liberal World*, Routledge, 2017; *The Fall of the Turkish Model: How the Arab Uprisings Brought down Islamic Liberalism*, Verso, (Translated to German and Turkish), 2016; “Resistance Everywhere: The Gezi Revolt in Global Perspective,” *New Perspectives on Turkey* 49 (2013); “Contesting Benevolence: Market Orientations among Muslim Aid Providers in Egypt,” *Qualitative Sociology* 36/2 (2013).

**Distinctions:** Tübitak (The Scientific and Technological Research Council of Turkey), Fellowship Program for Visiting Scientists and Scientists, AY2014-15.

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**Woods, Steven.** Continuing Lecturer, Haas School of Business, Economics. Appointed 1993. 25%.  
Ph.D., Economics, Claremont Graduate University; M.A., Claremont Graduate University; B.A., Whittier College.

**Courses:** 1, e.g. International Trade.

**Distinctions:** Earl F. Cheit Award for Excellence in Teaching, Undergraduate Program, 2004.

**Zook, Darren C.** Lecturer, Political Science (International and Area Studies). Appointed 1999. 25%. *Comparative Asian politics, international law, proliferation of weapons of mass destruction, human rights, South Asia, Asian Studies*

1998, PhD, History, UC Berkeley; 1991, MA, UC Berkeley; 1988, BA, University of Texas, San Antonio.

**Courses:** 6, e.g. Introduction to Global Studies; International Human Rights (Global Studies); Introduction to Peace and Conflict Studies; Freshmen Seminar (PACS); International Human Rights (PACS); Regional Conflict.

**Languages:** Tamil 3,3,3,3; Hindi 3,3,3,3; Urdu 3,3,3,3; Malayalam 2,2,2,2; German 3,3,3,3 ; Japanese 1,1,1,1.

**Overseas Experience:** India, Sri Lanka, Indonesia, Cambodia, Thailand, Singapore, Malaysia, Burma, Japan, China, Mongolia, South Korea, and North Korea.

**Distinctions:** Associated Studies of the University of California Outstanding Teacher Award, 2005.

### C. Visiting Faculty

**Comte, Emmanuel.** Visiting Lecturer, History. Appointed 2016. 25%.

2014, PhD, Sorbonne University, Paris, History of Europe and International Relations; 2009, Graduate Degree, École Normale Supérieure, Paris, History and International Relations; 2007, Agrégation, École Normale Supérieure, Paris, History.

*Modern European History.*

**Courses:** 2, e.g. Old and New Europe: 1914 to the Present; The International Economy of the 20th Century.

**Languages:** French 3,3,3,3; Italian 3,3,3,3; German 2,2,2,2; Spanish 2,2,2,2; Dutch 1,2,1,1.

**Overseas Experience:** France, Germany, Spain, England, Austria.

**Recent Publications:** 4, e.g. *The History of the European Migration Regime: Germany's Strategic Hegemony*, London: Routledge, 2018; "The Narrowing-Down of the OEEC/OECD Migration Functions, 1947-1986," with Simone Paoli. In: *The OECD and the International Political Economy Since 1948*. Edited by Matthieu Leimgruber and Matthias Schmelzer, London: Palgrave Macmillan, 2017; "La rupture de 1955 dans la formation du régime européen de migrations," *Relations internationales* 166, July 2016; "Migration and Regional Interdependence in the Mediterranean, from the Early 1980s to the Mid 1990s," *Journal of European Integration History* 41, June 2015.

**Professional Activities:** Member of: Council for European Studies at Columbia University; International Studies Association; UACES: The Academic Association for Contemporary European Studies

**Distinctions:** Research fellowship, Vienna School of International Studies, 2017-2019; PhD Dissertation Prize, Ministry of Social Affairs, Paris, 2015; Max Weber Fellowship, European University Institute, 2014-2016.

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**Cramsey, Sarah.** Visiting Assistant Professor, History. Appointed 2016. 100%.

2014, PhD, UC Berkeley, History, Jewish Studies; 2010, MA, UC Berkeley, History; 2006, MSt, Oxford University, Jewish Studies; 2004, BA, The College of William & Mary, History and Religious Studies.

*European History and the Holocaust*

**Courses:** 1, e.g. The Contours of Coexistence: Belonging in Modern Europe.

**Languages:** Czech 3,3,3,3; Polish 3,3,3,3; Hebrew 2,2,2,2; Biblical Hebrew 1,2,1,1; Yiddish 1,2,1,1; German 1,2,1,1; Slovak 1,2,1,1.

**Overseas Experience:** Poland, Czech Republic, Germany, Austria, Belgium.

**Recent Publications:** 2, e.g. "Timing is Everything: Changing Norms of Minority Rights and the Making of a Polish Nation-State," coauthored with Jason Wittenberg, *Comparative Political Studies* 49:11, September 2016; "'The Most Significant Spot in Europe': How the 'Ethnic Revolution' and thousands of Polish Jews arrived in Náchod, Czechoslovakia in 1946," in Polish and German translation, in T. Buchen, M. Keck-Szajbel, K. Kowalski (eds.), *Demographic changes in Poland, Germany and Europe: History, Linkages and New Research Perspectives* (Interdisciplinary Polish Studies, Vol. 2, 2014).

**Professional Activities:** Member of the Association for Slavic, East European, and Eurasian Studies.

**Distinctions:** Fulbright Fellowship to Belgium, AY2018-19; Finalist, The Simon Wiesenthal Institute in Vienna Research Fellowship, AY2016-17; Franklin Postdoctoral Research Grant, American Philosophical Association, 2016; Summer Postdoctoral Research Grant, German Historical Institute in Poland, 2016.

**Feakins, Melanie.** Visiting Assistant Professor, Geography. Appointed 2006. 100%.  
2001, DPhil, Economic Geography, University of Oxford; 1995, BA, Geography, UC Berkeley.  
*Offshore Outsourcing: Russian made software in a global era.*

**Courses:** 1, e.g. Post-Socialist Spaces.

**Languages:** Russian: 2,2,2,2.

**Overseas Experience:** Russia.

**Recent Publications:** 2, e.g. “I’m not a gastarbeitar anymore’: Liminal mobility of young Kazakh IT professionals in Russia”, October 2018 (forthcoming in *Discourse: Studies in the Cultural Politics of Education*) co-authored with Lilia Zemnukhova; “Off-Offshoring from Russia to Ukraine: How Russian Transnational Entrepreneurs created a Post-Soviet IT Offshore”, August 2017 (*Economic Geography*, 93:4).

**Professional Activities:** Member: Association for Slavic, East European, and Eurasian Studies; American Association of Geographers.

**Distinctions:** Fulbright Scholar (Professor and Researcher), European University in St Petersburg Russia, 2014; Title VIII Research Fellow at the Kennan Institute, Woodrow Wilson Center, Washington DC.

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**Gordic, Djurica.** Visiting Lecturer, Slavic Languages & Literatures. Appointed 2013. 100%.  
2010, MA, Orthodox Christian Studies, Graduate Theological Union, Berkeley; 1997, BA, St. Sava School of Theology.

*Theology and History; The Orthodox Church and the Modern World, Bosnian/Croatian/Serbian Literature.*

**Courses:** 1, e.g. Continuing Bosnian/Croatian/Serbian.

**Languages:** BCS 3,3,3,3; Old Church Slavonic 2,2,2,2; Classic Greek 1,3,1,1; Russian 1,3,1,1.

**Overseas Experience:** Serbia, Croatia.

**Kil, Leonid.** Visiting Lecturer, Political Science. Appointed 2016. 100%.  
2014, PhD, Political Science, UC Berkeley; 1998, MA, UC Berkeley; 1995, BA, UC Berkeley.  
**Courses:** 2, e.g. What is Development? International Inequality in Historical Perspective;  
Professional Preparation for Graduate Students.  
**Languages:** Russian 3,3,3,3.  
**Overseas Experience:** Russia.  
**Recent Publications:** 2, e.g. “International Sources of Market Success and Failure: Comparative Analysis of the Soviet New Economic Policy and Chinese ‘Market-Oriented’ Reforms.” *Journal of Comparative Politics* (2014); “National Welfare in the ‘Globalized World’: New Perspectives on Alexander Gerschenkron’s Theory of Late Development.” *Politics and Society* (2014).

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**Milivojević, Andrej.** Visiting Lecturer, History. Appointed 2013. 100%.  
2013, PhD, History, UC Berkeley; 2005, MPP, UC Berkeley; 2000, BA, UC Berkeley.  
*East Central Europe in the 19<sup>th</sup> and 20<sup>th</sup> centuries; International economic history; comparative political economy; historical demography; mixed methods.*  
**Courses:** 1, e.g. The International Economy in the Twentieth Century.  
**Pedagogical Workshops:** History 375: Teaching History at the University; Economics 375: Graduate Student Instructor Practicum.  
**Languages:** Bosnian/Croatian/Serbian 3,3,3,3; Slovene 3,3,3,3; Bulgarian 3,3,3,3; German 2,2,2,2; Spanish 2,2,2,2.  
**Overseas Experience:** Argentina, Serbia, Slovenia, Croatia, Bosnia-Herzegovina, Italy.  
**Professional Activities:** Association for Slavic, East European, and Eurasian Studies.  
**Distinctions:** Woodrow Wilson Center, Short-Term Visiting Fellow, 2014.

**Morton, Jason.** Visiting Lecturer, History. Appointed 2017. 100%.  
2017, PhD, History, UC Berkeley; 2010, MA, History, UC Berkeley; 2009, BA, History and Slavic Studies, UC Berkeley.

*Imperial Russia; The Soviet Union and Contemporary Russia; 19<sup>th</sup>-century Balkans; Yugoslavia.*

**Courses:** 3, e.g. Seminar in Historical Research and Writing for History Majors; Proseminar: The Historical Novel and European History; The History of Eastern Europe: From 1900 to the Present.

**Pedagogical Workshops:** History 375: Teaching History at the University.

**Languages:** Russian 3,3,3,3; BCS 2,2,2,2; French 1,2,1,1.

**Overseas Experience:** Russia.

**Recent Publications:** 3, e.g. “Nauka Chapaeva: narodnyi geroi v usloviakh professionalizatsii armii,” in Anton Posadsky, ed., «Atamanshchina» i «Partizanshchina» v Grazhdanskoi Voine: Ideologiya, voennoe uchastie, kadry, Moskva: AIRO-XXI, 2015; “Vasilii Ivanovich edet v Alzhir: geroichiskii obraz na export”, in S.D. Mukhoed, ed., *Voенно-istoricheskie issledovaniia v Povolzh'e: sbornik nauchnykh trudov—Vypusk 10*, Saratov, 2014; “A Hero Comes Home: Vasilii Ivanovich Chapaev and the City of Cheboksary” in *Construiruia «Sovetskoe»? : Politicheskoe soznanie, povsednevnye praktiki, novye identichnosti—Materialu nauchnoi konferentsii 19-20 aprelia 2013 goda*, Sankt-Peterburg, SPb.: Izdatel'stvo Evropeiskogo universiteta v Sankt-Peterburge, 2013.

**Professional Activities:** Member of: American Historical Association; Association of Slavic, East European, and Eurasian Studies.

**Distinctions:** Fulbright-IIE Student Research Grant, 2012.

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**Rév, Istvan.** Visiting Lecturer, History. Appointed 2016. 25%.

1975, MA, History, English Language and Literature, Sociology, Eötvös Loránd University, Budapest.

*History and Medieval Studies.*

**Courses:** 1, e.g. Accusing the Self: Historical Credibility of Self-Accusatory Practices.

**Languages:** Hungarian 3,3,3,3.

**Overseas Experience:** Hungary.

**Professional Activities:** Director of the Vera and Donald Blinken Open Society Archives,

**Elizabeth Wenger.** Visiting Assistant Professor, History. Appointed 2016. 50%.  
2014, PhD, UC Berkeley, History; 2003, BA, University of Kansas, History.  
*Late Modern Europe, Early Modern Europe, 19th and 20<sup>th</sup> centuries, Central Europe, Germany, Poland, Cultural History.*  
**Courses:** 4, e.g. Seminar in Historical Research and Writing for History Majors; 20th Century Germany; War and Peace: International Relations since 1914; Germany: 1914 to the Present; Proseminar: Banned Books: The Rise of Censorship in Modernity.  
**Languages:** Polish 3,3,3,3; German 3,3,3,3; French 2,2,2,2.  
**Overseas Experience:** Germany, Poland.  
**Recent Publications:** 1, e.g. "Speak, Memory? War Narratives and Censorship in the GDR" [forthcoming in the October issue of *Slavonic and Eastern European Review*], 2018.  
**Professional Activities:** Member of: German Studies Association; Association for Slavic, East European, and Eurasian Studies.  
**Distinctions:** Wilson Center Title VIII Fellowship, Fall 2014; ACLS Eastern European Dissertation Fellowship, 2011.

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**Wetzel, David.** Visiting Lecturer, History. Appointed 2003. 25%.  
1976, PhD, University of Chicago; 1970, BA, University of Pennsylvania.  
*International history of Europe 1648-to present.*  
**Courses:** 3, e.g. How Wars Begin: Europe and the World from Napoleon to the Present; Old and New Europe: 1914 to the Present; Europe and the World: Wars, Empires, Nations 1648-1914.  
**Languages:** German 3,3,3,3.  
**Professional Activities:** Member of: American Historical Association; International Studies Association.

#### D. Graduate Student Instructors

**Barickman, Megan.** Graduate Student Instructor, Slavic Languages & Literatures. Appointed 2013. 100%.

2015, MA, Slavic Languages & Literatures, UC Berkeley; 2010, MA, Humanities and Social Thoughts, NYU; 2006, BA, Literature and Religious Thought, Hampshire College.

*Iconography; medieval Slavic texts; the Russian Orthodox Church.*

**Courses:** 1, e.g. Elementary Russian.

**Pedagogical Workshops:** Slavic 375A: Teaching Methods in Russian.

**Languages:** Russian: 3,3,3,3; Polish 2,2,2,2; Spanish 1,1,1,1.

**Overseas Experience:** Poland, Russia.

**Professional Activities:** Member of: Association for Slavic, East European, and Eurasian Studies; American Association of Teachers of Slavic and East European Languages; Modern Language Association.

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**Brickman, Caroline.** Graduate Student Instructor, Slavic Languages & Literatures. Appointed 2013. 100%.

Current PhD candidate, UC Berkeley, Slavic Languages & Literatures; 2015, MA, UC Berkeley; 2012, BA, Reed College.

*Translation, the Moscow-Tartu school of semiotics, Silver Age poetry and poetics, émigré literature.*

**Courses:** 2, e.g. Reading and Composition: The Poetics of Translation; Crime, Punishment, and Kanye West.

**Languages:** Russian 3,3,3,3; French 3,3,3,3; Czech 2,2,2,2; German 2,2,2,2; Spanish 2,2,2,2; Classical Greek 1,2,1,1; Latin 1,2,1,1; Old Church Slavonic 1,2,1,1.

**Overseas Experience:** Russia.

**Recent Publications:** 4, e.g. Translations: “masha and lars von trier” (Elena Fanailova), *Asymptote*, May 2017; “Two Poems by Elena Fanailova,” *Mantis* vol. 15, January 2017; “Three Translations from the Russian” (Nikolai Gogol, Elena Fanailova, Ivan Sokolov), *Bearings* vol. 1, November 2015; Lotman, Yuri. *Non-Memoirs*. Trans Caroline Lemak Brickman, afterword co-authored with Evgenii Bershtein. Dalkey Archive Press, 2014.

**Professional Activities:** Member of: Association for Slavic, East European, and Eurasian Studies; American Association of Teachers of Slavic and East European Languages.

**Distinctions:** Berkeley-Mellon Fellowship, 2013-2018; Daniel E. Koshland, Jr. Graduate Student Fellowship in the Art of Teaching Writing, June 2016.

**Cohen, Madeleine.** Graduate Student Instructor, German. Appointed 2012. 100%.  
Current Ph.D. candidate, Comparative Literature, UC Berkeley; 2007, BA, Hampshire College.  
*Yiddish modernist literature in the early 20th century*  
**Courses:** 1, e.g. Elementary Yiddish.  
**Languages:** Yiddish 3,3,3,3; German 3,3,3,3; Polish 2,2,2,2; Hebrew 2,2,2,2; French 1,2,1,1.  
**Overseas Experience:** Poland, Germany.  
**Professional Activities:** American Comparative Literature Association.  
**Distinctions:** Instructional Improvement Grant for curriculum development for Yiddish 101, UC Berkeley, 2013.

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**DeWaele, Kathryn.** Graduate Student Instructor, Slavic Literatures & Languages, Appointed 2016. 100%.  
Current PhD Student, Slavic Languages & Literatures, UC Berkeley; 2016, MA, UC Berkeley; 2013, BA, Amherst College.  
*Emigré literature; intersections of Russian and French culture and history; Tolstoy; Zola.*  
**Courses:** 2, e.g. Reading and Composition: Adultery Narratives & their “Afterlives”; Writing in Emigration: Russian & American Literary and Cultural Life in Interwar Paris.  
**Pedagogical Workshops:** Slavic 375A: Teaching Methods in Russian; Slavic 375B: Teaching Methods in Reading & Composition.  
**Languages:** French 3,3,3,3; Russian 3,3,3,3; German 1,2,2,2; Old Church Slavonic 1,2,1,1.  
**Overseas Experience:** France; Russia; Ukraine; Germany.  
**Professional Activities:** Member of: Association for Slavic, East European, and Eurasian Studies; American Association of Teachers of Slavic and East European Languages.

**Dyne, Thomas.** Graduate Student Instructor, Slavic Languages & Literatures. Appointed 2008. 100%.

Current PhD candidate, Slavic Languages & Literatures, UC Berkeley; 2013, MA, UC Berkeley; 2011, MA, NYU; 2009, BA, NYU.

*Narrative ethics in Tolstoy, Dostoevsky, and Turgenev; narrative theory and the novel; representations of the body and the mind in Russian nineteenth-century fiction; the poetics of realism.*

**Courses:** 2, e.g. Reading and Composition: Hard Science Fiction and the Representation of Reality; *Jurassic Park vs. Jurassic World: What is Science Fiction?*

**Pedagogical Workshops:** Slavic 375: Teaching Methods of Reading and Composition.

**Languages:** Russian 3,3,3,3; Czech 1,2,1,1; Old Church Slavonic 1,2,1,1; French 1,2,1,1.

**Recent Publications:** 1, e.g. “Silent Scenes of Interpretation: Visual & Verbal Language in Tolstoy’s Narrative,” *Tolstoy Studies Journal*, vol xxviii, December 2016.

**Professional Activities:** Member of: Association for Slavic, East European, and Eurasian Studies; American Association of Teachers of Slavic and Eastern European Languages.

**Distinctions:** Outstanding Graduate Student Instructor award, UC Berkeley, 2017; Regents Fellow, UC Berkeley, 2011-2013.

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**Egdorf, Brian.** Graduate Student Instructor. Slavic Languages & Literatures. Appointed 2013. 100%.

Current PhD candidate, Slavic Languages & Literatures, UC Berkeley; 2015, MA, UC Berkeley; 2013, MA, Russian Culture and Arts, European University, St. Petersburg, Russia; 2012, MA, Comparative Literature, University of Colorado, Boulder; 2008, BA, French and English, Illinois Wesleyan University.

*The mid-19th century Russian and European novel; the nexus of literature and brain science in the 19th century; narrative and the representation of the mind; teaching literature for STEM students*

**Courses:** 2, e.g. Elementary Russian; Reading and Composition: Literature for Scientists.

**Pedagogical Workshops:** Slavic 375: Teaching Methods in Russian.

**Languages:** Russian 3,3,3,3; French 3,3,3,3; Czech 2,2,2,2; German 1,1,1,1; Old Church Slavonic 1,2,1,1.

**Overseas Experience:** Russia, Finland, Czech Republic.

**Recent Publications:** 1, e.g. “The Multiplicity of Narrative: The Hidden Subjectivities of Anna Karenina.” *Tolstoy Studies Journal* 28 (2016).

**Professional Activities:** Member of: American Association of Teachers of Slavic and East European Languages; International Society for the Study of Narrative; Association for Slavic, East European & Eurasian Studies; Pi Delta Phi, French Honors Society.

**Flaherty, Jennifer.** Graduate Student Instructor, Slavic Languages & Literatures. Appointed 2012. 100%.

Current PhD candidate, Slavic Languages & Literatures, UC Berkeley; 2014, MA, UC Berkeley; 2010, MA, Humanities, University of Chicago; 2008, BA, Appalachian State University, Philosophy and English, summa cum laude.

*Russian literature and culture of 19th and early 20th centuries; History of the Russian novel; Lyric Theory, Narrative Poetry, and Folk Ballads.*

**Courses:** 1, e.g. Reading and Composition: Belief and Rebellion in Russian Literature; Representing the Russian Peasant.

**Pedagogical Workshops:** Slavic 375: Teaching Methods in Russian; Slavic 375B: Teaching Methods in Reading and Composition.

**Languages:** Russian 3,3,3,3; German 1,2,1,1; French 1,2,1,1.

**Overseas Experience:** Russia.

**Professional Activities:** Member of: American Association of Teachers of Slavic and East European Languages; Association for Slavic, East European, and Eurasian Studies.

**Recent Publications:** 1, e.g. “The Peasant Torn Asunder: Self and Society in the Narrative Texture of Anna Karenina” in Tolstoy Studies Journal 28 (2016).

**Distinctions:** Doreen B. Townsend Dissertation Completion Fellowship, UC Berkeley, AY2018-19; Professor Norman Jacobson Teaching Award Recipient 2018.

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**Kendall, Matthew.** Graduate Student Instructor, History of Art. Appointed 2012. 100%.

Current PhD candidate, Slavic Languages & Literatures, UC Berkeley; 2014, MA, Slavic Languages & Literatures, UC Berkeley; 2010, BA, Russian, Reed College.

*Andrei Platonov, Valentin Kataev, Viktor Shklovskii; The Soviet novel; Sound studies and literature; Russian and Soviet avant-gardes; Silent cinema cultures; Soviet montage theory.*

**Courses:** 2, e.g. Reading and Composition: Me, pre-Selfie: Problems of Self-Representation; True Crime Revisited: Stories of Deviance.

