

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

APPLICATION FOR GRANTS
UNDER THE

National Resource Centers and Foreign Language and Area Studies Fellowships

CFDA # 84.015A

PR/Award # P015A180078

Grants.gov Tracking#: GRANT12659386

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180078

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="06/22/2018"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

State Use Only:

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

* a. Legal Name: <input type="text" value="President and Fellows of Harvard College"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="04-2103580N"/>	* c. Organizational DUNS: <input type="text" value="0823596910000"/>

d. Address:

* Street1:	<input type="text" value="Office for Sponsored Programs"/>
Street2:	<input type="text" value="1033 Massachusetts Ave 5th Fl"/>
* City:	<input type="text" value="Cambridge"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="MA: Massachusetts"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="02138-5369"/>

e. Organizational Unit:

Department Name: <input type="text" value="Davis Center"/>	Division Name: <input type="text"/>
---	--

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

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

Title: <input type="text" value="Senior Grants and Contracts Specialist"/>
--

Organizational Affiliation: <input type="text"/>

* Telephone Number: <input type="text" value="617-495-5029"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="awardsmgmt3@harvard.edu"/>

Application for Federal Assistance SF-424

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

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

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

*** 12. Funding Opportunity Number:**

ED-GRANTS-052518-001

* Title:

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

13. Competition Identification Number:

84-015A2018-1

Title:

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

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

Add Attachment

Delete Attachment

View Attachment

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

Davis Center for Russian and Eurasian Studies

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,654,187.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,654,187.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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

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

Name of Institution/Organization

President and Fellows of Harvard College

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	163,138.00	176,393.00	172,008.00	158,936.00		670,475.00
2. Fringe Benefits	34,819.00	33,468.00	36,727.00	34,142.00		139,156.00
3. Travel	5,400.00	7,200.00	7,200.00	7,200.00		27,000.00
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other	55,010.00	62,610.00	53,610.00	88,610.00		259,840.00
9. Total Direct Costs (lines 1-8)	258,367.00	279,671.00	269,545.00	288,888.00		1,096,471.00
10. Indirect Costs*	20,669.00	22,374.00	21,564.00	23,111.00		87,718.00
11. Training Stipends	367,500.00	367,500.00	367,500.00	367,500.00		1,470,000.00
12. Total Costs (lines 9-11)	646,536.00	669,545.00	658,609.00	679,499.00		2,654,189.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2017 To: 06/30/2019 (mm/dd/yyyy)

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

The Indirect Cost Rate is 69.00%.

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

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

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

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

PR/Award # P015A180078

Name of Institution/Organization President and Fellows of Harvard College	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Karen Rizman</p>	<p>TITLE</p> <p>Sponsored Programs Officer</p>
<p>APPLICANT ORGANIZATION</p> <p>President and Fellows of Harvard College</p>	<p>DATE SUBMITTED</p> <p>06/22/2018</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
4040-0013

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

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

6. * Federal Department/Agency: <input type="text" value="US Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr"/> CFDA Number, if applicable: <input type="text" value="84.015"/>
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8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

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

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

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

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

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

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

1240-01_GEPA_statement_2018.pdf

Add Attachment

Delete Attachment

View Attachment

**Section 427: General Education Provision Act (GEPA) Statement
Davis Center for Russian and Eurasian Studies (DCRES), Harvard University**

An environment of inclusivity is central to the DCRES's mission, and essential to maintaining community vitality and intellectual excellence at Harvard as a whole. As an equal opportunity employer, Harvard prohibits employment discrimination on the basis of race, color, religion, creed, sex, sexual orientation, gender identity, national origin, ancestry, age, veteran status, disability unrelated to job requirements, genetic information, military service, or other protected status. Harvard's admissions policy seeks to assemble a diverse, well-rounded student body. The Undergraduate Minority Recruitment Program, staffed by current undergraduates, works with Harvard's Admissions Council to extend University outreach to groups that have traditionally been underrepresented on campus. Fifty-two percent of Harvard College students in the newly-admitted class of 2022 identify as people of color. This includes a record high number of students from African American and Asian American backgrounds; it's also the first time in 10 years where the majority of accepted students is female (50.1%).

At the Graduate School of Arts and Sciences, the Dean for Academic Programs and Diversity strives to build diverse cohorts of Ph.D. candidates across the disciplines. Programs designed to support this effort include Summer Research Opportunities at Harvard (SROH) and the Diversity and Inclusion Fellows Program (DIF). SROH allows current undergraduates who are interested in pursuing a Ph.D. to live fully funded at the university for the summer, work alongside faculty and graduate students, and enjoy firsthand access to Harvard resources. The DIF program, started in 2017, recruits two fellows per year to support the efforts of the ODMA by participating in outreach and recruitment of new graduate student candidates (often in collaboration with the Du Bois Graduate Society, LGBTQ@GSAS, Harvard Graduate Women in Science and Engineering and interfacing with other Diversity & Inclusion offices across the University).

Finally, DCRES's proposed partnership with North Shore Community College (NSCC) will provide enrichment activities to the NSCC student body, of whom 61% are women, 41.4% are people of color and 57% are over 22 years old.

University Disability Services (UDS) strives to meet the needs of students, faculty, staff and visitors with disabilities. UDS provides leadership to University efforts to ensure an accessible, welcoming working and learning environment for individuals with disabilities while ensuring compliance with federal and state regulations. All buildings hosting Davis Center events are wheelchair accessible and easily reached by public transportation. The CGIS South Building, home to DCRES and where most center events are held, features signage in braille throughout the building.

In addition to serving the diverse community within Harvard, DCRES is committed to open access to its programming and resources for a range of individuals beyond the university, including those representing underserved groups. Recent efforts to record and archive Center events online have already extended access to those unable to attend programming on campus, while web-based teacher training activities such as webinars have enabled DCRES to reach teachers beyond the local community.

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 President and Fellows of Harvard College	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Karen"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Rizman"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Sponsored Programs Officer"/>	
* SIGNATURE: <input type="text" value="Karen Rizman"/>	* DATE: <input type="text" value="06/22/2018"/>

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

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Rawi		Abdelal	

Address:

Street1:	Davis Center for Russian and Eurasian Studies
Street2:	1730 Cambridge St
City:	Cambridge
County:	
State:	MA: Massachusetts
Zip Code:	02138-4453
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
617-495-4037	

Email Address:

daviscrs@fas.harvard.edu

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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Abstract

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

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

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

You may now Close the Form

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

* Attachment:

**Davis Center for Russian and Eurasian Studies (DCRES), Harvard University
National Resource Center Proposal Abstract**

For 70 years, the Davis Center has supported education on Russia and Eurasia by nurturing innovative scholarship and creative teaching within a research university. Our programs prepare graduate and undergraduate students, K12 teachers, and community college instructors to make important contributions to the understanding of this critical world region in the United States.

The Davis Center proposal addresses NRC/FLAS program's Priorities:

Absolute Priority 1: Activities funded by the grant reflect diverse perspectives and a wide range of views. They generate debate on world regions and international affairs. The value and the importance of government service in the military, diplomatic corps, and intelligence agencies are clearly articulated and reinforced for all students participating in DCRES programs. We also encourage and support students who pursue careers in education, business, and nonprofits.

Absolute Priority 2: Training tomorrow's teachers of language and area studies courses in schools, community colleges, and universities is essential. Title VI funds support DCRES programming that reaches beyond Harvard's traditional student and scholar constituency.

NRC Competitive Preference Priority 1— Collaboration with Community Colleges: The Davis Center will partner with North Shore Community College and Salem State University on programs that improve teaching and further incorporate Russia and Eurasia into their curriculum.

NRC Competitive Preference Priority 2—Collaborative Activities with Teacher Education Programs: The Davis Center collaborates with other NRCs and regional centers to offer teacher workshops that support the integration of Russian and Eurasian studies and languages into curricula in middle schools, high schools, and community colleges.

FLAS Competitive Preference Priority 1—FLAS Fellowships for Students Demonstrating Financial Need: All DCRES FLAS fellowships are awarded to students who demonstrate financial need.

FLAS Competitive Preference Priority 2—Academic Year FLAS Fellowships Awarded in LCTLs: 100% of DCRES FLAS fellowships are awarded to students studying LCTLs.

Project Overview

The Davis Center requests NRC funding for the following activities, many of which have been developed thanks to previous Title VI awards:

1. Scholarly Startups. As a Center, DCRES supports research and training initiatives that transcend the disciplinary boundaries of individual academic departments and encourage a diversity of perspectives. In this spirit, we are launching three startup programs that leverage departmental strengths and interactive pedagogy to ensure engrossing, provocative, and

inspirational learning experiences in language learning and area studies. Goal: Create innovative instructional programs with online materials and public events that ensure wide dissemination of research and expertise.

2. Outreach Programming. DCRES Outreach provides teachers, students, and the public from across the country with access to educational materials and activities on Russia and Eurasia. Workshops, fellowships, and bridge programming for K-12 and community college teachers expand the population of younger students interested in the region and future careers in the field. Goal: Workshops and events that expose K-12 and CC teachers to ways in which they can integrate regional studies into curricula; programs that encourage younger students to continue language and regional studies.

3. Language Resources, Training, and Assessment. The 2014-18 NRC grant was used to launch the Online Russian-Language Project to develop next-generation pedagogical materials. DCRES will continue to fund this, as well as OPI training and certification for Russian language instructors in the Boston area, and summer language consortia that focus on LCTLs. Goal: Provide instructors and language-learners nationwide with an online resource for learning fundamentals of Russian; provide advanced Russian students with proficiency training and testing; support consortia focusing on teaching LCTLs.

4. Library Acquisitions and Digitization. Title VI funds will be used to acquire digital resources and to digitize existing library collections. A Digital Humanities Partnership will create teaching websites incorporating library materials and new visualization projects. Goal: Increase the quantity and diversity of available digital materials related to R/E.

5. Professional Development. NRC funds will provide professional development opportunities for language preceptors, reference librarians and DCRES staff. Goal: Give critical university staff access to conferences that improve their ability to work effectively and collaboratively.

Intended Outcomes

DCRES seeks Title VI funds to expand, reinforce, and better prepare a pipeline of students studying Russia and Eurasia. By training middle and high school teachers, we will expand the population of younger students exposed to R/E and attract more to regional language and area studies. Our appealing programming for local high school students and broadly accessible digital materials will encourage young people already expressing an interest in R/E to continue their language and area studies in college. And our multidisciplinary programs for undergraduate and graduate students at Harvard and beyond will prepare and nurture the R/E regional experts we need to successfully run our government, businesses, and nonprofits in the future.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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Curriculum Vitae and Position Descriptions Appendix I

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Founded at the onset of the Cold War, Harvard's Davis Center for Russian and Eurasian Studies (DCRES) has for 70 years served as a nexus for research and teaching on Eurasia. The Center generates and disseminates research and scholarship on this region, trains graduate and undergraduate students for leadership roles in high-impact careers, and ensures society at large benefits from the exchange of information and diverse ideas. NRC support extends the reach of the scholarship and resources developed at Harvard far beyond the university.

A. PROGRAM PLANNING AND BUDGET

Activities for which funding is sought. The 2017 National Security Strategy pointedly identifies Russia and China as America's greatest competitors for global influence. Even if Russia is a "challenge" rather than an enemy, having highly trained specialists who understand the region and speak its languages is critically important. DCRES seeks Title VI funds to strengthen the pipeline of students ready to engage deeply with the region. The activities proposed herein will ensure tomorrow's leaders receive the innovative academic and language training required for a comprehensive understanding of this rapidly evolving region. Such efforts will also extend research, instruction, and training opportunities to students and teachers, and increase access to Harvard's unique collections. **DCRES requests NRC funding for the following categories of activities: 1. Scholarly Startups; 2. Outreach Programming; 3. Language Resources, Training, and Assessment; 4. Library Acquisitions and Digitization; 5. Professional Development.** For a timeline of activities, see Table 1.

DCRES plays a critical role in fostering innovative inquiry into R/E by encouraging collaboration and debate among students and scholars *across* different fields and professional schools. Our strength lies in our ability to support research and training initiatives that draw from across disciplines and perspectives—to transcend the inevitable limitations of scope of individual

academic departments. In this spirit, DCRES requests NRC funds to support three startup programs that leverage departmental strengths and interactive pedagogy to ensure engrossing, provocative, and inspirational learning experiences in language learning and area studies. Grant funds are requested to support: (1) the Negotiation Task Force (NTF); (2) the Imperia Project; and (3) the Program on Central Asia (PCA). Students reached through these programs will engage deeply with regional studies, seek to learn more, and apply that knowledge in government service and other areas of national need [NRC AP#1]. DCRES will provide the majority of funding required for these startups, while NRC funding will support teaching, public events, and resource creation to ensure broader dissemination of outputs. Each startup will be led by a Project Director, with support from student research assistants.

Scholarly Startup #1: Negotiation Task Force. As tensions between Russia and the West have flared, the Davis Center has sought to give students more preparation in conflict resolution. In summer 2018, DCRES will formally launch the NTF to train future leaders in the United States, Russia, and Europe in negotiation strategies that leverage knowledge into conflict transformation. The NTF will expand our understanding of the system dynamics that shape intractable conflicts, and provide research-backed tools to practitioners in the field.

NTF activities were piloted in 2017–18 under the leadership of Arvid Bell,¹ whose original negotiation simulations—on Nagorno-Karabakh, Eastern Ukraine, and the U.S.-Russia INF Treaty negotiation—have been integrated into the curriculum of Harvard’s Government Department, and will soon be conducted with the U.S. Naval Sea Cadet Corps. These systemic, multi-constituency exercises integrate negotiation science, complexity theory, and network analysis. They provide participants with skills essential to careers in conflict resolution.

¹ CVs of all individuals named in this narrative can be found in Appendix I.

The NTF will reach students and educators well beyond Harvard. New **negotiation simulations** based on current events in the Eurasian and Euro-Atlantic regions (e.g., NATO expansion) will be produced in two versions: for undergraduate/graduate classrooms, and for high schools/community colleges [**NRC CCP #1**], and made available at no cost to teachers. A five-day **negotiation training boot camp** for 30 master's students from the U.S., Russia, and Eurasia will train participants in the Harvard method of principled negotiation and yield a new, collaboratively produced simulation on U.S.–Russia relations. A **graduate-level course, “Post-Soviet Conflict,”** will teach students to analyze contemporary conflicts in the post-Soviet arena from a negotiation perspective. Taken together, NTF activities will provide students with a deeper, more nuanced understanding of current political events and hone individual negotiation and conflict management skills that will serve them well in a plethora of careers [**NRC AP#1**].

Scholarly Startup #2: The Imperia Project. Russian history provides a rich opportunity to explore the past through a spatial lens and innovate new ways to make primary sources and scholarly analysis accessible to students, educators, and those whose work takes place outside the classroom. The DCRES Imperia Project, under the leadership of Kelly O’Neill, will document, visualize, and interpret the history of Imperial Russia using digital history, spatial history, and historical GIS to tell stories yet untold.

NRC funding will be used as start-up funding for Imperia activities that focus on building a community of students and educators who are interested in using GIS to understand how the Russian Empire functioned and how inhabitants of the empire understood their world. As a digital, open-access, and cloud-based project, Imperia will be a prime space for collaboration. **The Imperia Lab** will highlight the process of historical analysis in the digital age. Its team of undergraduate and graduate student research assistants will conduct research,

design geodatabases, perform spatial analysis, write and code user interface design, assist with curricular development, and contribute to social media campaigns that bring project outputs to a wider, non-specialist audience. **A series of open events** will build understanding of spatial history among undergraduate/graduate students, secondary and community college students and educators [NRC AP#2], scholars of the region and of historical GIS, and the interested public. These events include Map Stories, a biweekly seminar series on digital cartographic scholarship; a Biennial Hackathon, an activity to collectively solve a specific methodological problem, with the inaugural hackathon dedicated to transforming the 45-volume *Full Collection of Laws of the Russian Empire* (1649–1830) into usable data, developing visualizations to expose its thematic and geographic content, and designing an app to help non-specialists to learn about the Russian Empire through its laws; Biennial “Mapping as Method” Micro-Workshops for exploring GIS’s potential to enhance and shape research agendas; and a Spring 2019 Spatial History Conference with contributions from historians and geographers. **A course entitled “Migrants and Monks: The Spatial History of the Russian Empire”** will introduce students to the geography of the empire, teach them to think spatially, and move them from asking “where?” to understanding why “where” matters in history.

Scholarly Startup #3: Program on Central Asia. Since the collapse of the Soviet Union, and especially with the advent of China’s “One Belt, One Road” project, interest in Central Asia has been building, along with security concerns related to postwar Afghanistan, narco-trafficking, fundamentalism, the geopolitics of energy, and water shortages. Building on DCRES’s experience supporting research and training on Central Asia to prepare students for careers in national security, a Program on Central Asia (PCA), led by leading Kazakhstani political scientist Nargis Kassenova, will engage scholars and the public alike [NRC AP#1].

A **graduate-level course, “Central Asia in Global Politics,”** will provide an in-depth look at CA’s place in global politics and the policies of key external actors toward the region. Students will analyze the role of energy, demography, and the level of political, economic and social development in the formation of foreign policies of, and toward, Central Asian states.

Public programming, such as lectures, film screenings, and cultural events, will bring Central Asian culture, history, and politics to the community, including Gr6-14 teachers and students.

An annual symposium on contemporary Central Asia will engage students and scholars from the Northeast in multidisciplinary conversation and analysis; themes may include migration, Islamism, the geopolitics of energy, and gender. The scheduling of project activities in years 1 and 2 of the grant period reflects DCRES’s intent to pursue additional sources of support to ensure sustainability of the program. Title VI funding will make certain the community beyond the university benefits from a steady stream of program activities.

Outreach Programming [NRC AP#2]. The DCRES Outreach Program (OP) helps students, teachers, and members of the community learn about Russia and Eurasia by providing access to extensive relevant, vetted educational opportunities. Under the leadership of Outreach Director Cris Martin, and with support of an Events and Outreach Assistant, the OP draws on faculty research and university resources, “translating” them into accessible formats.

A new **Engaging Eurasia Teaching Fellowship** will help educators from middle schools, high schools, and community colleges integrate Russian and Eurasian studies into their teaching. Ten competitively selected fellows will meet in a hybrid online/in-person format 7 times over the course of a year to explore key regional issues in multidisciplinary perspective, share pedagogical resources, and pilot original new lessons with their students. The model builds on the popular “Globalizing the Classroom” (GtC) Fellowship run from 2015 to 2018 by DCRES

with Title VI support. To increase the reach and impact of this program, DCRES will offer the fellowship in collaboration with four other R/E regional studies centers across the United States: at University of Pittsburgh, Ohio State University, University of Washington, and University of Wisconsin. The lesson plans created by the 30 participants will be disseminated for use by other educators. Pedagogical advising for the fellowship will be provided by Joan Soble.

The Global Studies Outreach Committee (GSOC), a consortium of Harvard-based regional and research centers, will continue to offer a **4-day summer workshop on a global theme** of relevance to the Common Core. Multiregional and multidisciplinary, these intensive boot camp-like programs feature lectures, exercises, hands-on activities, and presentations on innovative pedagogy. The workshops attract educators from middle and high schools, community and state colleges [NRC CPP#1], and in-service teachers [NRC CPP#2] from across the country. From 2014 to 2018, over 150 educators, 15% from community colleges, participated in the sessions. Presentations and resources from the workshop are subsequently posted online for teachers who wish to revisit the materials or were unable to attend in person.

New **Bridge Programming** offered in partnership with three local institutions will serve educators at off-campus locations. In years 1 and 3, DCRES will collaborate with the Museum of Russian Icons (MoRI) in Clinton, MA, to offer programming on religion and religious iconography in Russian history. In years 2–4, DCRES will partner with Professor Lawrence Davis at North Shore Community College (NSCC) in Danvers, MA, and Prof. Christopher Mauriello at Salem State University's Center for Holocaust and Genocide Studies on professional development workshops for 2- and 4-year college instructors [NRC CPP#1].

Each year, DCRES will offer **R/E-specific teacher training workshops** leveraging new research by Harvard faculty and graduate students, library resources, Scholarly Startups, and

original curricular modules. DCRES will share digital resources produced through its outreach activities via websites devoted to **Open Education Resources (OERs)** at community colleges.

To ensure that more students arrive at college ready and eager to engage in regional studies, it is critical to prime the pump before they leave high school. **Russia Club 101** will encourage local high school students to pursue R/E studies in college. Two doctoral students from Harvard's Slavic Department will develop an afterschool club that exposes students to Russian history, culture, politics, and some language. DCRES's location—next door to the only public high school in Cambridge (Cambridge Rindge and Latin, with 61% minority enrollment), and a 15-minute walk from a private K-12 school that offers middle- and high school Russian—makes it the ideal place for such an activity.

The **Olympiada of Spoken Russian** for the New England Region, hosted annually by DCRES, challenges middle and high school students to demonstrate their mastery of the language. DCRES will nurture the continued engagement of these students through the aforementioned Russia 101 Club and additional on-campus enrichment activities.

Outreach to the Public. The DCRES OP promotes public engagement with R/E through film screenings, cultural events, and lectures at schools, community organizations, and libraries [see **Table 9**], and through digital products. Events in the forthcoming grant period will encourage the community to see (films and exhibits), hear (concerts and lectures), and taste (authentic cuisine) the region. DCRES's *Eurasian Enigma* podcast disseminates ideas and research far and wide. Monthly episodes feature Harvard faculty and students, as well as visiting experts. For accessibility, a full transcript is posted with each episode. A graduate student Digital Coordinator will support production of the podcast and related digital content.

Language Resources, Training, and Assessment. Dr. Steven Clancy's multiyear

Online Russian-Language Project (ORL) is changing the face of Russian-language instruction using next-generation pedagogical materials. With support from Title VI and Harvard, Clancy and his team completed a two-volume Intermediate Russian textbook, *Foundations of Russian* (Routledge, 2019). It leverages Harvard's strong Slavic linguistics tradition with contemporary developments in instructional technology, web technology, and research in second-language acquisition, corpus linguistics, construction grammar, and cognitive linguistics. Fundamentals of the curriculum are freely available at russianmodules.com. Elementary and Advanced curricula will be developed and piloted during the forthcoming period, with additional materials posted to the project website. ORL will eventually impact all Russian-language learners at Harvard, and will provide instructors and language learners nationwide with a resource for learning Russian.

Up to 10 Russian-language preceptors from Harvard and nearby universities will receive **Oral Proficiency Interview (OPI) Training** and certification allowing them to assess the Russian language proficiency of up to 30 graduate students. Such training is traditionally offered in English and costs \$2,500/person. Title VI funds will enable us to recruit a Russian-language ACTFL trainer at a reduced cost of \$6,500 total. This training will enable pre- and post-fellowship OPI testing for all Harvard AY FLAS Fellows. In addition, DCRES will contribute to **summer language training consortia focusing on LCTLs**, including the Balkan and Black Sea Language Consortium (BBS) at the University of Pittsburgh, the Central Asian Language Consortium (CALC) at Indiana University, and the Central Eurasian Studies Summer Institute (CESSI) at the University of Wisconsin.

Library Acquisitions and Digitization. All modern libraries are wrestling with the challenge of judiciously integrating and developing digital collections. To be of service to the community, Harvard College Libraries (HCL) must make these resources viewable to the public.

Title VI funds will be used to **acquire digital resources** for HCL and to **digitize existing library collections** (and create corresponding Library guides and web-based resources). To strengthen teaching through facilitated collaboration between Russian and Eurasian studies faculty and HCL librarians, a **Digital Humanities Partnership** will create teaching websites incorporating library materials and new visualization projects. A **Web Archiving Initiative** will support HCL and other Ivy-plus member institutions in formulating a coordinated a strategy for archiving “born-digital” materials relevant to the study of R/E. To date, alarmingly few institutions in the United States or Europe have a comprehensive strategy for such web archiving. This consultation for this endeavor will take place in Boston in November 2018 during the annual ASEEES Convention.

Professional Development. To strengthen comprehensive language and area studies instruction, Harvard language preceptors, reference librarians and DCRES staff will attend conferences of ACTFL, the American Association of Teachers of Slavic and East European Languages (ATSEEL), and ASEEES.

Table 1: Activities Timeline				
Activities	Year 1	Year 2	Year 3	Year 4
<i>Scholarly Start-ups</i>				
<i>Negotiations Task Force</i>	"Post-Soviet Conflict" course; new cases and negotiation simulations	New cases and negotiation simulations	"Post-Soviet Conflict" course; new cases and negotiation simulations	New cases and negotiation simulations; Negotiation Bootcamp
<i>Program on Central Asia</i>	"Central Asia in Global Politics" course; Seminars, public programs, and podcasts devoted to CA	Seminars, public programs, and podcasts devoted to Central Asia; Half-day Symposium	"Central Asia in Global Politics" course; Seminars, public programs, and podcasts; Half-day Symposium	Seminars, public programs, and podcasts; Half-day Symposium
<i>Imperiia Project</i>	Imperiia Lab (student research); (2) Mapping as Method Micro Workshops; Hackathon; weekly Map Stories	"Migrants and Monks" course; Imperiia Lab; (2) Mapping as Method Micro Workshops; Hackathon; weekly Map Stories; Spatial History Conference	Imperiia Lab; (2) Mapping as Method Micro Workshops; Hackathon; weekly Map Stories	"Migrants and Monks" course; Imperiia Lab; (2) Mapping as Method Micro Workshops; Hackathon; weekly Map Stories

<i>Outreach Programming</i>				
<i>Engaging Eurasia Teacher Fellowship Program</i>	Develop program guidelines and materials; Market fellowship and accept applications; Determine first cohort of fellows	Year 1 of Fellowship; Market fellowship and accept applications for Year 2	Year 2 of Fellowship; Market fellowship and accept applications for Year 3	Year 3 of Fellowship; Evaluate success of fellowship program
<i>Russia 101 Club Afterschool Program</i>	Hire TFs; Develop program syllabus and material; Market program to local high schools	Launch program Year 1; Evaluate and tweak for year 2; Market program for year 2	Launch program Year 2; Evaluate and tweak for year 3; Market program for year 3; Hire new TFs	Launch program year 3; Evaluate overall success of program
<i>Annual Outreach Events</i>	Summer GSOC Workshop; (2) Teacher workshops; Workshop with MoRI; Film screenings, community and cultural events	Summer GSOC Workshop; (2) Teacher workshops; Workshop with NSCC/SSU; Film screenings, community and cultural events	Summer GSOC Workshop; (2) Teacher workshops; Workshop with MoRI; Film screenings, community and cultural events	Summer GSOC Workshop; (2) Teacher workshops; Workshop with NSCC/SSU; Film screenings, community and cultural events
<i>Language Resource Development</i>				
<i>Online Russian Language Project</i>	Record and disseminate a/v resources for Intermediate Russian; Continue piloting Intermediate Russian materials; Begin development of materials for Elementary Russian	Continue development of Elementary Russian materials; Begin piloting Elementary Russian materials at Harvard; Market and disseminate e-resources for Intermediate Russian	Continue piloting and refining Elementary Russian materials; Begin development of materials for Advanced Russian	Market and disseminate e-resources for Elementary Russian; Evaluate use and success of Intermediate Russian and Elementary Russian materials available online
<i>Oral Proficiency Interview Training</i>	Training conducted			
<i>Regional Language Consortiums</i>	BBS, CALC, CESSI	BBS, CALC, CESSI	BBS, CALC, CESSI	BBS, CALC, CESSI
<i>Library Digitization Projects</i>				
<i>Digitization of Harvard Library Collections</i>	Digitization of library materials; Ivy Plus collaborative event on web archiving; Acquisition of e-resources	Digitization of library materials; Web Archiving strategy implemented	Digitization of library materials; Web Archiving strategy implemented; Digital Humanities Collaboration launched	Digitization of library materials; Web Archiving strategy implemented; Digital Humanities Collaboration ongoing
<i>Professional Development</i>				
<i>Staff PD</i>	HCL/ SSL staff to professional conferences	DCRES/HCL/SSL staff to professional conferences	DCRES/HCL/SSL staff to professional conferences	DCRES/HCL/SSL staff to professional conferences

B. QUALITY OF STAFF RESOURCES

Quality of faculty and staff. Harvard is fortunate to have a distinguished and highly regarded faculty teaching and researching the R/E region. Of 47 key faculty, 27 devote 100% of their time to R/E; 29 are tenured, and 6 will be eligible for tenure within the forthcoming grant cycle. These faculty members offered 82 R/E-related courses during 2016–17 AY and authored over 700 scholarly publications from 2014 to present. For faculty and staff CVs and percentage of time devoted to teaching and/or research on the region, see *Appendix I*.

Faculty engage in **professional development** through a variety of programs and activities, many organized through the Derek Bok Center for Teaching and Learning (Bok Center). In 2015 Harvard opened a Learning Lab, an intergenerational team and studio space built to support creative approaches to teaching and learning. In 2016-17, the Lab collaborated with over 30 faculty members to develop novel curricular projects—a process that involved not only faculty and staff, but undergraduate students as well. In preparation for the new General Education curriculum rolled out in Fall 2018, the Learning Lab committed to partnering with faculty to create at least 50 new general education courses.

The Harvard Innovation and Learning in Teaching (HILT) grant program catalyzes innovation and excellence in learning and teaching through two grant programs: Spark Grants, designed to take promising projects from idea to reality and position innovations for future success; and Cultivation Grants, which extend promising educational innovations into new intellectual and institutional contexts and investigate the potential of their wide-scale adoption.

