APPLICATION FOR GRANTS
UNDER THE
National Resource Centers and Foreign Language and Area Studies Fellowships
CFDA # 84.015A
PR/Award # P015A180058
Grants.gov Tracking#: GRANT12659104

Closing Date: Jun 25, 2018
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<td>e253</td>
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</tr>
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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).
**Application for Federal Assistance SF-424**

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<th>* 2. Type of Application:</th>
<th>* If Revision, select appropriate letter(s):</th>
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<tr>
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<tr>
<td>Changed/Corrected Application</td>
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<th>* 3. Date Received:</th>
<th>4. Applicant Identifier:</th>
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**State Use Only:**

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<tr>
<th>6. Date Received by State:</th>
<th>7. State Application Identifier:</th>
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</table>

**8. APPLICANT INFORMATION:**

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<thead>
<tr>
<th>* a. Legal Name:</th>
<th>The Regents of the University of California</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>* b. Employer/Taxpayer Identification Number (EIN/TIN):</th>
<th>* c. Organizational DUNS:</th>
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<tbody>
<tr>
<td>94-6002123</td>
<td>1247267250000</td>
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<table>
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<tr>
<th>d. Address:</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Street1:</td>
</tr>
<tr>
<td>c/o Sponsored Projects Office</td>
</tr>
<tr>
<td>Street2:</td>
</tr>
<tr>
<td>1608 Fourth Street, Suite 220</td>
</tr>
<tr>
<td>* City:</td>
</tr>
<tr>
<td>Berkeley</td>
</tr>
<tr>
<td>County/Parish:</td>
</tr>
<tr>
<td>USA</td>
</tr>
<tr>
<td>* State:</td>
</tr>
<tr>
<td>CA: California</td>
</tr>
<tr>
<td>Province:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>* Country:</td>
</tr>
<tr>
<td>USA: UNITED STATES</td>
</tr>
<tr>
<td>* Zip / Postal Code:</td>
</tr>
<tr>
<td>94710-5940</td>
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</tbody>
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<table>
<thead>
<tr>
<th>e. Organizational Unit:</th>
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</thead>
<tbody>
<tr>
<td>Department Name:</td>
</tr>
<tr>
<td>Inst for South Asia Studies</td>
</tr>
<tr>
<td>Division Name:</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>f. Name and contact information of person to be contacted on matters involving this application:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefix:</td>
</tr>
<tr>
<td>* First Name: Erin</td>
</tr>
<tr>
<td>Middle Name:</td>
</tr>
<tr>
<td>* Last Name: Lentz</td>
</tr>
<tr>
<td>Suffix:</td>
</tr>
<tr>
<td>Title: Contracts and Grants Officer</td>
</tr>
<tr>
<td>Organizational Affiliation: Sponsored Projects Office</td>
</tr>
<tr>
<td>* Telephone Number: (510) 643-2152</td>
</tr>
<tr>
<td>Fax Number: (510) 642-8236</td>
</tr>
<tr>
<td>* Email: <a href="mailto:erin.lentz@berkeley.edu">erin.lentz@berkeley.edu</a></td>
</tr>
</tbody>
</table>
**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.):**

**15. Descriptive Title of Applicant’s Project:**
- National Resource Center & Foreign Language and Area Studies Fellowships

*Attach supporting documents as specified in agency instructions.*

---

**Tracking Number:** GRANT12659104

**Funding Opportunity Number:** ED-GRANTS-052518-001

**Received Date:** Jun 22, 2018 12:56:10 PM EDT

**PR/Award #:** P015A180058
Application for Federal Assistance SF-424

16. Congressional Districts Of:
* a. Applicant  CA-013
* b. Program/Project  CA-013

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

17. Proposed Project:
* a. Start Date: 08/15/2018  * b. End Date: 08/14/2022

18. Estimated Funding ($):
* a. Federal  603,331.00
* b. Applicant  0.00
* c. State  0.00
* d. Local  0.00
* e. Other  0.00
* f. Program Income  0.00
* g. TOTAL  603,331.00

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 06/25/2018.
☐  b. Program is subject to E.O. 12372 but has not been selected by the State for review.
☐  c. Program is not covered by E.O. 12372.

* 20. Is the Applicant Delinquent On Any Federal Debt?  (If "Yes," provide explanation in attachment.)
☒  Yes  ☐ No

If "Yes", provide explanation and attach

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

☒  ** I AGREE

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

Authorized Representative:

Prefix:  * First Name:  Erin
Middle Name: 
* Last Name:  Lentz
Suffix:  JD

* Title:  Contracts and Grants Officer

* Telephone Number:  (510) 643-2152  Fax Number:  (510) 642-8236

* Email:  spo_grants_gov@lists.berkeley.edu

* Signature of Authorized Representative:  Erin Lentz  * Date Signed:  06/22/2018
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

<table>
<thead>
<tr>
<th>Budget Categories</th>
<th>Project Year 1 (a)</th>
<th>Project Year 2 (b)</th>
<th>Project Year 3 (c)</th>
<th>Project Year 4 (d)</th>
<th>Project Year 5 (e)</th>
<th>Total (f)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Personnel</td>
<td>148,213.00</td>
<td>152,479.00</td>
<td>156,874.00</td>
<td>161,400.00</td>
<td></td>
<td>618,966.00</td>
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<tr>
<td>2. Fringe Benefits</td>
<td>60,900.00</td>
<td>62,728.00</td>
<td>64,609.00</td>
<td>66,547.00</td>
<td></td>
<td>254,784.00</td>
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<tr>
<td>3. Travel</td>
<td>6,360.00</td>
<td>2,160.00</td>
<td>2,160.00</td>
<td>2,160.00</td>
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<td>12,840.00</td>
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<td>4. Equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5. Supplies</td>
<td>21,062.00</td>
<td>18,417.00</td>
<td>16,397.00</td>
<td>12,397.00</td>
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<td>68,273.00</td>
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<td>6. Contractual</td>
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<tr>
<td>7. Construction</td>
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</tr>
<tr>
<td>8. Other</td>
<td>15,160.00</td>
<td>17,160.00</td>
<td>15,160.00</td>
<td>12,960.00</td>
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<td>60,440.00</td>
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<tr>
<td>9. Total Direct Costs (lines 1-8)</td>
<td>251,695.00</td>
<td>252,944.00</td>
<td>255,200.00</td>
<td>255,464.00</td>
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<td>1,015,303.00</td>
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<tr>
<td>10. Indirect Costs*</td>
<td>20,136.00</td>
<td>20,236.00</td>
<td>20,416.00</td>
<td>20,437.00</td>
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<td>81,225.00</td>
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<td>11. Training Stipends</td>
<td>331,500.00</td>
<td>331,500.00</td>
<td>331,500.00</td>
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<td>1,326,000.00</td>
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<td>12. Total Costs (lines 9-11)</td>
<td>603,331.00</td>
<td>604,680.00</td>
<td>607,116.00</td>
<td>607,401.00</td>
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<td>2,422,528.00</td>
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*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: 06/30/2016 (mm/dd/yyyy)

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

   The Indirect Cost Rate is 40.00 %.

(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?  Yes  No
   Complies with 34 CFR 76.564(c)(2)?  Yes  No

The Restricted Indirect Cost Rate is 8.00 %.

Tracking Number:GRANT12659104  Funding Opportunity Number:ED-GRANTS-052518-001  Received Date: Jun 22, 2018 12:56:10 PM EDT
### SECTION B - BUDGET SUMMARY

**NON-FEDERAL FUNDS**

<table>
<thead>
<tr>
<th>Budget Categories</th>
<th>Project Year 1 (a)</th>
<th>Project Year 2 (b)</th>
<th>Project Year 3 (c)</th>
<th>Project Year 4 (d)</th>
<th>Project Year 5 (e)</th>
<th>Total (f)</th>
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<tbody>
<tr>
<td>1. Personnel</td>
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<td>3. Travel</td>
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<td>6. Contractual</td>
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<td>8. Other</td>
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<td>9. Total Direct Costs (lines 1-8)</td>
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<td>12. Total Costs (lines 9-11)</td>
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</table>

### SECTION C - BUDGET NARRATIVE (see instructions)
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.

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).


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.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL

Erin Lentz

CONTRACTS AND GRANTS OFFICER

APPLICANT ORGANIZATION

The Regents of the University of California

DATE SUBMITTED

06/22/2018

Funding Opportunity Number: ED-GRANTS-052518-001

Received Date: Jun 22, 2018 12:56:10 PM EDT

Tracking Number: GRANT12659104

PR/Award # P015A180058

Page e9
**DISCLOSURE OF LOBBYING ACTIVITIES**

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

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>a. contract</td>
<td>a. bid/offer/application</td>
<td>a. initial filing</td>
</tr>
<tr>
<td>x. grant</td>
<td>b. initial award</td>
<td>b. material change</td>
</tr>
<tr>
<td>c. cooperative agreement</td>
<td>c. post-award</td>
<td></td>
</tr>
<tr>
<td>d. loan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. loan guarantee</td>
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<td>* Street 1: 0/o Sponsored Projects Office</td>
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<td>* Street 2: 1608 Fourth Street, Suite 220</td>
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<td>* City: Berkeley</td>
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<td>State: CA: California</td>
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| 5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: |

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<th>7. * Federal Program Name/Description:</th>
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| 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. |

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<th>* Signature: Erin Lentz</th>
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**Federal Use Only:**

PR/Award # P015A180058  
Page e10

Tracking Number:GRANT12659104  
Funding Opportunity Number:ED-GRANTS-052518-001 Received Date:Jun 22, 2018 12:56:10 PM EDT
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 high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?
The following examples may help illustrate how an applicant may comply with Section 427.

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

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

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

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

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

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

Optional - You may attach 1 file to this page.

1237-GEPA statement UCB South Asia Final.p
The University of California, in accordance with applicable Federal and State Law and the University's nondiscrimination policies, 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.

University of California's Policies and Procedures

Student-Related Matters

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, disability, age, medical condition (cancer-related), ancestry, marital status, citizenship, sexual orientation, or status as a Vietnam-era veteran or special disabled veteran. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in University programs and activities. 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.

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.

Employment Practices

The University of California is an affirmative action/equal opportunity employer and, as such commits itself to undertaking affirmative action, consistent with its obligations as a Federal
contractor. Such action is taken to assure equal employment opportunity for minorities and women, for persons with disabilities, and for special disabled veterans, Vietnam era veterans, and any other veterans who served on active duty during a war or in a campaign or expedition for which a campaign badge has been authorized.

In conformance with Federal regulations, written affirmative action plans are prepared and maintained by each campus of the University. Such plans are reviewed and approved by the Office of the President and the General Counsel before they are officially promulgated. 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.

**UC Berkeley statement**

**Reasonable Accommodations for Individuals with Disabilities**

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.

**Equity, Inclusion, and Diversity**

The University's nondiscrimination policies go far in urging its people to follow principles of equity and inclusion. However, while UC Berkeley is a diverse campus, it does not mean that the campus is a completely equitable and inclusive place. Retention and graduate rates for these underrepresented student populations are not as high as for white or Asian students.

On the faculty side, overall representation of female ladder-rank faculty at UC Berkeley compares well with national peer institutions; however, the demographic breakdown by gender and ethnicity of tenured and tenure-track faculty does not mirror the national availability pool of doctoral degree recipients, and disparities also exist in advancement and promotion rates.

UC Berkeley staff reflects the diversity of the state of California. Yet, women, African Americans, Asian Americans, Hispanics, and Native Americans are underrepresented at the executive and management levels. In this regard, the University’s Chancellor has announced new campus initiatives to foster a more inclusive campus, promote a “professionals of color” leadership development program. And also establish a task force to examine the challenges faced on campus by people of color.
The University’s Strategic Plan for Equity, Inclusion, and Diversity specifically aims to achieve institutional change by embedding the principles of excellence, equity, and inclusion into every campus unit. At the heart of the plan, overseen by the University’s Vice Chancellor of Equity, Diversity and Inclusion, is the public mission of the University of California — to welcome and serve all segments of California’s population, and to conduct cutting-edge research, teaching, and public service in all disciplines, particularly in the fields that are most pressing for the economic, social, intellectual, and educational development of the state.

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, we are 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.

Except in the study of world areas to which they identify as heritage students, our area studies programs historically have had only a small percentage of underrepresented minority student populations, such as Black, Hispanic, and Native American. We will work with our partner Minority Serving Institutions and community colleges in California to bring more attention to these programs for these students.

Support for Language Instruction
We propose to support and add to the courses of language instruction in our world area. 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.

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 will 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 will also schedule events in wheelchair accessible buildings and rooms. We will place an accessibility contact statement on all publicity, including print ads, web pages, flyers, etc. The statement will provide an event contact and information about how to requests accommodations such as sign language interpreting and real-time captioning. We will 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 on the world area of our center. 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 teacher training programs.

In order to reach out to historically underserved minority populations, we will work with our partner community colleges in California to engage these instructors with our teacher-training programs.

Foreign Language and Area Studies Fellowships

We propose to provide fellowships to eligible students to become proficient in the languages of our world area, particularly less commonly taught languages. 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.
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 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:
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."


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)

**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-
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)."


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)

**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](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 refraimes 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)

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, Chicx 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, LGBQT 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.
CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION
The Regents of the University of California

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
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* SIGNATURE: Erin Lentz

PR/Award # P015A180058
Page e28
1. Project Director:

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Phone Number (give area code) | Fax Number (give area code)
(510) 643-9188 | |

Email Address:
faruqui@berkeley.edu

2. Novice Applicant:

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

- [ ] Yes
- [x] 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
- [x] No

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

- [ ] Yes
- [ ] No
- Provide Exemption(s) #:
  - [ ] 1
  - [ ] 2
  - [ ] 3
  - [ ] 4
  - [ ] 5
  - [ ] 6

- Provide Assurance #, if available:

- If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.
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.]
Institute for South Asia Studies  
University of California, Berkeley

One of the world’s leading institutes for research and programs on South Asia, the Institute for South Asia Studies (ISAS), the hub of Berkeley’s South Asia programs, works with faculty members, graduate students, community members, private institutions, and non-profit organizations to deepen understanding of the region and to create new generations of scholars of South Asia. The study of South Asia is offered at both the undergraduate and graduate levels, complemented by an internationally recognized faculty and academic staff, a broad array of courses, degrees with extensive disciplinary and regional coverage, and a firm commitment to Outreach for educators, the media, businesses, and the general public.

The activities of the ISAS encompass on-campus and off-campus programs; direct support for teaching at Berkeley and curriculum and materials support for schoolteachers and college faculty; information center activities for students and faculty; a link to South Asia resources at Berkeley for media, business, government and the community; and support for the most significant library of South Asia materials in the West. Our faculty includes 68 specialists who devote 50% or more of their teaching and research time to South Asia; courses by other faculty outside of this group that have significant South Asia components are shown in Appendix 2.

Berkeley offers undergraduate and graduate degrees with a South Asia emphasis in several departments and professional schools. We offer Hindi, Tamil, Urdu, and Sanskrit languages to the Ph.D. level as well as training in Punjabi, Bengali, and Telugu. Our FLAS fellowships are all given in these LCTLS, with a priority given to students who demonstrate financial need (FLAS Competitive Preference Priorities 1 and 2). To train graduate students, South Asia coursework at Berkeley is available in a range of humanities, social science and professional school departments. Berkeley is one of the nation’s only institutions offering both major and minor concentrations in the study of the culturally, economically and strategically important but understudied countries of South Asia, including an emphasis on not only India, but Pakistan, Bangladesh, and Nepal as well. This rigorous training has been critical to successfully place UC Berkeley students in several sectors of national need, including government service, education, business and non-profit sectors (NRC Absolute Priority 1).

During the proposed grant period 2018-2022, we intend to maintain and build upon our preeminence in South Asia language and area training involving units in the humanities and social sciences, engineering, and professional schools and colleges. Our already strong language programs will be further enhanced by rigorous proficiency standards and measures developed in partnership with the Berkeley Language Center (BLC) on campus and the South Asia Summer Language Institute (SASLI). We look forward to a continuing to increase the number of underrepresented students entering study abroad programs in the region, and still further growth in our already outstanding rate of successful grant applications for faculty research in the region. During this grant period, we will also increase our commitment to K-14 Outreach with an enhanced plan that continues our successful partnership with ORIAS as well as introduces several new collaborations with minority serving institutions and community colleges (NRC Absolute Priority 2, NRC Competitive Preference Priorities 1 and 2).

Continuing additions to our South Asia faculty strength continue to build a unique mix of younger and senior faculty with enhanced opportunities for interdisciplinary research and teaching. This has also facilitated our highly successful South Asia scholarly events--
conferences, speakers and symposia—and instructional programs around contemporary themes, all of which encourage diverse and multiple points of view (NRC Absolute Priority 1).

We anticipate that the proposed grant period, 2018-2022, will witness critical strategic, economic and cultural developments in South Asia and that UC Berkeley’s Institute for South Asia Studies will continue to build its faculty, programs, and community linkages to remain one of the nation’s premier resources for the understanding of this diverse region that is vital to US national interest.
Project Narrative File(s)

* Mandatory Project Narrative File Filename: 1235-ISAS Title VI Narrative 2018-22 FINAL.pdf

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

Add Optional Project Narrative File  Delete Optional Project Narrative File  View Optional Project Narrative File

Tracking Number:GRANT12659104  PR/Award #: P015A180058  Page e33
U.S. Department of Education
Office of Post Secondary Education
Center for International Education

National Resource Center
&
Foreign Language and Area Studies
Fellowships

Title VI, Higher Education Act of 1965, as amended

Proposal for Grant Project Period
2018 - 2022

Institute for South Asia Studies
University of California, Berkeley
A. PROGRAM PLANNING AND BUDGET

A.1. Activities of high quality and directly related to the NRC program: The University of California at Berkeley’s (UCB) commitment to South Asia Studies dates to the University’s first Sanskrit course in 1897. In 1906, the appointment of Prof. Arthur Ryder ushered in a Sanskrit and book-collecting drive that eventually culminated in a comprehensive South Asia Studies program at UCB – the second oldest in the nation. More than a century later, UCB remains a dynamic center for South Asia Studies, continually redefining the scope and relevance of the field, while always maintaining extremely rigorous standards of inquiry. Renowned for its internationally recognized faculty and academic staff, South Asia Studies at UCB is also defined by its broad offering of undergraduate and graduate courses and degrees, its interdisciplinary approach, its extensive regional coverage, and its commitment to educator, media, business, and general public outreach.

Our National Resource Center’s (NRC) mission is carried out through the Institute for South Asia Studies (ISAS). ISAS is the hub of UCB’s South Asia program. One of the world's leading institutes for research and programs on South Asia, ISAS works with faculty members, graduate and undergraduate students, K-14 institutions, community members, private companies, non-profit organizations, and universities in the US, Europe and South Asia, to deepen understanding of the region and to nurture new generations of scholars of South Asia. ISAS includes around sixty-eight affiliated faculty, as well as associated academic and professional employees and part-time staff.

In each grant cycle, ISAS organizes its core programming around themes that draw on faculty expertise toward strengthening our role in promoting area studies for all our diverse constituencies. Continuing our engagement with the various professional schools on campus, this cycle we are especially pleased to be able to collaborate closely with new faculty hire (G. Anand) at the School of Journalism (Appendix 1). Themes for this cycle are:
(1) **2018-19: Global South [Asia]: Art + Intellectual Histories** (Faculty sponsors: A. deSouza, A. Gupta, A. Kazmi, S. Ray): In South Asian studies, the term Global South has a distinctive political and economic currency, whose history and genealogies in the twentieth century are by now well known. The deep ecologies of South-South cultural and intellectual histories, in contrast, have come under scholarly scrutiny only in the recent past. Critical scholarly and artistic projects that have chosen to mobilize the Global South as a conceptual category have not only offered a longue durée cultural history of the concept-term but have also generated ways of imagining a de-territorialized South Asia. Through a series of lectures and workshops, *Global South [Asia]: Art + Intellectual Histories* will bring together scholars and artists to explore the methodologies, terminologies, and spatial and temporal frames that this de-territorializing turn has generated and to assess their implications for the practice and pedagogy of art and art history in the present.

(2) **2019-2020: The Nature and Challenges of Investigative Reporting in South Asia**: (Faculty Sponsor: G. Anand): Investigative journalists in South Asia face unique challenges. Although they are mostly operating in democracies or quasi-democracies with substantial freedom to undertake investigations, the lack of governmental transparency, weak governance, entrenched political and economic elites who stand to lose a great deal if they are too closely investigated, and always-present efforts to corrupt reporters makes attempts to reveal hidden stories very difficult, if not also life-threatening. Through a series of workshops featuring leading South Asia-based investigative journalists, this series will explore the nature and challenges of investigative reporting in South Asia. The lessons learned will not only allow us to better understand ever-shifting journalistic terrains across South Asia but also afford more sophisticated training to the next generation of journalists interested in South Asia at UC Berkeley.

(3) **2020-2021: The Contemporary Afro-Indian Ocean** (Faculty sponsor: S. Chari): The Indian Ocean has been the object of considerable historical research, stretching our understanding of South Asian polities, capital, workers and communities into this oceanic hinterland. More recent interdisciplinary work has begun
to attend to contemporary social and environmental concerns. We have much to understand about what we might call the Afro-Indian Ocean as a site of renewed flows of capital, labor, security and expertise from various islands and continental littorals. Using a workshop format, this project will bring together work in emerging areas of inquiry including: attempts to harness the ‘blue economy’, build maritime security, engage in port and shipping expansion; sustainable fishing and aquaculture; piracy and counter-piracy; military bases and ‘right to return’ movements; deep-sea mining and exploration; alternative ocean energy; floating data centers and deep water cooling; and ideas about the future in a time of sea-level rise, fantasy island-making, and shifting diasporic attachments in the contemporary Afro-Indian Ocean.

(4) 2021-2022: Tamil Visual Cultures, 2000-present (Faculty sponsor: V. Kailasam): Since Indian independence in 1947, political parties and intellectuals in Tamil Nadu have collectively encouraged devotion to Tamil language through classical Tamil literature. Such devotion has been grounded in the presumed superiority of the Dravidian race to Aryan racial identity. This workshop will assess the motif of devotion to Tamil identity (tamizh pattru) in the twenty-first century, tracing its shift from the site of elite Tamil literature to mainstream Tamil visual culture. The aim is to highlight how Tamil visual culture has come to critique ideas of devotion to Tamil language and identity through such genres as neo-noir film, graphic novels, and virtual reality fiction. It will also investigate the linkages of the visual image to modernity and gendered consumption patterns.

A.2. Development plan or timeline and resources used effectively: The activities proposed for 2018-22 are based on the current research and teaching interests of highly-respected faculty and are intended to enrich ISAS programming while advancing the field as a whole. The timeline for our program goals and objectives, which includes significant plans to expand opportunities for teachers from community colleges and Minority Serving Institutions (MSIs), provide new opportunities for K-12 teachers, and increase the number of students trained in languages and areas critical to national need, are all outlined in Appendix 3.
In our budget, teaching remains the ISAS’s most important commitment. Salary/benefits for instructors of LCTLs accounts for approximately 37% of our budget (Criterion G). Administrative and programming staff costs encompass approximately 23% of our budget request. We are not requesting any portion of Director M. Faruqui’s salary and only 15% of Executive Director S. Saxena’s salary and 50% of the salaries of Program Director P. Kala and Program Assistant A. Perera (Criterion B). Keeping with the NRC Absolute Priority 2, about 18% of our budget will go towards outreach activities to K-12 teachers and community colleges (Criterion I). Activities related to language training are approximately 2% of our budget request (Criterion G). Library staff and support towards acquisitions are 4% of our budget (Criterion E). Conference, lectures, and colloquia make up approximately 3% of our budget (Criteria A, I).

The remainder of our budget will go towards administrative travel to attend the American Institute of Indian Studies (AIIS), the American Institute of Bangladesh Studies (AIBS), the American Institute of Pakistan Studies (AIPS) and SASLI, meetings, our comprehensive evaluation plan (Criterion C), the ISAS newsletter, and office supplies.

A3. Costs reasonable: The Institute’s administrative budget is a combination of state, federal and endowment income funds as well as current use funds from our donor base. Together these have been sufficient to permit the very full menu of activities that are detailed throughout this proposal. The costs of the activities proposed above are minimal and represent a very small portion of our overall proposed budget for 2018-22. ISAS always seeks financial co-sponsorship for public events from other campus bodies and community organizations in order to keep costs to a minimum.

Over the past decade ISAS has enhanced its capabilities through external fundraising and increased cooperation with other NRCs, AIIS, AIPS and AIBS. Successful fundraising has continued during the past grant cycle in the areas of Urdu, Bengali, Telugu, and graduate research and conference support through grants and gifts from private donors and corporations. Ongoing fundraising efforts for a variety of projects
are likely to attract additional extramural resources in the coming period to further lessen dependence on State and Federal resources.

**A.4a. Long term impact of the activities:** Expected long term outcomes for annual themes include the following: 1) **Increased outreach** on critical topics to K-14 teachers, business communities and the general public; 2) development of **new research directions** by UCB faculty; 3) **student training** for UCB undergraduates and graduates.

Our past thematic programs on, Pakistan, water and sanitation, and South Asian Art were all hugely successful. Our two-year theme on Pakistan, for example, put us in a position to receive funding from the US Department of State to reinstate our intensive Urdu language program in Pakistan. As a result of seed funding from Title VI for a series of activities on water and sanitation, ISAS received the prestigious Obama-Singh Knowledge Initiative Grant, which allowed us to engage in an ongoing collaboration with the Indian Institute of Technology in Bombay. And finally, our on-going focus on South Asian Art has placed us in an excellent position to fundraise among private donors and foundations.

**B. QUALITY OF STAFF RESOURCES**

**B.1. Qualifications of faculty and staff, professional development opportunities, and teaching.**

**supervising and advising students:** UCB faculty are highly qualified. The campus boasts 37 Nobel laureates (seven are current faculty members) and four Pulitzer Prize winners among its past and current faculty, 31 MacArthur Fellows, 137 members of the National Academy of Sciences, and 239 members of the American Academy of Arts and Sciences. The South Asia faculty, library and ISAS staff are no exception, and they are all recognized for their excellence. Faculty resources have been indicated in sections F and G of this proposal and library staff in section E. The biographical appendices (Appendix 1) show the breadth of training and disciplines of South Asianists at UCB.

Every six years a faculty member can take one year’s leave with full pay to pursue professional
development and research opportunities. ISAS faculty usually coordinate sabbatical leaves with other grants to enable travel to S. Asia for research. In addition, the Institute for International Studies encourages ISAS junior faculty to apply for funds to workshop their first book or monograph. The university regularly offers workshops for faculty on where and how to apply for grants and fellowships. ISAS also provides up to date information on faculty fellowships and grants on its website and through its list serve. ISAS staff have undertaken professional development training through courses offered by CompassPoint Non-Profit Services and staff members are encouraged to take other classes and trainings, as well as pursue independent research projects. In the past, ISAS program assistants have conducted research in Bangladesh, taken Sanskrit classes, and taken classes on grant writing and how to effectively use social media. ISAS’s Executive Director, S. Saxena, takes a university supported research leave every summer and has held fellowships with the Woodrow Wilson International Center for Scholars in Washington DC and The Rockefeller Foundation. She has also used her leave to conduct research in South Asia; the findings from these research trips culminated in a book that was published in 2014, as well as several articles, op-eds and commentary pieces.

Teaching and advising students is the primary activity of the UCB faculty and academic staff. Faculty hold regular office hours to meet and advise undergraduate and graduate students. In addition, undergraduates consult a professional Student Affairs Officer (SAO) while planning their curriculum (Criterion H1). ISAS staff also advise students on internship and grant opportunities, and on careers related to South Asia. ISAS provides formal orientations for students traveling to India, Pakistan, and Bangladesh for internships. These orientation meetings focus on many aspects of travel to the sub-continent, including basic words and phrases in Hindi or Urdu, health, safety, and cultural norms.

**B.2. Staffing plans adequate:** The Institute staff consists of a faculty Director, a full-time Executive Director, a Program Director, and a Publications/Program Assistant. A part-time (25%) student assists them
with outreach, computer support, and programs. The Institute Director and NRC Director, M. Faruqui, is an experienced scholar and teacher who is dedicated to South Asian Studies. In addition to receiving many South Asia-focused research grants, he has conducted extensive scholarly field-work in S. Asia. He has also held several administrative appointments in the Department of South and Southeast Asian Studies and led a number of Institute-based initiatives. The Institute Executive Director, S. Saxena, holds a PhD in Comparative Politics with an emphasis on South Asia, has expertise both in the social sciences and in fiscal and general administration. She handles the day-to-day running of ISAS. P. Kala, ISAS Program Director, holds three Master’s degrees, the most recent one from Harvard University in Comparative Religion. She is responsible for organizing lectures, conferences, travel, visiting scholars, outreach, managing the website and social media, and the editing and publishing of the ISAS newsletter and other ISAS publications (Appendix 2). A. Perera, ISAS Publications/Program Assistant, is a 2014 UCB alumna with extensive administrative experience.

UCB faculty are active participants in the planning and oversight of ISAS’s activities. ISAS has many faculty oversight committees, including Executive, FLAS, Urdu, Pakistan, South Asian Art, Chowdhury Center, and Library committees. Faculty members are drawn from various departments (including Anthropology, South and Southeast Asian Studies, Environmental Policy and Management, Sociology, Energy and Resources Group, Haas School of Business, City and Regional Planning, and Economics). This past cycle, ISAS has been particularly successful in involving more faculty from professional schools (Environmental Policy and Management, Public Policy, Haas School of Business, and Engineering) in our programs and planning. Our South Asian librarian, A. Malik (Criterion E, Appendix 1), is included in all meetings and discussions that include the larger body of the faculty, he chairs the ISAS Library Support Committee, and he is an integral part of our Urdu and Pakistan Initiatives.
In addition to S. Carter (Appendix 1), who manages UCB’s ORIAS program, both P. Kala, ISAS Program Director, and S. Saxena, ISAS Executive Director, engage in active outreach efforts to K-14 educators, the business community, journalists, and the larger Bay Area community (Criterion I).

**B.3. Non-discriminatory practices:** UCB’s commitment to ensuring the success of underrepresented groups in higher education cannot be understated. Since 2010, UC Berkeley has scored in the top quartile for low-income student access ratio (.86) and for minority student success ratio (.90). Underscoring these facts, approximately 7.3% of UCB’s undergraduates come from families whose income is $20,000 per year or less. Some 21% of students are the first in their family to attend a four-year college and 34% of all undergraduates are Pell Grant recipients. 57% of students at UCB are from minority groups, 18% are underrepresented minorities, and 52% of admitted undergraduates are women. Among graduate students, 46% admitted are women and 12% are underrepresented minorities. Over 1,700 students with disabilities receive services from the university every year.

A position of Vice Chancellor for Equity and Inclusion was created in 2006 to enhance access and inclusion for underrepresented minorities, people with disabilities, and Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) members. Its scope extends to all students, faculty and staff. A $16m gift in 2010 established the UCB Initiative for Equity, Inclusion and Diversity with the goal of providing leadership and accountability to resolve systemic inequities for all members of the UC Berkeley community through engaged research, teaching, and public service, as well as expanding pathways for access and success and promoting a healthy and engaging campus climate. Over the years this Initiative has seeded a number of research projects, faculty chairs, student scholarships, several dozen new courses in American cultures, and programs across the campus.

The University of California’s stated policy is appended to this proposal (GEPA statement) and it is clear in prohibiting discrimination or harassment in employment on “...the basis of race, color,
national origin, religion, sex, physical or mental disability, medical condition (cancer-related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship or status as a covered veteran...” The University’s Equity and Diversity Services group monitors the campus’ affirmative action program and provides services related to Equal Employment Opportunity.

As demonstrated in Table B.1, a significant percentage of ISAS’s affiliated faculty and staff are from minority groups, and recruitment from these groups is always a significant part of any hiring process. ISAS ensures that all public programs are handicapped accessible and it works closely with the Office of Student with Disabilities to ensure that signing or captioning is provided for hearing impaired audience members. During this past cycle, UCB provided captioning services for a deaf student to study Hindi. Such commitments to access and accessible language pedagogy have attracted deaf scholars to UCB and enabled the university to become a nationally renowned site for studies of deaf culture across South Asia, especially India and Nepal.

C. IMPACT AND EVALUATION

C.1. Significant impact on the university, community, region and the nation: The impact of ISAS’s programs and activities in particular and South Asia Studies at UCB in general has risen substantially over the past four years through direct on-campus educational and cultural activities, off-campus services, and nation-wide outreach. The accomplishments of our graduates, the dissemination of curriculum and information, and ISAS’s active presence within the community are indicators of our impact and success. All ISAS programs are open to the public. ISAS actively encourages the general public to attend its programs by publishing listings in the calendar sections of Bay Area newspapers (especially those of the South Asian American press), direct mailings, emailing our events calendar, and maintaining an easily navigated web

| Table B.1 ISAS affiliated faculty and staff |
|-----------------|-----|-----|-----|
|                 | Total | Women | Minorities |
| Faculty         | 68   | 30   | 36   |
| Tenure Track    | 25   | 14   | 23   |
| Lecturers       | 16   | 10   | 10   |
| Active Emeriti  | 10   | 4    | 3    |
| Staff           | 3    | 3    | 3    |
site. Over recent years, attendance at ISAS events has increased substantially. Audience size at lectures has grown from an average of 44 attendees at lectures in 2014-15 to an average of 51 in 2017-18. This increase in attendance is due in large part to wider programming, a comprehensive updating of databases and email lists, new approaches to publicity, the use of social media like Facebook and Twitter, and focused efforts on the part of ISAS staff to build new bridges with communities and institutions both on and off campus.

UCB students have an excellent graduate placement rate compared to other universities. Based on university surveys of PhD recipients who graduated between 2011 and 2016, 57% of UCB doctoral alumni (and 78% Arts and Humanities PhDs) work in 4-year academic institutions; this is compared to 41% of those who graduated with a doctorate nation-wide. 23% of UCB PhDs work in the private sector, 13% work in the non-profit sector or for the, state, local or national government, and 7% are self-employed or have other employment. Of those who went in to academia, 29% received tenure track positions and 37% received post-doctoral appointments.

Post-graduate appointments in the 2014-18 Title VI cycle demonstrate the wide-ranging academic impact of UCB’s South Asian Studies program. Recent placements of PhD students include: University of Chicago, Princeton University, Yale University, Cornell University, Northwestern University, University of Michigan, UCLA, University of Toronto, University of Pennsylvania, New School for Social Research, University of Pittsburgh, University of South Carolina, Dharma Realm Buddhist University, Western Washington University, Mattamayura Institute, University of Oregon, Barnard College, Haverford College, University of Exeter, McGill University, Ashoka University (India) and UC Berkeley. All of these students were able to receive these prestigious appointments because of the South Asian language skills and area expertise they acquired while at UC Berkeley and affiliated with the ISAS. Training in South Asia will grow as the UCB continues to hire excellent faculty in South Asia Studies (Table F.2), courses continue to be developed and enrollments increase (Appendix 2), and language offerings in the priority languages of
South Asia continue to rise (Table G.2).

C.2. **Address national needs and disseminate information to the public:** Most of our graduates use their training in South Asian Studies and languages to find employment in academia, the private sector, government service, or in the non-profit world *(Absolute Priority 1).* In this coming cycle, ISAS will continue to provide information to students about internships and careers both within and outside of academia as well as work closely with UCB’s Career Center to encourage students to use their skills to pursue meaningful employment in areas important to our nation and its future (Criterion H2). In addition, ISAS will continue its strong partnership with UCB professional schools to support students in South Asian language study, track their progress, and maintain ties through emails, social media, like Facebook, to maintain contact and gather information on their employment status.

C.3. **Equal access and treatment:** UCB upholds its policies of equal access and treatment for traditionally underrepresented groups. All facilities used by ISAS at UCB are handicapped accessible. ISAS actively recruits underrepresented groups to its workshops and events. At UCB, the university’s historic promise of diversity and excellence has inspired the Chancellor to re-commit to quantifiable equal access goals through a plan of academic program development for students, and recruitment and retention of faculty of color with the establishment of the office of the Vice Chancellor for Equity and Diversity (Criterion B3 and GEPA statement).

ISAS has made a concerted effort to include students from underrepresented groups in its study abroad programs. For example, eligibility criteria for internships in India funded by the Tata Group (Table H.1) explicitly state that students must not have had any prior exposure to India. Through these internship opportunities, ISAS has been able to successfully attract students from underrepresented groups (approximately one-third of the cohort every year) as well as students from lower income families; many of them have gotten the opportunity to experience India and engage in South Asian Studies for the first time.
For this opportunity and our other programs abroad, ISAS will continue to recruit a diverse applicant pool by advertising to students through the Student Learning Center on campus, which provides academic support services to optimize the learning experiences of underserved populations.

C. 4. Evaluation plan and recent evaluations used to improve the program: Recognizing the importance of a strong evaluation plan for ISAS’s program activities as well as meeting our program goals and objectives, we have outlined our plan for evaluating and assessing progress in Appendix 3. ISAS will closely collaborate with an independent project evaluator, N. Sato, who holds a doctorate in Education from Stanford University (Appendix 1). Based on the performance measures and goals elucidated in this proposal, the evaluation instruments will be designed to assess the quality and impact of varied program activities by tracking levels of engagement and satisfaction among program participants, and soliciting feedback on the quality of the resources, variety of activities, program components, and linkages to proposed goals.

In particular, ISAS will depend on N. Sato’s expertise for all teacher professional development activities – including: 1) Summer Institutes, 2) workshops and speaker series, and 3) lesson plan development and teaching in classrooms. Primary research methodologies will include survey questionnaires, observations, interviews, and document analysis (lesson plans and ideas). Participant survey evaluations will be collected at every workshop and Summer Institute presentation, along with follow-up teacher interviews and observations of lesson implementation in order to gauge the level of satisfaction, utility, quality of the presentations and how to make them more relevant and effective for participants. In cases where lessons are distributed or lesson plans are developed, follow-up observations, interviews, focus groups or questionnaires will be used to trace the impact of the workshops and presentations in actual classroom practice. Where possible, teacher portfolios and case studies will be assembled to provide “best practice” models for future professional development activities and to further deepen the Institutes’
understanding of the impact of their work. Finally, annual write ups of all Summer Institute and teacher professional development activities as well as a final summative report that offers a holistic view across the four-year grant period will provide useful feedback for subsequent professional development planning.

In addition, ISAS plans to institute a review in the second year of the grant cycle with experts from peer institutions who will be asked to evaluate and assess our programs and activities. ISAS will supply the reviewers with quantifiable data through which they can measure and assess outcomes of our activities. In addition to data evaluation, interviews will also be arranged for reviewers with relevant members of ISAS-affiliated faculty, staff and students, community partners, and university administrators. The review will take place in Fall 2019. Following the review, the reviewers will be asked to submit written evaluations to the Institute for each category within one month.

ISAS evaluates many of its programs on a yearly basis and uses the data collected to make significant improvements. For example, after conducting surveys of participants in the Berkeley Urdu Language Program in Pakistan (BULPIP), a key input from students was the need for more structured grammar lessons and the incorporation of Urdu literature pieces in the program curriculum outside of the assigned textbook. In response to this feedback, the BULPIP Curriculum Committee redesigned the program curriculum and class schedule by adding extra literature assignments as well as a grammar class, which provided students targeted and structured grammar lessons using their reading materials. With respect to cultural excursions arranged by the program, the evaluations suggested providing additional information about sites visited. In response, the BULPIP program incorporated a briefing and discussion class into the curriculum that focused on the various cultural and historical sites the students would visit each week.

The Institute has maintained data on courses, including enrollments (Criterion G2, Appendix 2); faculty (Appendix 1); the extent of outreach, numbers of events, and access and usage of ISAS resources
(Criterion I1c) and concentrators including degrees, and language proficiency (Criterion G) for the last thirty years. This data clearly demonstrate ISAS’s far-reaching impact on its multiple constituencies. Based on these data and various methods of assessments, we continually adjust our programs to better meet our aims.

Three outside reviews of ISAS activities were conducted over the past few years. These have provided important insights for modifying ongoing activities. In addition to external reviews, since 2014 the ISAS Director and Executive Director have instituted a practice of informal annual internal reviews in which input and suggestions are solicited from affiliated faculty and students. In addition, the Executive Committee of the Institute meets every semester to monitor and review ISAS’s goals and progress.

C.5. Placing students in areas of national need: Figure C.1 provides a sampling of the programs run by ISAS that focus on issues of national importance and need. To highlight one example: our increased work to understand the culture, politics and society of Pakistan, a country often overlooked by other South Asia centers, did lead to the re-establishment of a program to bring American students to Pakistan starting in Fall 2014. Through this program ISAS has contributed centrally to US policy interests as well as diplomatic engagements with Pakistan.

But ISAS affiliated faculty and researchers are also active participants in enhancing awareness of South Asia scholarship through feature-articles, opinion pieces, interviews, and expert commentary. During this last cycle, ISAS programming was covered by KQED and KPFA -- Bay Area-based radio stations.
Political Scientist P. Chhibber has been on NPR to discuss Indian elections. Political Scientist Neil Joeck has led discussions at the Commonwealth Club and on NPR about nuclear weapons in South Asia. Al-Jazeera and BBC have interviewed Director M. Faruqui about Pakistani politics. Executive Director S. Saxena’s opinion piece on U.S. trade policy toward Bangladesh was published in the *New York Times* following a deadly fire in the garment sector. Many ISAS receive coverage in the South Asian press in the Bay Area. All ISAS events and many of our broadcasts and articles are archived and made available for free to the general public through our website.