A course on representations of technology

**Pedagogical Workshops:** Slavic 375: Teaching Methods in Russian.

**Languages:** Russian 3,3,3,3; German 2,3,2,2; French 1,3,1,1; Old Church Slavonic; 1,2,1,1.

**Overseas Experience:** Russian, Kyrgyzstan.

**Professional Activities:** Member of: Association for Slavic, East European, and Eurasian Studies; American Association for Teachers of Slavic and Eastern European Languages.

**Distinctions:** Mellon-CES Dissertation Completion Fellowship, 2018; UC Berkeley Outstanding GSI (Graduate Student Instructor) Award, 2018; Berkeley Language Center Fellow, Fall 2016.

**Lawton, Dominick.** Graduate Student Instructor, Slavic Languages & Literatures. Appointed 2016. 100%.

Current PhD student, Slavic Languages & Literatures, UC Berkeley; 2016, MA, UC Berkeley; 2013, BA, Yale University.

*20<sup>th</sup>-century Russian literature; Soviet cultural history; Russian literary theory; Russian Formalism; modernity and modernism; cultures of the former Yugoslavia.*

**Courses:** 3, e.g. Introductory Bosnian/Croatian/Serbian; Intermediate Russian; Introduction to Slavic, East European, and Eurasian Cultures.

**Pedagogical Workshops:** Slavic 375A: Teaching Methods in Russian; Slavic 375B: Teaching Methods in Reading and Composition.

**Languages:** Russian 3,3,3,3; Bosnian/Croatian/Serbian 2,3,3,3; French 3,3,2,3; Spanish 2,2,2,2; German 1,2,1,1; Turkish 1,1,1,1; Old Church Slavonic 1,1,1,1.

**Overseas Experience:** Bosnia and Herzegovina.

**Professional Activities:** Member of: American Association of Teachers of Slavic and East European Languages; Association for Slavic, East European, and Eurasian Studies.

**Distinctions:** Mellon-Berkeley Fellowship for Graduate Study, UC Berkeley, 2014; Townsend Discovery Fellowship, UC Berkeley, 2014.

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**Leonenko, Semyon.** Graduate Student Instructor, Slavic Languages & Literatures. Appointed 2017. 100%.

Current PhD student, Slavic Languages & Literatures, UC Berkeley; 2018, MA, UC Berkeley; 2013, MPhil, St. Petersburg State University; 2011, BPhil, St. Petersburg State University.

*19<sup>th</sup>-20<sup>th</sup> century novel, poetics, Nabokov, Soviet literature and culture, Moscow conceptualism.*

**Courses:** 3, e.g. Elementary Russian; Intermediate Russian; Advanced Russian Conversation and Communication.

**Pedagogical Workshops:** Slavic 375: Teaching methods in Russian.

**Languages:** Russian 3,3,3,3; French 2,2,2,2; German 1,2,1,1.

**Recent Publications:** 1, e.g. "On Some Interlingual Sound Patterns in Vladimir Nabokov's *La Bonne Lorraine*" // *Slavica Revalensia*. Vol. I. ed. Grigori Utgof. Tallinn, 2014.

**Professional Activities:** Member of American Association for Teachers of Slavic and Eastern European Languages.

**Lynd, Hilary.** Graduate Student Instructor, History. Appointed 2015. 100%.  
Current PhD student, History, UC Berkeley; 2014, MSc, Contemporary History, University of  
Edinburgh; 2013, BA, History, Brown University, magna cum laude.  
*Russia and South Africa.*

**Pedagogical Workshops:** History 375: Teaching History at the University.

**Languages:** Russian 3,3,3,3; German 3,3,3,3; Spanish 2,2,2 2; French 1,2,1,1; Afrikaans 1,1,1,1.

**Overseas Experience:** Russia, England, South Africa, Germany.

**Professional Activities:** Member of: Association for Slavic, Eastern European, and Eurasian Studies.

**Distinctions:** UC Berkeley Outstanding Graduate Student Instructor Award, 2017; Michael I.  
Gurevich Prize in Russian History, UC Berkeley, 2016; Marjorie Harris Weiss Award, Brown  
University, 2013.

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**McCorkle, Karina.** Graduate Student Instructor, Slavic Languages & Literatures. Appointed 2017.  
100%.

Current PhD candidate, Slavic Languages & Literatures, UC Berkeley; 2017, MA, UC Berkeley;  
2015, BA, University of North Carolina at Chapel Hill.

*19th-century novel; philosophical aesthetics; Dostoevsky; intersections between philosophy and  
literature.*

**Courses:** 2, e.g. Reading and Composition: It's Coming from Inside the House: Horror Literature in  
Russia and the West; There Once Lived a Woman: Women Writers Adapt the Fairy Tale.

**Pedagogical Workshops:** Slavic 375B: Teaching Methods of Reading and Composition.

**Languages:** Russian 3,3,3,3; French 2,3,2,2; Polish: 1,2,1,2; Old Church Slavic 1,1,1,1.

**Overseas Experience:** Russia.

**Professional Activities:** Member of: American Association of Teachers of Slavic and East European  
Languages; Association for Slavic, East European, and Eurasian Studies.

**McGlynn, Evangeline.** Graduate Student Instructor, Geography. Appointed 2016. 25%.  
Current Ph.D. candidate, Geography, UC Berkeley; 2016, MDes, Harvard Graduate School of Design, with distinction; 2007, BA, Cartography and GIS, certification in Russian, Eastern European, and Central Asian Studies, University of Wisconsin - Madison.

*Interrogating the dominant narratives of response in complex disasters, specifically areas in which environmental crises and social conflicts are collocated, emphasis on Central Asia.*

**Courses:** 1, e.g. Introduction to Geospatial Technologies

**Languages:** French 3,3,3,3; Russian 2,2,2,2; Kyrgyz 2,2,2,2; Uzbek 2,2,2,2.

**Overseas Experience:** Russia, Kyrgyzstan.

**Recent Publications:** 1, e.g. Duffy, M., McGlynn, E., Kuratomi, T., Maken, L, & Palmieri, J. (2014). *Interface for project and task submission for automated delegation*, (U.S. Patent No. 8,805,713). Washington, DC: U.S. Patent and Trademark Office.

**Professional Activities:** Member of: American Association of Geographers.

**Distinctions:** Fellowship in Data Science for the 21st Century (DS421) National Science Foundation, AY 2016-17.

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**Palmer, Isobel.** Graduate Student Instructor, Slavic Languages & Literatures. Appointed 2013. 100%.

2018, PhD, Slavic Languages & Literatures, UC Berkeley; 2013, MA, UC Berkeley; 2011, BA, University of Cambridge.

*Russian and Czech modernism.*

**Courses:** 2, e.g. Reading and Composition: Mapping Spaces, Mapping Texts; Alternative Spaces: Urban Literature on the Fringes.

**Pedagogical Workshops:** Slavic 375: Teaching Methods in Russian; Slavic 375: Teaching Methods for Reading and Composition; Certificate in Teaching and Learning in Higher Education, UC Berkeley.

**Languages:** Russian 3,3,3,3; Czech 3,3,3,3; German 3,3,3,3; Old Church Slavonic 1,2,1,1; French 1,3,1,1; Dutch 1,2,1,1.

**Overseas Experience:** Russia, Czech Republic.

**Recent Publications:** 2, e.g. “Rhythm and the Revolution of 1905: Eventfulness in Blok’s City” *Russian Review*, Fall 2017; “St. Petersburg and Moscow in Twentieth-Century Russian Literature: The View from the Street,” in *The Palgrave Handbook of Literature and the City*, ed. Jeremy Tambling. London: Palgrave Macmillan UK, 2017.

**Professional Activities:** Member of: Association for Slavic, East European, and Eurasian Studies; American Association of Teachers of Slavic and Eastern European Languages.

**Distinctions:** Townsend-Mellon Global Urban Humanities Fellowship, UC Berkeley, Spring 2017; Townsend-Koshland Teaching Fellowship, UC Berkeley, Summer/Fall 2016.

**Pribble, Kathryn.** Graduate Student Instructor, Slavic Languages & Literatures. Appointed 2016. 100%.

Current PhD candidate, Slavic Languages & Literatures, UC Berkeley; 2016, MA, UC Berkeley; 2013, BA, UNC Chapel Hill.

*19<sup>th</sup>-century Russian literature; aesthetic theory; Gogol; intersections between German philosophy and Russian literature; Romanticism.*

**Courses:** 3, e.g. Elementary Russian; Intermediate Russian; Reading and Composition: The Real and the Grotesque in Russian Literature and the American South.

**Pedagogical Workshops:** Slavic 375A: Teaching Methods in Russian; Slavic 375B: Teaching Methods in Reading and Composition.

**Languages:** Russian 3, 3, 3, 3; French 2, 1, 1, 1; German 2, 1, 1, 1; Old Church Slavic 1, 1, 1, 1.

**Overseas Experience:** Russia.

**Professional Activities:** Member of: American Association of Teachers of Slavic and Eastern European Languages; Association for Slavic, East European, and Eurasian Studies.

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**Schwartz, Christina.** Graduate Student Instructor, Slavic Languages & Literatures. Appointed 2012. 100%.

Current PhD candidate., Slavic Languages & Linguistics, UC Berkeley; 2014, MA, UC Berkeley; 2011, MA, University of Chicago, Slavic Languages & Literatures; 2008, BA, University of Chicago, Slavic Language & Literatures, with honors.

*Late-Soviet and Contemporary Russian Literature; Visual Culture; Soviet Cultural History; Moscow Conceptualism.*

**Courses:** 1, e.g. Reading and Composition: Media, Politics, & Contemporary Russian Literature.

**Pedagogical Workshops:** Slavic 375A: Teaching Methods in Russian; Slavic 375B: Teaching Methods in Reading and Composition.

**Languages:** Russian 3,3,3,3; Czech 2,2,2,2; Old Church Slavonic 1,2,1,1; Spanish 1,2,1,1; French 1,2,1,1; German 1,2,1,1.

**Professional Activities:** Member of: Association for Slavic, East European, and Eurasian Studies; American Association of Teachers of Slavic and Eastern European Languages; Society of Historians of Eastern European, Eurasian and Russian Art.

**Distinctions:** J. William Fulbright U.S. Student Fellowship (Research, Moscow, Russia), AY 2017-18; Berkeley Language Center Curriculum Development Fellow (Russian), 2017.

**Scott, Lily.** Graduate Student Instructor, Slavic Languages & Literatures. Appointed 2011. 100%.  
Current PhD candidate, Slavic Languages & Literatures, UC Berkeley; 2011, MA, UC Berkeley;  
2009, BA, History, University of Montana, Missoula, with honors.

*Early Soviet culture; Soviet propaganda and newspapers; collectivization literature; eco-criticism;  
Soviet peasantry; Soviet atheism; Russian Orientalism.*

**Courses:** 1, e.g. Reading and Composition: Man and Nature.

**Pedagogical Workshops:** Slavic 301: Teaching Methods in Russian.

**Languages:** Russian 3,3,3,3; Bosnian/Croatian/Serbian 2,2,2,2; French 1,3,1,1; Old Church Slavonic  
1,2,1,1; Spanish 1,1,1,1; Greek 1,1,1,1.

**Overseas Experience:** Russia, Greece.

**Professional Activities:** Member of: Association for Slavic, East European, and Eurasian Studies.

**Distinctions:** Outstanding Graduate Student Instructor, UC Berkeley AY2015-16; Berkeley  
Language Center Research Fellowship Spring 2016.

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**Maria Whittle,** Graduate Student Instructor. Slavic Languages & Literatures. Appointed 2017.  
100%.

Current PhD student, Slavic Languages & Literatures, UC Berkeley; 2017, MA, UC Berkeley; 2012,  
BA, Pomona College.

*Post-Stalinist Soviet literature (primarily the Khrushchev and Brezhnev eras), Soviet multiculturalism,  
Siberian regionalism, and Soviet reception of 19th century literature.*

**Courses:** 1, e.g. Elementary Russian.

**Pedagogical Workshops:** Slavic 375A: Teaching Methods for Russian Language.

**Languages:** Russian 3,3,3,3; German 2,2,2,3; Czech 1,2,1,1; Old Church Slavic 1,1,1,1.

**Overseas Experience:** Russia, Germany.

**Professional Activities:** Member of: American Association of Teachers of Slavic and East European  
Languages; Association for Slavic, East European, and Eurasian Studies; Association for Women in  
Slavic Studies.

**Distinctions:** FLAS Recipient for Kyrgyz, Summer 2018; Czech, AY2016-2017, Summer 2016,  
AY2015-2016.

## **E. ISEEEES Staff**

**Curley, Louanna.** Administrative Assistant for Personnel and Finance. Appointed 1999. 100%. 1985, AS in Marketing, Solano Community College, Suisun, California.

**UC Training:** Berkeley Financial Systems (BFS), Departmental Student Awards System (DSAS), Human Capital Management (HCM), Online Positive Time Payroll Reporting (OPTRS), Cal Advancement Data System (CADS), Ergonomics Work Station Evaluator, Building Coordinator, Health and Safety Seminar for Department Safety Coordinators, Disability Management Services (DMS) and Worker's Compensation, Insurance & Risk Management, California Sales & Use Taxes, Customer Service Excellence.

**Languages:** Spanish: 2,2,2,2; Cantonese: 2,2,2,2; French: 1,1,0,1.

**Distinctions:** 1997-1998 Distinguished Service Award, University of California, Parking & Transportation; 2003 SOAR Recipient, University of California, International and Area Studies.

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**Kelly, Zachary.** Assistant Director. Appointed 2012. 100%.

2012, MA, Russian & East European Studies, Indiana University; 2008, BA, University of Wisconsin - Madison.

**UC Training:** BFS (Financial System); CADS (Gift Management); DSAS (Student Award); Travel & Entertainment (Reimbursement); GLACIER (repository x foreign tax info); UC Extension Business Administration Course 1024 – Grant Writing for Professionals; UC Extension Business Administration Course X497.6 – Communication Skills for Business, Part I.

**Courses:** 1, e.g. The Contours of Coexistence: Belonging in Modern Europe.

**Languages:** Russian 3,3,3,3; Estonian 2,2,2,2; Polish 2,2,2,2.

**Overseas Experience:** Russia, Estonia, Poland, Czech Republic, Germany.

**Professional Activities:** Member of: Association for Slavic, East European, and Eurasian Studies; Berkeley Events Network.

**Distinctions:** FLAS, Introductory Polish, Indiana University, Summer 2011; FLAS, Advanced Estonian, Indiana University, AY 2010-11; FLAS, Introductory Lithuanian, University of Wisconsin-Madison, Summer 2010; FLAS, Introductory Estonian, University of Wisconsin-Madison, Summer 2009.

**Pennington, Jeffrey.** Executive Director, Academic Coordinator. Appointed 2008. 100%. Present, PhD candidate, Kobe University Graduate School of International Cooperation Studies, Kobe, Japan; 1993, MA, East European Studies, Russian and East European Institute, Indiana University, Bloomington; 1988, BS in Foreign Service, Edmund A. Walsh School of Foreign Service, Georgetown University.

**Professional employment:** 2008-present, Executive Director, Institute of Slavic, East European, and Eurasian Studies, UC Berkeley; 2008-2016, Co-director, European Union Center of Excellence, UC Berkeley; 2005-2008, Assistant Director/Outreach Coordinator, European Union Center of Excellence, Indiana University, Bloomington; 2000-2001, Assistant Director/Outreach Coordinator, Inner Asian and Uralic National Resource Center, Indiana University, Bloomington; 1997-2000, Assistant Language Teacher, Hirosaki City Board of Education, Hirosaki, Japan; 1994-1997, Program Officer, International Resource and Exchanges Board (IREX), Bucharest, Romania.

**Languages:** Romanian 3,3,3,3; Hungarian 2,2,2,2; Japanese 2,2,2,2; German 2,1,1,1.

**Overseas Experience:** Hungary, Romania, Japan.

**Distinctions:** 2001-2005, Japanese Ministry of Education (Monbusho) scholarship for research and Ph.D. study; 1990-1991, Fulbright Research Grant for graduate research in Romania; 1990, György Ránki Scholarship Award for Excellence in Hungarian Studies, Indiana University; 1989-1990, US Department of Education Foreign Language Area Studies Fellowship for study of Romanian language and East European studies.

## **F. Library Staff**

**Dickinson, Jean.** Slavic Cataloger, Library. Appointed 2005. 100%.

M.L.S., University of Arizona; Graduate Slavic studies at Indiana University and the University of Warsaw, Poland; B.A., University of Arizona.

**Languages:** Russian 2,3,2,2; Polish 2,3,2,2; Czech 2,2,2,2; Bosnian/Croatian/Serbian 1,2,1,1; French 1,1,1,1; Spanish 1,1,1,1; German 1,1,1,1.

**Overseas Experience:** Poland.

**Professional Activities:** Association for Slavic East European and Eurasian Studies; American Library Association; California Library Association; Northern California Technical Processes Group, ALA's Association for Library Collections and Technical Services, Library Association of the University of California, Berkeley; The Book Club of California.

**Distinctions:** Dobro Slovo - Slavic Honorary Society.

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**Kennedy, Dirk.** Gift, De-accessioning, and Check-in Specialist. Appointed 2013. 25%.  
MA, Theology, Ave Maria University, 2012. BA, Thomas Aquinas College, 2005.

**Osinovsky, Maxim E.**, Head of Preservation Replacement Division, Library. Appointed 1998. 25%. 1971 - Ph.D., Physics, Academy of Sciences USSR, Kiev; 1966 - M.S., Kiev State University.

**Overseas experience:** Russia, Ukraine, Belarus, Poland, Kazakhstan.

**Languages:** Russian 3,3,3,3; Ukrainian 3,3,3,3; Belorussian 2,1,1,1; Polish 2,1,1,1.

**Professional Activities:** 1990-present, Research assistant, Dharma Publishing, Berkeley, CA, translating into Russian and editing the translations of DP publications.

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**Pendse, Liladhar R.** Librarian for Slavic, East European, Central Asian Studies and Armenian & Caucasus Studies Collections. Appointed 2012. 100%.

2013, PhD, Library and Information Studies, UCLA; 2006, MA, UCLA; 2004, BA, UCLA.

**Languages:** Russian 3,3,3,3; Ukrainian 3,2,2,3; Belorussian 3,2,2,2; Polish 3,2,1,1; Azerbaijani/Azeri 3,2,2,3; Turkmen 1,1,1,1; Hindi/Urdu 3,3,3,3; Marathi 3,3,3,3; Gujarati 3,3,3,3; Arabic 3,2,2,2; Portuguese 3,3,3,3; Spanish 3,3,3,3; Sanskrit 2,2,2,2; Turkish 2,2,2,2.

**Overseas Experience:** Slovenia, Croatia, Bosnia and Herzegovina, Serbia, Macedonia, Greece, Bulgaria, Montenegro, Kazakhstan, Turkmenistan, Uzbekistan, Tajikistan, Kyrgyzstan, Azerbaijan, Georgia, Armenia, Russia, Belarus, Ukraine, Hungary, Poland, Czech Republic.

**Professional Activities:** Member of: Association for Slavic East European and Eurasian Studies; American Library Association; Library Association of the University of California, Berkeley.

**Talbott, Robert.** Hebraica Cataloger, Library. Appointed 1998. 100%.  
1997 - B.A., Art, San Jose State University.

**Languages:** Hebrew 1,3,1,1; Yiddish 1,3,1,1; French 1,3,1,1; German 1,3,1,1; Spanish 1,3,1,1; Latin 1,3,1,1; Hungarian 1,3,1,1; Turkish and romanized Turkic languages 1,3,1,1; Attic Greek 1,3,1,1.

## G. Berkeley Language Center Staff

**Richard Kern.** Director, Berkeley Language Center. Appointed 2006 (Also Professor, Department of French, UC Berkeley, Appointed 1992). 25%.

1988, PhD in Education (Language and Literacy), UC Berkeley; 1983, MA, UC Berkeley; 1979, BA, UC Santa Cruz.

*French language and linguistics, applied linguistics, second language acquisition, foreign language pedagogy*

**Languages:** French 3,3,3,3.

**Overseas Experience:** France.

**Recent Publications:** 8, e.g. “Network-based language learning and teaching,” with Paige Ware and Mark Warschauer, in Nelleke Van Deusen-Scholl and Nancy Hornberger (eds.) *Encyclopedia of Language and Education, Third Revised Edition*. Heidelberg: Springer (2017); “The Development of Digital Literacies,” with Paige Ware and Mark Warschauer, in Rosa M. Manchón and Paul Kei Matsuda (eds.) *Handbook of Second and Foreign Language Writing*. Berlin: Mouton De Gruyter, 2016; “Computer-mediated communication and language learning,” with Paige Ware and Mark Warschauer, in Graham S. Hall (ed.) *Routledge Handbook of English Language Teaching*. New York: Routledge, 2016; “Limitations and Boundaries in Language Learning and Technology,” with David Malinowski, in Fiona Farr and Liam Murray (eds.) *Routledge Handbook of Language Learning and Technology*. New York: Routledge, 2016; *Language, Literacy, and Technology*, Cambridge University Press, 2015.

**Distinctions:** 2009: Townsend Center for the Humanities Disciplinary Innovation Grant; 2008, 2009: U.S. Department of Education Grant, to establish the East Bay Foreign Language Project; 2007-08: France-Berkeley Fund Research Grant; 1997-98: McEnerney Endowment Grant; 1996: Spencer Foundation Small Grant.

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**Kaiser, Mark.** Associate Director, Berkeley Language Center. Appointed 1996. 25%.

1989, PhD, University of Michigan; 1983, MA, University of Michigan; 1976, BA, University of Wisconsin.

*Application of technology to foreign language instruction, language pedagogy*

**Relevant Work Experience:** Associate Professor, Illinois State University, 1992-1996; Assistant Professor, Illinois State University, 1986-1992; Visiting Lecturer, Brigham Young University, 1985-1986.

**Languages:** Russian 3,3,3,3; Czech 2,2,1,1; Bosnian/Serbian/Croatian 2,2,1,1; German 2,2,1,1.

**Professional Activities:** Reviewer of Grant Proposals, UC Consortium for Language Learning and Teaching; Board of Directors, DELAMAN (Digital Endangered Languages and Musics Archive Network), 2006-2008.