Faculty within the Faculty of Arts and Sciences (FAS) have access to financial support for research, travel and publications from a variety of sources. Junior tenure-track faculty focused on R/E are eligible for two terms of fully paid sabbatical leave (one semester covered by

FAS, one by DCRES), providing concentrated time for research prior to promotion review.

A publication fund provides up to \$5,000 to defray costs related to scholarly publications.

Individual departments support travel to scholarly conferences; in FY17, DCRES, CES, WCFA, and HURI awarded \$33,800 to support research and conferences at Harvard and abroad.

Harvard professors devote the majority of their time to research and scholarly pursuits: the generation of new knowledge to advance our understanding of the world around us. They spend an average of 15 hours a week teaching and supervising undergraduates, and another 3–5 hours a week advising graduate students engaged in coursework, general exam preparation, and thesis/dissertation writing (advising protocols are detailed in Section H, p. 36). Professors also serve on various academic committees (e.g., to evaluate and update curricula). Preceptors, lecturers, and instructors devote 100% of their time to teaching.

Staffing and oversight arrangements for administration and outreach activities.

DCRES is part of Harvard's Faculty of Arts and Sciences. Oversight of DCRES activities and priorities is provided by an Executive Committee of 20 current and emeritus faculty and staff from three FAS departments (History, Government, and SLL) as well as the Business School, the School of Public Health, the Graduate School of Design, MIT, and HCL (**Table 2**).

Rawi Abdelal, professor of international management at Harvard Business School (HBS), has served as Director of DCRES since 2015. Together with Alexandra Vacroux, DCRES Executive Director since 2010, Abdelal oversees management of the Title VI grant, including budgeting, reporting, communicating with the Department of Education (ED), and liaising with the many departments impacted by grant funds.

Vacroux, who was awarded a 2016 Dean's Distinction Award for her contributions to the university, plays a large role in supervising programming funded through the grant, including the

Scholarly Startups as well as course development and teaching for the Master's Degree Program in REECA, for which she serves as Director of Graduate Studies. Vacroux is responsible for oversight of the OP and Outreach Director Cris Martin. Martin manages all NRC outreach activity, prepares ED reports, and implements evaluation across the NRC grant. Martin has led DCRES's dynamic outreach team in coordinating events, projects, and resource development for Gr6-14 teachers and general public since 2006. Additional support is provided by Donna Griesenbeck, Student Programs Officer at DCRES since 1996. Griesenbeck administers the REECA Master's Program, the REECA secondary field, DCRES undergraduate grants and internships, and the FLAS Fellowship program, including the application and selection process, oversight, reporting, and follow-up surveys.

Harvard staff have access to **professional development** opportunities through the Center for Workplace Development (CWD), which offers a breadth of professional, managerial, technical, and career development classes. Staff take Harvard courses at greatly reduced rates through the university's Tuition Assistance Plan. DCRES encourages staff to take advantage of as many professional development opportunities as possible, such as attending conferences, taking courses, or mentoring. Staff periodically travel to R/E to nurture relationships with regional partners.

Nondiscriminatory employment practices. Harvard University provides equal opportunity in

Table 2: DCRES Executive Committees	
Faculty	Dept.
Rawi Abdelal, Chair	HBS
Eve Blau	GSD
Jonathan Bolton	SLL
Julie Buckler	SLL
Steven Clancy	SLL
Timothy Colton	Gov't
Grzegorz Ekiert	Gov't
Jeremy Friedman	HBS
George Grabowicz	SLL
Loren Graham	DCRES/MIT
Alison Frank Johnson	History
Salmaan Keshavjee	HMS
John Malmstad	SLL
Terry Martin	History
Serhii Plokhii	History
Stephanie Sandler	SLL
William Todd	SLL
Alexandra Vacroux	DCRES
Hugh Truslow	HCL
Justin Weir	SLL

employment for all qualified persons and prohibits discrimination in employment on the basis of race, color, religion, creed, sex, sexual orientation, gender identity, national origin, ancestry, age, veteran status, disability unrelated to job requirements, genetic information, military service, or other protected status. Every member of the University is expected to ensure a wholly non-discriminatory process of recruiting, hiring, and promoting women, members of minority groups, qualified handicapped individuals, and disabled and other covered veterans at all levels of employment throughout the University.

The Office of the Assistant to the President for Institutional Diversity and Equity (OAP) leads a sustained university-wide effort to develop, coordinate, and advance inclusive excellence, diversity, and equal opportunity across the Harvard workforce. OAP serves as the University's liaison with the federal government in matters related to contract compliance concerning employment, as well as coordinating the University's affirmative action programs and overseeing their implementation throughout the University. As of 2016-17, Harvard employed 18,724 individuals, 53% of whom were women and 25% of whom were minorities. Thirty-percent (452/1494) of ladder faculty positions are held by women (an increase of 7 percentage points from 2014). Women now hold 27% of the tenured professorships within FAS, and 43% of the tenure-track faculty within FAS are women. Twenty-three percent (343/1494) are held by minorities (an increase of 2 percentage points from 2014).

The Office of Faculty Development & Diversity (FD&D) serves as Harvard's central faculty affairs office. FD&D oversees and guides institutional policies and practices in all areas of faculty affairs, providing intellectual leadership and coordination across Harvard's schools to increase accountability and foster measurable progress. In all its activities, FD&D places special emphasis on junior faculty and on women and minorities at all academic ranks.

C. IMPACT AND EVALUATION

Impact on the University, community, region, and the nation. The education of students is the

most fundamental goal of any university, and

DCRES is proud to host the two-year

REECA Master's Program, considered to be

the strongest regional master's program at

Harvard because of its rigorous coursework,

language, and thesis requirements. MA

students populate graduate-level courses and

enrich the experience of both doctoral students and teaching faculty. Nearly a quarter of recent

REECA MA graduates have gone on to public service careers in which their expertise is critical,

whether in the Foreign Service, intelligence agencies, or the military (**Chart 1**). DCRES accepts

8 civilian students and 2-3 Foreign Area Officers from the Army into the MA program every

year [NRC AP#1]. The number of FAO's has increased from 1-2 to 2-3 in recent years with

rising demand for top-notch military specialists in Eurasian embassies. 14% of graduates go on

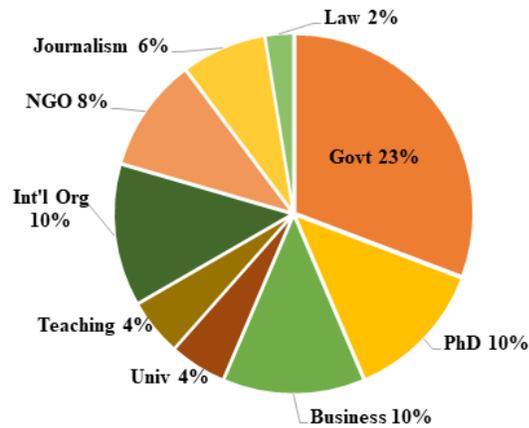
to become educators, thereby shaping a new generation of scholars, leaders and teachers.

Building a broad network of high school and college-level educators has a national impact on our

country's ability to educate the population about Russia and Eurasia.

DCRES is committed to making Harvard's resources available to a broad public audience. Since 2014, nearly 14,000 people have attended seminars, film screenings, panels, conferences, and activities sponsored by DCRES. Faculty and staff disseminate knowledge to the public through speaking engagements, media appearances, and trade publications like Serhii Plokhii's *Chernobyl: The History of a Nuclear Catastrophe* and Timothy Colton's *Russia: What*

Chart 1: 2014-2018 REECA post-graduate employment



Everyone Needs to Know, books published this year. For participation rates in community events, please see Table 9.

Areas of national need; dissemination of information. Ensuring a steady supply of regional specialists to a broad range of careers is particularly important given the steady deterioration in U.S.-Russia relations and the mounting fear that Russia will challenge the United States for years to come [NRC AP#1]. Since 2014, DCRES has increased year after year the scope of its programming on U.S.-Russia and Euro-Atlantic relations. DCRES now hosts a biennial week-long module on Euro-Atlantic relations as part of a 6-member University Consortium (UC) with students and faculty from Russian, European, and American universities. To extend the impact of this programming, in 2018 DCRES recruited 12 additional MA students from other Title VI R/E regional centers (Berkeley, Illinois-Urbana, Champaign, Indiana University, Georgetown, Stanford, and Ohio State). Title VI funding has also allowed DCRES to jump-start programs the university later took over. NRC funding supported instruction in Bosnian/Serbian/Croatian from 2014-2017; in 2017 the university hired a permanent preceptor to teach the language.

DCRES also disseminates research to policy-makers. Since 2010 DCRES has organized the bilateral Working Group on the Future of U.S.-Russia Relations (WG) with the Higher School of Economics in Moscow. The WG publishes bilateral papers on issues of mutual interest, featuring analysis and policy recommendations incorporating both American and Russian perspectives—an increasingly challenging task in this fraught political environment. Authors launch the report in both countries' capitals and visit policymakers and staffers concerned about the issue at hand. At the latest paper launch in May 2018, congressional staffers proved to be well aware of the looming crisis in expiring arms control treaties and grateful for the opportunity to question the Russian WG expert on Moscow's thinking in this area.

Provisions for equal access and treatment. An environment of inclusivity is central to the university's mission and essential to maintaining intellectual excellence at Harvard. Harvard's admissions policy seeks to assemble a diverse, well-rounded student body. The Undergraduate Minority Recruitment Program, staffed by current undergraduates, works with Harvard's Admissions Council to extend outreach to minority middle school and high school students who have been underrepresented on campus. Fifty-one percent of the class of 2021 self-identified as African American, Latino, Asian American, or Native American, up from 47% the previous year.

Oversight of diversity initiatives is provided by the Office for Equity, Diversity and Inclusion (OEDI) at the college level and through the Office of Diversity and Minority Affairs (ODMA) within GSAS. OEDI recruits undergraduates for involvement in the Diversity Peer Educators program; DPEs lead trainings around issues of diversity and inclusion and host special events to promote social justice on campus. In 2017 ODMA implemented the Diversity and Inclusion Fellowship (DIF) Program. Open to any 2nd-year graduate student in FAS, the DIFs identify needed areas of support within GSAS and participate in recruitment and outreach to potential students. To encourage minority students to consider graduate programs in the humanities and social sciences, Summer Research Opportunities at Harvard brings recent college graduates interested in pursuing a Ph.D. to live on campus and work alongside faculty and graduate students for a summer.

Harvard provides extensive support services and accommodations to students with disabilities. All NRC events are held in buildings that are wheelchair accessible and easily reached by public transportation [**Section 427 of GEPA**]. DCRES strives to ensure its website and resources within are accessible to individuals with disabilities by adhering to web coding standards for accessibility and by providing audio resources in alternative, text-based formats.

Evaluation plan. DCRES has developed a comprehensive evaluation plan with performance goals and outcome targets for all NRC-funded activities. The chosen assessment tools will provide information to determine if activities are meeting their stated goals, and allow the organizers to make responsive adjustments throughout the project period. A selection of evaluation metrics are included in **Table 3**.

DCRES' evaluation plan is further elaborated in the Performance Measure Form [Appendix III], which lays out three project goals built on Title VI priorities: **PG1:** Increase skill-based understanding of R/E among undergraduate and graduate students at Harvard and beyond; **PG2:** Improve access by community college educators to R/E content and global competency pedagogies. [NRC CCP#1]; **PG3:** Increase access to Harvard-based resources by non-Harvard students, Gr6-14 educators and the general community through digitization.

Davis Center programs are regularly subject to review and evaluation. In 2017, DCRES conducted a comprehensive evaluation of the REECA master's program to better understand whether the MA program was adequately preparing graduates for careers, and which aspects of the program were most valuable. Surveys were sent to 500 program alumni and follow-up interviews were conducted with 15 respondents. Survey results indicated that 77% of alumni felt that the strength of the language program and requirement was one of the MA program's most valuable features; 72% rated the area studies courses as "valuable" or "extremely valuable." The survey also revealed that recent graduates can benefit from career support 2-4 years after graduating. To meet this revealed need, DCRES has introduced a mentoring network that pairs older alumni with their younger counterparts in similar fields.

Outreach workshops are evaluated by participants at the conclusion of each event. Teachers who attend DCRES-sponsored professional development programs report that the

Table 3: Evaluation Measures for Select Activities			
Activities	Project Goal	Data Indicators	Method(s)
Negotiation Task Force			
Graduate-level political science course, "Post-Soviet Conflict"	Students gain a deeper understanding of current political events and the value of having negotiation and conflict resolution skills.	Course offered (# of students enrolled); student satisfaction with course and skill acquisition; # students who continue studying negotiation 2 years out	Classroom assessment; end-of-term survey (in addition to traditional Harvard course survey); survey of students 2 years after course completion
Case Writers (Student Research Assistants)	New simulation materials will be created and piloted for classroom use at Harvard and beyond.	Simulation materials (#/type); dissemination plan (# of downloads)	Survey of teachers who download simulations to understand use and satisfaction; include related questions on outreach survey in year 3
Negotiation Bootcamp	Train 30 emerging leaders from the US, Eurasia, and Europe to defuse conflict through negotiation while creating a network of future colleagues.	Bootcamp run (# MA students enrolled); student satisfaction with program and skill acquisition; # of students who remain in touch with each other 2 years out	Survey of participants; survey of participants 2 years out
Outreach Programming			
Engaging Eurasia Teacher Fellowship Program	Teacher participants will increase understanding of Russia and U.S.-Russia relations and pass knowledge on to students through teacher-created lessons.	Fellowship executed (#of participants, #of webinars, level of interaction on Basecamp site); fellows' final projects (lesson plans); lessons posted online (#of views/downloads)	End of program survey; long-term follow up of all fellowship participants 6-months out of year 3 program close
Joint summer workshop with GSOC	Teacher participants will improve their global competence through exposure to new pedagogical tools and international content and explore ways to develop global competence in their students.	Workshop executed (#of participants); talks recorded and share online (#of views/downloads)	End of program survey; 6-month follow up survey to gauge long-term impact
Library Digitization Projects			
Digitization of library materials	Digitized collections, available online, will increase understanding of and engagement with interested scholars and public.	Searchable digitized materials (# of images, collections) and corresponding library guides; online exhibits of digitized materials (web analytics)	Citations of use for digitized materials; Pop-up survey for exhibit viewers

workshops strengthen their understanding of specific topics and help them develop teaching materials for their classes. A survey of the participants of the 2017 summer workshop on urbanization, for instance, revealed that 72% taught the lesson(s) they developed at the workshop in their classroom, and 100% drew on resources presented at Harvard. All 2017–2018 GtC fellows reported that their final project, in which they developed and implemented lessons/activities about global journalism, was professionally meaningful; a community college participant said the fellowship “stretched my imagination and thinking...allowed me to grow as an instructor and really discern what were necessary elements in teaching and the creation of meaningful lesson plan.” Feedback is used to improve subsequent events and programs. Surveys also confirm that teachers struggle to find vetted, primary source materials for classroom use. DCRES will work to include primary source materials in its new curriculum modules, drawing on outputs from the Imperia Project, CPA and library digitization projects.

Improved supply of specialists and job placement in areas of national need. The NRC and FLAS programs at Harvard have contributed to an improved supply of specialists with expertise in the region. Between 2014 and 2018, 42 individuals graduated from the REECA program and 32 received Ph.D.s with a regional focus. Graduates pursue a wide variety of careers in academia, government, the military, and the private sector (see Chart 1). More than 60% of all REECA graduates over the past four years work in R/E careers across all sectors. Of these, 23% work for the federal government, either as FAOs in the U.S. Army, Foreign Service Officers and civil servants in the State Department, or analysts in various federal agencies. Others serve in NGOs that contribute to civil society, education, and human rights. Still others are preparing to train the next generation of R/E experts by pursuing Ph.D. degrees in the social sciences. Some are pursuing private sector careers in agribusiness, consulting, and finance [NRC AP#1].

D. COMMITMENT TO THE SUBJECT AREA**Operation of Center.**

Harvard University's commitment to the study of R/E is expressed through its support of operations, teaching staff, library resources, and students. University support for R/E studies totaled at least \$16 million in FY17 (**Table 4**). Harvard supports faculty, academic departments, and R/E-oriented area centers by providing space and facilities, equipment, IT support, online instructional resources, and research computing services.

Type of Support	
Administration and Operations (DCRES, HURI, SLL)	\$ 589,900
Administration and Supplies	\$ 326,200
Facilities	\$ 263,800
Personnel (DCRES, HURI, SLL)	\$2,255,600
DCRES (11 staff)	\$ 713,100
HURI (12 staff)	\$ 753,300
Slavic (2 staff)	\$ 105,000
Fringe Benefits	\$ 684,400
Programs and Activities (DCRES, HURI, SLL)	\$ 771,900
Events and Outreach	\$ 136,000
Postdoctoral Fellowships and Visiting Scholars Programs	\$ 456,400
Publications	\$ 101,500
Faculty Research	\$ 31,500
Other Programs	\$ 46,700
Student Aid, Prizes, and Awards (DCRES, HURI, SLL)	\$678,400
Grants for tuition/fees/stipends for Ph.D. students	\$ 97,900
Grants for tuition/fees/stipends for AM REECA students	\$ 388,200
Graduate Student Research Grants and Awards	\$ 80,700
Ukrainian Summer Institute Financial Aid	\$ 90,500
Undergraduate International Experience Grants	\$ 21,300
Library Collections (DCRES, HURI)	\$ 37,700
Harvard Library Resources	\$1,671,800
Acquisitions	\$ 960,000
Staff Salaries (7 staff)	\$ 492,500
Fringe Benefits	\$ 219,300
GSAS Support for Graduate Students	\$2,011,500
Faculty (FAS)	
Salaries	\$6,500,000
Fringe	\$1,592,500
TOTAL Resources	\$16,109,300

Professional and administrative staff support the scholarly activities of departments and centers, and manage sponsored grants. In FY17, the FAS, Harvard's largest academic unit, provided \$4.3 million for administration, personnel, academic programs and activities, student aid and awards, and libraries, for DCRES, the Harvard Ukrainian Institute (HURI), and the Department of Slavic

Languages and Literatures (SLL)—units dedicated exclusively to R/E studies.

Teaching staff. Harvard demonstrates its commitment to the study of R/E by hiring and retaining faculty specializing in this region. FY17 salary expenditures totaled at least \$6.5 million for *key faculty* (i.e., those who devote at least 30% of their time to R/E; CVs provided in *Appendix D*).

FAS employs 24 key faculty: 8 in the social sciences (Anthropology, Government, History), 16 in the arts and humanities (Comparative Literature, History of Art and Architecture [HAA], Linguistics, Music, Near Eastern Languages and Civilizations [NELC], SLL), and one in the Division of Continuing Education (DCE). The region is also taught at Harvard's professional schools through 8 key faculty members: 2 at Harvard Business School (HBS), 3 at Harvard Kennedy School of Government (HKS), 1 at the Graduate School of Design (GSD), and 2 within the Medical School (HMS). Since 2014, FAS has hired Daria Khitrova and Aleksandra Kremer in tenure-track positions in SLL; Saul Zaritt in a tenure-track position in NELC; and Tatiana Kuzmic in a non-tenure-track position in SLL. In the professional schools, Jeremy Friedman was hired tenure-track in Business, Government and International Economy at HBS, and Odd Arne Westad was tenured at HKS. All faculty members mentor undergraduate and graduate students studying the region; many also serve on the DCRES Executive Committee (**Table 2**).

Library resources. Harvard maintains more than 70 libraries with over 18 million volumes, including a world-class Slavic Collection with over 850,000 volumes. The HCL Slavic Collection is the leading university Slavic collection in the country, far surpassing its counterparts in size. The only U.S. Slavic collection that is larger is that of the Library of Congress (LOC), but many of the Harvard holdings are not in LOC.

The newly created European Language Division (ELD) and the Middle Eastern Division (MED) have primary responsibility for collection of research-level resources related to R/E. The

DCRES Collection at Fung Library and the HURI Reference Library maintain smaller dedicated collections. In FY17, Harvard provided **\$1.69 million** for acquisition of materials in Slavic and Eurasian studies and staff support for the ELD and the MED. Many other libraries at the University also acquire region-specific resources (see **Section E**).

Linkages with institutions abroad. Harvard maintains important linkages with institutions in R/E. In Russia, DCRES has a very strong relationship with the Higher School of Economics (HSE), which partners on the bilateral WG. HSE hosted a DCRES-sponsored conference on public health in June 2017, and sends 2 graduate students or young professors every year to spend a semester at Harvard. DCRES also works with the Moscow State Institute of International Relations (MGIMO) through the UC Module project, as well as the Russian Presidential Academy of National Economy and Public Administration (RANEPA), the New Economic School, and Skolkovo School of Management, all in Moscow. DCRES frequently partners with the European University of St. Petersburg, most recently co-sponsoring an international conference to mark the centenary of the Russian Revolution, and hosting 3 Ph.D. students from EUSP in FY2018. HURI maintains strong institutional relationships with both the Ukrainian Catholic University and the National University of Kiev Mohyla Academy.

In addition, Harvard students participate in study abroad programs in R/E through the Bard-Smolny Institute (St. Petersburg), Central European University (Budapest), Charles University (Prague), the Institute of Russian Language at Ukrainian Catholic University (Lviv), Jagiellonian University (Krakow), Moscow State University, and the Nevsky Institute for Language and Culture (St. Petersburg). SLL hosts a summer language program Georgia in collaboration with Tbilisi State University. DCRES also has a close working relationship with the Central Bank of Armenia, which hosts 2-5 undergraduate interns every summer.

Outreach activities. A key pillar of the DCRES mission is ensuring that society at large benefits from the ideas generated within the center. This dedication is demonstrated by the DCRES' staffing commitments (see *Appendix I*) as well as the breadth of programming carried out by those staff. **OP** activities include conferences, seminars, workshops, webinars, and cultural events, with special emphasis on teachers and students in grades 6-12 and community colleges [NRC AP#2]. In FY17, DCRES and HURI alone spent \$613,000 on outreach, events, and publications; programming in other units, as well as grant-funded programming throughout the University, brings the total higher still.

In the 2017–2018 academic year, DCRES hosted 117 events with total attendance of over 2,600. DCRES administers 12 seminar series on topics as diverse as Cold War studies, gender, human rights, early Slavic history, literature and culture, and post-Communist politics and economics. Seminars meet monthly and are open to the public and widely advertised; most are audio recorded and posted online. HURI offers a weekly seminar series, a Ukrainian Studies Working Group, other special lectures, and publishes the annual journal *Harvard Ukrainian Studies*. DCRES, HURI, SLL, and the Center for European Studies (CES) also sponsor major conferences and exhibitions related to the region.

DCRES is home to several programs that disseminate knowledge generated by academic research to the public and policy community: The **Cold War Studies Project** makes thousands of archival documents available on its website and serves as a resource to scholars and students studying this critical historical period. Publication series like the Cold War Studies Book Series and the quarterly *Journal of Cold War Studies* further disseminate scholarly findings. The bilateral **Working Group on the Future of U.S.-Russia Relations (WG)** brings rising experts together twice a year to analyze a subject of strategic importance and produce a bilateral policy

paper; it is one of the few remaining Track 2 communication channels between Russians and Americans [NRC AP#1]. **The University Consortium (UC)**, a collaboration of 6 U.S., European, and Russian universities, inspires master's students to pursue careers in public service where they can positively impact international and Euro-Atlantic relations. The DCRES has more than doubled the UC's reach by inviting MA students from NRCs nationwide to benefit from the UC's intensive training programs. **The Project on Russian and Eurasian Jewry** supports public programming that encourages a wide range of views and interdisciplinary inquiry on critical topics within R/E Jewish identity. The **DCRES Fellowship Program** brings three postdoctoral fellows and 25 visiting scholars every year to immerse themselves in Harvard's libraries and research community.

Harvard Kennedy School hosts additional programs focused on R/E. The **Russia Matters Project** improves understanding of Russia and the bilateral relationship through a digital publishing enterprise showcasing the best expertise on Russia and its relationships with the rest of the world. The **U.S.-Russia Initiative to Prevent Nuclear Terrorism** develops concepts, strategies, and actions to prevent a nuclear attack through bilateral research, education programs, and person-to-person dialog and discussion between policymakers, academics, and military personnel. **The Elbe Group**, composed of retired military and intelligence flag officers, including three- and four-star veterans from Russian and American military and security services, meets annually to discuss sensitive bilateral issues. **The Geopolitics of Energy Project** explores the intersection of energy, security, and international politics, and has produced several reports and cases on R/E energy issues.

Support for qualified students in related fields. All Harvard undergraduates are eligible for sweeping financial aid designed to make tuition more affordable to families across the income

spectrum and to minimize student indebtedness; students from households making less than \$65,000 receive full financial aid. More than 70% of students at Harvard College receive financial aid; 60% receive need-based scholarships. In FY 2017, Harvard provided \$179 million in financial aid for undergraduate students, and expects that to increase to \$195 million (9% increase) in FY 2018. In 2016-2017, Harvard awarded an estimated \$2.5 million in financial aid to 65 graduate students (21 MA, 44 Ph.D.) studying R/E, including students in the REECA master's degree program (17), HDS (3), SPH (2) and the Departments of Anthropology (1), History of Art & Architecture (1), Business Economics (1), Comparative Literature (3), Film and Visual Studies (1), Government (4), History (8), Linguistics (6), Middle Eastern Studies (1), and SLL (18). The standard Ph.D. support package is raised annually by 3–3.5% to account for the increased cost of living. Many regional research centers, including DCRES, HURI, CES, and the Weatherhead Center for International Affairs (WCFIA) provide additional support, including dissertation completion fellowships for Ph.D. students.

E. STRENGTH OF LIBRARY

Library holdings and financial support for acquisitions and staff. HCL holds one of the nation's premier collections of Slavic-language publications; its Ukrainian holdings are the largest of any library outside Eastern Europe. With two half-time and three full-time librarians as well as two full-time support staff, the ELD handles the majority of acquisitions and cataloging in Slavic and Baltic languages at Harvard.

Slavic collections cover Central and Eastern Europe and Eurasia, and include printed materials, serials, microforms, audiovisual materials, and digital databases. From 2014 to 2017, HCL acquired over 60,000 monographs in Eurasian regional languages, two-thirds of them in a language other than Russian. Significant material in Slavic languages is also found at other

libraries throughout the University. The MED collects monographs and serials in the languages of Central Asia and the Caucasus. Harvard's collections of materials on Central Asia and the Caucasus constitute one of the finest such research collections in the world and include printed materials, serials, microforms, audiovisual materials, and digital databases.

HCL currently subscribes to 6,110 periodicals in Russian, Ukrainian, Polish, Czech, and South Slavic languages. The HURI Reference Library subscribes to 96 journals and 20 newsletters relating to Ukrainian studies, published in Ukrainian, Polish, German, and Russian. The Davis Center Collection at Fung Library maintains a core periodicals collection and a general collection of monographs, archival guides, and reference works in Russian and English, as well as archives and other special collections material. Other Harvard libraries, including Lamont (undergraduate curriculum and government documents), Houghton (rare books and manuscripts), Fine Arts, HKS (government and public policy), HLS, and Tozzer (anthropology) acquire area-related monographs and periodicals. In addition, the Harvard Map Collection encompasses an extensive range of contemporary and historical maps, atlases, and other geographical materials on the region, many of which are available digitally.

HCL also maintains a robust program to collect Slavic-studies materials published in English, German, French, and other non-Slavic languages at a near-comprehensive level. The library provides access to a wide array of Slavic electronic materials, including 869 online databases, 62,079 electronic journals, and an ever-growing collection of electronic books.

In FY17, Harvard provided \$573,369 in salary and fringe benefits for library staff working on Slavic languages materials in the ELD, and \$860,000 for acquisitions, including the funding for Slavic-studies materials in Slavic languages and non-Slavic European languages that are under the unit's collection-building purview. An additional \$138,400 was allocated for salary

for MED staff focused on collecting materials from CA and the Caucasus, with \$99,919 spent on the acquisition of the materials themselves.

Access to research materials at, and by individuals from, other institutions. Harvard Library patrons have access to research material at other institutions through Inter-Library Loan and the Borrow Direct service for Ivy League and certain other university libraries. The ELD participates in the East Coast Consortium for Slavic Collections (ECC), the Northeast Regional Library, and the Center for Research Libraries Consortia. The benefits of membership include negotiated discounted prices for expensive (>\$10,000) microfilm or electronic resources. In part through these consortia, the ELD recently purchased several major electronic resources: Euromaidan Protests in Ukraine, 2013–2014 (East View), Ukraine Presidential Election, 2014 (East View), Mass Media in Russia Online (Brill), Muslims in Russia Online (Brill), Popular Literature, Fiction and Songs in Imperial Russia Online (Brill), and Russia State Duma Election, 2016 (East View Ephemera), among others.

The University makes its resources and collections available to non-Harvard patrons in several ways. The full range of Harvard's resources is discoverable online through the HOLLIS catalog. Digitization efforts have made many of Harvard's collections more broadly accessible online, with the goal of providing complete free and open access to any public domain material. Faculty and Ph.D. students from other institutions are eligible for renewable three-month visiting researcher cards for library access. Visiting scholars and others affiliated with or sponsored by a Harvard research institution are also granted library privileges. Students, faculty, and researchers at other U.S. universities can access materials through Inter-Library Loan and avail themselves of reference services. Local undergraduates often make research visits to Harvard, and New England-based K-14 teachers participating in on-campus educational programming can receive

stack access as a component of the training activities provided by the DCRES Outreach Program.

F. QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

Breadth and variety of non-language

course offerings. From Fall 2016 through Spring 2018, Harvard offered 82 non-language courses with substantial (50% or greater) R/E content: 75 in FAS, 1 in the professional schools and 6 in DCE (**Table 5**).