**C.6. Improved supply of specialists:** Our data for enrollments, degrees granted and graduate placement show that UCB produces an impressive number of specialists with area expertise and advanced South Asian language training. Each year, UCB graduates a significant number of students claiming a concentration in South Asian Studies. Enrollments in South Asian language courses are exceptionally high (Appendix 2). An institution such as UCB works with the long-range goal of producing PhDs with rigorous training, a goal that takes substantial time to develop and nurture. Over the past seventeen years, UCB students have won over 100 of the most prestigious grants available for South Asia through the AIIS, Fulbright, AIPS, AIBS and SSRC. Recent post-graduate placements (Criterion C1) highlight that the South Asia program at UC Berkeley is central to the national supply of South Asian specialists, and we see this as a true measure of success for this program.

**C.7. Fellowships awarded address national needs:** Table C.2 demonstrates that all of our FLAS fellowships have been awarded in priority languages (e.g. Hindi, Tamil, Urdu, and Bengali) as designated by the U.S. Department of Education’s (USDE) list of LCTLs (*FLAS Competitive Preference Priority 2*).

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<th>Table C.2 Academic Year FLAS Awards 2014-18</th>
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<td>Number of awards to those studying LCTLs at an advanced level</td>
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D. COMMITMENT TO THE SUBJECT AREA

D.1. Institution provides financial and other support to the Center, teaching staff, library resources, linkages with institutions abroad, outreach activities, and qualified students related to the Center:

ISAS was formerly the Center for South Asia Studies (CSAS). Its advancement to the status of an Institute in 2014 was promoted by the University Academic Senate and the Vice Chancellor for Research’s Office (VCRO) and highlights widespread campus recognition for a program that is both innovative and critical to promoting research, teaching, and community service across the disciplines and professions. This significant expansion into an Institute was complemented by two intellectual transformations over the last two Title VI cycles. First, ISAS has transitioned from a dominant focus on India toward a vigorously interregional understanding of South Asia that incorporates a particular interest in Pakistan, Bangladesh and Nepal. Second, ISAS has transitioned from primarily supporting research in Social Sciences and Humanities to integrating its strengths in these areas with applied research in professional fields including Engineering, Business, Public Policy, Information Science, Urban Planning, Journalism, and Public Health.

Last year, UCB assisted ISAS in personnel, accounting, computer support, and grant support functions in the amount of approximately $590,000.

Specifically for ISAS, the University provides a direct budget line item for the salary of the Institute’s Director and the Institute’s Executive Director, as well as an office suite. In addition, UCB fully supports the summer salary for the

| Table D.1 UC UCB Institutional Commitment to South Asian Studies, 2017-18 |
|------------------|--------|
| Category         | Support |
| Administrative staff | $590,000 |
| South Asian Language Faculty | $600,000 |
| Non-Language Faculty | $3,940,000 |
| Library Personnel | $700,000 |
| Language Support Staff | $280,000 |
| Outreach Staff | $200,000 |
| Fellowship and Student Aid | $3,150,000 |
| **Total University Commitment** | **$9,460,000** |
Director as well as assistance for a visiting scholar exchange program. Table D.1 provides a summary of the University’s other financial contributions for last year.

Given the budgetary crises faced by California and shrinking campus resources, it is no small matter that UCB supports South Asian Studies to such a significant extent. Of the 68 South Asia-related faculty, more than half have tenure or are tenure-track (Table B.1) and all receive their salary and benefits directly from the University. In any given semester, UCB supports between 85 and 120 courses with significant South Asia content. As a group, the faculty at UCB leads the field of South Asia Studies from Less Commonly Taught Languages (LCTL) to Science, Technology, Engineering and Math (STEM), and are known to be dedicated teachers offering a relevant, diverse, and future-oriented South Asia Studies curriculum (Appendix 1, 2).

UC Berkeley’s world-renowned library system is one of the top-ranked among universities internationally. It includes the main Doe Library and 22 branch libraries, which together account for more than 11 million volumes. The library’s South Asia acquisitions budget for 2017-2018 held steady at $120,000 for the purchase of monographs and serials from South Asia. Another $7,000 funded South Asia-related materials published in English or other European languages (Criterion E).

Berkeley Study Abroad (BSA) provides a variety of opportunities for faculty and undergraduate and graduate students. Between 2013-2018, BSA helped 7,731 UCB students study abroad in semester or yearlong programs run by the UC wide Education Abroad Program (UCEAP). Through UCEAP, students can attend an international summer school program in Delhi, hosted by the School of International Studies at Jawaharlal Nehru University. They can also go to India for a fall semester program in Mumbai, which includes a semester-length internship and core course on India. The internship and program logistics are facilitated by The Academic Internship Council (AIC) and the core course is taught on the St. Xavier's College campus. In addition, UC Berkeley is still No. 1 when it comes to graduates entering the Peace
Corps, with 3,640 alums since the program launched in 1961.

In September 2013, ISAS received a $3.1 million grant from the US government to re-establish, in collaboration with the American Institute of Pakistan Studies (AIPS), the Berkeley Urdu Language Program in Pakistan (BULPIP). First established in the early 1970s, BULPIP's purpose is to provide intensive Urdu language training to American students, scholars, and teachers, who have research and professional interests in Pakistan, Islam, the Muslim communities of South Asia, and Urdu language and literature. The BULPIP program is based at the Lahore University of Management Sciences (LUMS) in Pakistan and allows up to ten US-based students to spend fifteen-weeks each year to study Urdu language through an intensive Urdu language immersion program. The first cohort of students began classes at LUMS in August 2014. We are now in the fifth year of this program and almost thirty students have benefited from it. BULPIP is the only language program of its kind in Pakistan and represents a critical bridge toward building scholarly and professional ties between the US and Pakistan.

In addition to our partnership with LUMS, in this past grant cycle, ISAS has also established an international partnership with Habib University. Based in Karachi, Habib University is by some accounts the premier liberal arts university in Pakistan now. The founders of the university, the Habib family, have also endowed an annual lecture series at UCB aimed at improving and diversifying conversations about Pakistan in the United States. Through this partnership, we plan to offer opportunities for exchanges for faculty and graduate students between the two universities.

Since 2016 we have also worked with the U.S. Department of State to host annual Fulbright Pakistan Social Entrepreneurship and Re-entry Seminars. These are designed to prepare on average over hundred Pakistani Fulbright students for their return to Pakistan upon completion of their courses of study in the United States.

In the last cycle, we also developed partnerships with two important universities in Bangladesh:
BRAC University, established by BRAC, the largest non-governmental organization in the world, and the Business School at the Independent University in Bangladesh. We have sent faculty from UCB to conduct workshops at both universities as well as sent students to take part in internships and research opportunities. Looking to Fall 2018, a small group of faculty members from BRAC University will be hosted by ISAS for up to two weeks. They will have an opportunity to use UCB resources to bring projects to fruition as well as explore joint research projects with UC Berkeley faculty. Following a visit to ISAS in April 2018 by the VC of North South University, the oldest private university in Bangladesh, we are also in talks to collaborate with that institution. These partnerships reflect UCB's critical role in establishing the first ever Center for Bangladesh Studies in the United States in 2013.

Over the past cycle we have deepened our connections, through joint research projects, conferences, and student exchange programs, with other institutions across S. Asia. In India, we have ongoing collaborative ventures with JNU, University of Delhi, Center for Women in Developing Societies, Centre for Policy Research, and the Centre for the Study of Developing Societies in Delhi; the Center for Study of Social Sciences, Jadavpur University, and Calcutta University in Kolkata; Indian Institute of Science and Indian Institute of Human Settlements in Bangalore; the Indian Institute of Technology in Bombay; and the Indian Institute of Technology in Kharagpur. In Nepal, UCB faculty have ongoing collaborative projects with counterparts at Tribhuvan University.

UCB is also one of the nation’s most active host institutions for foreign scholars and students. In 2017, UCB hosted 6,345 international students from 120 different countries. In Fall 2017, the campus hosted 572 students from India; this was a 16% increase from the previous year. There were also sixteen students from Bangladesh, three from Nepal, thirty-four from Pakistan, and eight from Sri Lanka.

UCB supports much of our K-14 outreach through ORIAS (Office of Resources for International and Area Studies), which facilitates teacher training and curriculum development with the help of ISAS
staff and faculty (Criterion I). The university fully supports ORIAS through the availability and expertise of ORIAS coordinator, S. Carter. During this cycle, ISAS will continue to work with ORIAS to develop South Asian language training workshops for K-14 teachers (NRC Absolute Priority 2). Every South Asia Studies-focused graduate student receives generous support through a University fellowship, teaching or research appointment, or work-study job. It is the Department of South and Southeast Asian Studies (DSSEAS) practice that admitted graduate students are supported through monthly stipends and waived tuition costs for each semester enrolled. At the university level, between 2016-17, 58% of UC Berkeley graduate students in the Humanities and Social Sciences received fellowships, 34% teaching assistantships, and 6% Research Assistantships.

UCB awards first-year Foreign Language and Area Studies (FLAS) recipients additional support by covering a portion of the out-of-state tuition for entering students. Most departments at UCB top all FLAS recipients to $24,000. This institutional support is significant additional funding for incoming ISAS FLAS awardees above and beyond their FLAS awards. Furthermore, the Graduate Fellowship Office (GFO) provides support through the expertise of the Fellowship Coordinator of FLAS.

E. STRENGTH OF LIBRARY

E.1a. Strength of institution’s library holdings: The UCB library is consistently ranked as one of the top U.S. public university libraries in North America. The UCB Library ranks eighth out of 114 on the Association of Research Libraries (ARL)’s Library Investment Index for 2015-2016, boasting total library expenditures at $55,984,751. The UCB library pays particular attention to the acquisition of on-line and digital resources. Since 1996, the Library has made collection development of digitized material a strategic priority. Annually the library spends over $5m on digital materials in addition to having an active program to digitize and publish unique collections.
Despite almost two decades of shrinking state funding for the UC system UC Berkeley’s South Asia collection continues to rank among the top three South Asia collections in the nation in collecting levels, scope, current acquisitions activity, staffing, reference service, user access, and cooperation with other libraries. It is the largest collection on the West Coast and is housed primarily in Doe Library, the main library on campus. With long weekday and weekend hours, Doe Library is easily accessible to the UCB community and public. Portions of the collection are also housed in subject specialty libraries like the South/Southeast Asia Library (where lots of reference works can be found), the Music Library, the Anthropology Library, the Biological Sciences Library, and the Law Library.

The entire South Asia collection boasts the following holdings: subscriptions for about 3,000 serials, 1,700 from the U.S, U.K, and Western Europe and 1,300 from South Asia. 175 are published in regional languages, 25 by the South Asia diasporic community and 15 are South Asia daily newspapers. Furthermore, the South Asia collection encompasses more than 500,000 monographs (with around 6,000 new volumes added annually), 3,900 maps, 800 videos and DVDs, numerous thematically or linguistically arranged special collections, extensive special format holdings (such as films, prints, sound recordings, slides), and a number of palm leaf and paper manuscripts in Tamil, Sanskrit, Sinhala, Urdu, Hindi and Persian.

Hindi, Tamil, Urdu, Bengali and Sanskrit comprise the majority of South Asian-language texts, but the collection holds tens of thousands of volumes in other South Asian languages including Telugu, Sinhalese, Sindhi, Panjabi, Pashto, Nepali, Kashmiri and Dari. We are asking for support for the South Asia librarian to make a trip to India to continue to grow the South Asia collections.

A full-time librarian, a part-time web and office assistant, and two student employees oversee the South Asia library collection. The librarian is responsible for cataloging all incoming material in non-English languages and assisting in cataloging all South Asia-related material. The South Asia collection’s
librarian, A. Malik (Appendix 1), is fluent in Urdu, Hindi, Panjabi/Gurmukhi and Siraiki, and has a working knowledge of seven more South Asian languages. He is also available for consultations with faculty and student researchers, and often organizes special tours and provides guidance on specific topics for many visiting scholars. ISAS supports the Library's collecting efforts by financing librarian travel for on-site acquisition of rare materials, funding one part-time cataloging and digitization assistant, and underwriting major purchases and collection enrichment programs.

E.1b. Research materials available through cooperative arrangements: UCB’s library is involved in a number of cooperative programs including: (1) SACWest (UC Berkeley, UCLA, and the Universities of Texas, Washington and Hawaii coordinate their acquisitions to avoid unnecessary duplication of titles and divide responsibility for collection of Indian languages based on teaching programs and historical strengths), (2) the RLC Program (UC Berkeley, UT Austin and Stanford University have a cooperative agreement to share their collections), (3) UC Berkeley and Stanford have additional agreements (aimed at coordinating their collection development activities to minimize duplication in acquisitions, use their budgets more efficiently, and to share their resources and staff skills, (4) CONSALD (the UCB South Asia collection is part of the cooperative collection development project started by the national association of South Asia librarians), (5) SAOA (UC Berkeley is a founding member of the South Asia Open Archive that aims to address the current scarcity of South Asia-related digital resources and to make South Asia collections more widely available to scholars both within the US and beyond through open access), (6) California Digital Library (a cooperative agreement among the nine UC campuses to build a common collection of library resources that can be shared with libraries across the nation through interlibrary lending), (7) Bay Area Libraries Information System (provides book lending services, photocopying, and specialized reference assistance to some 95 public libraries across northern California), and (8) CLASS (a project to enhance cooperation and sharing of research resources among California’s public and academic libraries).
The UCB library’s online holdings are available at all times, free of charge, for remote use by any person officially affiliated with UCB. Users from other institutions are allowed to use any of the library’s digital resources freely on the premises but are not granted remote access rights due to licensing restrictions. Persons unaffiliated with the campus are given full access rights (upon receipt of a day pass, provided upon request and with proof of identity in the form of a photo ID) to consult materials in campus libraries. Unaffiliated users also have the option of purchasing library cards that enable them to check out books from the collections. Visiting scholars and teachers at other institutions are given preferential rates when acquiring library cards.

F. QUALITY OF THE INSTITUTE’S NON-LANGUAGE PROGRAM

F.1. Institute’s course offerings: ISAS sponsors, coordinates and supports courses in a broad range of undergraduate and graduate non-language areas, as evidenced in Appendix 2. These courses constitute the critical underpinning for extensive, interconnected programs in South Asia Studies housed in a variety of academic departments, interdisciplinary groups, and professional schools. UCB is one of very few institutions in the nation to offer both undergraduate and graduate degree programs focusing on the history, arts, cultures, politics, societies, economies, and ecology of this vital region. These courses reach thousands of students every year. In 2016-2017, the latest year for which numbers are available, 4,372 students took classes with at least 25% South Asian content.

Specific courses of instruction concentrating on South Asia are offered in numerous departments and schools. Courses with significant South Asia content offered in the professional schools include: Building Smart Cities in India (Haas School of Business), Race, Ethnicity, and Health (School of Public Health), International Reporting (School of Journalism), Executive Public Policy for Internationals, Government of India (School of Public Policy), and Business, Social Responsibility, and Human Rights (School of Law). Where South Asia specific courses are not available in the professional schools, more flexible
options including individual or team based work create opportunities for South Asia-focused research.

**F.2. Interdisciplinary courses:** ISAS has been instrumental in encouraging instructional units to expand their course offerings in South Asian Studies through co-teaching agreements and cross-listings. As a consequence the largely literature- and languages-focused DSSEAS has expanded its interdisciplinarity by inviting R. Ray (Sociology), L. Cohen (Anthropology), J. Bakhle (History) and J. Dalton (East Asian Languages and Literature) to hold joint appointments with the department. R. Ray (Sociology) and I. Ray (Energy and Resources Group) are affiliated with the Department of Geography. A. Rospatt (DSSEAS) is chair of Buddhist Studies. M. Faruqui (DSSEAS) supervises doctoral dissertations in History. Most prominently courses taught in Women’s Studies, the Energy Resources Group, Sociology, Anthropology, Political Science, Economics, Modern History, and Development Studies now include new interdisciplinary approaches to thinking about development in South Asia.

**F.3. Faculty and pedagogy training:** The 68 South Asia Studies faculty at UCB, including faculty in business, engineering, and the professional schools, and the number of South Asia centered courses continue to grow and diversify as interest in the region intensifies in areas of economic and social development, urbanization, governance, public health, and South Asian cultural production (see Table F.2).

ISAS works closely with the DSSEAS to further its mission of excellence in South Asian Studies. Professors such as R. Goldman (an American Academy of Arts and Sciences Fellow and recipient of the Presidential Certificate of Honour for Sanskrit in India), A. Rospatt and J. Dalton (experts in Buddhist Studies), V. Paramasivan (who focuses on the pre-modern and early modern literary and religious cultures of North India, particularly Bhakti or devotional literature), and M. Faruqui (who focuses on the Muslim experience in South Asia and is a 2014 recipient of the Distinguished Teaching Award, the highest award bestowed to faculty at UCB for excellence in teaching) maintain UCB’s reputation as an unquestioned leader in classical Sanskrit, Buddhist Studies, Hindi, and South Asian History. Key faculty in South Asian
Table F.2 UC Berkeley Faculty 2017-18 specializing in South Asia by discipline

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Faculty Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>L. Cohen, S. Mahmood</td>
</tr>
<tr>
<td>Art History</td>
<td>A. Gupta, S. Ray, J. Williams (Emeritus)</td>
</tr>
<tr>
<td>Art Practice</td>
<td>A. deSouza, A. Kazmi</td>
</tr>
<tr>
<td>Bangla</td>
<td>A. Basu (Lecturer), A. Paul (Lecturer)</td>
</tr>
<tr>
<td>Buddhist Studies</td>
<td>P. Jaini (Emeritus), A. von Rospatt, J. Dalton</td>
</tr>
<tr>
<td>Business</td>
<td>S. Darwin</td>
</tr>
<tr>
<td>Economics</td>
<td>P. Bardhan (Emeritus), A. de Janvry</td>
</tr>
<tr>
<td>Engineering</td>
<td>E. Brewer, A. Gadgil, A. Majumdar, J. Malik, S. Salauddin, S. Shastry</td>
</tr>
<tr>
<td>Energy</td>
<td>D. Kamen, I. Ray</td>
</tr>
<tr>
<td>English</td>
<td>P. Saha</td>
</tr>
<tr>
<td>Environment</td>
<td>J. Romm (Emeritus)</td>
</tr>
<tr>
<td>Ethnic Studies</td>
<td>J. Singh (Lecturer)</td>
</tr>
<tr>
<td>Gender</td>
<td>P. Bacchetta</td>
</tr>
<tr>
<td>Geography</td>
<td>S. Chari</td>
</tr>
<tr>
<td>Global Studies</td>
<td>C. Talwalker (Lecturer), D. Zook (Lecturer)</td>
</tr>
<tr>
<td>Hindi</td>
<td>U. Jain (Lecturer), V. Paramssivan, P. Sirasao (Lecturer)</td>
</tr>
<tr>
<td>History</td>
<td>J. Bakhle, N. Dirks, M. Faruqui, E. Irshick (Emeritus), A. Kaicker, T. Metcalf (Emeritus)</td>
</tr>
<tr>
<td>Information</td>
<td>A. Saxenian</td>
</tr>
<tr>
<td>Islam</td>
<td>A. Ahmed</td>
</tr>
<tr>
<td>Journalism</td>
<td>G. Anand</td>
</tr>
<tr>
<td>Law</td>
<td>S. Katyal, A. Sood</td>
</tr>
<tr>
<td>Linguistics</td>
<td>G. Holland</td>
</tr>
<tr>
<td>Literature</td>
<td>V. Chandra (Lecturer), V. Dalmia (Emeritus), H. Ram</td>
</tr>
<tr>
<td>Media</td>
<td>E. Bolton (Lecturer)</td>
</tr>
<tr>
<td>Music</td>
<td>B. Wade (Emeritus)</td>
</tr>
<tr>
<td>Politics</td>
<td>J. Bussell, T. Dunning, K. Chaudhry, P. Chhibber, N. Joeck (Lecturer)</td>
</tr>
<tr>
<td>Public Health</td>
<td>J. Colford, C. Snell-Rood, A. Smith</td>
</tr>
<tr>
<td>Public Policy</td>
<td>S. Shetty (Lecturer)</td>
</tr>
<tr>
<td>Punjabi</td>
<td>U. Ubhi (Lecturer)</td>
</tr>
<tr>
<td>Sanskrit</td>
<td>R. Goldman, S. Sutherland-Goldman (Lecturer)</td>
</tr>
<tr>
<td>Sociology</td>
<td>R. Ray</td>
</tr>
<tr>
<td>Tamil</td>
<td>S. Bharathy (Lecturer)</td>
</tr>
<tr>
<td>Tamil</td>
<td>J. Clare (Lecturer)</td>
</tr>
<tr>
<td>Urdu</td>
<td>G. Bruce (Lecturer)</td>
</tr>
</tbody>
</table>

Art include: S. Ray (Art History, whose interests are focused on visual practices and built spaces in early modern and modern South Asia), Allan deSouza (Art Practice, whose photography, installation, text and performance works restage historical evidence through counter-strategies of fiction, erasure, and (mis)translation), A. Kazmi (Art Practice, who focuses on transdisciplinary, performative, and relational works where people, media, and objects come together) and A. Gupta (Art History, who focuses on modern and contemporary South and Southeast Asian Art). Their presence at UCB has made it the leading center for the study of S. Asian art in the United States.

Other prominent faculty include: A. Ahmed (Near Eastern Studies, who specializes in early Islamic
social history and pre-modern Islamic intellectual history), J. Bakhle (History, who specializes in the intellectual and cultural history of modern India), N. Dirks (History and Anthropology, whose work has transformed our understanding of caste and kingship in colonial India), A. Kaicker (History, a specialist of eighteenth-century India), J. Bussell (Political Science and Public Policy, whose research seeks to understand the foundations of democratic politics in South Asia), and P. Chhibber (Political Science, a leading expert on governance and party politics in India). I. Ray (Energy Resources Group), A. Gadgil (Engineering), and L. Cohen (Anthropology) are world-renowned scholars for their innovative approaches to development studies, urban planning, technology and development, energy, clean and safe water, public health, aging, and national data collection projects. P. Bacchetta (Gender Studies), R. Ray (Sociology), and P. Saha (English) have made crucial contributions to studies of gender, culture, and politics in South Asia. S. Darwin (Haas School of Business) is at the forefront of a cutting-edge joint project between Haas and ISAS to implement a “smart villages” project aimed at enabling rural people across India to provide for themselves through entrepreneurship, job training, and onboarding to open innovation platforms.

Tenure-track or tenured faculty hires since 2015 include: S. Chari in Geography (works on social theory, political economy, development, agrarian studies, labor and work), V. Kailasam in DSSEAS (works on contemporary Tamil Literature and Visual Culture), G. Anand (former foreign correspondent for the New York Times and the Wall Street Journal in India) in the School of Journalism, and S. Katyal in the School of Law (works at the intersection of technology, intellectual property, and civil rights). The presence of these faculty members will further solidify our already strong relationships with the various professional schools and departments on campus.

In addition to formal pedagogical training by home departments, Graduate Student Instructors (GSIs) receive substantial pedagogical support from the Graduate Student Instructor (GSI) Teaching and Resource Center, an academic unit within the Graduate Division. The GSI Center provides teaching training
to around 1,600-1,800 GSIs every year with the specific goal of preparing them for teaching. As well as attending a two-day orientation conference organized by the GSI Center, GSIs are invited to participate in workshops aimed at highlighting specific teaching issues of interest to them. Course improvement grants provide funding for GSIs to undertake projects that enhance instruction and increase teaching effectiveness (videotaping and feedback; revising teaching handbooks; creating pedagogy seminars). The GSI Center also offers a one-of-a-kind, five module, online ethics course for GSIs, faculty, students, and staff. The Center also sponsors annually the *Outstanding Graduate Student Instructor Award* and the *Teaching Effectiveness Award*.

**F.4. Specialized course coverage in one or more disciplines:** A complete listing of all courses taught with South Asian content of at least 25% is provided in Appendix 2 with their most recent enrollments. The Departments of Political Science, History, Music, Art History, Anthropology, English and DSSEAS all offer upper division undergraduate courses in the study of South Asia as well as graduate level seminars. Additionally, individual faculty regularly offer South Asia-specific Independent Study courses to advanced undergraduate and graduate students. Our students are thus well equipped to be South Asia specialists in their disciplines. In this coming cycle, we plan to offer more specialized courses with a focus on contemporary Pakistan and Bangladesh (Appendix 3).

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

**G.1. Extent of language instruction:** UCB provides comprehensive instruction at three levels, from introductory to advanced, in four of the major literary and spoken languages of South Asia: Hindi, Urdu, Tamil, and Sanskrit, and instruction in two levels, introductory and intermediate, in three languages: Bengali, Punjabi, and Telugu. All seven languages are priority languages as defined by the Secretary of Education. Instruction in reading, writing, conversation and literature in these languages is extensive, both in breadth and depth, and students can earn BA, MA (in all seven), and PhD degrees in Hindi, Urdu, Tamil
and Sanskrit.

As demonstrated in Table G.1, enrollments in South Asian languages are substantial due to increasing interest on the part of both undergraduates and graduate students conducting research in this important region.

<table>
<thead>
<tr>
<th>Language</th>
<th>Levels</th>
<th>2015-16 student enrollments</th>
<th>2016-17 student enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>UG</td>
<td>G</td>
</tr>
<tr>
<td>Bengali</td>
<td>B, I</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>Hindi</td>
<td>B, I, A</td>
<td>96</td>
<td>7</td>
</tr>
<tr>
<td>Urdu</td>
<td>B, I, A</td>
<td>58</td>
<td>1</td>
</tr>
<tr>
<td>Punjabi</td>
<td>B, I</td>
<td>41</td>
<td>3</td>
</tr>
<tr>
<td>Sanskrit</td>
<td>B, I, A</td>
<td>13</td>
<td>18</td>
</tr>
<tr>
<td>Tamil</td>
<td>B, I, A</td>
<td>29</td>
<td>7</td>
</tr>
<tr>
<td>Telugu</td>
<td>B, I</td>
<td>16</td>
<td>1</td>
</tr>
</tbody>
</table>

G.2. Three or more levels: Advanced undergraduate seminars at the third year level or beyond are offered in Hindi, Urdu, Tamil, and Sanskrit. UCB also offers graduate level instruction in all four languages in addition to Pali and Prakrit in connection with the graduate degree program in Buddhist Studies. Two additional important scholarly languages of South Asia, Persian and Arabic, are offered at all levels in the Department of Near Eastern Studies. In the last two cycles, DSSEAS has offered introductory to intermediate levels of Punjabi, Bengali and Telugu. All these languages have been recognized as significant LCTLs for development within the South Asia curriculum at UCB due to their rich cultural heritage, undergraduate student demand, and significance to the political, economic and social conversations of one or more countries in South Asia.

Due to Title VI support over the last few cycles for Urdu, Bengali, Telugu and Punjabi, ISAS has been able to build expertise in teaching these languages; this excellence in teaching has, in turn, allowed us to leverage strong community support for all these languages. In this funding cycle, we request 30% funding for our Urdu instructor (down from 33% in the previous cycle). Punjabi will be supported at 40% by Title VI funds (down from 67%). For Telugu we request 20% support from Title VI funds. As a result of successful community fundraising during this last cycle, we request only 20% of Title VI support for Bengali (as opposed to the 50% support of Bengali in the last few cycles). Tamil is now completely
supported by community funds.

Table G.2 South Asian Languages at UCB

<table>
<thead>
<tr>
<th>Language</th>
<th>S. Asian countries</th>
<th>Instructors/ non-language faculty</th>
<th>Teaching Levels</th>
<th>Title VI funding request</th>
<th>Donor/ endowment funding</th>
<th>Summer programs</th>
<th>Independent study courses</th>
<th>Adv. courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hindi</td>
<td>India</td>
<td>1 Senior lecturer, 1 lecturer, 1 DSSEAS faculty member (literature)</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>SASLI, UCB</td>
<td>Yes</td>
<td>Advanced undergrad courses</td>
</tr>
<tr>
<td>Urdu</td>
<td>Pakistan, India</td>
<td>1 lecturer, 1 faculty member (literature)</td>
<td>3</td>
<td>30%</td>
<td>Urdu endowment (partial)</td>
<td>SASLI, UCB</td>
<td>Yes</td>
<td>Advanced undergrad courses</td>
</tr>
<tr>
<td>Tamil</td>
<td>Sari Lanka, India</td>
<td>1 lecturer, 1 DSSEAS faculty member (literature)</td>
<td>3</td>
<td>-</td>
<td>Endowed Tamil Chair</td>
<td>SASLI</td>
<td>Yes</td>
<td>Advanced undergrad and grad courses</td>
</tr>
<tr>
<td>Bengali</td>
<td>Bangladesh, India</td>
<td>1 lecturer</td>
<td>2</td>
<td>20%</td>
<td>Bengali endowment (partial)</td>
<td>SASLI</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Punjabi</td>
<td>Pakistan, India</td>
<td>1 lecturer</td>
<td>2</td>
<td>40%</td>
<td>Community fundraising planned for 2018-2022</td>
<td>SASLI</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Sanskrit</td>
<td>Nepal, India</td>
<td>1 lecturer, 1 DSSEAS faculty member (literature)</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>SASLI</td>
<td>Yes</td>
<td>Advanced undergrad and grad courses</td>
</tr>
<tr>
<td>Telugu</td>
<td>India</td>
<td>1 lecturer</td>
<td>2</td>
<td>20%</td>
<td>Telugu endowment (partial)</td>
<td>SASLI</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Faculty members such as V. Paramasivan and R. Goldman offer literature classes focused on Hindi and Sanskrit and teach advanced graduate students in their respective languages. Hindi classes in particular attract a large number of students from Business, Engineering, and other professional schools. V. Paramasivan’s course on modern Hindi literature examines translated Hindi texts with the backdrop of social, economic and political change in India and attracts students from Anthropology, Art History, History, and Political Science. A. von Rospatt’s SSEAS 215A and B is cross-listed with Buddhist Studies and uses Sanskrit to read textual materials. This course attracts students from many other disciplines including Art History, History, and Religious Studies, as well as students from neighboring universities. M.
Faruqui is able to guide advanced Urdu students in research and reading, as does R. Ray for Bengali.

G.3. Sufficient language faculty available and exposed to current pedagogy: Hindi, Urdu, Sanskrit, and Tamil have at least one tenure track faculty person as well as one language lecturer; Punjabi, Telugu, and Bengali are all taught by highly qualified lecturers. Attesting to the quality of our language lecturers, two lecturers, U. Jain (Hindi) and S. Goldman (Sanskrit), have written or co-written the definitive textbooks for the teaching of their respective languages in North America. An Emeritus Lecturer (K. Hart) also published the most popular Tamil textbook currently in use across the United States. ISAS’s publishing program publishes all of these textbooks.

UCB South Asia language instructional staff has consistently familiarized themselves with current theories and methodologies of LCTL pedagogy. Our Senior Lecturer in Hindi, U. Jain, was one of the first Hindi teachers in the country to qualify as an ACTFL trained instructor in that language. She acts as the administrator of placement and proficiency exams for Hindi for other University of California (UC) campuses and trains GSIs to teach Hindi at all levels through Teaching Assistantships (TA) and supervised instructorships. M. Bruce, lecturer in Urdu, has been central and implementing the widely admired curriculum for the BULPIP program.

G.4. Quality of language program: All the South Asian language courses at UCB, in order to maximize student learning, place students at the appropriate level through placement tests consisting of listening comprehension, grammar, reading, and writing. All of our language instructors conduct a verbal assessment of students at the beginning of the class and some instructors administer a pre and post-test in writing and reading. Throughout the class, students generally complete two to four written home assignments a week, give oral presentations or have group discussions in class every week, and take quizzes, midterms and a final exam. All of these methods measure student progress and proficiency in the language while they are taking the course.
The outstanding work of the Berkeley Language Center (BLC) has contributed greatly to the language teaching staff's development and education in contemporary methods and technologies for language instruction. The BLC provides: (1) monthly lecture series, discussion groups, film clubs; (2) technological and pedagogical support for LCTL teaching to/from other institutions; (3) professional library support (through its own library): 750 volumes on SLA, social linguistics, teaching methodologies and methods; (4) semester-long courses on language pedagogy: in-service courses for all language teachers on campus; (5) fellowships to graduate student instructors and lecturers for special research projects to enhance language teaching on campus; (6) travel support for lecturers to present papers at conferences; and (7) library of foreign language film clips to enable instructors to search, find, and play in classrooms short clips to illustrate speech acts, linguistic features, or cultural artifacts. There are more than 4000 films and 18,500 clips currently in the library. Since many of the South Asian LCTLs do not have established textbooks, this is a great tool for language teaching. During this cycle, the Berkeley Language Center (BLC) will host two professional development workshops per semester for language instructors focusing on proficiency guidelines and assessments, curriculum and materials development, and technology in the classroom.

In addition to working closely with the BLC, in this cycle ISAS will continue to support the South Asian Summer Language Institute (SASLI). SASLI is dedicated to training students, faculty, and professionals in the languages of South Asia. Since its inception in 2003, and with partial support of the Title VI-funded South Asia National Resource Centers, SASLI has taught approximately 1,250 students in twelve South Asian languages (Bengali, Gujarati, Hindi, Malayalam, Marathi, Pashto, Sanskrit, Sinhala, Tamil, Telugu, and Urdu). SASLI students have come from nearly 200 different institutions of higher learning in the United States and over 20 different countries. Each summer SASLI coordinates a week-long pedagogy workshop for the incoming instructional staff. Over the next grant cycle, SASLI will offer a workshop on translating the ACTFL and ILR proficiency testing scales to both the SASLI instructional staff.
and to the South Asia NRC leadership. The intention of such a workshop is to develop a standardized approach to translating these scales across the Title VI NRC community and South Asian language instructors who will bring this knowledge back to their respective home institutions.

**H. QUALITY OF CURRICULUM DESIGN**

**H.1. Undergraduate instruction:** UC Berkeley remains the only institution in California and one of only two on the West Coast to offer a comprehensive South Asia Studies program at both the undergraduate and graduate levels. UCB undergraduate students in other departments can opt for a undergraduate minor in South Asian Studies.

The undergraduate curriculum demands rigorous training in language and culture. DSSEAS offers Hindi, Sanskrit, Tamil and Urdu at all levels of instruction and, since 2006-07, Beginning and Intermediate Punjabi and Bengali as well. In 2008, DSSEAS began offering Telugu at the beginning level, expanding to also include intermediate level instruction in 2010 (Criterion G). Intensive study in at least one of the above languages is a requirement for all DSSEAS undergraduate majors; all graduate students must pass language tests in at least two South Asian languages. Graduate students often continue more advanced language study through intensive programs, such as the AIIS academic year and summer programs. In DSSEAS, undergraduates must choose between a concentration in South Asian Civilizations or South Asian Languages and Literature, both of which require four semesters of coursework on South Asian culture and civilizations. Students go on to complete a minimum of nine additional upper-division courses focusing on South Asia; in consultation with a Student Affairs Officer (SAO), South Asia Civilizations students select an area of interest such as religion or art history to pursue interdepartmentally, while Languages and Literature students complete at least four additional semesters of language work. The departmental goals and expectations are clearly outlined in the following website:

[http://sseas.berkeley.edu/programs/undergraduate/learning-goals](http://sseas.berkeley.edu/programs/undergraduate/learning-goals). Since 2014, DSSEAS has graduated on
average fifteen undergraduate majors and ten minors a year. It has also graduated around four MA students and three PhDs per year.

Courses within DSSEAS represent only a fraction of the large body of South Asia curricula available for undergraduates throughout UCB. Cross-listings between departments occur frequently and provide diversity and flexibility to students’ chosen courses of study. Moreover, the many South Asia content courses offered for UCB undergrads satisfy mandatory breadth requirements for many disciplines including Anthropology, Asian Studies, History of Art, Sociology, Comparative Literature, Political Science, Development Studies, History, Film Studies, Religious Studies, and others. South Asia content courses are also extremely popular options to satisfy the American Cultures and Rhetoric requirements mandated by all departments at UCB (Criterion F).

Other courses relating to South Asia are offered through the Blum Center for Developing Economies, which houses the extremely popular Global Poverty and Practice Minor that trains students in the study and analysis of global poverty. Launched in 2007, the Minor explores the ethics of global citizenship as well as poverty and inequality throughout the world, including South Asia.

The Global Studies major provides students with the tools that they need in order to make sense of the world in which they live as well as understand how it got to be that way. The Global Studies major requires students to choose a concentration and a geographic region in which to become an expert. Many students choose South Asia as a region in which to specialize, both in terms of content and language. Students work with faculty and the Global Studies advisors to devise a program that best captures their interests and allows them to reach their intellectual and professional potentials.

**H.2 Academic and career advising:** Undergraduates and Graduate students consult a professional Student Affairs Officer (SAO) while planning their curriculum. This level of attention is standard at UCB, where all departments are mandated to have one or more faculty advisors and a SAO for each undergraduate and...
graduate student to provide expert advice on navigating academic and career concerns. The College of Letters and Science, which houses the great majority of South Asia-related courses at UCB, maintains an elaborate advising program with highly accessible drop-in advising, while the University operates a Career Center with a staff of more than 40.

The Career Center provides career counseling and assessment and helps students to translate their major and skills to practical real world experiences. It assists in finding internships, connects students with alumni in their field of interest, and offers professional school advising. Typically, over 1,400 employees come to campus every year to help recruit UCB graduates. Complementing the Career Center’s efforts, ISAS also provides information, forms and advising (both at the Institute and on our website, http://southasia.berkeley.edu) on fellowship opportunities and careers beyond academia, including government service in areas of national need (criterion C.5), work at non-governmental agencies, and K-12 teaching.

H.3. Training options for students: Specific courses of instruction concentrating on South Asia are offered to graduate and undergraduate students in the departments, programs, or schools of Anthropology, Art History, Buddhist Studies, City and Regional Planning, Economics, English, Environmental Science, Policy and Management, History, International and Area Studies, Music, Political Science, Religious Studies, DSSEAS, Sociology, Theater, and Women’s Studies. These departments have scholars with the research and teaching background to supervise students through all degree levels. Courses with substantial South Asia content are also taught in Agriculture and Resource Economics, Architecture, Asian American Studies, Asian Studies, Business, Development Studies, Energy Resources Group, Geography, Information Science, Journalism, Law, Medical Anthropology, and Public Health (Criterion F).

Students pursuing an MA in DSSEAS take a minimum of two years of graduate level language instruction beyond the advanced undergraduate level, and PhD candidates take a minimum of two years
beyond that. South Asia language and area studies requirements in programs outside of DSSEAS are designed around individual research topics, permitting students to create effective curricula. An added benefit to this large number of language and area studies courses is the ample opportunity they provide for a wide variety of critical teaching experiences for graduate students as instructors or teaching assistants. Across UCB there are ample opportunities for graduate students to improve their teaching skills by serving as teaching assistants or instructors of their own classes. In DSSEAS, for example, almost all graduate student instructors have multiple opportunities to develop and teach their own South Asian courses. This happens following participation in a departmental sponsored pedagogy seminar. DSSEAS, like many UCB departments, offers an annual Graduate Student Instructor Prize to the most effective graduate student teacher in the department.