**Distinctions:** University of California Consortium for Language Learning and Teaching Award.

## H. ORIAS Staff

**Carter, Shane.** Office of Resources for International and Area Studies. Appointed 2015. 25%. 1997, MA, Curriculum and Instruction, Fairfield University Graduate School of Education & Allied Professions; BS in Foreign Service, Edmund A. Walsh School of Foreign Service, Georgetown University.

*International education, K-14 education.*

**Relevant Work Experience:** 2014-present, Freelance writer for interactive online quizzing platforms, WW Norton; 1999-2014, Department Head/Teacher, Drew School; 2011-2014, Social Studies Department Head, Drew School; 2011-2013, iPad Rollout Team, Drew School; 2011-2013, LMS Rollout Team, Drew School; 2009-2010, Co-Chair, Educational Technology Committee, Drew School; 2006-2014, Event Planner, Drew School; 1996-1999, Social Studies teacher, Newtown Public High School.

**Languages:** French 2,2,2,2; Spanish 2,2,2,2; Modern Standard Arabic 1,1,1,1.

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## I. UC Berkeley History-Social Science Project Staff

**Reinhard, Rachel.** Director, UC Berkeley History-Social Science Project. Appointed 2013. 25%. 2005, PhD, History, UC Berkeley; 2000, MA, UC Berkeley; 1996, BA, Barnard College.

**Courses:** 1, e.g. Foundations for Teaching Social Sciences.

**Overseas Experience:** China.

**Distinctions:** Outstanding Graduate Student Instructor Award, University of California, Berkeley, 2003.

### J. Associates at Florida International University

**Lugo de Fabritz, Brunilda Amarilis.** Master Instructor of Russian, Howard University. Appointed 2007. 100%.

2001, PhD, Slavic Languages & Literatures, MA, Russian, East European, and Central Asian Studies, University of Washington; 1989, AB, Russian Language and Literature, Brown University, with honors.

*Russian language and literature, Spanish language and literature, Slavic studies, film studies, Cuban studies, Gender studies, African-American experience in Russia.*

**Courses:** Russian Languages: first, second, third year; Great Russian Short Stories; Love and Hate in Russian Literature; Classic Russian Films in English; Literature of Revolution; Spanish Language: first, second year.

**Pedagogical Workshops:** American Council of Teachers of Foreign Languages Discover Russian Teacher Training Program, Thomas Jefferson High School, Alexandria, VA, 2011, 2012; Post Secondary Curriculum Development Program, Developed syllabus for course "Ethnicity in Russia." University of Michigan Center for Russian, East European and Eurasian Studies, 2007.

**Languages:** Russian 3,3,3,3; Spanish 3,3,3,3; German 1,2,1,1; Czech 1,2,1,1; Polish 1,2,1,1.

**Overseas Experience:** Russia.

**Professional Activities:** Member of: Association for Slavic, East European, and Eurasian Studies; Association of Teachers of Slavic and East European Languages.

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**McGuire, Elizabeth.** Assistant Professor, History, California State University, East Bay. Appointed 2015. 100%.

2010, PhD, History, UC Berkeley; 2000, MA, Johns Hopkins School of Advanced International Study, with distinction; 1993, AB, History and Literature, Harvard University, summa cum laude.

*Modern Globalization, Eastern European History, Chinese History.*

**Courses:** Communism as a Civilization; Transnational Revolution in the Modern World; Love, Sex and Family: Globalization and Private Life since 1914; War, Terrorism, Genocide: Violence and Globalization since 1914; Modern Russia from Peter to the Present; Modern China from the Mongols to Mao; Modern Europe from the French Revolution to the Present; Self and Story in World History.

**Languages:** Russian 3,3,3,3; French 2,2,2,2; Chinese 2,2,2,2.

**Overseas Experience:** Russia, China.

**Recent Publications:** 3, e.g. *Red at Heart: How Chinese Communists Fell in Love with the Russian Revolution*, New York: Oxford University Press, 2017; "Sino-Soviet Romance: An Emotional History of Revolutionary Geopolitics," in *Journal of Contemporary History*, October 2017; "Sino-Soviet, Every Day: Geopolitics and Ordinary Life for Chinese Communists in the 1930s U.S.S.R.," in *Everyday Life in Russia Past and Present: Strategies, Subjectivities, and Perspectives*, eds. David Ransel et al., Bloomington: Indiana University Press, 2105.

**Professional Activities:** Member of: American Historical Association; Association for Asian Studies; Association for Slavic, East European, and Eurasian Studies; Western Association of Women Historians.

**Distinctions:** Faculty Support Grant to fund new book project, CSU East Bay, AY2017-18.

## K. Evaluators

**Kirchoff, Alisha.** PhD Candidate, Department of Sociology, Indiana University 2015, 50%. 2018, MA, Sociology, Indiana University; 2008, MA, European, Russian, Eurasian Studies, Munk School of Global Affairs, University of Toronto; 2006, BA, Russian Language and Civilization, International Studies, Political Science.

**Languages:** Russian 3,3,3,3; Polish 1,1,1,1.

**Overseas Experience:** Russia, Hungary, Poland 2006.

**Recent Publications:** 1, e.g. "Making Paper Once You Get Your Papers: Income Variation and the Immigrant Lawyer Experience in the U.S." *Currently under review at a disciplinary journal.*

**Professional Activities:** Association of Slavic, East European, and Eurasian Studies Committee on the Status of Women in the Profession, member (2018-2020); Association for Women in Slavic Studies Board (2017-2019); Association of Slavic, East European, and Eurasian Studies Communications Committee (2015-2017); Member of the American Sociological Association, Law and Society Association, Society for Empirical Legal Studies, Dobro Slovo Slavic National Honor Society, Alpha Kappa Delta Sociology Honor Society.

**Distinctions:** Russian Studies Workshop at IU Fellow (Funded by the Carnegie Corporation of New York); Former National Security Education Program Fellow.

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**Sato, Nancy.** ORIAS Program Evaluator. Appointed 2018. 25%.

1991, PhD, Social Studies Education, Stanford University; 1991, Med, Evaluation Training Program, MA, East Asian Studies, Stanford University; 1975, BA, Harvard University.

**Relevant Work Experience:** 2010-present, Board of Trustees, Board of Governors, Odyssey Middle School, San Mateo, CA; 2006-present, Curriculum Consultant: Evaluation and Teaching, UC Berkeley, UCLA Confucius Institute, San Mateo County Office of Education, evaluator for China program.

**Languages:** Japanese 3,3,3,3.

**Overseas Experience:** China.

**Distinctions:** Harvard Varsity Club, Hall of Fame Year 2000 Inductee, 2000; Chancellor's Postdoctoral Fellow, UC Berkeley, 1991.

**Appendix B  
Courses in Slavic, East European, and Eurasian Studies**

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Courses in Slavic, East European, and Eurasian Studies

100% if relevant content percentage not indicated.

**Courses funded using Title 6 money are marked in bold.**

Course numbers: lower division - 0-99; upper division - 100-199; graduate level courses - 200+

AY 2016-2017 through AY 2018-2019

Course	Section	Course title	Instructor	Units	2016-2017 Enrollment				Offered	
					Semester	UG	Grad	Total	17-18	18-19
<b>Anthropology</b>										
150	1	Utopia: Art and Power in Modern Times	Yurchak, A	4	Fall	63	0	63		✓
196	1	The Politics of Memory after Communism	Yurchak, A	4	Spring	10	1	11		✓
250X	8	Death and the Political Body	Yurchak, A	4	Fall	0	7	7		✓
298	26	Directed Readings (100% when taken with R/EE/E specialization)	Yurchak, A	1-8	Fall	0	3	3		✓
299	25	Directed Research (100% when taken with R/EE/E specialization)	Yurchak, A	1-12	Spring	0	2	2	✓	✓
	26	Directed Research (100% when taken with R/EE/E specialization)	Yurchak, A	1-12	Fall	0	4	4	✓	✓
602	27	Independent Study for Doctoral Students (100% when taken with R/EE/E specialization)	Yurchak, A	1-12	Spring	0	1	1		✓
<b>Architecture</b>										
270	1	History of Modern Architecture (cases from Eastern Europe & Russia examined, 25% content)	Castillo, G	3	Fall	1	42	43	✓	✓
298	3	Special Group Study (100% when taken with R/EE/E specialization)	Castillo, G	1-4	Fall	0	1	1	✓	✓
299	8	Individual Study (100% when taken with R/EE/E specialization)	Castillo, G	1-12	Fall	0	1	1	✓	✓
602	1	Individual Study for PhD Students (100% when taken with R/EE/E specialization)	Castillo, G	1-12	Fall	0	1	1	✓	✓
	2	Individual Study for PhD Students (100% when taken with R/EE/E specialization)	Castillo, G	1-12	Spring	0	1	1		✓

Course	Section	Course title	Instructor	Units	2016-2017 Enrollment				Offered	
					Semester	UG	Grad	Total	17-18	18-19
<b>Buddhist Studies</b>										
C117	1	Mongolian Buddhism (cross-listed with East Asian Languages and Cultures C117 section 1, 25% content related to Eurasia)	Baumann, B	4	Spring	14	0	14	✓	✓
C120	1	Buddhism on the Silk Road (cross-listed with East Asian Languages and Cultures C120 section 1, sections on Central Asia, 25% content)	Mehendale, S	4	Fall	21	0	21	✓	✓
<b>Business Administration</b>										
118	1	International Trade (Case studies from Russia, Eastern Europe, and the European Union, 25%)	Woods, S A	3	Spring	65	0	65	✓	✓
	2	International Trade (Case studies from Russia, Eastern Europe, and the European Union, 25%)	Woods, S A	3	Summer	56	3	59	✓	✓
178	1	Introduction to International Business (Recent economic developments in Russia, Eastern Europe, and the European Union, 25% content)	Himmelstein, D A	3	Fall	51	0	51	✓	✓
	1	Introduction to International Business (Recent economic developments in Russia, Eastern Europe, and the European Union, 25% content)	Himmelstein, D A	3	Spring	33	0	33	✓	✓
	1	Introduction to International Business (Recent economic developments in Russia, Eastern Europe, and the European Union, 25% content)	Himmelstein, D A	3	Summer	109	10	119	✓	✓
	2	Introduction to International Business (Recent economic developments in Russia, Eastern Europe, and the European Union, 25% content)	Himmelstein, D A	3	Summer	56	5	61	✓	✓
179	1	International Consulting Small and Medium Enterprises (Recent economic developments in Russia, Eastern Europe, and the European Union, 25% content)	Himmelstein, D A	3	Fall	51	0	51	✓	✓
	1	International Consulting Small and Medium Enterprises (Recent economic developments in Russia, Eastern Europe, and the European Union, 25% content)	Himmelstein, D A	3	Spring	31	0	31	✓	✓

Course	Section	Course title	Instructor	Units	2016-2017 Enrollment				Offered	
					Semester	UG	Grad	Total	17-18	18-19

### Comparative Literature

100	2	Introduction to Comparative Literature: Children's Literature in Theory, Context, and Practice (literature from Eastern Europe & Russia examined, 25% content)	Nesbet, A	4	Fall	21	0	21		✓
	1	Introduction to Comparative Literature: Children's Literature in Theory, Context, and Practice (literature from Eastern Europe & Russia examined, 25% content)	Nesbet, A	4	Spring				✓	
155	1	The European Avant-garde: From Futurism to Surrealism	Ram, H	4	Fall	9	1	10	✓	✓
240	1	Poetic Justice: Dostoevsky, Nabokov and Literature in the Shadow of the Law (cross-listed with Law 214.4 section 1)	Naiman, E	4	Fall	1	2	3		✓
254	1	Studies in East-West Relations (literature from Eastern Europe & Russia examined, 25% content)	Ram, H	4	Spring	0	6	6		✓
601	1	Individual Study (100% when taken with R/EE/E specialization)	Naiman, E	1-12	Fall				✓	

### East Asian Languages and Cultures

1A	1	Elementary Mongolian	Baumann, B	5	Fall	3	0	3		✓
110	1	Literary Mongolian	Baumann, B	4	Fall	6	0	6		✓
116	1	The Mongol Empire (25% content related to Eurasia)	Baumann, B	4	Spring				✓	
C117	1	Mongolian Buddhism (cross-listed with Buddhist Studies C117 section 1, 25% content related to Eurasia)	Baumann, B	4	Spring	14	0	14	✓	✓
C120	1	Buddhism on the Silk Road (cross-listed with Buddhist Studies C120 section 1, sections on Central Asia, 25% content)	Mehendale, S	4	Fall	21	0	21	✓	✓
298	1	Directed Group Study (100% when taken with R/EE/E specialization)	Baumann, B	2-8	Spring				✓	

### Economics

101B	1	Economic Theory - Macroeconomics (cases from Eastern Europe examined, 25% content)	Gorodnichenko, Y	4	Spring	63	0	63		✓
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Course	Section	Course title	Instructor	Units	2016-2017 Enrollment				Offered	
					Semester	UG	Grad	Total	17-18	18-19
115	1	20th-Century World Economics (Emphasis on communist and post-communist economies in Russia/EE, min. 25% content)	Eichengreen, B J	4	Spring				✓	
202B	1	Macroeconomic Theory (cases from Eastern Europe examined, 25% content)	Gorodnichenko, Y	4	Spring	1	22	23	✓	✓
210A	1	Introduction to Economic History (cases from Eastern Europe examined, 25% content)	Eichengreen, B J	3	Spring	0	22	22	✓	✓
210B	1	Topics in European Economic History (cases from Eastern Europe examined, 25% content)	Eichengreen, B J	3	Fall	0	4	4		✓
211	1	Seminar in Economic History (cases from Eastern Europe examined, 25% content)	Eichengreen, B J	3	Spring	0	4	4	✓	✓
215A	1	Political Economics (Emphasis on post-communist economies in Russia/EE, min. 25% content)	Roland, G R	4	Fall	1	9	10	✓	✓
216	1	Political Economics Seminar (Emphasis on post-communist economies in Russia/EE, min. 25% content)	Roland, G R	3	Fall	0	12	12	✓	✓
	1	Political Economics Seminar (Emphasis on post-communist economies in Russia/EE, min. 25% content)	Roland, G R	3	Spring	0	13	13	✓	✓
237	1	Macroeconomics and Money Seminar (Emphasis on post-communist economies in Russia/EE, min. 25% content)	Gorodnichenko, Y	3	Fall				✓	
260A	1	Comparative Economics (Emphasis on post-communist economies in Russia/EE, min. 25% content)	Roland, G R	3	Fall	0	2	2	✓	✓
299	15	Independent Study (100% when taken with R/EE/E specialization)	Eichengreen, B J	1-12	Spring				✓	✓
	23	Independent Study (100% when taken with R/EE/E specialization)	Roland, G R	1-12	Fall	0	1	1	✓	✓
	73	Independent Study (100% when taken with R/EE/E specialization)	Gorodnichenko, Y	1-12	Fall				✓	✓
602	2	Individual Study for Doctoral Students (100% when taken with R/EE/E specialization)	Eichengreen, B J	1-8	Fall				✓	✓
	6	Individual Study for Doctoral Students (100% when taken with R/EE/E specialization)	Eichengreen, B J	1-8	Spring				✓	

Course	Section	Course title	Instructor	Units	2016-2017 Enrollment				Offered	
					Semester	UG	Grad	Total	17-18	18-19
602	15	Individual Study for Doctoral Students (100% when taken with R/EE/E specialization)	Gorodnichenko, Y	1-8	Fall	0	1	1	✓	✓
	28	Individual Study for Doctoral Students (100% when taken with R/EE/E specialization)	Gorodnichenko, Y	1-8	Spring	0	1	1	✓	✓

### Education

160	1	Foundations for Teaching Social Sciences (including the Russian Revolution and the Cold War, 25% of content)	Reinhard, R	2	Spring	1	21	22	✓	✓
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### English

125C	1	The European Novel: The Many Faces of the 19th-Century European Novel (cross-listed with Slavic 133 section 1)	Golburt, L	4	Spring	35	0	35		✓
166	2	Vladimir Nabokov (cross-listed with Slavic 134F section 1)	Naiman, E	4	Fall	43	0	43		✓
190	6	Literature and Revolution (literature from Russia & Central Asia examined, 25% content)	Lee, S S	4	Fall				✓	
250	2	Ethnic Modernisms (literature from Russia & Central Asia examined, 25% content)	Lee, S S	4	Fall	0	8	8		✓

### Film

25A	1	The History of Film: Silent Era (Emphasis on Soviet film and directors, min. 25% content)	Nesbet, A	4	Fall	77	0	77	✓	✓
151	2	Auteur Theory: Sergei Eisenstein (cross-listed with Slavic 138 section 1)	Nesbet, A	4	Spring				✓	
160	1	National Cinema: Russian and Soviet Film (cross-listed with Slavic 138 section 1)	Nesbet, A	4	Spring	18	0	18		✓
200	1	Film Theory (Emphasis on Soviet film and directors, min. 25% content)	Nesbet, A	4	Fall				✓	
299	5	Directed Research (100% when taken with R/EE/E specialization)	Nesbet, A	1-12	Fall	0	1	1		✓

### Geography

C55	1	Introduction to Central Asia (cross listed with Near Eastern Studies C26 section 1)	Mehendale, S	4	Fall	21	0	21	✓	✓
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Course	Section	Course title	Instructor	Units	2016-2017 Enrollment				Offered	
					Semester	UG	Grad	Total	17-18	18-19
N80	1	Digital Worlds (Emphasis on the post-communist region of Russia and Central Asia, min. 25% content)	McGlynn, E	4	Summer	7	0	7		✓
<b>170</b>	<b>1</b>	<b>Special Topics: Post-Socialist Spaces</b>	<b>Feakins, M</b>	<b>3</b>	<b>Spring</b>	<b>11</b>	<b>0</b>	<b>11</b>		✓

### German

101	1	Elementary Yiddish	Cohen, M	5	Fall	3	1	4	✓	✓
102	1	Intermediate Yiddish	Chaver, Y	5	Spring	1	0	1	✓	✓
103	1	Readings in Yiddish	Chaver, Y	3	Fall	0	1	1	✓	✓

### Global Studies

10A	1	Introduction to Global Studies (min. 25% content dealing with Russia/EE)	Zook, D C	4	Spring				✓	✓
100S	1	Global Societies (min. 25% content dealing with Russia/EE)	Ballenger, S	4	Spring	21	0	21	✓	✓
110E	1	Europe/Russia in Global Context	Beecher, D	3	Spring	18	0	18	✓	✓
173	1	International Human Rights (min. 25% content dealing with Russia/EE)	Zook, D C	4	Fall				✓	✓
210	1	Global Studies MA Seminar (min. 25% content dealing with Russia/EE)	Beecher, D	4	Fall				✓	✓

### History

1	1	Global History (sections on Russia and Eastern Europe, min. 25% content)	Sargent, D J	4	Fall				✓	
4B	1	Medieval Europe (sections on Russia and Eastern Europe, min. 25% content)	Miller, M	4	Spring	62	0	62	✓	✓
5	1	Modern Europe (sections on Eastern Europe, min. 25% content)	Shagan, E	4	Fall	140	0	140	✓	✓
	1	Modern Europe (sections on Eastern Europe, min. 25% content)	Sahlins, P	4	Spring	57	0	57	✓	✓
84	1	How Wars Begin: Europe and the World from Napoleon to the Present (sections on Russia and Eastern Europe, min. 25% content)	Wetzel, D	2	Spring	12	0	12		✓

Course	Section	Course title	Instructor	Units	2016-2017 Enrollment				Offered	
					Semester	UG	Grad	Total	17-18	18-19
100	2	War on Film: Conflict and Cinema in the Middle East and Balkans	Philliou, C	2	Summer				✓	
100B	4	Gdańsk/Danzig/Gedanum: A City Shaped—Histories and Cultures (cross-listed with Slavic 158 section 1)	Frick, D A	4	Spring				✓	
101	3	Seminar in Historical Research and Writing for History Majors (min. 35% content dealing with Russia/EE)	Wenger, E	5	Spring	15	0	15		
	3	Seminar in Historical Research and Writing for History Majors (min. 35% content dealing with Russia/EE)	Slezkine, Y	5	Fall				✓	
	5	Seminar in Historical Research and Writing for History Majors (min. 35% content dealing with Russia/EE)	Morton, J	5	Spring				✓	
103B	1	Proseminar: Europe: Banned Books: The Rise of Censorship in Modernity (Emphasis on East Germany, min. 25% content)	Wenger, E	4	Fall	6	0	6		
	2	Proseminar: Europe: The Soviet Union on the Eve of the End: Film, Fiction, Music	Slezkine, Y	4	Fall	16	0	16		✓
	3	Proseminar: Europe: The Totalitarian Self: Autobiographies, Diaries, Memoirs, Fiction	Connelly, J	4	Spring	12	0	12		✓
	1	Proseminar: Europe: The Historical Novel and European History (Emphasis on Russia and Eastern Europe, min. 50% content)	Morton, J	4	Fall				✓	
	1	Proseminar: Europe: Food in Europe, 1500-1950 (Emphasis on Russia and Eastern Europe, min. 25% content)	Frede, V	4	Spring				✓	
	2	Proseminar: Europe: The Caucasus in the Modern Era: "Ethnicities, Empires, and Nations"	Astourian, S H	4	Spring				✓	
103U	1	Proseminar: Comparative: Comparative Genocides (Emphasis on Russia, the Caucasus, and Eastern Europe, min. 25% content)	Astourian, S H	4	Spring	9	0	9		✓
	2	Proseminar: Comparative: Antisemitism and Jewish Responses (Emphasis on Russia and Eastern Europe, min. 25% content)	Efron, J M	4	Fall				✓	
158C	1	Old and New Europe: 1914 to the Present (min. 25% content dealing with Russia/EE)	Comte, E P	4	Fall	40	0	40	✓	✓