Among Harvard’s professional schools, HBS, the Divinity School (HDS), GSD, HKS, and the Law School (HLS) offer courses with substantial regional content (see **Table 5** and *Appendix II*). A new course in the GSD, “The Unfinished City: Envisioning 21st Urban Ideals in Tallinn’s Largest Soviet-era Housing District,” introduced students to an ethnically Russian neighborhood of Estonia’s capital city. “Case Studies in Global Health: Biosocial Perspectives” at SPH looked at the rise of tuberculosis infections in

Table 5: Non-Language Courses, 2016-2018				
Discipline	100% Area Courses	50-99% Area Courses	25-49% Area Courses	Total Courses
Anthropology	-	-	1	1
Comp Lit	-	-	1	1
Economics	1	-	2	3
Fr. Seminar	1	-	1	2
Gen Ed	3	2	2	7
Government	8	1	1	10
History	12	2	2	16
HAA	2	1	-	3
History of Science	-	1	-	1
Humanities	-	-	1	1
Linguistics	1	-	-	1
Music	1	-	-	1
NELC	1	5	-	6
REECA	2	-	-	2
SLC	29	-	-	73
Theater, Dance & Media	-	1	1	2
Ukrainian Studies	1	-	-	1
TOTAL FAS	62	13	12	131
GSD	1	-	1	2
HBS	-	-	3	3
HDS	-	-	1	1
HKS	-	-	12	12
HLS	-	-	2	2
TOTAL PROF SCHOOLS	1	-	19	20
Extension	1	1	7	9
Summer School	2	2	3	5
TOTAL DCE	3	3	10	14
TOTAL	66	16	41	165

Russia. Professor Timothy Colton taught “Russian Politics in Transition” at DCE.

Interdisciplinary courses. Harvard routinely offers interdisciplinary courses relating to R/E.

Current offerings are marked with a double-asterisk (**) in *Appendix II*. Cross-registration at the professional schools, MIT, and the Fletcher School of Law and Diplomacy at Tufts University gives students access to an even broader array of interdisciplinary course options. All REECA MA students are required to take an interdisciplinary proseminar in research methodologies for Eurasian regional studies.

Sufficiency of non-language area studies faculty. Thirty-one non-language faculty members devote at least 30% of their time to teaching about Russia and/or Eurasia (see *Appendix I*).

Instructional assistants receive a full array of pedagogy training and support from Harvard’s Bok Center. The Bok Center works to advance the quality of undergraduate education at Harvard by providing Harvard’s teachers—especially graduate student teaching assistants, since all Ph.D. students are expected to teach after the second year of study—with support to hone their pedagogical skills. The Bok Center offers TFs intensive workshops, seminars, individual consultations, classroom teaching practice, observation and video recording, and term-long practica, as well as a public speaking program, a Graduate Writing Fellows Seminar, and a graduate teaching certificate. The Center provides international TFs with additional online resources for setting goals, designing courses, the science of learning and inclusive teaching. Within inclusive teaching there is a focus on professional conduct, implicit bias and stereotype threat, power and privilege, and how to handle “hot moments” in the classroom [**Section 427 of GEPA**]. During AY2016-17, 14 junior instructors of R/E languages and area studies were awarded Bok Center certificates of distinction for outstanding teaching.

Specialized regional courses in one or more disciplines. From 2016 to 18, specialized R/E area

studies courses were available as part of the general education requirement (4), Freshman Seminar (1), and the REECA program (2 Master's thesis seminars), and through 10 departments: Comparative Literature (1), Government (7), History (12), HAA (1), Linguistics (1), Music (1), NELC (4), SLL (30), and Ukrainian Studies (1) (see *Appendix II* for a list of the courses offered and enrollment figures). These courses offered an explicit regional focus in R/E studies within a specific discipline. Recent examples include "Revolutionary Eurasia" (Terry Martin, History), "The Other Russia: 21st Century Films, Fictions and States of Mind" (Stephanie Sandler, Slavic), and "Post-Soviet Conflict" (Alexandra Vacroux, Government), which covered present-day regional conflicts through negotiation simulations developed by the Negotiation Task Force.

G. QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

Languages and levels offered. To maximize students' access to instruction in a wide range of regional languages at the appropriate level, Harvard offers language instruction in two ways: 1) regularly offered courses, ensuring ongoing support of the broad teaching and research mission of professors and graduate students; and 2) tutorials, which more flexibly respond to varying academic needs of individual students in a variety of Slavic and other regional languages.

Harvard offers regular academic-year instruction in 8 languages of the region (**see Table 6 for enrollments**): Armenian, Bosnian, Croatian, and Serbian (BCS; 3 years/levels), Czech (3 years/levels), Polish (3 years/levels), Russian (5 years/levels), Ukrainian (3 years/levels), Uyghur (3 years/3 levels), and Yiddish (3 years/levels). Tutorials in additional languages not specified are available upon request; Estonian, Georgian, and Hungarian are three recent examples. Title VI funding has enabled Harvard to meet all special requests for language study.

Student enrollment. Enrollments in R/E language courses at Harvard are shown in **Table 6**.

Availability of language teaching faculty. Five full-time and 5 part-time faculty members teach

language courses related to the region (see *Appendix I*). Tutorial instructors include current and former faculty, graduate student teaching fellows, and, when needed, outside instructors.

Beginning-, intermediate-, and advanced-level Russian language courses are team-taught, 5 days a week, by multiple teachers in a closely integrated program of main sections that meet 3 times weekly and small group conversation and practice sections that meet twice weekly. Intensive Russian at the first-year and second-year meet 8 hours weekly. The other Slavic languages also follow the full section/small group practice, but meet 4 days a week.

Language	Levels of Instruction	# of Sections			# of Faculty	Enrollments		
		1 st yr	2 nd yr	3 rd yr+		1 st yr	2 nd yr	3 rd yr +
Armenian	3 years	1	-	-	1	3	-	-
B/C/S	3 years	1	1	1	1	1	3	7
Czech	3 years	1	1	1	1	7	5	2
Old Church Slavonic	2 years	-	-	-	1	-	-	-
Polish	3 years	-	1	1	1	-	2	1
Russian	5 years	2	2	2	5	13	6	13
Intensive Russian	2 years	1	-	2	4	11	6	15
Readings in Russian	3 years	1	1	1	4	6	8	72 ²
Russian for Heritage	1 year	1	1	1	1	7	-	-
Ukrainian	3 years	1	1	1	3	2	3	1
Uyghur	3 years	-	-	-	1	-	-	-
Yiddish	3 years	1	1	1	2	6	-	2

Pedagogy training for language teaching staff. Steven Clancy, director of the Slavic Language Program, supervises all language instruction and provides training for new graduate student

² This number reflects enrollments in 7 Advanced Russian Readings courses: Introduction to the Language of Social Sciences and the Media; Reading, Composition and Conversation; Readings in Russian/Post-Soviet Studies; Russian Media; Readings in Russian Literature; Russian Cultural Self-Images and National "Mentality"; and Supervised Readings in Advanced Russian.

instructors while working collaboratively with preceptors (professional language lecturers) throughout the program. Clancy leads an annual orientation for the 8 preceptors and 5-8 graduate student teaching fellows (TFs) assigned to Slavic language courses. All TFs in the Slavic language program take Slavic 126: Structure of Modern Russian as field-specific preparation for language teaching and an introduction to the essentials of second-language acquisition.

Performance-based instruction. The Slavic language program is designed to promote the development of productive modalities (speaking, writing) as well as receptive modalities (listening, reading, viewing). Students at all levels interact in pairs and groups, with native teacher input. Upper-level courses offer extensive opportunities for presentational and interpersonal communication. Appropriate placement in a tightly integrated program is ensured for all incoming students through regularly scheduled placement exams and personal consultations. Individualized programs of study are developed to address the needs of students who have disabilities or other barriers to language acquisition [**Section 427 of GEPA**]. Often this supplemental work enables these students to participate in a regularly offered course.

Adequacy of resources for language teaching and practice. The Harvard Language Center (HLC) caters to the needs of language learners and teachers. Stephanie Sandler chaired the committee that reimagined HLC and Clancy serves on its oversight committee. HLC stores more than 1,000 audio and video recordings in Slavic languages, including literary readings, notable speeches, music and television soundtracks, and commercially produced video packages. HLC also maintains a dedicated workstation for instructors who are preparing new digital materials, and lends students video production equipment for language-related projects. Audio, video, and multimedia content are used in *all* language courses, with many courses featuring materials developed by Harvard faculty. HLC director Thomas Hammond trains teachers on the use of

innovative technology, prepares materials for distribution in alternative formats (such as podcasts), and supports language learning in many ways. For example, HLC loaned iPads to first-year Russian students for language learning. The HLC facility is ADA compliant, and audio materials can be accessed off-site through its website [**Section 427 of GEPA**].

Students at all levels of proficiency participate in weekly language tables in five of the residential houses. DCRES organizes “First Fridays,” a monthly Russian language tea. SLL organizes an annual performance of drama and poetry, designed to include as many students as possible (usually 30–45) from all levels of the language program.

Language proficiency requirements. Typical proficiency results for the Russian program (based on the ACTFL scale and monitored annually by our teaching staff) are as follows: 1st-year: novice-high or intermediate-low; 2nd-year: intermediate-mid; 3rd-year: intermediate-mid to intermediate-high. Students continuing on to advanced levels (4th-year) in the program combined with study abroad in their target language may achieve intermediate-high to advanced-low. These results are stronger than the norms reported in the spring 1996 *Modern Language Journal*. One faculty member is a certified Oral Proficiency Interview (OPI) tester in Russian. Both Clancy and Anna Baranczak have been trained in OPI techniques, and other faculty have attended OPI workshops. Language requirements for degree programs are addressed on p. 35–36 (undergraduate) and p. 39 (MA/Ph.D.).

H. QUALITY OF CURRICULUM DESIGN

Incorporation of subject area into undergraduate curriculum. Harvard structures its undergraduate curriculum to ensure students develop both breadth and depth of knowledge while developing skill competencies across disciplines. R/E course offerings are well-integrated across this curriculum, giving students in virtually any concentration the opportunity to discover,

explore, and develop an interest in R/E. The **General Education** curriculum connects in explicit ways what students are learning in the classroom to the lives they will lead beyond college.

Concentrations (majors) are designed to develop critical thinking and proficiency within a specific discipline. Harvard undergraduates can complete a concentration with a focus on R/E in several departments, including SLL, Anthropology, History, HAA, History and Literature, History of Science, Linguistics, Literature, NELC and Social Studies (SS). Students can complement a concentration with a discrete body of focused work in a discipline by completing a **Secondary Field** (minor). Of the 65 secondary fields available, 3 have an explicit focus on R/E: Central European Studies; Regional Studies—Russia, Eastern Europe, and Central Asia; and Russian Studies, while 8 other secondary fields easily lend themselves to the study of R/E.

Year	R/E Citations	Languages	Language Citations Home Departments
2014	11	Russian (9), Czech (1), Polish (1)	SS (5), HUM (3), SCI (3)
2015	4	Russian (4)	SS (2), SCI (2)
2016	10	Russian (8), Polish (1), BCS (1)	SS (3), HUM (4), SCI (3)
2017	6	Russian (4), Czech (1), Yiddish (1)	SS (1), HUM (4), SCI (1)
2018	8	Russian(7), Polish (1)	SS (4), SCI (4)
TOTAL	39	Russian (32), Czech (2), Polish (3), BCS (1), Yiddish (1)	SS (15), HUM (11), SCI (13)

Appropriateness of requirements and quality of undergraduate training program. The BA/BS degree requires the completion of 32 semester-long courses. The General Education curriculum was revised in 2016, resulting in the adoption of the “4 + 3 + 1 model”: In addition to the required coursework to complete one’s concentration, undergraduates must take courses in each of 4 articulated perspectives (Aesthetics & Culture; Ethics & Civics; Histories, Societies, Individuals; Science & Technology in Society), in the 3 divisions of the FAS (Arts & Humanities, Science & Engineering, Social Sciences), and in Empirical and Mathematical Reasoning. Harvard students must demonstrate proficiency in a foreign language, either by

completing a full year of coursework, or by passing an exam. Harvard strongly encourages students to develop language proficiency beyond the minimum required; in 2018, 15% of graduating students were awarded a Citation in a Foreign Language. The language citation requires 2 full years of instruction beyond the first year in courses taught in that language. Students can pursue citations in BCS, Czech, Polish, Russian, Ukrainian, and Yiddish. From 2014 to 2018, 39 students earned language citations in R/E (**Table 7**).

Freshman Seminars, in which 1st-year students work closely with a faculty member on a research topic of particular interest, offer an excellent point of entry into R/E. Over the past 4 years, 6 of these seminars have been offered by faculty affiliated with DCRES, including “The Silk Road as History, Culture and Politics,” “One-Hundred Years of Labor: Literature, Cinema and Political Thought since the Russian Revolution,” and “The Revolution will Not Be Televised: The Russian Revolution Imagined, Documented, and Advertised.”

Academic and career advising. To ensure academic success, **undergraduates** are assigned an extensive network of academic advisors based in Undergraduate Houses (dormitories) and departments. Undergraduate Houses provide a more intimate academic and social community within the College, and are staffed by a Harvard professor, faculty associates, resident tutors (advanced graduate students), and visiting scholars. Departmental advising is offered by individual faculty members, all of whom hold weekly office hours. Departments also designate a Director (and often an Assistant Director) of Undergraduate Studies to advise students and monitor progress to the degree.

Advising for **REECA master’s degree candidates** takes place formally and informally throughout the 2-year program. Before the first term, REECA students discuss their goals with REECA Director of Graduate Studies (DGS) Alexandra Vacroux, and with Student Programs

Officer Donna Griesenbeck to develop an appropriate plan of study. Before subsequent semesters begin, the students meet again with Vacroux to ensure they are on track to accomplish their personal and professional goals. Vacroux teaches a mandatory proseminar for first- and second-year students to guide them through the thesis-writing process. The course trains students in research design, the use of theory, methodology, research techniques, argumentation, grant-writing, and public presentation of their work. After selecting a thesis topic early their second semester, students also work closely with a faculty advisor to develop and refine their research project. Vacroux and Griesenbeck follow student progress closely to ensure students have the support they need to flourish in the program.

Advising arrangements for **Ph.D. candidates** typically involve a faculty DGS who advises all students until they pass general exams and have an approved dissertation prospectus. A dissertation advisor and other dissertation committee members then take over advising.

The university offers substantial academic, professional, and social support to students. Harvard's **Bureau of Study Counsel (BSC)** is a resource center for academic and personal development. Students consult the BSC to improve study skills and strategies, and to talk about broader academic and personal concerns, including those unique to "first-generation" and international students. The BSC coordinates an extensive network of peer tutors, and offers workshops and discussion groups to support students academically and personally, including the **Dissertation Writing Support Group**. The **Harvard College Writing Center** provides peer writing counseling for undergraduates. **The Center for Writing and Communicating Ideas (CWCI)** helps GSAS students heighten the impact of their research by fostering and refining written and oral communication skills. R/E-related writing workshops are offered by SLL, the History Department, and by DCRES, which hosts the **Post-Communist Politics Workshop**. The

latter brings together young faculty members and graduate students from Harvard and other New England universities to discuss works in progress.

The **Office of Career Services** (OCS) offers one-on-one career counseling; seminars on job-seeking skills; a dossier service; job, fellowship, and internship listings; a resource library; an on-campus recruiting program; information fairs centered around specific career fields, and access to a broad network of Harvard alumni who offer career advice.

DCRES offers individualized career advice and an annual career forum in New York City or Washington, DC, for REECA students. Vacroux and Griesenbeck work actively with the students on career development and job placement prior to graduation and in the months that follow. An active and engaged alumni network offers students and young alumni individual mentoring and career advice.

Training options for graduate students. Harvard's graduate and professional schools offer several options for integrating R/E studies into a degree program. An indicator of this range is the number of programs represented among the 78 current DCRES Graduate Student Associates, including master's candidates: 17 from the REECA Master's Program, 5 from the Harvard School of Divinity (HDS), and 1 from HLS, and 53 Ph.D. students representing 10 doctoral programs in the GSAS, as well as 2 programs at the School of Public Health (SPH), the Graduate School of Design (GSD), and the HBS. From 2014 to 2017, 39 students with a focus on R/E received doctoral degrees: in History (13), SLL (12), Government (5), Anthropology (3), Linguistics (2), IAAS (2), and 1 each in Sociology, Music, NELC, English, Earth Sciences, Comparative Literature, and Architecture.

Harvard graduate and professional students may enroll in courses on R/E in FAS, the other Harvard professional schools, Brown University, the Episcopal Divinity School, the

Fletcher School at Tufts University, and MIT. To ensure that the Army has well-trained military officers serving in embassies abroad, each REECA cohort typically includes 1-3 Foreign Area Officers (FAOs). Between 2014 and 2018, six FAOs earned master's degrees at DCRES.

Harvard's REECA MA program is an academically rigorous 2-year multidisciplinary program with a strong emphasis on language proficiency and independent research. Students must demonstrate advanced (4th year +) language proficiency in Russian (or another regional language, upon petition) and are required to write a thesis of 50–75 pages using primary sources in a regional language. The REECA curriculum offers students the flexibility to tailor their plan of study to meet academic and professional goals, while ensuring they graduate with a sound understanding of the history, politics, society, and culture of Russia and neighboring countries. Of the 16 courses required for the degree, 6 or more must be classes on R/E; 2 are devoted to the thesis, 4 to regional languages, and the remainder to elective coursework related to their academic and professional plans. While most core coursework is done in the FAS, students often cross-register for courses at Harvard's professional schools, the Fletcher School of Law and Diplomacy, or MIT. Outside of the classroom, students take advantage of Harvard-funded training opportunities in topics as diverse as public speaking, negotiation, conflict resolution, project management, and geographic information systems. Over the past 4 years, 10% of REECA graduates went on to earn doctoral degrees, 23% pursue public service in government or the military, and many go into journalism, teaching, or the nonprofit world. (For placement information, see **Section C**).

Ph.D. requirements vary by department but generally include 2 years of relevant coursework; demonstrated reading proficiency in 2–4 foreign languages; oral and/or written general exams in 3–4 fields; 1–2 years of supervised teaching; a dissertation prospectus; a

dissertation; and a dissertation defense. Within these requirements, Harvard graduate students enjoy significant flexibility in designing a program of study that focuses on R/E. As part of their preparation, Ph.D. candidates are expected to teach within their areas of specialization. Teaching is supervised by members of the department and includes a program of teacher training (see **Section F**, p. 30).

Formal arrangements for, and participation in, study

abroad. International education is a priority at Harvard, and substantial resources are committed annually to foster increased student engagement abroad. Approximately 60 percent of Harvard students integrate an international experience into their undergraduate studies. Students who demonstrate financial need have access to substantial funding for summer experiences. Academic year financial aid can be applied to study abroad (academic year and summer).

Harvard Summer School offers several study abroad opportunities in R/E and Eastern Europe. The Russian-language immersion program, led by Steven Clancy, is held in Tbilisi, Georgia; and a Czech language program, led by Veronika Tuckerova, is held annually in Prague. The Office of International Education (OIE) oversees 4 funds earmarked for undergraduate travel to R/E that support up to 12 students annually to study abroad, pursue internships, or

Table 8: Undergraduate International Experiences by Country, 2014-2018

Country	2014	2015	2016	2017	Total
Armenia	1	3	5	3	12
Azerbaijan	1	0	0	0	1
Bosnia	1	0	0	0	1
Bulgaria	1	0	0	0	1
Croatia	0	1	1	0	2
Czech Republic	14	19	16	1	50
Georgia	0	11	1	7	19
Hungary	3	3	4	0	10
Kazakhstan	0	0	0	2	2
Kyrgyzstan	0	0	1	0	1
Latvia	1	0	0	0	1
Lithuania	1	1	0	0	2
Mongolia	0	1	0	1	2
Poland	1	3	0	1	5
Romania	0	0	1	0	1
Russia	1	5	5	9	20
Total	25	47	34	24	130

conduct research in Russia and other countries of the former USSR. (see **Table 8** for statistics on undergraduate travel).

Students may apply for a wide range of individual grants through OIE and OCS, as well as through individual centers and programs. OCS manages the David Rockefeller International Experience Grants Program (DRIEG), whose purpose is to afford all students access to a significant international experience, regardless of financial constraints, and provides an average of 281 undergraduate travel grants annually.

DCRES offers grants for qualified Harvard undergraduates to pursue research or internships in R/E countries, including the opportunity to intern at the Armenian Central Bank in Yerevan as well as opportunities to intern in Georgian NGOs. In addition to financial support, OIE, international centers, and departments provide logistical support and pre-departure orientations for student research and travel abroad.

Access to study abroad and summer language programs. Students learn about study abroad programs in a variety of ways. Entering freshmen receive the *Guide to the First Year at Harvard*, which provides information about OIE and encourages students to begin planning their time abroad in the fall of their freshman year. Members of the Board of Freshman Advisors, who provide individual advising to first-year students, explain options for international experience, encouraging advisees to explore broadly before selecting a study abroad program. OIE hosts a comprehensive website, and offers regular drop-in hours, study abroad information meetings, and workshops to help students identify, apply to, and find funding for the programs that most interest them. OIE collaborates with advising staff in departments and residential houses to ensure that information on international opportunities reaches all Harvard students. OIE also hosts the Summer Opportunities Fair each winter, where students explore international

opportunities in anticipation of summer travel. Returned students who are enthusiastic about the benefits of study abroad serve as peer tutors, and OIE ensures that all world regions are covered. Smaller region-focused information sessions are hosted by centers and departments. The SLL website details the importance of studying abroad for language acquisition and cultural understanding and encourages students to participate in approved programs abroad as well as programs based in the U.S., including the Harvard Ukrainian Summer Institute (HUSI), jointly administered by HURI and the Harvard Summer School. Students can also study elementary Russian at the summer school.

I. OUTREACH ACTIVITIES

Outreach to elementary and secondary schools. DCRES's Outreach Program places particular emphasis on Gr6-14 teachers and students in greater New England [AP #2]. From 2014 through 2017, DCRES conducted 28 classroom presentations at elementary, middle and high schools; 73 outreach events, including four week-long summer educator workshops; and three online sessions for a total attendance of over 4,000—a 60% increase in participation since the previous grant period (Table 9). Thirty-two Harvard affiliates—including junior and senior professors, visiting scholars, undergraduate and graduate students, and staff from all corners of the university—presented at these events.

DCRES encourages Russian language study among secondary students by hosting the New England Regional Olympiada of Spoken Russian (see Section A). In the past 5 years, 154 students, beginners through advanced, have competed. Christopher Lang of Cambridge, MA, won the top award in 2017 and went on to represent the United States at the International Olympiada in Moscow; he plans to continue his study of Russian at the University of California in Fall 2018. DCRES will continue outreach to motivated language students like these. Local

public radio station WGBH published a feature story on the 2017 Olympiada (“Speak Russian? There’s a Competition for That,” April 5, 2017, wgbh.org).

DCRES has developed close collaborative relationships with partnership programs of the University and local public institutions (e.g., Boston and Cambridge Public Schools; Cambridge Housing Authority) that are designed to bring resources to the Boston community. For example, DCRES offered 6 lectures as a part of a project that brings 7th-grade students from urban public schools to Harvard to demystify college and create a more accessible path to higher education. Of the lectures—on topics like U.S.-Russia relations and careers in the diplomacy and the foreign service—a student participant remarked, “That was the best hour of my school year!”

DCRES collaborates with NRCs and other regional centers on campus to train educators in global competency, a key component of the new core curricula, given that historical and contemporary events often transcend national borders. Four-day summer workshops provide training in both content and pedagogy through regional case studies designed to introduce new classroom content. The 2017 session, “Cities and Our Urbanizing World,” attracted 34 middle/high school and community college educators from throughout the country. 90% of participants indicated a “very” or “extremely” high level of satisfaction with the quality of the workshop and with the pedagogical approach employed. 73% indicated an inclination to use workshop materials in their own teaching. Ellen Resnek, a history teacher from PA, praised the program for providing “intellectual stimulation and a collaborative context for developing practical resources and strategies to take back to the classroom.”

In 2015, the GSOC launched the Globalizing the Classroom Fellowship as an extension of the summer intensive. The group meets for regular webinars, hearing from both content and pedagogical experts over the course of an academic year. At the culmination of the fellowship,

participants produce a series of lesson plans on the focus topic. These lessons are then disseminated via the GSOC network to the educator community. Since the program's inception, 29 teachers from 11 states nationwide have participated.

In addition to in-person trainings, DCRES has developed curricular modules to help teachers to incorporate R/E into their teaching. The 4 modules (“Women and Revolution: Women’s Political Activism in Russia from 1905 to 1917,” “Art in Context,” “Everyday Life in the Soviet Union,” and “U.S.-Russia Relations: Trust and Decision-Making in the 21st Century”) are highly flexible, incorporating content essays, writing prompts, videos, interactive exercises, and supplemental resources. Each has been vetted by a team of educators, who also verify links to state education standards and the common core. The modules can be downloaded for free via the DCRES website, and will be shared via OER websites.

Outreach to postsecondary institutions

DCRES engages in robust outreach to regional studies experts representing at least 35 postsecondary institutions throughout the Northeast through its longstanding Center Associates program, which brings together over 150 R/E scholars from throughout New England. Center Associates form the mainstay of the DCRES community of scholars; they receive access to the Harvard Library system, participate actively in academic seminars, collaborate on conferences, and provide critical mass to the Center’s scholarly community.

Postsecondary students are targeted through several annual events: the Undergraduate Colloquium, which showcases research in Russian and Eurasian studies by students from Harvard, Wellesley, and Wheaton Colleges; the International Experience and Career Fair; biweekly Russian-language conversation hour; and pre-departure orientation sessions for students preparing for study abroad. Beginning in 2016, undergraduate students from Harvard

and 6 other local universities participated in the new college-level Olympiada of Spoken Russian. In 2016 and 2018, DCRES invited MA candidates from other regional studies programs to participate in the UC Module, a week-long suite of programming that exposed the students to new ideas and research on the state of U.S.-Russia/Euro-Atlantic relations and featured a negotiation simulation on the crisis in Ukraine.

Outreach to business, media, and the general public. Harvard conducts large-scale outreach to the general public through **EdX**, a massive online open course (MOOC) platform founded with MIT in 2012, and **HarvardX**, which works with faculty and departments to develop courses for the platform. As of March 2018, over 6.59 million individuals in all 193 countries had registered for a HarvardX course, 34% of whom self-identify as educators. HarvardX materials are designed for use both by distance learners and also for undergraduates on campus as well as by high school and community college students [NRC CPP#1]. Five courses—in finance, physics, and scientific and technical writing—are offered in Russian on EdX.

As part of its robust outreach to the media, DCRES maintains a publicly searchable “Expertise Guide,” an online database of its 300+ affiliated scholars and graduate students. Center staff connect individual journalists to experts who can provide timely insights on regional issues, whether in breaking news or part of a detailed, deeper investigation. DCRES experts have written, appeared, and been interviewed or quoted in a diverse range of local, national, and international media outlets [NRC AP#1], including *WBUR Radio*, *The New York Times*, *The Los Angeles Times*, *The Washington Post*, *Foreign Affairs*, *NPR*, *Fox News Radio*, *Hromadske TV (Ukraine)*. DCRES also reaches a broad array of media professionals through its collaboration with Harvard’s Niemen Foundation for Journalism to organize public lectures by prominent Russian journalists.

Table 9: Select R/E Outreach Events, 2014-2017 (T=Teachers, C=Community, S=Students)			
Summer Workshops	<i>Date</i>	<i>Attendance</i>	<i>Co-sponsors</i>
Cities and Our Urbanizing World	7/31-8/3/2017	39 T	CMES, Asia Center, DRCLAS, CAS, GHELI
Journalism: Production and Consumption Across the Globe	8/1-4/2016	34 T	CMES, Asia Center, DRCLAS, CAS, GHELI
Global Migration in the 21st Century: Understanding How and Why People Move	8/5-8/2015	34 T	CMES, Asia Center, DRCLAS, CAS, HGHI
Visualizing Global Studies	8/4-7/2014	24 T	CMES, Asia Center, DRCLAS, CAS
School-Year Workshops	<i>Date</i>	<i>Attendance</i>	<i>Co-sponsors</i>
Teaching the Russian Revolution	12/10/2017	26 T	
Twenty-Five Years Later, the Collapse of the USSR	12/9/2016	16 T	
Islam in Eurasia: Content and Strategies for Teaching Islam in Cultural Context	5/20/2016	9 T, 2 C	
US/Russia Relations: Engagement through Content, Pedagogy, and Resources	12/8/2015	10 T	
Exhibits	<i>Date</i>	<i>Attendance</i>	<i>Co-sponsors</i>
John Reed: Reporting the Russian Revolution	10/5-11/13/2017		Lamont Library
Romance and Reality: Posters from the Russian Revolution	9/7-10/20/2017		Harvard Ed Portal
The End of the Soviet Union, 1985-1991: A 25-Year Retrospective	11/21/16-1/23/17		Cold War Studies Project, DCRES
Crossing Kazakhstan: The Monumentality of Linear Landscape	4/27-9/28/2016		Asia Center, Fairbank Center for Chinese Studies, Mellon Urban Initiative, WCPIA
Film Screenings	<i>Date</i>	<i>Attendance</i>	<i>Co-sponsors</i>
<i>Matilda</i>	12/5/2017	150 C	
Soviet Animation Series (<i>The Snow Queen, Gena the Crocodile, The Hedgehog in the Fog</i>)	Summer 2017	270 C	
Documentary Film Series (<i>Something Better to Come, Pushkin is Our Everything, The Event, Grozny Blues, Women of Maidan, Babushkas of Chernobyl, Nemtsov</i>)	2016-2017 AY	540 C	
Andrey Vyaginstsev Film Series (<i>The Return, Elena, Leviathon</i>)	Summer 2016	117 C	
<i>Red Army</i>	9/8/2015	120 C	
Classroom Visits/Community Lectures	<i>Date</i>	<i>Attendance</i>	<i>Co-sponsors</i>
Human Rights in the USSR	2/12/2014	35 S, 3 T	Alvirne High School
US/Russian Relations	5/17/2017	20 S, 1 T	Framingham High School
Governance and Poetry in the Soviet Union	4/5/2017	38 S, 2 T	Gardner Pilot Academy

Russia: From Revolution to WWII	2/6/2017	7 S, 1 T	Enfield High School
US/Russia Relations	Annually in April	40 S, 4 T	Hingham High School
US/Russia Relations	4/28/2016	32 S, 1 T	Cambridge Rindge and Latin School
Putinism and Soviet Parallels	12/22/2016	40 S, 1 T	Weston High School
US/Russian Relations	Annually in February	110 S	Bromfield High School
Russia in Modern Perspective	3/9-4/23/2015	31C	Adult Learning in the Fitchburg Area (ALFA)
The History of the Soviet Gulag	Annually in February	110 S	Bromfield High School
Community/Cultural Events	<i>Date</i>	<i>Attendance</i>	<i>Co-sponsors</i>
Olympiada of Spoken Russian	Annually in April	30 S	
Nowruz (Persian New Year)	Annually in March	235 C	CMES, ISP, Semitic Museum
Concert, "Music for the Masses: Soviet Composers in Search of a Revolutionary Style"	10/6/2017	80 C	
Concert, Sounds of the Silver Age: St. Petersburg's Rimsky-Korsakov String Quartet	10/26/2016	90 C	Harvard Ed Portal

Both when Russia is making headlines and when it is not, DCRES, HURI, HKS, and many other Harvard departments organize myriad public events on campus and online. DCRES and HURI events are open to the public and are publicized widely through websites, social media, email distribution lists, and campus publications.