**H.4. Formal arrangements to conduct research or study abroad:** A key aspect of the ISAS mission is to facilitate South Asia research and language study in the US and abroad. The ISAS website provides comprehensive and continually updated information on various study abroad, fellowship, and internship opportunities for all levels of graduates and undergraduates. The website is supplemented with social media to ensure that students have access to this information. ISAS is an active participant in UCB’s EAP that sent sixty-one students to India in the last five years to study simultaneously in the university’s Study Centers and in academic departments at Jawaharlal Nehru University and St. Xavier’s College in Mumbai. The EAP office has a staff librarian who provides a wealth of information on non-UC study abroad opportunities as well. UCB students have a very high success rate in their applications to the AIIS programs. Between 2014-2018, UCB placed 25 students in intensive summer language and academic year programs in India through AIIS.
Table H.1 ISAS Opportunities for Research and Internships in South Asia

<table>
<thead>
<tr>
<th>Title</th>
<th>Description and webpage</th>
<th>Funder</th>
<th>Regiona l focus</th>
<th>Number and amount of awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berkeley Urdu Language Program in Pakistan (BULPIP)</td>
<td>Intensive Urdu language program (<a href="http://southasia.berkeley.edu/BULPIP">http://southasia.berkeley.edu/BULPIP</a>)</td>
<td>US Department of State</td>
<td>Pakistan</td>
<td>Ten graduate students per year (Fully funded, includes travel and living stipend)</td>
</tr>
<tr>
<td>The Berreman-Yamanaka Fellowship for Himalayan Studies</td>
<td>Graduate student awards for research on topics related to Himalayan Studies (<a href="https://southasia.berkeley.edu/berreman-yamanaka-award-himalayan-studies">https://southasia.berkeley.edu/berreman-yamanaka-award-himalayan-studies</a>)</td>
<td>Berreman-Yamanaka Foundation</td>
<td>India, Nepal and Pakistan</td>
<td>One annual award of up to $1500</td>
</tr>
<tr>
<td>Bhattacharya India Fund</td>
<td>Research travel to South Asia and domestic conference travel (<a href="https://southasia.berkeley.edu/bhattacharya-graduate-fellowship">https://southasia.berkeley.edu/bhattacharya-graduate-fellowship</a>)</td>
<td>Kimi and Shankar Bhattacharya</td>
<td>India</td>
<td>Two research travel grants ($1000 each)/ four domestic conference travel grants ($500 each)</td>
</tr>
<tr>
<td>Bodha Pravaham Undergraduate Fellowship for Tamil Studies</td>
<td>Undergraduates pursuing research projects on Tamil Studies (<a href="https://southasia.berkeley.edu/bodha-fund">https://southasia.berkeley.edu/bodha-fund</a>)</td>
<td>George and Kausalya Hart</td>
<td>India, Sri Lanka</td>
<td>Two undergraduate research travel awards up to $900 each</td>
</tr>
<tr>
<td>Subir Chowdhury Fellowship on Quality of Life in Bangladesh; Malini Chowdhury Fellowship on Bangladesh Studies</td>
<td>Focused on supporting training and research that involves the study of contemporary Bangladesh, historical work on what would later become Bangladesh, or comparative work in which Bangladesh is a central component (<a href="http://southasia.berkeley.edu/chowdhury-fellowships">http://southasia.berkeley.edu/chowdhury-fellowships</a>)</td>
<td>Subir and Malini Chowdhury Foundation</td>
<td>Bangladesh</td>
<td>Two graduate student/ one undergraduate student grant per year (Amount variable)</td>
</tr>
<tr>
<td>Hart Fellowship for Tamil Studies</td>
<td>Supports research projects focusing on Tamil studies (<a href="http://southasia.berkeley.edu/hart-fund">http://southasia.berkeley.edu/hart-fund</a>)</td>
<td>George and Kausalya Hart</td>
<td>India, Sri Lanka</td>
<td>Two research travel grants ($3000 each)/ four conference or in-country library research grants ($500 each)</td>
</tr>
<tr>
<td>Maharaj Kaul Memorial Grant</td>
<td>Research travel to South Asia and domestic conference travel (<a href="http://southasia.berkeley.edu/maharaj-kaul-grants">http://southasia.berkeley.edu/maharaj-kaul-grants</a>)</td>
<td>Maharaj Kaul Memorial Fund</td>
<td>South Asia</td>
<td>Three research travel grants ($1000 each)/ four domestic conference travel grants ($500 each)</td>
</tr>
<tr>
<td>Syed Sharifuddin Pirzada Dissertation Prize on Pakistan</td>
<td>Annual dissertation prize for the best work in the humanities, social sciences, law, or public health on Pakistan (<a href="http://southasia.berkeley.edu/pirzada-prize">http://southasia.berkeley.edu/pirzada-prize</a>)</td>
<td>Pirzada Foundation</td>
<td>Pakistan</td>
<td>One award of $2500 to a recently completed doctoral student</td>
</tr>
<tr>
<td>Tata Social Enterprise (Tata SI)</td>
<td>Internships for undergraduate and graduate students with Tata Group's community initiative programs (<a href="http://southasia.berkeley.edu/tata-ises">http://southasia.berkeley.edu/tata-ises</a>)</td>
<td>Tata Group</td>
<td>India</td>
<td>Eight to ten internships per year ($1500 stipend plus all living and transportation expenses in India)</td>
</tr>
<tr>
<td>The Telugu Society of America (TELSA) Summer Studies Research Award</td>
<td>To promote quality interdisciplinary undergraduate or graduate research on topics pertaining to the people of Andhra Pradesh and Telangana</td>
<td>The Telugu Society of America (TELSA)</td>
<td>India</td>
<td>One grant of $2500 towards a Telugu Studies project or research in Andhra Pradesh and/or Telangana</td>
</tr>
</tbody>
</table>

Since the last cycle, ISAS have significantly increased our funding opportunities for students to go abroad.
Through our fundraising efforts over the last few years, we are now able to provide an impressive array of funded opportunities for both undergraduate and graduate students to travel, work, and study in countries throughout South Asia. Table H.1 above describes these in detail.

In addition to these ISAS-administered programs enabling student research abroad, ISAS faculty are actively involved in campus-wide student research funding and mentorship programs that enable research abroad. At the undergraduate level, ISAS faculty are closely involved in mentoring students in the Haas Scholars Program, in the Summer Undergraduate Research Fellowship, and the Ronald E. McNair Scholars Program. At the graduate level, ISAS faculty involvement extends to the Institute of International Studies Fellowship, the Dissertation-Year Fellowship, the Guru Gobind Singh Fellowship, the Townsend Dissertation Fellowship, the Mentored Research Award, the Doctoral Completion Fellowship, and the Dalmia Fund. Furthermore, undergraduates are prepared for research abroad by developing close relations with ISAS faculty and their research through the UCB Undergraduate Research Apprenticeship Program.

Members of our staff are well versed with the opportunities offered by AIIS, AIPS, AIBS, American Institute for Sri Lankan Studies (AISLS), Fulbright IIE and Fulbright Hays, and SASLI. Title VI support of SASLI, through a yearly contribution and one summer FLAS, is vital to the continued training of students, both undergraduate and graduate, in the LCTLs of South Asia. Both the Director and Executive Director of ISAS sit on the advisory boards of SASLI, AIBS, AIPS, AISLS, and AIIS, all of who have their annual meetings during either the Association of Asian Studies (AAS) annual meeting in March or the Annual South Asia Conference held at the University of Wisconsin-Madison meeting in October.

I. OUTREACH ACTIVITIES

I.1a. Elementary and secondary schools: ISAS programs reach students, faculty, schoolteachers, and the wider Northern California community, while also having a national impact. ISAS develops K-14 teacher programs and resources that support the activities of educators who integrate international content into the
We helped found and actively participate in ORIAS, which is partially financed by NRC funds as well as by the University and external grants. Meeting the NRC Program Absolute Priority 2, this office is dedicated to providing scholarly resources and supporting professional development in South Asia Studies for K-14 teachers. Joint teaching institutes and workshops organized around World History themes for K-12 teachers have been the focus of ORIAS activities since 1998. Content support from area experts provides much needed knowledge in area studies beyond the limited resources of a textbook.

During this past cycle, South Asia was significantly represented in the ORIAS programming. Last summer at the community college summer institute, close to 40% of the speakers focused on migration in the Indian Ocean basin with an endpoint or an origin in South Asia. This year, one of the K-12 institute speakers will focus specifically on architecture in Mumbai. South Asian content has also been highly represented during the academic years programs. Several of the most popular programs, including the paper-making program at the Asian Art museum, an in-district program on Buddhist art, and an event at the Hearst Museum with S. Ray, took place during this last cycle. ORIAS programs in the various areas are outlined in Figure I.1 and programs and materials distributed by ORIAS are designed in collaboration with teachers, scholars and others. They are available on the web at http://orias.berkeley.edu. In the past cycle, ORIAS sent out a bi-weekly e-newsletter to more than 1100 subscribers with information about events, resources and opportunities for educators in International Studies. On average, 200 K-14 educators participate in ORIAS related events every year (http://orias.berkeley.edu). In the past cycle, ORIAS sent out a bi-weekly e-newsletter to more than 1100
subscribers with information about events, resources and opportunities for educators in International Studies. On average, 200 K-14 educators participate in ORIAS related events every year.

From 2014 to 2017, 613 K–12 teachers throughout Northern California participated in UCB’s ORIAS programs. Based on data documented through personal testimonials, survey submissions, and teacher dialogues, the summer institutes hosted by UCB’s NRCs offer a critical foundation for curriculum development and classroom design in schools in the San Francisco Bay Area as well as across northern and central California.

This cycle, like the last, we will once again partner with the UC Berkeley History-Social Science Project (UCBHSSP) (NRC Competitive Preference Priority 2). The UCBHSSP’s customized professional development programs respond to the needs of school sites in order to strengthen teacher capacity and increase student discipline-specific literacy and thinking as well as content knowledge. UCBHSSP has proposed the creation of three global history course outlines (6th, 7th and 10th grade) in collaboration with scholars, graduate students, and classroom teachers. These outlines will be developed by a working group of teachers and be informed by the recently adopted California H-SS Framework and input from faculty and graduate students, who will identify sources for lesson development as well as add content knowledge toward reinforcing historical significance. The materials will be presented in three summer institutes and displayed on a reformatted UCBHSSP Global History webpage (Appendix 3).
In this past cycle, UCBHSSP offered a series of three, one-day workshops each year in partnership with several of the Title VI funded centers and institutes. During the first three years of the grant cycle, these sessions included a scholar lecture, a model lesson developed in collaboration between a classroom teacher and graduate student, and time for teachers to work on their own materials. The lessons were then placed on a special “Global History” page on the HSSP website, which has received nearly 3600 hits over the course of the grant cycle (http://ucbhssp.berkeley.edu/global-history). In the final year of the cycle, UCBHSSP partnered with ORIAS to host a three-day symposium on the use of games in history classrooms. Sixty teachers attended at least one day of the symposium. Materials developed for symposium are also included on the UCBHSSP Global History landing page.

Every summer ORIAS holds a week-long workshop for teachers on a theme related to International Studies for which ISAS provides several speakers on South Asia-related issues. ISAS will continue its support for this in the next cycle. The themes for 2018-2022 are: (1) Body & Identity: This summer institute will explore eight commonly taught topics in World History, literature, visual arts, and sciences, each using the lens of gender, sexuality or disability. The purpose will be to investigate how conceptions of gender, sexuality and disability have changed across time and place. It will also meet teacher requests for resources on these topics. Equally important, it will provide teachers with the context to understand, assess, and apply new material as developed by various organizations. (2) The World In Film: This institute will draw on the resources of the UC Berkeley-based Pacific Film Archive (PFA) to explore techniques, motifs, and important themes in film history and regional film traditions. It will provide teachers with tools to bring...
film analysis to their classrooms, increasing student engagement and critical thinking skills. (3) \textit{The Little Ice Age}: This institute will explore recent research on the global characteristics and effects of the Little Ice Age (~1350 – 1850). Participants will learn how climatologists, historians, archaeologists (and others too) are piecing together understanding of the Little Ice Age. They will also see examples of the varying ways different societies represented and responded to this non-anthropogenic climate change. The fourth theme will be: (4) \textit{Propaganda}: What are the characteristics of powerful communication? This institute will explore “speech” – defined broadly to include potent non-verbal communication as well as the spoken and written word. In addition to learning how to analyze and discuss powerful communication across different media, participating teachers will explore connections between messages and communications technologies across time and place.

The newly re-organized Speakers Bureau has featured speakers from all eight world areas. Speakers are identified through collaborations between ORIAS, the Area Studies Centers, and the Graduate Division. Speakers have presented to 1000+ students each over the past two years and have also been engaged for teacher professional development (both K-12 and community college). They have presented to 20+ teachers each year. Speakers have ranged across disciplines, including History, Anthropology, Archaeology, Journalism, Literature, Linguistics, International Development, and others. One of the most popular speakers was a graduate student from the Master’s in Development Practice (MDP) program whose research focuses on Bangladesh.

\textbf{I.1b. Postsecondary institutions:} In the last cycle, we have had a very successful series of summer workshops through ORIAS focused on community college faculty interested in redesigning their world history courses to strengthen the pipeline for transfer students. We recognized that only a handful of community colleges offer World History Survey credits articulating to UC Berkeley. This gap in the college pipeline reflects both changes in the rapidly growing field of World History and the need for greater
communication among faculty in the field. The goal of these workshops has been to have courses move away from World History as a collection of regional histories and towards the study of global processes. After each seminar, participants have a clear idea of how to redesign their syllabus such that it can articulate to the UCB’s World History Survey course.

To address **NRC Competitive Priority 1**, in this cycle, we propose a two-year project that will yield two online World History courses (pre-1500 and post-1500). A team of three to four experienced community college teachers who have attended past ORIAS summer institutes will build each course. The courses will use best-practices for online instruction and will draw on curricular guidance from past Summer Institutes. The ultimate goal is that each course be: 1) accepted by California’s community college online course exchange (http://ccconlineed.org/oei-course-exchange/) and 2) gain approval for UC system-wide articulation (either simply for transferrable credit or, ideally, IGETC articulation). The online course exchange currently includes 56 of the state’s 114 community colleges, including 17 of its MSIs. Because the online course exchange approves a course/teacher combination it makes the most sense to work directly with teachers rather than with institutions. Each course will be built in Canvass and with some level of Creative Commons licensing, making it immediately accessible and adaptable by anyone with internet access (Appendix 3).

The Community College World History workshops have strongly contributed to developing curriculum and teaching strategies. Assessment of impact is based on surveys as well as direct communication and facilitation with faculty. Attendance at the Community College World History institutes continue to grow in terms of numbers and interest, and the workshop series addresses the needs of community college faculty in a constructive way. Surveys from this past cycle find that 100% of the attendees from the community college summer institutes would recommend this event to their colleague. In response to a survey question, “What part of this program was most useful to you?” respondents answered:
“I was particularly impressed this year with a central theme, and how most of the presentations seemed to break the conventions of gender analysis. I was particularly grateful for non-Western presentations, as that helped fill in the (considerable) gaps in my knowledge there.” And “Every year this conference contributes to my teaching. I develop new content and new approaches to their presentation. Much of the reading and research I do is inspired by ideas presented or shared here.” All our programs with community colleges require strong faculty engagement. We will continue to have our faculty, especially those in the Social Sciences departments (particularly History and DSSEAS), provide their expertise to the Community College World History institutes. One of our goals this cycle is to engage community college faculty who have no prior experience with ORIAS so we continue to develop a strong cohort of teachers (Appendix 3).

I.1c. Business, media, and the general public: ISAS invites experts from around the world to address students and faculty about current and modern South Asian issues. It also provides speakers and performers on contemporary events or cultural phenomena to local World Affairs Councils, school programs and community events. Working in partnership with other UCB departments ISAS also co-sponsors speakers, conferences and projects.

Between 2014-18 ISAS hosted 279 events – including lectures, films, cultural shows, theatre productions, workshops, and small and large conferences. Total attendance at South Asian events over the last grant cycle was approximately 54,500. A more detailed break-up of the events and attendance is given in Table I.1.

<table>
<thead>
<tr>
<th>Table I.1: ISAS Public Programming</th>
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<tbody>
<tr>
<td>Event Type</td>
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<tr>
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<tr>
<td>No Attd</td>
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<tr>
<td>Public Lecture Series</td>
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<tr>
<td>Faculty/Student Colloquia</td>
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<tr>
<td>Symposia/Conferences</td>
</tr>
<tr>
<td>Language Events (Urdu, Punjabi, Bangla)</td>
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<tr>
<td>Films/Documentaries</td>
</tr>
</tbody>
</table>
Toward extending our national outreach, ISAS has paid special attention to developing our channels of communication. ISAS offers free subscriptions to our weekly digest of upcoming South Asia-related ISAS events. More than 5,000 people receive these communications. Other communication channels include the ISAS website (southasia.berkeley.edu) and our popular publications: Khabar (yearly newsletter), Aaj Kal (monthly e-newsletter) and South Asia Research Notes (which highlights faculty research projects). All of these publications are distributed free of charge and received by over 5000 people – in all likelihood the largest distributive network among all Title VI centers.

Reporters often call the Institute for S. Asia-focused information (including names of faculty who can assist in media stories). ISAS also helps corporations and individuals involved with South Asia in addition to visitors’ bureaus who occasionally request briefings for official government guests. Other services to the business and general community are by way of providing translators, expert witnesses for legal proceedings, forwarding event information, and job postings.

The relationship between ISAS and the Bay Area business community is steadily growing, as businesspeople and corporations become increasingly interested in the dynamic economies of South Asia (Appendix 4). We have established many relationships with key community organizations as outlined in Table I.2 below.

<table>
<thead>
<tr>
<th>Table I.2: Content/Area Diversity in ISAS Programming in AY 2014-2018</th>
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<tbody>
<tr>
<td><strong>Geographical Areas</strong></td>
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<tr>
<td><strong>Disciplines</strong></td>
</tr>
<tr>
<td><strong>Language areas</strong></td>
</tr>
<tr>
<td><strong>Student Organizations</strong></td>
</tr>
</tbody>
</table>
Our South Asia faculty are very involved in our programs and initiatives. We select a faculty member to provide opening remarks for all of our public programs based on her/his research interests and area of expertise. In the last four years, the following faculty have played a significant role in our major initiatives: L. Cohen (Public Health), P. Chhibber (Indian Politics), I. Ray (Water and Sanitation), M. Faruqui and S. Mahmood (Urdu and Pakistan), A. Gupta, S. Ray, A. deSouza, and A. Kazmi (South Asian Art) and V. Paramasivan (Religion). Faculty will continue to be involved in a significant way in ISAS initiatives in the upcoming cycle (Criterion A.1).

Berkeley is the home of the Free Speech Movement. The commitment to free expression is embedded in our Principles of Community as a commitment “to ensure freedom of expression and dialogue that elicits the full spectrum of views held by our varied communities.” In line with NRC Absolute Priority 1, ISAS has honored this principle by defending the right of invited guests to express a wide range of controversial or even unpopular points of view. Toward defending the right to free expression, ISAS is...
deeply committed to the principle of tolerance, even when it means we must tolerate that which may appear to us as intolerant.

**J. FLAS Awardee Selection Procedures**

**J.1 FLAS selection plan, how awards are advertised, how students apply, selection criteria, who selects the fellows:** FLAS awards are an important source of funding and encouragement to UCB students in all disciplines. In keeping with **FLAS Competitive Preference Priority 2**, all our FLAS awards are in the priority languages used in South Asia. Through these awards, we have been able to train Americans to be proficient in these languages and also be deeply knowledgeable of the regions where these languages are primarily spoken. We have been able to enhance FLAS funding with additional money from the Graduate Dean so that the number of actual grants exceeds the budgeted amount every year (Criterion D.1).

The GFO advertises FLAS fellowships everywhere on campus through flyers to departments, information at the GFO, and notices in a graduate student paper. ISAS does its own publicity by a notice in our semi-annual Newsletter, reminders in the weekly email calendar that goes to all South Asia faculty and students, and a posting on the ISAS website. Every Fall Semester, the Executive Director of the ISAS along with other NRC Vice Chairs also participates in informational workshops coordinated by the Graduate Fellowship administrator for prospective graduate students. The Executive Director and Vice Chairs also participate in the workshops for the graduate advisors across the disciplines and the professional schools to better inform the campus of FLAS opportunities and to enlarge the pool of FLAS applicants. We conduct special outreach sessions at the various professional schools with student advisors and information sessions with students to ensure high

<table>
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<th>Table J.1: 2017-18 FLAS Timeline</th>
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<tbody>
<tr>
<td><strong>FLAS Competition Activities</strong></td>
</tr>
<tr>
<td>FLAS applications available</td>
</tr>
<tr>
<td>FLAS student workshops</td>
</tr>
<tr>
<td>Academic Year FLAS deadline</td>
</tr>
<tr>
<td>Summer FLAS deadline</td>
</tr>
<tr>
<td>ISAS FLAS committee meets</td>
</tr>
<tr>
<td>AY applicants notified</td>
</tr>
<tr>
<td>Summer applicants notified</td>
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</tbody>
</table>
quality professional school language applicants. We also make an extra effort to recruit students in the science and engineering departments. The schedule for the 2017-18 competition is given in Table J.1.

Graduate students apply through the normal fellowship procedures – the standard fellowship form asks students if they are interested in being considered for a FLAS award. The GFO ensures that each application, including references, transcripts, and a proposed work statement, is complete. ISAS prepares information for the committee on stated concerns of USDE and delivers it to Committee members at the time they’re reading applications.

ISAS manages the selection procedure through a faculty committee of three. Each member serves for three years alongside the Executive Director of ISAS. Members of this committee in the last several years were recruited from Public Health, Environmental Science and Policy Management, Music, City and Regional Planning, the Energy Resources Group, History, History of Art, and DSSEAS. Committee members must read the application at the GFO and on a stated date meet to rank all applications. The actual announcement of awards and dealing with awardees is handled by the GFO. It also distributes the money, handles all accounting matters, reports to USDE, and conducts the final survey of the awardees at the end of their grants. The Executive Director of ISAS serves as a representative of the various professional schools.

ISAS and its selection committee have been very conscious of breadth in discipline and language choices. We offer Hindi, Urdu, Sanskrit, Tamil, Punjabi, Bengali, and Telugu as FLAS eligible languages. Our instructional staff is extremely well qualified and we offer multiple levels of instruction. As in prior cycles, a FLAS grant in Sanskrit is only considered if the student’s project statement adequately demonstrates the applicability of Sanskrit to a topic dealing with modern or contemporary South Asia.

In this cycle, ISAS also plans to award one AY and one summer FLAS fellowship to a qualified undergraduate student who is studying a South Asian language at the Intermediate or Advanced level. Undergraduate students must be incoming juniors or incoming seniors and either majoring or minoring in
South Asian Studies through the Department of South & Southeast Asian Studies or majoring in a discipline represented by the core faculty of the Institute for South Asia.

K. COMPETITIVE PREFERENCE PRIORITIES

K.1a. Significant collaborative activities with Minority Serving Institutions: In addition to the Community College outreach programs outlined in I.1b, in this cycle, ISAS will partner with the Council of Area and Overseas Research Centers (CAORC) and AIIS to offer a program for faculty of Minority Serving Institutions and community colleges to spend three weeks in January in India. Outcomes from these programs will include expanded curriculum on India across several disciplines in these targeted institutions, and outreach to students of these institutions to diversify economically and socially the pipeline of students knowledgeable about and interested in India. Faculty will be invited through two main conduits: (1) As AIIS members, Title VI South Asia Centers will recruit and support participants from their partner MSIs and CCs institutions; and (2) CAORC will issue a national call for applications routed through community college organizations.

The broad theme of the program will be focused on ‘sustainability’ as that may be explored through a variety of aspects, in order to understand the underlying connections across humanistic, cultural, and socio-economic issues as well as the more scientific elements usually connected to that term. Participants will explore how these intersections of sustainable challenges are being addressed in three locations each year; in the first year, this will include Jaipur, Mysore, and Bangalore. This theme will build on general introductions to the history, culture and contemporary characteristics of Indian society. Participating faculty will meet with experts in these fields

<table>
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<tr>
<th>Priorities</th>
<th>Page Numbers</th>
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<tbody>
<tr>
<td>NRC Absolute Priority 1</td>
<td>47</td>
</tr>
<tr>
<td>NRC Absolute Priority 2</td>
<td>45 21</td>
</tr>
<tr>
<td>NRC Competitive Preference Priority 1</td>
<td>49</td>
</tr>
<tr>
<td>NRC Competitive Preference Priority 2</td>
<td>40, 50</td>
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<tr>
<td>FLAS Competitive Preference Priority 1</td>
<td>50</td>
</tr>
<tr>
<td>FLAS Competitive Preference Priority 2</td>
<td>47, 50</td>
</tr>
</tbody>
</table>
while, where possible, efforts are made to match their institutions with parallel organizations in these Indian cities so that they both learn from and explore possibilities for ongoing collaborations.

**K.1b. Collaborative activities with teacher education or teacher preparation programs:** Recognizing the challenges K-12 educators face in retooling their curriculum to align with Common Core, in this cycle we collaborated with the UC Berkeley History-Social Science Project (UCBHSSP) and plan to do so again to address this priority. The UCBHSSP seeks to bridge the academy and K-12 communities to help teachers strengthen their instructional practice and provide equitable educational opportunities to all students, through a model of learning, practicing, and doing. Details of our collaboration are outlined in section I.1a of this proposal.

**K.2a. FLAS preference to those demonstrating financial need:** ISAS has addressed FLAS Competitive Preference Priority 1 and will continue to do so in this cycle by asking FLAS applicants to fill out the Federal Student Aid (FAFSA) forms, and we will include this in the application package. The FLAS committee will then be in a position to give preference to applicants demonstrating financial need. Financial need will be considered in addition to other measures of high achievement and potential, including grade point average, personal statement, and recommendation letters.

**K.2b. 25% of academic year fellowships in foreign languages other than French, German, and Spanish:** ISAS meets FLAS Competitive Preference Priority 2 because all of our fellowships are a part of the US Department’s list of priority LCTLs (Hindi, Urdu, Sanskrit, Tamil, Punjabi, Bengali, and Telugu).
* Mandatory Other Attachment Filename: 1234-Other_Attachments.pdf

Add Mandatory Other Attachment  Delete Mandatory Other Attachment  View Mandatory Other Attachment

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

Add Optional Other Attachment  Delete Optional Other Attachment  View Optional Other Attachment
FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A
FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

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

Type of Application (check all that apply)
X Comprehensive National Resource Center
☐ Undergraduate National Resource Center
X Foreign Language and Area Studies Fellowships

Federal Funds Requested
NRC Request
Year 1: $271,831 Year 2: $273,180 Year 3: $275,616 Year 4: $275,901

FLAS Request
Year 1: $331,500 Year 2: $331,500 Year 3: $331,500 Year 4: $331,500

Type of Applicant
X Single institution : 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)

☐ AFRICA
☐ CANADA
☐ EAST ASIA/PAN ASIA
☐ EUROPE
☐ INTERNATIONAL
☐ LATIN AMERICA and the CARIBBEAN

☐ MIDDLE EAST
☐ PACIFIC ISLANDS
☐ RUSSIA, EASTERN EUROPE, EURASIA
☐ SOUTH ASIA
☐ SOUTHEAST ASIA
☐ 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.
Bengali, Hindi, Punjabi, Sanskrit, Tamil, Telugu, Urdu
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS</td>
<td>Association for Asian Studies</td>
</tr>
<tr>
<td>ACTFL</td>
<td>American Council on the Teaching of Foreign Languages</td>
</tr>
<tr>
<td>AIBS</td>
<td>American Institute of Bangladesh Studies</td>
</tr>
<tr>
<td>AIC</td>
<td>Academic Internship Council</td>
</tr>
<tr>
<td>AIIS</td>
<td>American Institute of Indian Studies</td>
</tr>
<tr>
<td>AIPS</td>
<td>American Institute of Pakistan Studies</td>
</tr>
<tr>
<td>AISLS</td>
<td>American Institute of Sri Lankan Studies</td>
</tr>
<tr>
<td>ARL</td>
<td>Association of Research Libraries</td>
</tr>
<tr>
<td>AY</td>
<td>Academic Year</td>
</tr>
<tr>
<td>BA</td>
<td>Bachelor of Arts</td>
</tr>
<tr>
<td>BALIS</td>
<td>Bay Area Libraries Information System</td>
</tr>
<tr>
<td>BLC</td>
<td>Berkeley Language Center, UCB</td>
</tr>
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Description: Government Service in Areas of National Need and in Other Employment Sectors

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2. Course List
3. Performance Measure Forms
4. Letters of Support

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

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

The Institute of South Asia Studies, as an Organized Research Unit within the University of California at Berkeley, 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.

The UC Berkeley policy on openness and freedom to publish reads, “The University of California at Berkeley is committed to maintaining a teaching and research environment that is open for the free exchange of ideas among faculty and students in all forums—classrooms, laboratories, seminars, meetings, and elsewhere. Such an environment contributes to the progress of research in all disciplines. There can be no fundamental limitation on the freedom to publish as the result of accepting extramural research support…”

Because of this commitment, Berkeley does not accept classified research projects from any sponsor, and does not accept sponsored project agreements in which results and/or data generated by the University are owned by the sponsor and are not available for the University’s scholarly purposes. The University of California does not accept any fundamental limitation on the freedom to publish and therefore cannot accept publication restrictions which convey veto or censorship authority to extramural sponsors of University projects.

The Institute of South Asia Studies, host of the South Asia National Resource Center, 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 record of public programming, publications and outreach. The four-year program of NRC activities outlined in this proposal is designed to foster such diversity of views and exchange of ideas. Organized research activities will explore a wide range of issues from multiple perspectives, with participants from the U.S. and abroad. Faculty members are always encouraged to present various sides of issues, even when one stance may be unpopular. The ISAS funds and supports a wide range of research programs and projects by students and faculty, and support is always based on the quality of the research design, rather than on the perspective taken by the researcher. In this cycle, we will continue to welcome debate and multiple perspectives on such diverse issues as art, journalism, and the political economy of South Asia. Outreach activities will expose teachers and students to a wide range of speakers with diverse viewpoints. ISAS is a non-political, academic unit that promotes the lively and free exchange of ideas for the furthering of knowledge in all aspects, both historical and contemporary, of South Asian studies.
2.) A description of how the applicant will encourage government service in areas of national need, as identified by the Secretary, as well as in areas of need in the education, business, and nonprofit sectors.

The Institute of South Asia Studies and the South Asia National Resource Center at UC Berkeley will encourage government service in areas of national need, as identified by the Secretary, as well as in areas of need in the education, business and non-profit sectors by:

1) Training in the Department of Education’s list of priority languages (Bengali, Hindi, Punjabi, Tamil, Telugu, and Urdu). South Asia itself is highlighted as a region of national need. Most of the other U.S. Departments emphasize Hindi and Urdu as critical languages of national need, and these are the languages for which the majority of our students receive FLAS fellowships.

2) Assisting our graduates who use their training in South Asian studies and languages to find employment in academia, the private sector, government service, or in the non-profit world. Recent post-graduate placements highlight that the South Asia program at UC Berkeley is able to increase the national supply of South Asian specialists, and we see this as a true measure of success for this program.

3) Collaborating with professional schools like Law, Journalism, Public Policy, Public Health, and Business to encourage advanced graduates to go on to careers in the non-profit sector, education, journalism and law, with a South Asia focus.

4) Developing areas studies course offerings that are among the richest in the nation. Over 6,000 UC Berkeley students from every possible major and discipline took courses last year on South Asia. These students enter the national workforce by the thousands annually with an enhanced understanding of East Asia within a global context.

5) Engaging in outreach activities to train new and veteran teachers about South Asia, and working with them to bring global perspectives into their classrooms. This will be accomplished through conducting Summer Institutes, year-around Working Groups, exposing faculty at Minority-Serving community colleges to India, and collaborations with the largest teacher-training group allied with the UC Berkeley Graduate School of Education.

6) Continuing to establish international exchange agreements with institutions in South Asia that foster student and visiting scholar exchange between the United States and South Asia in all areas, especially with Pakistan, an important country identified to be of national interest.

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

Name of Applicant Institution and Center:

Name/Title of Authorized Representative (Printed):

Title: 

Telephone:

Signature: 

E-mail:

Date:
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Advani
Faculty Name: Advani, Anurag
Department: South and Southeast Asian Studies
Language Competency: *English-5
Instructional Content Area Expertise
Represented as a Percentage: 100
Education:
Ph.D., UC Berkeley, South and Southeast Asian Studies
M.A., The University of Chicago
B.A., St. Stephens College, History

Courses Taught: 1
Research and Training Specialization: Mughal History; Pre-colonial South Asia
Overseas Experience:
Recent Recognitions/Awards:
Number of Recent Publications: [0]

Agarwal
Faculty Name: Agarwal, Sabrina C
Department: Anthropology
Language Competency: English-5
Instructional Content Area Expertise
Represented as a Percentage: 25
Education:
Ph.D., University of Toronto, 2001
M.Sc., University of Toronto
B.A., University of Toronto

Courses Taught: 1
Research and Training Specialization: Bioarchaeology; Biological and Evolutionary Anthropology; Osteology and Osteoporosis; Health and Disease; Paleopathology
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [8]


*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Aggarwal
Faculty Name: Aggarwal, Vinod K
Department: Political Science & Haas School of Business
Language Competency: Italian-5; Spanish-5; Hindi-5; French-1*
Instructional Content Area Expertise
Represented as a Percentage: 25
Education:
Ph.D., Stanford University, 1981
M.A., Stanford University, Political Science, 1977
B.A., University of Michigan, 1975

Courses Taught: 1
Research and Training Specialization: International Politics of Trade; International Finance; Comparative Public Policy; Rational Choice; Bargaining Theory.
Overseas Experience: Asia, Germany, Spain
Recent Recognitions/Awards:
Recent Publications: [12]

Ahmed
Faculty Name: Ahmed, Asad
Department: Near Eastern Studies
Language Competency: English-5; Urdu-5; French-4; Spanish-3; Classical and Standard Arabic-4; Persian-3; Latin-3; Classical Greek-3; German-3; Italian-2; Egyptian Arabic-2; Syriac-1; Gujarati-1
Instructional Content Area Expertise
Represented as a Percentage: 50
Education:
Ph.D., Princeton University, 2007
B.A., Yale University, 2000

Courses Taught: 2
Research and Training Specialization: Early Islamic Social History; Pre-modern Islamic Intellectual History, Philosophy, Logic, and Astronomy
Overseas Experience:
Recent Recognitions/Awards:
Burkhart Fellow, American Council of Learned Societies, deferred 2019-20
Fellow, Stanford Humanities Center, 2017-18
Townsend Center for the Humanities Fellow, UC Berkeley, 2017
Al-Falah Award, Center for Middle Eastern Studies, UC Berkeley, 2014
Recent Publications: [12]

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
### Anand

**Faculty Name:** Anand, Geeta  
**Department:** Graduate School of Journalism  
**Language Competency:** English-5; Hindi-5  
**Instructional Content Area Expertise Represented as a Percentage:** 50  
**Education:**  
B.A., Dartmouth College

**Title:** Lecturer  
**Tenure Status:** Lecturer  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**  
Lecturer, Graduate School of Journalism, UC Berkeley (present)

**Courses Taught: 1**

**Research and Training Specialization:** International Reporting-India  
**Overseas Experience:** India

**Recent Recognitions/Awards:**  
Society of Publishers of Asia, best breaking news reporting award for coverage of terror attack on restaurant in Bangladesh, 2017  
Pulitzer Prize, finalist, wrote lead story in series on how U.S. hospitals are rationing healthcare to cut costs, 2004  
Pulitzer Prize, wrote two of 10 stories on corporate corruption that won the Wall Street Journal the explanatory journalism award, 2003

**Recent Publications: **[125]


### Bacchetta

**Faculty Name:** Bacchetta, Paola  
**Department:** Gender and Women's Studies  
**Language Competency:** French-4; Italian-5; Hindi-3; Gujarati-2  
**Instructional Content Area Expertise Represented as a Percentage:** 50  
**Education:**  
Ph.D., The Sorbonne, 1996  
M.A., Universite de Paris, 1985  
B.A., American University in Paris, 1982

**Title:** Associate Professor  
**Tenure Status:** Tenure Eligible  
**Language Pedagogy:** n/a  
**Theses Supervised:** 1  
**Academic Experience:**  
Advisory Board Member for Center for Race and Gender, UC Berkeley  
Chair of Advisory Board, the Beatrice Bain Research Group  
Co-Chair of Political Conflict, Gender, and People’s Rights research and practice project

**Courses Taught: 3**

**Research and Training Specialization:** Transnational Feminist and Queer Theories and Practices; Social Theories; Gender, Sexuality, Racializations, and Postcolonialities in Political and Religious Conflict; Feminist, Queer of Color, and Right-Wing New Social Movements  
**Overseas Experience:** Morocco, Tunisia, India, France, Italy

**Recent Recognitions/Awards:**  
Co-Chair, Caucus on Transnational Approaches to Gender and Sexuality, American Sociological Assoc. 2014-17  
Election to Board of Critical Ethnic Studies Association, 2014  
Appointment to Editorial Board of *Journal of Critical Ethnic studies Association*, 2014

**Recent Publications: **[7]


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*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency*
Biographical Information/ APPENDIX 1

Bakhle
Faculty Name: Bakhle, Janaki
Department: History
Language Competency: English-5; Hindi-5;
Marathi-5; Gujarati-3; Urdu-3; Punjabi-3
Instructional Content Area Expertise
Represented as a Percentage: 100
Education:
Ph.D., Columbia University, 2001
M.A., University of Pennsylvania, 1996
B.A., University of Bombay, 1983
Title: Associate Professor
Tenure Status: Tenure Eligible
Language Pedagogy: n/a
Theses Supervised: 2
Academic Experience:
Director, South Asia Institute, Columbia University, 2009-2016

Courses Taught: 5
Research and Training Specialization: Intellectual History of Religion, Politics and Modern India.
Overseas Experience: India
Recent Recognitions/Awards:
Recent Publications: [0]

Ballenger
Faculty Name: Ballenger, Stephanie
Department: International and Area Studies
Language Competency: English-5
Instructional Content Area Expertise
Represented as a Percentage: 25
Education:
Ph.D., UC Berkeley, in Latin American History
Title: Lecturer
Tenure Status: Lecturer
Language Pedagogy: n/a
Theses Supervised:
Academic Experience:

Courses Taught: 1
Research and Training Specialization: Intersection of Medicine and Religion in the 18th & 19th Centuries;
Cross-Cultural & Transnational Approaches to Health and the Politics of Health; History and Cultures of Medicine and the Body
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [1]


*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Bardhan
Faculty Name: Bardhan, Ashok
Department: Economics
Language Competency: English-5; Marathi-2;
Hindi-4; Bengali-4; Russian-4
Instructional Content Area Expertise
Represented as a Percentage: 25
Education:
Ph.D., University of California, Berkeley
M.Phil., Jawaharlal Nehru University, New Delhi
M.S., Russian International University, Moscow

Courses Taught: 1
Research and Training Specialization: Offshoring in R&D and the Changing Role of Clusters and Agglomerations in Innovation Economies, Reforms in Transitioning and Developing Economies.
Overseas Experience: India, Russia, China
Recent Recognitions/Awards:
Recent Publications: [3]

Bardhan
Faculty Name: Bardhan, Pranab K
Department: Economics
Language Competency: Bengali-5, Hindi-2,
Sanskrit-2
Instructional Content Area Expertise
Represented as a Percentage: 75
Education:
Ph.D., Cambridge University, 1966
M.A., Calcutta University India, 1960
B.A., Presidency College, Calcutta, India, 1958

Courses Taught: 3
Overseas Experience: India
Recent Recognitions/Awards:
Recent Publications: [17]
Bardhan, Pranab K. Poverty and Income Distribution in India (coedited with A. Banerjee, R. Somanathan and T.N. Srinivasan), Juggernaut, Delhi, 2017

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
**Barkey**

**Faculty Name:** Barkey, Karen  
**Department:** Sociology  
**Language Competency:** French-5; Turkish-5; Ottoman Turkish-2; Arabic-2; Spanish-2  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
Ph.D. University of Chicago, 1988  
M.A. University of Washington, 1981  
A.B. Bryn Mawr College, 1979  
**Title:** Professor  
**Tenure Status:** Tenured  
**Language Pedagogy:** n/a  
**Theses Supervised:**  
**Academic Experience:**  
Haas Distinguished Chair of Religious Diversity  
Haas Institute for a Fair Inclusive Society 2016  
Director, Institute for Religion, Culture, and Public Life (IRCPL), 2013-16

**Courses Taught:** 1  
**Research and Training Specialization:** Historical and Political Sociology; Study of Empire/Imperial Organization; Politics and Religion; Religious and Ethnic Toleration; the Politics of Sacred Sites  
**Overseas Experience:**  
**Recent Recognitions/Awards:**  
Faculty Mentoring Award, Graduate Student Advisory Council, Columbia University, 2015  
**Recent Publications:** [9]  

**Barshay**

**Faculty Name:** Barshay, Andrew E  
**Department:** History  
**Language Competency:** Japanese-3  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
Ph.D., UC Berkeley, History, 1986  
M.A., UC Berkeley, Asian Studies 1980  
B.A., UC Berkeley, Oriental Languages, 1975  
**Title:** Professor  
**Tenure Status:** Tenured  
**Language Pedagogy:** n/a  
**Theses Supervised:** 8  
**Academic Experience:**  
**Courses Taught:** 1  
**Research and Training Specialization:** Modern Japanese Social and Political Thought  
**Overseas Experience:** Japan  
**Recent Recognitions/Awards:**  
Dr. C. F. Koo and Cecilia Koo Chair in East Asian Studies, UC Berkeley  
**Recent Publications:** [1]  

*Language Scale:* Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
### Basu
**Faculty Name:** Basu, Amitabha  
**Department:** South and Southeast Asian Studies  
**Language Competency:** Bangla-5

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**Title:** Lecturer  
**Tenure Status:** Lecturer  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**

- M.S., University of California, Berkeley  

**Courses Taught:** 2  
**Research and Training Specialization:** Bangla Language, Literature, and Creative Writing  
**Overseas Experience:**  
**Recent Recognitions/Awards:**  
**Recent Publications:** [0]

### Baumann
**Faculty Name:** Baumann, Brian  
**Department:** East Asian Languages and Cultures  
**Title:** Professor  
**Tenure Status:** Tenured  
**Language Pedagogy:** n/a  
**Theses Supervised:**  
**Academic Experience:**

- Ph.D. Indiana University, Mongolian Studies  

**Courses Taught:** 2  
**Research and Training Specialization:** Mongolian Buddhism  
**Overseas Experience:**  
**Recent Recognitions/Awards:**  
**Recent Publications:** [0]
Biographical Information/ APPENDIX 1

Bazian
Faculty Name: Bazian, Hatem Ahmad
Department: Ethnic Studies
Language Competency: English-5; Arabic-5
Instructional Content Area Expertise
Represented as a Percentage: 50
Education:
Ph.D. University of California, Berkeley
Title: Lecturer
Tenure Status: Lecturer
Language Pedagogy: n/a
Theses Supervised: n/a
Academic Experience:
Co-Founder, Member of Board of Trustees and Faculty at Zaytuna College
Chair of the Northern California Islamic Council
Co-Founder and Chair of American Muslims for Palestine
Board Member of Islamic Scholarship Fund

Courses Taught: 4
Research and Training Specialization: Arabic Language, Arab Society and Culture, Classical Arabic Literature and Poetry, and Qur'anic Commentary

Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [1]

Bhandari
Faculty Name: Bhandari, Rakesh
Department: Interdisciplinary Studies
Language Competency: n/a
Instructional Content Area Expertise
Represented as a Percentage: n/a
Education:
Ph.D. University of California Berkeley
Title: Associate Director
Tenure Status: n/a
Language Pedagogy: n/a
Theses Supervised: n/a
Academic Experience:

Courses Taught: 3
Research and Training Specialization: Classical Social and Political Theory, Orientalism, Marxism, Unfree and Wage Labor, and the Role of Luxury Consumption in Economic Growth, the Nature and Limits of Keynesian Intervention, and the Discourses of Social Darwinism.

Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [0]

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Biographical Information/ APPENDIX 1

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| **Title:** | Lecturer |
| **Tenure Status:** | Lecturer |
| **Language Pedagogy:** | n/a |
| **Theses Supervised:** | n/a |
| **Academic Experience:** | Director of AIIS South India |

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<td><strong>Faculty Name:</strong></td>
<td>Bilimoria, Purushottama</td>
</tr>
<tr>
<td><strong>Department:</strong></td>
<td>South and Southeast Asian Studies</td>
</tr>
<tr>
<td><strong>Language Competency:</strong></td>
<td>English-5; Hindi-5; Gujarati-5</td>
</tr>
<tr>
<td><strong>Instructional Content Area Expertise Represented as a Percentage:</strong></td>
<td>100</td>
</tr>
<tr>
<td><strong>Education:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M.A., University of Auckland, Philosophy, 1982</td>
</tr>
<tr>
<td></td>
<td>Ph.D., La Trobe University, Philosophy and Indian Religious Studies, 1981</td>
</tr>
<tr>
<td><strong>Courses Taught:</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>Research and Training Specialization:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Overseas Experience:</strong></td>
<td>England</td>
</tr>
<tr>
<td><strong>Recent Recognitions/Awards:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Recent Publications:</strong></td>
<td>[30]</td>
</tr>
</tbody>
</table>

| **Title:** | Visiting Professor |
| **Tenure Status:** | Lecturer |
| **Language Pedagogy:** | n/a |
| **Theses Supervised:** | n/a |
| **Academic Experience:** |  |
| | Senior Lecturer, Center for Dharma Studies, Graduate Theological Union |
| | Honorary Research Professor of Philosophy and Comparative Studies, Deakin University |
| | Shivadasani Fellow of the Oxford Centre for Hindu Studies in Oxford University |

Recent Publications:


*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

PR/Award # P015A180058
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Blum
Faculty Name: Blum, Mark
Department: East Asian Languages and Cultures
Language Competency: 
Instructional Content Area Expertise: 
Represented as a Percentage: 25
Education: 
Ph.D., UC Berkeley, Buddhist Studies, 1990
M.A. University of California Los Angeles, 
Japanese Literature

Courses Taught: 3
Research and Training Specialization: Pure Land Buddhism Throughout East Asia with a Focus on the Japanese Medieval Period
Overseas Experience:
Recent Recognitions/Awards: Shinjo Ito Distinguished Chair in Japanese Studies
Recent Publications: [0]

Bohling
Faculty Name: Bohling, Joseph E
Department: International and Area Studies
Language Competency: 
Instructional Content Area Expertise: 
Represented as a Percentage: 25
Education: 

Courses Taught: 1
Research and Training Specialization:
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [0]

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Biographical Information/ APPENDIX 1

Bopearachchi
Faculty Name: Bopearachchi, Osmund Christie
Department: Central and South Asian Art
Language Competency: English-5; Sinhala-5
Instructional Content Area Expertise Represented as a Percentage: 50
Education:
Ph.D. Paris I Sorbonne University, Art History and Archaeology, 1987
B.A. University of Kelaniya, 1978

Title: Adjunct Professor
Tenure Status: n/a
Language Pedagogy: n/a
Theses Supervised: n/a
Academic Experience:
Emeritus Director of Research, French National Centre for Scientific Research, Paris CNRS-ENS, UMR 8549, Archéologies d’Orient et d’Occident. Emeritus Visiting Professor and Member of the Ecole Doctorale 6 (ED 124), University Paris-Sorbonne

Courses Taught: 2
Research and Training Specialization: Numismatist, Historian, Archaeologist
Overseas Experience:
Recent Publications: [1]
O. Bopearachchi, Seven Weeks after the Buddha’s Enlightenment: Contradictions in Text, Confusions in Art, Manohar Publishers, New Delhi, 2016, 75 pages.

Brewer
Faculty Name: Brewer, Eric
Department: Computer Science
Language Competency: English-5
Instructional Content Area Expertise Represented as a Percentage: 25
Education:
Ph.D., MIT
M.S., MIT
B.S., UC Berkeley

Title: Professor
Tenure Status: Tenured
Language Pedagogy:
Theses Supervised: 28
Academic Experience:

Courses Taught: 3
Research and Training Specialization: Technology for Developing Regions, Programming Language Support forConcurrency, Internet Systems, and Databases
Overseas Experience: India, Indonesia, Kenya
Recent Recognitions/Awards:
Recent Publications: [16]

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Bruce
Faculty Name: Bruce, Gregory
Department: South and Southeast Asian Studies
Language Competency: English-5; Urdu-5
Instructional Content Area Expertise
Represented as a Percentage: 100
Education:
Ph.D. University of Texas at Austin, 2016

Courses Taught: 6
Research and Training Specialization: Urdu Language and Literature, Intellectual History
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications:

Brunet
Faculty Name: Brunet, Carla S
Department: Music
Language Competency:
Instructional Content Area Expertise
Represented as a Percentage: 25
Education:

Courses Taught: 3
Research and Training Specialization:
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [0]

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
**Buluswar**

**Faculty Name:** Buluswar, Shashi  
**Department:** HASS School of Business  
**Language Competency:** English-5; Hindi-5  
**Instructional Content Area Expertise Represented as a Percentage:** 25  
**Education:**  
- Ph.D., University of Massachusetts, Artificial Intelligence  
- MBA, Kellogg School of Management, Northwestern University  
- M.A., Goshen College  

**Title:** Lecturer  
**Tenure Status:** Lecturer  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**  
- Executive Director, LBNL Institute for Globally Transformative Technologies  
- Founding Co-chair, Armed Conflict Resolution and People’s Rights Project (2012-2015)  

**Courses Taught:** 1  
**Research and Training Specialization:** Social Responsibility Agendas, Economic Development, Health, Agriculture, Climate Change, Education and Post-conflict Reconstruction  
**Overseas Experience:** India, Africa, Afghanistan  
**Recent Recognitions/Awards:**  
**Recent Publications:** [2]  

**Bussell**

**Faculty Name:** Bussell, Jennifer  
**Department:** Public Policy and Political Science  
**Language Competency:** English-5; Hindi-5  
**Instructional Content Area Expertise Represented as a Percentage:** 100  
**Education:**  
- Ph.D. UC Berkeley, Political Science, 2009  
- M.A. UC Berkeley, Political Science, 2003  
- B.A. The University of Chicago, Anthropology, 1997  

**Title:** Assistant Professor  
**Tenure Status:** Tenure Eligible  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**  
- Gruber Faculty Fellow, Political Science, UC Berkeley  

**Courses Taught:** 5  
**Research and Training Specialization:** Information Technology, Public Management, Politics, Comparative Public Policy, Corruption and Governance, India  
**Overseas Experience:** India  
**Recent Recognitions/Awards:**  
**Recent Publications:** [4]  
Carter
Faculty Name: Carter, Shane
Department: Office of Resources for International and Area Studies
Language Competency: English-5; French-3; Spanish-3; Modern Standard Arabic-1
Instructional Content Area Expertise Represented as a Percentage: 25
Education:
M.A. Fairfield University
B.S. Georgetown University, Foreign Service
Courses Taught: 1
Research and Training Specialization: K-14 Outreach
Overseas Experience: Costa Rica, Mexico, U.K., France, Spain, Netherlands, Switzerland, Italy, Turkey
Recent Recognitions/Awards:
Recent Publications: [0]

Chandra
Faculty Name: Chandra, Melanie Abrams
Department: English
Language Competency:
Instructional Content Area Expertise Represented as a Percentage: 25
Education:
MFA, University of North Carolina at Greensboro
Courses Taught: 2
Research and Training Specialization:
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [0]

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Chandra
Faculty Name: Chandra, Vikram
Department: English
Language Competency: English-5
Instructional Content Area Expertise: Represented as a Percentage: 50
Education:
MFA, University of Houston
MA, Johns Hopkins
Film School, Columbia University, 1990
B.A. Pomona College, English, 1984

Courses Taught: 3
Research and Training Specialization: Novelist, Journalist
Overseas Experience: India
Recent Recognitions/Awards:
Recent Publications: [0]

Chari
Faculty Name: Chari, Sharad
Department: Geography
Language Competency: 
Instructional Content Area Expertise: Represented as a Percentage: 50
Education:
Ph.D., UC Berkeley, 2000

Courses Taught: 2
Research and Training Specialization: Geography as History of the Present and as Earthly/Oceanic Writing, Social Theory, Political Economy, Development, Agrarian Studies, Labor, Racial/Sexual Capitalism, Black Radical Tradition, Biopolitical Struggle, Oceanic Studies, Photography, South Asia, South Africa, Indian Ocean.
Overseas Experience: India, South Africa, Mozambic, Mauritius, Reunion, Mayotte
Recent Recognitions/Awards:
Recent Publications: [11]


*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Chaudhry
Faculty Name: Chaudhry, Kiren Aziz
Department: Political Science
Language Competency: English-5; Hindi-5;
Urdu-5; Punjabi-4; Arabic-2; Turkish-2; French-1
Instructional Content Area Expertise
Represented as a Percentage: 25
Education:
Ph.D., Harvard University, Government, 1990
M.A., Harvard University, Government, 1983
B.A., University of Michigan, 1978

Courses Taught: 1
Research and Training Specialization: Political Economy, International Political Economy and Trauma Theory in the Middle East and South Asia.
Overseas Experience: Saudi Arabia, Algeria, Yemen, Iraq, Turkey
Recent Recognitions/Awards:
2005-2007 Sultan Research Fellowship, UC Berkeley; 2003, 2004 Competitive Research Fellowship, UC

Chen
Faculty Name: Chen, Carolyn
Department: Ethnic Studies
Language Competency:
Instructional Content Area Expertise
Represented as a Percentage: 50
Education:
Ph.D., UC Berkeley, Sociology
M.A., UC Berkeley, Sociology
A.B., Brown University, Sociology

Courses Taught: 1
Research and Training Specialization: Asian American and Asian Diaspora Studies
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [0]

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Chhibber
Faculty Name: Chhibber, Pradeep
Department: Political Science
Language Competency: English-5; Hindi-5; Punjabi-5
Instructional Content Area Expertise
Represented as a Percentage: 100
Education:
Ph.D. UCLA, 1991
M.Phil., University of Delhi, 1979
M.A., University of Delhi

Courses Taught: 9
Research and Training Specialization: Political Parties, South Asia, Electoral Politics, Politics of India
Overseas Experience: India
Recent Recognitions/Awards:
Recent Publications: [6]

Choudhry
Faculty Name: Choudhry, Sujit
Department: Law
Language Competency: English-5
Instructional Content Area Expertise
Represented as a Percentage: 25
Education:
LL.M. Harvard Law School, 1998
LL.B. (Hon.), University of Toronto, 1996
B.A., University of Oxford, Law, Rhodes Scholar, 1994
B.Sc. Biology, McGill University, 1992

Courses Taught:
Research and Training Specialization: Comparative Constitutional Law, Comparative Constitutional Development
Overseas Experience: Egypt, Jordan, Libya, Nepal, South Africa, Sri Lanka, Tunisia, Ukraine, Yemen
Recent Recognitions/Awards:
Board of Editors and Scientific Advisory Board, International Journal of Constitutional Law, 2008-present
Editorial Advisory Board, Cambridge Studies in Constitutional Law, 2008-present
Recent Publications: [17]

Choy
Faculty Name: Choy, Gregory P.
Department: Ethnic Studies

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency*
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Clare
Faculty Name: Clare, Jennifer
Department: South and Southeast Asian Studies
Language Competency: English-5; Tamil-5
Instructional Content Area Expertise
Represented as a Percentage: 100
Education:

Courses Taught: 4
Research and Training Specialization: Tamil Culture and Tamil Literature
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [0]

Title: Professor
Tenure Status: Tenured
Language Pedagogy: n/a
Theses Supervised: n/a
Academic Experience:

Recent Publications: [1]

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Cohen
Faculty Name: Cohen, Lawrence
Title: Associate Professor
Department: Anthropology
Tenure Status: Tenure Eligible
Language Competency: English-5; Hindi-5;
Language Pedagogy: n/a
French-4; Hebrew-3
Theses Supervised: 8
Instructional Content Area Expertise
Academic Experience:
Represented as a Percentage: 66
Chair, Institute for South Asia Studies, UC
Education:
Berkeley (2012-2017)
Ph.D. Harvard University, 1992
M.A. Harvard University, 1992
B.A., Harvard University, 1983
Theses Supervised: 8
Academic Experience:
Courses Taught: 9
Research and Training Specialization: Social Cultural Anthropology, Medical and Psychiatric Anthropology,
Oversea Experience: India
Critical Gerontology, Lesbian and Gay Studies and Feminist and Queer Theory
Recent Recognitions/Awards:
Recent Publications: [2]
Leibing, Annette, and Lawrence Cohen. Thinking about dementia: Culture, loss, and the anthropol
Biographical Information/ APPENDIX 1

Dalmia
Faculty Name: Dalmia, Vasudha
Title: Professor Emeritus
Department: South and Southeast Asian Studies
Tenure Status: Tenured
Language Competency: English-5; Hindi-5;
Language Pedagogy: n/a
German-5; Sanskrit-5
Theses Supervised: 8
Instructional Content Area Expertise
Academic Experience:
Represented as a Percentage: 100
Chandrika and Ranjan Tandon Professor of Hindu
Education:
Studies, Yale University, 2013-2014
Ph.D., Jawaharlal Nehru University, Delhi, 1984
M.A., University of Cologne, 1975
B.A., Delhi University, 1967
Courses Taught: 1
Research and Training Specialization: Cultural Formations, Politics of Religious Discourse, Transitional Cultural
Oversea Experience: India, United Kingdom
Phenomena of the 17th, 18th and 19th Centuries, the Politics of the Literature of the New
Nation-State, Studies of the Position of Women in Transitions.
Recent Recognitions/Awards:
Recent Publications: [3]

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
### Danner

**Faculty Name:** Danner, John D.  
**Department:** Haas School of Business  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
Represented as a Percentage: 25  
**Education:**  
JD, UC Berkeley  
MPH and MAEd, UC Berkeley  
BA, Harvard University  

**Title:** Lecturer  
**Tenure Status:** Lecturer  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**  
Senior Fellow, The Lester Center for Entrepreneurship  
Faculty Director, BI Norwegian Business School  
Faculty Director, LG Open Innovation Program  

**Courses Taught:** 2  
**Research and Training Specialization:** Entrepreneurship, Innovation and Strategy  
**Overseas Experience:**  
**Recent Recognitions/Awards:**  
**Recent Publications:** [2]  

### Dalton

**Faculty Name:** Dalton, Jacob  
**Department:** South and Southeast Asian Studies  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
Represented as a Percentage: 50  
**Education:**  
Ph.D., University of Michigan, Buddhist Studies  
M.A., University of Michigan, Buddhist Studies  
B.A., Marlboro College, Religious Studies  

**Title:** Professor  
**Tenure Status:** Tenured  
**Language Pedagogy:** n/a  
**Theses Supervised:**  
**Academic Experience:**  
Chair, Department of South and Southeast Asian Studies, UC Berkeley  
Khyentse Foundation Distinguished University Professor in Tibetan Buddhism, UC Berkeley  

**Courses Taught:** 7  
**Research and Training Specialization:** Nyingma Religious History, Tantric Ritual, Paleography, and the Dunhuang Manuscripts  
**Overseas Experience:**  
**Recent Recognitions/Awards:**  
NEH Fellowship, National Endowment for the Humanities, 2016  
Townsend Center Associate Professor Fellowship, UC Berkeley, 2015  
Guggenheim Fellowship, John Simon Guggenheim Foundation, 2014-2015  
**Recent Publications:** [6]  
Dar
Faculty Name: Dar, Huma B
Department: Ethnic Studies
Language Competency: English-5
Instructional Content Area Expertise
Represented as a Percentage: 100
Education:
Ph.D., UC Berkeley, South and Southeast Asian Studies

Courses Taught: 2
Research and Training Specialization: The Intersections and Co-formations of Gender, Religion, Class, Caste, Sexuality, and National Politics of South Asia

Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [0]

De Janvry
Faculty Name: De Janvry, Alain
Department: Agricultural and Resource Economics
Language Competency:
Instructional Content Area Expertise
Represented as a Percentage: 25
Education:
Ph.D. UC Berkeley, Agricultural Economics
M.A. UC Berkeley, Statistics
M.S., UC Berkeley, Agricultural Economics

Courses Taught: 5

Overseas Experience: Latin America, Sub-Saharan Africa, Middle East, Indian subcontinent
Recent Recognitions/Awards:
Recent Publications: [10]
Emerick, Kyle, Alain de Janvry, Elisabeth Sadoulet, and Manzoor Dar "Technological innovations, downside risk, and the modernization of agriculture" forthcoming American Economic Review.
de Janvry, Alain, Marco Gonzalez-Navarro, Kyle Emerick, and Elisabeth Sadoulet. 2015. Delinking land rights from land use: Certification and migration in Mexico, American Economic Review, 105(10): 3125-49

Delattre
Faculty Name: Delattre, Michele
Department: International and Area Studies,

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Desouza
Faculty Name: Desouza, Allan
Department: Art Practice
Language Competency: 
Instructional Content Area Expertise
Represented as a Percentage: 33
Education: 
Title: Associate Professor
Tenure Status: Tenure Eligible
Language Pedagogy:
Theses Supervised:
Academic Experience: 
Chair, Department of Art Practice, UC Berkeley

Courses Taught: 3
Research and Training Specialization: Photography, Contemporary Art, Art Pedagogy, Performance, Postcolonial Studies, Contemporary African Art, South Asian Art
Overseas Experience: France, Korea, China, Ireland, India
Recent Recognitions/Awards:
Recent Publications: [0]
Dewulf
Faculty Name: Dewulf, Jeroen
Department: German
Language Competency: English-5; German-5
Instructional Content Area Expertise
Represented as a Percentage: 25
Education:
Ph.D., University of Bern, German Literature
M.A., University of Porto, German Literature
B.A., University of Ghent, Germanic Philosophy

Title: Associate Professor
Tenure Status: Tenure Eligible
Language Pedagogy: n/a
Theses Supervised:
Academic Experience:
Director, Institute of European Studies, UC Berkeley
Director, Dutch Studies Program, UC Berkeley

Courses Taught:
Research and Training Specialization: European Politics and Culture, Dutch and Portuguese (Post)colonial Literature and History, Transatlantic Slave Trade, Swiss Literature and Culture
Overseas Experience: Germany, Belgium, Portugal
Recent Recognitions/Awards:
Independent Publishers’ Gold Medal, 2018
Clague and Carol Van Slyke Article Prize in New Netherland Studies, 2015-2016
Louisiana History President’s Memorial Award, 2015
Recent Publications: [3]
[Video: https://www.youtube.com/watch?v=7DiApGLx3qU; Reviews: Hilde Neus: Werkgroep Caraïbische Letteren; Michael Douma: BMHN-Low Countries Historical Review]

Dirks
Faculty Name: Dirks, Nicholas
Department: History & Anthropology
Language Competency: English-5; Hindi-5;
Tamil-1; French-1
Instructional Content Area Expertise
Represented as a Percentage: 50
Education:
Ph.D., University of Chicago, 1981
M.A. University of Chicago, 1974
B.A., Wesleyan University, 1968-1972

Title: Professor
Tenure Status: Tenured
Language Pedagogy: n/a
Theses Supervised:
Academic Experience:
Chancellor, UC Berkeley, 2013-2017

Courses Taught:
Research and Training Specialization: South Asian History and Anthropology, the role of India in the emerging interests of the United States in and after World War II, and postcolonialism.
Overseas Experience: India, United Kingdom
Recent Recognitions/Awards:
Senior Fellow, Council on Foreign Relations, present
Honorary Ph.D., SRM University, 2017
Honorary Ph.D., Tsinghua University, 2014
Fellow, American Academy of Arts and Sciences, 2014
Recent Publications: [1]

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

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Dutta
Faculty Name: Dutta, Sunil
Department: Haas School of Business
Language Competency: English-5
Instructional Content Area Expertise Represented as a Percentage: 25
Education:
Ph.D., University of Minnesota, Business Administration
MBA, University of Minnesota, Accounting
MS, University of Minnesota, Applied Chemistry
BS, Indian Institute of Technology, Engineering

Title: Professor
Tenure Status: Tenured
Language Pedagogy: n/a
Theses Supervised: Academic Experience:
Joan and Egon von Kaschnitz Distinguished Professor of Accounting and International Business
Haas Accounting Group

Courses Taught: 2
Research and Training Specialization: Performance Measures, Incentive Contracts, Accounting Information, Cost of Capital, Equity Valuation
Overseas Experience:
Recent Recognitions/Awards:
Club 6 Member, Haas School of Business, for teaching excellence based on student evaluations
Recent Publications: [5]

Edwards
Faculty Name: Edwards, Penelope
Department: South and Southeast Asian Studies
Language Competency: English-5
Instructional Content Area Expertise Represented as a Percentage: 25
Education:
Ph.D., Monash University, 1999
M. Phil., University of Oxford, 1992
B.A., University of London, 1985

Title: Associate Professor
Tenure Status: Tenure Eligible
Language Pedagogy: n/a
Theses Supervised: Academic Experience:
Member, Transforming Graduate Admissions Working Committee, UC Berkeley
Member, Group of Asian Studies Review Committee, UC Berkeley

Courses Taught: 2
Research and Training Specialization: Cultural Pasts and Presents in Southeast Asia, Cambodia, Burma
Overseas Experience:
Recent Recognitions/Awards:
Trustee, Center for Khmer Studies, Cambodia, 2008-2016
Recent Publications: [4]
Edwards, Penelope. Incognito: How princes travel. (Forthcoming).
Edwards, Penelope. Moveable Easts: Alexandra David Néel, Mirra Alfassa, Suzanne Karpelès and the constructions of Buddhism in France and Empire. (Forthcoming).

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Faruqui
Faculty Name: Faruqui, Munis D.
Department: South and Southeast Asian Studies
Language Competency: English-5; Urdu-5;
German-5; Persian-5
Instructional Content Area Expertise
Represented as a Percentage: 100
Education:
Ph.D., Duke University, 2002
M. Phil., University of Cambridge, 1992
B.A. Oberlin College, 1990

Title: Associate Professor
Tenure Status: Tenure Eligible
Language Pedagogy: n/a
Theses Supervised: 3

Academic Experience:
Director, Institute for South Asia Studies, UC Berkeley, 2017-present
Chair, Sarah Kailath Chair of Indian Studies, UC Berkeley, 2017-present

Courses Taught: 9
Research and Training Specialization: Islam in South Asia, Pre-modern South Asia, Mughal India, Urdu, Muslim Experience in South Asia during Mughal Period.
Overseas Experience: India, Pakistan, Iran
Recent Recognitions/Awards:
Recent Publications: [1]


Gadgil
Faculty Name: Gadgil, Ashok
Department: Civil and Environmental Engineering
Language Competency: English-5; Hindi-5
Instructional Content Area Expertise
Represented as a Percentage: 50
Education:
Ph.D., UC Berkeley, 1979
M.A. UC Berkeley, 1975
M.Sc., Indian Institute of Technology, 1973
B.Sc. University of Bombay, 1971

Title: Professor
Tenure Status: Tenured
Language Pedagogy: n/a
Theses Supervised: 

Academic Experience:
Senior Faculty Scientist, LBNL, UC Berkeley
Co-lead, Water-Energy initiative for Energy Technologies Area at LBNL, UC Berkeley

Courses Taught: 3
Research and Training Specialization: Computational Fluid Dynamics of Indoor Air and Pollutant Transport, Simulation Methods for Complex Non-Linear Systems, Energy Efficiency in Buildings, Drinking Water Treatment
Overseas Experience: India
Recent Recognitions/Awards:
R&D100 Award, 2016
Fellow, Indian National Academy of Engineering, 2015
Inducted into the National Inventors Hall of Fame, 2014
Recent Publications: [27]


George
Faculty Name: George, Richard W.
Department: Haas School of Business

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Biographical Information/ APPENDIX 1

Language Competency: English-5
Instructional Content Area Expertise
Represented as a Percentage: 25
Education:
M.B.A., Finance & International Business
B.A., Liberal Arts, UC Berkeley
Title: Lecturer

Courses Taught: Global Financial Services
Research and Training Specialization:
Overseas Experience: Bahrain, Turkey, India
Recent Recognitions/Awards:
Recent Publications: [0]

Ghosh
Faculty Name: Ghosh, Srijani
Department: Theater, Dance and Performance Studies
Language Competency: English-5
Instructional Content Area Expertise
Represented as a Percentage: 25
Education:
Ph.D., Michigan State University, English

Courses Taught: 2
Research and Training Specialization: English and Women’s Studies
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [1]


Tenure Status: Lecturer
Language Pedagogy: n/a
Theses Supervised: n/a
Academic Experience:
Managing Director, Gulf Banking Consultants

Title: Lecturer
Tenure Status: Lecturer
Language Pedagogy: n/a
Theses Supervised: n/a
Academic Experience:
Visiting Assistant Professor, Department of English, Michigan State University, 2014-2015

Courses Taught: 2
Research and Training Specialization: English and Women’s Studies
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [1]


*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Gold
Faculty Name: Gold, Thomas B
Department: Sociology
Language Competency: English-5
Instructional Content Area Expertise Represented as a Percentage: 25
Education:
Ph.D., Harvard University, Sociology
M.A., Harvard University, 1975
B.A., Oberlin College, Chinese Studies, 1970
Title: Associate Professor
Tenure Status: Tenure Eligible
Language Pedagogy: n/a
Theses Supervised: 11
Academic Experience:
Executive Director, Inter-University Program for Chinese Language Studies
Courses Taught: 3
Research and Training Specialization: Modernization and Development, Globalization, Comparative Institutions, Pacific Rim Societies, China, Culture, Non-profits Focused on Improving Educational Access and Persistence for Disadvantaged Populations
Overseas Experience: China, Taiwan, Korea
Recent Recognitions/Awards:
Board Member, The National Committee on U.S.-China Relations
Board Member, The Asia Society of Northern California

Goldman
Faculty Name: Goldman, Robert P
Department: South and Southeast Asian Studies
Language Competency: English-5; Sanskrit-5;
French-4; Hindi-3; Italian-3; Bengali-2; German-2
Instructional Content Area Expertise Represented as a Percentage: 100
Education:
Ph.D., University of Pennsylvania, 1971
B.A., Columbia University, 1964
Title: Professor
Tenure Status: Tenured
Language Pedagogy: n/a
Theses Supervised: 5
Academic Experience:
Courses Taught: 6
Research and Training Specialization: Sanskrit Literature and Literary Theory, Indian Epic Studies, Psychoanalytically Oriented Cultural Studies
Overseas Experience:
Recent Recognitions/Awards:
Fellow, American Academy of Arts and Sciences
Sanskrit Award, Indian Council on Cultural Relations, 2017

Goldman
Faculty Name: Goldman, Sally J
Department: South and Southeast Asian Studies
*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Biographical Information/ APPENDIX 1

**Language Competency:** English-5; Sanskrit-5; Pali-5; Prakrit-5; Hindi-2

**Instructional Content Area Expertise**
**Represented as a Percentage:** 100

**Education:**
- Ph.D., UC Berkeley, 1979
- M.A., Cal State Fullerton, 1971
- B.A., Cal State Fullerton, 1971

**Title:** Senior Lecturer

**Tenure Status:** Lecturer

**Language Pedagogy:** n/a

**Theses Supervised:** n/a

**Academic Experience:**
- Associate Editor, VālmīkiRāmāyaṇa Translation Project
- Co-annotator, Bālakāṇḍa
- Co-translator, Sundarakāṇḍa, Yuddhakāṇḍa, and Uttarakāṇḍa

**Courses Taught:** 2

**Research and Training Specialization:** Women’s Studies, Epic and Classical Sanskrit Literature, Vyakarana or Sanskrit

**Overseas Experience:** India

**Recent Recognitions/Awards:**

**Recent Publications:**


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**Gonzalez**

**Faculty Name:** Gonzalez, Pablo

**Department:** Ethnic Studies

**Language Competency:** English-5

**Instructional Content Area Expertise**
**Represented as a Percentage:** 25

**Education:**
- Ph.D., University of Texas at Austin, Anthropology
- M.A. University of Texas at Austin, Anthropology
- B.A., UC Berkeley, Chicano Studies

**Title:** Lecturer

**Tenure Status:** Lecturer

**Language Pedagogy:** n/a

**Theses Supervised:** n/a

**Academic Experience:**
- Site Coordinator, Dialogo Global, Decolonizing Knowledge and Power Summer School, Barcelona, Spain
- Lecturer, Sociology, University of San Francisco, 2015

**Courses Taught:** 7

**Research and Training Specialization:** Chicana/o Transnational Social Movements, De-colonial Thought and Praxis, Indigeneity and Blackness, Housing and Dispossession, Urban Ethnography, Environmental Justice, Race, Migration, and Illegality

**Overseas Experience:** Mexico, Spain

**Recent Recognitions/Awards:**

**Recent Publications:**


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*Language Scale*: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Gonzalez-Reimann
Faculty Name: Gonzalez-Reimann, Luis
Department: South and Southeast Asian Studies
Language Competency: English-5
Instructional Content Area Expertise: Represented as a Percentage: 100
Education:
Ph.D., UC Berkeley

Courses Taught: 3
Research and Training Specialization: South Asian Studies, Mysticism, Indian Studies, Yugas, Sanskrit Epics, Cosmic Cycles, Hinduism
Recent Publications:

Goulding
Faculty Name: Goulding, Gregory
Department: South and Southeast Asian Studies
Language Competency: English-5
Instructional Content Area Expertise: Represented as a Percentage: 100
Education:
Ph.D., UC Berkeley

Courses Taught: 1
Research and Training Specialization: Area Studies, South Asian Studies, Indian Literature, World Literature, Hindi
Recent Publications:
Gundling
Faculty Name: Gundling, Ernest O.
Department: Haas School of Business
Language Competency: English-5
Instructional Content Area Expertise
Represented as a Percentage: 25
Education:
Ph.D., University of Chicago
M.A., University of Chicago
B.A., Stanford University

Courses Taught: 1
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications:

Gupta
Faculty Name: Gupta, Atreyee
Department: History of Art
Language Competency: English-5
Instructional Content Area Expertise
Represented as a Percentage: 50
Education:
Ph.D., University of Minnesota, 2011
M.A., University of Minnesota, 2005
B.A., Maharaja Sayajirao University of Baroda, 2002

Courses Taught: 6
Research and Training Specialization: Global Modernisms and Contemporary Art, South and Southeast Asia and its Diaspora, Visual and Intellectual Histories of Twentieth-century Art, Intersections between the Cold War, the Non-Aligned Movement, and Art after 1945, New Media and Experimental Cinema
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [7]


Grijalva
Faculty Name: Grijalva, Richard A.
Department: Rhetoric

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Biographical Information/ APPENDIX 1

Hadler
Faculty Name: Hadler, Jeffrey Alan
Department: South and Southeast Asian Studies
Language Competency: English-5; Indonesian-4
Instructional Content Area Expertise Represented as a Percentage: 25
Education:
Ph.D., Cornell University, History, 2000
M.A., Cornell University, History, 1994
B.A., Yale University, Comparative Literature & Southeast Asian Studies

Courses Taught: 1
Research and Training Specialization: Island Southeast Asia, Islam in Southeast Asia, Culture and Art in Indonesia, Indonesian History
Overseas Experience: Indonesia
Recent Recognitions/Awards:
Recent Publications: [0]

Title: Associate Professor
Tenure Status: Tenure Eligible
Language Pedagogy: n/a
Theses Supervised: 2
Academic Experience:
Chair, Department of South and Southeast Asian Studies, UC Berkeley, 2014-2015
Founding Board Member, American Institute for Indonesian Studies, Cornell University

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Harrison
Faculty Name: Harrison, Ann E.
Department: Agricultural and Resource Economics
Language Competency: English: 5; French: 5
Instructional Content Area Expertise
Represented as a Percentage: 25
Education:
Ph.D., Princeton University, Economics, 1991
Title: Professor
Tenure Status: Tenured
Language Pedagogy: n/a
Theses Supervised: 12
Academic Experience:
Professor, Multinational Management, The Wharton School, University of Pennsylvania, 2012-present
Research Associate, National Bureau of Economic Research
Professor, Agricultural and Resource Economics, UC Berkeley, 2001-2011
Courses Taught: 2
Research and Training Specialization: Economic Development, Foreign Investment, International Trade
Overseas Experience: France
Recent Recognitions/Awards:
Editorial Board Member, Journal of Asian Economics, Journal of Economic Literature, and The World Bank Research Observer
Affiliate, International Growth Center, London
Member, UN Committee for Development Policy
Recent Publications: [7]

Hart
Faculty Name: Hart, George L
Department: South and Southeast Asian Studies
Language Competency: English: 5; Russian: 4; Malayalam: 2; Kannada: 1; Hindi: 1
Instructional Content Area Expertise
Represented as a Percentage: 100
Education:
Ph.D., Harvard University, 1970
M.A., Harvard University, 1967
B.A., Harvard University, 1964
Title: Professor Emeritus
Tenure Status: Tenured
Language Pedagogy: n/a
Theses Supervised: 8
Academic Experience:
Emeritus, Chair in Tamil Studies, UC Berkeley, 2009-present
Courses Taught: 5
Research and Training Specialization: South Indian Culture, Tamil Literature, Sanskrit Literature
Overseas Experience: India
Recent Recognitions/Awards:
Padma Shri, Government of India, 2015
Kural Peedam, award presented by President of India, 2010
Recent Publications: [0]
Biographical Information/ APPENDIX 1

Hart
Faculty Name: Hart, Kausalya
Department: South and Southeast Asian Studies
Language Competency: English-5; Tamil-5; Sanskrit-3; Telugu-2
Instructional Content Area Expertise
Represented as a Percentage: 100
Education:
M.A., Annamalai University, Tamil Language and Literature, 1962
B.A., Annamalai University, 1960

Courses Taught: 1
Research and Training Specialization: Tamil and South Indian Music, Dance, and Culture
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [5]

Hart
Faculty Name: Hart, Gillian P
Department: Geography
Language Competency: English-5
Instructional Content Area Expertise
Represented as a Percentage: 25
Education:
Ph.D., Cornell University, 1978

Courses Taught: 1
Research and Training Specialization: Political Economy, Social Theory, Critical Development Studies, Gender, Agrarian, Regional Studies
Overseas Experience: Bangladesh, Malaysia, South Africa
Recent Recognitions/Awards:
Recent Publications: [7]
Becoming a Geographer: Massey Moments in a Spatial Education. In *Doreen Massey: Critical Dialogues*, Edited by Marion Werner, Jamie Peck, Rebecca Lave, and Brett Christophers. (Forthcoming 2018).
Relational Comparison Revisited: Marxist Postcolonial Geographies in Practice. *Progress in Human Geography* 2016 (early online publication.)

Hoffman
Faculty Name: Hoffmann, Stefan-ludwig
Department: History

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency*
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Holland
Faculty Name: Holland, Gary B
Department: Linguistics
Language Competency: English-5; Greek-5;
Hittite-5; Sanskrit-5; German-5; Avestan-4; Old
Persian-4; Latin-4; Italic Dialects-4; Hieroglyphic
Luwian-4; Gothic-4; Norse-Icelandic-4; Old
English-4; Old Irish-4; Lithuanian-4; Old Church
Slavic-4
Instructional Content Area Expertise
Represented as a Percentage: 50
Education:
Ph.D., Linguistics, UC Berkeley, 1980
M.A., French, Florida State University, 1967
B.A., French, Florida State University, 1965
Eastern Studies
Courses Taught: Historical Linguistics, Indo-European Comparative Linguistics, Writing Systems
Research and Training Specialization: Comparative Indo-European Linguistics, Historical Linguistics
Overseas Experience: Scandinavia, United Kingdom
Recent Recognitions/Awards:
Recent Publications: [0]

Irschick
Faculty Name: Irschick, Eugene
Department: History
Language Competency: English-5; Tamil-4;
Instructional Content Area Expertise: Represented as a Percentage: 100

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
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Education:
Ph.D., University of Chicago, History, 1964
M.A., University of Pennsylvania, South Asia Regional Studies, 1959
B.A. Gettysburg College, History & Religion and Greek, 1955

Title: Professor Emeritus
Tenure Status: Tenured
Language Pedagogy: n/a

Courses Taught: 3
Research and Training Specialization: History and Politics of Modern South Asia.
Overseas Experience: India
Recent Recognitions/Awards: Recent Publications: [0]

Iyer
Faculty Name: Iyer, Ganesh
Department: Haas School of Business

Title: Professor
Tenure Status: Tenured
Language Pedagogy:
Theses Supervised: 2
Academic Experience:

Education:
Ph.D., University of Toronto, Management, 1996
M.A., University of Bombay, Management Studies, 1984
B.S., University of Bombay, Electrical Engineering

Courses Taught: 2
Research and Training Specialization: Competitive Marketing Strategy, Coordination in Distribution Channels, Internet Strategy and Institutions, Bounded Rationality and Marketing Strategy, Communication and Advice, Marketing and Development
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [5]


*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

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Jain
Faculty Name: Jain, Usha
Department: South and Southeast Asian Studies
Language Competency: English-5; Hindi-5; Sanskrit-3; Urdu-4

Instructional Content Area Expertise
Represented as a Percentage: 100
Education:
M.A., UC Berkeley, Asian Studies, 1964
M.A., Agra University, History, 1960
B.A., Agra University, Hindi, History, and Political Science, 1957

Courses Taught: 4
Research and Training Specialization: Hindi language, Hindi Literature
Overseas Experience: India, Pakistan
Recent Recognitions/Awards: [0]
Recent Publications:

Jaini
Faculty Name: Jaini, Padmanabh
Department: South and Southeast Asian Studies
Language Competency: English-5; Gujarati-5; Hindi-5; Marathi-3

Instructional Content Area Expertise
Represented as a Percentage: 100
Education:
Ph.D., University of London, 1958
M.A., University of Bombay, 1949

Courses Taught: Jain Studies
Research and Training Specialization: Buddhism, Jainism
Overseas Experience: India, United Kingdom
Recent Recognitions/Awards: [0]
Recent Publications: [0]
Jalil
Faculty Name: Jalil, Qamar
Department: South and Southeast Asian Studies
Language Competency: English-5
Instructional Content Area Expertise
Represented as a Percentage: 100
Education:
M.A., Punjab University

Courses Taught: 4
Research and Training Specialization: Urdu Language
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [0]

Jayaraman
Faculty Name: Jayaraman, Sarumathi
Department: Public Policy
Language Competency:
Instructional Content Area Expertise
Represented as a Percentage: 25
Education:
J.D. Yale Law School, 2000
M.P.P., Harvard University, 1998
B.A., UCLA, 1995

Courses Taught: 1
Research and Training Specialization:
Overseas Experience:
Recent Recognitions/Awards:
Champion of Change, United States White House, 2014
James Beard Foundation Leadership Award, 2015.
Recent Publications: [2]


*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
<table>
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<tr>
<th>Faculty Name:</th>
<th>Jones-Rogers, Stephanie</th>
<th>Title:</th>
<th>Assistant Professor</th>
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<td>Department:</td>
<td>History</td>
<td>Tenure Status:</td>
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<td>Language Competency:</td>
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<td>Language Pedagogy:</td>
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<td>Represented as a Percentage: 25</td>
<td>Theses Supervised:</td>
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<tr>
<td>Education:</td>
<td>Ph.D., Rutgers, University of New Jersey, 2012</td>
<td>Academic Experience:</td>
<td>Assistant Professor, Departments of History and Gender, Women’s and Sexuality Studies, University of Iowa, 2012-2014</td>
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<tr>
<td></td>
<td>M.A., Rutgers, University of New Jersey, 2007</td>
<td></td>
<td>Postdoctoral Fellow in Law and Society, Newcomb College Institute, Tulane University, 2013-2014</td>
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<td></td>
<td>B.A., Rutgers, University of New Jersey, 2003</td>
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<td>Overseas Experience:</td>
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<td>Recent Recognitions/Awards:</td>
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<td></td>
<td>Regents’ Junior Faculty Fellowship, University of California, Berkeley, 2015</td>
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<tr>
<th>Faculty Name:</th>
<th>Kaicker, Abhishek</th>
<th>Title:</th>
<th>Assistant Professor</th>
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<tr>
<td>Department:</td>
<td>History</td>
<td>Tenure Status:</td>
<td>Tenure Eligible</td>
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<tr>
<td>Language Competency:</td>
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<td>Language Pedagogy:</td>
<td>n/a</td>
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<td>Instructional Content Area Expertise</td>
<td>Represented as a Percentage: 50</td>
<td>Theses Supervised:</td>
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<tr>
<td>Education:</td>
<td>Ph.D., Columbia University, 2014</td>
<td>Academic Experience:</td>
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<td></td>
<td>M.A., University of British Columbia, 2006</td>
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<td>B.A., Macalester College, 2004</td>
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<tr>
<td>Courses Taught:</td>
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<td>Research and Training Specialization:</td>
<td>Early Modern and Modern South Asia, Politics and Culture in the Mughal Empire, 20th-Century World History</td>
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<td>Overseas Experience:</td>
<td>India</td>
<td>Recent Recognitions/Awards:</td>
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<td></td>
<td>Milton Fund, Harvard University, 2014</td>
<td>Recent Publications:</td>
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</tr>
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*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency*
Kaiser
Faculty Name: Kaiser, Mark
Department: Berkeley Language Center
Language Competency: English-5
Instructional Content Area Expertise
Represented as a Percentage: 100
Education:
Ph.D., University of Michigan
M.A., University of Michigan
B.A., University of Wisconsin