Course	Section	Course title	Instructor	Units	2016-2017 Enrollment				Offered	
					Semester	UG	Grad	Total	17-18	18-19
N158C	1	Old and New Europe: 1914 to the Present (min. 25% content dealing with Russia/EE)	Wetzel, D	4	Summer	27	2	29	✓	✓
158D	1	The History of Fascism	Connelly, J	4	Spring				✓	
160	1	The International Economy of the 20th Century (Emphasis on Russia and Eastern Europe, min. 25% content)	Comte, E P	4	Spring	158	0	158	✓	
N160	1	The International Economy of the 20th Century (Emphasis on Russia and Eastern Europe, min. 25% content)	Milivojevic, A	4	Summer	30	0	30	✓	✓
162A	1	Europe and the World: Wars, Empires, Nations 1648-1914 (Emphasis on Russia and Eastern Europe, min. 25% content)	Wetzel, D	4	Fall	130	1	131	✓	✓
162B	1	War and Peace: International Relations since 1914 (Emphasis on Russia and Eastern Europe, min. 25% content)	Wenger, E	4	Spring	176	0	176		✓
167C	1	Germany: 1914 to the Present (Emphasis on Russia and Eastern Europe, min. 25% content)	Wenger, E	4	Fall	49	0	49		✓
167D	1	Berlin and the 20th Century	Hoffmann, S	4	Spring	35	1	36		✓
171B	1	Imperial Russia: From Peter the Great to the Russian Revolution	Frede, V	4	Fall				✓	
171C	1	The Soviet Union, 1917 to the Present	Slezkine, Y	4	Spring	68	0	68		✓
172	1	Russian Intellectual History	Frede, V	4	Spring				✓	
173C	1	History of Eastern Europe: From 1900 to the Present	Morton, J	4	Fall				✓	
N174T	1	Study Abroad in Poland, Germany, and the Czech Republic: The Contours of Coexistence: "Otherness" and Belonging in Modern Europe	Cramsey, S	6	Summer	16	0	16		✓
177A	1	Armenia from Ethnogenesis to the Dark Ages	Astourian, S H	4	Fall				✓	
177B	1	Modern Armenia	Astourian, S H	4	Fall	9	0	9		✓
178	1	The Holocaust (min. 30% R/EE history content)	Efron, J M	4	Spring	76	0	76	✓	✓
185A	1	History of Christianity to 1250 (min. 25% content dealing with Russia/EE)	Elm, S	4	Fall	28	0	28		✓
185B	1	History of Christianity from 1250 (min. 25% content dealing with Russia/EE)	Dandeleit, T	4	Spring	45	0	45		✓

Course	Section	Course title	Instructor	Units	2016-2017 Enrollment				Offered	
					Semester	UG	Grad	Total	17-18	18-19
186	1	International and Global History since 1945 (min. 25% content dealing with Russia/EE)	Sargent, D J	4	Spring	130	1	131		✓
C187	1	Human Rights (Crosslisted with L&S C140V; emphasis on Russia and Eastern Europe, min. 25% content)	Hoffmann, S	4	Fall	63	0	63		✓
275B	1	Europe's 20th Century (focus on Eastern Europe, min. 50% content)	Hoffmann, S	4	Fall	0	7	7		✓
	1	Europe's 20th Century (focus on Eastern Europe, min. 50% content)	Hoffmann, S	4	Spring	0	6	6		✓
	1	The Long Nineteenth Century (focus on Russia/Eastern Europe, min. 50% content)	Frede, V	4	Fall				✓	
	1	20th-Century Europe (focus on Russia/Eastern Europe, min. 50% content)	Connelly, J	4	Spring				✓	
280B	4	German Jewry (min. 25% content dealing with Russia/EE)	Efron, J M	4	Fall	1	2	3		✓
	1	Problems of Nations and Nationalism in Modern Central Europe	Connelly, J	4	Spring	0	6	6		✓
	2	Accusing the Self: Historical Credibility of Self-Accusatory Practices (min. 25% content dealing with Russia/EE)	Rév, I	4	Spring	0	4	4		
	5	Antisemitism: From the Age of Tacitus to the Age of Trump (min. 25% content dealing with Russia/EE)	Efron, J M	4	Spring				✓	
283	1	History Methodology Theory (min. 25% content dealing with Russia/EE)	Hoffmann, S	4	Spring	0	13	13		✓
285B	1	Research Topics in Soviet History	Slezkine, Y	4	Spring	0	9	9		✓
285U	1	Worlds After Wars (Emphasis on Russia and Eastern Europe, min. 25% content)	Hoffmann, S	4	Spring				✓	
299	7	Directed Reading (100% when taken with R/EE/E specialization)	Connelly, J	2-12	Fall	0	1	1	✓	✓
	5	Directed Reading: Seminar: Global History of Socialism and "Backwardness"	Lynd, H	2-12	Spring	0	9	9		

Course	Section	Course title	Instructor	Units	2016-2017 Enrollment				Offered	
					Semester	UG	Grad	Total	17-18	18-19
299	7	Directed Reading (100% when taken with R/EE/E specialization)	Hoffmann, S	2-12	Spring	0	1	1	✓	✓
	11	Directed Reading (100% when taken with R/EE/E specialization)	Connelly, J	2-12	Spring	0	1	1	✓	✓

### International & Area Studies

102	1	Scope and Methods of Research in International and Area Studies (min. 25% content dealing with Russia/EE)	Beecher, D	4	Fall	20	0	20	✓	✓
150	11	Advanced Studies in International and Area Studies (min. 25% content dealing with Russia/EE)	Beecher, D	4	Fall				✓	✓
194	1	Senior Seminar in International and Area Studies (min. 25% content dealing with Russia/EE)	Beecher, D	4	Spring				✓	✓
299	1	Directed Reading (100% when taken with R/EE/E specialization)	Beecher, D	1-12	Fall				✓	✓
	6	Directed Reading (100% when taken with R/EE/E specialization)	Beecher, D	1-12	Spring				✓	✓

### Law

214.4	1	Poetic Justice: Dostoevsky, Nabokov and Literature in the Shadow of the Law (cross-listed with Comparative Literature 240 section 1)	Naiman, E	4	Fall	1	2	3		✓
261	1	International Law (min. 25% content dealing with Russia/EE/EU)	Linos, K	3	Spring	0	31	31		✓
	2	International Law (min. 25% content dealing with Russia/EE/EU)	Linos, K	3	Spring	0	15	15		✓
261.15	1	Colloquium on International Law and Politics (min. 25% content dealing with Russia/EE/EU)	Linos, K	3	Spring	0	7	7		✓
261.17	1	International Organizations, Networks and Domestic Institutions (min. 25% content dealing with Russia/EE/EU)	Linos, K	3	Fall	0	24	24		✓
261U	1	European Union Law and Policy (min. 25% content dealing with EU/Eastern Europe)	Linos, K	3	Fall	0	15	15		✓
262.6	1	UN Human Rights Practice Course (min. 25% content dealing with Russia/EE/EU)	Fletcher, L E	1	Fall	0	10	10	✓	✓

Course	Section	Course title	Instructor	Units	2016-2017 Enrollment				Offered	
					Semester	UG	Grad	Total	17-18	18-19
263	1	International Human Rights (section on Balkans, 25% content)	Fletcher, L E	3	Spring	0	15	15	✓	✓
	2	International Human Rights (section on Balkans, 25% content)	Fletcher, L E	3	Spring	0	1	1	✓	✓
263.2S	1	International Human Rights 2: The Law of Mass Atrocity (section on Balkans, 25% content)	Mohamed, S	2	Summer	0	16	16	✓	✓
263.3	1	Colloquium on International Human Rights (min. 25% content dealing with Russia/EE/EU)	Fletcher, L E	3	Spring				✓	
277.7	1	Art & Cultural Property Law (min. 25% content dealing with Eastern Europe)	Shapreau, C J	2	Spring	0	20	20	✓	✓
	2	Art & Cultural Property Law (min. 25% content dealing with Eastern Europe)	Shapreau, C J	2	Spring	0	2	2	✓	✓
283H	1	International Human Rights Law (Focus on peacekeeping, human rights, refugees, and int'l tribunals, cases from Bosnia and Kosovo 25% content)	Fletcher, L E	2	Fall	0	10	10	✓	✓
	1	International Human Rights (Focus on peacekeeping, human rights, refugees, and int'l tribunals, cases from Bosnia and Kosovo 25% content)	Fletcher, L E	2	Spring	0	17	17	✓	✓
283.1H	1	Advanced International Human Rights Clinic Seminar	Fletcher, L E	1	Fall	0	2	2	✓	✓
	1	Advanced International Human Rights Clinic Seminar	Fletcher, L E	1	Spring	0	9	9	✓	✓
299	18	Individual Research Project (100% when taken with R/EE/E specialization)	Shapreau, C J	1-2	Fall				✓	
	20	Individual Research Project (100% when taken with R/EE/E specialization)	Linos, K	1-2	Fall				✓	
	19	Individual Research Project (100% when taken with R/EE/E specialization)	Linos, K	1-2	Spring				✓	

**Letters and Science**

C140V	1	Human Rights (Crosslisted with History C187; emphasis on Russia and Eastern Europe, min. 25% content)	Hoffmann, S	4	Fall	63	1	64	✓	✓
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Course	Section	Course title	Instructor	Units	2016-2017 Enrollment				Offered	
					Semester	UG	Grad	Total	17-18	18-19

### Near Eastern Studies

C26	1	Introduction to Central Asia (cross-listed with Geography C55)	Mehendale, S	3	Fall	31	0	31	✓	✓
126	1	Silk Road Art and Archaeology (sections on Central Asia, 25% content)	Mehendale, S	3	Spring				✓	
139	1	Jewish Literatures (emphasis on Yiddish literatures, 25% min.)	Kronfeld, C	4	Fall				✓	

### Peace and Conflict Studies

10	1	Introduction to Peace and Conflict Studies (min. 25% content dealing with Russia/EE)	Zook, D C	4	Fall	173	0	173	✓	✓
	1	Introduction to Peace and Conflict Studies (min. 25% content dealing with Russia/EE)	Zook, D C	4	Spring	142	0	142	✓	✓
24	1	Freshmen Seminar (min. 25% content dealing with Russia/EE)	Zook, D C	1	Fall	16	0	16	✓	✓
126	1	International Human Rights (sections examining human rights in Russia, Eurasia, 25% content)	Zook, D C	4	Fall	141	0	141	✓	✓
135	1	Regional Conflict (min. 25% content dealing with Russia/EE)	Zook, D C	4	Spring	99	0	99	✓	✓

### Political Economy

101	1	Contemporary Theories of Political Economy and Globalization (Emphasis on Russia and Eastern Europe, min. 25% content)	Beecher, D	4	Spring	140	0	140	✓	✓
160	1	Political Economy in Historical Context (Emphasis on Russia and Eastern Europe, min. 25% content)	Beecher, D	4	Fall	46	0	46	✓	✓
197	1	Field Study (100% when taken with R/EE/E specialization)	Beecher, D	1-4	Fall	1	0	1	✓	✓

### Political Science

2	1	Introduction to Comparative Politics (major attention given to socialist/communist and post-communist transition states, 25% content)	Fish, M S	4	Spring	260	0	260	✓	✓
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Course	Section	Course title	Instructor	Units	2016-2017 Enrollment				Offered	
					Semester	UG	Grad	Total	17-18	18-19
N2	1	Introduction to Comparative Politics (major attention given to socialist/communist and post-communist transition states, 25% content)	Fish, M S	4	Summer	39	1	40		✓
129B	1	Russia after Communism	Fish, M S	4	Summer	59	0	59		✓
139B	1	What is Development? International Inequality in Historical Perspective (case studies from Russia and Eastern Europe, 25% content)	Kil, L	4	Fall	51	0	51		✓
140L	1	The Rise and Fall of World Communism in the 20th Century	Breslauer, G	4	Spring	132	0	132	✓	✓
141C	1	Politics and Government in Eastern Europe	Wittenberg, J	4	Spring	51	0	51		✓
	1	Politics and Government in Eastern Europe	Wittenberg, J	4	Summer				✓	
149W	1	Special Topics in Area Studies: Dictatorship and its Discontents	Wittenberg, J	4	Summer	33	0	33	✓	✓
191	8	Junior Seminar: Foundations of Political Thought and Action (case studies from Russia and Eastern Europe, 25% content)	Fish, M S	4	Fall	8	0	8		✓
196	8	Special Research Projects (100% when taken with R/EE/E specialization)	Fish, M S	1-4	Spring				✓	
198	2	Directed Group Study (100% when taken with R/EE/E specialization)	Wittenberg, J	1-4	Fall				✓	
200A	1	Major Themes in Comparative Analysis (Graduate seminar in theoretical literature of comparative politics. Prerequisite for R/EE/E area focused doctoral program. Major focus on Weber and Marx, 30% R/EE/E content)	Wittenberg, J	4	Fall	0	10	10		✓
210	2	Selected Topics in Comparative Politics: Philosophy of Social Science (Emphasis on Russia and Eastern Europe, min. 25% content)	Wittenberg, J	4	Fall				✓	
291AS	1	Research Work Area Studies (100% when taken with R/EE/E specialization)	Wittenberg, J	2-12	Fall	0	8	8	✓	✓
	1	Comparative Politics Colloquium (Emphasis on Russia and Eastern Europe, min. 25% content)	Wittenberg, J	2-12	Spring	0	8	8	✓	✓
292	14	Directed Advanced Study (100% when taken with R/EE/E specialization)	Fish, M S	1-4	Spring				✓	

Course	Section	Course title	Instructor	Units	2016-2017 Enrollment				Offered	
					Semester	UG	Grad	Total	17-18	18-19
296	46	Directed Dissertation Research (100% when taken with R/EE/E specialization)	Wittenberg, J	4-12	Fall				✓	
	47	Directed Dissertation Research (100% when taken with R/EE/E specialization)	Wittenberg, J	4-12	Spring	0	1	1	✓	✓
N299	14	Independent Study (100% when taken with R/EE/E specialization)	Eichengreen, B J	1-12	Summer	0	1	1		✓
398	15	Professional Preparation for Graduate Students (100% when taken with R/EE/E specialization)	Kil, L	4	Fall	0	1	1		✓
	131	Professional Preparation for Graduate Students (100% when taken with R/EE/E specialization)	Wittenberg, J	4	Fall				✓	
	41	Professional Preparation for Graduate Students (100% when taken with R/EE/E specialization)	Wittenberg, J	4	Spring	0	1	1		✓

#### Public Policy

C285	1	Nuclear Security (Emphasis on Russia and Eastern Europe, min. 25% content)	Nacht, M	4	Spring				✓	
286	1	US National Security Policy (Emphasis on Russia and Eastern Europe, min. 25% content)	Nacht, M	4	Spring	26	12	38	✓	✓

#### Slavic Languages and Literatures

1	1	Elementary Russian	Barickman, M	5	Fall	14	2	16	✓	✓
	2	Elementary Russian	Pribble, K	5	Fall	14	0	14	✓	✓
	1	Elementary Russian	Barickman, M	5	Spring	10	2	12	✓	✓
	2	Elementary Russian	Leonenko, S	5	Spring	11	0	11		✓
1A	1	<b>Introductory Hungarian</b>	Szóke, E S	3-4	Fall	5	2	7	✓	✓
1A	1	<b>Beginning Armenian</b>	Seropian, H	3	Fall	7	0	7		
		<b>Beginning Armenian</b>	Douzjian, M	3	Fall				✓	✓
1B	1	<b>Introductory Hungarian</b>	Szóke, E S	3-4	Spring	2	2	4	✓	✓
1B	1	<b>Beginning Armenian</b>	Seropian, H	3	Spring	6	0	6		
		<b>Beginning Armenian</b>	Douzjian, M	3	Spring				✓	✓

Course	Section	Course title	Instructor	Units	2016-2017 Enrollment				Offered	
					Semester	UG	Grad	Total	17-18	18-19
2	1	Elementary Russian	Egdorf, B	5	Fall	10	1	11	✓	✓
	1	Elementary Russian	Egdorf, B	5	Spring	10	3	13	✓	✓
	2	Elementary Russian	Whittle, M	5	Spring				✓	
3	1	Intermediate Russian	Little, L C	5	Fall	11	0	11	✓	✓
	1	Intermediate Russian	Pribble, K	5	Spring	10	3	13	✓	✓
4	1	Intermediate Russian	Leonenko, S	5	Fall				✓	✓
	1	Intermediate Russian	Lawton, D	5	Spring	13	1	14	✓	✓
R5A	1	Reading and Composition: Narratives of Adultery and Their "Afterlives"	DeWaele, K	4	Fall	17	0	17		
	2	Reading and Composition: The Poetics of Translation	Brickman, C	4	Fall	17	0	17		
	3	Reading and Composition: Media, Politics, and Contemporary Russian Literature	Schwartz, C	4	Fall	17	0	17		
	1	Reading and Composition: Writing (Against) War: Representing and Resisting Conflict in Literature and Film	Postema, A	4	Fall				✓	
	2	Reading and Composition: Literature for Scientists	Egdorf, B	4	Fall				✓	
	3	Reading and Composition: The Real and the Grotesque: Russian Literature and the American South	Pribble, K	4	Fall				✓	
	1	Reading and Composition: Man and Nature	Scott, L	4	Spring	16	0	16		
	2	Reading and Composition: The Poetics of Translation	Brickman, C	4	Spring	17	0	17		
	3	Reading and Composition: Writing in Emigration: Russian and American Literary and Cultural Life in Interwar Paris	DeWaele, K	4	Spring	17	0	17		
	4	Reading and Composition: Belief and Rebellion in the Modern World: Examining the Ethics of Resistance in Russian Literature	Flaherty, J	4	Spring	17	0	17		
	1	Reading and Composition: Literature for Scientists	Egdorf, B	4	Spring				✓	
	2	Reading and Composition: The Real and the Grotesque: Russian Literature and the American South	Pribble, K	4	Spring				✓	
	3	Reading and Composition: It's Coming from Inside the House: Horror Literature in Russia and the West	McCorkle, K	4	Spring				✓	

Course	Section	Course title	Instructor	Units	2016-2017 Enrollment				Offered	
					Semester	UG	Grad	Total	17-18	18-19
R5B	1	Reading and Composition: Alternative Spaces: Urban Literature on the Fringes	Palmer, I	4	Fall	17	0	17		
	2	Reading and Composition: Hard Science Fiction and the Representation of Reality	Dyne, T H	4	Fall	17	0	17		
	3	Reading and Composition: War Stories: Representing Conflict in Literature and Film	Postema, A	4	Fall	17	0	17		
	1	Reading and Composition: Belief and Rebellion in the Modern World: Examining the Ethics of Resistance in Russian Literature	Flaherty, J	4	Fall				✓	
	2	Reading and Composition: There Once Lived a Woman: Women Writers Adapt the Fairy Tale	McCorkle, K	4	Fall				✓	
	3	Reading and Composition: Photography and Narration	Jensen, R	4	Fall				✓	
	1	Reading and Composition: Texts on the Move: Literature and (E)migration	Postema, A	4	Spring	17	0	17		
	2	Reading and Composition: Documenting Atrocity: Literary Witness and the Memory of War	Postema, A	4	Spring	17	0	17		
	3	Reading and Composition: Me, Pre-Selfie: Problems of Self-Representation	Kendall, M	4	Spring	17	0	17		
	2	Reading and Composition: Early Sorrows: Memories of Childhood in Slavic Literature and Film	Postema, A	4	Spring				✓	
	3	Reading and Composition: Photography and Narration	Jensen, R	4	Spring				✓	
	1	Reading and Composition: Jurassic World vs Jurassic Park: What is Science Fiction?	Dyne, T H	4	Summer	14	0	14		
	2	Reading and Composition: True Crime Revisited: Stories of Deviance	Kendall, M	4	Summer	10	0	10		
	3	Reading and Composition: Mapping Spaces, Mapping Texts	Palmer, I	4	Summer	11	0	11		
	1	Reading and Composition: Jurassic World vs Jurassic Park: What is Science Fiction?	Dyne, T H	4	Summer				✓	
	101	Reading and Composition: Crime, Punishment, and Kanye West	Brickman, C	4	Summer				✓	

Course	Section	Course title	Instructor	Units	2016-2017 Enrollment				Offered	
					Semester	UG	Grad	Total	17-18	18-19
6A	1	Introductory Russian for Heritage Speakers	Libman, K	3	Spring				✓	
25A	1	<b>Introductory Polish</b>	<b>Zacha, K</b>	4	Fall	4	1	5	✓	✓
25B	1	<b>Introductory Polish</b>	<b>Zacha, K</b>	5	Spring	3	2	5	✓	✓
26A	1	<b>Introductory Czech</b>	<b>Langer, E R</b>	5	Fall	5	0	5	✓	✓
26B	1	<b>Introductory Czech</b>	<b>Langer, E R</b>	5	Spring	2	1	3	✓	✓
27A	1	<b>Introductory Bosnian/Croatian/Serbian</b>	<b>Postema, A</b>	5	Fall	4	1	5		
	1	<b>Introductory Bosnian/Croatian/Serbian</b>	<b>Lawton, D</b>	5	Fall				✓	✓
27B	1	<b>Introductory Bosnian/Croatian/Serbian</b>	<b>Postema, A</b>	5	Spring	3	1	4		
	1	<b>Introductory Bosnian/Croatian/Serbian</b>	<b>Lawton, D</b>	5	Spring				✓	✓
24	1	Freshmen/Sophomore Seminar: The Mystery and Fascination of the Balkans	Alexander, R	1	Spring				✓	
39	1	Freshmen/Sophomore Seminar: Cemeteries and Histories of Death	Matich, O	2	Spring	14	0	14		
45	1	Nineteenth-Century Russian Literature	Ram, H	3	Fall	39	0	39		✓
	1	Nineteenth-Century Russian Literature	Golburt, L	3	Fall				✓	
46	1	Twentieth-Century Russian Literature	Naiman, E	3	Spring	27	1	28		✓
	1	Twentieth-Century Russian Literature	Tyerman, E	3	Spring				✓	
50	1	Introduction to Russian/East European/Eurasian Cultures	Kavitskaya, D	3	Spring	63	0	63	✓	✓
	1	Introduction to Russian/East European/Eurasian Cultures	Lawton, D	3	Summer				✓	
100	1	Seminar: Russian, East European, and Eurasian Cultures	Kavitskaya, D	4	Fall	20	0	20		✓
	1	Seminar: Russian, East European, and Eurasian Cultures	Kavitskaya, D	4	Spring	13	0	13		✓
100L	4	Advanced Readings in Russian, East European, and Eurasian Languages: Russian	Kavitskaya, D	1	Fall				✓	
	1	Advanced Readings in Russian, East European, and Eurasian Languages: Bosnian/Croatian/Serbian	Alexander, R	1	Spring				✓	
	7	Advanced Readings in Russian, East European, and Eurasian Languages: Russian	Paperno, I	1	Spring				✓	