In 2016, DCRES launched the *Eurasian Enigma* podcast. Featuring informal, informative conversations with R/E experts, the podcast has aired episodes on a wide variety of provocative topics including the Ukrainian famine of the 1930s, Gorbachev's legacy, and race in Russia. The 20 episodes available on the DCRES website and other podcast platforms have been downloaded over 15,000 times to date, with some episodes used as instructional materials in college courses.

J. FLAS AWARDEE SELECTION PROCEDURES

Advertisement of FLAS awards. FLAS Fellowships are advertised via multiple channels to reach the broadest possible audience of R/E students who demonstrate financial need. Students increasingly turn to Harvard online databases to identify funding opportunities, and DCRES has

leveraged this infrastructure to promote FLAS Fellowships to the target audience. FLAS Fellowships are promoted on financial aid websites and fellowship databases across Harvard's graduate and professional schools. The program is described on regional center websites (DCRES, HURI, and SLL), with links to the online application. Flyers describing the program are distributed at undergraduate fairs promoting study abroad. Email announcements go to R/E faculty, graduate, and undergraduate students; to incoming REECA, HUSI, and SLL students; and to professional school financial aid offices.

Application procedure. Applicants submit an online application form that requests information on citizenship, language background, and academic and professional plans; a statement of purpose describing how the FLAS language will be used in relation to the program of study and future career plans; two letters of recommendation (from a language instructor and an area studies instructor); a resume or CV; a transcript, and (for AY FLAS) the FAFSA.

Selection criteria. In making FLAS selections, Harvard meets ED criteria as specified in the *Code of Federal Regulations*. Eligible students must be, or be in the process of becoming, a U.S. citizen or eligible permanent resident; be accepted for advanced training in both a foreign language and area studies, or be accepted for research and training in the international aspects of professional (or other) fields of study requiring further development of language proficiency; demonstrate potential for high academic achievement; and agree to pursue full-time study in accordance with Harvard's requirements during the entire award period. Students using Summer FLAS Fellowships overseas must be enrolled in a language program recognized by a U.S. institution that meets ED criteria. AY FLAS Fellowships may be used to support dissertation research that cannot be conducted in the United States if the Fellow has an appropriate overseas affiliation and will use original language materials to an extent equal to one year's instruction in

the language.

The FLAS Selection Committee will rank all eligible applicants on the basis of academic merit and FLAS priorities, taking into account applicants' demonstrated level of

Table 10: AY and Summer FLAS Language Distribution, 2014-2018

Language	2014-15		2015-16		2016-17		2017-18	
	AY	SU	AY	SU	AY	SU	AY	SU
Czech	1	1	1	-	-	1	2	1
Russian	6	3	4	2	5	2	6	3
BCS	-	-	-	-	-	1	-	-
Ukrainian	1	1	2	1	3	1	-	1
Total	8	5	7	3	8	5	8	5

financial need. The GSAS Financial Aid Office will review FAFSA and provide the Selection Committee a need-based list. Among meritorious candidates demonstrating financial need, highest priority will go to applicants pursuing language and area studies, in particular those who express strong interest in a future career in areas of national need [NRC AP#1]. The next priority will be those pursuing dissertation research abroad. Heritage speakers receive lowest priority.

Selection committee. The 4-member multidisciplinary FLAS Selection Committee is comprised of R/E faculty and is overseen by the DCRES Director and Executive Director.

Timeline for selection process. Deadlines for summer and academic year FLAS coincide with broader Harvard admissions and funding processes. Applications are due in mid-January (AY) and mid-February (SU). Applications are reviewed and ranked by mid-February (AY) and mid-March (SU). Notifications are made to nominees in early March (AY) and late March (SU).

Correspondence to announced priorities. Over the past four years, Harvard has awarded 31 AY FLAS fellowships and 18 summer grants (Table 10). 100% of FLAS fellowships were awarded to students studying LCTLs, and 100% of awards during the 2018–22 grant period will be also

[**FLAS CPP#2**]. Priority for all awards will be given to students who demonstrate financial need based on FAFSA and institutional measures [**FLAS CPP#1**]. Funding is requested to provide 10 AY FLAS Fellowships (graduate) and 5 summer fellowships (graduate and undergraduate) annually during the 2018–2022 grant period.

K. COMPETITIVE PRIORITIES

DCRES will meet the competitive preference priorities for NRC and FLAS through established programs and new activities. The NRC will provide training opportunities to secondary teachers, community college educators, and teachers in training [**NRC CPP #1 and #2**] through fellowships and workshops, collaborations with NSCC and SSU, and classroom visits. When determining **FLAS** awards, priority will be given to academically meritorious students with financial need, determined through the submission of FAFSA [**FLAS CPP#1**], and 100% of FLAS grants will be awarded for the study of LCTLs [**FLAS CPP#2**]. Specific ties to NRC and FLAS competitive priorities are cited throughout the narrative (**Table 11**).

Priority	Page number
NRC AP#1	2, 3, 4, 15, 16, 20, 25, 45, 49
NRC AP#2	4, 5, 24, 42
NRC CPP#1	3, 6, 45, 50
NRC CPP#2	6, 50
FLAS CPP#1	50
FLAS CPP#2	50

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CV Index

I. Faculty of Arts and Sciences	P#		P#
		Slavic Languages & Literature	
Anthropology		Baranczak, Anna (100%)	4
Bernstein, Anya (75%)	5	Bolton, Jonathan (100%)	6
Lamberg-Karlovsky, C.C. (25%)	26	Buckler, Julie (100%)	7
		Chirkov, Natalia (100%)	9
Comparative Literature		Clancy, Steven (100%)	9
Piechocki, Katharina (35%)	31	Dibrova, Volodymyr (100%)	11
		Egorova, Veronika (100%)	12
Economics		Flier, Michael (100%)	14
Boycko, Maxim (100%)	6	Grabowicz, George (100%)	17
		Khitrova, Daria (100%)	22
East Asian Languages		Kremer, Aleksandra (100%)	24
Elliott, Mark (30%)	13	Kuzmic, Tatiana (100%)	25
		Malmstad, John (100%)	27
Government		Pokrovsky, Natalia (100%)	32
Colton, Timothy (100%)	10	Sandler, Stephanie (100%)	35
Ekiert, Grzegorz (100%)	13	Todd, William Mills (100%)	37
Frieden, Jeffry (30%)	15	Tuckerova, Veronika (100%)	38
Hummel, Sarah (100%)	20	Weir, Justin (100%)	39
		Willis, Oksana (100%)	40
History		Extension School	
Frank, Allison (75%)	15	Ostrowski, Donald (75%)	30
Maier, Charles (30%)	26		
Martin, Terry (100%)	28		
O'Neill, Kelly (100%)	30		
Plokhii, Serhii (100%)	31		
		II. Professional Schools, Centers, and Libraries:	
History of Art and Architecture		Davis Center for Russian and Eurasian Studies	
Gough, Maria (100%)	16	Abdelal, Rawi (75%)	1
Necipoglu-Kafadar, Gulru (20%)	29	Bell, Arvid (100%)	4
Roxburgh, David (25%)	33	Duncan Smith, Megan (100%)	12
		Griesenbeck, Donna (100%)	18
Music		Kassenova, Nargis (100%)	21
Wolf, Richard (50%)	40	Knight, Tristan (100%)	23
		Kramer, Mark (100%)	24
Near Eastern Languages and Civilizations		Martin, Cris (100%)	27
Cohen, Madeline (70%)	10	Soble, Joan (100%)	36
Gulesserian, Lisa (100%)	18	Vacroux, Alexandra (100%)	2
Zaritt, Saul (75%)	41		

	P#
Ukrainian Research Institute	
Hajda, Lyubomyr (100%)	19
Holowinsky, Tymish (100%)	19
Harvard College Library	
Aleksic, Olha (100%)	3
Chaban, Lev (100%)	8
Kulash, Kristin Johnson (100%)	25
Rakityanskaya, Anna (100%)	32
Saltanovich, Alla (100%)	34
Uziel, Lidia (100%)	38
Harvard Business School	
Friedman, Jeremy (100%)	16
Harvard Graduate School of Design	
Blau, Eve (75%)	5
Kennedy School of Government	
Allison, Graham (75%)	3
Burns, Nicholas (75%)	7
Carter, Ashton (30%)	8
Hunt, Swanee (50%)	20
Norris, Pippa (50%)	29
Samore, Gary (40%)	34
Saradzhyan, Simon (100%)	35
Westad, Odd Arne (50%)	39
Yefimova-Trilling, Natalia (100%)	41
Harvard Medical School	
Keshavjee, Salmaan (50%)	22
III. Institutional Partners and Programming Advisors	
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Position Descriptions	42

Abdelal, Rawi

*Joseph C. Wilson Professor of Business Administration and Herbert F. Johnson Professor of International Management, Harvard Business School
Director, Davis Center for Russian and Eurasian Studies*

Appointed: 1999; tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 75%

Dissertations/theses supervised in the past five years: 5

Number of Recent Publications: 3

Education: Ph.D., M.A., Cornell University, 1999, 1997; BS, Georgia Institute of Technology, 1993

Selected Publications:

-“Firms in Firmament: Hydrocarbons and the Circulation of Power.” In *Protean Power: Exploring the Uncertain and Unexpected in World Politics*, ed. Peter J. Katzenstein and Lucia A. Seybert. Cambridge: Cambridge University Press, 2018, pp. 147-165.

-“The Multinational Firm and Geopolitics: Europe, Russian Energy, and Power.” *Business and Politics* 17, no. 3 (October 2015): 553–576.

With Ulrich Krotz, “Disjoining Partners: Europe and the American Imperium.” In *Power in a Complex Global System*, ed. Bruce W. Jentleson and Louis W. Pauly. London: Routledge, 2014.

-“The Profits of Power: Commerce and *Realpolitik* in Eurasia.” *Review of International Political Economy*, vol. 20, no. 3 (June 2013): pp. 421-456.

-With Sophie Meunier, “Managed Globalization: Doctrine, Practice, and Promise.” *Journal of European Public Policy*, vol. 17, no. 3 (April 2010): pp. 349-366.

-With Mark Blyth and Craig Parsons, *Constructing the International Economy*. Cornell University Press, 2010.

-With Yoshiko Herrera, Alastair Iain Johnston, and Rose McDermott, *Measuring Identity*. Cambridge U. Press, 2009.

-*The Rules of Globalization: Case Book*. World Scientific, 2008.

-*Capital Rules: The Construction of Global Finance*. Harvard University Press, 2007.

-*National Purpose in the World Economy: Post-Soviet States in Comparative Perspective*. Ithaca, N.Y.: Cornell University Press, 2001. 232 pp.

Current Research: Energy Politics in Russia and Eurasia; Economic Cooperation and Integration Among the Former Soviet Republics; International Relations of Post-Soviet Eurasia; Political Economy

Distinctions/Awards: Distinguished Alumnus Award, School of Economics, Ivan Allen College of Liberal Arts, Georgia Institute of Technology, 2017; HBS One Harvard Faculty Fellowship, HBS, 2016; Greenhill Award for Outstanding Services, HBS, 2013; Herbert F. Johnson Professorship, HBS, 2013; Charles M. Williams Award for Excellence in Teaching, HBS, 2012

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	2	2	2	1
German		2		

Vacroux, Alexandra*Executive Director*
Davis Center for Russian & Eurasian Studies**Appointed:** 2010; not tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 100%**Number of Recent Publications:** 3**Education:** Ph.D., M.A, Government, Harvard University; B.A., Political Science & Economics, Tufts University**Selected Publications:**-“The Uses, Lessons, and Questions of Transitional Justice,” in *Transitional Justice and the Former Soviet Union: Reviewing the Past, Looking toward the Future*, ed. Cynthia M. Horne and Lavinia Stan. 2018. Cambridge University Press.

-“Russia and Syria” (with Rawi Abdelal), blog post for the Weatherhead Center for International Affairs website, Harvard University. (April 2018)

-“Russian Federation: Health System Review” (with Larisa Popovich, Elena Potapchik, Sergey Shishkin, Erica Richardson and Benoit Mathivet). 2011. *Health Systems in Transition*, Vol. 13: No. 7. World Health Organization on behalf of the European Observatory on Health Systems and Policies.-“Russian Resilience as a Great Power: A Response to Ambrosio” (with Michael McFaul). 2006. *Post- Soviet Affairs*, vol. 22, no. 1 (January – March), pp. 24-33.-“Regulation and Corruption in Transition: The Case of the Russian Pharmaceutical Markets,” in *Building a Trustworthy State in Post-Socialist Transition*, ed. János Kornai and Susan Rose- Ackerman. 2004. New York: Palgrave Macmillan.-“Regulation: The Case of the Pharmaceutical Sector,” in *Russie: Reformes Institutionnelles et Comportements des Bureaucraties*, ed. Marie Mendras. 2002. Paris: Centre d’etudes et de recherches internationales (CERI).-“Privatization in the Regions: Primorsky Krai,” in *Creating Private Enterprises and Efficient Markets*, ed. Ira Lieberman & John Nellis. 1994. Washington, D.C.: The World Bank-“Political Change in Leningrad: The Elections of 1990” (with Josephine Andrews), in *Local Power and Post-Soviet Politics*, ed. Theodore Friedgut & Jeffrey Hahn. 1994. Armonk, NY: ME Sharpe.**Current Research:** International Relations of Post-Soviet Eurasia; Policy Implementation; Health care; Emerging Markets**Distinctions/Awards:** Dean’s Distinction Award, Harvard University (2016)**Recent Courses:** Post-Soviet Conflict; The Comparative Politics of Eurasia; REECA Proseminar**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	3	3	3	3
French	3	3	3	3

Aleksic, Olha
Collections,

Petro Jacyk Bibliographer for Ukrainian

European Languages Division, Widener Library and
Harvard Ukrainian Research Institute

Appointed: 2006; not tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Education: M.L.S., Simmons College, 2008; Master of Theological Studies, Harvard Divinity School, 2004; B.A. English Language and Literature, Ivan Franko Lviv National University, 1995; Certificate in Eastern Christian Studies, St. Paul University, 1996-1999

Previous experience:

- Library Assistant, Technical Services and Slavic Division, Harvard College Library, 2002-2006
- Supervisor of English Program, Translator, and English Language Department Faculty, Ukrainian Catholic University, Lviv, Ukraine, 1995-2000
- International Relation Department Faculty, Ivan Franko Lviv National University, Lviv, Ukraine, 1996-2000.

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Ukrainian, Russian	3	3	3	3
Polish, French	1	2	1	1

Allison, Graham

Douglas Dillon Professor of Government
Director, Belfer Center for Science and International Affairs
Kennedy School of Government **Appointed:** 1989; tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 75%

Dissertations/theses supervised in the past five years: 10

Number of Recent Publications: 31

Education: D. Laws Honorary, University of North Carolina--Wilmington, 1992; D.Laws Honorary, Davidson College, 1985; D.Phil, Honorary, Uppsala University, 1979; Ph.D. Political Science, Harvard University, 1968; M.A. and B.A., Philosophy, Politics, and Economics, Hertford College, Oxford University, 1964.

Publications:

- Destined for War: Can America and China Escape Thucydides's Trap?* (New York: Houghton Mifflin Harcourt), May 2017
- “The Conscience of a Conservative?” *Project Syndicate*, November 3, 2017.
- “Trump, if you Nix the Iran Deal, You’ll be Gravely Endangering Israel,” *The Washington Post*, October 12, 2017
- “Optimizing Decision-Making in a Dangerous World,” *Project Syndicate*, September 4, 2017.
- “America and Russia: Back to Basics,” *The National Interest*, August 14, 2017.
- “Could ‘America First’ Lead to War,” *The Atlantic*, April 6, 2017.
- “Russia, Ukraine, and US National Interests,” chapter in *The Crisis with Russia*. (Queenstown, Md.: Aspen Institute), Fall 2014

Distinctions/Awards: Abby and George O’Neill Senior Faculty Research Grant, 2013-2014; R. John Rath Prize for the Best Article in the *Austrian History Yearbook*, 2009; Harvard University Center for the Environment Seed Grant, Summer 2009; Member, Commission on U.S. Policy toward Russia, 2009

Recent Courses: Central Issues of American Foreign Policy; Analytic Frameworks: Explaining and Predicting Decisions and Actions in Domestic and Foreign Affairs.

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
German, French, Polish	3	3	3	3
Italian, Ukrainian	2	2	2	2

Baranczak, Anna

Preceptor

Department of Slavic Languages and Literatures

Appointed: 1986; not tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 100%**Education:** Ph.D. and M.A. Polish Literature, Adam Mickiewicz University, 1977, 1968**Publications:**-*Wiersze zebrane*, Kraków: a5, 2006.-*A Fugitive from Utopia: The Poetry of Z. Herbert*. Co-Author. Harvard, 1996.-*Breathing Under Water and Other East European Essays*. Harvard, 1995.-*Polish Poetry of the Last Two Decades of Communist Rule*. Co-Author. Northwestern U. Press, 1995.-*Saved in Translation: Essays on Translating Poetry* (in Polish), The Five Press, 1995.-*The Macondo License Plate: Essays* (in Polish), Aneks Press, 1994.**Recent Courses:** Elementary Polish, Intermediate Polish, Advanced Polish**Current Research:** Polish Poetry; Polish language instruction, oral proficiency testing.**Travel/Overseas Experience:** Poland, Czech Republic**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Polish	3	3	3	3
Russian	2	2	2	2
Ukrainian	2	2	3	2

Bell, Arvid

Fellow, Davis Center for Russian and Eurasian Studies

Appointed: 2016; not tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 100%**Number of Recent Publications:** 11**Education:** M.P.A., Harvard Kennedy School, Harvard University (2012); M.A. International Affairs, Sciences PO Paris (2009); Ph.D. in Political Science, Goethe University (defense expected in 11/2018)**Selected Publications:**-Bell, Arvid and Brian Mandell (2018). "Cognitive Maelstroms, Nested Negotiation Networks, and Cascading Decision Effects: Modeling and Teaching Negotiation Complexity with Systemic Multi-Constituency Exercises," *Negotiation Journal*, 34 (1), pp. 37- 67.-Bell, Arvid (2014). "The Roadblock of Contested Recognition: Identity-based Justice Claims as an Obstacle to Peace Negotiations in Afghanistan," *International Negotiation*, 19 (3), pp. 518-542.-Bell, Arvid, Ed. (2017). *Perspectives in Post-Soviet Conflict: The 2017 Davis Center Negotiation Task Force Research Report*, Davis Center for Russian and Eurasian Studies, Cambridge, MA.Eileen Babbitt, Arvid Bell, Alain Lempereur, Brian Mandell, and Dana Wolf (2017). *The MENA Negotiation Report: Negotiating Conflict in the Middle East and North Africa. A System Analysis after the Arab Spring, the Iran Nuclear Deal, and the Rise of ISIS*, Harvard Kennedy School Negotiation Project, Cambridge, MA.-Bell, Arvid (2015). *Afghanistan and Central Asia in 2015. An Overview of Actors, Interests, and Relationships*, PRIF Reports, No. 132 (2015), Frankfurt, ISBN 978-3-942532-87-7.

-Bell, Arvid (2016). "The Transition Exercise. A Dynamic Negotiation Training on Conflict, Crisis, and Complexity," Program on Negotiation at Harvard Law School.

-Bell, Arvid (2015). "JetFair: A Case on Pareto Optimality in Scoreable Multi-Party Negotiations," Harvard Kennedy School Negotiation Project.

Recent Courses: Post-Soviet Conflict**Current Research:** International relations, negotiation.**Travel/Overseas Experience:** Germany, Azerbaijan, Armenia, Turkey, Russia, United States**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
German, French	3	3	3	3
Spanish	1	1	1	1

Bernstein, Anya

*John L. Loeb Associate Professor of the Social Sciences,
Departments of Anthropology and Social Studies*

Appointed: 2012, not tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 75%

Dissertations/theses supervised in the past five years: 2

Number of Recent Publications: 11

Education: Ph.D., Anthropology, New York University, 2010. M.A., Visual Anthropology, University of Manchester, 2001. B.S., Linguistics, Georgetown University, 1999.

Publications:

-(Forthcoming) *The Future of Immortality: Remaking Life and Death in Contemporary Russia*. Under contract with Princeton University Press.

-"Freeze, Die, Come to Life: The Many Paths to Immortality in Post-Soviet Russia," *American Ethnologist*, 42(4): 766-781, 2015.

-"The Post-Soviet Art Wars: Blasphemy, Iconoclasm, and the Secular in Contemporary Russia," *Public Culture* 26(3) (Fall 2014).

Distinctions/Awards: Luce/ACLS Fellowship in Religion, Journalism, and International Affairs with residence at the Institute for Religion, Culture, and Public Life, Columbia University, 2017-2018. NSF Senior Research Award, 2014-2017

Recent Courses: Anthropology of Death and the Afterlife, Anthropology of Religion, Religion and Secularism in a Global World

Language Competence:

(1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian, French	3	3	3	3
Italian	2	2	2	2
Spanish, Tibetan	1	1	1	
Latin, Old Church Slavonic		1		

Blau, Eve

*Adjunct Professor of the History of Urban Form, Department of Urban Planning and Design
Harvard University Graduate School of Design*

Appointed: 2001, not tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 85%

Number of Recent Publications: 13

Education: Ph.D. and M.A., History of Architecture, Yale University, 1978 and 1974; B.A., English and Sociology, University of York, 1972

Selected Publications:

-*Baku: Oil and Urbanism*. Zurich: Park Books. In press.

-*Urban Intermedia: City, Archive, Narrative*, Exhibition Brochure, Harvard Mellon Urban Initiative, Harvard University. 2018.

-*Rotes Wien: Architektur 1919-1934. Stadt-Raum-Politik*. Vienna: Birkhäuser.

-*Harvard Design Magazine 37: Urbanism's Core*, editor. March 2014.

-"From Red Superblock to Green Megastructure: Municipal Socialism as Model and Challenge," *Architecture and the Welfare State 1918-1979*. Mark Swenarton, Tom Avermate, Dirk van den Heuvel, eds. Taylor & Francis Publishers. 2014.

Distinctions/Awards: Fellow of the Society of Architectural Historians, 2018; Clarkson Visiting Chair in Architecture, School of Architecture, University at Buffalo, 2016; Victor Adler State Prize of the Republic of Austria, 2016; Mellon Foundation Grant, Co-PI: "Reconceptualizing the Urban: Interdisciplinary Study of Urban Environments, Societies, and Cultures", Harvard University (2013-2017).

Recent Courses: Cities by Design, Urban Design Proseminar, Modern Architecture and the Big City as Form and Idea in Europe, 1890-1940

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
German, French	3	3	3	3

Bolton, Jonathan

Professor

Department of Slavic Languages and Literatures

Appointed: 2002; tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 100%**Dissertations/theses supervised in the past five years:** 6**Number of Recent Publications:** 5**Education:** Ph.D. Slavic Languages & Literature, U. of Michigan Ann Arbor, 2001; M.A. Slavic Languages & Literature, U. of Texas Austin, 1997; B.A. Philosophy, Harvard U., 1990**Publications:**-Review of *Velvet Revolutions: An Oral History of Czech Society*, by Miroslav Vanek and Pavel Mücke, in *The American Historical Review* 122:4 (October 2017): 1338-1339.-"The Shaman, the Greengrocer, and 'Living in Truth'" (in Czech), in *Jednoho dne se v našem zelináři cosi vzbouří. Eseje o Moci bezmocných [One day something in our greengrocer snaps...: Essays on Václav Havel's "The Power of the Powerless"]*, eds. Jiří Suk and Kristina Andělová (Prague: Institute of Contemporary History, 2016): 27-34.-Review of *Störbilder einer Diktatur: Zur subversiven fotografischen Praxis Ivan Kyncls im Kontext der tschechoslowakischen Bürgerrechtsbewegung der 1970er Jahre*, by Heidrun Hamersky, in *Slavic Review* 76:3 (Fall 2017): 878-879.-"Preface to the Czech edition," in *Světy disentu: Charta 77, Plastic People of the Universe a česká kultura za komunismu* (Praha: Academia, 2015): 9-14.**Distinctions/Awards:**For *Worlds of Dissent*: Honorable Mention, Reginald Zelnik Book Prize in History, Association for Slavic, East European and Eurasian Studies, 2013; Thomas J. Wilson Memorial Prize, Harvard University Press, for best first manuscript, 2010; Walter Channing Cabot Fellow, Harvard University, 2012-2013; John F. Cogan Junior Faculty Leave Grant, DCRES, Harvard University, Fall 2009; Junior Fellow, Harvard Society of Fellows, 2002-04, 2005-06**Recent Courses:** Medieval, Renaissance, and Baroque Prague; From the Prague Spring to the Velvet Revolution; Slavic Languages and Literatures Sophomore Tutorial; Prague Between Two Empires**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Czech, Russian	3	3	3	3
French, German	2	3	2	2
Spanish	1	2	2	1

Boycko, Maxim

Visiting Lecturer

Department of Economics

Appointed: 2015; not tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 100%**Number of Recent Publications:** 1**Education:** Ph.D., Economics, Institute for World Economy and International Relations, 1986; M.A., Applied Mathematics, Moscow Institute for Physics and Technology, 1982**Publications:**-"Popular Attitudes toward Markets and Democracy: Russia and United States Compared 25 Years Later" Maxim Boycko and Robert J. Shiller, *American Economic Review*, Papers and Proceedings, vol. 106(5), pages 224-229, May 2016.-*Privatizing Russia*. Maxim Boycko, Andrei Shleifer, and Robert Vishny, The MIT Press. 1995.**Distinctions/Awards:**

Member and founding chairman of the Board of The New Economic School, a leading Russian private graduate school in economics.

Recent Courses: From Gorbachev to Putin: The Economics and Politics of the Russian Transition; Intermediate Microeconomics**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	3	3	3	3
French	1	1	1	1

Buckler, Julie

Samuel Hazzard Cross Professor of Slavic and Comparative Literatures
Department of Slavic Languages and Literatures and Comparative Literature

Appointed: 1996; tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Dissertations/theses supervised in the past five years: 7

Number of Recent Publications: 2

Education: Ph.D. Slavic Languages and Literature, Harvard University, 1996; B.A., Russian Studies, Yale University, 1980

Publications:

-*Rites of Place: Public Commemoration in Russia and Eastern Europe*, Julie A. Buckler and Emily D. Johnson, eds. (Northwestern University Press, 2013).

-*The Literary Lorgnette: Attending Opera in Imperial Russia*. Stanford University Press, 2000.

-“The City’s Memory: Texts of Preservation and Loss in Imperial St. Petersburg” Helena Goscilo and Stephen Norris, eds., *Preserving Petersburg: History, Tradition, Memory, and Loss*. University of Indiana Press, 2008.

-“Eccentricity and Cultural Semiotics in Imperial Russia” Amy Mandelker and Andreas Schönle, eds., *Yuri Lotman and Cultural Studies*. University of Wisconsin Press, 2006.

-*Mapping St. Petersburg: Imperial Text and Cityshape*. Princeton University Press, 2005.