Courses Taught: 1
Research and Training Specialization: Slavic Studies
Overseas Experience:
Recent Recognitions/Awards
Recent Publications: [0]

Kammen
Faculty Name: Kammen, Daniel
Department: Goldman School of Public Policy, Energy and Resources Group, Nuclear Engineering
Language Competency:
Instructional Content Area Expertise
Represented as a Percentage: 25
Education:
Ph.D., Harvard University, 1988
M.A., 1986
B.A., Cornell University, 1984

Courses Taught: 1
Research and Training Specialization: climate change, engineering, environment
Overseas Experience:
Recent Recognitions/Awards:
Science Envoy, U.S. Secretary of State, 2016-2017
National Technical Advisory Board, U.S. Environmental Protection Agency, 2010-present
Member, National Academy of Science’s Computing Research for Environmental and Societal Sustainability, 2010-2015
Nobel Peace Prize awarded to the Intergovernmental Panel on Climate Change, 2007
Recent Publications: [101]
Karras
Faculty Name: Karras, Alan
Department: International and Area Studies
Language Competency: English
Instructional Content Area Expertise
Represented as a Percentage: 25
Education:
Ph.D., University of Pennsylvania
M.A., University of Pennsylvania
M.A., B.A., Johns Hopkins University

Courses Taught: 5
Research and Training Specialization: Scottish Migration, Caribbean in the 18th Century, Global Histories of Smuggling and Corruption in the Modern World, Nexus between Classical Theories of Political Economy and Illicit Activities
Overseas Experience: Jamaica, Bahamas, Guadeloupe, Great Britain, France, Suriname, Trinidad
Recent Recognitions/Awards:
Recent Publications: [3]


Kala
Faculty Name: Kala, Puneeta
Department: Institute for South Asia Studies
Language Competency: English-5; Japanese-5;
Hindi-5; Urdu-4; French-3; German-3
Instructional Content Area Expertise
Represented as a Percentage: 100
Education:
M.A., Study of Religion, Harvard University, 2000
M.A., Japanese Culture, University of Tsukuba, 1996
M.Phil., East Asian Studies, Jawaharlal Nehru University, 1993
M.A., Japanese, Jawaharlal Nehru University, 1991

Courses Taught: n/a
Research and Training Specialization:
Overseas Experience: Japan, India
Recent Recognitions/Awards:
Recent Publications: [0]

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Kamala
Faculty Name: Kamala, Calanit
Department: Economics
Language Competency: English-5
Instructional Content Area Expertise
Represented as a Percentage: 25
Education:

Courses Taught: 2
Research and Training Specialization:
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [1]

Kanogo
Faculty Name: Kanogo, Tabitha M
Department: 
Language Competency: English-5
Instructional Content Area Expertise
Represented as a Percentage: 25
Education:
Ph.D., University of Nairobi, 1981

Courses Taught: 4
Research and Training Specialization: Africa, Kenya, Social, Cultural, Women’s, and Colonial History
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [0]

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
**Katyal**

**Faculty Name:** Katyal, Sonia  
**Department:** Law  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
Represented as a Percentage: 25  
**Education:**  
J.D., University of Chicago Law School, 1998  
A.B., Brown University, 1993

**Title:** Professor  
**Tenure Status:** Tenured  
**Language Pedagogy:** n/a  
**Theses Supervised:**  
**Academic Experience:**  
Co-director, Berkeley Center for law & Technology, UC Berkeley  
Associate Dean, Research, Fordham Law School, 2015  
Joseph M. McLaughlin Professor of Law, Forham Law School, 2015

**Courses Taught:** 3  
**Research and Training Specialization:** Intersection of Technology, Intellectual Property, and Civil Rights  
**Overseas Experience:**  
**Recent Recognitions/Awards:**  
**Recent Publications:** [5]


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**Kazmi**

**Faculty Name:** Kazmi, Asma  
**Department:** Art Practice  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
Represented as a Percentage: 25  
**Education:**  
M.F.A., School of the Art Institute of Chicago, 2007  
B.F.A., Massachusetts College of Art, 2002

**Title:** Assistant Professor  
**Tenure Status:** Tenure Eligible  
**Language Pedagogy:** n/a  
**Theses Supervised:**  
**Academic Experience:**  
Co-Program Director, Art Program, California Institute of the Arts, 2015-present  
Permanent Art Program Faculty, California Institute of the Arts, 2013-present

**Courses Taught:** 5  
**Research and Training Specialization:** Transdisciplinary, Performative, Relational Works Combining Media and Objects  
**Overseas Experience:**  
**Recent Recognitions/Awards:**  
**Recent Publications:**

- Thrun, Neil, “That Used to be Us” at Haw Contemporary, KC Studio, kcstudio.org, July 13, 2015  

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*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency*
Kelkar
Faculty Name: Kelkar, Sreeharsh
Department: Interdisciplinary Studies Field
Language Competency: English-5
Instructional Content Area Expertise
Represented as a Percentage: 25
Education:
Courses Taught: 1
Research and Training Specialization: History and Anthropology
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [2]
2016 “Reconfiguring Educational Expertise: MOOCs, Computer Scientists, and the Study of Learning”

Krishnamurthy
Faculty Name: Krishnamurthy, Prasad
Department: Law
Language Competency: English
Instructional Content Area Expertise
Represented as a Percentage: 25
Education:
Ph.D., M.A., UC Berkeley, 2011
J.D., Yale Law School, 2004
B.A./M.A., University of Chicago, 1999
Courses Taught: 3
Research and Training Specialization: Financial regulation, antitrust and competition policy, law and economic development, and distributive justice.
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [7]
Landreth
Faculty Name: Landreth, David
Department: English
Language Competency: English-5
Instructional Content Area Expertise
Represented as a Percentage: 25
Education:

Courses Taught: 6
Research and Training Specialization: Literature and Culture of Tudor and Early Stuart England, Marxist, Ancient, and New Materialism, Word and Image, Religiosity, Humanist Learning
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [1]

Little
Faculty Name: Little, Layne R
Department: Religious Studies
Language Competency: English-5
Instructional Content Area Expertise
Represented as a Percentage: 33
Education:

Courses Taught:
Research and Training Specialization: Popular Culture, Religious Studies, Mythology and Folklore, Tamil Literature
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [0]
Biographical Information/ APPENDIX 1

Mahajan
Faculty Name: Mahajan, Aprajit
Department: Agricultural and Resource Economics
Language Competency: English-5
Instructional Content Area Expertise
Represented as a Percentage: 25
Education:
Ph.D., Princeton University, Economics, 2004
M.Sc., London School of Economics, Economics and Philosophy, 1996
B.A., Stanford University, Economics, 1995
Title: Associate Professor
Tenure Status: Tenure Eligible
Language Pedagogy: n/a
Theses Supervised: 2
Academic Experience:
Affiliate, Center for Effective Global Action, UC Berkeley, 2011-present
Affiliate, Abdul Latif Jameel Poverty Action Lab, 2012-present
Courses Taught: 2
Research and Training Specialization: Development, Econometrics
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [2]

Mahmood
Faculty Name: Mahmood, Saba
Department: Anthropology
Language Competency: English-5
Instructional Content Area Expertise
Represented as a Percentage: 50
Education:
Ph.D., Stanford University, Anthropology, 1998
M.A., Stanford University, Anthropology, 1994
M.A., University of Washington, Political Science, 1992
M.A., University of Michigan, Urban Planning, 1988
M.A., University of Michigan, Architecture, 1987
B.A., University of Washington, Architecture, 1985
Title: Professor
Tenure Status: Tenured
Language Pedagogy: n/a
Theses Supervised: 2
Academic Experience:
Courses Taught: 4
Research and Training Specialization: Religion, Race and Ethnicity, Political Anthropology, Sociocultural Anthropology, Gender and Sexuality, Law and Society, History of Anthropology
Overseas Experience: Lebanon, Egypt, Pakistan
Recent Recognitions/Awards:
Recent Publications: [19]

Mahmood, Saba. The South Atlantic Quarterly, a special issue on “Religious Liberty and Secular Politics” (with Peter Danchin), 113, no. 2 (2014).

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Majumdar
Faculty Name: Majumdar, Arun
Department: Mechanical Engineering & Material Sciences and Engineering
Language Competency: English-5; Hindi-5
Instructional Content Area Expertise
Represented as a Percentage: 25
Education:
Ph.D., UC Berkeley, Mechanical Engineering, 1989
M.S., Indian Institute of Technology, Mechanical Engineering, 1985

Title: Professor
Tenure Status: Tenured
Language Pedagogy: n/a
Theses Supervised: n/a
Academic Experience:
Almy and Agnes Myand Chair Professorship, College of Engineering, UC Berkeley
Director, Berkeley Nanosciences and Nanoengineering Institute
Member, Nanotechnology Technical Advisory Group, President’s Council of Advisors on Science and Technology

Courses Taught:

Overseas Experience:
Recent Recognitions/Awards:
Fellow, ASME and AAAS
Ember, US National Academy of Engineering
Editorial Board Member, International journal of Heat and Mass Transfer, Molecular and Cellular Biomechanics
Editor in Chief, Micro/Nanoscale Thermophysical Engineering

Recent Publications: [30]

Malik
Faculty Name: Malik, Adnan
Department: South and Southeast Asian Studies
Language Competency: English-5; Urdu-5
Instructional Content Area Expertise
Represented as a Percentage: 100
Education:
M.A., University of Chicago, Sociology, 2003
B.A., Ohio Wesleyan, Sociology

Title: Librarian
Tenure Status: n/a
Language Pedagogy: n/a
Theses Supervised: n/a
Academic Experience:
Curator and Cataloger of South Asian Collections, South and Southeast Asian Library, UC Berkeley

Courses Taught: n/a
Research and Training Specialization:
Overseas Experience: Pakistan
Recent Recognitions/Awards:
Recent Publications: [0]

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Malik
Faculty Name: Malik, Jitendra
Language Competency: English-5
Instructional Content Area Expertise Represented as a Percentage: 25
Education:
Ph.D., Stanford University, Computer Science, 1985
B.S., Indian Institute of Technology, 1980
Title: Professor
Tenure Status: Tenured
Language Pedagogy: n/a
Academic Experience:
Arthur J. Chick Professor, Department of Electrical Engineering and Computer Science, UC Berkeley Visiting Research Scientist, Google, 2015-2016
Member, Committee on Budget and Interdepartmental Relations, 2013-2014
Courses Taught: 2
Research and Training Specialization: Artificial Intelligence (AI), Biosystems & Computational Biology (BIO), Control, Intelligent Systems, and Robotics (CIR), Graphics (GR), Human-Computer Interaction (HCI), Signal Processing (SP)
Overseas Experience: India, UK, Zurich, Switzerland
Recent Recognitions/Awards:
ACM-AAAAllen Newell Award, 2016
National Academy of Sciences, 2015
King-Sun Fu Prize of the International Association of Pattern Recognition, 2014
Recent Publications: [15]

Mason
Faculty Name: Mason, Carl N
Department: History & Demography
Language Competency: English-5
Instructional Content Area Expertise Represented as a Percentage: 25
Education:
Ph.D., UC Berkeley, Economics
M.A., UC Berkeley, Operations Research
Title: Lecturer
Tenure Status: Lecturer
Language Pedagogy: n/a
Academic Experience:
Director, Demography Lab, UC Berkeley
Courses Taught: 1
Research and Training Specialization: American Immigration
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [1]

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Mavroudi
Facility Name: Mavroudi, Maria
Department: History
Language Competency: English-5
Instructional Content Area Expertise: Represented as a Percentage: 25
Education:
Ph.D., Harvard University, 1998
M.A., Harvard University, 1992
B.A., University of Thessaloniki, 1990

Title: Professor
Tenure Status: Tenured
Language Pedagogy: n/a
Theses Supervised: n/a
Academic Experience:

Courses Taught: 4
Research and Training Specialization: Byzantium and the Arabs; Bilinguals in the Middle Ages; Byzantine and Islamic Science; the Ancient Tradition between Byzantium and Islam; Byzantine Intellectual History; Survival and Transformation of Byzantine Culture after 1453

Overseas Experience: Greece
Recent Recognitions/Awards:
Recent Publications:
Mavroudi, Maria. “Translations from Greek into Arabic and Latin during the Middle Ages: Searching for the Classical Tradition” Speculum 90:1 (January 2015). In press.
Mavroudi, Maria. “Ἐλληνική φιλοσοφία στην αυλή του Μωάμεθ Β΄,” [“Greek Philosophy at the Court of Mehmet II”], Byzantina 33 (2014). In press.

Meeusen
Faculty Name: Meeusen, Pauline White
Department: Law
Language Competency: English-5
Instructional Content Area Expertise: Represented as a Percentage: 25
Education:
Ph.D., UC Berkeley
J.D., UC Berkeley
M.A., University of Chicago
B.A., Wellesley College

Title: Graduate Student
Tenure Status: n/a
Language Pedagogy: n/a
Theses Supervised: n/a
Academic Experience:

Courses Taught: 1
Research and Training Specialization:
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [0]
Mehendale  
Faculty Name: Mehendale, Sanjyot  
Department: Near Eastern Studies & Buddhist Studies  
Language Competency: English-5; Persian-5; French-5; Dutch-5  
Instructional Content Area Expertise  
Represented as a Percentage: 25  
Education:  
Ph.D., UC Berkeley, 1997  
B.A., University of Amsterdam, 1986  
Courses Taught: 2  
Research and Training Specialization: Central Asia, Archaeology of the Silk Route, Early Central Asian Cultures, Archaeology of Daily Life  
Overseas Experience: Uzbekistan, France, Sri Lanka, Armenia  
Recent Recognitions/Awards:  
Recent Publications: [0]  

Mena  
Faculty Name: Mena, Carlos  
Department: South and Southeast Asian Studies  
Language Competency: English-5; Tamil-3  
Instructional Content Area Expertise  
Represented as a Percentage: 100  
Education:  
Courses Taught: 1  
Research and Training Specialization:  
Overseas Experience:  
Recent Recognitions/Awards:  
Recent Publications: [0]  

*Language Scale*: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Metcalf  
Faculty Name: Metcalf, Thomas  
Department: History  
Language Competency: English-5; Hindi-5  
Instructional Content Area Expertise  
Represented as a Percentage: 100  
Education:  
Ph.D., Harvard University  
M.A., Cambridge University  
B.A., Cambridge University  
Title: Professor Emeritus  
Tenure Status: Tenured  
Language Pedagogy: n/a  
Theses Supervised:  
Academic Experience:  
Courses Taught:  
Research and Training Specialization: India as an Imperial Center, Indian Ocean Region in the 19th Century  
Overseas Experience: India  
Recent Recognitions/Awards:  
Recent Publications:  

Minha  
Faculty Name: Minha-ha, Trinh T.  
Department: Rhetoric & Gender and Women’s Studies  
Language Competency: English-5  
Instructional Content Area Expertise  
Represented as a Percentage: 25  
Education:  
Ph.D., University of Illinois  
Title: Professor  
Tenure Status: Tenured  
Language Pedagogy: n/a  
Theses Supervised: n/a  
Academic Experience:  
Courses Taught:  
Overseas Experience:  
Recent Recognitions/Awards:  
Recent Publications:  
[1]  

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency*
Biographical Information/ APPENDIX 1

**Mostafa**

Faculty Name: Mostafa, Heba
Department: History of Art
Language Competency: English-5; Arabic-5; French-3
Instructional Content Area Expertise
Represented as a Percentage: 25
Education:
Ph.D., University of Cambridge, Architecture, 2012
M.A., American University in Cairo, 2006
B.Sc., Cairo University, 2001

Courses Taught: 3
Research and Training Specialization: History of Islamic Art, Architecture, and Urbanism
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [0]

**Mukherjee**

Faculty Name: Mukherjee, Bharati
Department: English
Language Competency: English-5; Bengali-5
Instructional Content Area Expertise
Represented as a Percentage: 33
Education:
Ph.D., University of Iowa
M.A., Baroda, 1961

Courses Taught: 2
Research and Training Specialization: Post-Colonial Anglophone Fiction, Asian American Fiction, Autobiographical Narratives, Memoirs, American Culture, Immigration History, Re-formation and Nationhood in the 90s, Multiculturalism vs “Mongrelization”, Fiction Writing, Autobiography Writing, Form and Theory of Fiction
Overseas Experience: India
Recent Recognitions/Awards:
Recent Publications: [0]

*Language Scale*:
Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Biographical Information/ APPENDIX 1

Nambiar
Faculty Name: Nambiar, Aparna
Department: Theater, Dance and Performance Studies
Language Competency: English-5
Instructional Content Area Expertise Represented as a Percentage: 50
Education:
M.A., University of Warwick, International Performance Research
M.A., University of Amsterdam, Theatre Studies
B.S., National University of Singapore, Life Science

Courses Taught: 1
Research and Training Specialization: Indian Classical Dancer, Genesis and Evolution of Minority Indian Performance Practices in Singapore, Ongoing Negotiations of Singaporean Identity, Diaspora Studies
Overseas Experience: Singapore
Recent Recognitions/Awards:
Recent Publications: [0]

Nanda
Faculty Name: Nanda, Aparajita
Department: African American Studies
Language Competency:
Instructional Content Area Expertise Represented as a Percentage: 25
Education:
Ph.D., Jadavpur University, English

Courses Taught: 3
Research and Training Specialization: African American Literature, Postcolonial Studies
Overseas Experience:
Recent Recognitions/Awards:
Fulbright Faculty teaching Scholarship
Associate Managing Editor, Journal of Transnational American Studies
Recent Publications: [2]

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Naseemullah
Faculty Name: Naseemullah, Adnan
Department: Political Science
Language Competency: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Instructional Content Area Expertise Represented as a Percentage: 25
Education:
Ph.D. UC Berkeley, Political Science, 2010
M.A. UC Berkeley, Political Science, 2004
B.A., Swarthmore University, Political Science and Economics, 2002

Courses Taught: 1
Research and Training Specialization: Comparative Industrialization, State Capacity, State Formation, Political Order, Indian Subcontinent
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [9]

Natarajan
Faculty Name: Natarajan, Radhikha A
Department: History
Language Competency: English-5
Instructional Content Area Expertise Represented as a Percentage: 100
Education:

Courses Taught:
Research and Training Specialization: British Imperial and Colonial History (1600-), International History, British History, 20th Century
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [0]
Niebel
Faculty Name: Niebel, Annabelle
Department: South and Southeast Asian Studies
Language Competency: English-5; Sanskrit-3; Hindi-3; Tamil-3
Instructional Content Area Expertise
Represented as a Percentage: 100
Education:
Courses Taught: 1
Research and Training Specialization: Religion, Bhakti, Devotionalism, Comparative Studies between Bhakti Movements in South Asia
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [0]

Obrock
Faculty Name: Obrock, Luther
Department: South and Southeast Asian Studies
Language Competency: English-5
Instructional Content Area Expertise
Represented as a Percentage: 100
Education:
Courses Taught: 1
Research and Training Specialization: Genesis of 12th Century Sanskrit Historical Text, Sanskrit Literature and Literary theory, Kashmiri Intellectual Culture, Historiography, Indo-Persian
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [0]

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Pai
Faculty Name: Pai, Gita V
Department: South and Southeast Asian Studies
Language Competency:
Instructional Content Area Expertise
Represented as a Percentage: 100
Education:
Ph.D., UC Berkeley, South and Southeast Asian Studies
M.A., UC Berkeley, South and Southeast Asian Studies

Courses Taught: 2
Research and Training Specialization: Indian and South Asian History, Literary, Artistic, and Political Cultures of South Asia
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [0]

Paramasivan
Faculty Name: Paramasivan, Vasudha
Department: South and Southeast Asian Studies
Language Competency: English-5; Hindi-5
Instructional Content Area Expertise
Represented as a Percentage: 100
Education:
Ph.D., UC Berkeley, South and Southeast Asian Studies, 2010
B.A., Mount Holyoke College, Economics, 1999

Courses Taught: 8
Research and Training Specialization: Early Modern and Modern Literary Cultures of North India
Overseas Experience: India
Recent Recognitions/Awards:
Recent Publications: [0]

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Parikh
Faculty Name: Parikh, Tapan S.
Department: School of Information
Language Competency: English-5
Instructional Content Area Expertise
Represented as a Percentage: 25
Education:
Ph.D., University of Washington, Computer Science, 2007
M.S., University of Washington, Computer Science, 1999
B.Sc., Brown University, Molecular Modeling, 1996

Courses Taught: 3
Research and Training Specialization: Human-Computer Interaction (HCI), Information and Communication Technologies for Development (ICTD), Computer Science Education, Learning Sciences, Educational Technology, Agriculture, Governance, Financial Services, Health

Overseas Experience:
Recent Recognitions/Awards:
Sloan Fellowship, 2014
Recent Publications: [1]

Palau
Faculty Name: Palau, Karina R.
Department: Comparative Literature
Language Competency: English-5
Instructional Content Area Expertise
Represented as a Percentage: 25
Education:
Ph.D., UC Berkeley, Comparative Literature

Courses Taught: 1
Research and Training Specialization: Americas, Spanish, English, Portuguese Languages

Recent Recognitions/Awards:
Recent Publications: [0]

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Patel
Faculty Name: Patel, Nipam
Department: Molecular and Cell Biology
Language Competency: English-5
Instructional Content Area Expertise: Represented as a Percentage: 25
Education:

Title: Professor
Tenure Status: Tenured
Language Pedagogy: n/a
Theses Supervised: 5
Academic Experience:
Director, Marine Biological Laboratory, University of Chicago
Co-chair, Department of Molecular and Cell Biology, UC Berkeley
William V. Power Chair, Biology Professor of Genetics, genomics, and Development

Courses Taught:
Research and Training Specialization: Evolution of Development Mechanisms, Genes that Regulate Segmentation and Regionalization of the Body Plan

Overseas Experience:
Recent Recognitions/Awards:
Recent Publications:
Bruce, Heather, Nipam Patel. 2018. Insect wings and body wall evolved from ancient leg segments. bioRxiv 244541

Paul
Faculty Name: Paul, Abhijeet
Department: South and Southeast Asian Studies
Language Competency: English-5; Bengali-5; Bhojpuri-5; Hindi-4; Marwari-2; Maithili-2
Instructional Content Area Expertise: Represented as a Percentage: 100
Education:
Ph.D., Calcutta University, 2003
Ph.D., The Open University, 2001-2005
M.A., Calcutta University, 1993
B.A., St. Xavier’s College, 1990

Courses Taught: 3
Research and Training Specialization: American Literature, Postmodernism, South Asian Literature, Colonialism, Modernity, Indian Partition
Overseas Experience: India
Recent Recognitions/Awards:
Recent Publications: [6]

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
### Perez

**Faculty Name:** Perez, Laura E.  
**Department:** Ethnic Studies  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
Ph.D., Harvard University, Romance Languages & Literatures  
M.A./B.A., University of Chicago  

**Courses Taught:** 1  
**Research and Training Specialization:** Post-sixties U.S. Latina/o Literary, Visual, and Performance Arts, U.S. Women of Color Feminist and Queer Thought, Decolonial Spiritualities, Decolonial Aesthetics  
**Overseas Experience:**  
**Recent Recognitions/Awards:**  
**Recent Publications:** 2  


### Rajulu

**Faculty Name:** Rajulu, Bharathy Sankara  
**Department:** South and Southeast Asian Studies  
**Language Competency:** English-5; Tamil-5; Telugu-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 100  
**Education:**  
Ph.D., Madurai Kamaraj University, 1988  
M.Phil., Madurai Kamaraj University, 1982  
M.A., Madurai Kamaraj University, 1981  

**Courses Taught:** 5  
**Research and Training Specialization:**  
**Overseas Experience:** India  
**Recent Recognitions/Awards:**  
**Recent Publications:** [0]

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*Language Scale*: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Ram
Faculty Name: Ram, Harsha
Department: Comparative Literature & Slavic Languages and Literatures
Language Competency: English-5
Instructional Content Area Expertise
Represented as a Percentage: 25
Education:
Ph.D., Yale University, Comparative Literature
M.Phil., Yale University, Comparative Literature
B.A., University of Sydney, Italian
B.A., University of New South Wales, Russian

Courses Taught: 2
Research and Training Specialization: Russian and Comparative European Romanticism and Modernism, Russian and European Avant-Garde, Russian European, Near Eastern, and South Asian Poetic traditions, Italian Literature, Indian Literature, Georgian Literature and History, theories of World Literature, Literary Theory, Comparative Poetics, Genre Theory, and Literary History
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [2]
  Modernism/Modernity, 2014.

Randhawa
Faculty Name: Randhawa, Karen Bhangoo
Department: International & Area Studies
Language Competency: English-5
Instructional Content Area Expertise
Represented as a Percentage: 25
Education:
Ph.D., George Mason University, Conflict Analysis and Resolution
M.A., University of Victoria, Sociology and Dispute Resolution
B.A., University of Victoria, Political Science

Courses Taught: 2
Research and Training Specialization: Conflict Resolution
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [0]

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
**Ranganathan**  
**Faculty Name:** Ranganathan, Aditya  
**Department:** Big Ideas  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:**  
**Education:**  
**Courses Taught:** 1  
**Research and Training Specialization:**  
**Overseas Experience:**  
**Recent Recognitions/Awards:**  
**Recent Publications:**

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**Ray**  
**Faculty Name:** Ray, Isha  
**Department:** Energy and Resources Group & Geography  
**Language Competency:** English-5; Bengali-5; Hindi-3; French-1  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 66  
**Education:**  
**Courses Taught:** 11  
**Research and Training Specialization:** Water and Development, Gender, Water and Sanitation, Technology and Development  
**Overseas Experience:** India, Sri Lanka  
**Recent Recognitions/Awards:**  
**Recent Publications:**  

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*Language Scale:* Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Ray
Faculty Name: Ray, Sugata
Department: History of Art
Language Competency: English-5
Instructional Content Area Expertise
Represented as a Percentage: 50
Education:
Ph.D., University of Minnesota, 2012
M.Phil., Centre for Studies in Social Sciences, 2003
M.A., Maharaja Sayajirao University of Baroda, 2002
B.A., University of Calcutta, 2000

Title: Assistant Professor
Tenure Status: Tenure Eligible
Language Pedagogy: n/a
Theses Supervised:
Academic Experience:
Affiliated, Institute for South Asia Studies, UC Berkeley

Courses Taught: 7
Research and Training Specialization: Environmental Thinking in Islamicate South Asia, Function of Early Modern Non-European Taxonomies and Knowledge Systems in Shaping Art History and Museum Practices
Overseas Experience:
Recent Recognitions/Awards:
Margaret B. Ševčenko Prize in Islamic Art and Culture, Historians of Islamic Art Association, 2015
Assistant Professor Fellowship, Townsend Center for the Humanities, UC Berkeley, 2015–2016
Postdoctoral Fellow, Forum Transregionale Studien, Wissenschaftskolleg zu Berlin, 2013-2014
Recent Publications: [12]
Ray, Sugata. Geoaesthetics in the Little Ice Age: Sensorium, Sacrament, and Artistic Cultures in Braj, ca. 1550–1850 (in progress)
Ecologies, Aesthetics, and Histories of Art, edited by Hannah Baader, Sugata Ray, and Gerhard Wolf (in preparation; anticipated date of publication Fall 2017)

Ray
Faculty Name: Ray, Raka
Department: Sociology & South and Southeast Asian Studies
Language Competency: English-5; Bengali5; Hindi-3
Instructional Content Area Expertise
Represented as a Percentage: 33
Education:
Ph.D., University of Wisconsin, 1993
M.S., Sociology, University of Wisconsin, 1987
B.A., Sociology, Bryn Mawr College, 1985

Title: Professor
Tenure Status: Tenured
Language Pedagogy: n/a
Theses Supervised: 6
Academic Experience:
Chair, Department of Sociology, 2012-2015

Courses Taught: 11
Research and Training Specialization: Gender and Feminist Theory, Postcolonial Sociology, emerging Middle Classes
Overseas Experience: India
Recent Recognitions/Awards:
Member, SSRC-IDRF Selection Committee, 2015-2017
Member, Book Award Committee, Transnational Section, American Sociological Association, 2012-present
Recent Publications: [7]
Ray, Raka (forthcoming). “Postcoloniality and the Sociology of Gender” Sociology and Gender Theory (Raewyn Connell et al, eds.) under contract with NYU Press

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

PR/Award # P015A180058
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Reimer
Faculty Name: Reimer, Jeffrey A
Department: Chemical and Biomolecular Engineering
Language Competency: English-5
Instructional Content Area Expertise Represented as a Percentage: 25
Education:
Ph.D., Engineering, California Institute for Technology
B.S., Engineering, UC Santa Barbara

Title: Professor
Tenure Status: Tenured
Theses Supervised: 6

Academic Experience:
Chair, Chemical and Biomolecular Engineering, UC Berkeley
Warrend and Katharine Schlinger Distinguished Professor in Chemical Engineering, UC Berkeley
C. Judson King Professor in Chemical and Biomolecular Engineering, UC Berkeley

Courses Taught:
Research and Training Specialization: Environmental Protection, Human Sustainability, Materials Chemistry, Physics, and Engineering
Overseas Experience:
Recent Recognitions/Awards:
Humboldt Research Award, 2015-2016
Fellow, American Association for the Advancement of Science
Fellow, American Physical Society in the Division of Materials Physics
Chair, Governing Board for the Council for Chemical Research, 2015

Recent Publications: [22]

Reinhard
Faculty Name: Reinhard, Rachel B
Department: History-Social Science Project
Language Competency: English-5
Instructional Content Area Expertise Represented as a Percentage: 25
Education:
Ph.D., UC Berkeley, History, 2005
M.A., UC Berkeley, History, 2000
B.A., Barnard College, American Studies, 1996

Courses Taught:
Research and Training Specialization: United States History
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications:

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Rejhon

Faculty Name: Rejhon, Annalee C
Department: Comparative Literature & Celtic Studies
Language Competency: English-5; French-5

Instructional Content Area Expertise
Represented as a Percentage: 25
Education:
Ph.D. UC Berkeley, 1979

Courses Taught: 4
Research and Training Specialization: Medieval French Epic and Romance, Medieval French Epics Preserved in Middle Welsh, Indo-European Mythology
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [0]

Title: Lecturer
Tenure Status: Lecturer
Language Pedagogy: n/a
Theses Supervised: n/a
Academic Experience:

Romm

Faculty Name: Romm, Jeffrey M.
Department: Environmental Science, Policy, and Management
Language Competency: English-5; Hindi-4; Nepali-3; Spanish-3; Thai-3

Instructional Content Area Expertise
Represented as a Percentage: 66
Education:
Ph.D., Cornell University, 1970
M.S., Cornell University, 1968
B.S., University of California, 1964

Courses Taught: 2
Research and Training Specialization: Natural Resource and Environmental Policy
Overseas Experience: India, Samoa, Philippines, Nepal, Bangladesh, Thailand, China, Vietnam, Sri Lanka
Recent Recognitions/Awards:
Recent Publications: [0]

Title: Professor Emeritus
Tenure Status: Tenured
Language Pedagogy: n/a
Theses Supervised: 14
Academic Experience:

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Ronis
Faculty Name: Ronis, Jann M
Department: Buddhist Studies
Language Competency: English-5
Instructional Content Area Expertise: Religion, Tibetan Studies, Sinology, and the Tibetan and Chinese Languages
Represented as a Percentage: 25
Education: Ph.D. University of Virginia, 2009

Courses Taught: 5
Research and Training Specialization: Religion, Tibetan Studies, Sinology, and the Tibetan and Chinese Languages
Overseas Experience: Tibet
Recent Recognitions/Awards:
Recent Publications: [0]

Roy
Faculty Name: Roy, Ananya
Department: City and Regional Planning
Language Competency: English-5; Bengali-5; Gujarati-5; Hindi-5
Instructional Content Area Expertise: Analysis of Urban Poverty in the Global South, Investigation of New Frontiers of Capital Accumulation, Examination of New Formations of Global Urbanism, Feminist and Ethnographic Methodologies, Post-colonial Feminism
Represented as a Percentage: 25
Education: Ph.D., UC Berkeley, 1999
M.A., UC Berkeley, 1994
B.A., Mills College, 1992

Courses Taught: 5
Research and Training Specialization: Analysis of Urban Poverty in the Global South, Investigation of New Frontiers of Capital Accumulation, Examination of New Formations of Global Urbanism, Feminist and Ethnographic Methodologies, Post-colonial Feminism
Recent Recognitions/Awards:
Recent Publications: [0]

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
**Roychowdhury**  
**Faculty Name:** Roychowdhury, Jaijeet Shankar  
**Department:** Electrical Engineering and Computer Science  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
Ph.D., UC Berkeley, 1993  
B.S., Institute of Technology, Electrical Engineering, 1987  
**Courses Taught:** 1  
**Research and Training Specialization:** Analysis, Simulation, Design, and Architecture of Electronic, Biological and Nanoscale Systems  
**Overseas Experience:** India  
**Recent Recognitions/Awards:** Fellow, IEEE  
**Recent Publications:**  

**Saha**  
**Faculty Name:** Saha, Poulomi  
**Department:** English  
**Language Competency:** English-5; Bengali-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
Ph.D., University of Pennsylvania  
B.A., Mount Holyoke College  
**Courses Taught:** 3  
**Research and Training Specialization:** Decline of British Colonial Rule, American Global Power 20th Century, Postcolonial Studies, Ethnic American Literature, Gender and Sexuality Theory  
**Overseas Experience:**  
**Recent Recognitions/Awards:** Helen Tartar First Book Subvention Prize by the American Comparative Literature Association, 2017  
**Recent Publications:**  
Saha, Poulomi. *An Empire of Touch: Feminine Political Labor & The Fabrication of East Bengal, 1905-2015.* (In progress)

*Language Scale:* Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Sanders
Faculty Name: Sanders, Jerry W
Department: Sociology
Language Competency: English-5; Spanish-5
Instructional Content Area Expertise
Represented as a Percentage: 25
Education:
Ph.D., UC Berkeley, 1980
M.A., New School for Social Research, 1971
B.A., Arizona State University, 1967
Courses Taught: 2
Research and Training Specialization: Cosmopolitan Theory, Globalization and Governance, Global Civil Society, Neo-conservatism in American Political Culture and Foreign Policy
Overseas Experience: Mexico, Argentina, Spain, Sweden
Recent Recognitions/Awards:
Recent Publications:

Sandhu
Faculty Name: Sandhu, Jaspal Singh
Department: Public Health
Language Competency: English-5
Instructional Content Area Expertise
Represented as a Percentage: 25
Education:
Ph.D. UC Berkeley, Design
M.S., MIT, Mechanical Engineering
B.S., MIT, Mechanical Engineering
Courses Taught: 2
Research and Training Specialization: Innovation through Design in Public Health and Healthcare, Mobile Phones for Community health
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications:

*Language Scale*: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Sato
Faculty Name: Sato, Nancy Ellen
Department: n/a
Language Competency: 
Instructional Content Area Expertise: Represented as a Percentage: 25
Education:
Ph.D., Stanford University
M.A. Stanford University
B.A. Harvard University, Radcliffe College
Courses Taught: n/a
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [0]

Sawhney
Faculty Name: Sawhney, Simona
Department: South and Southeast Asian Studies
Language Competency: English-5; Sanskrit-5
Instructional Content Area Expertise: Represented as a Percentage: 25
Education:
Courses Taught: 2
Research and Training Specialization: South Asian Literature, Sanskrit Literature, Post-Colonial Literature and Theory, Literary Theory
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [2]


*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Saxena
Faculty Name: Saxena, Sanchita B
Department: Institute for South Asia Studies
Language Competency: English-5; Bengali-5;
Hindi-5; Spanish-2
Instructional Content Area Expertise
Represented as a Percentage: 100
Education:
Ph.D., UCLA, Political Science, 2002
M.A., UCLA, Political Science, 1997
B.A., UC Davis, Sociology & English

Courses Taught: n/a
Research and Training Specialization: Politics of Economic Reform, Private-Public Dialogues, Coalition
Building, Roles of NGOs in Development, Local Economic Governance and Decentralization, Business Climate
Improvements, International Trade
Overseas Experience: India, Bangladesh, Argentina
Recent Recognitions/Awards: U.S. Department of State, BULPIP-AIPS Urdu Training Program, 2013-2018
U.S. Department of Education, National Resource Center and Foreign Language and Area Studies Fellowship
Programs- South Asia Studies, 2010-2014
Recent Publications: [3]
Saxena, Sanchita B. Made in Bangladesh, Cambodia, and Sri Lanka: The Labor Behind the
Saxena, Sanchita B., and Gowri Vijayakumar. "Thinking about the 21st Century Indian
Saxena, Sanchita, and Sonali Campion. ““Workers in the textiles industry are portrayed by the
media as victims. I wanted to challenge that narrative”–Sanchita Saxena.” South Asia@LSE (2015).