Course	Section	Course title	Instructor	Units	2016-2017 Enrollment				Offered	
					Semester	UG	Grad	Total	17-18	18-19
100L	8	Advanced Readings in Russian, East European, and Eurasian Languages: Russian	Ram, H	1	Spring				✓	
	10	Advanced Readings in Russian, East European, and Eurasian Languages: Armenian	Douzjian, M	1	Spring				✓	
100	1	Readings in Hungarian	Szóke, E S	2	Fall	3	1	4	✓	✓
	1	Readings in Hungarian	Szóke, E S	2	Spring	5	1	6		✓
101A	1	Continuing Armenian	Seropian, H	3	Fall	7	0	7		
	1	Continuing Armenian	Douzjian, M	3	Fall				✓	✓
101B	1	Continuing Armenian	Seropian, H	3	Spring	10	0	10		
	1	Continuing Armenian	Douzjian, M	3	Spring				✓	✓
102	1	Advanced Readings in Armenian	Douzjian, M	4	Spring	4	0	4		✓
103A	1	Advanced Russian	Muza, A	4	Fall	10	3	13	✓	✓
103B	1	Advanced Russian	Muza, A	4	Spring	8	2	10		
	1	Advanced Russian	Libman, K	4	Spring				✓	✓
115A	1	Continuing Polish	Zacha, K	4	Fall	2	1	3	✓	✓
115B	1	Continuing Polish	Zacha, K	4	Spring	1	4	5	✓	✓
116A	1	Continuing Czech	Langer, E R	4	Fall	3	1	4	✓	✓
116B	1	Continuing Czech	Langer, E R	4	Spring	2	1	3	✓	✓
117A	1	Continuing Bosnian/Croatian/Serbian	Gordic, D	4	Fall	6	2	8		
	1	Continuing Bosnian/Croatian/Serbian	Postema, A	4	Fall				✓	✓
117B	1	Continuing Bosnian/Croatian/Serbian	Gordic, D	4	Spring	5	2	7		
	1	Continuing Bosnian/Croatian/Serbian	Postema, A	4	Spring				✓	✓
120A	1	Advanced Russian Conversation and Communication	Little, L C	2-3	Fall	8	1	9		✓
	1	Advanced Russian Conversation and Communication	Leonenko, S	2-3	Spring				✓	
120B	1	Advanced Russian Conversation and Communication	Little, L C	2-3	Spring	5	2	7		✓
124	1	Armenian Literature in Social Context: Theater Without Borders: Modern Armenian Drama and Europe	Douzjian, M	4	Spring				✓	
126	1	Armenian Culture and Film	Douzjian, M	4	Spring	34	0	34		✓

Course	Section	Course title	Instructor	Units	2016-2017 Enrollment				Offered	
					Semester	UG	Grad	Total	17-18	18-19
131	1	20th Century Russian Literature	Ram, H	4	Fall	12	0	12	✓	✓
133	1	The Russian Novel	Golburt, L	4	Spring	14	0	14		✓
134C	1	Dostoevsky	Paperno, I	4	Spring	28	0	28	✓	✓
134D	1	Tolstoy	Paperno, I	4	Fall	21	0	21		✓
	1	Tolstoy	Naiman, E	4	Fall				✓	
134E	1	Chekhov	Muza, A	4	Spring	16	0	16		✓
134F	1	Nabokov (cross-listed with English 166 section 1)	Naiman, E	4	Fall	21	0	21		✓
134N	1	Russia and Asia: Orientalism, Eurasianism, Internationalism	Tyerman, E	4	Spring				✓	
134R	1	Research Component for Slavic 134D - "Tolstoy"	Paperno, I	1	Fall	6	0	6		✓
	1	Research Component for Slavic 134D - "Tolstoy"	Naiman, E	1	Fall				✓	
138	1	Soviet Film Style, From Silence to Sound (cross-listed with Film 160 section 1)	Nesbet, A	4	Spring	5	0	5		✓
	1	Sergei Eisenstein (cross-listed with Film 151 section 2)	Nesbet, A	4	Spring				✓	
147B	1	Balkan Folklore	Alexander, R	4	Fall	39	1	40		✓
158	1	Gdańsk/Danzig/Gedanum: A City Shaped—Histories and Cultures (cross-listed with History 100B section 4)	Frick, D A	4	Spring				✓	
170	1	Yugoslav Literatures	Alexander, R	3	Spring				✓	
172	1	Advanced Tutorial in Bosnian/Croatian/Serbian	Postema, A	3	Spring				✓	
181	1	Readings in Russian Literature (in Russian)	Matich, O	3	Fall				✓	
190	1	Russian Culture Taught in Russian: Country, Identity, and Language	Paperno, I	4	Spring	14	0	14		
	1	Russian and the Caucasus (in Russian)	Ram, H	4	Spring				✓	
H195	9	Honors Seminar (Independent Study)	Kavitskaya, D	4	Fall	1	0	1		
	4	Honors Seminar (Independent Study)	Kavitskaya, D	4	Fall				✓	
	3	Honors Seminar (Independent Study)	Frick, D A	4	Spring				✓	
<b>198</b>	<b>10</b>	<b>Advanced Czech I</b>	<b>Langer, E R</b>	<b>1-4</b>	<b>Fall</b>	<b>2</b>	<b>3</b>	<b>5</b>		
199	5	Supervised Independent Study	Kavitskaya, D	1-4	Spring	1	1	2		
	10	Supervised Independent Study	Kavitskaya, D	1-4	Fall				✓	

Course	Section	Course title	Instructor	Units	2016-2017 Enrollment				Offered	
					Semester	UG	Grad	Total	17-18	18-19
200	1	Graduate Colloquium	Paperno, I	NC	Fall	0	7	7		
	1	Graduate Colloquium	Naiman, E	NC	Fall				✓	✓
	1	Graduate Colloquium	Naiman, E	NC	Spring	0	17	17	✓	✓
201	1	Advanced Russian Proficiency Maintenance	Muza, A	2-3	Fall				✓	✓
202	1	Advanced Academic Russian	Muza, A	3	Spring	1	10	11	✓	
	1	Advanced Academic Russian	Muza, A	3	Fall				✓	
204	1	Russian Composition and Style: Discourse Analysis	Muza, A	4	Spring	0	4	4		✓
210	1	Old Church Slavic	Frick, D A	4	Spring				✓	
214	1	Medieval Russian Orthodox Texts	Frick, D A	4	Fall	0	5	5		✓
222	1	Introduction to Descriptive Grammar of Slavic Languages	Kavitskaya, D	4	Spring	0	5	5		✓
239	1	Russia and World Literature	Ram, H	4	Spring	0	7	7		✓
242	1	18th-Century Russian Literature	Golburt, L	4	Fall				✓	
245B	1	Russian Realism (1840s-1890s)	Paperno, I	4	Spring				✓	
246A	1	Modernism	Matich, O	4	Spring				✓	
256	1	Studies in Philology and Linguistics: European Folklore Theory	Alexander, R	4	Spring	0	1	1		✓
280	1	Graduate Seminar/Proseminar: Tolstoy's Anna Karenina and the Uses of Literary Scholarship	Paperno, I	4	Fall	0	2	2		✓
	2	Graduate Seminar: Facts and Fiction: Factographic Strategies in Russian Prose	Tyerman, E	4	Fall				✓	
	1	Graduate Seminar: Shorter Fiction and Crime and Punishment	Naiman, E	4	Spring	0	7	7		✓
	1	Andrei Platonov	Naiman, E	4	Spring				✓	
281	1	Graduate Seminar/Proseminar: Tolstoy's Anna Karenina and the Uses of Literary Scholarship	Paperno, I	4	Fall	0	3	3		✓
	1	Proseminar: Evgenii Onegin	Ram, H	4	Fall				✓	
287	1	The Russian Nature Lyric	Golburt, L	4	Spring	0	7	7		✓

Course	Section	Course title	Instructor	Units	2016-2017 Enrollment				Offered	
					Semester	UG	Grad	Total	17-18	18-19
298	2	Special Study in Slavic Languages and Literatures	Frick, D A	2-8	Fall	0	2	2		
	3	Special Study in Slavic Languages and Literatures	Golburt, L	2-8	Fall	0	2	2		
	5	Special Study in Slavic Languages and Literatures	Naiman, E	2-8	Fall	0	1	1		
	10	Special Study in Slavic Languages and Literatures	Tyerman, E	2-8	Fall				✓	
	2	Special Study in Slavic Languages and Literatures	Frick, D A	2-8	Spring				✓	
	6	Special Study in Slavic Languages and Literatures	Naiman, E	2-8	Spring	0	1	1	✓	
299	3	Directed Research	Golburt, L	2-12	Fall				✓	
	5	Directed Research	Naiman, E	2-12	Fall	0	3	3	✓	
	7	Directed Research	Paperno, I	2-12	Fall	0	2	2	✓	
	8	Directed Research	Ram, H	2-12	Fall	0	1	1		
	11	<b>Advanced Polish</b>	<b>Zacha, K</b>	<b>2-12</b>	<b>Fall</b>				✓	
	3	Directed Research	Golburt, L	2-12	Spring				✓	
	6	Directed Research	Naiman, E	2-12	Spring	0	4	4	✓	
	8	Directed Research	Paperno, I	2-12	Spring	0	3	3	✓	
310	1	Teaching Internship	Naiman, E	2	Fall	0	1	1		
	1	Teaching Internship	Golburt, L	2	Fall				✓	
375A	1	Slavic Teaching Methods (Practical teaching methods, grading, testing, and design of course materials. Required of all Slavic graduate student instructors)	Little, L C	3	Fall	0	4	4		
	1	Slavic Teaching Methods (Practical teaching methods, grading, testing, and design of course materials. Required of all Slavic graduate student instructors)	Muza, A	3	Fall				✓	✓
	1	Slavic Teaching Methods (Practical teaching methods, grading, testing, and design of course materials. Required of all Slavic graduate student instructors)	Little, L C	3	Spring	0	5	5		
	1	Slavic Teaching Methods (Practical teaching methods, grading, testing, and design of course materials. Required of all Slavic graduate student instructors)	Muza, A	3	Spring				✓	✓

Course	Section	Course title	Instructor	Units	2016-2017 Enrollment				Offered	
					Semester	UG	Grad	Total	17-18	18-19
375B	1	Reading and Composition Methods (Practical teaching methods, grading, testing, and design of course materials. Required of all Slavic graduate student instructors)	Golburt, L	3	Fall	0	7	7	✓	✓
	1	Reading and Composition Methods (Practical teaching methods, grading, testing, and design of course materials. Required of all Slavic graduate student instructors)	Golburt, L	3	Spring	0	4	4	✓	✓
601	3	Individual Study for MA Students	Golburt, L	2-8	Fall				✓	
	3	Individual Study for MA Students	Golburt, L	2-8	Spring	0	2	2		
602	3	Individual Study for Doctoral Students	Golburt, L	2-8	Fall				✓	
	5	Individual Study for Doctoral Students	Naiman, E	2-8	Fall	0	1	1		
	6	Individual Study for Doctoral Students	Nesbet, A	2-8	Fall				✓	
	7	Individual Study for Doctoral Students	Paperno, I	2-8	Fall	0	1	1		
	8	Individual Study for Doctoral Students	Ram, H	2-8	Fall				✓	
	3	Individual Study for Doctoral Students	Golburt, L	2-8	Spring	0	1	1	✓	
	5	Individual Study for Doctoral Students	Matich, O	2-8	Spring				✓	
	6	Individual Study for Doctoral Students	Naiman, E	2-8	Spring				✓	
	8	Individual Study for Doctoral Students	Paperno, I	2-8	Spring	0	2	2		

Course	Section	Course title	Instructor	Units	2016-2017 Enrollment				Offered	
					Semester	UG	Grad	Total	17-18	18-19
<b>Sociology</b>										
101	1	Sociology Theory I (Case studies from Russia/EE/Eurasia, min. 25% content)	Riley, D J	5	Fall	204	0	204		✓
	1	Sociology Theory I (Case studies from Russia/EE/Eurasia, min. 25% content)	Burawoy, M B	5	Fall				✓	
102	1	Sociology Theory II (Case studies from Russia/EE/Eurasia, min. 25% content)	Burawoy, M B	5	Spring				✓	
103	1	Advanced Sociology Theory (Case studies from Russia/EE/Eurasia, min. 25% content)	Burawoy, M B	4	Fall	30	0	30		✓
120	1	Economics and Society (Case studies from Russia/EE/EU, min. 25% content)	Fligstein, N D	4	Fall	108	0	108		✓
140	1	Political and Social Change (Case studies from Russia/EE/Eurasia, min. 25% content)	Tugal, C Z	4	Fall				✓	
145	1	Social Change (Case studies from Russia/EE/Eurasia, min. 25% content)	Riley, D J	4	Summer	20	0	20		✓
	1	Social Change (Case studies from Russia/EE/Eurasia, min. 25% content)	Riley, D J	4	Spring				✓	
201A	1	Classical Social Theory (Case studies from Russia/EE/Eurasia, min. 25% content)	Burawoy, M B	3	Fall	0	16	16		✓
201B	1	Modern Social Theory (Case studies from Russia/EE/Eurasia, min. 25% content)	Burawoy, M B	3	Spring				✓	
202B	1	Contemporary Social Theory (Case studies from Russia/EE/Eurasia, min. 25% content)	Burawoy, M B	3	Spring	0	9	9		✓
280C	1	Political Sociology (Case studies from Russia/EE/Eurasia, min. 25% content)	Tugal, C Z	3	Spring	0	6	6		✓
280Q	1	Economy and Society (Case studies from Russia/EE/EU, min. 25% content)	Fligstein, N D	3	Fall	2	9	11		✓

Course	Section	Course title	Instructor	Units	2016-2017 Enrollment				Offered	
					Semester	UG	Grad	Total	17-18	18-19
296	3	Directed Dissertation Research (100% when taken with R/EE/E specialization)	Burawoy, M B	1-12	Fall	0	1	1	✓	✓
	8	Directed Dissertation Research (100% when taken with R/EE/EU specialization)	Fligstein, N D	1-12	Fall	0	1	1	✓	✓
	24	Directed Dissertation Research (100% when taken with R/EE/E specialization)	Riley, D J	1-12	Fall	0	1	1	✓	✓
	3	Directed Dissertation Research (100% when taken with R/EE/E specialization)	Burawoy, M B	1-12	Spring	0	1	1	✓	✓
	8	Directed Dissertation Research (100% when taken with R/EE/EU specialization)	Fligstein, N D	1-12	Spring	0	1	1	✓	✓
	24	Directed Dissertation Research (100% when taken with R/EE/E specialization)	Riley, D J	1-12	Spring	0	1	1	✓	✓
299	5	Individual Study and Research (100% when taken with R/EE/E specialization)	Burawoy, M B	1-4	Spring				✓	
602	3	Individual Study for Doctoral Students (100% when taken with R/EE/E specialization)	Burawoy, M B	1-12	Fall	0	1	1		✓
	8	Individual Study for Doctoral Students (100% when taken with R/EE/EU specialization)	Fligstein, N D	1-12	Fall	0	1	1		✓
	24	Individual Study for Doctoral Students (100% when taken with R/EE/E specialization)	Riley, D J	1-12	Fall	0	1	1		✓
	29	Individual Study for Doctoral Students (100% when taken with R/EE/E specialization)	Tugal, C Z	1-12	Fall	0	1	1		✓
	3	Individual Study for Doctoral Students (100% when taken with R/EE/E specialization)	Burawoy, M B	1-12	Spring	0	1	1		✓
	8	Individual Study for Doctoral Students (100% when taken with R/EE/EU specialization)	Fligstein, N D	1-12	Spring	0	1	1	✓	✓

Course	Section	Course title	Instructor	Units	2016-2017 Enrollment				Offered	
					Semester	UG	Grad	Total	17-18	18-19
<b>Undergraduate Interdisciplinary Studies</b>										
192B	5	Research in Social Sciences: Bulgarian Dialectology as Living Tradition	Alexander, R	1-3	Fall	4	0	4		
	6	Research in Social Sciences: The Post-Socialist European City: Transitions, Variation, and Capacities	Ansell, C	1-3	Fall	5	0	5	✓	✓
	16	Research in Social Sciences: Postwar Accountability (Case studies from Russia/EE/Eurasia, min. 25% content)	Buxbaum, R M	1-3	Fall	1	0	1	✓	✓
	44	Research in Social Sciences: Effects of government spending shocks on local economy (Case studies from Russia/EE/Eurasia, min. 25% content)	Gorodnichenko, Y	1-3	Fall	3	0	3	✓	✓
	120	Research in Social Sciences: Digital Refuge: Examining Online Refugee Communities in Europe (Case studies from Russia/EE/Eurasia, min. 25% content)	Linos, K	1-3	Fall				✓	✓
	5	Research in Social Sciences: Bulgarian Dialectology as Living Tradition	Alexander, R	1-3	Spring				✓	
	6	Research in Social Sciences: Cities in the European Union (Case studies from Russia/EE/Eurasia, min. 25% content)	Ansell, C	1-3	Spring	10	0	10	✓	✓
	16	Research in Social Sciences: Postwar Accountability (Case studies from Russia/EE/Eurasia, min. 25% content)	Buxbaum, R M	1-3	Spring	3	0	3	✓	✓
	44	Research in Social Sciences: Effects of government spending shocks on local economy (Case studies from Russia/EE/Eurasia, min. 25% content)	Gorodnichenko, Y	1-3	Spring	4	0	4	✓	✓
	120	Research in Social Sciences: Digital Refuge: Examining Online Refugee Communities in Europe (Case studies from Russia/EE/Eurasia, min. 25% content)	Linos, K	1-3	Spring				✓	✓
192E	28	Research in Interdisciplinary Studies: Music Material Culture and Nazi-Era Losses (Case studies from Russia/EE/Eurasia, min. 25% content)	Shapreau, C J	1-3	Spring	1	0	1	✓	✓

<b>I. Project Goal Statement: Train larger numbers of students in languages and area knowledge in areas of national need.</b>									
<b>2. Performance Measures</b>	<b>3. Activities</b>	<b>4. Data / Indicators</b>	<b>5. Frequency</b>	<b>6. Data Source</b>	<b>7. Baseline and Targets</b>				
					BL	T1	T2	T3	T4
A. Increase base of undergraduate affiliates by 10% over the 4-year cycle.	Reach out to students in language and area studies courses, and those in attendance at outreach events on campus.	Student sign-up sheets for affiliation with the Institute of Slavic, East European, and Eurasian Studies.	Collection of data by semester.	Sign-up sheets.	300	308	316	324	332
	Presentations on campus to students about opportunities in S/EE/E studies, e.g. Cal Day, Undergraduate Research Fair, classroom presentations, etc.	Presentations on campus.	Annually.	Number of presentations made.	2	2	3	4	5

<b>I. Project Goal Statement: Train larger numbers of students in languages and area knowledge in areas of national need.</b>									
<b>2. Performance Measures</b>	<b>3. Activities</b>	<b>4. Data / Indicators</b>	<b>5. Frequency</b>	<b>6. Data Source</b>	<b>7. Baseline and Targets</b>				
					BL	T1	T2	T3	T4
B. Increase language enrollments by 10% over the 4-year cycle.	Reach professional school and STEM students through faculty and proactive publicity, including FLAS advertisement; offer FLAS to undergraduate students.	Enrollments.	Annually.	Registrar records.	200	205	210	215	220
	Publicizing the availability of FLAS fellowships to undergraduate students.	Increase number of undergraduate applications received for FLAS.	Annually.	Number of applications received.	2	2	4	6	8

<b>II. Project Goal Statement: Strengthen outreach and public programs related to S/EE/E topics</b>									
<b>2. Performance Measures</b>	<b>3. Activities</b>	<b>4. Data / Indicators</b>	<b>5. Frequency</b>	<b>6. Data Source</b>	<b>7. Baseline and Targets</b>				
					BL	T1	T2	T3	T4
A. Increase number of K-12 teacher training opportunities focusing on S/EE/E world region.	K-12 Teacher Training Events.	Hold ISEEEES Educator Outreach Conference and Berkeley-Stanford Conference (open to educators).	Annually.	Event program.	1	1	2	1	2
		Creation of 3 course outlines - for 6 <sup>th</sup> , 7 <sup>th</sup> , and 10 <sup>th</sup> grade - organized with the UCB History-Social Science Project (NRC Competitive Priority 2).	Annually.	Production of course outline.	0	1	1	1	0

<b>II. Project Goal Statement: Strengthen outreach and public programs related to S/EE/E topics</b>									
<b>2. Performance Measures</b>	<b>3. Activities</b>	<b>4. Data / Indicators</b>	<b>5. Frequency</b>	<b>6. Data Source</b>	<b>7. Baseline and Targets</b>				
					BL	T1	T2	T3	T4
B. Broaden public programs on S/EE/E topics.	“Russia and Its Near Abroad” speaker series.	Number of lectures held.	Annually.	List of events.	5	5	6	7	8
	Lecture series on East Central and Southeastern Europe.	Number of lectures held.	Annually.	List of events.	4	4	5	6	7

PMF-4

<b>II. Project Goal Statement: Strengthen outreach and public programs related to S/EE/E topics</b>									
<b>2. Performance Measures</b>	<b>3. Activities</b>	<b>4. Data / Indicators</b>	<b>5. Frequency</b>	<b>6. Data Source</b>	<b>7. Baseline and Targets</b>				
					BL	T1	T2	T3	T4
C. Strengthen web presence through social media and ISEEEES website.	Increase following on Twitter and Facebook.	Number of followers and/or 'likes'.	Annually.	Twitter and Facebook account metrics.	300	350	400	450	500
	Creation of electronic resources for students and educators.	Number of resources created.	Annually.	Resources published on the ISEEEES website.	2	3	4	5	6

<b>III. Project Goal Statement: Increase exposure of the S/EE/E world area to a more diverse constituency, including MSIs and area public school districts</b>									
<b>2. Performance Measures</b>	<b>3. Activities</b>	<b>4. Data / Indicators</b>	<b>5. Frequency</b>	<b>6. Data Source</b>	<b>7. Baseline and Targets</b>				
					BL	T1	T2	T3	T4
A. Increase the number of K-12 teacher training opportunities focusing on S/EE/E world region.	Course Outline Development for 6 <sup>th</sup> , 7 <sup>th</sup> , and 10 <sup>th</sup> grades with the UCB History-Social Science Project (NRC competitive priority 2); Summer teacher institute organized by ORIAS (NRC competitive priority 2); ISEEES Educator Outreach conference.	Programming of events.	Annually.	Event program.	2	2	3	2	3

<b>III. Project Goal Statement: Increase exposure of the S/EE/E world area to a more diverse constituency, including MSIs and area public school districts</b>									
<b>2. Performance Measures</b>	<b>3. Activities</b>	<b>4. Data / Indicators</b>	<b>5. Frequency</b>	<b>6. Data Source</b>	<b>7. Baseline and Targets</b>				
					BL	T1	T2	T3	T4
<b>B.</b> Offer professional development opportunities for faculty and students at Howard University.	Creation of a 2 <sup>nd</sup> year Russian language course.	Course offered.	Annually.	Registrar.	0	1	1	1	1
	Lecture series on Russian and East European topics by UC Berkeley faculty.	Number of lectures held.	Annually.	List of events.	0	2	2	2	2

<b>III. Project Goal Statement: Increase exposure of the S/EE/E world area to a more diverse constituency, including MSIs and area public school districts</b>									
<b>2. Performance Measures</b>	<b>3. Activities</b>	<b>4. Data / Indicators</b>	<b>5. Frequency</b>	<b>6. Data Source</b>	<b>7. Baseline and Targets</b>				
					BL	T1	T2	T3	T4
C. Offer professional development opportunities for faculty and students at California State University East Bay.	Redesign Russian and East European area studies courses.	Number of courses.	Annually.	Syllabi.	0	1	1	1	1
	Lecture series on Russian and East European Topics by UC Berkeley graduate students.	Number of lectures held.	Annually.	List of events.	0	2	2	2	2

There was a problem attaching a file(s).