Recent Courses: Eighteenth-Century Russian Literature; St. Petersburg as City of Culture; Reading Eugene Onegin; Russian Imperial Masterworks; The Presence of the Past; Russian Theater and Drama; Performing Texts;

Distinctions/Awards: Harvard College Professor, 2010-2015; Harvard Cabot Fellow, 2008; Scaglione Prize for Studies in Slavic Languages and Literatures by MLA, 2007; Radcliffe Institute Fellowship, 2006-7

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	3	3	3	3
Serbo-Croatian	2	3	3	2
French, Modern Hebrew	2	2	2	2

Burns, Nicholas

Roy and Barbara Goodman Family Professor of the Practice of Diplomacy and International Relations, Harvard Kennedy School

Appointed: 2008; tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 75%

Number of Recent Publications: 150

Education: M.A. International Relations, The Johns Hopkins School of Advanced International Studies, 1980; B.A. History, Boston College, 1978

Selected Publications:

-*Nuclear Weapons Security Crises: What Does History Teach?* Carlisle, Penn.: Strategic Studies Institute, U.S. Army War College, 2013.

-*Transforming U.S. Energy Innovation*. Cambridge, Mass.: Energy Technology Innovation Policy, 2011.

-*The Uncertain Future of Nuclear Energy*. Princeton: International Panel on Fissile Materials, 2010.

-Matthew Bunn and Vyacheslav P. Kuznetsov, directors, and G. Allison, A. Yu Gagarinski, M. Malin, S. Miller, A. Newman, N. Ponomarev-Stepnoi, V. Schmelev, W. Tobey, V. Tsibulski, and E. Velikhov, *Promoting Safe, Secure, and Peaceful Growth of Nuclear Energy: Next Steps for Russia and the United States*. Cambridge, Mass.: Belfer Center for Science and International Affairs, and Russian Research Center “Kurchatov Institute,” October 2010.

Current Research: National Research Council; Proceedings of the National Academy of Sciences.

Distinctions/Awards: Fellow, American Association for the Advancement of Science; Joseph A. Burton Forum Award, American Physical Society (2007); Hans Bethe Award, Federation of American Scientists (2007).

Recent Courses: Seminar: International and Global Affairs; Controlling the World’s Most Dangerous Weapons

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	1	1	1	1

Carter, Ashton

*Director, Belfer Center for Science and International Affairs
Belfer Professor of Technology and Global Affairs
Harvard Kennedy School*

Appointed: 1996; tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 75%

Number of Recent Publications: 13

Education: Ph.D., Theoretical Physics, Oxford University, 1979; B.A. Physics and Medieval History, Yale University, 1976

Selected Publications:

-“Defense Strategy and Budget in the Post-Bush Era.” The Instruments and Institutions of American Purpose, Kurt M. Campbell and Jonathan Price, eds. Washington, DC: The Aspen Institute, 2009.

-“A Failure of Policy, Not Spying.” *Washington Post*, April 2005, A-23.

-*Keeping the Edge: Managing Defense for the Future*, MIT Press, 2001.

-*Preventive Defense: A New Security Strategy for America*. With William J. Perry. Washington, DC: The Brookings Institution, 1999. [translated into Russian by arrangement with Brookings Institution Press, 2003]

-*Soviet Nuclear Fission: Control of the Nuclear Arsenal in a Disintegrating Soviet Union*, 1991.

Current Research: Former-Soviet nuclear weapons; Post-Cold-War intelligence relationships; negotiations in Bosnia Peace Plan Implementation Force

Distinctions/Awards: Under Secretary of Defense for Acquisition, Technology, and Logistics, Obama Administration; Department of Defense Distinguished Service Medal; Fellow, American Academy of Arts and Sciences; Rhodes Scholarship, Oxford

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Latin		3		

Chaban, Lev

*Slavic Librarian
European Languages Division, Harvard College Library, Harvard University*

Appointed: 2005; not tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Education: M.L.S, Pratt Institute, 2004; B.A. Drohobych Pedagogical Institute, 1991

Selected Publications:

-Chaban, L. (comp.). Mykhailo Orest. Lysty do Oleksandra Fylypovycha. On the Web at:
http://www.ispan.waw.pl/content/view/445/52/lang.pl_PL.ISO8859-2

-Chaban, Lev. 2004. *Current Slavic, Baltic and East European Periodical and Newspaper Titles Available in the Slavic and Baltic Division, the Periodicals Division, & the Branch Libraries of New York Public Library*. 9th rev. ed. New York: NYPL. 1-191.

-Horbal, B., Chaban, L. 2004. *Russian Periodicals, Newspapers, and Almanacs 1703-1939 in NY Public Library: Russian Émigré Newspapers*. New York: NYPL. 1-68.

Memberships: Shevchenko Scientific Society, W.K. Lypynsky East European Research Institute

Professional Experience:

Library Technical Assistant, Slavic and Baltic Division, New York Public Library, 1998-2005.

Librarian, American Jewish Joint Distribution Committee, New York, NY, 2005.

Librarian, Shevchenko Scientific Society, New York, NY, 2000-2002.

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Ukrainian, Russian	3	3	3	3

Chirkov, Natalia*Preceptor*, Department of Slavic Languages and Literatures**Appointed:** 1984; not tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 100%**Education:** M.A., Leningrad State Institute of Theatre, Music and Film, 1973; B.A., State School of Fine Arts, 1967**Publications:**-“Personal contact: Experience prevent the language barrier in America.” *Harvard Studies in Slavic Linguistics* (2/1993, 146-159).-“Education intonation initially.” *Harvard Studies in Slavic Linguistics*. (1/1990): 230-240.*Neznakomec: An Original Story with Exercises*. Harvard University, 1988.**Distinctions/Awards:** 19 awards received for teaching, including: Certificate of Distinction in Teaching, Excellence in Section Teaching, Derek Bok Center for Teaching and Learning Certificate of Distinction in Teaching, and Phi Beta Kappa Award for Excellence in Teaching at Harvard University.**Interests:** Beginning through advanced Russian language instruction, theatre workshop and tutorials focusing on oral skills development.**Recent Courses:** Beginning Russian, Beginning Russian – Intensive, Intermediate Russian , Theater Workshop.**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Ukrainian, French	3	3	3	3
Russian	3	3	3	3
Polish	1	1	1	1

Clancy, Steven*Senior Lecturer on Slavic Languages & Literatures**Director, Slavic Language Program*

Department of Slavic Languages and Literatures

Appointed: 2012; not tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 100%**Number of Recent Publications:** 1**Education:** Ph.D. and M.A. in Slavic Linguistics, University of North Carolina at Chapel Hill, 2000 and 1997; B.A. in Russian and English, Rice University, 1995**Publications:**-Clancy, Steven. 2017. *Finding Zero, in Each Venture A New Beginning: Studies In Honor Of Laura A. Janda, Anastasia Makarova, Stephen M. Dickey and Dagmar Divjak* (eds.). Bloomington, Indiana: Slavica Publishers, pp. 113-126.-*Soliloquy: A Language Learning App for the iPad.*, 2012.**Recent Courses:**

Russian 102r Advanced Russian: Introduction to the Language of Social Sciences and the Media

Current Research: Designing the Next-Generation of Slavic Language Learning Materials: Curricular Innovation and Materials Development in Russian Automatic Creation**Travel/Overseas Experience:** Russia, Czech Republic, Poland**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian, Czech	3	3	3	3
Polish, Slovak , Hindi-Urdu, German	2	2	2	2
French, Bulgarian, Georgian, Estonian	1	1	1	1

Cohen, Madeleine*Preceptor for Yiddish*, Dept. of Near Eastern Languages and Civilizations**Appointed:** 2017; not tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 70%**Number of Recent Publications:** 1**Education:** Ph.D. in Comparative Literature with a Designated Emphasis in Jewish Studies, University of California, Berkeley, 2016; B.A., Hampshire College, 2007.**Publications:**-“To what might the yard have been compared?” Book review of Moyshe Kulbak’s *The Zelmenyaners. In geveb*, October 2015.**Recent Courses:** Yiddish language**Current Research:** 20th century Yiddish literature, culture and history. Minor modernisms and literature of the political avant-garde. German and German Jewish modernist literature. History of the Interwar period in Central and Eastern Europe. Translation theory and practice. *Do'ikayt*. Representation of place in literature.**Distinctions/Awards:** GEOP Research Fellowship at the Polin Museum, Warsaw, Poland (2018); Yiddish Book Center Translation Fellowship (2015)**Travel/Overseas Experience:** Russia, Czech Republic, Poland.**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Yiddish	3	3	3	3
German	2	3	3	2
Polish	1	2	1	1
Hebrew	1	2	2	1
French	2	2	1	1

Colton, Timothy*Morris and Anna Feldberg Professor of Government and Russian Studies*,
Department of Government**Appointed:** 1989; tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 100%**Dissertations/theses supervised in the past five years:** 7**Number of Recent Publications:** 4**Education:** Ph.D. Political Science, Harvard University, 1974; M.A., B.A. University of Toronto, 1970, 1968**Selected Publications:**-*Everyone Loses: The Ukraine Crisis and the Ruinous Contest for Post-Soviet Eurasia* (with Samuel Charap) (Adelphi Book, International Institute for Strategic Studies, 2017).-*Russia: What Everyone Needs to Know* (Oxford University Press, 2016).-*Yeltsin: A Life* (Basic Books, 2008); reissued in paperback August 2011; Russian translation, corrected by author, published by Azbuka Atticus, Moscow, 2013.**Distinctions/Awards:** Walter Channing Cabot Fellowship, Harvard University, 2009 & 2017; Member, Valdai Discussion Club, 2004–present; Elected Fellow of AAAS, 2011; Senior Fellow, Institut für die Wissenschaften vom Menschen, Vienna, 2016; Distinguished Visiting Professor, National University of Singapore, 2017**Recent Courses:** Russian Politics in Transition; Comparative Politics of Post-Socialism; Comparative Politics; Topics in Russian Politics; Directed Readings: Ethnicity and State Structure in the FSU and Eastern Europe**Current Research:** Political Parties and Electoral Development in Russia; Research grants from NSF, NCEER, Carnegie Corporation, U.S. State Department; Co-chair of Working Group on the Future of U.S.-Russia Relations – established 2011, supported by Carnegie Corporation of New York, Higher School of Economics, Valdai Discussion Club; Public Opinion and Elections in Post-Euromaidan Ukraine**Travel/Overseas Experience:** Russia, Belarus, Ukraine**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	2	3	3	2
French	3	3	3	3

Davis, Lawrence*Professor of History and Department Chair, North Shore Community College***Appointed:** 2004; not tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 75%**Education:** Ph.D., Modern European History, University of Connecticut, 2001; M.A., History, University of Connecticut, 1990; B.A., History, Salem State College, 1989.**Selected Publications:**- "Are there useful comparisons to be made between the French Revolution of 1789 and the Russian Revolution of 1917?" in *History in Dispute: Twentieth-Century European Social and Political Movements*, Vol. 17, Second Series. St. James Press, 2004.**Current Research:** French intellectuals and the Soviet experience; French communist intellectuals; historiography of the French and Russian Revolution; Soviet film.**Distinctions/Awards:** Excellence in Teaching Award, National Institute for Staff and Organizational Development, University of Texas, 2007.**Travel/Overseas Experience:** Soviet Union (Russia and Ukraine); France, Britain, Belgium, Germany, Italy, Spain, Portugal, Poland, Austria, Czech Republic, Hungary, Finland.**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian, French		3		

Dibrova, Volodymyr*Preceptor, Slavic Languages & Literatures Department
Editor, Writer-in-Residence, Harvard Ukrainian Research Institute***Appointed:** 1996; not tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 100%**Education:** Candidate of Sciences (Philology), Shevchenko Institute of Literature, Ukrainian Academy of Sciences, 1988; M.A. in Philology, Kiev Linguistic University, 1982; B.A. in Teaching, Philology and Theory and Practice of translation, Kiev State University, Faculty of Romance and Germanic Languages, 1973.**Selected Publications:**- *Чотири, три, два, один (Four, Three, Two, One)*, A collection of plays, Kiev, Laurus, 2016).- *Retellings*, Kiev, Komora 2013- *In Your Own Words (Svojimy Slovamy)*, textbook of Ukrainian, Intermediate to Advanced level, used during Summer School at Harvard University- *Around the Table*, a collection of plays. Kyiv: Fact, 2005.- *Vybhane*, collected works. Kyiv: Krytyka, 2002.- *Get-Togethers*, an anthology of stories. Kyiv: Krytyka, 1999.- *Burdyk*. Kyiv: Geneza, 1998.- *Peltse and Pentameron*, Northwestern University Press, 1996.**Distinctions/Awards:** 2007 BBC Ukrainian Service Book of the Year Prize for the novel "Andrew's Way" (Andrijivs'kyj uzviz"); For translations: Lukash Literary Prize, 1991; Lapica Drama Award, 1996.**Recent Courses:** Elementary Ukrainian, Intermediate Ukrainian, Advanced Ukrainian**Travel/Overseas Experience:** Eastern Europe, Britain.**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian, Ukrainian	3	3	3	3
French, Polish	1	1	1	1

Duncan Smith, Megan

*Team Leader, Imperia Project, Davis Center for Russian and Eurasian Studies
Ph.D. Candidate, History Department*

Appointed: 2012; not tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Number of Recent Publications: 1

Education: Ph.D. in History (expected in 2019), M.A. in History, Harvard University, 2014; M.A. in Regional Studies—Russian, Eurasian, and Eastern European Regional Studies, Columbia University, 2011; B.A. in Neuroscience, Amherst College, 2003

Selected Publications:

-Checklist of East Slavic Avant-Garde & Modernist Books, Serials & Works on Paper at The New York Public Library & Columbia University Libraries, compiled by Robert H. Davis, Jr. and Megan K. Duncan Smith, with an Introduction by Steven Mansbach (Academic Commons: Columbia University, 2016):

<http://dx.doi.org/10.7916/D8542NDZ>

Distinctions/Awards: Priscilla McMillan Graduate Research Travel Grant, DCRES, Harvard University, Summer 2017; Maurice Lazarus Graduate Research Travel Award, DCRES, Harvard University, Fall 2016; Graduate Research Fellowship, Ukrainian Research Institute, Harvard University, Spring 2016 and Fall 2016; Abby and George O'Neill Graduate Research Travel Grant, DCRES, Harvard University, Spring 2016; Ukrainian Research Institute Summer Research Travel Grant, Harvard University, 2014, 2015, 2016, 2017

Current Research: Cultural construction of geography and conflicts over water in Eastern Europe; Dissertation - "Taming the Dnipro Rapids: Nature, National Geography, and Hydro-Engineering, 1927-1972"

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	3	3	3	3
Ukrainian	2	2	2	2
French, Italian, Spanish	1	1	1	1

Egorova, Veronika

Preceptor, Slavic Languages Department

Appointed: 2014; not tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Education: Ph.D in Slavic Linguistics and Pedagogy and M.A. in Russian Language and Literature, University of Washington, 2013 and 2005; B.A. in Russian Language and Literature, Pushkin Russian Language Institute, 2003

Distinctions/Awards: Certificate of Excellence in Teaching, Derek Bok Center for Teaching and Learning, Harvard University, 2015, 2016, 2017; Graduate Certificate in Second/Foreign Language Teaching, 2013

Recent Courses: Intermediate Russian; Advanced Russian; Grammar and Vocabulary Review for Heritage Speakers; Advanced Russian: Reading, Composition, and Conversation

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	3	3	3	3

Ekiert, Gregorz

Laurence A. Tisch Professor of Government, Department of Government
Director, Center for European Studies

Appointed: 1991; tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 90%

Dissertations/theses supervised in the past five years: 12

Number of Recent Publications: 9

Education: Ph.D./M.A. Sociology, Harvard U., 1991, 1987; M.A., Sociology, Jagiellonian University, Poland, 1980

Selected Publications:

-“Civil Society and Three Dimensions of Inequality in Post-1989 Poland” (co-authors Jan Kubik and Michal Wenzel) *Comparative Politics, Special Issue on Civil Society in an Era of Inequality*, (April 2017) Vol. 49, No. 3, pp. 331-350

-“The Weakness of Postcommunist Civil Society Reassessed,” (co-author Roberto Foa) *European Journal of Political Research*, (May 2017) Vol. 56, No. 2 pp. 419-439

-“Three Generations of Research on Post-Communist Politics – A Sketch,” in: *East European Politics and Societies* (May 2015) Vol. 29, No. 2, pp. 323-337

-“Myths and Realities of Civil Society,” (co-author Jan Kubik) *Journal of Democracy* (January 2014) Vol. 25, No. 1, pp. 46-58

Distinctions/Awards: Faculty Research Grants in 2003-04; Korea Research Foundation, DCRES, WCfIA, 2002

Recent Courses: Civil Society West and East; Capitalism and Democracy: Central and East European Politics in Historical Perspective; Comparative Politics of Post-Socialism; Issues in Comparative Political Analysis; Collective Action, Protest Movements and Politics; Research Workshop on Performance of Democracies.

Current Research: Comparative Politics, Political Sociology, Collective Action and Social Movements, Democratic Transitions and Regime Change, Civil Society.

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Polish	3	3	3	3
Russian	1	3	2	1
French, Italian	1	1	1	1

Elliott, Mark

Mark Schwartz Professor of Chinese and Inner Asian History,
 Department of East Asian Languages and Civilizations

Appointed: 2003; tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 30%

Dissertations/theses supervised in the past five years: 11

Education: Ph.D. History, UC Berkeley, 1993; M.A., B.A. Yale University, 1984, 1981

Selected Publications:

-“The Real China Model.” *International Herald Tribune*, 13 November 2012

-“The Historical Vision of Shengshi.” *China Heritage Quarterly* 29 (March 2012)

-*Emperor Qianlong: Son of Heaven, Man of the World* (Longman, 2009).

-*The Manchu Way: The Eight Banners and Ethnic Identity in Late Imperial China*. Stanford: Stanford University (2009)

-“Yoroppa, Beikoku ni okeru Manshûgaku: kako, genzai, mirai” (“Manchu studies in Europe and the United States: Past, Present, Future.”) *Tôyô bunka kenkyû* 10 (March 2008). (in Japanese)

Number of Recent Publications: 4

Recent Courses: Chinese History: China and Inner Asia; Research Methods in Late Imperial China; Mongolian; Uyghur

Current Research: Qing and modern China; Qing frontiers in Central Asia; comparative empire

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Modern Chinese, Japanese, French, Polish	3	3	3	2
Classical Chinese, Manchu, Classical Mongolian, Russian, Italian, German		2		

Farmer, Paul

Kolokotronis University Professor of Global Health and Social Medicine
Department of Global Health and Social Medicine

Appointed: 2010; tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 30%

Number of Recent Publications: 57

Education: Ph.D, Anthropology, Harvard University, 1990; M.D. Internal Medicine, Harvard Medical School , 1990; B.A. Anthropology, Duke University, 1982

Selected Publications:

-Farmer PE. *The Plague Year*. Forthcoming.

-Farmer, PE. *The Second Life of Sickness: On Structural Violence and Cultural Humility*. Human Organization 2016; 75(4): pp. 279-288.

-Farmer PE, Kim JY, Kleinman A, Basilio M eds. *Reimagining Global Health: An Introduction*. Berkeley: University of California Press; 2013.

Distinctions/Awards: Public Welfare Medal (2018), National Academy of Sciences; MacLean Center Prize in Clinical Medical Ethics (2017), The MacLean Center at the University of Chicago; Honorary Doctor of Civil Law (2017), Sewanee: The University of the South; Bradford Washburn Award (2016), Museum of Science, Boston, MA; Honorary Doctor of Science (2016), Regis College; Bronislaw Malinowski Award (2016), Society for Applied Anthropology; Forbes 400 Lifetime Achievement Award for Social Entrepreneurship (2015), Forbes; Blessed Are the Peacemakers Award (2015), Catholic Theological Union; Honorary Doctor of Science (2014), University of Oslo Faculty of Medicine

Recent Courses: Global Health Case Studies from a Biosocial Perspective; Revolutionary Violence: An Anthropology of a Concept

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
French, Creole	3	3	3	3

Flier, Michael

Oleksandr Potebnja Professor of Ukrainian Philology,
Department of Slavic Languages and Literatures

Appointed: 1991; tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Education: Ph.D., M.A., B.A. Slavic Languages and Literature, U. California, Berkeley, 1962-68

Selected Publications:

-Coeditor [with V. Kivelson, E. Monahan, and D. Rowland] of *Seeing Muscovy Anew: Politics—Institutions—Culture*. Essays in Honor of Nancy Shields Kollmann. Bloomington, Ind.: Slavica Publishers, Inc. 2017.

-Coeditor [with A. Graziosi] of *The Battle for Ukrainian: A Comparative Perspective*. Cambridge: Harvard University Press. 2017.

-Editor of Horace G. Lunt, *Old Church Slavonic Glossary*, 3rd corrected edition. Cambridge: Dept. of Slavic Languages and Literatures. 2012.

Number of Recent Publications: 11

Recent Courses: Apocalypse Then! Forging the Culture of Medieval Rus; Old Church Slavonic; Comparative Slavic Linguistics; Intro to East and West Slavic Languages; Semiotics of Medieval East Slavic Culture.

Current Research:

Slavic linguistics, semiotics of medieval East Slavic culture; Apocalypse in Medieval Rus; case government in Ukrainian; Ukrainian-Russian code-mixing; Modern Ukrainian Phonetics; Slavic Language Dialects.

Distinctions/Awards: 2000, 2004 Harvard Clarke-Tozier Grant; Distinguished Lecturer in Medieval Studies, Arizona State University, 2007.

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian, Ukrainian	3	3	3	3
Czech, French, Ital.	2	3	2	2
Old Church Slavonic		3	3	3

Frank Johnson, Alison

*Professor of History and of Germanic Languages and Literatures,
Department of History*

Appointed: 2005; tenured

Education: Ph.D, Harvard University, 2001; M.A., Harvard University, 1998

Number of Recent Publications: 3

Selected Publications:

-“The Air Cure Town: Commodifying Mountain Air in Alpine Central Europe,” *Central European History* 44, no. 2 (June 2012)

-*Oil Empire: Visions of Prosperity in Austrian Galicia*. Cambridge, MA: Harvard University Press, 2005.

Distinctions/Awards: Abby and George O’Neill Senior Faculty Research Grant, 2013-2014; R. John Rath Prize for the Best Article in the *Austrian History Yearbook*, 2009; Harvard University Center for the Environment Seed Grant, Summer 2009

Recent Courses: German Empires, 1848-1948 ; The End of Communism in Eastern Europe and the USSR

Language Competence:(1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Polish, French, German	3	3	3	3
Russian, Ukrainian, Italian	2	2	2	2
Slovenian , Czech		3		

Frieden, Jeffrey

*Professor of Government,
Department of Government*

Appointed: 1995; tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 30%

Number of Recent Publications: 6

Education: Ph.D. Columbia University, 1984., B.A. Columbia College, 1979.

Selected Publications:

-*Currency Politics: The Political Economy of Exchange Rate Policy* (Princeton University Press, 2015).

-*World Politics: Interests, Interactions, and Institutions* (New York: W. W. Norton, 2010). Second edition, 2013(with David Lake and Kenneth Schultz).

-“Global Economic Governance After the Crisis,” *Perspektiven der Wirtschaftspolitik* 13, issue 4 (2012).

Lost Decades: The Making of America’s Debt Crisis and the Long Recovery (New York: W. W. Norton, 2011). Paperback edition, 2012. (with Menzie Chinn)

-“The Political Economy of Exchange Rate Regimes in Transition Economies.” *Review of International Organizations* 5, No. 1 (March 2010). (with David Leblang and Neven Valev)

-“Global Governance of Global Monetary Relations: Rationale and Feasibility.” *Economics* Vol. 3, No. 6 (March 2009).

-“Global Governance of Global Monetary Relations: Rationale and Feasibility.” *Economics* Vol. 3, March 2009.

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
French, Spanish, Italian, Portuguese	3	3	3	3
Russian	1	3	1	2

Friedman, Jeremy

Assistant Professor of Business Administration
Harvard Business School

Appointed: 2015; not tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Number of Recent Publications: 16

Education: Ph.D. and M.A. in History, Princeton University, 2011 and 2006; B.A. in History, Stanford University, 2004

Selected Publications:

-“The Revolutionary Roots of Russian Foreign Policy” *Current History* vol. 116, no. 792 (2017): 258–263.

With Peter Rutland “Anti-imperialism: The Leninist legacy and the fate of world revolution”

Slavic Review (November 2017)

-*Shadow Cold War: The Sino-Soviet Competition for the Third World*. Chapel Hill: University of North Carolina Press, 2015.

-“Free at Last, Now What: The Soviet and Chinese Attempts to Offer a Road-Map for the Post-Colonial World,” *Modern China Studies*, vol. 22, no. 2 (2015).

Current Research: Soviet and Russian history, Modern Chinese history, Cold War, Economic and Political Development in Asia, Africa, and Latin America, Decolonization, International Relations, Modern Intellectual History, History of Marxism, Political Movements and Ideologies, Revolutionary Movements.

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	3	3	3	3
Chinese, Hebrew, French, German	2	2	2	2
Spanish, Portuguese, Persian	1	1	1	1

Gough, Maria

Joseph Pulitzer, Jr. Professor of Modern Art
Department of History of Art and Architecture

Appointed: 2009, tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Number of Recent Publications: 8

Dissertations supervised in the last 5 years: 13

Education: Ph.D., Harvard University, 1997; M.A., Johns Hopkins U., 1990; B.A., U. of Melbourne, 1985

Selected Publications:

-*How to Make a Revolutionary Object* (on the para-architectural drawings of Gustavs Klucis in the 1920s) (New York: Inventory Press, forthcoming 2017).

-“Travels in Photographic Utopia: Lotte Jacobi in Soviet Central Asia,” in *Photography as Model*, ed. Matthew Witkovsky, forthcoming University of Chicago Press, 2018.

-“You Can Draw With Whatever You Like” (on Fernand Léger), in Harry Cooper, ed., *The Cubism Seminars* (Washington, DC: CASVA, 2017).

-“Press” and “Exhibition,” in *Revolutsiia! Demonstratsiia! Soviet Art Put to the Test*, edited by Matthew Witkovsky and Devin Fore (Chicago: Art Institute of Chicago, 2017).

Distinctions/Awards: Co-winner of the 2014 Dedalus Foundation Exhibition Catalogue Award for Léger: *Modern Art and the Metropolis*, ed. Anna Vallye; Co-winner of the 2013 Dedalus Foundation Exhibition Catalogue Award for *Inventing Abstraction, 1910-1925*, ed. Leah Dickerman

Recent Courses: The Russian and Soviet Avant-Gardes, Intermedia Practices of the 1920s and 1930s, Theories and Practices of Abstraction, Constructivism in Circulation, Photographic Utopia under Stalin, European Modernism and the International Avant-Gardes

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian, Italian	3	3	3	3
French, German	3	3	3	2

Grabowicz, George

*Dmytro Chyzhevskij Professor of Ukrainian Literature, Slavic Department
Editor, Harvard Ukrainian Studies*

Appointed: 1975; tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Education: Honorary Doctorate, Kyiv University, 1996; Ph.D., M.A., Comparative Literature, Harvard University, 1975, 1970; B.A. English, Yale U.

Selected Publications:

-“Ivan Franko and the Literary Depiction of Jews: Parsing the Contexts.” In *Ivan Franko und die jüdische Frage in Galizien*, edited by Alois Woldan and Olaf Terpitz, 52–90. Vienna: Universität Wien. 2015.

-“Apotheosis, Rejection, and Transference: Bohdan Khmelnytsky in Polish, Russian, and Ukrainian Romantic Literature.” In *Stories of Khmelnytsky: Competing Literary Legacies of the 1648 Ukrainian Cossack Uprising*, edited by Amelia M. Glazer, 63–88, notes 241–45. Stanford, Calif.: Stanford University Press. 2015.

Number of Recent Publications: 5

Distinctions/Awards: Annual Award “For Intellectual Courage,” Journal “Ji”, Lviv, Ukraine, January 14, 2004; Fulbright, Ukraine, USSR, Poland, 1996 & 1987.

Recent Courses: 19th-Century Ukrainian Poetry; Problems in the History of Early Ukrainian Literature; Literature and Dissent in Eastern Europe; Modernism in an Age of Crisis and Oppression

Current Research: Russian-Ukrainian and Polish-Ukrainian literary relations, literary theory.

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Ukrainian, Polish, Russian	3	3	3	3
French, German	2	3	3	2

Graham, Loren

*Professor of the History of Science, Emeritus
Department of the History of Science, MIT*

Appointed: 1978; tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Number of Recent Publications: 1

Education: Ph.D and M.A. in History, Columbia University; B.A. in Chemical Engineering, Purdue University

Selected Publications:

-*Lysenko's Ghost: Epigenetics and Russia*, Harvard University Press, 2016

-*Lonely Ideas: Can Russia Compete?*, MIT Press, 2013

Distinctions/Awards: Doctor of Letters honoris causa from Purdue University; George Sarton Medal of the History of Science Society (1996)

Current Research: Book project: “Fame or Oblivion? The Fates of Russian Creativity”

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	3	3	3	3
German, French		2		

Griesenbeck, Donna*Student Programs Officer, Davis Center for Russian and Eurasian Studies***Appointed:** 1996; not tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 100%**Education:** M.A., Russian Language & Literature, Bryn Mawr College, 1985; B.A., German Language & Literature, Bryn Mawr College, 1983**Previous Experience:**

-Interpreter and translator of Russian for wide range of cultural and arts exchanges, 1987-1993

-Resident Director, ACTR Study Abroad Moscow, 1988

-Slavic language program assistant, Harvard Slavic Department, 1993-1996

Publication:

-"Regional Studies in the Workplace: Alumni Career Paths Across Two Decades," AAASS NewsNet, October 2006

Travel/Overseas Experience: Russia, Former Soviet Union, Germany, France.**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	3	3	3	3
German	2	2	2	2
French	1	1	1	1

Gulesserian, Lisa*Lecturer in Armenian Studies*

Department of Near Eastern Languages and Literatures

Appointed: 2017, not tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 100%**Education:** Ph.D., M.A. in English, The University of Texas at Austin, 2015 and 2010; B.A. in English, The University of California at San Diego, 2007**Selected Publications:**

-"Year of Seven Billion: Population Growth, Population Control, & Popular Movements." E3W Review of Books 12. 2012.