Saxenian
Faculty Name: Saxenian, Anna Lee
Department: School of Information & City and
Regional Planning
Language Competency: English-5
Instructional Content Area Expertise
Represented as a Percentage: 25
Education:
Ph.D., MIT, Political Science, 1989
M.C.P., UC Berkeley, City and Regional Planning,
1980
B.A., Williams College, Economics, 1976

Courses Taught: 3
Research and Training Specialization: Information, City and Regional Planning, Exploration of How “Brain
Circulation” by Immigrant Engineers from Silicon Valley has Transferred Tech Entrepreneurship to Emerging
Regions in China, India, Taiwan, and Israel
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [0]

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working
Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or
Bilingual Proficiency
Scharffenberger
Faculty Name: Scharffenberger, George
Department: Development Practice
Language Competency: English-5
Instructional Content Area Expertise Represented as a Percentage: 25
Education:
MPhil, Univ. of Sussex
B.S., Georgetown University

Title: Program Director
Tenure Status: n/a
Language Pedagogy: n/a
Theses Supervised: n/a
Academic Experience:
Founding Executive Director, Blum Center for Developing Economies, UC Berkeley

Courses Taught: 1
Research and Training Specialization: Health, Agriculture, Forestry, Biodiversity Conservation, Community Development, Education
Recent Recognitions/Awards:
Recent Publications: [0]

Scheper-Hughes
Faculty Name: Scheper-Hughes, Nancy
Department: Anthropology
Language Competency: English-5
Instructional Content Area Expertise Represented as a Percentage: 25
Education:
Ph.D., UC Berkeley, Anthropology, 1976
B.A., UC Berkeley, Social Science, 1970

Title: Professor
Tenure Status: Tenured
Language Pedagogy: n/a
Theses Supervised: 4
Academic Experience:
Visiting Professor and Keynote Speaker, University of Utrecht, 2015

Courses Taught:
Overseas Experience: Brazil, Ireland, South Africa, Argentina, Cuba, Israel
Recent Recognitions/Awards:
Tikkun Award, Tikkun Magazine, Network of Spiritual Progressives, 2016
Recent Publications: [28]

2016, “James X: Rape, Race, and Redemption,” *Anthropology Today*, October

*Language Scale*: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
**Sharf**  
Faculty Name: Sharf, Robert  
**Department:** Buddhist Studies & East Asian Languages and Cultures  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 50  
**Education:**  
Ph.D., University of Michigan, Buddhist Studies, 1990  
M.A., University of Toronto, Chinese Studies, 1981  
B.A., UC Berkeley, Religious Studies, 1979  

**Title:** Professor  
**Tenure Status:** Tenured  
**Language Pedagogy:** n/a  
**Theses Supervised:**  
**Academic Experience:**  
Chair, Center for Buddhist Studies, UC Berkeley  
D.H. Chen Distinguished Professor of Buddhist Studies, UC Berkeley  

**Courses Taught:** 1  
**Research and Training Specialization:** Buddhist Studies, Chinese Buddhism  
**Overseas Experience:** Japan  
**Recent Recognitions/Awards:**  
Editorial boards of the *Journal of the International Association of Buddhist Studies*, *the Journal for the Study of Chinese Religions*, *the Journal of Religion in Japan*  
**Recent Publications:**  
[0]

**Shastry**  
Faculty Name: Shastry, Shankar  
**Department:** Electrical Engineering and Computer Science & Bioengineering  
**Language Competency:** English-5; Hindi-5  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
Ph.D., UC Berkeley, EECS, 1981  
B.S. EECS, UC Berkeley, 1979  
B.Tech., IIT, Electrical Engineering, 1977  

**Title:** Professor & Dean  
**Tenure Status:** Tenured  
**Language Pedagogy:** n/a  
**Theses Supervised:** 60  
**Academic Experience:**  
Dean, College of Engineering, UC Berkeley, 2007-present  
Roy W. Carlson Professor of Engineering, UC Berkeley  
Director, Richard C. Blum Center for Developing Economies, UC Berkeley  

**Courses Taught:**  
**Research and Training Specialization:** Artificial Intelligence (AI), Biosystems & Computational Biology (BIO), Control, Intelligent Systems, and Robotics (CIR), Security (SEC)  
**Overseas Experience:** India  
**Recent Recognitions/Awards:**  
**Recent Publications:**  
[10]

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*Language Scale*: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Shen  
Faculty Name: Shen, Sara  
Department: Earth and Planetary Science  
Language Competency:  
Instructional Content Area Expertise  
Represented as a Percentage: 25  
Education:  
Ph.D., UCSD, Biological Oceanography  
B.A., UC Berkeley, EPS Marine Science  
Courses Taught: 1  
Research and Training Specialization:  
Overseas Experience:  
Recent Recognitions/Awards:  
Recent Publications: 0

Shetty  
Faculty Name: Shetty, Sudha  
Department: Public Policy  
Language Competency: English-5; Hindi-5  
Instructional Content Area Expertise  
Represented as a Percentage: 100  
Education:  
JD, University of Mumbai  
Courses Taught: 1  
Overseas Experience: India, Saudi Arabia  
Recent Recognitions/Awards:  
Recent Publications: 0

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Singh
Faculty Name: Singh, Jane
Department: Ethnic Studies
Language Competency: English-5; Punjabi-5;
Hindi-5
Instructional Content Area Expertise
Represented as a Percentage: 100
Education:
Ph.D., UC Berkeley, South and Southeast Asian Studies

Title: Lecturer
Tenure Status: Lecturer
Language Pedagogy: n/a
Theses Supervised: n/a
Academic Experience:

Courses Taught: 1
Research and Training Specialization: Gender and Generation in Emerging South Asian American Communities, Activism and Political Movements in South Asian Diaspora, Historical and Contemporary Race and Ethnic Relations in the U.S., Connections between Colonialism, Neocolonialism, Globalization, and South Asian Emigration

Overseas Experience: India
Recent Recognitions/Awards:
Recent Publications: [0]

Sirasao
Faculty Name: Sirasao, Pranjali
Department: South and Southeast Asian Studies
Language Competency: English-5; Hindi-5
Instructional Content Area Expertise
Represented as a Percentage: 100
Education:

Title: Lecturer
Tenure Status: Lecturer
Language Pedagogy: n/a
Theses Supervised: n/a
Academic Experience:

Courses Taught: 4
Research and Training Specialization: Second Language Acquisition Theory and Practices
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [0]

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Smith
Faculty Name: Smith, Allan
Department: Public Health
Language Competency: English-5
Instructional Content Area Expertise Represented as a Percentage: 50
Education:
Ph.D., Epidemiology, University of Otago, 1975
M.D., University of Otago, 1970
Title: Professor Emeritus
Tenure Status: Tenured
Language Pedagogy: n/a
Theses Supervised:
Academic Experience:
Director, Arsenic Health Effects Research Program, UC Berkeley

Courses Taught: 1
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [4]


Snell-Rood
Faculty Name: Snell-Rood, Claire
Department: Public Health
Language Competency: English-5
Instructional Content Area Expertise Represented as a Percentage: 25
Education:
Ph.D., University of Virginia, Anthropology, 2011
M.A., University of Virginia, Anthropology, 2007
B.A., UC Berkeley, Anthropology, 2004
Title: Assistant Professor
Tenure Status: Tenure Eligible
Language Pedagogy: n/a
Theses Supervised:
Academic Experience:
Postdoctoral Scholar, University of Kentucky Dept. of Behavioral Science, 2013-15

Courses Taught: 3
Research and Training Specialization: Social and Cultural Context of Health Behaviors, Gender and Mental Health, Social Inequality, Health Stigma, and Moral Discourses about Health, Implementation Science, Qualitative Methods, Rural U.S. and South Asia
Overseas Experience: India
Recent Recognitions/Awards:
Recent Publications: [8]


*Language Scale:* Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
### Soerensen
- **Faculty Name:** Soerensen, Per
- **Department:** Buddhist Studies
- **Language Competency:** English-5
- **Instructional Content Area Expertise**
  - Represented as a Percentage: 66
- **Education:**
  - Title: Visiting Professor
  - Tenure Status: Lecturer
  - Language Pedagogy: n/a
  - Theses Supervised: n/a
  - Academic Experience: Numata Visiting Professor, 2017

- **Courses Taught:** 1
- **Research and Training Specialization:** Tibetan and Himalayan History, Literature, and Culture
- **Overseas Experience:** Tibet, Himalayas
- **Recent Recognitions/Awards:**
- **Recent Publications:**

### Sood
- **Faculty Name:** Sood, Avani Mehta
- **Department:** Law
- **Language Competency:** English-5
- **Instructional Content Area Expertise**
  - Represented as a Percentage: 25
- **Education:**
  - Ph.D., Princeton University, 2013
  - M.A., Princeton University, 2011
  - J.D., Yale Law School, 2003
  - A.B., Princeton University, 1999
- **Courses Taught:** 2
- **Research and Training Specialization:** Experimental Methodologies and Theories of Psychology, How People Make Law and Policy Judgements, Covert Operation of Motivated Cognition in Legal Decision Making
- **Overseas Experience:**
- **Recent Recognitions/Awards:**
- **Recent Publications:**


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*Language Scale*: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Spagnolo
Faculty Name: Spagnolo, Francesco
Department: Music
Language Competency: English-5
Instructional Content Area Expertise
Represented as a Percentage: 25
Education:
Ph.D. Hebrew University Jerusalem, Musicology, 2007
Laurea, Università degli Studi di Milano, Italy, 1994
B.A. Conservatory of Milan, Music, 1986
Title: Associate Professor
Tenure Status: Tenure Eligible
Language Pedagogy: n/a
Theses Supervised:
Academic Experience:
Curator, The Magnes Collection of Jewish Art and Life, UC Berkeley
Affiliate, Berkeley Center for the Study of Religion, Institute of European Studies, Religious Diversity Cluster, UC Berkeley
Courses Taught: 4
Research and Training Specialization: Jewish Studies, Music, and Digital Media
Overseas Experience: Israel, Italy
Recent Recognitions/Awards:
Recent Publications: [5]
Editor (with Judah Cohen and Klára Móricz), Journal of Jewish Identities. Special Issue on Jewish Music, 10/1 (January 2017), The Johns Hopkins University Press

Sparham
Faculty Name: Sparham, Gareth
Department: Buddhist Studies
Language Competency: English-5
Instructional Content Area Expertise
Represented as a Percentage: 25
Education:
Ph.D., University of British Columbia, 1989
Title: Lecturer
Tenure Status: Lecturer
Language Pedagogy: n/a
Theses Supervised: n/a
Academic Experience:
Courses Taught: 1
Research and Training Specialization: Tibetan Language, Buddhist Dialectics
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [0]

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Srinivasan
Faculty Name: Srinivasan, Janaki
Department: School of Information
Language Competency: English-5
Instructional Content Area Expertise Represented as a Percentage: 25
Education: Ph.D., UC Berkeley, 2011
Title: Graduate Student
Tenure Status: n/a
Language Pedagogy: n/a
Theses Supervised: n/a
Academic Experience:
Courses Taught: 1
Research and Training Specialization: Use of Information and Computer Technologies for Development, How Rural Computer Centers Work in India
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications:

Srivastava
Faculty Name: Srivastava, Sameer B.
Department: Haas School of Business
Language Competency: English-5
Instructional Content Area Expertise Represented as a Percentage: 25
Education: PhD, Harvard University, Organizational Behavior/Sociology
A.M., Harvard University, MBA, Harvard Business School
M.B.A., Harvard Business School
A.B., Harvard College
Title: Assistant Professor
Tenure Status: Tenure Eligible
Language Pedagogy: n/a
Theses Supervised: Academic Experience:
Courses Taught:
Research and Training Specialization: Complex Interactions Among Culture of Social Groups, Cognition of Individuals, Connections People Forge Within and Across Groups
Overseas Experience:
Recent Recognitions/Awards:
Fisher Center for Business Analytics Research Award, Haas School of Business, UC Berkeley, 2017
Best Paper Award, Research Paper Competition, Wharton People Analytics Conference, 2015 & 2016
Best Paper Award, Kellogg Computational Social Science Summit, 2015
Recent Publications:

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Sunkari
Faculty Name: Sunkari, Hephzibah
Department: South and Southeast Asian Studies
Language Competency: English-5; Telugu-5;
Hindi-4; Sanskrit-4; Hebrew-3; Greek-3
Instructional Content Area Expertise
Represented as a Percentage: 100
Education:
Ph.D., University of Madras, Telugu, 1997
M.Phil., University of Madras, Telugu, 1997
M.A., Nagarjuna University, Telugu Language and
Literature, 1990
Courses Taught: 1
Research and Training Specialization: Telugu Language
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [0]

Tackett
Faculty Name: Tackett, Nicholas
Department: History
Language Competency: English-5
Instructional Content Area Expertise
Represented as a Percentage: 25
Education:
Ph.D., Columbia University, 2006
M.A., Columbia University, 2002
B.S., Stanford University, 1998
Courses Taught: 1
Research and Training Specialization: Chinese Elite Society (9th to 11th Century), Late Tang Capital Cities,
Song-Liao Border During the 11th century, Death and Death Rituals
Overseas Experience:
Recent Recognitions/Awards:
James Henry Breasted Prize, 2015
Recent Publications: [0]

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working
Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or
Bilingual Proficiency
Tait
Faculty Name: Tait, Vanessa
Department: South and Southeast Asia Studies
Language Competency: English-5
Instructional Content Area Expertise
Represented as a Percentage: 50
Education:
Ph.D., UCSC, Sociology, 2000
M.A., UCSC, Sociology, 1992
B.A., UCSC, Political Science

Courses Taught: n/a
Research and Training Specialization: 
Overseas Experience: 
Recent Recognitions/Awards: 
Recent Publications: [0]

Talwalker
Faculty Name: Talwalker, Clare
Department: International and Area Studies
Language Competency: English-5; Hindi-4; Marathi-4; Gujarati-1
Instructional Content Area Expertise
Represented as a Percentage: 100
Education:
Ph.D., Duke University, 2000
B.A., Dartmouth College, 1990

Courses Taught: 9
Research and Training Specialization: Cultural Anthropology, Critical Theory, Anthropology of south Asia, Colonial and Postcolonial Studies, History and Anthropology, Capitalism and Globalization, Urban Public Culture, Marathi Literary/Public Sphere
Overseas Experience: India
Recent Recognitions/Awards: 
Recent Publications: [1]

Title: Specialist and Curatorial Assistant
Tenure Status: n/a
Language Pedagogy: n/a
Theses Supervised: n/a
Academic Experience:
South Asia Reference Specialist and Curatorial Assistant, South and Southeast Asia Library, UC Berkeley, 1988-present
Archival Researcher, UC Berkeley

Title: Lecturer
Tenure Status: Lecturer
Language Pedagogy: n/a
Theses Supervised: n/a
Academic Experience:

Recent Publications:

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
### Tan

**Faculty Name:** Tan, Jenny  
**Department:** Comparative Literature  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
Represented as a Percentage: 25  
**Education:**  
- Title: Graduate Student  
- Tenure Status: n/a  
- Language Pedagogy: n/a  
- Theses Supervised: n/a  
- Academic Experience:  

**Courses Taught:** 1  
**Research and Training Specialization:** French Arthurian Romance  
**Overseas Experience:**  
**Recent Recognitions/Awards:**  
**Recent Publications:** 0

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### Tiwon

**Faculty Name:** Tiwon, Sylvia  
**Department:** South and Southeast Asian Studies  
**Language Competency:** English-5  
**Instructional Content Area Expertise**  
Represented as a Percentage: 25  
**Education:**  
- Title: Associate Professor  
- Tenure Status: Tenure Eligible  
- Language Pedagogy: n/a  
- Theses Supervised:  
- Academic Experience:  

**Courses Taught:** 1  
**Research and Training Specialization:** Literature, Gender, Oral, and Cultural studies of Southeast Asia, Indonesia, National and Pre-national Literatures, Oral Discourse and Mythologies, Socio-cultural Formations at National and Sub-national Levels  
**Overseas Experience:**  
**Recent Recognitions/Awards:**  
- Member, Board of Education of the Indonesian Society for Social transformation  
**Recent Publications:** 0

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*Language Scale*  
Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Tomlins

Faculty Name: Tomlins, Christopher
Department: Law
Language Competency: English-5
Instructional Content Area Expertise: Represented as a Percentage: 25
Education:
Ph.D., Johns Hopkins, History, 1981
M.A., Johns Hopkins, History, 1977
M.A., Oxford University, Politics, Philosophy, Economics, 1977

Title: Professor
Tenure Status: Tenured
Language Pedagogy: n/a
Theses Supervised:
Academic Experience:
Elizabeth J. Boalt Professor of Law, UC Berkeley
Affiliated, Program in Critical Theory, UC Berkeley
Affiliated Research Professor, American Bar Foundation, Chicago

Courses Taught: 1
Research and Training Specialization: American Law, Slavery
Overseas Experience:
Honorary Fellow of the American Society for Legal History, 2016
Recent Recognitions/Awards:
Recent Publications:
[29] Oxford Handbook of Historical Legal Research (New York, Oxford University Press, in progress) [Editor, with Markus Dubber]
Searching for Contemporary Legal Thought (Cambridge and New York: Cambridge University Press, in press) [Editor, with Justin Desautels-Stein]
“Marxist Legal History,” for Markus Dubber and Christopher Tomlins, editors, The Oxford Handbook of Historical Legal Research [in progress].

Tompkins

Faculty Name: Tompkins, Christopher
Department: South and Southeast Asian Studies
Language Competency: English-5
Instructional Content Area Expertise:
Represented as a Percentage: 100
Education:
Ph.D., UC Berkeley

Title: Graduate Student
Tenure Status: n/a
Language Pedagogy: n/a
Theses Supervised: n/a
Academic Experience:

Courses Taught: 1
Research and Training Specialization: Comparative Study of Yoga and Conceptions of Yoga Philosophy
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [0]

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Ubhi  
**Faculty Name:** Ubhi, Upkar Kaur  
**Department:** South and Southeast Asian studies  
**Language Competency:** English-5; Punjabi-5  
**Instructional Content Area Expertise:**  
Represented as a Percentage: 100  
**Education:**  
M.A., London University, Architecture, 1996  
B.A., London University, 1982  

Courses Taught: 6  
**Research and Training Specialization:** Punjabi Language  
**Overseas Experience:** United Kingdom  
**Recent Recognitions/Awards:**  
**Recent Publications:** [0]  

Title: Lecturer  
**Tenure Status:** lecturer  
Language Pedagogy:  
Theses Supervised: n/a  
Academic Experience:  

Wade  
**Faculty Name:** Wade, Bonnie C  
**Department:** Music  
**Language Competency:** English-5; Japanese-2; German-2; French-2  
**Instructional Content Area Expertise:**  
Represented as a Percentage: 25  
**Education:**  
Ph.D., University of California Los Angeles, 1971  
M.A., University of California Los Angeles, 1967  
B.A., Boston University, 1963  

Courses Taught: 4  
**Research and Training Specialization:** Hindustani Music, General Indian and Japanese Music and Ethnomusicology, Historical and theoretical Approaches to Ethnomusicology  
**Overseas Experience:** Japan, India  
**Recent Recognitions/Awards:**  
Member, Art Musicological Society  
**Recent Publications:** [0]  

Title: Professor  
**Tenure Status:** Tenured  
Language Pedagogy: n/a  
Theses Supervised: 5  
Academic Experience:  

*Language Scale:* Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Wald
Faculty Name: Wald, Margi C
Department: Writing
Language Competency: English-5
Instructional Content Area Expertise Represented as a Percentage: 25
Education:
M.A., University of Houston, 1994
B.A., Rice University, 1986

Courses Taught: 1
Research and Training Specialization: Writing, English Language Studies
Overseas Experience:
Recent Recognitions/Awards:
Convention Program Chair, TESOL International Convention, Seattle WA, 2017
Recent Publications: [1]

Washington
Faculty Name: Washington, Brad D
Department: International and Multicultural Education Department, University of San Francisco
Language Competency: English-5
Instructional Content Area Expertise Represented as a Percentage: 25
Education:
2010 Ed.D. University of San Francisco
2006 M.A. University of San Francisco
2000 B.A. History & Religion, Hampden-Sydney

Courses Taught:
Research and Training Specialization:
Overseas Experience: Jamaica, Bahamas, Guadeloupe, Great Britain, France, Suriname, Trinidad
Recent Recognitions/Awards:
Recent Publications: [0]
Watts

Faculty Name: Watts, Michael  
Department: Geography  
Language Competency: English-5  
Instructional Content Area Expertise  
Represented as a Percentage: 25  
Education: Ph.D., University of Michigan, 1979  

Title: Professor Emeritus  
Tenure Status: Tenured  
Language Pedagogy: n/a  
Theses Supervised:  

Courses Taught: 1  
Overseas Experience: Nigeria, Senegambia  

Recent Recognitions/Awards:  
Recent Publications:  

Wentworth

Faculty Name: Wentworth, Blake T  
Department: South and Southeast Asian Studies  
Language Competency: English-5; Tamil-5  
Instructional Content Area Expertise: Tamil’s Constitutive Role in the Pre-Modern Cultural and Religious Histories of South Asia  

Title: Assistant Professor  
Tenure Status: Tenure Eligible  
Language Pedagogy: n/a  
Theses Supervised:  

Education: Ph.D. University of Chicago, 2011  
B.A. Dartmouth College. 1995  

Courses Taught: 2  
Research and Training Specialization: Tamil’s Constitutive Role in the Pre-Modern Cultural and Religious Histories of South Asia  

Recent Publications:  

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
<table>
<thead>
<tr>
<th>Whittington</th>
<th>Wolff</th>
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<tr>
<td><strong>Faculty Name:</strong> Whittington, Rebecca D</td>
<td><strong>Faculty Name:</strong> Wolff, T</td>
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<td><strong>Department:</strong> South and Southeast Asian Studies</td>
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<td><strong>Language Competency:</strong> English-5; Tamil-3; Bengali-3</td>
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<td><strong>Research and Training Specialization:</strong> Bengali, Tamil, Translation Studies, Comparative Literature</td>
<td><strong>Research and Training Specialization:</strong></td>
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<td><strong>Recent Publications:</strong> [0]</td>
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**Language Scale**: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency

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**Title:** Graduate Student  
**Tenure Status:** n/a  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**
Van Vleet
Faculty Name: Van Vleet, Stacey                      Title: Lecturer
Department: History & East Asian Languages and Cultures Tenure Status: Lecturer
Language Competency: English-5                        Language Pedagogy: n/a
Instructional Content Area Expertise Represented as a Percentage: 25 Theses Supervised: n/a
Education: Ph.D. Columbia University                  Academic Experience:
M.A., University of Colorado, Boulder, Anthropology
A.B., Duke University, Public Policy Studies

Courses Taught: 2
Research and Training Specialization: Early Modern and Modern East Asia
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [0]

Vernon
Faculty Name: Vernon, James                         B.A., University of Manchester, 1987
Department: History                                   Title: Professor
Language Competency: English-5                       Tenure Status: Tenured
Instructional Content Area Expertise
Represented as a Percentage: 25
Education: Ph.D., University of Manchester, 1991     Language Pedagogy:
                      Academic Experience:
                      Board Member, Berkeley Faculty Association

Courses Taught: 1
Research and Training Specialization: Modern British History, British Empire, History and Theory
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [10]

"More secondary modern than post-modern: Patrick Joyce and the peculiarities of liberal modernity in Britain” Journal of Social and Cultural History 14 (September 2016)
“The history of Britain is dead; long live a global history of Britain” History Australia, 13, 1 (2016).
"Proposed pension limits will lead to UC's decline" Sacramento Bee, 18 February 2016

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
**Von Rospatt**

**Faculty Name:** Von Rospatt, Alexander  
**Department:** South and Southeast Asian Studies  
**Language Competency:** English-5; German-5; Nepali-4; Sanskrit-4  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 100  
**Education:**  
Ph.D., University of Hamburg, 1993  
M.A., University of Hamburg, 1988  
B.A., SOAS, University of London, 1985  
**Title:** Professor  
**Tenure Status:** Tenured  
**Language Pedagogy:** n/a  
**Theses Supervised:**  
**Academic Experience:**  
Visiting Professor, International College for Postgraduate Buddhist Studies, Tokyo, 2014  
**Courses Taught:** 14  
**Research and Training Specialization:** Tibetan and Nepalese Buddhism  
**Overseas Experience:** Nepal, Germany, Austria, England  
**Recent Recognitions/Awards:**  

---

**Wakeman**

**Faculty Name:** Wakeman, Frederic E  
**Department:**  
**Language Competency:** English-5; Chinese-4; French-4; Japanese-2; German-1  
**Instructional Content Area Expertise**  
**Represented as a Percentage:** 25  
**Education:**  
Ph.D., University of California Berkeley, 1965  
M.A., University of California Berkeley, 1962  
B.A., Harvard College, 1959  
**Title:** Lecturer  
**Tenure Status:** Lecturer  
**Language Pedagogy:** n/a  
**Theses Supervised:** n/a  
**Academic Experience:**  
**Courses Taught:**  
**Research and Training Specialization:** Ming-Qing Social Order, Civil Society in the Nationalist Period, Police, Security and Secret Service  
**Overseas Experience:** China, Taiwan, Japan, England, France, Germany  
**Recent Recognitions/Awards:**  
**Recent Publications:** [0]

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*Language Scale:* Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Williams  
Faculty Name: Williams, Joanna  
Department: History of Art  
Language Competency: English-5; French-5; Hindi-5; Oriya-5; German-2; Sanskrit-2  
Instructional Content Area Expertise Represented as a Percentage: 50  
Education:  
Ph.D., Harvard University, 1969  
M.A., Radcliff College, 1961  
B.A., Swarthmore College, 1960  
Title: Professor Emeritus  
Tenure Status: Tenured  
Language Pedagogy: n/a  
Theses Supervised: 2  
Academic Experience:  
Courses Taught:  
Research and Training Specialization: Art of India and Southeast Asia  
Overseas Experience: India  
Recent Recognitions/Awards:  
Recent Publications: [0]  

Wilton  
Faculty Name: Wilton, Peter C  
Department: Haas School of Business  
Language Competency: English-5  
Instructional Content Area Expertise Represented as a Percentage: 25  
Education:  
Ph.D., Purdue University  
B.A., University of New South Wales  
Title: Senior Lecturer  
Tenure Status: Lecturer  
Language Pedagogy: n/a  
Theses Supervised: n/a  
Academic Experience:  
Courses Taught: 1  
Research and Training Specialization: Marketing and Corporate Strategy, Global Strategy and International Management, Service Strategy  
Overseas Experience:  
Recent Recognitions/Awards:  
Recent Publications: [0]  

*Language Scale* Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Zafar
Faculty Name: Zafar, Naeem
Department: Haas School of Business
Language Competency: English-5
Instructional Content Area Expertise
Represented as a Percentage: 25
Education:
Sc. B., Brown University, Electrical Engineering
MSEE, University of Minnesota, Electrical Engineering

Courses Taught:
Research and Training Specialization:
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [0]

Zettelmeyer
Faculty Name: Zettelmeyer, Florian
Department: Haas School of Business
Language Competency: English-5
Instructional Content Area Expertise
Represented as a Percentage: 25
Education:
Ph.D., MIT, Management
M.Sc., University of Warwick, Economics

Courses Taught: 1
Research and Training Specialization: Marketing Implications of Consumer Search and Uncertainty, Implications of the Internet on Traditional Societies
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [3]

“Repairing the Damage: The Effect of Gender and Price Knowledge on Auto-Repair Price Quotes” (2017), Journal of Marketing Research, February, Vol. LIV, pp. 75-95 (with Meghan Busse and Ayelet Israeli)

Title: Lecturer
Tenure Status: Lecturer
Language Pedagogy: n/a
Theses Supervised: n/a
Academic Experience:
Professor of the Practice, Brown University

Title: Professor
Tenure Status: Tenured
Language Pedagogy: n/a
Theses Supervised: 6
Academic Experience:
Faculty Director, Program on Data Analytics at Kellogg, Northwestern University
Nancy L. Ertle Professor of Marketing, Kellogg Northwestern University
Chair of Marketing Department, Northwestern University

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
Biographical Information/ APPENDIX 1

Zinoman
Faculty Name: Zinoman, Peter B
Department: History & South and Southeast Asian Studies
Language Competency: English-5
Instructional Content Area Expertise
Represented as a Percentage: 25
Education:
Ph.D., Cornell University
B.A., Tufts University
Title: Associate Professor
Tenure Status: Tenure Eligible
Language Pedagogy: n/a
Theses Supervised: 9
Academic Experience:
Co-Director, UC Berkeley History-Social Science Project
Courses Taught: 5
Research and Training Specialization: Southeast Asian History, Vietnam
Overseas Experience:
Recent Recognitions/Awards:
Recent Publications: [3]

Zook
Faculty Name: Zook, Darren C
Department: Political Science
Language Competency: English-5; Tamil-3; Hindi-3; Urdu-3; Malayalam-3
Instructional Content Area Expertise
Represented as a Percentage: 33
Education:
Ph.D., UC Berkeley, History, 1998
B.A., University of Texas, San Antonio, Political Science, 1988
Title: Lecturer
Tenure Status: Lecturer
Language Pedagogy: n/a
Theses Supervised: n/a
Academic Experience:
Courses Taught: 10
Research and Training Specialization: Human Rights, South Asia, Politics of Southeast Asia, Asian Studies
Overseas Experience: Pakistan, China, Iceland, India, Sri Lanka
Recent Recognitions/Awards:
Recent Publications: [0]

*Language Scale: Level 0- No Proficiency; Level 1- Elementary Proficiency; Level 2- Limited Working Proficiency; Level 3- Professional Working Proficiency; Level 4- Full Professional Proficiency; Level 5- Native or Bilingual Proficiency
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<th>Instructor</th>
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<td><strong>Agricultural and Resource Economics and Policy</strong></td>
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<tr>
<td>ARESEC C253 - International Economic Development Policy</td>
<td>This course emphasizes the development and application of policy solutions to developing-world problems related to poverty, macroeconomic policy, and environmental sustainability. Methods of statistical, economic, and policy analysis are applied to a series of case studies. The course is designed to develop practical professional skills for application in the international arena.</td>
<td>CHAKRAVARTI, R</td>
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<td>ARESEC C253 - International Economic Development Policy</td>
<td>This course emphasizes the development and application of policy solutions to developing-world problems related to poverty, macroeconomic policy, and environmental sustainability. Methods of statistical, economic, and policy analysis are applied to a series of case studies. The course is designed to develop practical professional skills for application in the international arena.</td>
<td>DEJANVRY, A</td>
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<tr>
<td>ARESEC 259 - Rural Economic Development Workshop</td>
<td>Presentation and criticism of ongoing research by faculty, staff and students, in topics within rural economic development</td>
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<td>ARESEC 299</td>
<td>Individual Research</td>
<td>DEJANVRY, A</td>
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<td>Graduate student research on the topics of agricultural and resource economics and policy</td>
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<td>ARESEC N602</td>
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<td>ANTHRO 250X</td>
<td>Special Topics</td>
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<td></td>
<td>Seminar on special topics within social and cultural anthropology</td>
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<td>ANTHRO 298 - Dir Read</td>
<td>Individual conferences intended to provide directed reading in subject matter not covered by available seminar offerings.</td>
<td>COHEN, L</td>
<td>3.67</td>
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<td>FA '16</td>
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<td>ANTHRO 290 - Surv Anthropolgy</td>
<td>A focus of our departmental lecture series this year will be on bringing anthropological perspectives to the fore in scrutinizing the fundamental concepts and modes of engagement that shape possibilities for dialogue.</td>
<td>MAHMOOD, S</td>
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<td>Individual conferences to provide supervision in the preparation of an original research paper or dissertation.</td>
<td>BRIGGS, C</td>
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<td>Directed Research</td>
<td>Individual conferences intended to provide directed reading in subject matter not covered by available seminar offerings.</td>
<td>MAHMOOD, S</td>
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<tr>
<td>ANTHRO 602</td>
<td>Independent Study</td>
<td>In preparation for Ph.D. examinations. Individual study in consultation with adviser. In the field of Anthropology</td>
<td>COHEN, L</td>
<td>8</td>
<td>50</td>
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<tr>
<td>ANTHRO 602</td>
<td>Independent Study</td>
<td>In preparation for Ph.D. examinations. Individual study in consultation with adviser. In the field of Anthropology</td>
<td>MAHMOOD, S</td>
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<td><strong>Applied Science and Technology Graduate Group</strong></td>
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<td>AST 299 - Individual Research</td>
<td>Individual research by graduate students in the field of Applied Science and Technology</td>
<td>GADGIL, A</td>
<td>3</td>
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<td><strong>Asian American Studies</strong></td>
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<tr>
<td>ASAMST 125 - Issues of South East Asians</td>
<td>This course will introduce students to the sociocultural, economic, educational, and political issues facing Southeast Asian refugees in the U.S. While the course focus is on the Asian American experience, references will be made to the pre-migration experiences and histories of the Southeast Asian refugee groups. The processes and problems in the formulation of refugee programs and services in the U.S. also will be addressed in their implications for refugee resettlement and adaptation experience. Emphasis will be placed on comparative analyses of the Southeast Asian refugee communities.</td>
<td>KHATARYA, U</td>
<td>4</td>
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<td>ASAMST 128AC</td>
<td>Muslims in America</td>
<td>The course traces Islam's journey in America. It will deal with the emergence of identifiable Muslim communities throughout the U.S. and focus on patterns of migration, the ethnic makeup of such communities, gender dynamics, political identity, and cases of conversion to Islam. The course will spend considerable time on the African American, Indo-Pakistani, and Arab American Muslim communities since they constitute the largest groupings.</td>
<td>BAZIAN, H A</td>
<td>4</td>
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<tr>
<td>ASAMST 131</td>
<td>Asian Diaspora</td>
<td>This course explores the global migration of Asians and examines the dynamic ways in which these migrants and their descendants have managed their migratory trajectories, constructed their ethnic identifications, and enacted their various affiliations with their place of settlement, ethnic homeland, and co-ethnics dispersed in other locales. Students are encouraged to think comparatively and transnationally in order to uncover the shared struggles inherent in migration as well as the inventive ways through which migrants create home, challenge practices of exclusion, and transform their places of settlement.</td>
<td>Khatarya, U</td>
<td>4</td>
<td>50</td>
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<tr>
<td>ASIANST 197</td>
<td>Field Study</td>
<td>Supervised field programs involving experiences in schools and school-related activities. Regular individual meetings with faculty sponsor and written reports required. Programs on the subject of Asian studies and Political Science</td>
<td>Chibber, P</td>
<td>3</td>
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<td>ART 12</td>
<td>Language of Drawing</td>
<td>A study of drawing as a tool for articulating what the eyes, hand, and mind discover and investigate when coordinated. Some sessions will be devoted to drawing the human figure. Lectures and demonstrations introduce students to techniques and varied applications.</td>
<td>KAZMI, A</td>
<td>4</td>
<td>25</td>
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<tr>
<td>ART 185</td>
<td>Senior Projects/Professional Practices</td>
<td>This course provides students with a foundation for understanding their work within a cross-disciplinary critical context. Through class and individual critique, readings, guest artists, and field trips, students will explore the practical and conceptual components of their own media and practice within a broader discussion of artistic production. In addition to this focused attention on the critique process, the class will address the ongoing needs of supporting one's work within a community of artists, arts professionals, and arts organizations. Each student will work towards developing the most effective tools for communicating their work to these broader audiences using strategies that are appropriate/effective for their ideas, media, and audience.</td>
<td>KAZMI, A</td>
<td>4</td>
<td>25</td>
<td>FA'16</td>
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<tr>
<td>ART H195A</td>
<td>Special Studies for Honors Candidates</td>
<td>12 hours of student-initiated educational activities per week in the field of art practice for undergraduate honors students</td>
<td>DESOUZA, A</td>
<td>4</td>
<td>25</td>
<td>FA'16</td>
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</table>
**Buddhist Studies**

**BUDDSTD C50 - Intro to Buddhism**

This introduction to the study of Buddhism will consider materials drawn from various Buddhist traditions of Asia, from ancient times down to the present day. However, the course is not intended to be a comprehensive or systematic survey; rather than aiming at breadth, the course is designed around key themes such as ritual, image veneration, mysticism, meditation, and death. The overarching emphasis throughout the course will be on the hermeneutic difficulties attendant upon the study of religion in general, and Buddhism in particular.

<table>
<thead>
<tr>
<th>ART 290 - Independent Study</th>
<th>Individual projects by first-year graduate students with one assigned instructor.</th>
<th>KAZMI, A</th>
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<tr>
<td>BUDDSTD C113 -</td>
<td>Thought in India</td>
<td>This course is an advanced introduction to the major teachings of Indian Buddhism and their philosophical elaborations. We will cover the core tenets attributed to the Buddha, and the later doctrinal and scholastic developments that turned Buddhism into one of the principal philosophical traditions of India. For this we will read select primary sources—in principle, extracts of the scriptures and later treatises—and academic articles and book chapters. Rather than offering a broad introductory survey of Buddhist traditions across space and time, this class is geared towards students who are already familiar with the basics of Buddhism and want to deepen their understanding of the principal teachings of Buddhism originating in India.</td>
<td>LIN, Q</td>
<td>4</td>
<td>100</td>
<td>FA' 16</td>
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<tr>
<td>BUDDSTD C114 -</td>
<td>Tibetan Buddhism</td>
<td>This course is a broad introduction to the history, doctrine, and culture of the Buddhism of Tibet. We will begin with the introduction of Buddhism to Tibet in the eighth century and move on to the evolution of the major schools of Tibetan Buddhism, Tibetan Buddhist literature, ritual and monastic practice, the place of Buddhism in Tibetan political history, and the contemporary situation of Tibetan Buddhism both inside and outside of Tibet.</td>
<td>RONIS, J</td>
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<tr>
<td>BUDDSTD C114 - Tibetan Buddhism</td>
<td>This course is a broad introduction to the history, doctrine, and culture of the Buddhism of Tibet. We will begin with the introduction of Buddhism to Tibet in the eighth century and move on to the evolution of the major schools of Tibetan Buddhism, Tibetan Buddhist literature, ritual and monastic practice, the place of Buddhism in Tibetan political history, and the contemporary situation of Tibetan Buddhism both inside and outside of Tibet.</td>
<td>VON ROSPATT, A &amp; ANDERSON, K</td>
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<td>BUDDSTD C120 - Buddhism on the Silk Road</td>
<td>This course is both an historical introduction to the Silk Road, understood as an ever-changing series of peoples, places, and traditions, as well as an introduction to the study of those same peoples, places, and traditions in the modern period. In this way, the class is intended both as a guide to the extant textual, archaeological, and art historical evidence from the Silk Road, but also as a framework for thinking about what it means to study Asia and Asian religions in the context of a contemporary American classroom.</td>
<td>MEHENDALE, S</td>
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<tr>
<td>BUDDSTD C128</td>
<td>Buddhism in Contemporary Society</td>
<td>VON ROSPATT, A</td>
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<td>A study of the Buddhist tradition as it is found today in Asia. The course will focus on specific living traditions of East, South, and/or Southeast Asia. Themes to be addressed may include contemporary Buddhist ritual practices; funerary and mortuary customs; the relationship between Buddhism and other local religious traditions; the relationship between Buddhist institutions and the state; Buddhist monasticism and its relationship to the laity; Buddhist ethics; Buddhist &quot;modernism,&quot; and so on.</td>
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<td>BUDDSTD C141</td>
<td>Introductory Readings in Japanese Buddhist Texts</td>
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<td>This course is an introduction to the study of medieval Buddhist literature written in Classical Japanese in its wabun (aka bungo) and kanbun forms (including kakikudashi). The class will read samples from a variety of genres, including material written in China that are read in an idiosyncratic way in Japan. Reading materials will include Chinese translations of Sanskrit and Central Asian Buddhist scriptures, scriptural commentaries written in China and Korea, Japanese subcommentaries on influential Chinese and Korean commentaries, philosophical treatises, hagiography, apologetics, histories, doctrinal letters, preaching texts, and setsuwa literature. This course is intended for students who already have some facility in literary Japanese.</td>
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<td>BUDDSTD 200 - Proseminar</td>
<td>This seminar provides an opportunity for all students and faculty in the Group in Buddhist Studies to gather together on a regular basis to discuss recent theoretically significant works in the field of Buddhist Studies, as well as pertinent and important works in related disciplines (anthropology, art history, literature, history, philosophy, and religious studies). The content of the course will be adjusted from semester to semester so as to best accommodate the needs and interest of the students, but the focus will be on recent works representing the &quot;state of the field.&quot;</td>
<td>SHARF, R</td>
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<td>BUDDSTD C215 - Indian Buddhist Text</td>
<td>This graduate seminar focuses on reading a wide spectrum of Indian Buddhist texts in the Sanskrit (or Pali) original introducing the students to different genres, and different aspects of Indian Buddhism. The students taking the course for two units (rather than four) will be expected to prepare thoroughly every week for the reading of Buddhist texts in the original. They will also be expected to read all related secondary literature that is assigned to supplement the study of the primary source material. In contrast to the students taking the course for four units, they will not be expected to write a term paper or to prepare special presentations for class.</td>
<td>VON ROSPATT, A</td>
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<td>BUDDST C220 - Seminar in Buddhism and Buddhist Texts</td>
<td>Content varies with student interest and needs. The course will normally focus on classical Buddhist texts that exist in multiple recensions and languages, including Chinese, Sanskrit, and Tibetan.</td>
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<td>Content varies with student interest and needs. The course will normally focus on classical Buddhist texts that exist in multiple recensions and languages, including Chinese, Sanskrit, and Tibetan.</td>
<td>SHARF, R</td>
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<td>BUDDST C224</td>
<td>Readings in Tibetan Buddhist Texts</td>
<td>This graduate seminar provides an introduction to a broad range of Tibetan Buddhist texts as well as to the methods and resources for their study. Readings for the course will be drawn from a variety of genres and historical periods, including (1) chronicles and histories, (2) biographical literature, (3) doctrinal treatises, (4) canonical texts, (5) ritual manuals, (6) pilgrimage guides, and (7) liturgical texts. The seminar is designed to be of interest to graduate students interested in premodern Tibet from any perspective (literature, religion, art, history, philosophy, law, etc.). Students are required to do all of the readings in the original classical Tibetan. The course will also introduce students to &quot;tools and methods&quot; for the study of Tibetan Buddhist literature, including standard lexical and bibliographic references, digital resources, and secondary literature in modern languages.</td>
<td>DALTON, J</td>
<td>3.5</td>
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<td>BUDDST 298</td>
<td>Directed Study for Graduate Students</td>
<td>Special tutorial or seminar on selected topics not covered by available courses or seminars.</td>
<td>DALTON, J</td>
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<td>BUDDSTD 298</td>
<td>Directed Study for Graduate Students</td>
<td>Special tutorial or seminar on selected topics not covered by available courses or seminars.</td>
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### Comparative Literature

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<td>BUDDST 299 - Thesis Preparation and Related Research</td>
<td>Graduate student thesis preparation on the subject of Buddhist Studies</td>
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<td>BUDDST 299 - Thesis Preparation and Related Research</td>
<td>Graduate student thesis preparation on the subject of Buddhist Studies</td>
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<td>BUDDST 299 - Thesis Preparation and Related Research</td>
<td>Graduate student thesis preparation on the subject of Buddhist Studies</td>
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<td>BUDDST 299 - Thesis Preparation and Related Research</td>
<td>Graduate student thesis preparation on the subject of Buddhist Studies</td>
<td>VON ROSPATT, A</td>
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**COMLIT 155 - The Modern Period**

The 100th anniversary of the Russian revolution seems an ideal moment to go back and examine the history and literature of revolutionary Russia. This was an era of violent upheaval, material destitution and radical projections of social renewal and human transformation. We will be tracing the arc of the first revolutionary decade, from the revolutionary upsurge of 1917 and the Civil War of 1918-1921, which saw the ultimate consolidation of Soviet power, to the early and often contradictory formulations of Soviet culture arising over the course of the 1920s. Our course will focus primarily on the relationship between literature and revolution, a vital question given the importance paid to written culture by Bolsheviks and non-Bolsheviks alike.

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<tr>
<td>COMLIT 254</td>
<td>Studies in East-West Literature Relations</td>
<td>Comparative investigation of a literary topic requiring the study of both East Asian and Western documents.</td>
<td>RAM, H</td>
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<tr>
<td>DEVP 239</td>
<td>Multidisciplinary Seminar</td>
<td>The course assumes that students know little about life in Third World countries and are unfamiliar with the relevant theory in political economy of development and underdevelopment. The first part of the course covers the historical patterns of incorporation into an expanding world system and the different theories associated with these processes. The second part deals with a variety of micro and macro phenomena organized around land, labor, and work.</td>
<td>SCHARFFENBERGER, G</td>
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<tr>
<td>TIBETAN 1A</td>
<td>Elementary Tibetan</td>
<td>A beginning Tibetan class developing basic listening, speaking, reading, and writing skills in modern Tibetan (Lhasa dialect). The course also helps students begin to acquire competence in relevant Tibetan cultural issues.</td>
<td>RONIS, J M</td>
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PR/Award # P015A180058
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<td>TIBETAN 110A</td>
<td>Readings In Tibetan</td>
<td>This course is an intensive introduction to reading literary Tibetan literature. Following an introduction to basic grammar, the course moves quickly into selected readings from Buddhist texts in Tibetan. It typically builds on basic skills acquired in 1A-1B (elementary Tibetan), though with consent it may be taken independently.</td>
<td>RONIS, J M</td>
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<tr>
<td>TIBETAN 110B</td>
<td>Readings in Tibetan</td>
<td>A continuation of Tibetan 110A, this course provides an intensive introduction to a range of literary Tibetan literature. Assuming knowledge of basic literary Tibetan grammar, the course focuses on selected readings from Buddhist texts in Tibetan.</td>
<td>RONIS, J M</td>
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<tr>
<td>TIBETAN C114</td>
<td>Tibetan Buddhism</td>
<td>This course is a broad introduction to the history, doctrine, and culture of the Buddhism of Tibet. We will begin with the introduction of Buddhism to Tibet in the eighth century and move on to the evolution of the major schools of Tibetan Buddhism, Tibetan Buddhist literature, ritual and monastic practice, the place of Buddhism in Tibetan political history, and the contemporary situation of Tibetan Buddhism both inside and outside of Tibet.</td>
<td>RONIS, J M</td>
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This course seeks to develop a critical understanding of contemporary Tibet, characterized as it is by modernity, invasion, Maoism, liberalization, exile, and diaspora. It explores the cultural dynamism of the Tibetans over the last 100 years as expressed in literature, film, music, modern art, and political protest. The core topics include intra-Tibetan arguments regarding the preservation and "modernization" of traditional cultural forms, the development of new aesthetic creations and values, the constraints and opportunities on cultural life under colonialism and in the diaspora, and the religious nationalism of the recent political protests.