The attached file can be viewed as an individual component using Application Log menu option.

## FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

([www.Grants.gov](http://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: \$269,947 Year 2: \$269,819 Year 3: \$268,942 Year 4: \$269,187

#### FLAS Request

Year 1: \$346,500 Year 2: \$346,500 Year 3: \$346,500 Year 4: \$346,500

### Type of Applicant

Single institution **Institute of Slavic, East European, and Eurasian Studies,**  
**University of California, Berkeley**

- Consortium of institutions  
 Lead \_\_\_\_\_  
 Partner 1 \_\_\_\_\_  
 Partner 2 \_\_\_\_\_  
 Partner 3 \_\_\_\_\_

### NRC (Center, Institute, Program) Focus

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

- |                                                          |                                                                                   |
|----------------------------------------------------------|-----------------------------------------------------------------------------------|
| <input type="checkbox"/> AFRICA                          | <input type="checkbox"/> MIDDLE EAST                                              |
| <input type="checkbox"/> CANADA                          | <input type="checkbox"/> PACIFIC ISLANDS                                          |
| <input type="checkbox"/> EAST ASIA/PAN ASIA              | <input checked="" type="checkbox"/> <b><u>RUSSIA, EASTERN EUROPE, EURASIA</u></b> |
| <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.

Armenian, Bosnian, Croatian, Czech, Hungarian, Polish, Russian, Serbian, Yiddish

## Diverse Perspectives, Wide Range of Views, and Debate on World Regions and International Affairs

The Institute of Slavic, East European, and Eurasian Studies (ISEEES) is an Organized Research Unit within the University of California, Berkeley which, as a land-grant public institution, is a non-partisan, non-denominational institution that welcomes intellectual debate, diverse perspectives, and a wide range of viewpoints. This commitment applies in teaching, research, and public outreach activities and programs.

As such, ISEEES is a non-political research unit that promotes the lively and free exchange of ideas for the furthering of knowledge in all aspects, both historical and contemporary, of Slavic, East European, and Eurasian studies. It is committed to open debate and the exploration of a wide range of viewpoints, a commitment that is supported by UC policy and strongly demonstrated by the Institute's fifty-year record of public programming, publications, and outreach.

Activities outlined in this proposal are designed to foster such diversity of views and exchange of ideas, and all of our activities are widely advertised and are free and open to the public. The format of our events allows questions and answers between audience and speakers so that a variety of viewpoints can be expressed and discussed. The two lecture series: *Russia and its Near Abroad* and the *East Central and Southeastern Europe* will feature speakers from the U.S. and abroad and will generate vigorous discussion on the areas they touch.

Planned workshops and conferences will foster intellectual debate from various perspectives and political viewpoints on issues affecting the Slavic, East European, and Eurasian region and individual countries. For example, our joint conference with the Central European University of Budapest, Hungary, will be on the topic of "Borders, Borderlands, and Migration." Scheduled to be held on the Berkeley campus in September 2018, the topic is timely and should generate lively discussion on migration in both Europe and the U.S. Another example is the annual Berkeley-Stanford conference, which brings academics and audiences from both institutions together in a single event to present and discuss often diametrically opposed points of view in a collegial setting.

Our planned partnerships with California State University East Bay and Howard University—both Minority-Serving Institutions—will introduce ISEEES faculty and graduate students to faculty and students at those universities, thus encouraging an exchange of ideas and perspectives which they might not otherwise have within just their respective institutions.

**Encouragement of Government Service in Areas of National Need,  
as identified by the U.S. Department of Education,  
as well as in Areas of Need in the Education, Business, and Nonprofit Sectors**

The Institute of Slavic, East European, and Eurasian Studies (ISEEES) will encourage government service in areas of national need, as identified by the US Department of Education, as well as in areas of need in the education, business and nonprofit sectors by:

1) training university students in languages that have been identified by multiple U.S. Federal Agencies as Priority Languages for national needs (*cf.* U.S. Department of Education 2017 Consultation with Federal Agencies). ISEEES supports the teaching of Armenian, Bosnian/Croatian/Serbian, Czech, Hungarian, Polish, and Russian. The Secretary of Education has designated four of these languages (less Czech and Hungarian) as “priority languages that are less commonly taught.” In addition, the Department of Defense “strongly supports the national effort to create a cadre of U.S. citizens with advanced, professional-level skills in languages and cultures that are critical to our national security” and recommends the development of more language and regional study programs for Eastern Europe. UC Berkeley graduates who study these languages go on to enter careers in government, education, business, and non-profit sectors.

2) supporting a rich variety of area studies course offerings that provide background to, context for, and insights into the Slavic, East European, and Eurasian world area and how that area fits within a global context. This knowledge prepares students with an understanding of the region that they can bring with them into their chosen career path.

3) working with the UC Berkeley Career Center in its annual International Career Conference. Organized in cooperation with international and area studies centers and institutes on the UC Berkeley campus, this conference familiarizes students with careers that have an international/area studies and/or linguistic component. Representatives from businesses, nongovernmental and nonprofit organizations, and the U.S. Government, e.g., CIA, NSA, DHS, meet with students and answer questions about career opportunities.

Through its own listservs to students, ISEEES informs students of career opportunities in a wide variety of fields, including government service, academia, business, and nonprofit sectors. In addition, ISEEES organizes practice job talks for graduate students preparing to enter careers in higher education and brings Berkeley alumni and other speakers to campus to discuss career trajectories in both academic and non-academic professions. For example, Dr. Cameron Munter, former U.S. Ambassador to Serbia and Pakistan, spoke about careers in the Foreign Service; and Dr. Michael Carpenter, former Deputy Assistant Secretary of Defense for Russia, Ukraine, Eurasia, and the Western Balkans, and Dr. Celeste Wallander, former Special Assistant to the President and Senior Director for Russia and Eurasia on the National Security Council, spoke to students about careers in other branches of the Federal Government.

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*LIST OF ABBREVIATIONS*

Abs. Prior.	Absolute Priority	ICTY	International Criminal Tribunal for the former Yugoslavia
ACTFL	American Council on the Teaching of Foreign Languages	ILR	Interagency Language Roundtable
ADA	Americans with Disabilities Act	ILL	Interlibrary Loan
App.	appendix	ISEEES	Institute of Slavic, East European, and Eurasian Studies, UCB
ASP	Armenian Studies Program, UCB	JSP	Jurisprudence and Social Policy Program, UCB
AY	academic year	LCTL	Less commonly taught language
BCS	Bosnian/Croatian/Serbian	LMC	Language Media Center, UCB
BLC	Berkeley Language Center, UCB	NRC	National Research Center
BPS	Berkeley Program in Eurasian and East European Studies, UCB	OPI	Oral Proficiency Interview
BSA	Berkeley Study Abroad	ORIAS	Office of Resources for IAS, UCB
Comp. Prior.	competitive priority	PACS	Peace and Conflict Studies, UCB
CREEES	Center for Russian, East European and Eurasian Studies, Stanford University	PEIS	Political Economy of Industrial Societies, UCB
Crit.	Criterion/criteria	PFA	Pacific Film Archive, UCB
CRL	Center for Research Libraries	RLCP	Research Library Cooperative Program
CSU	California State University East Bay	SAO	Student Affairs Officer
DoEd	Department of Education	S/EE/E	Slavic, East European, and Eurasian
EAP	Education Abroad Program, UC	SLL	Department of Slavic Languages and Literatures, UCB
EE	Eastern Europe / East European	STEM	Science, Technology, Engineering, and Mathematics
FLAS	Foreign Language and Area Studies	TRC	Teaching and Resource Center
FTE	full-time employment	UC	University of California (system-wide)
FY	fiscal year	UCB	University of California, Berkeley
GEPA	UCB equal access policies		
GFO	Graduate Fellowships Office, UCB		
GSI	Graduate Student Instructor		
GSR	Graduate Student Researcher		
HSSP	History-Social Science Project, UCB		
IAS	International and Area Studies		
IBD	International Business Development program		

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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

<b>INSTITUTE OF SLAVIC, EAST EUROPEAN, &amp; EURASIAN STUDIES</b>					
<b>UNIVERSITY OF CALIFORNIA, BERKELEY</b>					
<b>U.S. Department of Education - Title VI National Resource Center/FLAS Fellowships</b>					
<b>Proposed Budget: August 15, 2018 - August 14, 2022</b>					
<b>A. PERSONNEL</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>Page nr.</b>
<b>1. Administrative Staff</b>					
<b>Administrative Assistant for Finance &amp; Fellowships, Louanna Curley (.33 FTE, 100% time devoted to S/EE/E area, 2% annual increase)</b>	18,513	18,883	19,261	19,646	6, 11, 19
Benefits @ 48%	8,886	9,064	9,245	9,430	
Performs duties essential to the NRC/FLAS project, including preparing files for ISEEEES fellowship committees, processes Institute financial transactions related to NRC programs, processes financial awards for students, including FLAS fellowships, and coordinates Institute travel and international visitor services, including for NRC-related speakers and conference participants					
<b>Subtotal</b>	<b>18,513</b>	<b>18,883</b>	<b>19,261</b>	<b>19,646</b>	
<b>2. Area Instruction</b>					
<b>Visiting Assistant Professor in Post-Socialist Geography, Melanie Feakins (.33 FTE, 100% time devoted to S/EE/E area, 2% annual increase)</b>	10,116	10,318	10,524	10,735	6
Benefits @ 40%	4,046	4,127	4,210	4,294	
[In collaboration with Department of Geography]					
<b>Subtotal</b>	<b>10,116</b>	<b>10,318</b>	<b>10,524</b>	<b>10,735</b>	
<b>3. Language Instruction</b>					
<b>Armenian, Myrna Douzjian, Lecturer (Yr 1 = .28 FTE, Yrs 2-3 = .24 FTE, Yr 4 = .22 FTE Title VI support, 100% time devoted to S/EE/E area, 2% annual increase)</b>	16,102	14,975	15,350	14,422	5-6, 29-31, 34, 50
Benefits @ 40%	6,441	5,990	6,140	5,769	
1st- and 2nd-year Armenian language					

<b>Bosnian/Croatian/Serbian, Antje Postema, Lecturer (Yr 1 = .25 FTE, Yrs 2-3 = .21 FTE, Yr 4 = .19 FTE Title VI support, 100% time devoted to S/EE/E area, 2% annual increase)</b>	13,411	12,470	12,784	12,011	5-6, 29-31, 34, 50
Benefits @ 40%	5,364	4,988	5,114	4,804	
1st- and 2nd-year Bosnian/Croatian/Serbian language					
<b>Czech, Ellen Langer, Lecturer (Yr 1 = .25 FTE, Yrs 2-3 = .21 FTE, Yr 4 = .19 FTE Title VI support, 100% time devoted to S/EE/E area, 2% annual increase)</b>	18,197	16,923	17,346	16,297	5-6, 29-31, 34, 50
Benefits @ 40%	7,279	6,769	6,938	6,519	
1st and 2nd-year Czech language					
<b>Hungarian, Éva Soós-Szóke, Lecturer (Yr 1 = .22 FTE, Yrs 2-3 = .19 FTE, Yr 4 = .17 FTE Title VI support, 100% time devoted to S/EE/E area, 2% annual increase)</b>	14,291	12,556	12,870	12,801	5-6, 29-31, 34, 50
Benefits @ 40%	5,716	5,022	5,148	5,120	
1st and 2nd-year Hungarian language					
<b>Polish, Katarzyna Zacha, Lecturer (Yr 1 = .23 FTE, Yrs 2-3 = .20 FTE, Yr 4 = .18 FTE Title VI salary support, 100% time devoted to S/EE/E area, 2% annual increase)</b>	14,524	12,758	13,079	13,009	5-6, 29-31, 34, 50
Benefits @ 40%	5,810	5,103	5,232	5,204	
1st and 2nd-year Polish language					
<b>Subtotal</b>	<b>76,525</b>	<b>69,682</b>	<b>71,429</b>	<b>68,540</b>	
<b>4. Outreach Personnel</b>					
<b>Assistant Director for K-14 Outreach and Events, Publications &amp; Media, Zachary Kelly (.33 FTE, 100% time devoted to S/EE/E area, 2 % annual increase)</b>	21,321	21,747	22,182	22,626	5, 10-11, 19, 21
Benefits @ 48%	10,234	10,439	10,647	10,860	
Coordinates all ISEEEES events, including public outreach programming; coordinates Title VI NRC outreach reporting data collection; edits ISEEEES Newsletter and maintains Institute website and social media					
<b>Subtotal</b>	<b>21,321</b>	<b>21,747</b>	<b>22,182</b>	<b>22,626</b>	
<b>TOTAL PERSONNEL</b>	<b>126,475</b>	<b>120,630</b>	<b>123,396</b>	<b>121,547</b>	

<b>B. EMPLOYEE BENEFITS</b>					
Administrative Staff @ 48%	8,886	9,064	9,245	9,430	
Language and Area Studies Instruction @ 40%	34,656	31,999	32,782	31,710	
Outreach Staff @ 48%	10,234	10,439	10,647	10,860	
<b>TOTAL EMPLOYEE BENEFITS</b>	<b>53,776</b>	<b>51,502</b>	<b>52,674</b>	<b>52,000</b>	
<b>C. TRAVEL</b>					
<b>Domestic Travel</b>					
Travel to Howard University for two Berkeley faculty per year to deliver lectures at Howard University as part of <i>Berkeley-Howard Partnership</i> 2 @ \$1000					2-3, 8, 45, 49-50
Airfare 2 pax @ \$500	1,000	1,000	1,000	1,000	
Accommodations 2 pax x 2 nights x \$200/night	800	800	800	800	
Meals and incidentals 2 pax x 2 days x \$50/day	200	200	200	200	
NRC Directors' Meeting and Outreach at Professional Conferences 1 @ \$1000					7
Airfare @ \$500	500	500	500	500	
Accommodations 2 nights x \$200/night	400	400	400	400	
Meals and incidentals 2 days x \$50/day	100	100	100	100	
<b>TOTAL TRAVEL</b>	<b>3,000</b>	<b>3,000</b>	<b>3,000</b>	<b>3,000</b>	
<b>D. SUPPLIES AND MATERIALS</b>					
<b>LCTL Training</b>					
<i>Troika</i> undergraduate Slavic/East European/Eurasian language journal (printing and mailing)	1,000	1,000	1,000	1,000	
<b>Outreach</b>					
ISEEES Educator Outreach Conference		1,000		1,000	4, 14, 42-44
Publicity, printing, materials					
ORIAS-Curriculum Materials for In-Service K-14 Teacher Workshops (joint with other UCB Title VI Centers)	1,500	1,500	1,500	1,500	3-4, 7-8, 21-22, 43-44
UCB History - Social Science Project					3-4, 8, 17, 43, 50
Materials for summer institutes and working groups	1,000	1,000	1,000	1,000	
Berkeley-Stanford Conference (publicity and printing) (joint with Stanford University CREEES)	1,000	1,000	1,000	1,000	5, 10, 44-45

<b>Library Acquisitions</b>					
Main Library-Cooperative Acquisitions (books, serials, preservation formats, e-resources, etc.)	10,000	10,000	10,000	10,000	6, 23-26
Slavic Department Library	1,000	1,000	1,000	1,000	6, 25
<b>Office Supplies, Mailing, Copying, Communications for NRC-supported Projects</b>					
Outreach publicity design, printing, and mailing	750	750	750	750	
<b>TOTAL SUPPLIES AND MATERIALS</b>	<b>16,250</b>	<b>17,250</b>	<b>16,250</b>	<b>17,250</b>	
<b>E. OTHER</b>					
<b>MSI and Community College Programs</b>					
<b>Partnership with Howard University</b>					
Enhancement of Russian-language instruction at Howard University	10,000	10,000	10,000	10,000	2-3, 8, 49-50
Support for introduction of a 2nd-year Russian language course					
<b>Partnership with California State University - East Bay</b>					
Curriculum development grants for development of courses on Russia and Eastern Europe	3,000	3,000	3,000		2, 7, 45, 49
UCB-CSUEB mentorship program	2,500	2,500	2,500	2,500	
Stipend to UCB doctoral student for course lecture and mentoring students in CSUEB course on Russia and Eastern Europe					
\$1250 per semester x 2 semesters					
Creation of <i>Romanov Murder Mystery</i> educational website		4,000			
Website development costs					
<b>MSI/CC Course Development Stipends for Russia, Eastern Europe, and Eurasia (joint with Title VI R/EE/E NRCs at Indiana University, Ohio State University, University of Pittsburgh, and University of Washington-Seattle)</b>					
For faculty at MSI's or CC's to develop new courses that focus on Eastern Europe and/or Eurasia, or to redesign an existing course	1,000	1,000	1,000	1,000	
<b>LCTL Training</b>					
UCB Slavic Dept. Language Pedagogy/Proficiency Assessment Training (ACTFL, Heritage Language LRC workshop, other relevant LRC workshops)					5-6, 32
Contribution to domestic travel, lodging, meals, incidentals, and registration for 2 Berkeley language instructors @ \$1,000					
Airfare 2 pax @ \$500	1,000	1,000	1,000	1,000	
Accommodations 2 pax x 2 nights x \$200/night	800	800	800	800	
Meals and incidentals 2 pax x 2 days x \$50/day	200	200	200	200	

Summer LCTL: Indiana University Summer Workshop (SWSEEL)	1,000	1,000	1,000	1,000	6, 42
Summer LCTL: Univ of Pittsburgh Summer Language Institute	1,000	1,000	1,000	1,000	6, 42
Summer LCTL: Central Eurasian Studies Summer Institute	1,000	1,000	1,000	1,000	6, 42
<b>K-14 Outreach</b>					
ISEEES Educator Outreach Conference					4, 14, 42-44
Domestic/international travel, lodging, meals, and incidentals for 3 presenters @ \$1,000					
Airfare 3 pax @ \$500		1,500		1,500	
Accommodations 3 pax x 2 nights x \$200/night		1,200		1,200	
Meals and incidentals 3 pax x 2 days x \$50/day		300		300	
Speaker's Fee for 3 speakers @ \$500		1,500		1,500	
Room rental and AV equipment for 1 day @ \$500		500		500	
UCB History - Social Science Project					3-4, 8, 17, 43, 50
Speaker's Fee for 2 speakers @ \$500	1,000	1,000	1,000	1,000	
ORIAS In-Service K-14 Teacher Workshops (joint with other UCB Title VI Centers)					3-4, 7-8, 21-22, 43-44
Domestic/international travel, lodging, meals, and incidentals for 1 presenters @ \$1000					
Airfare @ \$500	500	500	500	500	
Accommodations 2 nights x \$200/night	400	400	400	400	
Meals and incidentals 2 days x \$50/day	100	100	100	100	
Speaker's Fee for 1 speaker @ \$500	500	500	500	500	
Teachers Advisory Board	1,200	1,200	1,200	1,200	4, 17, 42
6 members x 2 mtgs x \$100 - Prof. Services, Travel					
European Union study tour for high school teacher or community college or MSI educator (one-week study tour in Brussels in collaboration with US network of Jean Monnet Centers of Excellence)					
International travel, lodging, meals, and incidentals @ \$3000, Yr 1 = 1 participant, Yrs 2-4 = 2 participants					
Airfare @ \$1500 per pax	1,500	3,000	3,000	3,000	
Accommodations 5 nights x \$225/night per pax	1,125	2,250	2,250	2,250	
Meals and incidentals 5 days x \$75/day per pax	375	750	750	750	