-"Broken Paradigms: Toward Sustainable Strategies & Timely Tactics," E3W Review of Books 11. 2011.

-"The Rules of Engagement: Ethics and Politics of Humanitarian Aid and Community Engagement," E3W Review of Books 10. 2010.

Distinctions/Awards: Excellence in Teaching: Upper-Division Course Offering, The College of Liberal Arts, The University of Texas at Austin, 2014; Excellence Fellowship, The Department of English, The University of Texas at Austin, 2014 & 2013; Professional Development Award, The Department of English, The University of Texas at Austin, 2013**Recent Courses:** Elementary Western Armenian, Armenian Culture**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Armenian	3	3	3	3
Spanish	1	2	2	1

Hajda, Lubomyr*Associate Director, Harvard Ukrainian Research Institute***Appointed:** 1992, not tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 100%**Education:** Ph.D. History and Middle Eastern Studies, Harvard University, 1984; M.A., Harvard University, 1978; B.A. History, Boston College, 1966**Selected Publications:**-*After the Holodomor: The Enduring Impact of the Great Famine on Ukraine* (2010)-*Cultures and Nations of Central and Eastern Europe*, Co-Editor. Harvard Ukrainian Research Institute, 2000.-“Ukraine: History.” In *Encyclopedia Britannica*. 1993 edition.**Current Research:** Ukrainian Regionalism; Ukrainian Nationalism; Ukraine’s Security Issues.**Distinctions/Awards:** National Geographic Society Consultant for Soviet Union and Eastern Europe, 1989-2000. Editor, *Harvard Ukrainian Studies*, 1998-2000; Harvard Series in Ukrainian Studies, Editorial board member since 1992.**Recent Courses:** Images of Ukraine in Western Culture**Travel/Overseas Experience:** France, Ukraine**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Ukrainian	3	3	3	3
Polish, Russian	3	3	3	2
Belarusian, Czech	1	2	1	1
French, Italian, German	2	3		
Arabic, Persian, Turkish		2		

Holowinsky, Tymish*Executive Director, Harvard Ukrainian Research Institute***Appointed:** 2001; not tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 100%**Education:** J.D., Suffolk University Law School, 1989; B.A., European History, Brown University, 1983**Previous Experience:**

-1996-2001 Harvard Department of Chemistry and Chemical Biology, Manager of Research Grants & Contracts.

-1990-96 Harvard Office for Sponsored Research, Asst. Director of Awards Mgt.

Current Research: International Law, Race and the Law, Comparative Literature, Management**Distinctions/Awards:**

Harvard Society of Human Resource Management certificate; Harvard “Leadership in Action” training

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Ukrainian	3	3	3	3
Russian	2	2	2	2
French	2	2	2	2

Hummel, Sarah

Visiting Assistant Professor, Department of Government

Appointed: 2018; not tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 100%**Number of Recent Publications:** 2**Education:** Ph.D and M.A. in Politics, Princeton University, 2014 and 2009; B.A. in Political Science, Yale University, 2006**Selected Publications:**-“Relative Water Scarcity and Country Relations along Cross-Boundary Rivers: Evidence from the Aral Sea Basin” 2017. *International Studies Quarterly*.-Sarah Hummel (2014) “Domestic Uncertainty and Flexible Policy Formation in Authoritarian Regimes,” *APSA-Comparative Politics Newsletter*, 24(1):8-10.**Distinctions/Awards:** Clarence A. Berdahl Award for Excellence in Undergraduate Teaching 2014-2015; Teacher Ranked as Excellent 2014, 2015, 2016, 2017; National Science Foundation Doctoral Dissertation Improvement Grant in Political Science, Kyrgyzstan, Tajikistan, Uzbekistan, 2011-2012, 6 months field research; Social Research Center Fellow at the American University of Central Asia, Bishkek, Kyrgyzstan, 2011-2012; IREX Title VIII Policy Fellow, Kyrgyzstan, 2011-2012, 2-month field research**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	3	3	3	3

Hunt, Swanee

Eleanor Roosevelt Lecturer in Public Policy, Kennedy School of Government

Appointed: 1997; not tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 50%**Number of Recent Publications:** 2**Education:** M.A, Iliff School of Theology, 1980; M.A, Ball State University, 1976; B.A Texas Christian University, 1972**Selected Publications:**-“Inclusive Security: NATO Adapts and Adopts,” *PRISM* (National Defense University journal), March 1, 2016-“Taking courage from the women of Bosnia and Herzegovina” *Organization for Security and Cooperation in Europe* (June 2012), co-authored with Mirsad Jacevic.-“Peace Activist Mossarat Qadeem Enlists Mothers to Fight Terrorism” *The Daily Beast* (27 May 2012).-*Worlds Apart: Bosnian Lessons for Global Security*. Durham: Duke University Press, 2011.-*Half-Life of a Zealot*. Durham: Duke University Press, 2006 (autobiographical).-*This Was Not Our War: Bosnian Women Reclaiming the Peace*. Durham: Duke University Press, 2004; recipient of the LL Winship/PEN New England Award (non-fiction; reflects on history and circumstances surrounding the Bosnian conflict).**Recent Courses:** Inclusive Security**Distinctions/Awards:** White House Project; United Nations Association of Greater Boston;

Girl Scouts of Eastern Massachusetts; The Latina Initiative(2008); Boston Chamber of Commerce; Iliff School of Theology; National Women's Hall of Fame; Ms. Foundation; Massachusetts Women's Political Caucus(2007); Honorary Doctorate of Humane Letters, Cambridge College(2007);Honorary Doctorate of Letters, Pine Manor College(2007).

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
German	3			
French		3		
Italian	1	1	1	1

Kaminsky, Lauren

*Director of Studies in History and Literature, Lecturer on History & Literature,
Department of History and Literature*

Appointed: 2014; not tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Number of Recent Publications: 4

Education: Ph.D. in History, New York University, 2011; B.A. in History and English, University of Illinois at Urbana-Champaign, 2000

Selected Publications:

-“Room at the Top: Armando Iannucci’s The Death of Stalin,” Film Comment (March-April 2018): 39-42.

-“‘No Rituals and Formalities!’ Free Love, Unregistered Marriage, and Alimony in Early Soviet Law and Family Life,” Gender and History, vol. 29, no. 3 (2017): 716-731.

Recent Courses: World War I in Fiction, Film, Poetry, and Memoir; Gender and Sexuality; Making Time: Temporality in Modern Europe; History and Literature Junior and Senior Tutorials

Distinctions/Awards: Harvard University Provostial Fund for the Arts and Humanities, 2017; Harvard University Certificate of Teaching Excellence, 2015, 2016

Current Research: Legal history, gender and sexuality studies

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	3	3	3	3

Kassenova, Nargis

Central Asian Fellow, Davis Center for Russian and Eurasian Studies

Appointed: 2018; not tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Number of Recent Publications: 7

Education: Ph.D. and M.A. in International Cooperation Studies, Nagoya University, Japan, 2006 and 2001; B.A. English, Kazakhstan State University of World Languages, Kazakhstan, 1997

Selected Publications:

-“Kazakhstan: Islamic Revival and Trajectories of State-Society Relations”, Religion, Stability, and Conflict in the Former Soviet Union, edited by Katya Migacheva and Bryan Frederick, RAND Corporation, 2017

-“State and Religious Associations in Kazakhstan: Legal Regulations and Political Context”, co-authored with Roman Podoprighora, Central Asia and the Caucasus, Vol.18, Iss.4, 2017 (in English and Russian)

-“China’s Silk Road and Kazakhstan’s Bright Path: Linking Dreams of Prosperity”, Roundtable “China’s Belt and Road Initiative: Views From Along the Silk Road”, Asia Policy, No.24, 2017

-“Central Asia at 25. Uncertainties of the Quarter-Life Crisis”, Central Asia at 25: Looking Back, Moving Forward. A Collection of Essays from Central Asia, edited by Marlene Laruelle and Aitolkyn Kurmanova, Central Asia Program, Institute for European, Russian and Eurasian Studies, The George Washington University, 2017

Current Research: Central Asian security; Asian security; Eurasian geopolitics; Eurasian energy security; political development in Central Asia

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	3	3	3	3
Japanese	2	2	2	2
Kazakh, Italian	1	1	1	1

Keshavjee, Salmaan

Associate Professor of Global Health and Social Medicine

Global Health and Social Medicine

Appointed: 1998, tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 100%**Number of Recent Publications:** 27**Education:** Ph.D, MA, Anthropology and Middle Eastern Studies, Harvard University, 1998, 1995; M.D., Stanford University School of Medicine, 2001; Sc.M. in Immunology and Infectious Diseases, Harvard University School of Public Health, 1993; B.Sc. in Biochemistry, Queens University, 1991**Selected Publications:**-*Blind Spot: How neoliberals infiltrated global health*. Berkeley: University of California Press, 2014.-*Reimagining Global Health: An Introduction*. Berkeley: University of California Press, 2013.“Time for Zero Deaths from Tuberculosis.” *Lancet* 2011;-Picking up the Pace – Scale-up of MDR Tuberculosis Treatment Programs. *NEJM*, 2010.**Current Research:** Political Economy of Global Tuberculosis Control,**Distinctions/Awards:** Harvard Institute for Global Health (2013) teaching; Zinberg Fellowship in Global Health Delivery (2011) research; Loan Repayment Program Award (2007)**Recent Courses:** Global Health Effectiveness: “Management Seminar”; Societies of the World: Case Studies in Global Health**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	3	3	3	3
Tajik	3	3	3	2

Khitrova Daria

Assistant Professor of Slavic Languages and Literatures

Department of Slavic Languages and Literatures

Appointed: 2014, not tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 100%**Number of Recent Publications:** 4**Education:** Ph.D. in Russian Literature, 2005, Russian State University for the Humanities; B.A. in Russian Language and Literature, Saint-Petersburg State University, 2002**Selected Publications:**-“Exploring Cutting Structure in Film, with Applications to the Films of D. W. Griffith, Mack Sennett, and Charlie Chaplin,” *Digital Scholarship in the Humanities* 32: 1 (April 2017), 1–16. Co-authors: Mike Baxter, Yuri Tsivian.-“Nijinsky’s Afterimages in Eisenstein’s and Chaplin’s Eyes,” *Russian Movement Culture of the 1920s and 1930s*, [proceedings of] A Symposium Organized by Lynn Garafola and Catharine Theimer Nepomnyashchy, ed. by Lynn Garafola (Harriman Institute, Columbia University, 2015), 80-88.**Recent Courses:** 18th-Century Russian Literature: Graduate Seminar; Watch Her Step: Ballet Past and Present: Freshman Seminar; 20th Century Russian Culture on Page, Stage, and Screen, Russian Futurism and Formalism; Graduate Seminar, Tutorial – Junior Year: *Eugene Onegin*; Russian and Soviet Avant-Garde Theater; Russian and Soviet Silent Film**Current Research:** Russian literature and culture of 19th century; theatre and dance of 20th century; Russian and European Modernism; Russian literature, theater, and film of the first half of 20th century; Formalist poetics; Digital Humanities; Cinematics**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	3	3	3	3
German		3	3	2
French		2	1	
Latin		1		

Knight, Tristan

*Editorial Assistant, Project on Cold War Studies,
Davis Center for Russian and Eurasian Studies*

Appointed: 2013; not tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Education: A.L.M. candidate in Religion, Harvard University Extension School; A.L.B. in Social Sciences (Government), Harvard University Extension School, 2014

Previous Experience:

Document Scanning Specialist, Harvard-Yenching Library, 2013-2014

Distinctions/Awards: Dean's List Academic Achievement Award, Harvard University Extension School 2011-2012, 2012-2013

Language Competence:

(1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
German	2	2	2	2
Spanish	2	2	2	2

Koshkina Vera

*College Fellow,
Department of Slavic Languages and Literatures*

Appointed: 2017, not tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Number of Recent Publications: 3

Education: Ph.D. Slavic Languages and Literatures, Harvard, 2017; M.A., Russian Literature and Culture, University of Chicago, 2009; B.A., Liberal Arts, St. John's College, 2005

Selected Publications:

-“Critical Eye: Revolution Under Review,” *Art in America* (forthcoming, April 2018).

-“From the Space Program to Soviet Video Art: Film Experiments of Bulat Galeev.” *Russian Literature* (forthcoming, Spring 2018).

-“Viktor Pivovarov: The Gardens of Monk Rabinovich,” Berlin, 2015. Exhibit Catalog and interview with Viktor Pivovarov by Tomáš Glanc. *Arbor vitae*, 2015 (trans. from Russian).

Recent Courses: The Revolution Will Not Be Televised, Svetlana Alexievich: Fact and Fiction

Distinctions/Awards: Graduate Society Dissertation Completion Fellowship, 2016-2017, Harvard University Derek Bok Certificate of Distinction in Teaching (Soviet Film after Stalin), 2016

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	3	3	3	3
French, German, Polish	1	2	1	1

Kramer, Mark

*Program Director, Project on Cold War Studies
Davis Center for Russian and Eurasian Studies*

Appointed: 1986; not tenured.

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Education: Ph.D. in Political Science, Oxford University; B.A. in Mathematics, Stanford University

Number of Recent Publications: 200

Selected Publications:

-Editor. *Journal of Cold War Studies*. MIT Press. Quarterly journal founded in 1999.

-*Soldier and State in Poland: Civil-Military Relations and Institutional Change After Communism*, Rowman & Littlefield Pub Inc. (April 2004).

Current Research: Cold War history; International relations; Comparative politics; Soviet and East European history; political and economic change in post-Communist Eastern Europe

Distinctions/Awards: Academy Scholar, Academy of International and Area Studies, Harvard University; Rhodes Scholar, Oxford University

Travel/Overseas Experience: Russia, Germany, Poland, the Czech Republic, Slovakia, Hungary, Bulgaria, Ukraine, Lithuania, Latvia

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian, Czech, Bulgarian	3	3	3	3

Kremer, Aleksandra

*Assistant Professor of Slavic Languages and Literatures
Department of Slavic Languages and Literatures*

Appointed: 2016; not tenured.

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Number of Recent Publications: 8

Education: Ph.D. in Literary Studies, Faculty of Polish Studies, University of Warsaw, 2013; MPhil in European Literature and Culture, Faculty of Modern and Medieval Languages, University of Cambridge, 2010; B.A. and M.A. in English Language and Literature, Faculty of Modern Languages, University of Warsaw, 2011; B.A. and M.A. in Polish Language and Literature, Faculty of Polish Studies, University of Warsaw, 2009

Selected Publications:

-“Testament and Testimony: Listening to ‘Ode III’ by Aleksander Wat,” *Slavic and East European Journal* 61:1 (2017): 92–110.

-“Polish Futurism Revisited: Anatol Stern and His Post-War Poetry Recording,” *The Modern Language Review* 111:1 (2016): 208–226.

-“Głośna poezja. Uważne słuchanie w badaniach literackich [Poetry Out Loud: Close Listening in Literary Studies],” *Teksty Drugie* 2015, no. 5: 103–125.

-“Metamorfozy metafory: Łotman i de Man wobec Jakobsona [The Metamorphoses of Metaphor: From Jakobson to Lotman and de Man],” *Przegląd Filozoficzno-Literacki* 2015, no. 1(41): 47–67.

-*Przypadki poezji konkretnej. Studia pięciu książek [The Twists and Turns of Concrete Poetry: Case Studies of Five Books]*, Wydawnictwo IBL PAN [Institute of Literary Research, Polish Academy of Sciences], Warsaw 2015, 365 pages. Review: Jerzy Jarniewicz, “Konkretnie, proszę,” *Literatura na Świecie* 2016, no. 3-4: 396–400.

Recent Courses: Postwar Polish Poetry; Introduction to Polish Culture

Distinctions/Awards: Polish National Science Centre (NCN): postdoctoral grant for the project Voices of Polish Poetry (project leader, 2016); Polish Ministry of Science and Higher Education: grant for publishing the book *Przypadki poezji konkretnej* (awarded to the publisher 2016).

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Polish	3	3	3	3
German	2	2	2	2
Russian		1		

Kulash, Kristin Johnson

Slavic Librarian (Serials),
European Languages Division, Harvard College Library

Appointed: 1986; not tenured.**Percent time devoted to Russia/Eastern Europe/Central Asia:** 100%**Education:** M. A. in Library Science, University of Iowa, 1981; M.A. in Linguistics, University of Iowa, 1980; B.A. in English, Iowa State University, 1977**Previous Experience:**

University of Nebraska-Lincoln Libraries. Serials Cataloger (1982-1984). Slavic Monographs Cataloger, 1984-April 1986.

Distinctions/Awards: Member of the Association for Slavic, East European, and Eurasian Studies**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian, Czech	2	2	2	2

Kuzmic, Tatiana

Preceptor, Department of Slavic Languages and Literatures

Appointed: 2017; not tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 100%**Number of Recent Publications:** 5**Dissertations/theses supervised in the past five years:** 2**Education:** Ph.D. and M.A. in Comparative Literature, University of Illinois at Urbana-Champaign, 2008 and 2002; B.A. in Psychology, Gordon College, 1998**Selected Publications:**-*Adulterous Nations: Family Politics and National Anxiety in the European Novel.* Northwestern University Press, November 2016.-"Tolstoy's Count Vronsky in the Post-Yugoslav Imagination: A Case of Politicized Fan Fiction." *Slavic and East European Journal*, 2017; 61 (4): 696-718.-"The German, the Slave, and the Semite': Eastern Europe in the Imagination of George Eliot." *Nineteenth-Century Literature*, 2014; 68 (4): 513-541.-*The Sacrificed Body: Balkan Community Building and the Fear of Freedom* by Tatjana Aleksic. *Journal of Modern Greek Studies*, 2015; 33: 185-87.**Recent Courses:** Introduction to Russian, East European, and Eurasian Studies; Sex and the Russian City; First Year Serbian and Croatian; Second Year Serbian and Croatian; Third Year Russian**Distinctions/Awards:** Andrew W. Mellon Foundation's Modern Language Initiative grant for outstanding first book; Humanities Institute Fellowship, UT Austin; College Research Fellowship, UT Austin; British Studies Society Junior Fellowship, UT Austin; Women's and Gender Studies Faculty Development Fellowship, UT Austin**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
B/C/S	3	3	3	3
German, Russian	2	2	2	2
Czech, Polish		1		

Lamberg-Karlovsky, C.C.

*Chair, Phillips Professor of Archaeology and Ethnology,
Department of Anthropology*

Appointed: 1969; tenured.

Percent time devoted to Russia/Eastern Europe/Central Asia: 25%

Number of Recent Publications: 45

Dissertations/theses supervised in the past five years: 12

Education: Ph.D., M.A., Anthropology, University of Pennsylvania, 1965, 1964; B.A. Dartmouth, 1959; Dr.Sc. Honorary, Russian Academy of Sciences, 2002; A.M. Honorary, Harvard, 1970.

Selected Publications:

-*Ancient Irrigation Systems of the Aral Sea Area*, by Boris V. Andrianov. Edited and translated from the Russian by Simone Mantellini, C.C. Lamberg-Karlovsky and Maurizio Tosi. Oxford: Oxbow Press, 2013.

-*The Proto Elamite Settlement and its Neighbors*. Oxford: Oxbow Books. (2013).

-*Excavations at Tepe Yahya: The Early Periods*. (translated into Persian) Ministry of Culture, Institute of Cultural Heritage and Tourism, Teheran.

- 'A Different Path: Piotr Eltsov's Journey 'From Harappa to Hastinapura', in *From Harappa to Hastinapura, A Study of the Earliest South Asian City and Civilization*. E.J. Brill: Boston/Leiden, 2008.

- 'Prefazione/Preface', in *Animali e Mito nel Vicino Oriente Antico* Venice; Il Punto, 2008.

Recent Courses: Urban Revolutions: Archaeology and the Investigation of Early States; Mesopotamia, Egypt, and the Indus Valley

Current Research: Excavations in southern Siberia, Turkmenistan, Uzbekistan, Tajikistan; Russia, Middle East. Near Eastern Archeology and Ethnography.

Distinctions/Awards: Fellow of American Academy of Arts and Sciences, American Association for Advancement of Science, Russian Academy of Sciences; American Anthropological Association.

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian, Czech	3	3	3	3

Maier, Charles

Leverett Saltonstall Professor of History, Department of History

Appointed: 1981; tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 30%

Number of Recent Publications: 3

Dissertations/theses supervised in the past five years: 5

Education: Ph.D., Harvard University, 1967; AB, Harvard College, 1960.

Professional Activities: Past Director, HU Center for European Studies; HU Faculty Council Committee.

Selected Publications:

-*Once within Borders: Territories of Power, Wealth, and Belonging since 1500*. Harvard University Press; 2016

-*Recasting Bourgeois Europe, c.1975, 40th anniversary edition with new preface*. Princeton University Press; 2015. Publisher's Version

-*Leviathan 2.0: Inventing Modern Statehood*. Cambridge: Harvard University Press; 2014.

- "Lessons from History? German Economic Experiences and the Crisis of the Euro," in *Bulletin of the German Historical Institute*, Nr. 50 (Spring 2012), 75-89.

Recent Courses: WW I & 20th Century Society; World War and Society in the 20th Century; International History: War, Peace, and International Organization

Current Research: World History of the 20th Century; World War II; Europe, Economic and Social History; European Integration; German Identity and Post-Communist Reality

Distinctions/Awards: Helmut Schmidt prize in German-American economic history, awarded biannually by the Zeit/Bucerius Foundation, Germany, 2011

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
German, French	3	3	3	3
Italian	2	3	3	2

Malmstad, John

*Samuel Hazzard Cross Professor of Slavic Languages and Literature,
Department of Slavic Languages and Literature*

Appointed: 1985; tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Education: Ph.D., M.A., Slavic Languages and Literatures, Princeton University, 1968, 1964

Selected Publications:

-*Na rubezhe dvukh stoletii. Sbornik v chest' 60-letii Aleksandra Vasil'evicha Lavrova*. Moscow, 2009 (847 pp.). –

-Edited with Vsevolod Bagno and Mariia Malikova. Introduction and article.

P. N. Zaitsev. *Vospominaniia: Poslednie desiat' let zhizni Andreia Belogo. Literaturnye vstrechi* (Moscow: Novoe literaturnoe obozrenie, 2008). Introduction and translation of letters.

-*Mikhail Kuzmin: Iskusstvo, zhizn', epokha* (St. Petersburg: Vita Nova, 2007), with N. Bogomolov. 557pp. (a revised, corrected, and expanded – by over one-third – version of the 1996 edition).

-“*Moi vechnyi sputnik po zhizni*”. *Perepiska Andreia Belogo i A. S. Petrovskogo: Khronika druzhby* (Moscow: Novoe literaturnoe obozrenie, 2007). Editor, introduction and commentaries. 297 pp.

-“Vse ili nichego.” *Poslednie pis'ma N. I. Petrovskoi.*” Introduction, publication, commentary — *Diaspora. Nove materialy. VIII.* (Atheneum–Feniks, Paris, St. Petersburg, 2007), pp. 281–300.

Recent Courses: Russian Avant-Garde; Junior Tutorial; Russian Symbolist Poetry; Russian Poetry of 19th/20th C.; 20th-Century Poetry; Modern Russian Literature

Current Research: M.A. Kuzmin; Russian Culture of the Silver Age.

Awards/Distinctions: American Councils for International Education (ACTR & ACCELS) (2013); AAASS, Honorable Mention for Wayne S. Vucinich Book Prize for *Mikhail Kuzmin: A Life in Art*, 2000; Lomonosov Prize, 1997

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	3	3	3	3
Polish, German, Ukrainian	1	3	1	1
French	2	3	2	1
Italian	2			

Martin, Cris

Outreach Director, Davis Center for Russian and Eurasian Studies

Appointed: 2006; not tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Education: Ed.M., International Education Policy, Harvard Graduate School of Education, 2006; B.A., Social History, Carnegie Mellon University, 2000

Previous Experience:

IREX, Program Officer, 2000-2005

-Oversaw the administration of US State Department and USAID projects, including strategic program planning, the development of application and selection materials, the recruitment and selection of participants, the placement of volunteers at host organizations throughout the US and Russia, the monitoring and evaluation of volunteers, and the organization and implementation of workshops

-Coordinated relations and communications with international program staff as well as program sponsors, such as the National Security Council, the US Agency of International Development (USAID), the Bureau of Educational and Cultural Affairs (ECA) of the US Department of State, and the Russian Embassy

Distinctions/Awards: Phi Beta Kappa, Phi Kappa Phi

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian, Spanish	1	1	1	1

Martin, Terry*George F. Baker III Professor of Russian Studies, Department of History***Appointed:** 1998; tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 100%**Dissertations/theses supervised in the past five years:** 15**Education:** Ph.D. Russian History, University of Chicago, 1995; M.A. English Literature, University of Chicago, 1987**Publications:**-“Pro kozhnoho z nas dumae Stalin...” *Krytyka* 7:12 (Winter 2003).-“The 1932-33 Ukrainian Terror: New Documentation...” In Ed. W. Isajiw, *Famine-Genocide in Ukraine, 1932-1933: Western Archives*. Toronto, 2003.-“Soviet Union as Empire: Salvaging a Dubious Analytical Category.” *Ab Imperio* 2 (2002).-“The Russian Mennonite Encounter with the Soviet State, 1917-55.” *Conrad Grebel Review* 20 (2002).-*The Affirmative Action Empire: Nations and Nationalism in the Soviet Union*. Cornell U., 2001.-*A State of Nations: Nation-Building in the Time of Lenin and Stalin*. Edited with R. Suny. Oxford U., 2001.-“The Political Police in the Soviet Union, 1918-53,” *Cahiers du monde russe* (2001).**Recent Courses:** Revolutionary Eurasia; Subjectivities and Identities in Russia and Eurasia: Seminar; History of the Soviet Union, 1917-1921, The End of Communism, Informing Eurasia: Seminar**Distinctions/Awards:** Baxter Adams Book Prize, American Historical Association, 2003; Vucinich Book Prize, AASSS, 2002. Hoopes Prize Teaching Award, 2002; Olin Fellowship 2002-03; Weatherhead Center Grant, 2001-03; Harvard Ukrainian Research Fellowship, 2000; IREX, 1999.**Current Research:** Kremlin Politics; Russian Political Elite; Russian National Identity Issues; Soviet Nationalism; Surveillance; Islam.**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	3	3	3	3
French, German, Polish		3		
Ukrainian, Belarussian		2		

Mauriello, Christopher*Professor of History,
Department of History, Salem State University***Appointed:** 1994; tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 50%**Dissertations/theses supervised in the past five years:** 3**Number of Recent Publications:** 4**Education:** Ph.D. History, Brown University, 1995; M.A. History, Fordham University, 1988; B.S. Marketing/Management, Siena College, 1985**Selected Publications:**-*Forced Confrontation: The Politics of Dead Bodies in Germany at the End of World War II*. Lexington Books: An Academic Imprint of Rowan and Littlefield, 2017.-“Review of Richard Evans, *Third Reich in History and Memory*.” *Michigan War Studies Review*, (January, 2016).-“A Trip to D.C. for the Center for Holocaust and Genocide Studies.” *The Jewish Journal MA* (May 28, 2015), 4.**Distinctions/Awards:** Co-recipient of the Leonard P. Zakim Humanitarian Award, Anti-Defamation League, 2014; Co-recipient of the 2012-13 Presidential Strategic Plan Grant;**Recent Courses:** World History I: From Ancient Times to 1650; World History II: From 1500 to the Present; Global History Since 1900; The Holocaust; Introduction to European History; European History, 1815-1914; World War One and European Culture; World War II in Europe; Contemporary European History, 1914-Present; A Generation in Revolt: A Transnational History of the 1960s**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
German	3	3	3	3
Russian	2	3	3	2

Necipoglu-Kafadar, Gulru

Aga Khan Professor of Islamic Art,
Department of History of Art & Architecture

Appointed: 1989; tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 30%**Number of Recent Publications:** 12**Dissertations/theses supervised in the past five years:** 14**Education:** Ph.D., M.A. Fine Arts, Harvard 1986, 1982**Selected Publications:**

-"Frameworks of Islamic Art and Architectural History: Concepts, Approaches and Historiographies," co-authored with Finbarr Barry Flood, in *A Companion to Islamic Art and Architecture*, eds. Finbarr Barry Flood and Gülru Necipoğlu, 2 vols. Wiley Blackwell Companion to Art History series (Hoboken, New Jersey: John Wiley & Sons, 2017), vol. 1: 2-56. This Introduction to both volumes is complemented by our co-authored Section Introductions in each volume.

-"Architectural Dialogues Across the Eastern Mediterranean: Monumental Domed Sanctuaries in the Ottoman Empire and Renaissance Italy," in Alina Payne (ed.), *The Companions to the History of Architecture, Volume I, Renaissance and Baroque Architecture* (Series editor Harry Francis Mallgrave, John Wiley & Sons, Inc., 2017), 594-623.

Distinctions/Awards: Appointed Slade Professor of Fine Art, University of Cambridge, Lent Term, Affiliation with Pembroke College (2013); Inaugural Lecture for the opening celebration of a new lecture hall named after myself (Gulru Necipoglu-Kafadar Lecture Hall) at the Art History Department, Akdeniz University, Antalya, Turkey, 9 November 2012; Elected Fellow of the American Academy of Arts and Science 2008; Elected Member of the American Philosophical Society, 2007

Recent Courses: Introduction to Islamic Architecture; Junior Tutorial; Architecture of the Mediterranean World (1300-1650); Monuments of Medieval Islamic Architecture.