For over a hundred years, the political status of Tibet has commanded a level of attention on the international stage – and within China – seemingly disproportionate to the size of its population and economy, and in spite of its reputation as a remote periphery. This course will examine the historical, cultural, and economic assumptions underlying contemporary discourses of Tibetan politics, and relate them to discourses of global power and peripheries more generally. Grounding discussion in primary sources and critical works from across regions and disciplines, we will examine the roots of current conflict and the ways in which contending Buddhist, nationalist and internationalist projects have contributed to the making of modern Tibet.
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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>TIBETAN C224</td>
<td>Readings in Tibetan Buddhist Texts</td>
<td>This graduate seminar provides an introduction to a broad range of Tibetan Buddhist texts as well as to the methods and resources for their study. Readings for the course will be drawn from a variety of genres and historical periods, including (1) chronicles and histories, (2) biographical literature, (3) doctrinal treatises, (4) canonical texts, (5) ritual manuals, (6) pilgrimage guides, and (7) liturgical texts. The seminar is designed to be of interest to graduate students interested in premodern Tibet from any perspective (literature, religion, art, history, philosophy, law, etc.).</td>
<td>DALTON, J</td>
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<td>ECON 299</td>
<td>Independent Study</td>
<td>Graduate student research on topics within Economics</td>
<td>BARDHAN, P K</td>
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<td>ENERGYES 296</td>
<td>Doctoral Seminar</td>
<td>Lectures, reports, and discussions on current research in energy and resources. Particular emphasis on topics of research interest for current Ph.D. students in the Energy and Resources Group.</td>
<td>RAY, I</td>
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<td>ENERGYES 299</td>
<td>Individual Research</td>
<td>Investigation of problems in energy and resources from an interdisciplinary perspective</td>
<td>RAY, I</td>
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PR/Award # P015A180058
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<th>XENGLIS R1B - Reading and Composition: The Right to the City</th>
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<tr>
<td>The city looms large in the modern imagination: a stage for grand historical spectacles and everyday drama; a zone of contact and exclusion; a space of pleasure and danger, hope and threat. Who gets to define and participate in urban life? Whose interests, needs, and desires get heard in conversations about the future of the city? We'll explore such questions through a wide-ranging set of texts engaging with urban situations across the planet. We'll also take advantage of our San Francisco location, assessing the urgent ongoing debates surrounding gentrification, policing, and the tech-driven transformation of the city and its surrounding metropolitan area. Students will be encouraged to take informed positions in such debates through guided writing projects involving significant independent research.</td>
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<td>ENGLISH 138 -</td>
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<td>ENGLISH 180H -</td>
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<tr>
<td>ENGLISH 243A</td>
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**Ethnic Studies**

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Description</th>
<th>Instructor</th>
<th>CRN 1</th>
<th>CRN 2</th>
<th>Term</th>
<th>Week</th>
<th>Start</th>
<th>End</th>
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</thead>
<tbody>
<tr>
<td>ETHSTD 135</td>
<td>US Immigration</td>
<td>How and why did American society become racially and ethnically diverse? This comparative study of racial minorities and European immigrant groups examines selected historical developments, events, and themes from the 17th century to the present.</td>
<td>GONZALEZ, P</td>
<td>4</td>
<td>25</td>
<td>SUM'17</td>
<td>18</td>
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<tr>
<td>ETHSTD 147AC</td>
<td>Women of Color in the US</td>
<td>Examines the history and contemporary situations of Chicana/Latina, African American, Asian American and Native American Women. Conceptual focus will draw on lived experiences and theoretical constructs of race, class, and gender.</td>
<td>PEREZ, L</td>
<td>4</td>
<td>25</td>
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### Interdisciplinary Social Science Programs

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<tr>
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<th>Units</th>
<th>Term</th>
<th>Grade</th>
<th>Notes</th>
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<tbody>
<tr>
<td>GLOBAL 105</td>
<td>Global Practice</td>
<td>TALWALKER, C</td>
<td>4</td>
<td>50</td>
<td>FA '16</td>
<td>13</td>
<td>0</td>
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<td></td>
<td>This course is intended to provide students with the necessary background and knowledge to undertake projects and work experience of a global scope. Students will be exposed to a diversity of methodological frameworks, introduced to the basic skills needed to effectively participate in organizations, and to understand the ethics of global service and practice. Students will be required to complete a literature review and a major project proposal.</td>
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<td>SP '17</td>
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### Gender and Women's Studies

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<tr>
<td>GWS 102</td>
<td>Transitional Feminism</td>
<td>BACCHETTA, P</td>
<td>4</td>
<td>50</td>
<td>FA '16</td>
<td>130</td>
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<tr>
<td></td>
<td>An introduction to women and gender in &quot;development.&quot; Addresses theories of &quot;development&quot; (modernization, demographic transition, dependency, world systems, post-development, postcolonial, and transnational feminist): productions and representations of &quot;underdevelopment&quot;; national and international &quot;development&quot; apparatuses; &quot;development&quot; practices about labor, population, resources, environment, literacy, technologies, media; and women's resistance and alternatives.</td>
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<tr>
<td>Course Code</td>
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<td>Description</td>
<td>Instructor</td>
<td>Units</td>
<td>Term</td>
<td>Credits</td>
<td>Grading</td>
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<tr>
<td>GWS 111 - Special Topics</td>
<td>This course is designed to provide students with an opportunity to work closely with Gender and Women's Studies faculty, investigating a topic of mutual interest in great depth. Emphasis in on student discussion and collaboration. Topics will vary from semester to semester. Number of units will vary depending on specific course, format, and requirements.</td>
<td>FOUZIYHA, T</td>
<td>4</td>
<td>50</td>
<td>SUM' 17</td>
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</tr>
<tr>
<td>LGBT 100 - Special Topics</td>
<td>This course is designed to provide students with an opportunity to work closely with LGBT faculty, investigating a topic of mutual interest in great depth. Emphasis in on student discussion and collaboration.</td>
<td>SAHA, P</td>
<td>4</td>
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<td>FA '16</td>
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<tr>
<td>GWS 210 - Advanced Interdisciplinary Studies</td>
<td>A cross-disciplinary examination of specific problems in the study of gender, women, and sexuality. Topics will vary: for example, representations of motherhood, women in the public sphere, work and gender, globalization of gender, and the history of sexuality.</td>
<td>BACCHETTA, P</td>
<td>4</td>
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**History of Art**

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<th>Units</th>
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<tbody>
<tr>
<td>HISTART 296 - Directed Dissertation Research</td>
<td>Independent study for dissertation research for doctoral candidates, within the field of History of Art</td>
<td>WILLIAMS, J</td>
<td>12</td>
<td>25</td>
<td>FA' 16</td>
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<tr>
<td>HISTART 299 - Special Study for Graduate Students</td>
<td>Special studies for graduate students within the field of History of Art</td>
<td>RAY, S</td>
<td>4</td>
<td>50</td>
<td>SP' 17</td>
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</tbody>
</table>
### HISTORY 2 - Comparitive World History

What accounts for some of the characteristic differences today between Europe and China, including the different ways they engage with the rest of the world? This course is based on the premise that it was critical developments during the medieval period that set in place many of the patterns that still shape the values and institutions of both societies. We will begin by exploring differences in political structures. Why did China reunify after the fall of the Han dynasty, but Europe did not reunify after the fall of Rome? We will then consider a series of encounters with neighboring peoples, as a means to reconstruct both how Europeans and Chinese of the middle ages envisioned themselves, and how they imagined their place in a wider world. Lectures will be delivered by two professors, one specializing in Carolingian and post-Carolingian Europe, and one in Tang-Song China. Readings will include peace treaties and diplomatic correspondence, travelogues, frontier literature, crusader accounts, and mappae mundi.

| TACKETT, N | 4 | 25 | SP'17 | 34 | 0 | 34 |

### HISTORY 100F - Special Topics in Asian History

This course introduces students to China's urban history from its origins down to the present day.

| VAN VLEET, S | 4 | 75 | FA'16 | 8 | 0 | 8 |
| HISTORY 103F - Proseminar: Asia | We shall look at many kinds of families through a great variety of sources to explore the (changing) norms and (disparate) practices that shaped households in the Early Modern Period of rule by the Tokugawa shogun (1600-1868). We shall examine the families of samurai, peasants, merchants, and geisha through sources that include memoirs, laws, ethical texts, fiction and drama, demographic evidence, and disparate visual material (from woodblock prints and book illustrations to photographs). We shall explore the variable understandings of key concepts (love and sex, marriage and divorce, childhood and life-cycles). And we shall try to think through the very place of the family in society. | BERRY, M | 4 | 25 | FA'16 | 5 | 0 | 5 | X | X |

| HISTORY 103F - Proseminar: Asia | This seminar explores the tumultuous history of modern Mongolia. It examines how a sovereign Mongolian government emerged out of the chaotic void left by the falls of the feudal, agricultural Russian and Qing empires of Nicholas II (r. 1894-1917) and Puyi (r. 1908-1912) and endured the rise of the industrial, communist republics of Stalin and Mao | GENNEL, A | 4 | 25 | FA'16 | 4 | 1 | 5 | X | X |
This course is devoted to the study of the ways in which the lands and peoples of India were encountered, observed and described by visitors from abroad over the sweep of the last two millennia. We will accordingly read excerpts from a large variety of travelers’ accounts of the Indian subcontinent, beginning with Ancient Greek, Roman, and Chinese writings on India. Then we will examine the descriptions of the first Arab conquest of Sindh and subsequent invasions, paying close attention to the accounts of travelers such as Ibn Battuta and al-Biruni. Next we will read from the narratives of visitors from Europe and West Asia, before ending with a few accounts of travelers in the opposite direction, from India to other parts of the world.

In this course we will develop a panoramic view of the long sweep of the history of the Indian subcontinent until the sometime in the middle of the eighteenth century. We will proceed chronologically, beginning from the earliest traces of human civilization to the development of, and debates between, Hinduism, Buddhism, and Jainism; the coming of Islamic rule; the founding of the Mughal empire; and the arrival of the East India Companies on its shores.
### HISTORY 114B - Modern South Asia

This course is designed as a survey course in modern Indian history from 1757-1947. Modern Indian history is inextricable from British colonial rule over India, and for that reason the early part of the course will address the decentralization of the Mughal Empire (1526-1858) in the late 18th century, the history of the East India Company (founded in 1600), the Company’s activities in India prior to its establishment of a colonial state, and the beginning of empire starting with its first major military victory in 1757. The course will introduce students to Mohandas Karamchand Gandhi and his profound and complex contribution to Indian (and Pakistani) nationalist politics. The objective of this course is to present a portrait of an extraordinary world historical political leader, but also to present him in conversation with other South Asian political figures of equal importance.

| KAICKER, A | 4 | 100 | SP '17 | 42 | 1 | 43 | X |

### International Area Studies

| IAS 45 - Survey of World History | CIKOTA, J | 4 | 25 | FA '16 | 151 | 0 | 151 | X | X |

This course focuses on benchmarks of the history of various nations and civilizations. It begins with the ancient Greeks, Romans, and Chinese, but emphasizes world developments since the 15th century. The purpose of the course is to gain a better understanding of the rise and decline of states, empires, and international trading systems. Therefore, political and economic structures and developments as well as military factors will be presented along with the more traditional historical perspectives.
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Instructor</th>
<th>Credits</th>
<th>Grade</th>
<th>Term</th>
<th>CRN</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>IAS 150</td>
<td>Advanced Studies in International Area Studies</td>
<td>This course uses the analytic of globalization and an interdisciplinary approach to provide an overview of contemporary India, focusing mainly, though not exclusively, on urban India. Students will be introduced to the debates surrounding colonial modernity, as an earlier globalizing era, this serving as background for considering contemporary India. Topics covered include: the Indian middle class, urban life, Hindu nationalism and other social movements, the postcolonial public, expressive culture, the changing nature and role of casts.</td>
<td>TALWALKER, C</td>
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<td>FA '16</td>
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<td>IAS 198</td>
<td>Directed Group Study</td>
<td>Directed group study in the areas of International Area Studies</td>
<td>TALWALKER, C</td>
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<td>School of Information</td>
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<tr>
<td>INFO 199</td>
<td>Supervised Independent Study</td>
<td>Individual study of topics in information management and systems under faculty supervision.</td>
<td>PARIKH, T S</td>
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<tr>
<td>INFO C283</td>
<td>ICT for Development</td>
<td>This seminar reviews current literature and debates regarding Information and Communication Technologies and Development (ICTD). This is an interdisciplinary and practice-oriented field that draws on insights from economics, sociology, engineering, computer science, management, public health, etc.</td>
<td>RAMACHNDRAM, D</td>
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## Music

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<th>Year</th>
<th>Class Size</th>
<th>Waiting List</th>
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<tr>
<td>MUSIC 131A - Music of India</td>
<td>This course will focus on the classical and light-classical forms, primarily of North India, but also including those of South India. Through listening, reading and discussion, we will develop listening appreciation as well as an understanding of this music in its social, cultural and historical contexts. Our many discussions will aim to bring to light various ways of experiencing music and thinking about related issues. Associated labs will be led by an accomplished musician from the Bay Area.</td>
<td>KAUR, I</td>
<td>4</td>
<td>100</td>
<td>FA '16</td>
<td>29</td>
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<tr>
<td>MUSIC 247 - Ethnomusicology</td>
<td>Music Across Media: Radio, Film, and YouTube. A highly specialized course in ethnomusicology</td>
<td>BEASTER - JONE, J</td>
<td>4</td>
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## Near Eastern Studies

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<th>Course Title</th>
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<th>Year</th>
<th>Class Size</th>
<th>Waiting List</th>
<th>Notes</th>
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<tbody>
<tr>
<td>NESTUD C26 - Introduction to Central Asia</td>
<td>This course will introduce the student not only to ancient and modern Central Asia, but also to the role played by the region in the shaping of the history of neighboring regions and regimes. The course will outline the history, languages, ethnicities, religions, and archaeology of the region and will acquaint the student with the historical foundations of some of the political, social and economic challenges for contemporary post-Soviet Central Asian republics.</td>
<td>MEHENDALE, S</td>
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<td>FA '16</td>
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<tr>
<td>NESTUD 144</td>
<td>Sufism: The Mysticism of Islam</td>
<td>This course explores the phenomenon of Sufism in the Islamic tradition. Topics include Sufi foundations, the sources upon which it is based, ritual practices, themes, and doctrines developed during its formative period and its eventual systemization. The course investigates the lives of several key Sufi figures including, As-Sadiq (d. 765), Rabia (d. 801), al-Junayd (d. 910), al-Hujwiri (d. 1077), al-Ghazali (d. 1111), Ibn al-Arabi (d. 1240) and Rumi (d. 1273) among others. Also covered are central Sufi concepts as annihilation (fana), love (mahabba), knowledge (ilm), gnosis (ma'rifah), intellect (aql), reality (haqiqah), and unity (tawhid).</td>
<td>BAZIAN, H</td>
<td>3</td>
<td>50</td>
<td>FA' 16</td>
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<tr>
<td>NESTUD 129</td>
<td>Arts of Iran and Central Asia</td>
<td>This course focuses on the arts of the Iranian cultural environment from the mid-first Millennium BCE through the first Millennium CE. Geographically, it covers a region stretching east from modern Iran to Afghanistan, Uzbekistan and Tajikistan, and north towards the Central Asian steppes, the ancestral home of important ancient Iranian pastoral nomadic tribes. The course will, among others, explore the art and archaeology of the Achaemenids, Parthians, Sasanians, and Sogdians to come to a better understanding of the social, political, and cultural underpinnings of the pre-Islamic Iranian world.</td>
<td>MEHENDALE, S</td>
<td>4</td>
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<tr>
<td>NESTUD 290A</td>
<td>Special Topics Study</td>
<td>Special topics in Near Eastern Studies</td>
<td>AHMED, A</td>
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<tr>
<td>NESTUD 298</td>
<td>Special topics in Near Eastern Studies</td>
<td>ünstick: Methods of Research in Islamic Studies</td>
<td>AHMED, A</td>
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<td>Peace and Conflict Studies</td>
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<tr>
<td>PACS 10</td>
<td>Intro to PACS</td>
<td>This course introduces students to a broad range of issues, concepts, and approaches integral to the study of peace and conflict. Subject areas include the war system and war prevention, conflict resolution and nonviolence, human rights and social justice, development and environmental sustainability.</td>
<td>ZOOK, D C</td>
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<tr>
<td>PACS 100</td>
<td>Peace Theory: Approaches and Analyses</td>
<td>This course will explore the historical development of the field through analysis of the operative assumptions, logic, and differing approaches of the seminal schools and thinkers that have shaped the field. Students will become familiar with the body of literature and major debates in peace studies and research.</td>
<td>RANDHAWA, K B</td>
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<tr>
<td>PACS 126</td>
<td>International Human Rights</td>
<td>This course provides an overview to the historical, theoretical, political, and legal underpinnings that have shaped and continue to shape the development of human rights.</td>
<td>ZOOK, D C</td>
<td>3</td>
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<td>FA '16</td>
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<tr>
<td>PACS 135</td>
<td>Regional Conflict</td>
<td>This course will examine the origins of peace and conflict in South Asia. The focus will be on contemporary South Asia, drawing on case studies from India, Pakistan, Sri Lanka, Nepal, Bhutan, and the Maldives. Domestic developments will be covered in detail, and will also be situated in the larger context of international relations and global governance. Regional issues, such as nuclear proliferation and terrorism, will also be addressed, as will other contentious issues such as the status of Kashmir, the spread of identity-based conflicts, and gender-related violence.</td>
<td>ZOOK, D C</td>
<td>3</td>
<td>100</td>
<td>SP'17</td>
<td>51</td>
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<tr>
<td>PACS 151</td>
<td>International Conflict: Analysis and Resolution</td>
<td>Inspired by the changed meaning of international conflict and the expanding mission of conflict resolution in the post-cold war era, this course will study the contemporary context and issues of conflict by examining the evolution in thinking about conflict, the resolution, and their application in practice.</td>
<td>RANDHAWA, K B</td>
<td>1</td>
<td>100</td>
<td>SP'17</td>
<td>51</td>
<td>0</td>
<td>51</td>
</tr>
<tr>
<td>PACS 24</td>
<td>Freshman Seminar</td>
<td>The course will offer a critical interdisciplinary study of geo-political regions and the sources of their conflicts.</td>
<td>ZOOK, D C</td>
<td>3</td>
<td>25</td>
<td>SP '17</td>
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### Philosophy

**PHILOS 25A - Ancient Philosophy**

This course is an introduction to ancient Greek philosophy. Most of the course will be devoted to the thought of Socrates (469-399 BCE), Plato (427-347), and Aristotle (384-322). We will also look briefly at the Presocratics and the Sophists, and at the major philosophical movements of the Hellenistic period: the Epicureans, Stoics, and Sceptics.

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### Political Science

**POLSCI 2 - Intro to Comparative Politics**

This course aims to furnish students with the tools needed to study politics and society in comparative perspective. The first part of the course introduces concepts and methods of comparative analysis and examines core assumptions about human nature that underpin social scientists’ thinking. The second part investigates the variety of political regimes under which people live around the world. Third, we will consider the factors that influence which type of political regime prevails in particular national settings. The fourth section focuses on economic development.

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**POLSCI 126A - International Political Economy**

Economic concepts in the study of international political behavior. Political concepts influencing the choice of economic policies.

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<tr>
<td>POLSCI 145A - South Asian Politics</td>
<td>A comparative analysis of development and change in the political systems of contemporary South Asia.</td>
<td>CHHIBBER, P</td>
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<tr>
<td>POLSCI 149E - Topics in Area Studies</td>
<td>This course will focus on the transformative process through which the nations of contemporary Southeast Asia have confronted political crises and instability and the various levels of success with which they have attempted to implement comprehensive programs of reform. This course will analyze several different areas of political activity, such as: state-led initiatives (political economy) regarding development and resource distribution; citizen and opposition movements both within and outside formal state institutions which seek to influence, alter, or overturn state action and policy; institution-building and the cultivation of social capital; and regional and transnational flows of capital and labor which act in alliance with or in opposition to national economic institutions. After a general overview of Southeast Asia as a regional political theater, we will turn our attention to a series of in-depth case studies.</td>
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<td>POLSCI 191 - Junior Seminar</td>
<td>This course focuses on understanding the causes and consequences of state fragility in different parts of the world. Students who enroll in the course will examine a variety of policy options for helping fragile or failing states to build state capacity in areas such as security and public services. The course will afford students a unique opportunity to participate in international collaboration.</td>
<td>CHHIBBER, P</td>
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<td>POLSCI 196 - Special Research Project</td>
<td>Special research supervised by faculty in the area of Political Science</td>
<td>CHHIBBER, P</td>
<td>1</td>
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<tr>
<td>POLSCI 197 - Field Study</td>
<td>Field study supervised by faculty in the area of Political Science</td>
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<td>POLSCI 198 - Directed Group Study</td>
<td>Directed group study by faculty in the area of Political Science</td>
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<td>POLSCI 292 - Directed Advanced Study</td>
<td>Open to qualified graduate students wishing to pursue special study and research under direction of a member of the staff.</td>
<td>CHHIBBER, P</td>
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<tr>
<td>POLSCI 296 - Directed Dissertation Research</td>
<td>Open to qualified students advanced to candidacy for the Ph.D. degree.</td>
<td>CHHIBBER, P</td>
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**Public Policy**

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<tr>
<td>PUBPOL 297 - Graduate Student Led Course in Public Policy</td>
<td>Course examines current problems and issues in the field of public policy. Topics vary from year to year.</td>
<td>SHETTY, S</td>
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<tr>
<td>Slavic Languages and Literatures</td>
<td>SLAVIC 131 - Literature, Art, and Society in 20th-Century Russia</td>
<td>The literary and artistic avant-garde of the early twentieth century was the most radical expression of European modernism in literature and art. We will be focusing on the four most forceful and creative of the literary movements to have swept through Europe between the 1910’s and the 1930’s: Italian and Russian futurism, dada in Zurich and Paris, Soviet constructivism, and French surrealism. We will be reading (and sometimes performing!) avant-garde poetry, literary manifestoes, short performance texts, experimental fiction and memoirs. We will also be paying some attention to parallel developments in the visual arts and cinema.</td>
<td>RAM, H</td>
<td>4</td>
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<tr>
<td>SLAVIC 299 - Directed Research</td>
<td>Graduate student research in the field of Slavic studies and literature</td>
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<p>| South and Southeast Asian Studies | BANGLA 101A - Intermediate Bengali | Students are expected to be able to read, with the aid of a dictionary, modern Bengali literature, and speak at a &quot;high-intermediate&quot; level by the end of the year. There will be viewing of Bengali videos at a mutually agreed upon time and in class from time to time. | BASU, A | 5 | 100 | FA '16 | 7 | 1 | 8 | X | X |</p>
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<td>BANGLA 101B</td>
<td>Intermediate Bengali</td>
<td>Students are expected to be able to read, with the aid of a dictionary, modern Bengali literature, and speak at a &quot;high-intermediate&quot; level by the end of the year. There will be viewing of Bengali videos at a mutually agreed upon time and in class from time to time.</td>
<td>BASU, A</td>
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<td>HINURD 1A</td>
<td>Introductory Hindi</td>
<td>Hindi writing systems. Survey of grammar. Graded exercises and readings drawn from Hindi literature, leading to mastery of grammatical structures and essential vocabulary and achievement of basic reading and writing competence.</td>
<td>SIRASAO, PRANJALI</td>
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<tr>
<td>HINURD 1B</td>
<td>Introductory Hindi</td>
<td>Hindi writing systems. Survey of grammar. Graded exercises and readings drawn from Hindi literature, leading to mastery of grammatical structures and essential vocabulary and achievement of basic reading and writing competence.</td>
<td>SIRASAO, PRANJALI</td>
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<tr>
<td>HINURD 2A</td>
<td>Introductory Urdu</td>
<td>The course concentrates on developing skills in reading, writing, speaking, and aural comprehension. Evaluation is based on attendance, written homework assignments, quizzes, dictations, and examinations. Conventional teaching materials may be supplemented by popular songs and clips from contemporary Indian cinema.</td>
<td>BRUCE, GREGORY</td>
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<tr>
<td>HINURD 2B</td>
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<td>BRUCE, GREGORY</td>
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<tr>
<td>HINURD 100A</td>
<td>Intermediate Hindi</td>
<td>This course acquaints students with representative readings from Hindi texts on pivotal cultural issues from a wide variety of sources, to enable them to acquire cultural competence in the language. Systematic training in advanced grammar and syntax, reinforced by exercises in composition, both oral and written. Special attention to developing communication skills.</td>
<td>SIRASAO, PRANJALI</td>
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<td>HINURD 101A</td>
<td>Readings Modern Hindi</td>
<td>This course is designed for students who have already achieved an intermediate level of proficiency in speaking, reading, and writing Hindi. Its objective is to move students toward a greater level of fluency in each of these key areas. Students will be introduced to a variety of contemporary literary genres. Weekly readings and discussions will be on short stories, poems, and dramatic sketches from representative authors. These readings focus on various social, cultural, political, and historical aspects of Indian society. The class will be conducted entirely in Hindi and students will acquire language skills sufficient to approach literary texts on their own.</td>
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<td>Readings Modern Hindi</td>
<td>This course is designed for students who have already achieved an intermediate level of proficiency in speaking, reading, and writing Hindi. Its objective is to move students toward a greater level of fluency in each of these key areas. Students will be introduced to a variety of contemporary literary genres. Weekly readings and discussions will be on short stories, poems, and dramatic sketches from representative authors. These readings focus on various social, cultural, political, and historical aspects of Indian society. The class will be conducted entirely in Hindi and students will acquire language skills sufficient to approach literary texts on their own.</td>
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<td>HINURD 103A</td>
<td>Intermediate Urdu</td>
<td>Introduces various types of written and spoken Urdu; vocabulary building, idioms, and problems of syntax; and conversation. Reading of selected fiction and nonfiction in modern Urdu, including fables, short stories, and poetry. Exercises in grammar, conversation, and composition.</td>
<td>BRUCE, GREGORY</td>
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<tr>
<td>HINURD 103B</td>
<td>Intermediate Urdu</td>
<td>Introduces various types of written and spoken Urdu; vocabulary building, idioms, and problems of syntax; and conversation. Reading of selected fiction and nonfiction in modern Urdu, including fables, short stories, and poetry. Exercises in grammar, conversation, and composition.</td>
<td>BRUCE, GREGORY</td>
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<td>HINURD 104B</td>
<td>Advanced Urdu</td>
<td>Reading of Urdu prose and poetry in a variety of literary and scholarly styles; composition. Topics in advanced grammar; designed to improve proficiency in speaking, listening, reading, and writing. Students will be expected to converse in a clearly participatory fashion, initiate, sustain, and bring to closure a wide variety of communicative tasks using diverse language strategies.</td>
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<td>HINURD 221</td>
<td>Hindi Literature</td>
<td>The course will focus on Hindi literature from the pre-modern and the modern periods. Topics will vary from year to year. Students will be expected to write a 25-30 page research paper.</td>
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<tr>
<td>PUNJABI 1A</td>
<td>Introductory Punjabi</td>
<td><em>Gurmukhi script. Survey of grammar. Graded exercises, leading to a mastery of basic language patterns, essential vocabulary, and achievement of basic reading and writing skills.</em></td>
<td>UBHI, UPKAR</td>
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<td>PUNJABI 1B</td>
<td>Introductory Punjabi</td>
<td><em>Gurmukhi script. Survey of grammar. Graded exercises, leading to a mastery of basic language patterns, essential vocabulary, and achievement of basic reading and writing skills.</em></td>
<td>UBHI, UPKAR</td>
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<tr>
<td>PUNJABI 100A</td>
<td>Intermediate Punjabi</td>
<td><em>Focus on reading, writing and speaking Punjabi more fluently in formal and informal contexts. Selected readings vary every semester. These form the starting point to stimulate students' own writings which include a long interview with a Punjabi elder from the wider community. These may be recorded in the students' own voices and form a contribution to the ongoing &quot;Punjabi Voices&quot; project. Review of grammar provided as needed in addition to the introduction of more complex grammatical structures.</em></td>
<td>UBHI, UPKAR</td>
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<tr>
<td>PUNJABI 100B - Intermediate Punjabi</td>
<td>Focus on reading, writing and speaking Punjabi more fluently in formal and informal contexts. Selected readings vary every semester. These form the starting point to stimulate students' own writings which include a long interview with a Punjabi elder from the wider community. These may be recorded in the students' own voices and form a contribution to the ongoing &quot;Punjabi Voices&quot; project. Review of grammar provided as needed in addition to the introduction of more complex grammatical structures.</td>
<td>UBHI, UPKAR</td>
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<td>SANSKR100A - Elementary Sanskrit</td>
<td>The focus of Sanskrit 100AB is to introduce students to Sanskrit grammar, with a goal of developing the skills necessary to read basic, simple Sanskrit texts. Sanskrit 101A covers lessons 1–12 of the Devavāṇīpraveśikā [Robert P. Goldman and Sally J. Sutherland Goldman, 2004], including, the script, sandhi, the present system [vartamāne prayoga], the karmaṇi and bhāve prayoga-s, the laṭ, lañ, and the loṭ, and bhūte krānta-s, and past active participles, nominal stems in –ā/ā, i/i, u/u, an, aḥ, iḥ, uḥ, ant, [ṛ], and in [for all genders]. Also covered are participles, relative and correlative constructions, questions, and a number of idioms, as well as tatpuruṣa [including nañ, prādi and gati, and upapada samāsas] and karmadhāraya samāsas.</td>
<td>GOLDMAN, SALLY</td>
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<td>FA '16</td>
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<tr>
<td>SANSKR 100B</td>
<td>Elementary Sanskrit</td>
<td>The focus of Sanskrit 100AB is to introduce students to Sanskrit grammar, with a goal of developing the skills necessary to read basic, simple Sanskrit texts. Students are expected to memorize for recitation one or more verses per week. Emphasis is placed on correct prosody and pronunciation.</td>
<td>Goldman, S J</td>
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<td>SP'17</td>
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<tr>
<td>SANSKR 101A</td>
<td>Intermediate Sanskrit</td>
<td>Introduces students to the itihasa/puraic traditions and related commentarial style of Sanskrit. An extended passage from Valmiki's Ramayana, Vyasa's Mahabharata, or one of the Mahapuradas is normally read with commentary, if available. The development of strong reading skills is the focus of the class. Additionally, students are introduced to the use of hard copy and web-based resources. Grammar is reviewed and explained as needed. Students are also introduced to the current scholarship on epic literature.</td>
<td>Goldman, S J</td>
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<td>SANSKR 101B</td>
<td>Intermediate Sanskrit</td>
<td>Introduces students to Sanskrit sastra and related commentary. Reading selections are generally taken from either the grammatical (vyakaraana), literary critical (alakarastra) or the philosophical (darsana) tradition, including such works as Mahabhaya, Tarkasagraha, Kavyadarsha, etc. Reading skills and familiarity with resources - hard copy and web-based - as well as current trends and scholarship in the relevant areas are emphasized.</td>
<td>Goldman, S J</td>
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<tr>
<td>SANSKR 200A - Sanskrit Literature</td>
<td>Advanced readings in Sanskrit literature, including Sanskrit ornate poetry with emphasis on the canons of poetic analysis of the Indian aesthetic tradition.</td>
<td>GOLDMAN, R P</td>
<td>4</td>
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<td>FA '16</td>
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<td>SANKSR 200B - Sanskrit Literature</td>
<td>Advanced readings in Sanskrit literature, including Sanskrit ornate poetry with emphasis on the canons of poetic analysis of the Indian aesthetic tradition.</td>
<td>GOLDMAN, R P</td>
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<tr>
<td>SASIAN 1A - Introduction to the Civilization of Early India</td>
<td>This course offers a broad historical and cultural survey of the civilizations of the Indian subcontinent from the earliest period known to archaeology to the advent of Islam as a major cultural and political force around the 13th century CE. Attention will be paid to the geography and ethnography of the region, its political history, and to the religious, philosophical, literary, scientific, and artistic movements that have shaped it and contributed to its development as a unique, diverse, and fascinating world civilization. Lectures, readings, and class discussions will center on salient texts, broadly defined, that have characterized major cultural, religious, and political formations from the earliest antiquity to the late medieval period. This course is open to all interested students and is required for those majoring or minoring in South Asian Studies.</td>
<td>VON ROSPATT, A</td>
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<td>Intro to the Civilization of Medieval and Modern India</td>
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<td>This course offers a broad historical and cultural survey of the civilizations of the Indian subcontinent from the 12th century to partition of India in 1947. Attention will be paid to the geography and ethnography of the region, its political history, and the religious, philosophical, literary, and artistic movements that have shaped it and contributed to its development as a unique, diverse, and fascinating world civilization. Lectures, readings, and class discussions will center on salient texts, broadly defined, that have characterized major cultural, religious, and political formations from the medieval period to the 20th century.</td>
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<td>SASIAN R5A</td>
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<td>18</td>
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<td>This course is devoted to a study of selected literary texts set in various regions of Southeast Asia. The readings will include works by foreign authors who lived and traveled in Southeast Asia and translations of works by Southeast Asian writers. These texts will be used to make comparisons and observations with which to characterize coloniality, nationalism, and postcoloniality.</td>
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<td>GOLDMAN, R P</td>
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<tr>
<td>SSEASN R5A - Self, Representation, and Nation</td>
<td>This course is devoted to a study of selected literary texts set in various regions of Southeast Asia. The readings will include works by foreign authors who lived and traveled in Southeast Asia and translations of works by Southeast Asian writers. These texts will be used to make comparisons and observations with which to characterize coloniality, nationalism, and postcoloniality.</td>
<td>Goldman, R P</td>
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<td>SSEASN R5B - India in the Writer's Eye</td>
<td>This course explores landscape and memory in South Asia, with a focus on Bengal. Landscapes evoke wonder and nostalgia on the one hand, and exploitation, displacement, and cultural appropriation on the other. We will look at landscape in relation to conflicting constructions of the “folk,” the dalit (“oppressed”) and the adibasi (indigenous), the “traditional” and the “modern.”</td>
<td>Goldman, R P</td>
<td>4</td>
<td>100</td>
<td>SP ’17</td>
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<tr>
<td>SSEASN R5B - Under Western Eyes</td>
<td>In this course, the student will read selections from the large body of scholarly texts that have been written about Southeast Asia. Expository and argumentative essays by premier scholars such as Sir Thomas Stamford Raffles, Margaret Mead, Clifford Geertz, and Benedict Anderson will be examined. Discussions will cover a broad range of theoretical issues including power, gender, and space.</td>
<td>Scalice, J P</td>
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</table>
Compared to other U.S. troops, African Americans suffered disproportionately high losses in the Vietnam War (known in Vietnam as the American War). As people of color, they were wooed by Vietnamese Communist propaganda, and suffered racism both on US military bases and on their return home. These experiences - alongside stories of camaraderie, courage, longing, loss, PTSD, and the search for belonging – have generated a diverse array of testimonies and representations.

This introduction to the study of Buddhism will consider materials drawn from various Buddhist traditions of Asia, from ancient times down to the present day. However, the course is not intended to be a comprehensive or systematic survey; rather than aiming at breadth, the course is designed around key themes such as ritual, image veneration, mysticism, meditation, and death. The overarching emphasis throughout the course will be on the hermeneutic difficulties attendant upon the study of religion in general, and Buddhism in particular.
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<th>Sections</th>
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<td>SSEASN 84</td>
<td>Sophmore Seminar: Southeast Asian Film</td>
<td>In this seminar we will examine contemporary Southeast Asian society and culture through the lens of contemporary Southeast Asian films from two countries -- Vietnam and the Philippines. In discussions about the films in class we will seek to understand how these films mirror modern and traditional aspects of the societies in which they were produced. We will also consider the films as examples of current world cinema and vehicles of storytelling. In their four page papers for each section of the course, students will address the above broad issues (referencing class discussions when appropriate) in relation to their own experiences and opinions, focusing either on one film or comparing two or three from the same country.</td>
<td>BARRIOS-LEBLANC, M</td>
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<td>SASIAN 110</td>
<td>Introduction to Hinduism</td>
<td>The course will provide through lecture, discussion and course readings a comprehensive introduction to the major texts, doctrines, beliefs and practices of classical Hinduism from antiquity to modernity. Special emphasis will be placed on Vedic and Agamic traditions and on the rise and development of the major Hindu sampradāyas, including those of Vaiṣṇavism, Śaivism, Śaktism and Tantrism. Attention will be paid to Hinduism's relationships with non Hindu traditions of South Asia, the rise of political Hinduism and Hinduism in the Indian Diaspora.</td>
<td>PARAMASIVAN, V</td>
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<tr>
<td>SASIAN C113</td>
<td>Buddhist Thought in India</td>
<td>This course is an advanced introduction to the major teachings of Indian Buddhism and their philosophical elaborations. We will cover the core tenets attributed to the Buddha, and the later doctrinal and scholastic developments that turned Buddhism into one of the principal philosophical traditions of India. For this we will read select primary sources—in principle, extracts of the scriptures and later treatises—and academic articles and book chapters. Rather than offering a broad introductory survey of Buddhist traditions across space and time, this class is geared towards students who are already familiar with the basics of Buddhism and want to deepen their understanding of the principal teachings of Buddhism originating in India.</td>
<td>LIN, Q</td>
<td>4</td>
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<tr>
<td>SASIAN C114</td>
<td>Tibetan Buddhism</td>
<td>This course is a broad introduction to the history, doctrine, and culture of the Buddhism of Tibet. We will begin with the introduction of Buddhism to Tibet in the eighth century and move on to the evolution of the major schools of Tibetan Buddhism, Tibetan Buddhist literature, ritual and monastic practice, the place of Buddhism in Tibetan political history, and the contemporary situation of Tibetan Buddhism both inside and outside of Tibet.</td>
<td>RONIS, J M</td>
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<tr>
<td>SASIAN 128- Religous Movements in Modern India</td>
<td>This course considers the co-option, reinterpretation and dissemination of sacred texts and religious practices in various political and cultural projects in India during the colonial and post-colonial periods. Students will be introduced to religious “reform” movements, cross-cultural debates during the colonial period, and how the concept of a secular state in post-Independence India has shaped and continues to shape religious practice and public policy. Important themes include transformations in the role of women, debates around caste and “untouchability”, and religious conversions. Although the emphasis is on Hindu traditions, attention will also be given to other Indian traditions such as Islam, Christianity and Buddhism.</td>
<td>PARAMASIVAN, V</td>
<td>4</td>
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<tr>
<td>SASIAN 140</td>
<td>Hindu Mythology</td>
<td>PILLAI, S &amp; GOLDMAN, R</td>
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</table>

In this course we will study literary and religious aspects of Hindu myths. Through the reading of primary sources in translation, the course covers the main divinities and many mythological themes of early Vedic as well as later Puranic literature. We will follow the development of mythology from the Rg Veda to the epics—The Mahabharata and the Ramayana—and up to the classical mythology of the Sanskrit Puranas.

GONZALEZ-REIMANN, L

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</table>
SASIAN 142 - India's Great Epics

The course entails substantial selected readings from the great Sanskrit epic poems—the Mahabharata and the Ramayana in translation, selected readings from the corpus of secondary literature on Indian epic studies as well as lectures on salient issues in both. Discussion will focus on a variety of historical and theoretical approaches to the study of the poems and their extraordinary influence on Indian culture. Readings will be supplemented with selected showings of popular cinematic and television versions of the epics.

GOLDMAN, R P
4 100 SP '17 104 0 104 X X

SSEASN 148 - Philippines: History, Literature, Performance

The course focuses on Philippine history through literature and performance. Among the texts to be discussed are: traditional forms (rituals, poetry, songs, dances) that give insights to belief systems and economic, political, and social life during the indigenous or precolonial period; performance and literary forms that were instruments both of colonial conquest and anti-colonial movements; and theater and literature that participated in discourse on agrarian issues, labor, martial law and militarism, gender rights, academic freedom, and human rights.

BARRIOS-LEBLANC, M
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<td>Philippine Cultural Politics</td>
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<td>Islam &amp; Society in Southeast Asia</td>
<td>HADLER, J A</td>
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**SSEASN 160 - Philippine Cultural Politics**

The course focuses on literary, visual, and performance texts that participated in political discourses in the Philippines. Among the questions the course addresses are the following: How did social movements influence these texts, and in turn, how did these literary, visual and performing texts contribute to these social movements? What strategies did the writers and artists employ in their works? How did writers and artists face issues of censorship and persecution? How were these works informed by popular culture, and consequently how did they interrogate popular cultural forms?