<b>Public Outreach</b>					
Russia and its Near Abroad Speakers Series					4-5, 14, 46
Domestic/international travel, lodging, meals, and incidentals for 4 presenters @ \$1,000					
Airfare 4 pax @ \$500	2,000	2,000	2,000	2,000	
Accommodations 4 pax x 2 nights x \$200/night	1,600	1,600	1,600	1,600	
Meals and incidentals 4 pax x 2 days x \$50/day	400	400	400	400	
Speaker's Fee for 4 speakers @ \$500	2,000	2,000	2,000	2,000	
Lecture Series on East Central and Southeastern Europe					4-5, 14, 46
Domestic/international travel, lodging, meals, and incidentals for 4 presenters @ \$1,000					
Airfare 4 pax @ \$500	2,000	2,000	2,000	2,000	
Accommodations 4 pax x 2 nights x \$200/night	1,600	1,600	1,600	1,600	
Meals and incidentals 4 pax x 2 days x \$50/day	400	400	400	400	
Speaker's Fee for 4 speakers @ \$500	2,000	2,000	2,000	2,000	
Berkeley-Stanford Conference					5, 10, 44-45
Speaker's Fee for 2 speakers @ \$500	1,000	1,000	1,000	1,000	
Room rental and AV equipment for 1 day @ \$500	500	500	500	500	
ISEEES-Central European University joint conference on "Borders, Borderlands, and Migration" Fall 2018					5
Domestic/international travel, lodging, meals, and incidentals for 4 presenters @ \$1,000					
Airfare 4 pax @ \$500	2,000				
Accommodations 4 pax x 2 nights x \$200/night	1,600				
Meals and incidentals 4 pax x 2 days x \$50/day	400				
Room rental and AV equipment for 2 days @ \$500	1,000				
ISEEES-Central European University joint conference "From Solidarność to the August Coup: A Retrospective Look at the Fall of Communism in Eastern Europe and the Soviet Union"					5
Domestic/international travel, lodging, meals, and incidentals for 4 presenters @ \$1,000					
Airfare 4 pax @ \$500				2,000	
Accommodations 4 pax x 2 nights x \$200/night				1,600	
Meals and incidentals 4 pax x 2 days x \$50/day				400	
Room rental and AV equipment for 2 days @ \$500				1,000	

<b>Evaluation</b>					
Evaluation of ISEEEES Programming and Activities	3,000	3,000	3,000	3,000	6, 15-16
Professional Service Fees of evaluator Alisha Kirchoff					
Comprehensive external evaluation of ISEEEES programming and activities (3 external evaluators together with Evaluator Kirchoff)					16
Domestic travel, lodging, meals, and incidentals for 3 external evaluators @ \$1,000					
Airfare 3 pax @ \$500			1,500		
Accommodations 3 pax x 2 nights x \$200/night			1,200		
Meals and incidentals 3 pax x 2 days x \$50/day			300		
Professional Service Fees for 3 external evaluators @ \$750			2,250		
Evaluation of ORIAS K-14 Outreach Programming and Activities	750	750	750	750	
Professional Service Fees of evaluator Nancy Sato (joint with other UCB NRCs)					
<b>TOTAL OTHER</b>	<b>50,450</b>	<b>57,450</b>	<b>53,700</b>	<b>55,450</b>	
<b>TOTAL NRC DIRECT COSTS</b>	<b>249,951</b>	<b>249,832</b>	<b>249,020</b>	<b>249,247</b>	
<b>INDIRECT COSTS @ 8%</b>	<b>19,996</b>	<b>19,987</b>	<b>19,922</b>	<b>19,940</b>	
<b>TOTAL NRC DIRECT AND INDIRECT COSTS</b>	<b>269,947</b>	<b>269,819</b>	<b>268,942</b>	<b>269,187</b>	

<b>Foreign Language and Area Studies Fellowships</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>Page nr.</b>
<b>ACADEMIC YEAR FLAS 8 Graduate Awards, 2 Undergraduate Awards</b>					
Graduate Subsistence Allowance 8 @ \$15,000/ea	120,000	120,000	120,000	120,000	3, 7-8, 18-19, 22, 29, 42, 47-50
Graduate Institutional Payments 8 @ \$18,000/ea	144,000	144,000	144,000	144,000	
Undergraduate Subsistence Allowance 2 @ \$5,000/ea	10,000	10,000	10,000	10,000	
Undergraduate Institutional Payments 2 @ \$10,000/ea	20,000	20,000	20,000	20,000	
<b>Subtotal</b>	<b>294,000</b>	<b>294,000</b>	<b>294,000</b>	<b>294,000</b>	
<b>SUMMER FLAS - 7 Awards (both Graduate and Undergraduate Students eligible)</b>					
Subsistence Allowance 7 @ \$2,500/ea	17,500	17,500	17,500	17,500	3, 7-8, 18-19, 22, 29, 42, 47-50
Institutional Payments 7 @ \$5,000/ea	35,000	35,000	35,000	35,000	
<b>Subtotal</b>	<b>52,500</b>	<b>52,500</b>	<b>52,500</b>	<b>52,500</b>	
<b>TOTAL FLAS</b>	<b>346,500</b>	<b>346,500</b>	<b>346,500</b>	<b>346,500</b>	
<b>TOTAL NRC AND FLAS</b>	<b>616,447</b>	<b>616,319</b>	<b>615,442</b>	<b>615,687</b>	

## **BUDGET NARRATIVE – ISEEEES**

The proposed FY2018-2021 budget for the Institute of Slavic, East European, and Eurasian Studies (ISEEES) at the University of California, Berkeley is designed to achieve the greatest good from a limited amount of funding. Many projects will be collaborative with one or more UC Berkeley and sometimes outside units, and NRC funds will be used to leverage this additional support.

### **PERSONNEL**

**Year 1:** The total first-year direct-cost request for Personnel (A) is \$126,475, while Benefits (B) come to \$53,776, for a total of \$180,251.

Administrative Assistant for Finance & Fellowships, Louanna Curley (.33 FTE; benefits @ 48%)  
Salary \$18,513, benefits \$8,886

The “Administrative Staff” costs in the NRC budget reflect the percentage of effort of the Administrative Assistant for Finance and Fellowships, the administrative core of the NRC unit. The PI has determined that this project meets Uniform Guidance requirements for direct charging of administrative expenses. All efforts and expenses will be for essential services specific to the project and not for general support of the academic activities of the faculty or department. In addition, effort charged to this project can be specifically identified to the project and will be done so through the UC Berkeley ERS “Effort Reporting System.”

Administrative activities charged to this grant are essential for the success of this grant and require significant activity outside the scope of normal job duties. These duties are the direct result of administering this award and would not be pursued otherwise. This position at ISEEEES would substantially differ in scope of duties in the absence of this award. These vital grant-related activities are a combination of programmatic and technical duties, including: processing complex Institute financial transactions related to NRC activities, preparing files for the ISEEEES FLAS fellowship committees, processing financial awards for FLAS fellowship recipients, tracking FLAS fellow course enrollment to ensure student compliance with FLAS regulations, and coordinating Institute travel and international visitor services for NRC-related travel for guest speakers and conference participants.

Lecturer in Post-Socialist Geography, Melanie Feakins (.33 FTE; benefits @ 40%)  
Salary \$10,116, benefits \$4,046

Offering one area studies course per year on post-socialist Slavic, East European, and Eurasian world area

Armenian language lecturer, Myrna Douzjian (.28 FTE; benefits @ 40%)  
Salary \$16,102, benefits \$6441

1st- and 2nd-year Armenian language

Bosnian/Croatian/Serbian language lecturer, Antje Postema (.25 FTE; benefits @ 40%)  
Salary \$13,411, benefits \$5,364

1st- and 2nd-year Bosnian/Croatian/Serbian language

Czech language lecturer, Ellen Langer (.25 FTE; benefits @ 40%)

Salary \$18,197, benefits \$7,279

1st- and 2nd-year Czech language

Hungarian language lecturer, Éva Soós-Szőke (.22 FTE; benefits @ 40%)

Salary \$14,291, benefits \$5,716

1st- and 2nd-year Hungarian language

Polish language lecturer, Katarzyna Zacha (.23 FTE; benefits @ 40%)

Salary \$14,524, benefits \$5,810

1st- and 2nd-year Polish language

Assistant Director for K-14 Outreach and Events, Publications & Media, Zachary Kelly (.33

FTE; benefits @ 48%) salary \$21,321, benefits \$10,234

These salaries and benefits facilitate the primary activities of the NRC, including the seeding of one area studies course per year, the teaching of five less-commonly-taught languages (three of which are deemed “priority” languages by the U.S. Department of Education), and organizing a robust outreach program. In most cases, this request represents only modest fractions of individual salaries. However, this support enables important and priority activities that will lead to long term improvements in the program and curriculum.

**Year 2:** The total Year 2 direct-cost request for Personnel (A) is \$120,630, while Benefits (B) come to \$51,502, for a total of \$172,132.

Administrative Assistant for Finance & Fellowships, Louanna Curley (.33 FTE; benefits @ 48%)

Salary \$18,883, benefits \$9,064

Essential grant-related activities, including: processing complex Institute financial transactions related to NRC activities, preparing files for the ISEES FLAS fellowship committees, processing financial awards for FLAS fellowship recipients, tracking FLAS fellow course enrollment to ensure student compliance with FLAS regulations, and coordinating Institute travel and international visitor services for NRC-related travel for guest speakers and conference participants.

Lecturer in Post-Socialist Geography, Melanie Feakins (.33 FTE; benefits @ 40%)

Salary \$10,318, benefits \$4,127

Offering one area studies course per year on post-socialist Slavic, East European, and Eurasian world area

Armenian language lecturer, Myrna Douzjian (.24 FTE; benefits @ 40%)

Salary \$14,975, benefits \$5,990

1st- and 2nd-year Armenian language

Bosnian/Croatian/Serbian language lecturer, Antje Postema (.21 FTE; benefits @ 40%)  
Salary \$12,470, benefits \$4,988  
1st- and 2nd-year Bosnian/Croatian/Serbian language

Czech language lecturer, Ellen Langer (.21 FTE; benefits @ 40%)  
Salary \$16,923, benefits \$6,769  
1st- and 2nd-year Czech language

Hungarian language lecturer, Éva Soós-Szóke (.19 FTE; benefits @ 40%)  
Salary \$12,556, benefits \$5,022  
1st- and 2nd-year Hungarian language

Polish language lecturer, Katarzyna Zacha (.20 FTE; benefits @ 40%)  
Salary \$12,758, benefits \$5,103  
1st- and 2nd-year Polish language

Assistant Director for K-14 Outreach and Events, Publications & Media, Zachary Kelly (.33 FTE; benefits @ 48%) salary \$21,747, benefits \$10,439

These salaries and benefits facilitate the primary activities of the NRC, including the seeding of one area studies course per year, the teaching of five less-commonly-taught languages (three of which are deemed “priority” languages by the U.S. Department of Education), and organizing a robust outreach program. In most cases, this request represents only modest fractions of individual salaries. However, this support enables important and priority activities that will lead to long term improvements in the program and curriculum.

**Year 3:** The total Year 3 direct-cost request for Personnel (A) is \$123,396, while Benefits (B) come to \$52,674, for a total of \$176,070.

Administrative Assistant for Finance & Fellowships, Louanna Curley (.33 FTE; benefits @ 48%)  
Salary \$19,261, benefits \$9,245  
Essential grant-related activities, including: processing complex Institute financial transactions related to NRC activities, preparing files for the ISEES FLAS fellowship committees, processing financial awards for FLAS fellowship recipients, tracking FLAS fellow course enrollment to ensure student compliance with FLAS regulations, and coordinating Institute travel and international visitor services for NRC-related travel for guest speakers and conference participants.

Lecturer in Post-Socialist Geography, Melanie Feakins (.33 FTE; benefits @ 40%)  
Salary \$10,524, benefits \$4,210  
Offering one area studies course per year on post-socialist Slavic, East European, and Eurasian world area

Armenian language lecturer, Myrna Douzjian (.24 FTE; benefits @ 40%)  
Salary \$15,350, benefits \$6,140  
1st- and 2nd-year Armenian language

Bosnian/Croatian/Serbian language lecturer, Antje Postema (.21 FTE; benefits @ 40%)

Salary \$12,784, benefits \$5,114

1st- and 2nd-year Bosnian/Croatian/Serbian language

Czech language lecturer, Ellen Langer (.21 FTE; benefits @ 40%)

Salary \$17,346, benefits \$6,938

1st- and 2nd-year Czech language

Hungarian language lecturer, Éva Soós-Szóke (.19 FTE; benefits @ 40%)

Salary \$12,870, benefits \$5,148

1st- and 2nd-year Hungarian language

Polish language lecturer, Katarzyna Zacha (.20 FTE; benefits @ 40%)

Salary \$13,079, benefits \$5,232

1st- and 2nd-year Polish language

Assistant Director for K-14 Outreach and Events, Publications & Media, Zachary Kelly (.33 FTE; benefits @ 48%) salary \$22,182, benefits \$10,647

These salaries and benefits facilitate the primary activities of the NRC, including the seeding of one area studies course per year, the teaching of five less-commonly-taught languages (three of which are deemed “priority” languages by the U.S. Department of Education), and organizing a robust outreach program. In most cases, this request represents only modest fractions of individual salaries. However, this support enables important and priority activities that will lead to long term improvements in the program and curriculum.

**Year 4:** The total Year 4 direct-cost request for Personnel (A) is \$121,547, while Benefits (B) come to \$52,000, for a total of \$173,547.

Administrative Assistant for Finance & Fellowships, Louanna Curley (.33 FTE; benefits @ 48%)

Salary \$19,646, benefits \$9,430

Essential grant-related activities, including: processing complex Institute financial transactions related to NRC activities, preparing files for the ISEES FLAS fellowship committees, processing financial awards for FLAS fellowship recipients, tracking FLAS fellow course enrollment to ensure student compliance with FLAS regulations, and coordinating Institute travel and international visitor services for NRC-related travel for guest speakers and conference participants.

Lecturer in Post-Socialist Geography, Melanie Feakins (.33 FTE; benefits @ 40%)

Salary \$10,735, benefits \$4,294

Offering one area studies course per year on post-socialist Slavic, East European, and Eurasian world area

Armenian language lecturer, Myrna Douzjian (.22 FTE; benefits @ 40%)  
Salary \$14,422, benefits \$5,769  
1st- and 2nd-year Armenian language

Bosnian/Croatian/Serbian language lecturer, Antje Postema (.19 FTE; benefits @ 40%)  
Salary \$12,011, benefits \$4,804  
1st- and 2nd-year Bosnian/Croatian/Serbian language

Czech language lecturer, Ellen Langer (.19 FTE; benefits @ 40%)  
Salary \$16,297, benefits \$6,519  
1st- and 2nd-year Czech language

Hungarian language lecturer, Éva Soós-Szóke (.17 FTE; benefits @ 40%)  
Salary \$12,801, benefits \$5,120  
1st- and 2nd-year Hungarian language

Polish language lecturer, Katarzyna Zacha (.18 FTE; benefits @ 40%)  
Salary \$13,009, benefits \$5,204  
1st- and 2nd-year Polish language

Assistant Director for K-14 Outreach and Events, Publications & Media, Zachary Kelly (.33 FTE; benefits @ 48%) salary \$22,626, benefits \$10,860

These salaries and benefits facilitate the primary activities of the NRC, including the seeding of one area studies course per year, the teaching of five less-commonly-taught languages (three of which are deemed “priority” languages by the U.S. Department of Education), and organizing a robust outreach program. In most cases, this request represents only modest fractions of individual salaries. However, this support enables important and priority activities that will lead to long term improvements in the program and curriculum.

### **BENEFITS**

The University of California, Berkeley Composite Fringe Benefit Rates (CFBR) have been reviewed and federally approved by the Department of Health and Human Services (DHHS) on July 1, 2017 for use by all fund sources for FY18. Rates beyond June 30, 2018 are estimates and are provided for planning purposes only. Future CFBR rates are subject to review and approval by DHHS on an annual or bi-annual basis. Fringe benefits are assessed as a percentage of the respective employee’s salary. For FY18, these rates are fixed at 40% for academics and at 48% for staff. A link to the composite benefits rates can be found at <https://spo.berkeley.edu/policy/benefits/benefits.html>.

### **TRAVEL**

**Years 1-4:** We are requesting \$3000 per year for Domestic Travel (Section C): 3 people @ \$1000 each = \$500 round-trip airfare, 2 nights accommodations at \$200/night, and 2 days meals and incidentals at \$50/day.

One request is for two faculty members to travel to Washington, DC to deliver seminars and lectures at Howard University as part of a Berkeley-Howard Partnership (NRC competitive priority 1). The other request will allow our Executive Director and/or Assistant Director for Outreach to attend NRC-related meetings and to represent the Institute in an outreach capacity at professional conferences.

### **SUPPLIES AND MATERIALS**

**Year 1:** \$16,250 for “Supplies and Materials” (Section D) related to the *Troika* undergraduate journal on Slavic, East European, and Eurasian studies (\$1000), to ORIAS K-14 educator workshops (\$1500), to the UCB History-Social Science Project teacher workshop (\$1000), to the annual Berkeley-Stanford conference (\$1000), \$10,000 for Main Library acquisitions, \$1000 for Slavic Department Library acquisitions, and \$750 for general outreach publicity design, printing, and mailing.

**Year 2:** \$17,250 for “Supplies and Materials” (Section D) related to the *Troika* undergraduate journal on Slavic, East European, and Eurasian studies (\$1000), to the ISEES Educator Outreach Conference (\$1000), to ORIAS K-14 educator workshops (\$1500), to the UCB History-Social Science Project teacher workshop (\$1000), to the annual Berkeley-Stanford conference (\$1000), \$10,000 for Main Library acquisitions, \$1000 for Slavic Department Library acquisitions, and \$750 for general outreach publicity design, printing, and mailing.

**Year 3:** \$16,250 for “Supplies and Materials” (Section D) related to the *Troika* undergraduate journal on Slavic, East European, and Eurasian studies (\$1000), to ORIAS K-14 educator workshops (\$1500), to the UCB History-Social Science Project teacher workshop (\$1000), to the annual Berkeley-Stanford conference (\$1000), \$10,000 for Main Library acquisitions, \$1000 for Slavic Department Library acquisitions, and \$750 for general outreach publicity design, printing, and mailing.

**Year 4:** \$17,250 for “Supplies and Materials” (Section D) related to the *Troika* undergraduate journal on Slavic, East European, and Eurasian studies (\$1000), to the ISEES Educator Outreach Conference (\$1000), to ORIAS K-14 educator workshops (\$1500), to the UCB History-Social Science Project teacher workshop (\$1000), to the annual Berkeley-Stanford conference (\$1000), \$10,000 for Main Library acquisitions, \$1000 for Slavic Department Library acquisitions, and \$750 for general outreach publicity design, printing, and mailing.

### **OTHER**

**Year 1:** \$50,450 for “Other” expenses (Section E), for seed funding for teacher training and outreach activities consistent with the NRC Absolute Priorities and the two NRC Competitive Preference Priorities.

#### **Minority-Serving Institutions (MSI) and Community College (CC) Programs**

*Partnership with Howard University:* \$10,000 for enhancement of Russian-language instruction at Howard University and support for introduction of a 2nd-year Russian language course

*Partnership with California State University - East Bay, \$5,500*

Curriculum development grants for development of courses on Russia and Eastern Europe

UCB-CSUEB mentorship program, \$3000

Stipend to UCB doctoral student for course lecture and mentoring students in CSUEB course on Russia and Eastern Europe, \$2500

*MSI/CC Course Development Stipends for Russia, Eastern Europe, and Eurasia (joint with Title VI R/EE/E NRCs at Indiana University, Ohio State University, University of Pittsburgh, and University of Washington-Seattle)*

For faculty at MSI's or CC's to develop new courses that focus on Eastern Europe and/or Eurasia, or to redesign an existing course, \$1000

This includes costs to facilitate our plan to begin a sustained collaborative partnership with Howard University and California State University East Bay, in addition to collaborating with peer NRCs to offer course development stipends to faculty at community colleges or Minority-Serving Institutions. These activities are consistent with NRC Competitive Priority 1.

#### LCTL Training

*UCB Slavic Dept. Language Pedagogy/Proficiency Assessment Training (ACTFL, Heritage Language LRC workshop, other relevant LRC workshops), \$2,000*

Airfare 2 pax @ \$500

Accommodations 2 pax x 2 nights x \$200/night

Meals and incidentals 2 pax x 2 days x \$50/day

*Summer LCTL: Indiana University Summer Workshop, \$1000 support*

*Summer LCTL: Univ of Pittsburgh Summer Language Institute, \$1000 support*

*Summer LCTL: Central Eurasian Studies Summer Institute, \$1000 support*

NRC funds will support training in less commonly taught languages by offering language pedagogy and proficiency assessment training to language lecturers in the UC Berkeley Department of Slavic Languages and Literatures. In addition, NRC funds will support cooperative summer language programs to train students in less commonly taught languages of the Slavic, East European, and Eurasian world area.

#### K-14 Outreach

*UCB History - Social Science Project, \$1,000*

Speaker's Fee for 2 speakers @ \$500

In response to NRC Competitive Priority 2, ISEEEES will partner with the UCB History-Social Science Project in providing Slavic, East European, and Eurasian world area content in three global history course outlines (6th, 7th and 10th grade) to be created by the HSSP. The materials will be presented in summer institutes for teachers and be posted on the Institute and HSSP websites, making them widely available to teachers throughout California and the United States.

*ORIAS In-Service K-14 Teacher Workshops (joint with other UCB Title VI Centers), \$1,500*  
Airfare @ \$500  
Accommodations 2 nights x \$200/night  
Meals and incidentals 2 days x \$50/day  
Speaker's Fee for 1 speaker @ \$500

Program support is also requested for an annual in-service Summer Teacher Institute for K-12 teachers organized by ORIAS and jointly funded by the UCB area studies centers. Institute topics for the 2019-2022 summers include, respectively: body and identity, the world in film, the “little ice age,” and propaganda; and ISEEEES sponsorship will ensure that S/EE/E topics are included in the workshops. By partnering with eight other area studies centers on the Berkeley campus, outreach programs organized by the Office of Resources for International and Area Studies (ORIAS) can be funded at a relatively low cost per center, while achieving maximum impact. Two ORIAS summer workshops—one for K-12 teachers and one for community college educators—continue to meet NRC teacher training goals to develop curriculum for K-12 and community college instructors. ISEEEES sponsorship of these workshops ensures that Slavic, East European, and Eurasian topics are included in the workshops.

*Teachers Advisory Board, \$1,200*  
6 members x 2 mtgs x \$100 - Prof. Services, Travel

To strengthen ISEEEES teacher training activities (Absolute Priority 2), we have created a Teachers Advisory Board in order to improve the pedagogical value of our conferences and to develop themes more in line with the interests and needs of teachers.

*European Union study tour for high school teacher or community college or MSI educator (one-week study tour in Brussels in collaboration with US network of Jean Monnet Centers of Excellence), \$3,000*  
Airfare @ \$1500 per pax  
Accommodations 5 nights x \$225/night per pax  
Meals and incidentals 5 days x \$75/day per pax

In an effort to expand knowledge about the European Union and the eleven Slavic and East European member states of the EU, ISEEEES will sponsor a high school teacher or Minority-Serving college or university educator to participate in a one-week study tour of the EU institutions, organized by the U.S. Network of Jean Monnet Centers of Excellence.