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
French, Italian, German, Spanish, Arabic	3	3	3	3
Persian	2	3	2	2
Ottoman-Turkish	2	2	2	2

Norris, Pippa

McGuire Lecturer in Comparative Politics, Harvard Kennedy School

Appointed: 2002; not tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 30%**Number of Recent Publications:** 36**Education:** Ph.D, M.Sc, London University, 1975, 1988; B.A, Warwick University, 1974**Selected Publications:**

-2017. *Strengthening Electoral Integrity*. New York: Cambridge University Press. (Aug) ISBN: 9781107681668.

-2015. *Why Elections Fail*. New York: Cambridge University Press. Pp.256. ISBN: 9781107679023

-2014. *Why Electoral Integrity Matters*. New York: Cambridge University Press.

Current Research: *The Electoral Integrity Project*, a major research project June 2011-2016 funded by the Australian Research Council, International IDEA, the Weather head Center for International Affairs, Harvard University.

Distinctions/Awards: Sir Isiah Berlin Prize for Lifetime Contribution to Political Studies, UK PSA (2017); Doctor of Laws, *honoris causa*, University of Warwick (2017); *Why Elections Fail* Winner, 2016 Choice Outstanding Academic Title; Academic Leadership in Political Science award, Australian Political Studies Association (2016); The Brown Democracy Medal was awarded by the McCourtney Institute, Pennsylvania State University (2016)

Recent Courses: DPI-416 Challenges of Electoral Integrity, DPI-413 Challenges of Democratization, DPI-415 Comparative Politics, DPI-616 Public Opinion, Gov-1109 Comparative Institutional Design

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian, French	3	3	3	2

O'Neill, Kelly

Associate Professor of History, Department of History, 2007-2018
Director, Imperia Project, 2018-

Appointed: 2007, not tenured

Percentage of time devoted to Russia/Eastern Europe/Central Asia: 100%

Number of Recent Publications: 3

Education: Ph.D., History, Harvard University, 2006; M.A., Regional Studies: Russia, Eastern Europe and Central Asia, Harvard University, 2000; B. A., Russian, Amherst College, 1997

Selected Publications:

-*Claiming Crimea: A History of Catherine the Great's Southern Empire* (Yale University Press, 2017).

-*The Imperia Project: Spatial Histories of the Russian Empire*. <http://scalar.usc.edu/works/imperia/index>

-*Beautiful Spaces: an experiment in narrative mapping and Crimean history*.

<http://dighist.fas.harvard.edu/projects/beautifulspaces/>.

-“Rethinking Elite Integration: Crimean Murzas and the Evolution of Russian Nobility,” *Cahiers du monde russe*, 2010, issue 51/2-3.

Current Research: A History of Maritime Economies in Russia; Historical Geographic Imaging System project on the Russian Empire

Distinctions/Awards: Davis Center/Fisher Prize in GIS (2012); Harvard nominee for the Mellon New Directions Fellowship national competition (2011); Radcliffe Exploratory Seminar grant (2011); Weatherhead Center for International Affairs, Junior Faculty Research Grant(2011); John Cogan Junior Faculty Leave Grant(2010); Post-Doctoral Fellowship, Davis Center for Russian and Eurasian Studies (2006-2007)

Recent Courses: Russia and the Great Eurasian Steppe; History of the Russian Empire; Cities and the Making of Modern Russia; The Life and Reign of Catherine the Great; The Black Sea World; Imperial Russia; Proseminar.

Language Competence:

	Speaking	Reading	Aural Comprehension	Writing
Russian	3	3	3	3
Turkish, German	1	2	1	1
French, Spanish	2	3	2	2

Ostrowski, Don

Chair, Early Slavist Seminar Series, Davis Center for Russian Studies
Lecturer and Research Advisor in the Social Sciences, ALM Program, Harvard Extension School

Appointed: 1985; not tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Number of Recent Publications: 15

Dissertations/theses supervised in the past five years: 3

Education: Ph.D., Russian History, Penn State U., 1977; M.A. European History, San Francisco State U., 1970.

Selected Publications:

-“Unresolved Evidentiary Issues concerning Rus' Heretics of the Late Fifteenth–Early Sixteenth Centuries,” in *Seeing Muscovy Anew: Politics—Institutions—Culture in Honor of Nancy Shields Kollmann*, edited by M. Flier, V. Kivelson, E. Monahan, and D. Rowland. Bloomington, IN: Slavica Press, 2017, pp. 123–139.

-“The Rare and Excellent History of Konchak: A Polovtsian Chieftain,” in *Portraits of Medieval Eastern Europe, 900–1400*, edited by Donald Ostrowski and Christian Raffensperger, London: Routledge, 2017, pp. 61–67.

-*Portraits of Old Russia: Imagined Lives of Ordinary People*,(2013)

Distinctions/Awards: Prize for Distinguished Scholarship, Early Slavic Studies Association (ESSA) 2004; International Research and Exchanges Board (IREX) Collaborative Grant 1994; Petra T. Shattuck Excellence in Teaching Award, Harvard University Extension School 1992; Commendations for Distinguished Teaching Performance 1989, 1990, 1991, 1999, 2001 & 2004

Recent Courses: World War II through Film and Literature, From Cold War to Global Terror: World History, 1945 to the Present.

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	3	3	3	2

Piechocki, Katharina

Associate Professor of Comparative Literature,
Department of Comparative Literature

Appointed: 2013; not tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 35%

Number of Recent Publications: 9

Education: Ph.D. in Comparative Literature, New York University, 2013; Dr.phil. in Romance Studies, University of Vienna, Austria, 2009; M.A. in Comparative Literature, New York University, 2007; Mag.phil. in Romance Studies, University of Vienna, Austria, 2000

Selected Publications:

-“Cochläus, Etzlaub, Celtis: Wider die natürlichen Grenzen Europas,” in *Border Studies—Die Grenzen Europas. Theorie und Geschichte von der Antike bis zur Gegenwart*, ed. Claudia Bruns et al. (forthcoming Suhrkamp Verlag, Spring 2017).

-“Erroneous Mappings: Ptolemy and the Visualization of Europe’s East,” in *Cultures of Early Modern Translation*, eds. Karen Newman and Jane Tylus. Philadelphia: University of Pennsylvania Press, 2015, 76-96.

Distinctions/Awards: Harvard University FAS Tenure-Track Faculty Publication Fund, 2018; Harvard University Clark Research Award, 2017; IFK Research Fellow, 2017; Anne and Jim Rothenberg Fund for Humanities Research Grant, 2016 & 2017;

Recent Courses: Subversive Renaissance: Books that Changed the World; Cartography and Early Modern Literature; Comparing, Connecting, Compos(t)ing: From Jules Verne to *Slumdog Millionaire*; Graduate Proseminar, Comparative Literature in Theory and Practice; World Cinema; The Humanities Colloquium: Essential Works; History of Drama; Rhetoric and Translation

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Polish, German, French, Italian	3	3	3	3
Portuguese	2	3	3	1
Spanish	1	2	2	1

Plokhii, Serhii

Mykhailo Hrushevsky Professor of Ukrainian History, Department of History

Appointed: 2005; tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Number of Recent Publications: 13

Education: Ph.D. Sciences (History) Kiev University, 1990; M.A. History, Lumumba U., Moscow, 1982.

Dissertations/theses supervised in the past five years: 8

Selected Publications:

-*Chernobyl: The History of a Nuclear Catastrophe* (New York: Basic Books; London, Penguin, 2018)

-*Lost Kingdom: The Quest for Empire and the Making of the Russian Nation. From 1470 to the Present* (New York: Basic Books; London: Penguin, 2017) 402 pp.

-*The Man with the Poison Gun: A Cold War Spy Story* (New York: Basic Books; London: Oneworld, 2016) 365 pp.

Current Research: Ukrainian and Russian nationalism, identity, foreign policy, Church-State.

Distinctions/Awards: Walter Channing Cabot Fellow for academic year 2013-14, Faculty of Arts and Sciences, Harvard University; Star Family Prize for Excellence in Advising, 2013—Nominated; Book of the Year 2011 (Biographies and Memoirs) Kyiv—Ukrainian translation of *Unmaking Imperial Russia*; Lionel Gelber Foundation 2011 Prize for the world's best non-fiction book in English on global issues—Shortlisted, *Yalta: The Price of Peace*; The Joseph R. Levenson Memorial Teaching Prize—Nominated, 2011

Recent Courses: Early Modern Eastern Europe; Cultures and Identities: East Central Europe; Frontiers of Europe: Ukraine since 1500; History of Ukraine; Medieval and Imperial Russia; The Making of the Russian Empire; Soviet and Post-Soviet Political Thought; Religion and Society in Eastern Europe; East European Identities: Russia and Ukraine; Contemporary Ukraine; Russian National Thought; Church-State Relations in the USSR; The USSR in Crisis; Soviet and Post-Soviet Identities; The Origins of the Cold War: The Yalta Conference (1945).

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian, Ukrainian	3	3	3	3

Pokrovsky, Natalia*Preceptor*, Department of Slavic Languages and Literatures**Appointed:** 1985; not tenured**Percent time devoted to Russia:** 100%**Education:** Candidate Ph.D., M.A., Moscow State University, 1968, 1976**Selected Publications:**-“K Predstavleniyu predstavlenija” [On Introduction of Performance], [With S. Maksudov], *Russian Literature*, North-Holland, XLIX (2001) pp. 393-448-*Russian Reforms: A Revolution from Above. A Textbook for Intermediate-Level Students of Russian*. FC-IZDAT Publishers. 2004. [with Sergey Maksudov].**Distinctions/Awards:** Harvard University Certificate of Distinction in Teaching, 1986-2009. The Consortium for Language Teaching and Learning Grant for curriculum development, 2004**Recent Courses:** Elementary; Intermediate Russian; Third-Year Russian; Third-Year Russian; Third-Year Russian, Harvard Summer School; Advanced Russian: Topics in Russian Culture; Advanced Russian: Readings in Russian/Post-Soviet Studies; Advanced Russian: Russian Press and Television; Advanced Russian: Readings in Russian Literature; Supervised Readings in Advanced Russian; Advanced Russian: Reading Literary Texts**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	3	3	3	3
French	1	2	1	1
German		1		

Rakityanskaya, Anna*Slavic Librarian*,

European Languages Division, Harvard College Library

Appointed: 2004; not tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 100%**Education:** M.L.S, University of South Carolina, 1994; M.A. in Slavic Linguistics and Literatures (Polish, Bulgarian and Russian), Moscow State University, 1989**Publications:**-“Reinvention of REENIC.” *Slavic and East European Information Resources* (3:1, 2002).**Professional Activities:**

-“Serials Related to Slavic and East European Studies Currently Received in the General Libraries,” U. Texas at Austin (a resource guide)

-“Central & Eastern European Studies” (annotated resource guide for UT CREEES, updated biannually)

-“Russian and Post-Soviet Studies” (annotated resource guide for UT CREEES, updated biannually)

-“Russian Reference Sources Recently Acquired at UT Austin” (resource guide, updated every semester)

-Book exhibit “Perspectives on Russian Politics” (Perry-Castaneda Library, Nov. 1998-Jan. 1999)

-Organized book exchange with the Bialystok University Library and the National Library in Prague

-Created an informational web site “Russian Austin” (http://www.geocities.com/russkii_ostin/)**Travel/Overseas Experience:** Russia**Language Competence:**

(1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	3	3	3	3
Polish	3	3	3	2
Bulgarian, Ukrainian, Belarusian	2	2	1	1
Italian, French, Latin	2	2	1	1

Roxburgh, David

Prince Alwaleed Bin Talal Professor of Islamic Art History
Department of History of Art and Architecture

Appointed: 2003; tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 25%

Number of Recent Publications: 19

Dissertations/theses supervised in the past five years: 11

Education: PhD, A.M. History of Art, U. Pennsylvania 1996, 1991; M.A. Fine Art, U. Edinburgh and Edinburgh College of Art, 1988; M.A. *honoris causa*, Harvard, 2003.

Selected Publications:

-“The Court of Gayumars’ from Shah Tahmasp’s *Shahnama* (‘Book of Kings’),” in *What Makes a Masterpiece: Artists, Writers, and Curators on the World’s Greatest Art*, ed. Christopher Dell (London: Thames and Hudson, 2010), pp. 182–85.

-“The Rhetoric of Vision in Safavid Painting,” presented at the conference *Seeing the Past—Envisioning Islamic Art and Architecture*, University of Pennsylvania, Oct 9-10, 2009.

Distinctions/Awards: *Mohamed Zakariya: Calligrapher*, project development, dvd, © MFA Houston 2007, New York Short Film Festival, Official Selection, 2008; Saidi Sirjani Book Award, Honorable Mention for *The Persian Album*, granted biennially by the International Society for Iranian Studies on behalf of the Persian Heritage Foundation, 2006.

Recent Courses: Intro. to Islamic Art: Visual and Portable Arts in Context; Art in the Wake of the Mongol Conquests: Genghis Khan and His Successors; Art of the Timurids in Iran and Central Asia; Art of the Islamic Book

Field Research: China; Kazakhstan and Uzbekistan; Egypt; India; Kuwait; Lebanon; Mongolia; Spain; Syria; Turkey (Armenian, Byzantine and Islamic periods: Seljuq, Beylik and Ottoman).

Language Competence:

(1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Arabic, French, German		3		
Italian, Persian, Turkish		3		

Rukhelman, Svetlana

Library Assistant, Davis Center Collection at Fung Library,
Harvard College Library

Appointed: 2013; not tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Education: M.L.S. with a concentration in Archives, Simmons College, 2018; Ph.D., Comparative Literature, Harvard University, 2011; M.St., Russian Literature, Oxford University, 2003

Previous Experience:

-Instructor of Russian, Slavic Department, Harvard University

-Visiting Assistant Professor of Russian Studies, Macalester College, St. Paul, MN

-College Fellow and Lecturer, Slavic Department, Harvard University

Travel/Overseas Experience: Russia, Ukraine

Language Competence:

(1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	3	3	3	3
Ukrainian		2	2	
French	2	3	2	2
German	1	2	1	1
Latin		2		

Saltanovich, Alla

*Library Assistant, Russian/Belorussian Titles,
European Languages Division, Harvard College Library*

Appointed: 2013; not tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Education: M.L.S., Simmons College, 2017; M.A. Applied Linguistics, University of Massachusetts-Boston, 2016; B.A. Communication, University of Massachusetts-Boston, 2009

Previous Experience:

-Freelance Translator, The Boston Language Institute

-Medical Interpreter, Hebrew Rehabilitation Center

-Interpreter, Language Line Solutions

Travel/Overseas Experience: Russia

Language Competence:

(1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	3	3	3	3

Samore, Gary

*Executive Director for Research, Belfer Center for Science and International Affairs,
Harvard Kennedy School*

Appointed: 2013; not tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 40%

Number of Recent Publications: 67

Education: Ph.D. and M.A. Government, Harvard University, 1984; B.A. Sociology, State University of New York at Stony Brook

Selected Publications:

-Samore, Gary and William H. Tobey. "Use the Iran Deal to Pursue Netanyahu's Bombshell." *The National Interest*, May 7, 2018.

-Samore, Gary and Joel Wit. "Wanted: U.S. Envoy To Talk To North Korea." *NPR*, March 6, 2018.

Bunn, Matthew and Gary Samore. "Nuclear nervousness." *News, Harvard Gazette*, January 7, 2016.

-Samore, Gary. "Deal With It." *Foreign Affairs*, April 5, 2014.

-Samore, Gary & Saradzhyan, Simon. "Cornering Putin Could Backfire." *The Boston Globe*, August 12, 2014.

Current Research: Military strategy, U.S. foreign policy, homeland security, Iraq war, terrorism & counterterrorism, weapons of mass destruction, nuclear issues, China nuclear issues, dirty bombs, Iran nuclear program, North Korea nuclear program, nuclear proliferation, nuclear security, nuclear terrorism, U.S. nuclear issues

Distinctions/Awards: Appointed as a member of the Secretary of Energy Advisory Board (SEAB) under Secretary Ernest Moniz and served until January 2017; Senior Fellow at the Brookings Institution; member of the advisory board for United Against Nuclear Iran (UANI); served for four years as President Obama's White House Coordinator for Arms Control and Weapons of Mass Destruction (WMD)

Language Competence:

(1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian		2	2	
Persian	3	3	3	2
Korean, Arabic		2	2	

Sandler, Stephanie

Ernest E. Monrad Professor,
Department of Slavic Languages and Literatures

Appointed: 2001; tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Number of Recent Publications: 22

Dissertations/theses supervised in the past five years: 13

Education: Ph.D., M.A. Slavic Languages and Literature, Yale U., 1982, 1978; A.B. Russian Lit., Princeton, 1975.

Selected Publications:

-*Ольга Седакова: Стихи, смыслы, прочтения. Сборник научных статей*, edited with Maria Khotimsky, Margarita Krimmel, and Oleg Novikov, NLO Press, 2017.

-Olga Sedakova, *In Praise of Poetry*, translated with Caroline Clark and Ksenia Golubovich, Open Letter Books, 2014

-“Eremin, povtor, zagadka,” tr. V. Kucheriavkin and E. Kanishcheva, *Луфшун / Лосев / Loseff: Sbornik pamiaty L’va Loseva*, ed. Mikhail Gronas and Barry Scherr (Moscow: NLO, 2017), pp. 343-365

Current Research: A book-length project on contemporary Russian poetry; a jointly authored *History of Russian Literature*, for Oxford University Press; an edited volume on the poetry of Olga Sedakova (*Ольга Седакова: Стихи, смыслы, истолкования*)

Distinctions/Awards: Barbara Heldt Prize, for Best Translation, for Olga Sedakova, *In Praise of Poetry*, 2015; O’Neill research award, Davis Center (2009-2014); AATSEEL Award for Outstanding Achievement in Scholarship(2012)

Recent Courses: Strange Russian Writers; Subjectivities and Identities in Russian History (co-taught with Terry Martin); The Russian Elegy; Junior Tutorial (Reading Pushkin’s *Evgenii Onegin*); The Creative Work of Translating

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	3	3	3	3

Saradzhyan, Simon

Director of the Russia Matters Project,
Assistant Director of Initiative to Prevent Nuclear Terrorism,
Belfer Center for Science and International Affairs,
Harvard Kennedy School

Appointed: 2008; not tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Number of Recent Publications: 4

Education: Ph.D. Candidate, War Studies Program, King’s College London; MPA, Concentration in International Security, Harvard Kennedy School, 2002; B.A. research and translation of English and German, Moscow State Linguistics University, 1992

Selected Publications:

-“Is Russia Declining?” *Demokratizatsiya: Demokratizatsiya: The Journal of Post-Soviet Democratization*. 24.3 (2016): 399-418.

-Saradzhyan, Simon and Ali Wyne, “Sino-Russian Relations: Same Bed, Different Dreams?” *Routledge in Power Relations in the Twenty-First Century: Mapping a Multipolar World*, Routledge, September 2017.

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	3	3	3	3
Armenian	3		3	

Simons, Thomas W., Jr.*Visiting Scholar*, Davis Center for Russian and Eurasian Studies
Lecturer, Government Department**Appointed:** 1989; not tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 100%**Education:** Ph.D. and M.A, West/Central European and Islamic History, Harvard, 1963 and 1959. B.A., Yale, 1958**Publications:***-Islam in Eurasia. A Policy Volume*, ed. (Harvard, Davis Center, 2015).*-Eurasia's New Frontiers. Young States, Old Societies, Open Futures* (Cornell U. Press, 2008).*-“The U.S., Asian Security and Central Asia Before and After 9/11,”* Chapter 19 of Elizabeth Vie Wie Davis and Rouben Azizian, eds., *Islam, Oil, and Geopolitics: Central Asia after September 11* (Lanham, MD, Rowman & Littlefield, 2006), 271-285.*-Islam in a Globalizing World* (Stanford U. Press, 2003).**Number of Recent Publications:** 1**Distinctions/Awards:** Provost's Visiting Professor, Cornell (2005-7); Chair of the Advisory Council of the Kennan Institute for Advanced Russian Studies (2001-4); Consulting Professor of 20th-century International History, Stanford (1998-2002); (United States Foreign Service, retiring with the rank of Career Minister, 1963-1998) American Ambassador to Pakistan (1996-1998).**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
French, German, Polish	3	3	3	2
Romanian, Russian	2	3	2	2

Soble, Joan*Pedagogy Adviser*,
Davis Center for Russian and Eurasian Studies**Appointed:** 2009; not tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 10%**Education:** M.A.T., Brown University, 1978; A.B., in English and American Literature and Language, Radcliffe College, 1977**Previous Experience:***-Workshop Facilitator*, ASCD Singapore*-Teacher Specialist*, *The Global Lens Project*, IdGlobal: Understanding Our Contemporary World/Project Zero*-Professional Development Teacher Coach*, Cambridge Rindge and Latin School**Selected Publications:***-When teachers exhibit. UnBoxed: Online*, (12).https://gse.hightechhigh.org/unboxed/issue12/when_teachers_exhibit/*-From Display to Documentation to Discourse: The Challenge of Documentation in a High School.* Co-written with Jennifer Hogue. *Theory Into Practice*. Vol. 49, No. 1. 2010.**Distinctions/Awards:** NEA Foundation/California Casualty Award for Teaching Excellence (Massachusetts Teachers Association Winner), 2012; Pearson Foundation Global Learning Fellow (Massachusetts Teachers Association Winner); Recipient, The 2000 Crystal Award for Preeminence in Teaching, Cambridge Partnership for Public Education;**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
English	3	3	3	3

Todd III, William Mills

Harry Tuchman Levin Professor of Literature,
Department of Slavic Languages and Literature

Appointed: 1988; tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Dissertations/theses supervised in the past five years: 7

Education: Ph.D. Russian Lit., Columbia University, 1973; M.A., B.A. Russian, Oxford University, 1968.

Publications:

-“Discoveries and Advances in Literary Theory, 1960s-1980s: Neoformalism, The Linguistic Model, and Beyond.”

-In *Evgeny Dobrenko and Galin Tihanov*, eds. *A History of Russian Literary Theory and Criticism: The Soviet Age and Beyond*. Pittsburgh: University of Pittsburgh Press, 2011. Pp. 230-49.

-“Tolstoy and Dostoevsky: The Professionalization of Literature and Serialized Fiction.” *Dostoevsky Studies* XV (2011). Pp. 29-36.

-“Lotman without Tears.” In *Lotman and Cultural Studies: Encounters and Extensions*. U. Wisconsin Press, 2006.

-“Moral Hazard of the Russian Peasant,” (with Glen Weyl) *Journal of Political Economy* 117: 2 (April 2009).

-“On the Care and Development of ‘Home-grown Disciplines.’” *Slavic & East European Journal*. 51:1 (Spring 2007).

Current Research: Semiotics, literary sociology, and cultural studies

Distinctions/Awards: Pushkin Medal, International Association of Teachers of Russian Language and Literature, 2003; Award for Distinguished Scholarship, AATSEEL, 2005.

Recent Courses: Pushkin, Literature as Institutions, Gogol, Dostoevsky, Some Versions of Russian Pastoral, Gogol’s Short Fiction, What and How Russia Learned to Read: The Rise of Russian Literary Culture

Travel/Overseas Experience: Russia, Germany, England, France.

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian, French	3	3	3	3
German, Italian	1	2	2	1
Old Russian	-	3	-	-

Truslow, Hugh K.

Head, Social Sciences and Data Visualizations,

Maps, Media and Data, and Government Information, Harvard College Library

Appointed: 2008; not tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Education: M.S.L.I.S., Simmons College Graduate School of Library and Information Science, 2007, Concentration in Archives Management; B.A., Russian Language, University of Vermont, 1991

Selected Presentations:

-Presenter, “Visualization Services in the Harvard College Library: Laying the Groundwork” International Association for Social Science Information Services and Technology annual conference, Lawrence, Kansas, May 23-26, 2017.

-Chair and organizer, “Abundance and Variation: Digital Resources on Central Asia and the Caucasus.” Discussant, “Slavic Information Literacy in the Library and in the Classroom.” Association for Slavic, East European, & Eurasian Studies (ASEEES) Annual Convention, Philadelphia, Pa. (Nov. 2015)

-Discussant, “Instruction and Training Services for Russian, East European, and Eurasian Studies Scholars,” ASEEES Annual Convention, San Antonio, Tex. (Nov. 2014)

Current Research: Research guides and information literacy; Soviet archival practice; Stalin’s personal library

Workshops Offered, Selected:

“Online Journal Basics” and “Web Research in the Humanities and Social Sciences,” December 2008.

Co-organizer and presenter, Faculty Digital Resources Workshop (preconference), AAASS National Convention, November 2008.

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	3	3	3	3
French	1	1	1	1

Tuckerova, Veronika*Preceptor*, Department of Slavic Languages and Literatures**Appointed:** 2013, not tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 100%**Number of Recent Publications:** 8**Education:** Ph.D and M.Phil., Columbia University, 2012 and 2006; M.Phil, The Graduate Center of the City University of New York, 2005; M.A., Charles University, Prague.**Selected Publications:**-“Village in the City: The Construction of Czech Identity in the Jubilee and the Ethnographic Exhibitions in Prague in the 1890s.” *Bohemia*.-“Reading Kafka, Writing Vita: The Trials of Eduard Goldstücker.” *New German Critique* (forthcoming).*Shoa in Czech Literature and Cultural Memory. Aspen Review*, July 2012.**Current Research:** Czech Dialect Project**Distinctions/Awards:** DAAD – Dissertation Fellowship, 2008-2009, Technische Universität Berlin; Faculty Fellow at the Department of Germanic Languages, Columbia University, NY, 2005-2008; Graduate Fellowship, CUNY Graduate Center, New York, 2002-2005; Fellowship, College for New Europe, Krakow, Poland. (Summer 2002).**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Czech	3	3	3	3
German	3	2	3	2
Russian	2	2	2	2
French	2	1	2	1

Uziel, Lidia*Head*, European Languages Division,
Harvard College Library**Appointed:** 2013, not tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 100%**Education:** Ph.D Comparative Literature and M.L.S., U. of Montreal, 2006, 2009**Selected Presentations:**- *Charlie Hebdo Archive at the Harvard Library*. At New Directions for Libraries, Scholars, and Partnerships: An International Symposium sponsored by CIFNAL, GNARP, and the Center for Research Libraries. The Frankfurt Book Fair, Germany. Forthcoming. October, 2017.- *Networks of Digital Collections and Digital Libraries and How They Present New Opportunities for Local Collection Development and Management*. Program chair and panel moderator. IFLA conference - Acquisition & Collection Development Section Open Program. August, 2017, Wroclaw, Poland.- *Capter l'éphémère pour conserver la mémoire d'un événement : la construction d'un fonds d'archives sur les attaques contre Charlie Hebdo en janvier 2015 par la bibliothèque d'Harvard*. In Pérenniser l'éphémère. Archiving et médias sociaux. Université Catholique de Louvain and Université de Namur Louvain-la-Neuve (Belgique). 2017.- *Works from the Charlie Archive at the Harvard Library*. A gallery talk and a panel presentation by Lidia Uziel, Virginie Greene and Nicole Mills. The Charlie Archive Exhibition at the French Cultural Center/Alliance Française of Boston, January 5th, 2017.**Distinctions/Awards:** Associate Researcher/Scholar of the Year at the French National Library School in France (2016); Faculty of Arts and Science Impact Award, Harvard University (2015); Fellow, Trumbull College, Yale University (2010-2013)**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian, French, Polish, Italian	3	3	3	3
German, Slovak, Ukrainian, Czech, Romanian	2	2	2	2

Weir, Justin McCabe

Curt Hugo Reisinger Professor,
Department of Slavic Languages and Literatures

Appointed: 2004; tenured

Dissertations/theses supervised in the past five years: 4

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Number of Recent Publications: 2

Education: Ph.D., M.A., Slavic Languages and Literature, Northwestern University, 1997, 1993

Selected Publications:

-Todd, William Mills, and Justin Weir. Forthcoming. "Fear and Loathing in the Caucasus: Tolstoy's 'The Raid' and Russian Journalism," In *Before They Were Titans: Early Works of Dostoevsky and Tolstoy*, Ed. Elizabeth Cheresch Allen. Boston: Academic Studies Press.

-*The Author as Hero: Self and Tradition in Bulgakov, Pasternak, and Nabokov*. Paperback Reprint. Evanston: Northwestern University Press, 2011.

-Weir, Justin. 2010. *Turgenev as Institution: 'Notes of a Hunter' in Tolstoy's Early Aesthetics*. In *Turgenev: Art, Ideology, and Legacy*, Eds. Joe Andrew and Reid, Robert. Amsterdam/New York: Rodopi

-*Leo Tolstoy and the Alibi of Narrative*, Yale University Press, 2011.

-"Love and Memory in Dostoevsky's *Gambler*," accepted for *Essays on Dostoevsky*, eds. Joe Andrew and Robert Reid. Rodopi, expected 2010.

Recent Courses: Tolstoy's *War and Peace*; The Films of Sergei Eisenstein; Russian Psychological Fiction; On Narrative; Theories of Authorship: Russian Case Studies;

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	3	3	3	3

Westad, Odd Arne

S.T. Lee Professor of U.S.-Asia Relations,
Harvard Kennedy School

Appointed: 2015; tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 75%

Dissertations/theses supervised in the past five years: 20

Number of Recent Publications: 4

Education: Ph.D. History, U. of North Carolina, Chapel Hill, 1990; B.A. U. of Oslo, 1982

Selected Publications:

-*China, Hong Kong, and the Long 1970s: Global Perspectives*. Editor, with P. Roberts. London: Palgrave Macmillan, 2017.