**SEASIAN 137 - Islam & Society in Southeast Asia**

Indonesia is the nation with the world’s largest Muslim population, and Malaysia and the southern Philippines are regions with vibrant Islamic traditions. Islam has been essential in the development of Southeast Asian cultures, literatures, and arts for over seven hundred years, and Southeast Asian Islam is intimately tied to the Islamic world. This upper-division undergraduate course will be an investigation into key discourses on the cultures and politics of Islam in Southeast Asia. We will consider the majority Muslim nations of Indonesia and Malaysia, and will also explore the struggles of Islam as a minority religion in the Philippines and Thailand.
### SSEASN C145 - Buddhism in Contemporary Society

A study of the Buddhist tradition as it is found today in Asia. The course will focus on specific living traditions of East, South, and/or Southeast Asia. Themes to be addressed may include contemporary Buddhist ritual practices; funerary and mortuary customs; the relationship between Buddhism and other local religious traditions; the relationship between Buddhist institutions and the state; Buddhist monasticism and its relationship to the laity; Buddhist ethics; Buddhist "modernism," and so on.

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### SSEASN 198E - Directed Group Study

Directed undergraduate group study by faculty in the areas of South and Southeast Asian Studies.

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### SSEASN 199 - Supervised Independent Study

Supervised undergraduate research in topics related to the Philippines and South and Southeast Asian Studies.

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### SSEASN 199C - Supervised Independent Study

Independent study for undergraduate students in the area of Hindi-Urdu.

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### SSEASN 199E - Supervised Independent Study

Independent study for undergraduate students in the area of Southeast Asian Studies.

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<tr>
<td>SASIAN C215</td>
<td>Readings in Indian Buddhist Texts</td>
<td>This graduate seminar focuses on reading a wide spectrum of Indian Buddhist texts in the Sanskrit (or Pali) original introducing the students to different genres, and different aspects of Indian Buddhism. The students taking the course for two units (rather the four) will be expected to prepare thoroughly every week for the reading of Buddhist texts in the original. They will also be expected to read all related secondary literature that is assigned to supplement the study of the primary source material. In contrast to the students taking the course for four units, they will not be expected to write a term paper or to prepare special presentations for class.</td>
<td>VON ROSPATT, A</td>
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<tr>
<td>SSEASN C220</td>
<td>Seminar in Buddhism and Buddhist Texts</td>
<td>Content varies with student interests. The course will normally focus on classical Buddhist texts that exist in multiple recensions and languages, including Chinese, Sanskrit, and Tibetan.</td>
<td>VON ROSPATT, A</td>
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<tr>
<td>SASIAN C224 - Readings in Tibetan Buddhist Texts</td>
<td>This graduate seminar provides an introduction to a broad range of Tibetan Buddhist texts as well as to the methods and resources for their study. Readings for the course will be drawn from a variety of genres and historical periods, including (1) chronicles and histories, (2) biographical literature, (3) doctrinal treatises, (4) canonical texts, (5) ritual manuals, (6) pilgrimage guides, and (7) liturgical texts.</td>
<td>DALTON, J</td>
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<p>| SSEASN 250 - Seminar in South and Southeast Asian Studies | Drawing on a broad cross-section of theoretical and methodological approaches this course will interrogate some of the key historiographical debates that have shaped our understanding of the place of Islam and Muslims in pre-1750 Indian history. This class expects participants to not only consider the ways in which knowledge gets constituted and its impacts (both within academia and beyond) but also the question of historical method itself. | FARUQUI, M D | 3.75 | 100 | FA'16 | 0 | 8 | 8 | X | 4 | 100 | SP '17 | 0 | 6 | 6 |</p>
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<td>Methods and Problems in Teaching South and Southeast Asian Studies</td>
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</table>

Team-taught by a faculty member and an advanced graduate student instructor, this weekly seminar will expose GSIs to methods and potential problems in teaching. Building a syllabus, grading, teaching writing and reading comprehension, fairness in the classroom, maintaining enthusiasm, developing a professional teaching portfolio, and campus resources for special needs students will be covered. The seminar will include periodic videotaping and feedback within each student's classroom.
<table>
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<tr>
<th>Course Code</th>
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<th>Course Description</th>
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<td>TAMIL 1A</td>
<td>Introductory Tamil</td>
<td>The grammar of modern Tamil will be covered followed by readings in simple texts. Practice will also be given in spoken Tamil.</td>
<td>RAJ, BHARATHY SANKARA</td>
<td>5</td>
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<td>FA '16</td>
<td>8 9</td>
</tr>
<tr>
<td>Tamil 1B Introductory Tamil</td>
<td>The grammar of modern Tamil will be covered followed by readings in simple texts. Practice will also be given in spoken Tamil.</td>
<td>RAJ, BHARATHY SANKARA</td>
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<td>TAMIL 101A</td>
<td>Readings in Tamil</td>
<td>Readings in advanced Tamil. Texts to be determined by the needs of the student.</td>
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<td>Readings in Tamil</td>
<td>Readings in advanced Tamil. Texts to be determined by the needs of the student.</td>
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<td>TAMIL 210A</td>
<td>Tamil Literature</td>
<td>This course will introduce students to the history of poetic figuration (aṇi, alaṅkāram) in Tamil, both in its long and diverse theoretical tradition and in literary practice. Students will become familiar with key concepts in Tamil alaṅkāra theory and the relationship between these concepts and their Sanskrit counterparts. Class time will be divided between close reading of Tamil materials and discussion of these materials along with English-language secondary sources; students with limited Tamil reading knowledge who are interested in gaining a comparative perspective on Indian aesthetics are welcome to participate in the class with instructor approval.</td>
<td>CLARE, J S</td>
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<tr>
<td>TAMIL 210B</td>
<td>Tamil Literature</td>
<td>In this advanced seminar, we will be reading literature by and about the ninth-century Tamil Vaishnava poet-saint Nammālvār. Both primary and secondary readings will introduce students to Vaishnava devotional literature in Tamil, and to the important role played by this poet-saint in the development of Vaishnava literary traditions in South India.</td>
<td>CLARE, J S</td>
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<td>TELUGU 1A</td>
<td>Elementary Telugu</td>
<td>This elementary level course focuses on progressive acquisition of language skills to communicate effectively in Telugu. It facilitates development of Listening, Speaking, Reading and Writing competence along with basic grammar.</td>
<td>RAJ, BHARATHY SANKARA</td>
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<td>TELUGU 1B</td>
<td>Elementary Telugu</td>
<td>This elementary level course focuses on progressive acquisition of language skills to communicate effectively in Telugu. It facilitates development of Listening, Speaking, Reading and Writing competence along with basic grammar.</td>
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**Sociology**

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<td>Directed Group Study</td>
<td>Directed study of Sociology for undergraduates</td>
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<td>SOCIOL 199</td>
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## Project Goal 1: Expand impact of international and world area-specific educational opportunities for community colleges and Minority-Serving Institutions

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<th>Performance Measures</th>
<th>Performance Measure Activities</th>
<th>Data Indicators</th>
<th>Frequency</th>
<th>Data Source</th>
<th>Baseline and Targets</th>
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<tr>
<td>1. Facilitate the construction of TWO online World History courses (WH pre-1500 and WH post-1500) for inclusion in the State of California’s Online Exchange (the online course exchange among a consortium of 23 California community colleges).</td>
<td>1.a. Recruit community college instructors for participation in 4-year process.</td>
<td>1.a.i. Number of CC instructors recruited</td>
<td>annual</td>
<td>ORIAS reports</td>
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<td>1.a.ii. Number of CC instructors who attend meetings and produce agreed-upon work.</td>
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<td>ORIAS reports</td>
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<td>1.b. Produce 20 online instructional units for Canvass platform.</td>
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<td>1.c. Submit 2 World History courses for approval to the California Online Exchange for community college courses.</td>
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<td>2. Expand the reach of ORIAS activities to at least 40 previously un-engaged community college teachers by engaging teachers who have no prior experience with ORIAS activities.</td>
<td>2.a. Hold annual ORIAS Summer Institute for Community College teachers (with focus on global studies).</td>
<td>2.a.i. Number of community college educators who attend the summer institute.</td>
<td>annual</td>
<td>ORIAS reports</td>
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<td>2.a.ii. Number of participants at each institute who are new to ORIAS activities.</td>
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<td>ORIAS reports</td>
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<td>2.b. Hold ORIAS small-group, short (2 - 4 hours) workshops.</td>
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<td>2.b.i. Number of small-group workshops open to community college educators.</td>
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<td>2.b.ii. Number of small-workshop participants who are new to ORIAS activities.</td>
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<td>ORIAS reports</td>
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## Project Goal 2: Provide international and world area-specific educational opportunities for k-12 teachers that meet new needs generated by statewide curricular changes.

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<th>Performance Measure Activities</th>
<th>Data Indicators</th>
<th>Frequency</th>
<th>Data Source</th>
<th>Baseline and Targets</th>
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</thead>
<tbody>
<tr>
<td>1. Provide up to 160 k-12 teachers with access and training to use two significant campus resources: the Phoebe M. Hearst Museum of Anthropology and the Pacific Film Archive.</td>
<td>1.a. Hold ORIAS small-group workshops in collaboration with the Hearst Museum, the Pacific Film Archive.</td>
<td>1.a.i. Number of collaborative small-group workshops offered.</td>
<td>annual</td>
<td>ORIAS reports</td>
<td>BL T1 T2 T3 T4</td>
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<td>1.a.ii. Number of attendees at collaborative small group workshops each year.</td>
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<td>ORIAS reports</td>
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<tr>
<td>2. Facilitate greater k-12 teacher access to ORIAS programming by collaborating with local (i.e. greater Bay Area) district offices to create 8 international or world-area specific professional development opportunities within districts.</td>
<td>2.a. Contact at least 16 local district offices to explore opportunities for collaborative PD programming.</td>
<td>2.a.i. Number of district offices contacted.</td>
<td>annual</td>
<td>Oris reports</td>
<td>0 4 4 4 4</td>
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<td></td>
<td>2.b. Develop 8 international or world-area specific PD opportunities in collaboration with districts.</td>
<td>2.b.i. Number of workshops developed in conjunction with district/county offices.</td>
<td>annual</td>
<td>Oris reports</td>
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<tr>
<td>3. Expand the reach of ORIAS activities to at least 60 previously un-engaged k-12 teachers by engaging teachers who have no prior experience with ORIAS activities.</td>
<td>3.a. Hold annual ORIAS Summer Institute for k-12 teachers.</td>
<td>3.a.i. Number of k-12 educators who attend the summer institute.</td>
<td>annual</td>
<td>Oris reports</td>
<td>0 25 25 25 25</td>
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<td>3.a.ii. Number of participants at each institute who are new to ORIAS activities.</td>
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<td>Oris reports</td>
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## Project Goal 3: Increase the number of students being trained in language and area knowledge in areas of national need

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<th>Frequency</th>
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<tbody>
<tr>
<td>1. Increase the number of area studies course offerings taught by renowned practitioners by 2 in this grant cycle</td>
<td>1.a. Offer a course on contemporary Pakistan</td>
<td>1.a.i. Number of courses</td>
<td>ISAS course listings</td>
<td>annual</td>
<td>0 0 1 0 1</td>
</tr>
<tr>
<td></td>
<td>1.b. Offer a course on contemporary Bangladesh</td>
<td>1.b.i. Number of courses</td>
<td>ISAS course listings</td>
<td>annual</td>
<td>0 0 1 0 1</td>
</tr>
<tr>
<td>2. Increase by 10% the number of students taking Bangla language at all levels</td>
<td>2.a. Increase opportunities to conduct research or internships in Bangladesh</td>
<td>2.a.i. Number of internship opportunities</td>
<td>ISAS reports</td>
<td>annual</td>
<td>0 3 5 6 7</td>
</tr>
<tr>
<td></td>
<td>2.b. Offer advanced Bangla by Year 3 in the grant cycle</td>
<td>2.b.i. Number of students enrolled in advanced Bangla</td>
<td>University enrollment data</td>
<td>annual</td>
<td>0 0 0 4 6</td>
</tr>
</tbody>
</table>
June 11, 2018

U.S. Department of Education
International and Foreign Language Education Office

To Whom It May Concern:

As the Vice Chancellor for Research at the University of California, Berkeley, I write to express my strong support for the National Resource Center/Foreign Language and Area Studies grant proposal from UC Berkeley's Institute for South Asia Studies (ISAS), under the leadership of Director Munis Faruqui. ISAS is one of ten Organized Research Units (ORUs) at UC Berkeley that are devoted to aspects of international and area studies. ISAS has a wide reach of constituents across the campus, not only in the College of Letters and Science, but also in the professional schools (Public Health, Law, Journalism, Public Policy, Haas School of Business, etc.) and even in science areas such as the Colleges of Engineering and Natural Resources. This is the virtue of ORUs: they cross divisional lines to serve the entire campus and beyond.

I believe that ISAS' proposed NRC/FLAS project will serve the Department of Education well. ISAS has an excellent track-record of success and impact on a wide variety of stakeholders. Between 2014 and 2018, ISAS presented more than 279 events including lectures, films, cultural shows, theatre productions, workshops, and small and large conferences. Attendance at South Asian events over the last grant cycle was approximately 54,500. In addition, graduates affiliated with the ISAS go on to pursue employment at some of the top universities and institutions in the world. Furthermore, the director of ISAS, Munis Faruqui, was selected through a rigorous appointment process to head ISAS because of his leadership record on campus. Professor Faruqui has been strikingly successful in building up South Asian studies in recent years, with several philanthropic gifts and grants to ISAS, including spearheading the relationship with the US Department of State to re-establish an intensive Urdu training program in Pakistan. He is ideally positioned to lead the South Asia National Resource Center.

The proposed NRC/FLAS project plans to maintain and build upon their preeminence in South Asia language and area training involving units in the humanities and social sciences, engineering, and professional schools and colleges. Their already strong language programs focusing on the less commonly taught languages (LCTLS) of South Asia will be further enhanced by pedagogy training developed in partnership with the Berkeley Language Center on campus and the South Asia Summer Language Institute. Languages to be taught include Hindi, Urdu, Bengali, Punjabi, Tamil, Telugu, and Sanskrit. The ISAS will also increase their commitment to K-14 outreach with an enhanced plan that continues their successful partnership with the Office of Resources for International and Area Studies as well as introduces several new collaborations with minority serving institutions and community colleges. This project is especially important during this time where we are witnessing critical strategic, economic and cultural developments in South Asia and UC Berkeley’s Institute for South Asia Studies.
will continue to build its faculty, programs, and community linkages to remain one of the nation’s premier resources for the understanding of this diverse region that is vital to US national interest. This would absolutely be a well-justified investment of federal funds.

UC Berkeley is well positioned to carry out and support the activities of the proposed NRC/FLAS program. In addition to the ORU structure, oversight provided by my office, and the considerable infrastructure for management of federal grants, we have the faculty, students, and resources to conduct research, teacher training, public outreach, and teaching of lesser-taught languages. The ISAS has one of the broadest programs in the country for the study of South Asia at both the undergraduate and graduate levels, complemented by an internationally recognized faculty and academic staff, a broad array of courses and degrees with extensive disciplinary and regional coverage, strong ties with professional schools and programs, and a firm commitment to outreach for educators, the media, businesses, and the general public. Indeed the goals of the NRC program align perfectly with the "teaching, research, and public service" mission of the University of California. We are committed to serving the national need for increased numbers of specialists with expertise in foreign languages and training in diverse cultures.

I hope you will consider funding this proposal.

Sincerely,

Randy Howard Katz
Vice Chancellor for Research
June 18, 2018

Re: University of California, Berkeley’s Application for Title VI Center for South Asia

To Whom It May Concern:

Having taught the Hindi language and courses on South Asian history and culture for the past thirty-three years, and having served for the past eight as President of the American Institute of Indian Studies (of which all Title VI South Asia Centers are members), I am acutely aware of the enhanced opportunities for student progress, faculty research, and community engagement and outreach that Title VI grants have, for decades, facilitated at a number of institutions. But I am writing on behalf of the latest application of one of them because of my conviction that UC Berkeley’s use of these federal funds has been extraordinarily innovative, entrepreneurial, and effective. I write as an outside observer, since I have never studied or taught at UC Berkeley, but with sincere admiration—tinged at times with envy—for what my colleagues at this public university have been able to accomplish: energetic private fundraising that has produced several endowed chairs, language programs, and centers for sub-regional research; a growing focus on South Asia as a whole rather than on simply a single regional power; and an amazingly rich array of free public programming—conferences, symposia, workshops, lectures, theater and dance performances, film festivals, art and photography exhibitions, and more. I feel that Berkeley’s Institute for South Asia Studies (ISAS) truly deserves to be considered a “national resource.”

UC Berkeley has one of the oldest and most vibrant South Asia-focused programs in the country. Along with an excellent Department of South & Southeast Asia Studies, the interdisciplinary ISAS boasts more than sixty affiliated faculty drawn from across the university. Such numbers as well as the breadth of intellectual expertise is attested in the quality and variety of ISAS’s programming. Every semester it hosts dozens of events, catering to a wide array of interests in the Humanities, Social Sciences, Law, Education, Journalism, Public Health, Environmental Design, and Business. With a historically strong focus on India, ISAS has recently done an excellent job of focusing attention on other countries in South Asia, with programming on Bangladesh, Nepal, and Pakistan that has benefited from dedicated centers, initiatives, and endowments. In addition to its outstanding programming, ISAS also plays a key role in supporting faculty, graduate, and undergraduate research (mostly through fellowship and internship opportunities) at UC Berkeley, language training through FLAS fellowships, salary support for various South Asian language lecturers, helping to fund the university’s South Asia library collection, engaging in K-12 teacher training, and undertaking outreach to under-served and under-represented communities across northern California.

Over recent decades ISAS, has benefited from the leadership of a series of very effective Directors, including Professors Robert Goldman, Thomas Metcalf, Raka Ray, and Lawrence Cohen. The present Director, Prof. Munis Faruqui, is deeply involved in the running of the Institute, very responsive to faculty interests and initiatives, and mindful of South Asia-related developments on campus (for instance, new faculty hiring or programmatic developments in the departments and professional
schools). He also fully understands the centrality of raising money for ISAS through grants and donor outreach. At a time when there are questions about the levels of state and federal funding, he has proactively worked to sustain existing programs as well as endow new programs in hitherto overlooked areas of inquiry. With considerable fund-raising experience prior to becoming Director of ISAS—he raised over $500,000 for various Urdu and Pakistan-related initiatives in addition to helping write a $3.2 million grant for the Berkeley Urdu Language Program—Prof. Faruqui has the right skills to continue fund-raising for other ISAS priorities. These include building endowments for Punjabi and Telugu language instruction, creating a Center focused on Contemporary India, and launching initiatives that transcend regional/national boundaries including ones focused on: (a) health and the environment and (b) peace and security. Beyond intellectual vision, energy, and fundraising prowess, Prof. Faruqui also has an inclusive approach and the ability to work effectively with both faculty and staff. This skill has enabled the Institute to be administratively well run, and also a place wherein visitors such as myself feel both stimulated and welcome, and it is my understand that ISAS also has, through its outreach, a notable impact on communities both around and beyond UC Berkeley.

Federal support—through grants such as Title VI—has been critical to ISAS’s success, and it is clear to me that ISAS has put these funds to excellent use. I can think of few investments in international studies by the federal government that offer a better return than Title VI centers in general, and UC Berkeley’s Institute for South Asia Studies stands out, in my mind, for what it has achieved in the past and promises to continue achieving in the future.

Sincerely,

Philip Lutgendorf
Professor of Hindi and Modern Indian Studies
US Department of Education
International and Foreign Language Education Office

June 14th, 2018

To Whom it May Concern:

As President of the Organization of Pakistani Entrepreneurs of North America (OPEN) Silicon Valley, I am pleased to write this letter of support for UC Berkeley, Institute for South Asia Studies’ (ISAS) application for the NRC/ FLAS grant proposal for the 2018-22 cycle. OPEN was formed in 1998 by a group of Pakistani American entrepreneurs and corporate executives. Our organization consists of corporate professionals, entrepreneurs, venture capitalists, banking professionals, social leaders and academics.

OPEN Silicon Valley focuses on the promotion of entrepreneurship and professional growth and caters to a community and members of professionals of over 4000 from south Asia in the Bay area. Over 2000 individuals with a drive to become entrepreneurs and leaders, attend our programs annually.

To my mind, no other university in the country has such a vibrant South Asia program that showcases a diverse event line up and critical discussions on Pakistan every semester. ISAS’ Pakistan Initiative has supported numerous lectures, seminars, and courses—all of which have exposed students and the community to this important, but often misunderstood region. Over the last several years, OPEN has been pleased to collaborate closely with the ISAS on several programs. In 2014, for example, we collaborated with the ISAS in bringing internationally renowned Pakistani writer, Mohsin Hamid to the Bay Area. Most notably, every year since 2016, we have worked closely with the ISAS on the U.S. Department of State funded Fulbright Pakistan Social Entrepreneurship and Re-entry Seminar.

The re-entry seminar is a program designed to prepare Pakistani Fulbright students, who are nearing the completion of their programs in the US, for their return to Pakistan. What is particularly commendable about this program is the showcasing of Social Enterprise as a career alternative for the students to put their core skills towards the betterment of Pakistani society. It has been an honor for us to partner with the ISAS on this program for the last three years and we have been thrilled to offer our networking, professional, as well as entrepreneurial resources to these Pakistani Fulbright returnees. I do hope that we will continue to do this in the future as this is a worthy endeavor and has high impact potential in the areas of both scholarship and entrepreneurship.
Through our partnership, I have gotten to know Professor Munis Faruqui, the current Director of the ISAS. He clearly has the leadership and administrative skills necessary to lead the ISAS as it continues to grow and expand its offerings to not only the Berkeley campus, but to the larger Bay Area community.

In these difficult financial times, federal government support for programs like this is critical; the ISAS has made very good use of these funds in the past and will certainly continue to do so in the future. I wholeheartedly encourage continued investment in the ISAS at UC Berkeley as it continues its mission of promoting understanding of a region that is vital to US interests.

Sincerely,

Sincerely,

Mnohashar Yazdani
President
OPEN Silicon Valley
Budget Narrative File(s)

* Mandatory Budget Narrative Filename: 1238-Budget Justification South Asia.pdf

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

Add Mandatory Budget Narrative  Delete Mandatory Budget Narrative  View Mandatory Budget Narrative

Add Optional Budget Narrative  Delete Optional Budget Narrative  View Optional Budget Narrative
**Budget Justification**

**UC Berkeley PI:**

(Munis Faruqui)

**SENIOR PERSONNEL:**

**Administration** – Adele Perera – NRC admin assistance. She will commit 20% effort, at $8,436 per year with a 3% increase of pay per year

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. These vital grant-related activities are a combination of programmatic and technical duties, including: processing complex Institute financial transactions related to NRC activities, processing financial awards for fellowship recipients, and coordinating Institute travel and international visitor services for NRC-related travel for guest speakers and conference participants.

**Programming**- Puneeta Kala – NRC admin assistance. She will commit 30% effort, at $17,458 per year with a 3% increase of pay per year

**Programming**- Adele Perera – NRC admin assistance. She will commit 30% of effort, at $12,654 per year with a 3% increase of pay per year

**Programming**- Prachi Patel – NRC admin assistance. She will commit 16% of effort, at $4,000 per year.

**Library**- Gabrielle Judilla – library assistance. She will commit 8% of effort, at $2,000 per year

**Language Instruction** - Dr. Max Bruce – Urdu- Lecture 30%. At $17,856 per year with a 3% increase of pay per year.

**Language Instruction** – Dr. Upkar Ubhi – Punjabi – Lecture 40%. At $30,848 per year with a 3% increase of pay per year. 

**Language Instruction** – Dr. Abhijeet Paul – Bengali – Lecture 20%. At $11,054 per year with a 3% increase of pay per year.

**Language Instruction** – Dr. Bharathy – Telugu – Lecture 20%. At $16,410 per year with a 3% increase of pay per year.

**Outreach** - Puneeta Kala – She will commit 20% of effort, at $11,639 per year with a 3%
increase of pay per year

Outreach – Sanchita Saxena- She will commit 15% of effort, at $15,858 per year with a 3% increase of pay per year

Salaries are based on 5/25/18 actual salaries and are projected to include a 3% annual cost-of-living adjustment (and merit, if applicable) effective each year.

FRINGE 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 9/20/2017 for use by all fund sources for FY17. Rates beyond June 30, 2018 are estimates and 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. The benefit rates are as follows:

<table>
<thead>
<tr>
<th>UCB Composite Benefit Rates</th>
<th>Approved</th>
<th>FY18</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBR Rate Group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic</td>
<td></td>
<td>40.0%</td>
<td>40.0%</td>
<td>40.0%</td>
<td>40.0%</td>
</tr>
<tr>
<td>Staff</td>
<td></td>
<td>48.0%</td>
<td>48.0%</td>
<td>48.0%</td>
<td>48.0%</td>
</tr>
<tr>
<td>Limited</td>
<td></td>
<td>16.0%</td>
<td>16.0%</td>
<td>16.0%</td>
<td>16.0%</td>
</tr>
<tr>
<td>Students (Graduate and Undergraduate)</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td></td>
</tr>
</tbody>
</table>

For more information, please see: http://www.spo.berkeley.edu/policy/benefits/benefits.html
TRAVEL:

Domestic: Total $2,160 per year.

<table>
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<tr>
<th>Trips</th>
<th>Days</th>
<th>PI(s)</th>
<th>Student(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>4</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Airfare</th>
<th>Per Diem</th>
<th>Taxi</th>
<th>Conf. Reg. PI</th>
<th>Conf. Reg. Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1100</td>
<td>$1060</td>
<td>$</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

International: Total $4,200 for year 1.

<table>
<thead>
<tr>
<th>Trips</th>
<th>Days</th>
<th>PI(s)</th>
<th>Student(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Airfare</th>
<th>Per Diem</th>
<th>Taxi</th>
<th>Conf. Reg. PI</th>
<th>Conf. Reg. Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1700</td>
<td>$2500</td>
<td>$</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

International per diem rates can be found here: https://aoprals.state.gov/web920/per_diem.asp.

SUPPLIES AND EXPENSES:

Supplies and expenses cost of $68,273 is requested for the entire project period and will be used solely for the benefit of the research project as follows:

**Total Year 1**: $21,062, for Library acquisitions (monographs, journals, slides and CD-Roms), office supplies, copying, communication, teacher workshops (NRC Absolute Priority 2) and Supplies specific to annual themes.

**Total Year 2**: $18,417, for Library acquisitions (monographs, journals, slides and CD-Roms), office supplies, copying, communication, teacher workshops (NRC Absolute Priority 2) and Supplies specific to annual themes.

**Total Year 3**: $16,397, for Library acquisitions (monographs, journals, slides and CD-
Roms), office supplies, copying, communication, teacher workshops (NRC Absolute Priority 2) and Supplies specific to annual themes.

**Total Year 4:** $12,397, for Library acquisitions (monographs, journals, slides and CD-Roms), office supplies, copying, communication, teacher workshops (NRC Absolute Priority 2) and Supplies specific to annual themes.

**OTHER DIRECT COSTS:**

Supplies and expenses cost of 60,440 is requested for the entire project period and will be used solely for the benefit of the research project as follows:

**Total Year 1:** $15,160, for visiting lecturers/Lecture series, annual Seminar/Workshop series, South Asia Summer Language Institute, AIIS MSI collaboration (NRC Competitive Preference Priority 1), South Asia Open Archive and Evaluation of the Center's programs

**Total Year 2:** $17,160, for visiting lecturers/Lecture series, annual Seminar/Workshop series, South Asia Summer Language Institute, AIIS MSI collaboration (NRC Competitive Preference Priority 1), South Asia Open Archive and Evaluation of the Center's programs

**Total Year 3:** $15,160, for visiting lecturers/Lecture series, annual Seminar/Workshop series, South Asia Summer Language Institute, AIIS MSI collaboration (NRC Competitive Preference Priority 1), South Asia Open Archive and Evaluation of the Center's programs

**Total Year 4:** $12,960, for visiting lecturers/Lecture series, annual Seminar/Workshop series, South Asia Summer Language Institute, AIIS MSI collaboration (NRC Competitive Preference Priority 1), South Asia Open Archive and Evaluation of the Center's programs

**TRAINING STIPENDS:**

Total FLAS budget - Graduate Student payment budget for a total of $1,326,000 is requested for the entire project period and will be used solely for the benefit of the research project.

The FLAS budget requests eight graduate awards each academic year and six awards each summer. Also, one undergraduate award each academic year and one award each summer. While this request pushes the limit of the recommended FLAS budget, we feel it is justified by strong demand.
INDIRECT COSTS:

Per the sponsor’s policy, indirect costs have been limited to 8% of total modify direct costs. UC Berkeley's federally negotiated indirect cost rate agreement can be found at: https://spo.berkeley.edu/policy/fa2017.pdf
## I. PERSONNEL

### A. Administrative
1. Program Assistant II, Adele Perera
   - Salary: 20% of $43,680
   - Composite Benefit Rate: 48%
   - Annual Salary: $8,436
   - Benefits: $4,049
   - Total: $12,485

### B. Programming
1. Program Rep II, Puneeta Kala
   - Salary: 30% of $52,316
   - Composite Benefit Rate: 48%
   - Annual Salary: $17,458
   - Benefits: $8,380
   - Total: $25,838
2. Program Assistant II, Adele Perera
   - Salary: 30% of $47,920
   - Composite Benefit Rate: 48%
   - Annual Salary: $12,654
   - Benefits: $6,074
   - Total: $18,728
3. Student Assistance, Prachi Patel
   - Hourly Rate: $20
   - Total Hours: 500
   - Benefits: None
   - Total: $10,000

### C. Library Staff
1. Student Assistance, Gabrielle Judilla
   - Transfer print newspapers onto microfilm
   - Hourly Rate: $20
   - Total Hours: 400
   - Benefits: None
   - Total: $8,000

### D. LCTL Instruction
1. Urdu lecturer (Full time)
   - Salary: 30% of $59,676
   - Composite Benefit Rate: 40%
   - Annual Salary: $17,856
   - Benefits: $7,142
   - Total: $25,000
2. Punjabi lecturer (Full time)
   - Salary: 40% of $59,676
   - Composite Benefit Rate: 40%
   - Annual Salary: $30,848
   - Benefits: $7,805
   - Total: $38,653

---

*Note: Annual salary paid by US/DE / % time devoted to Center*
<table>
<thead>
<tr>
<th>Year 1 2018-19</th>
<th>Year 2 2019-20</th>
<th>Year 3 2020-21</th>
<th>Year 4 2021-22</th>
<th>TOTALS</th>
<th>Page Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Bengali lecturer (Full time) 20% salary</td>
<td>$11,054</td>
<td>$11,386</td>
<td>$11,727</td>
<td>$12,079</td>
<td>$46,246</td>
</tr>
<tr>
<td>Composite Benefit Rate @ 40%</td>
<td>$4,422</td>
<td>$4,554</td>
<td>$4,691</td>
<td>$4,832</td>
<td>$18,498</td>
</tr>
<tr>
<td>4. Telugu lecturer (Full time) 20% salary</td>
<td>$16,410</td>
<td>$16,902</td>
<td>$17,409</td>
<td>$17,932</td>
<td>$68,653</td>
</tr>
<tr>
<td>Composite Benefit Rate @ 40%</td>
<td>$6,564</td>
<td>$6,761</td>
<td>$6,964</td>
<td>$7,173</td>
<td>$27,461</td>
</tr>
<tr>
<td><strong>Subtotal Instruction</strong></td>
<td><strong>$76,168</strong></td>
<td><strong>$78,453</strong></td>
<td><strong>$80,807</strong></td>
<td><strong>$83,231</strong></td>
<td><strong>$318,659</strong></td>
</tr>
<tr>
<td><strong>F. Outreach Staff</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Program Rep II, Puneeta Kala Outreach activities 20% salary</td>
<td>$11,639</td>
<td>$11,988</td>
<td>$12,348</td>
<td>$12,718</td>
<td>$48,693</td>
</tr>
<tr>
<td>Composite Benefit Rate @ 48%</td>
<td>$5,587</td>
<td>$5,754</td>
<td>$5,927</td>
<td>$6,105</td>
<td>$23,373</td>
</tr>
<tr>
<td>2. Vice Chair, Sanchita Saxena Outreach activities 15% salary</td>
<td>$15,858</td>
<td>$16,334</td>
<td>$16,824</td>
<td>$17,328</td>
<td>$66,344</td>
</tr>
<tr>
<td>Composite Benefit Rate @ 40%</td>
<td>$6,343</td>
<td>$6,533</td>
<td>$6,730</td>
<td>$6,931</td>
<td>$26,538</td>
</tr>
<tr>
<td><strong>Subtotal Outreach Staff</strong></td>
<td><strong>$27,497</strong></td>
<td><strong>$28,322</strong></td>
<td><strong>$29,172</strong></td>
<td><strong>$30,047</strong></td>
<td><strong>$115,037</strong></td>
</tr>
<tr>
<td><strong>TOTAL PERSONNEL</strong></td>
<td><strong>$148,213</strong></td>
<td><strong>$152,479</strong></td>
<td><strong>$156,874</strong></td>
<td><strong>$161,400</strong></td>
<td><strong>$618,966</strong></td>
</tr>
<tr>
<td><strong>2. FRINGE BENEFITS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Salaries @ composite rate (Academic)</td>
<td>$36,810</td>
<td>$37,915</td>
<td>$39,052</td>
<td>$40,224</td>
<td>$154,001</td>
</tr>
<tr>
<td>Staff Salaries @ composite rate (Staff)</td>
<td>$24,090</td>
<td>$24,812</td>
<td>$25,557</td>
<td>$26,324</td>
<td>$100,783</td>
</tr>
<tr>
<td><strong>TOTAL EMPLOYEE BENEFITS</strong></td>
<td><strong>$60,900</strong></td>
<td><strong>$62,727</strong></td>
<td><strong>$64,609</strong></td>
<td><strong>$66,547</strong></td>
<td><strong>$254,784</strong></td>
</tr>
<tr>
<td><strong>3. TRAVEL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Administrative Travel 1. Each year includes 1 traveler to AAS meeting for AIIS, AIBS, SASLI board meetings and 1 traveler to Univ. of Wisconsin S.Asia conference for SASLI meetings 2 trips @ average $550 ea.</td>
<td>$1,100</td>
<td>$1,100</td>
<td>$1,100</td>
<td>$1,100</td>
<td>$4,400</td>
</tr>
</tbody>
</table>

\( (\%) \) = % annual salary paid by US/DE / % time devoted to Center

Budget - 2
### 2014/18 Budget Detail

<table>
<thead>
<tr>
<th></th>
<th>Year 1 2018-19</th>
<th>Year 2 2019-20</th>
<th>Year 3 2020-21</th>
<th>Year 4 2021-22</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated 4 days per diem @ $265/day</td>
<td>$1,060</td>
<td>$1,060</td>
<td>$1,060</td>
<td>$1,060</td>
<td>$4,240</td>
</tr>
</tbody>
</table>

#### B. Librarian travel to India for acquisitions
1. 2019/20: 1 trip @ $1700
   - estimate 10 days per diem @ $250/day
   - 1 trip @ $1700
   - $2,500

#### TOTAL TRAVEL
- $6,360
- $2,160
- $2,160
- $2,160
- $12,840

#### 4. SUPPLIES

##### A. Library
1. Library acquisitions
   - monographs, journals, slides and CD-Roms
   - $4,000
   - $4,000
   - $4,000
   - $3,000
   - $15,000

##### B. Office supplies, copying, communication
1. Newsletter
   - $4,000
   - $4,000
   - $3,000
   - $2,000
   - $13,000

2. Other supplies/Center operation
   - $5,000
   - $4,000
   - $3,500
   - $2,000
   - $14,500

##### C. Berkeley Language Center
1. Berkeley Language Center (lang. teacher trng. materials)
   - $1,000
   - $1,000
   - $1,000
   - $500
   - $3,500

##### D. Teacher workshops (NRC Absolute Priority 2)
1. ORIAS workshops jointly with other Berkeley Title VI Centers
   - $3,812
   - $3,167
   - $2,647
   - $2,647
   - $12,273

2. UCBHSSP workshops, jointly with other Berkeley Title VI Centers (NRC Competitive Preference Priority 2)
   - $1,250
   - $1,250
   - $1,250
   - $1,250
   - $5,000

##### E. Supplies specific to annual themes
- South Asia Art
  - $2,000
  - $0
  - $0
  - $0
  - $2,000
- Investigative Reporting in South Asia
  - $0
  - $1,000
  - $0
  - $0
  - $1,000
- Afro-Indian Ocean
  - $0
  - $0
  - $1,000
  - $0
  - $1,000
- Tamil Visual Culture
  - $0
  - $0
  - $0
  - $1,000
  - $1,000

#### TOTAL SUPPLIES
- $21,062
- $18,417
- $16,397
- $12,397
- $68,273

#### 5. OTHER

##### A. Visiting lecturers/Lecture series
- Professional service fees @ 3 x $500, ea.
  - $1,500
  - $1,500
  - $1,500
  - $500
  - $5,000

- Travel expenses 3 @ $600 each
  - $1,800
  - $1,800
  - $1,800
  - $600
  - $6,000

*(/) = % annual salary paid by US/DE / % time devoted to Center*
## B. Annual Seminar/Workshop series

<table>
<thead>
<tr>
<th>Year</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19: South Asia Art</td>
<td>$1,500</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$1,500</td>
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<tr>
<td>Professional service fees @ 3 x $500. ea.</td>
<td>$1,800</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$1,800</td>
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<tr>
<td>Travel exp: 3 @ $600</td>
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<tr>
<td>2019-20: Investigative Reporting in South Asia</td>
<td>$0</td>
<td>$1,500</td>
<td>$0</td>
<td>$0</td>
<td>$1,500</td>
</tr>
<tr>
<td>Professional service fees 3 @ $500. ea.</td>
<td>$0</td>
<td>$1,800</td>
<td>$0</td>
<td>$0</td>
<td>$1,800</td>
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<tr>
<td>Travel exp: 3 @ 600</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2020-21: Afro-Indian Ocean</td>
<td>$0</td>
<td>$0</td>
<td>$1,500</td>
<td>$0</td>
<td>$1,500</td>
</tr>
<tr>
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<td>$0</td>
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<td>Travel exp: 3 @ 600</td>
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<td></td>
</tr>
<tr>
<td>2021-22: Tamil Visual Culture</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$1,500</td>
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</tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

## C. South Asia Summer Language Institute

| | | | | | |
| NRC contribution to SASLI in collaboration with SALRC | $4,000 | $4,000 | $4,000 | $4,000 | $16,000 |

## D. AIIS MSI collaboration (NRC Competitive Preference Priority 1)

| | | | | | |
| $3,000 | $3,000 | $3,000 | $3,000 | $12,000 |

## E. South Asia Open Archive

| | | | | | |
| $1,000 | $1,000 | $1,000 | $1,000 | $4,000 |

## F. Evaluation of the Center's programs

| | | | | | |
| Professional service fee for evaluator | $560 | $560 | $560 | $560 | $2,240 |
| Institute review | $2,000 | $2,000 | $2,000 | $2,000 | |

**TOTAL OTHER**

| | | | | | |
| $15,160 | $17,160 | $15,160 | $12,960 | $60,440 |

**TOTAL DIRECT COSTS**

| | | | | | |
| $251,695 | $252,944 | $255,200 | $255,464 | $1,015,303 |

**INDIRECT COSTS @ 8 %**

| | | | | | |
| $20,136 | $20,136 | $20,416 | $20,416 | $81,225 |

**TOTAL NRC COSTS**

| | | | | | |
| $271,831 | $273,080 | $275,616 | $275,880 | $1,096,528 |

(*) = % annual salary paid by US/DE / % time devoted to Center
# 2014/18 Budget Detail

## FLAS Budget (all meet FLAS Competitive Preference Priority 1)

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>2019-20</td>
<td>2020-21</td>
<td>2021-22</td>
<td></td>
</tr>
</tbody>
</table>

### Academic Year (Graduate Students)
- 8 awards each year
  - Institutional Payment (@ $18,000 each)
    - $144,000
  - Subsistence Allowance (@ $15,000 each)
    - $120,000

### Academic Year (Undergraduate Students)
- 1 award each year
  - Institutional Payment (@ $10,000 each)
    - $10,000
  - Subsistence Allowance (@ $5,000 each)
    - $5,000

### Total Academic Year
- $279,000

### Summer (Graduate Students)
- 5 awards each year
  - Institutional Payment (@ $5,000 each)
    - $25,000
  - Subsistence Allowance (@ $2,500 each)
    - $12,500

### NRC as RIM contribution to SASLI
- 1 award each year
  - Institutional Payment (@ $5,000 each)
    - $5,000
  - Subsistence Allowance (@ $2,500 each)
    - $2,500

### Total Summer
- $52,500

(If the institutional payment exceeds actual U.C. Berkeley fees, the remaining funds will be applied to additional FLAS grants.)
(If U.C. Berkeley fees exceed the institutional payment, ISAS will pay the remaining amount out of non-Federal funds.)

### TOTAL ACAD YR AND SUMMER FELLOWSHIPS (FLAS)
- $331,500

### TOTAL NRC AND FLAS Budget
- $603,331

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(%) = % annual salary paid by US/DE / % time devoted to Center

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PR/Award # P015A180058
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