#### Public Outreach

*Russia and its Near Abroad Speakers Series, \$4,000*  
Airfare 4 pax @ \$500  
Accommodations 4 pax x 2 nights x \$200/night  
Meals and incidentals 4 pax x 2 days x \$50/day  
Speaker's Fee for 4 speakers @ \$500

*Lecture Series on East Central and Southeastern Europe, \$4,000*  
Airfare 4 pax @ \$500

Accommodations 4 pax x 2 nights x \$200/night  
Meals and incidentals 4 pax x 2 days x \$50/day  
Speaker's Fee for 4 speakers @ \$500

*Berkeley-Stanford Conference*, \$1,000  
Speaker's Fee for 2 speakers @ \$500  
Room rental and AV equipment for 1 day @ \$500

*ISEEES-Central European University joint conference on "Borders, Borderlands, and Migration" Fall 2018*, \$5,000

Airfare 4 pax @ \$500  
Accommodations 4 pax x 2 nights x \$200/night  
Meals and incidentals 4 pax x 2 days x \$50/day  
Room rental and AV equipment for 2 days @ \$500

In addition to outreach to K-12 teachers and educators at community colleges and Minority-Serving Institutions, ISEEES requests funding for a series of lectures and conferences aimed at a general audience. This includes two speakers series: Russia and Its Near Abroad and East Central and Southeastern Europe; the annual Berkeley-Stanford Conference, co-organized with the Center for Russian, East European and Eurasian Studies at Stanford University; and a conference co-organized with the Central European University.

#### Evaluation

*Evaluation of ISEEES Programming and Activities*, \$3,000  
Professional Service Fees of evaluator Alisha Kirchoff

*Evaluation of ORIAS K-14 Outreach Programming and Activities*, \$750  
Professional Service Fees of evaluator Nancy Sato (joint with other UCB NRCs)

Finally, we request funding for ongoing evaluation activities by Ms. Alisha Kirchoff. In addition, we will contribute to an evaluation of the ORIAS program by Dr. Nancy Sato. This is in conjunction with the other Title VI National Resource Centers on the UC Berkeley campus.

**Year 2:** \$57,450 for "Other" expenses (Section E)

#### Minority-Serving Institutions (MSI) and Community College (CC) Programs

*Partnership with Howard University*: \$10,000 for enhancement of Russian-language instruction at Howard University and support for introduction of a 2nd-year Russian language course

*Partnership with California State University - East Bay*, \$9,500

Curriculum development grants for development of courses on Russia and Eastern Europe

UCB-CSUEB mentorship program, \$3000

Stipend to UCB doctoral student for course lecture and mentoring students in CSUEB course on Russia and Eastern Europe, \$2500

Creation of *Romanov Murder Mystery* educational website, \$4,000

*MSI/CC Course Development Stipends for Russia, Eastern Europe, and Eurasia (joint with Title VI R/EE/E NRCs at Indiana University, Ohio State University, University of Pittsburgh, and University of Washington-Seattle)*

For faculty at MSI's or CC's to develop new courses that focus on Eastern Europe and/or Eurasia, or to redesign an existing course, \$1000

This includes costs to facilitate our plan to begin a sustained collaborative partnership with Howard University and California State University East Bay, in addition to collaborating with peer NRCs to offer course development stipends to faculty at community colleges or Minority-Serving Institutions. These activities are consistent with NRC Competitive Priority 1.

#### LCTL Training

*UCB Slavic Dept. Language Pedagogy/Proficiency Assessment Training (ACTFL, Heritage Language LRC workshop, other relevant LRC workshops), \$2,000*

Airfare 2 pax @ \$500

Accommodations 2 pax x 2 nights x \$200/night

Meals and incidentals 2 pax x 2 days x \$50/day

*Summer LCTL: Indiana University Summer Workshop, \$1000 support*

*Summer LCTL: Univ of Pittsburgh Summer Language Institute, \$1000 support*

*Summer LCTL: Central Eurasian Studies Summer Institute, \$1000 support*

NRC funds will support training in less commonly taught languages by offering language pedagogy and proficiency assessment training to language lecturers in the UC Berkeley Department of Slavic Languages and Literatures. In addition, NRC funds will support cooperative summer language programs to train students in less commonly taught languages of the Slavic, East European, and Eurasian world area.

#### K-14 Outreach

*ISEEES Educator Outreach Conference, \$5,000*

Airfare 3 pax @ \$500

Accommodations 3 pax x 2 nights x \$200/night

Meals and incidentals 3 pax x 2 days x \$50/day

Speaker's Fee for 3 speakers @ \$500

Room rental and AV equipment for 1 day @ \$500

Every other spring ISEEES organizes an Educator Outreach Conference for K-14 instructors. Drawing on UCB and invited guest faculty, this conference provides current information and theoretical insights on Slavic, East European, and Eurasian issues to approximately 75 participants, including teachers from inner city and rural schools from throughout Northern California. The campus and general public are also invited.

*UCB History - Social Science Project, \$1,000*

Speaker's Fee for 2 speakers @ \$500

In response to NRC Competitive Priority 2, ISEEES will partner with the UCB History-Social Science Project in providing Slavic, East European, and Eurasian world area content in three

global history course outlines (6th, 7th and 10th grade) to be created by the HSSP. The materials will be presented in summer institutes for teachers and be posted on the Institute and HSSP websites, making them widely available to teachers throughout California and the United States.

*ORIAS In-Service K-14 Teacher Workshops (joint with other UCB Title VI Centers)*, \$1,500  
Airfare @ \$500  
Accommodations 2 nights x \$200/night  
Meals and incidentals 2 days x \$50/day  
Speaker's Fee for 1 speaker @ \$500

Program support is also requested for an annual in-service Summer Teacher Institute for K-12 teachers organized by ORIAS and jointly funded by the UCB area studies centers. Institute topics for the 2019-2022 summers include, respectively: body and identity, the world in film, the “little ice age,” and propaganda; and ISEEEES sponsorship will ensure that S/EE/E topics are included in the workshops.

By partnering with eight other area studies centers on the Berkeley campus, outreach programs organized by the Office of Resources for International and Area Studies (ORIAS) can be funded at a relatively low cost per center, while achieving maximum impact. Two ORIAS summer workshops—one for K-12 teachers and one for community college educators—continue to meet NRC teacher training goals to develop curriculum for K-12 and community college instructors. ISEEEES sponsorship of these workshops ensures that Slavic, East European, and Eurasian topics are included in the workshops.

*Teachers Advisory Board*, \$1,200  
6 members x 2 mtgs x \$100 - Prof. Services, Travel

To strengthen ISEEEES teacher training activities (Absolute Priority 2), we have created a Teachers Advisory Board in order to improve the pedagogical value of our conferences and to develop themes more in line with the interests and needs of teachers.

*European Union study tour for two high school teachers or community college or MSI educators (one-week study tour in Brussels in collaboration with US network of Jean Monnet Centers of Excellence)*, \$6,000  
Airfare @ \$1500 x 2 pax  
Accommodations 5 nights x \$225/night x 2 pax  
Meals and incidentals 5 days x \$75/day x 2 pax

In an effort to expand knowledge about the European Union and the eleven Slavic and East European member states of the EU, ISEEEES will sponsor two high school teachers or Minority-Serving college or university educators to participate in a one-week study tour of the EU institutions, organized by the U.S. Network of Jean Monnet Centers of Excellence.

#### Public Outreach

*Russia and its Near Abroad Speakers Series*, \$4,000

Airfare 4 pax @ \$500  
Accommodations 4 pax x 2 nights x \$200/night  
Meals and incidentals 4 pax x 2 days x \$50/day  
Speaker's Fee for 4 speakers @ \$500

*Lecture Series on East Central and Southeastern Europe*, \$4,000  
Airfare 4 pax @ \$500  
Accommodations 4 pax x 2 nights x \$200/night  
Meals and incidentals 4 pax x 2 days x \$50/day  
Speaker's Fee for 4 speakers @ \$500

*Berkeley-Stanford Conference*, \$1,000  
Speaker's Fee for 2 speakers @ \$500  
Room rental and AV equipment for 1 day @ \$500

#### Evaluation

*Evaluation of ISEEEES Programming and Activities*, \$3,000  
Professional Service Fees of evaluator Alisha Kirchoff

*Evaluation of ORIAS K-14 Outreach Programming and Activities*, \$750  
Professional Service Fees of evaluator Nancy Sato (joint with other UCB NRCs)

Finally, we request funding for ongoing evaluation activities by Ms. Alisha Kirchoff. In addition, we will contribute to an evaluation of the ORIAS program by Dr. Nancy Sato. This is in conjunction with the other Title VI National Resource Centers on the UC Berkeley campus.

**Year 3:** \$53,700 for “Other” expenses (Section E)

#### Minority-Serving Institutions (MSI) and Community College (CC) Programs

*Partnership with Howard University*: \$10,000 for enhancement of Russian-language instruction at Howard University and support for introduction of a 2nd-year Russian language course

*Partnership with California State University - East Bay*, \$5,500  
Curriculum development grants for development of courses on Russia and Eastern Europe  
UCB-CSUEB mentorship program, \$3000  
Stipend to UCB doctoral student for course lecture and mentoring students in CSUEB course on Russia and Eastern Europe, \$2500

*MSI/CC Course Development Stipends for Russia, Eastern Europe, and Eurasia (joint with Title VI R/EE/E NRCs at Indiana University, Ohio State University, University of Pittsburgh, and University of Washington-Seattle)*

For faculty at MSI's or CC's to develop new courses that focus on Eastern Europe and/or Eurasia, or to redesign an existing course, \$1000

This includes costs to facilitate our plan to begin a sustained collaborative partnership with Howard University and California State University East Bay, in addition to collaborating with

peer NRCs to offer course development stipends to faculty at community colleges or Minority-Serving Institutions. These activities are consistent with NRC Competitive Priority 1.

### LCTL Training

*UCB Slavic Dept. Language Pedagogy/Proficiency Assessment Training (ACTFL, Heritage Language LRC workshop, other relevant LRC workshops), \$2,000*

Airfare 2 pax @ \$500

Accommodations 2 pax x 2 nights x \$200/night

Meals and incidentals 2 pax x 2 days x \$50/day

*Summer LCTL: Indiana University Summer Workshop, \$1000 support*

*Summer LCTL: Univ of Pittsburgh Summer Language Institute, \$1000 support*

*Summer LCTL: Central Eurasian Studies Summer Institute, \$1000 support*

NRC funds will support training in less commonly taught languages by offering language pedagogy and proficiency assessment training to language lecturers in the UC Berkeley Department of Slavic Languages and Literatures. In addition, NRC funds will support cooperative summer language programs to train students in less commonly taught languages of the Slavic, East European, and Eurasian world area.

### K-14 Outreach

*UCB History - Social Science Project, \$1,000*

Speaker's Fee for 2 speakers @ \$500

In response to NRC Competitive Priority 2, ISEEEES will partner with the UCB History-Social Science Project in providing Slavic, East European, and Eurasian world area content in three global history course outlines (6th, 7th and 10th grade) to be created by the HSSP. The materials will be presented in summer institutes for teachers and be posted on the Institute and HSSP websites, making them widely available to teachers throughout California and the United States.

*ORIAS In-Service K-14 Teacher Workshops (joint with other UCB Title VI Centers), \$1,500*

Airfare @ \$500

Accommodations 2 nights x \$200/night

Meals and incidentals 2 days x \$50/day

Speaker's Fee for 1 speaker @ \$500

Program support is also requested for an annual in-service Summer Teacher Institute for K-12 teachers organized by ORIAS and jointly funded by the UCB area studies centers. Institute topics for the 2019-2022 summers include, respectively: body and identity, the world in film, the "little ice age," and propaganda; and ISEEEES sponsorship will ensure that S/EE/E topics are included in the workshops.

By partnering with eight other area studies centers on the Berkeley campus, outreach programs organized by the Office of Resources for International and Area Studies (ORIAS) can be funded at a relatively low cost per center, while achieving maximum impact. Two ORIAS summer workshops—one for K-12 teachers and one for community college educators—continue to meet

NRC teacher training goals to develop curriculum for K-12 and community college instructors. ISEEEES sponsorship of these workshops ensures that Slavic, East European, and Eurasian topics are included in the workshops.

*Teachers Advisory Board, \$1,200*

6 members x 2 mtgs x \$100 - Prof. Services, Travel

To strengthen ISEEEES teacher training activities (Absolute Priority 2), we have created a Teachers Advisory Board in order to improve the pedagogical value of our conferences and to develop themes more in line with the interests and needs of teachers.

*European Union study tour for two high school teachers or community college or MSI educators (one-week study tour in Brussels in collaboration with US network of Jean Monnet Centers of Excellence), \$6,000*

Airfare @ \$1500 x 2 pax

Accommodations 5 nights x \$225/night x 2 pax

Meals and incidentals 5 days x \$75/day x 2 pax

In an effort to expand knowledge about the European Union and the eleven Slavic and East European member states of the EU, ISEEEES will sponsor two high school teachers or Minority-Serving college or university educators to participate in a one-week study tour of the EU institutions, organized by the U.S. Network of Jean Monnet Centers of Excellence.

Public Outreach

*Russia and its Near Abroad Speakers Series, \$4,000*

Airfare 4 pax @ \$500

Accommodations 4 pax x 2 nights x \$200/night

Meals and incidentals 4 pax x 2 days x \$50/day

Speaker's Fee for 4 speakers @ \$500

*Lecture Series on East Central and Southeastern Europe, \$4,000*

Airfare 4 pax @ \$500

Accommodations 4 pax x 2 nights x \$200/night

Meals and incidentals 4 pax x 2 days x \$50/day

Speaker's Fee for 4 speakers @ \$500

*Berkeley-Stanford Conference, \$1,000*

Speaker's Fee for 2 speakers @ \$500

Room rental and AV equipment for 1 day @ \$500

In addition to outreach to K-12 teachers and educators at community colleges and Minority-Serving Institutions, ISEEEES requests funding for a series of lectures and conferences aimed at a general audience. This includes two speakers series: Russia and Its Near Abroad and East Central and Southeastern Europe and the annual Berkeley-Stanford Conference, co-organized with the Center for Russian, East European and Eurasian Studies at Stanford University.

### Evaluation

*Evaluation of ISEEEES Programming and Activities*, \$3,000  
Professional Service Fees of evaluator Alisha Kirchoff

*Comprehensive external evaluation of ISEEEES programming and activities (3 external evaluators together with Evaluator Kirchoff)*, \$5,250

Airfare 3 pax @ \$500

Accommodations 3 pax x 2 nights x \$200/night

Meals and incidentals 3 pax x 2 days x \$50/day

Professional Service Fees for 3 external evaluators @ \$750

*Evaluation of ORIAS K-14 Outreach Programming and Activities*, \$750

Professional Service Fees of evaluator Nancy Sato (joint with other UCB NRCs)

Finally, we request funding for ongoing evaluation activities by Ms. Alisha Kirchoff and for a full-scale external review in spring 2021. In addition, we will contribute to an evaluation of the ORIAS program by Dr. Nancy Sato. This is in conjunction with the other Title VI National Resource Centers on the UC Berkeley campus.

**Year 4:** \$55,450 for “Other” expenses (Section E)

### Minority-Serving Institutions (MSI) and Community College (CC) Programs

*Partnership with Howard University*: \$10,000 for enhancement of Russian-language instruction at Howard University and support for introduction of a 2nd-year Russian language course

*Partnership with California State University - East Bay*, \$2,500

Stipend to UCB doctoral student for course lecture and mentoring students in CSUEB course on Russia and Eastern Europe, \$2500

*MSI/CC Course Development Stipends for Russia, Eastern Europe, and Eurasia (joint with Title VI R/EE/E NRCs at Indiana University, Ohio State University, University of Pittsburgh, and University of Washington-Seattle)*

For faculty at MSI's or CC's to develop new courses that focus on Eastern Europe and/or Eurasia, or to redesign an existing course, \$1000

This includes costs to facilitate our plan to begin a sustained collaborative partnership with Howard University and California State University East Bay, in addition to collaborating with peer NRCs to offer course development stipends to faculty at community colleges or Minority-Serving Institutions. These activities are consistent with NRC Competitive Priority 1.

### LCTL Training

*UCB Slavic Dept. Language Pedagogy/Proficiency Assessment Training (ACTFL, Heritage Language LRC workshop, other relevant LRC workshops)*, \$2,000

Airfare 2 pax @ \$500

Accommodations 2 pax x 2 nights x \$200/night

Meals and incidentals 2 pax x 2 days x \$50/day

*Summer LCTL: Indiana University Summer Workshop, \$1000 support*  
*Summer LCTL: Univ of Pittsburgh Summer Language Institute, \$1000 support*  
*Summer LCTL: Central Eurasian Studies Summer Institute, \$1000 support*

NRC funds will support training in less commonly taught languages by offering language pedagogy and proficiency assessment training to language lecturers in the UC Berkeley Department of Slavic Languages and Literatures. In addition, NRC funds will support cooperative summer language programs to train students in less commonly taught languages of the Slavic, East European, and Eurasian world area.

#### K-14 Outreach

*ISEEES Educator Outreach Conference, \$5,000*  
Airfare 3 pax @ \$500  
Accommodations 3 pax x 2 nights x \$200/night  
Meals and incidentals 3 pax x 2 days x \$50/day  
Speaker's Fee for 3 speakers @ \$500  
Room rental and AV equipment for 1 day @ \$500

Every other spring ISEEES organizes an Educator Outreach Conference for K-14 instructors. Drawing on UCB and invited guest faculty, this conference provides current information and theoretical insights on Slavic, East European, and Eurasian issues to approximately 75 participants, including teachers from inner city and rural schools from throughout Northern California. The campus and general public are also invited.

*UCB History - Social Science Project, \$1,000*

Speaker's Fee for 2 speakers @ \$500

In response to NRC Competitive Priority 2, ISEEES will partner with the UCB History-Social Science Project in providing Slavic, East European, and Eurasian world area content in three global history course outlines (6th, 7th and 10th grade) to be created by the HSSP. The materials will be presented in summer institutes for teachers and be posted on the Institute and HSSP websites, making them widely available to teachers throughout California and the United States.

*ORIAS In-Service K-14 Teacher Workshops (joint with other UCB Title VI Centers), \$1,500*

Airfare @ \$500

Accommodations 2 nights x \$200/night

Meals and incidentals 2 days x \$50/day

Speaker's Fee for 1 speaker @ \$500

Program support is also requested for an annual in-service Summer Teacher Institute for K-12 teachers organized by ORIAS and jointly funded by the UCB area studies centers. Institute topics for the 2019-2022 summers include, respectively: body and identity, the world in film, the "little ice age," and propaganda; and ISEEES sponsorship will ensure that S/EE/E topics are included in the workshops.

By partnering with eight other area studies centers on the Berkeley campus, outreach programs organized by the Office of Resources for International and Area Studies (ORIAS) can be funded at a relatively low cost per center, while achieving maximum impact. Two ORIAS summer workshops—one for K-12 teachers and one for community college educators—continue to meet NRC teacher training goals to develop curriculum for K-12 and community college instructors. ISEEEES sponsorship of these workshops ensures that Slavic, East European, and Eurasian topics are included in the workshops.

*Teachers Advisory Board, \$1,200*

6 members x 2 mtgs x \$100 - Prof. Services, Travel

To strengthen ISEEEES teacher training activities (Absolute Priority 2), we have created a Teachers Advisory Board in order to improve the pedagogical value of our conferences and to develop themes more in line with the interests and needs of teachers.

*European Union study tour for two high school teachers or community college or MSI educators (one-week study tour in Brussels in collaboration with US network of Jean Monnet Centers of Excellence), \$6,000*

Airfare @ \$1500 x 2 pax

Accommodations 5 nights x \$225/night x 2 pax

Meals and incidentals 5 days x \$75/day x 2 pax

In an effort to expand knowledge about the European Union and the eleven Slavic and East European member states of the EU, ISEEEES will sponsor two high school teachers or Minority-Serving college or university educators to participate in a one-week study tour of the EU institutions, organized by the U.S. Network of Jean Monnet Centers of Excellence.

Public Outreach

*Russia and its Near Abroad Speakers Series, \$4,000*

Airfare 4 pax @ \$500

Accommodations 4 pax x 2 nights x \$200/night

Meals and incidentals 4 pax x 2 days x \$50/day

Speaker's Fee for 4 speakers @ \$500

*Lecture Series on East Central and Southeastern Europe, \$4,000*

Airfare 4 pax @ \$500

Accommodations 4 pax x 2 nights x \$200/night

Meals and incidentals 4 pax x 2 days x \$50/day

Speaker's Fee for 4 speakers @ \$500

*Berkeley-Stanford Conference, \$1,000*

Speaker's Fee for 2 speakers @ \$500

Room rental and AV equipment for 1 day @ \$500

### Evaluation

*Evaluation of ISEEEES Programming and Activities*, \$3,000

Professional Service Fees of evaluator Alisha Kirchoff

*Evaluation of ORIAS K-14 Outreach Programming and Activities*, \$750

Professional Service Fees of evaluator Nancy Sato (joint with other UCB NRCs)

Finally, we request funding for ongoing evaluation activities by Ms. Alisha Kirchoff. In addition, we will contribute to an evaluation of the ORIAS program by Dr. Nancy Sato. This is in conjunction with the other Title VI National Resource Centers on the UC Berkeley campus.

### **INDIRECT COST RATE**

Per the sponsor's policy, indirect costs have been limited to 8% of total direct costs. UC Berkeley's federally negotiated indirect cost rate agreement can be found at:

<https://spo.berkeley.edu/policy/fa2017.pdf>.

### **FOREIGN LANGUAGES AND AREA STUDIES (FLAS) FELLOWSHIPS**

Years 1-4: \$346,500 each year

8 Academic Year graduate awards: \$33,000 x 8

2 Academic Year undergraduate awards: \$15,000 x 2

7 Summer awards: \$7,500 x 7

The FLAS budget requests eight graduate awards and two undergraduate awards for each academic year and seven awards for each summer. This request is justified by consistently strong demand for study of the languages of the Slavic, East European, and Eurasian world area.