-*The Cold War: A World History* (New York: Basic Books, 2017; London: Penguin, 2017).

-"The Balkans: A Cold War Mystery," in Svetozar Rajak et al., eds., *The Balkans in the Cold War* (London: Palgrave, 2017).

-"Preface," in Leslie James and Elisabeth Leake, eds., *Decolonization and the Cold War: Negotiating Independence* (London: Bloomsbury, 2015).

Current Research: Contemporary international history; Eastern Asia; Global power shifts; China's role in international affairs

Distinctions/Awards: Bancroft Prize for *The Cold War, A World History*; British Academy, Fellow, 2011-present, School of Public Policy and International Affairs, Jakarta, Advisory Board, 2010-present

Recent Courses: Power Shifts: Understanding Global Change Through History; Restless Empire: The Past, Present, and Future of Chinese Power

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Mandarin, French, German, Swedish, Danish	2	3	3	2
Russian, Portuguese, Italian	1	2	2	1

Willis, Oksana*Preceptor, Department of Slavic Languages and Literatures***Appointed:** 2014; not tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 100%**Number of Recent Publications:** 3**Education:** Ph.D., M.A., Russian Literature, Moscow State U., 2008, 1995**Selected Presentations:**

-“Dostoevsky’s ‘Krotkaya’ and Domestic Violence Debate in the 21st Century Russia: Transformative Learning in Practice” (in collaboration with Dr. Paulina De Santis), AATSEEL conference, Washington DC, February, 2018

-“Intermediate Russian e-Modules for Tbilisi Program”, Foreign Language Advisory Group (FLAG) Conference, Harvard University, March 2017

-“From Karamzin to Putin: Transformative Learning in Practice” (in collaboration with Paulina De Santis), AATSEEL conference, San Francisco, 2017

Recent Courses: Elementary Russian through Authentic Texts (A. Pushkin); Intermediate Russian through Authentic Texts (M. Bulgakov); Advanced Russian through Authentic Texts (A. Chekhov, F. Dostoyevsky, A. Akhmatova); Advanced Russian through Social Sciences and Media**Current Work:** *Russian Modules: Foundations* (Textbook), in collaboration with Steven Clancy, Veronika Egorova and Daniel Green (to be published by Routledge in 2018)**Distinctions/Awards:** Certificate of Teaching Excellence, Bok Center for Teaching and Learning, 2016, 2017**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russian	3	3	3	3

Wolf, Richard*Professor of Music and South Asian Studies,
Depts. of Music and South Asian Studies***Appointed:** 1999; tenured**Percent time devoted to Russia/Eastern Europe/Central Asia:** 30%**Number of Recent Publications:** 9**Dissertations Supervised:** 2**Education:** Ph.D., M.A. Ethnomusicology, U. Illinois Urbana-Champaign, 1997, 1989**Selected Publications:**-“The Musical Lives of Texts: Rhythms and Communal Relationships among the Nizamis and Some of Their Neighbours in South and West Asia”, in *Tellings and Texts: Music, Literature and Performance in North India*, ed. Francesca Orsini and Katherine Butler Schofield, 445-484. Cambridge, UK: Open Book Publishers.-“Music and the emotions: Perspectives from 30 years in South and Central Asia.” In *Черия Открытых лекций по тематическому “Междисциплинарный дискурс в контексте взаимоотношения гуманитарных и естественнонаучных исследований”*, 46-61. Dushanbe: University of Central Asia, Aga Khan Humanities Project.-*The voice in the drum: Music, language and emotion in Islamate South Asia*. Urbana: U. of Illinois Press. 2014.**Current Research:** Ethnomusicological field research, musical traditions, languages and cultures of South, Central and West Asia**Distinctions/Awards:** American Institute of Afghanistan Studies, John F. Richards Research Fellowship (fieldwork in Xinjiang, China and Tajikistan), June-Aug 2017; American Institute of Afghanistan Studies, John F. Richards Travel Grant (fieldwork in Wakhan, Afghanistan), Aug 2015; Fulbright South and Central Asia Regional Research Grant (Tajikistan, Pakistan, Kyrgyzstan), 2012-2013**Recent Courses:** Music of Central Asia and its Neighbors; Historical and Musical Paths on the Silk Road; Music in Cross-Cultural Perspective; Topics in World Music: Music in Central Asia**Travel/Overseas Experience:** Afghanistan, China, Kyrgyzstan, Pakistan, Tajikistan, Turkmenistan**Language Competence:** (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Persian, Tajik, Dari	3	3	3	2
Tamil	3	3	3	1
Russian	1	1	1	1

Yefimova-Trilling, Natasha

Editor, Russia Matters
Harvard Kennedy School

Appointed: 2016; not tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Education: MA Journalism, Columbia University, 2007; BA in Russian, Barnard College, 1995

Previous Experience:

Russia Matters Project, Harvard Kennedy School, Editor, 2016-present

-Commission and edit weekly analysis pieces and other publications for a website devoted to Russia and U.S.-Russia ties, with an emphasis on current affairs and policy relevance.

-Oversee publication of two to four weekly news/analysis digests, general promotion/outreach, including social media.

-Periodically represent project at scholarly conferences.

RIA NEWS AGENCY (Moscow), Editor in Chief, English Desk, 2012-2014

-Oversaw English-language website of Russia's biggest news agency

-Co-managed transition from translation service to news site; oversaw 15-20 reporters, translators, editors; determined editorial and personnel policy jointly with supervisor.

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Russia	3	3	3	3
French	1	1	1	1

Zaritt, Saul

Assistant Professor of Yiddish Literature,
Depts. of Comparative Literature and Near
Eastern Languages and Civilizations

Appointed: 2016; not tenured

Percent time devoted to Russia/Eastern Europe/Central Asia: 100%

Number of Recent Publications: 8

Dissertations/theses supervised in the past five years: 1

Education: Ph.D. Jewish Literature, The Jewish Theological Seminary, 2015; M.A. Hebrew University, 2009.

Publications:

-“Maybe for Millions, Maybe for Nobody: Jewish American Writing and the Undecidability of World Literature,” *American Literary History* (2016), doi: 10.1093/alh/ajw039

-“The World Awaits Your Yiddish Word: Jacob Glatstein and the Problem of World Literature,” *Studies in American Jewish Literature* 34, no. 2 (2015): 175-203.

-“Ruins of the Present: Yaakov Shabtai's Anti-Nostalgia,” *Prooftexts: A Journal of Jewish Literary History* 33, no. 2 (Spring 2013): 251-274.

Recent Courses: Jews, Humor and the Politics of Laughter; Writing Jewish Modernity; Ghostwriters and Ventriloquists: Post-War Jewish-American Culture; The Yiddish Short Story: Folk Tales, Monologues, and Post-Apocalyptic Parables; Heretics, Gangsters, Writers

Current Research: Modern Jewish literatures, Yiddish literature, Hebrew literature, Jewish American literature, theories of world literature, translation and globalization, digital humanities.

Distinctions/Awards: Harvard CJS funding for digital project: “Yiddish World Literature” (2017-18); Friedman Postdoctoral Fellow in Jewish Studies, Washington University in St. Louis (2015-16); Naomi Foundation Grantee for the creation of an online journal of Yiddish Studies (2014-16)

Language Competence: (1=Fair, 2=Good, 3=Excellent)

	Speaking	Reading	Aural Comprehension	Writing
Yiddish, Hebrew	3	3	3	3
Romanian	2	2	2	2
Russian, German	1	1	1	1

Position Descriptions

In addition to dedicated staff positions, Harvard is able to harness the expertise and experience of content experts who can provide intermittent project support, and student assistants with either expertise in area and language studies, or technical skills that support program activities.

Scholarly Startups

Negotiation Task Force (NTF): Student Research Assistants will conduct research in negotiation science, international affairs, and Eurasian and Euro-Atlantic politics; create new negotiation training simulations and other NTF program materials.

Imperia Project: Student Research Assistants, both graduate and undergraduate, will conduct research and spatial analysis; write, code, and build user interface design; develop curricular modules, and develop social media campaigns highlighting program outputs.

Outreach Programming

Outreach Director, Cris Martin [see Appendix II, pp. 27]

Pedagogy Advisor, Joan Soble [see Appendix II, pp. 36]

Events/Outreach Assistant (.5 fte): The assistant provides logistical support for DCRES' Gr6-14 student/teacher outreach and training, and outreach and public engagement programs. The responsibilities of this position include, but are not limited to: arranging speaker travel for program participants, ordering catering, booking meeting rooms, updating events information on the DCRES webpage, and helping with program evaluation.

Digital Coordinator: A graduate student with expertise in digital production will help develop and create digital resources, including, but not limited to, the *Eurasian Enigma* podcast and DCRES seminar recordings.

Curriculum Coordinator: An experienced high school or community college educator will help develop diverse curricular resources and pedagogical activities on Russia/Eurasia for use by Gr6-14 educators and students.

Russia Club 101 Leaders: Two advanced PhD candidates in R/E studies will, alongside the Outreach Director, develop the afterschool program and be responsible for developing the course syllabus, drafting and obtaining course materials, and teaching the weekly course.

Language Resources, Training, and Assessment

Native Russian Speaker, Veronika Egorova [see Appendix II, pp. 12]

Native Russian Speaker, Oksana Willis [see Appendix II, p. 40]

Technical Assistants: Graduate student technical assistants will provide continued infrastructural support for the project's online presence, www.russianmodules.com.

Research Assistants: Graduate student research assistants will co-author the Elementary and Advanced Russian curricula, create cultural notes, develop classroom activities, and help with proofreading.

Library Acquisitions and Digitization

Library Assistants: Graduate Student Assistants with knowledge of Russian and other Slavic/Eurasian languages will transcribe captions and other text related to the visual materials being digitized; record image dimensions, creator names, creation dates, subject headings, and other pertinent information; and translate text into English, if necessary.

Project Manager: A graduate student assistant with knowledge of Russian or other regional language will help coordinate the Digital Humanities Collaboration, including facilitating project development between faculty, HCL librarians and web designers.

Web Designer: The web designer will help develop data visualizations and other interactive media that result from the library/faculty collaboration and share it online through existing digital channels at Harvard and various social media platforms to ensure strong public dissemination.

Web Archivist: The Web Archivist will help develop a comprehensive web archiving strategy for the university and train ELD staff in digital archiving techniques.

Course List and Enrollments, AY 2016-17, AY 2017-2018, AY 2018-2019								
KEY:		**Interdisciplinary Course	[Cross-listed] Course					
Courses developed and offered with Title VI funds from 2014-2018 NRC grant.								
Courses to be developed and offered with Title VI funds from 2018-2022 NRC grant.								
Course Number	Course Title	Instructor	R/E Content	Enroll 16-17	Enroll 17-18	Offered 18-19	Credit	Description
I Faculty of Arts and Sciences								
<i>Anthropology</i>								
ANTHRO 1095	Urban Revolutions: Archaeology and the Investigation of Early States	Ur/Quiler	25%	35		X	8	Examines the development and structure of the earliest state-level societies in the ancient world. Archaeological approaches are used to analyze the major factors behind the processes of urbanization and state formation in Mesopotamia, Egypt, Central Asia, the Indus Valley, and Mesoamerica. The environmental background as well as the social, political, and economic characteristics of each civilization are compared to understand the varied forces that were involved in the transitions from village to urbanized life.
<i>Economics</i>								
ECON 1025	From Gorbachev to Putin: The Economics and Politics of the Russian Transition	Boycko	100%	16	12	X	4	
ECON 1425	Political Economics	Shleifer	25%			X	4	Discusses several research areas in political economy, including the origins of the state, comparative political systems, theories of economic reform, fiscal problems in democracies, rule of law, privatization, and regulation.
ECON 2412a**	Political Economics	Alesina	25%		4	X	4	Discusses several research areas in political economy, including the origins of the state, comparative political systems, theories of economic reform, fiscal problems in democracies, rule of law, privatization, regulation, and elections and the economy.
ECON 2490** [HKS]	The Economics of National Security Seminar	Feldstein	25%	6		X	4	Considers a range of issues relating to national security, including bioterrorism, the market for nuclear weapons, the defense industry, the dependence on imported oil, intelligence, sanctions, etc.
<i>Freshman Seminars and Extra-Departmental Courses</i>								
FRSEMR61U	Reading the Novella: Form and Suspense in Short Fiction	Bolton	25%			X	4	Short enough to read in a single sitting, but more complex and absorbing than short stories, novellas give us some of our most intense reading experiences. Indeed, many of the enduring classics of world literature, from Melville's Benito Cereno to Tolstoy's The Death of Ivan Ilich, take advantage of the novella's compression and acceleration of plot—features that are also suited to horror, mystery, and other forms of "genre" fiction. In this seminar, we will read some of the great masters of the novella form, including Henry James, Leo Tolstoy, Thomas Mann, Alice Munro, Katherine Anne Porter, and James Joyce, as well as other examples from around the world, including Eastern Europe, China, and Japan.
FRSEMR 61V	Dada and Bauhaus: 100 Years	Buchloh	25%			X	4	This seminar takes its departure from the fact that Dada and Bauhaus, two of the most important artistic movements of the twentieth century, have been recently celebrated and rediscovered, and newly researched by a number of scholars and curators, partially in response to their respective centennial. Dada was founded in Zürich in 1916, the Bauhaus in Weimar in 1919, and both formations were intensely international from the very beginning, unifying artists from many different European countries (Austria, France, Germany, Hungary, Rumania, Russia, Switzerland), to engender two astonishingly complex group formations.
FRSEMR 62C	The Revolution will not be Televised: (Russian Revolution Imagined, Documented, Advertised)	Koshkina	100%		6	X	4	
<i>General Education</i>								
AESTHINT 42	Revolutionary Utopias and Literary Transformations	Simpson	25%			X	4	Is revolution or reform the best way to transform society? What noun do the following adjectives qualify: English, American, French, Russian, Chinese Cultural, Cambodian, Iranian? Answer: "Revolution." Liberal cultural tends to praise some of these revolutions and recoil in horror from the others. In America, "revolutionary" is a positive adjective while victims of the Soviet gulags are less enthusiastic about the term. Countries whose revolutions have been successful and durable regard the term "utopia" as more positively than the victims of utopian thinking. This course explores the relation between utopian Enlightenment and literary cultures in Western history.
AESTHINT 60**	Literature & Art in the Era of Crisis & Opportunity: Modernism in Eastern Europe	Grabowicz	100%		7		4	
CULTBLF 38 [RELIGION, SLL]	Apocalypse Then! Forging the Culture of Medieval Rus'	Flier	100%	1	6	X	4	
CULTBLF 42** [SLL]	Communism and the Politics of Culture: Czechoslovakia from the Prague Spring to the Velvet Revolution	Bolton	100%	10		X	4	

KEY:		**Interdisciplinary Course		[Cross-listed] Course				
Courses developed and offered with Title VI funds from 2014-2018 NRC grant.								
Courses to be developed and offered with Title VI funds from 2018-2022 NRC grant.								
Course Number	Course Title	Instructor	R/E Content	Enroll 16-17	Enroll 17-18	Offered 18-19	Credit	Description
ETHRSON 12	Political Justice and Political Trials	Maier	25%		65	X	4	Punishing people for their political opinions or activity has a long history and is a practice unlikely to disappear. Criminal trials have served to enforce revolutionary change, to stifle dissent, or, alternatively, sometimes to advance democracy. Students examine major trials and debate such issues as who can prosecute; can behavior be criminalized retroactively; can restricting speech ever be justified. Case material is drawn from the trial of Socrates, the French Revolution, the Soviet purges, French collaborators, the Nuremberg war-crimes trials, American impeachment proceedings, cold-war hearings and Guantánamo defendants, and recent international tribunals.
ETHRSON 28	Moral Inquiry in the Novels of Tolstoy	Weir	100%			X	4	
SOCWORLD 18 [HIST]	Europe on Trial	Lewis	60%	12			4	This course examines Europe from the aftermath of the world's most destructive war to today's euro crisis. Using the idea of "trials" both literally and figuratively, we will address the major themes of postwar retribution, the Cold War, decolonization, new social movements, the fall of Communism, the expanding European Union, and the dilemmas facing a pluralist and postcolonial Europe. The roles of vigilante justice, terrorism, social justice and economic welfare will also be explored. Students will study the transcripts and accounts of political and civil rights trials to examine how these themes occurred and recurred in post-war Europe.
SOCWORLD 25**	Case Studies in Global Health: Biosocial Perspectives	Keshavjee, Farmer	25%		162	X	4	Examines, through a series of lectures and case-based discussions, a collection of global health problems rooted in rapidly changing social structures that transcend national and other administrative boundaries. Students will explore case studies (addressing AIDS, tuberculosis, mental illness, ebola, cholera, and other topics) and a diverse literature (including epidemiology, anthropology, history, and clinical medicine), focusing on how a broad biosocial analysis might improve the delivery of services designed to lessen the burden of disease, especially among those living in poverty.
SOCWORLD 52**	Russia in Global Perspective	Buckler	100%	7			4	
Government								
GOV 94CT	The Governance and International Politics of World Regions	Colton	25%			X	4	This class investigates patterns of interaction, integration, and identity construction in contemporary world regions; political, economic, and cultural explanations for why outcomes vary across regions; and regions as competitive arenas and proving grounds for established and rising powers. In addition to general and theoretical questions, the course will consider the experience of specific regions, including Europe, Southeast Asia, South Asia, the Middle East, South America, the Caribbean, and post-Soviet Eurasia.
GOV 1203	Capitalism and Democracy in Central and Eastern Europe	Ekiert	100%	25	20		4	
GOV 1243	Russian Politics in Transition	Colton	100%		31	X	4	
GOV 1244	Intro to Russian Politics	Weber	100%	21			4	
GOV 1286	Central Asia and the Caucasus	Weber	100%	20			4	
GOV 1783	Central Asia in Global Politics	Kassenova	100%			X	4	
GOV 1982	Chinese Foreign Policy, 1949-2017	Johnston	25%		56		4	Introduction to the descriptive history of China's international relations with special focus on different theoretical explanations for changes in foreign policy behavior (e.g. polarity, history, ideology, leadership, bureaucracy, among others).
GOV 2148	Civil Society, West and East	Pharr	50%	12	11	X	4	Focusing in particular on European and Asian settings, the seminar examines debates over what civil society is, notions of public space and social capital, and the role of civil society in political transitions.
GOV 2151**	Comparative Politics of Eurasia	Vacroux	100%	7			4	
GOV 2152	Post-Soviet Conflict	Vacroux/Bell	100%		10	X	4	
GOV 2218	Topics in Russian Politics	Colton	100%			X	4	
GOV 2887**	Imperial Legacies and International Politics in the Post-Soviet Space	Colton	100%		19		4	
History								
HIST 14E	The Cold War	Jarquín	80%		15		4	
HIST 72e [SLL]	of Catherine the Great	O'Neill-Uzgiris	100%		9		4	
HIST 82f [GOV, SLL, UKR]	The Origins of the Cold War: The Yalta Conference (1945)	Plokhii	100%	15	15	X	4	

KEY:		**Interdisciplinary Course		[Cross-listed] Course				
Courses developed and offered with Title VI funds from 2014-2018 NRC grant.								
Courses to be developed and offered with Title VI funds from 2018-2022 NRC grant.								
Course Number	Course Title	Instructor	R/E Content	Enroll 16-17	Enroll 17-18	Offered 18-19	Credit	Description
HIST 1053	After Catastrophe: Europe since 1945	Bloch	30%			X	4	
HIST 1119	The Silk Road	Afinogenov	75%	9			4	
HIST 1270 [SLL, UKR]	Frontiers of Europe: Ukraine since 1500	Plokhii	100%	9	5		4	
HIST 1280 [SLL, UKR]	History of the Soviet Union, 1917-1921	Martin	100%	31	8		4	
HIST 1281 [SOCWORLD, SLL]	The End of Communism	Martin	100%	31		X	4	
HIST 1284	Eurasia	Martin	100%		18	X	4	
HIST 1290 [SLL, UKR]	The History of the Russian Empire	O'Neill	100%	17	13		4	
HIST 1465	US in the World Since 1900	Manela	25%	31			4	A wide-ranging overview of American interactions with the world from the Spanish-American War through 9/11 and beyond. We will consider the changing patterns of international politics, the causes and implications of imperialism and decolonization, the pivotal impact of the world wars and the Cold War, the significance of cultural interactions and social movements, the challenges of globalization, the complexities of international development, and the roots of current world (dis)orders.
HIST 1909	Identities	Plokhii	100%	7			4	
HIST 1910	The History of Energy	Miller	25%		13		4	The history of energy is the history of modern political economy. The history of energy is the history of a scientific concept and its technological application. The history of energy is the history of climate change and environmental catastrophe. The history of energy is the history of life, the universe, and everything. All of these statements are true. This seminar is a critical introduction to the roles that energy has played in history and historiography. Using this ubiquitous and fundamental concept, we will explore questions ranging from climate change and capitalism to causality and colonialism in diverse places and times.
HIST 1952	Mapping History	O'Neill	100%	16	13		4	The history of maps and mapping from the age of Enlightenment to the era of GIS and GeoJSON. We will examine the way states and individuals have used maps to create ideas, shape policies, and generate political and cultural capital. We will also study the production of maps ? both print-based and digital ? by historians themselves. What new insights about the past can we gain by mapping it? How are innovations in cartographic technology changing the way historians think and write? In today's interactive digital environments, where does the map end and history begin?
HIST 2260 [UKR]	Central Europe: Seminar	Frank Johnson	100%		7		4	
HIST 2271 [SLL, UKR]	The Soviet Union: ProSeminar	Martin	100%	3	8	X	4	
HIST 2277 [SLL]	Eastern Europe: Peoples and Empires	Plokhii	100%		7		4	
<i>History of Art and Architecture</i>								
HAA 171G	Modern Art in Revolution	Gough	50%		11		4	This seminar examines the relationship between art and activism during two major popular uprisings against the state: the Paris Commune of 1871 and the October Revolution of 1917. What was the role of modern and avant-garde artists in these revolutionary events? What new forms of production and distribution did they invent, and how did their work engender, rather than simply reflect, processes of emancipation and social transformation? How, in other words, was the utopian imagination made into spatial and pictorial form? The first half of the course addresses Courbet's activism, the use and abuse of photography for partisan purposes, Manet's depiction of state violence, and the flowering of Impressionism in the wake of the Commune's suppression. We then analyze the participation of Russian and Soviet avant-garde artists in the building of the first socialist society in the 1920s, considering the politics of abstraction, the turn to experimental and factographic models of photography, the fine artist's transformation into media-worker, and the radicalization of exhibition practices
HAA 274k	Russian and Soviet Avant-Garde	Gough	100%		11		4	
HAA 127M	Architecture in Ancient Iran and Central Asia	Roxburgh	50%			X	4	
<i>History of Science</i>								
HISTSCI 226**	War	Wilson	80%			10	4	
<i>Humanities</i>								

KEY:		**Interdisciplinary Course			[Cross-listed] Course			
Courses developed and offered with Title VI funds from 2014-2018 NRC grant.								
Courses to be developed and offered with Title VI funds from 2018-2022 NRC grant.								
Course Number	Course Title	Instructor	R/E Content	Enroll 16-17	Enroll 17-18	Offered 18-19	Credit	Description
HUMAN 54**	The Urban Imagination	Buckler	25%	25			4	Cities are one of humankind's most richly complex inventions and can best be understood through both creative and critical thinking. Offered in connection with a Mellon-funded initiative in Architecture, Urbanism, and the Humanities, this course invites you to join an interdisciplinary investigation of the urban form and fabric, socio-cultural life, and artistic representation of five iconic cities ? Boston, Berlin, Moscow, Istanbul, and Mumbai, as well as the special case study of ? od??. Poland. We will treat literature, film, and photography alongside cultural history, experiment with urban fieldwork, and use digital tools for mapping and curating virtual exhibitions.
<i>Linguistics</i>								
LING 250 [SLL, UKR]	Old Church Slavonic	Flier	100%	4		X	4	
<i>Literature and Comparative Literature</i>								
COMPLIT 120	Games - Tricks, Puns and Ploys in Literature and Culture	Guedon	25%			X	4	This course is an exploration of games and their philosophical stakes for literature, film and music. Drawing from insights ranging from material culture to anthropology, we will reflect upon the ludic dimension inherent in literary composition. Our texts will cover the thematic approach to games (including chess, cards and dice novels in the Russian tradition with Dostoyevsky and Prokofiev) before moving to a more formalist take on game—building upon the idea of "play" in language and improvisation in aesthetic terms. We'll first explore how the shady trade of makebelieve can be connected to the very notion of theatricality (Shakespeare, Corneille, Renoir). Then, we will see how film, theatre and music have reflected upon the gambler as a character (Prokofiev, Lang); finally, we'll see how experimental texts use chance processes as catalysts for their composition—looking at possibilities opened up by infinite variations for Queneau, a dice throw for Mallarmé, an I-Ching sequence for Philip K. Dick, and the tarot figures for Calvino.
COMPLIT 272	Ritual Poetics	Rolios	25%	8			4	This courses explores the interaction between ritual modes of signification, (written as well as traditional oral) literature, and performance. The seminar proposes an interdisciplinary approach to the topic on the basis of anthropological research and literary and cultural theory. Specific literary examples are discussed in transhistorical and comparative contexts, ranging from ancient Greek tragedy to avant-garde literature.
<i>Music</i>								
MUSIC 190r	Topics in World Music: Music in Central Asia	Wolf	100%		13	X	4	
MUSIC 270R	Ethnomusicology: Seminar	Wolf	25%			X	4	Music and Language. Methods of phonetics, social linguistics, and ethnomusicological fieldwork, including changing conceptions of the research site, ethical concerns, interview techniques, the ethnography of musical performance, and data analysis and interpretation.
<i>Near Eastern Literature and Culture</i>								
ARMENIAN AA	Elementary Modern Armenian I	Gulesserian	100%		3	X	4	
ARMENIAN AB	Elementary Modern Armenian II	Gulesserian	100%			X	4	
ARMENIAN BA	Intermediate Modern Armenian I	Gulesserian	100%			X	4	
ARMENIAN 162	Contemporary Armenian Culture: Members, Movements, Milieus	Gulesserian	100%			X	4	
UYGHUR 300	Readings in Uyghur Language and Literature	Elliott	50%			X	4	
YIDDISH AA	Elementary Yiddish I	Vedenyapin/Cohen	80%	3	6	X	4	
YIDDISH AB	Elementary Yiddish II	Cohen	80%			X	4	
YIDDISH BA	Intermediate Yiddish I	Vedenyapin/Cohen	80%	1		X	4	
YIDDISH BB	Intermediate Yiddish II	Vedenyapin/Cohen	80%	1		X	4	
YIDDISH CA	Advanced Yiddish I	Vedenyapin/Cohen	80%	1	1	X	4	
YIDDISH CB	Advanced Yiddish II	Cohen	80%	1	1	X	4	

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YIDDISH 107 [COMPLIT]	The Politics of Yiddish	Zaritt	30%			X	4	A bastardized German, a jargon, a woman's vernacular, an old world language, a dying and ghostly tongue, a Hasidic language, a queer language, a radical language—these are just a few of the ways that Yiddish has been labeled over its one-thousand-year history. This course will trace the shifting politics attached to Yiddish from its early modern beginnings as a language of translation between Jewish and non-Jewish cultures to its postwar vacillation between a language of mourning and nostalgia, Jewish American humor, Hasidic isolation, and contemporary Jewish radicalism. Through poetry, fiction, essay, and film, we will discuss what it might mean to discover "the secret" language of the Jews" at the origins of Jewish socialism and at the foundations of diaspora nationalism.
<i>Russian, East European and Central Asian Studies</i>								
RSRA 298A**	Master's Thesis Reading and Research	Vacroux	100%	8	8	X	4	
RSRA 299A**	Development & Writing	Vacroux	100%	8	8	X	4	
<i>Slavic Languages and Literature</i>								
BSC AA	Elementary Bosnian/Serbian/Croatian I	Kuzmic	100%	1	1	X	4	
BSC AB	Elementary Bosnian/Serbian/Croatian II	Kuzmic	100%	1		X	4	
BSC BA	Intermediate Bosnian/Serbian/Croatian I	Kuzmic	100%		3	X	4	
BSC BB	Intermediate Bosnian/Serbian/Croatian II	Kuzmic	100%		3	X	4	
BSC CR	Advanced Bosnian/Serbian/Croatian	Kuzmic	100%		7	X	8	
CZCH AA	Elementary Czech I	Tuckerova	100%	3	2	X	4	
CZCH AB	Elementary Czech II	Tuckerova	100%	3	7	X	4	
CZCH BA	Intermediate Czech I	Tuckerova	100%	3	5	X	4	
CZCH BB	Intermediate Czech II	Tuckerova	100%	2	1	X	4	
CZCH CR	Advanced Czech	Tuckerova	100%	2	2	X	8	
PLSH AA	Elementary Polish I	Baranczak	100%	3		X	4	
PLSH AB	Elementary Polish II	Baranczak	100%	1		X	4	
PLSH BA	Intermediate Polish I	Baranczak	100%	2	2	X	4	
PLSH BB	Intermediate Polish II	Baranczak	100%	2		X	4	
PLSH CR	Advanced Polish I	Baranczak	100%	4	1	X	4	
PLSH CR	Advanced Polish II	Baranczak	100%	2	1	X	4	
RUSS AA	Elementary Russian I	Clancy	100%	14	13	X	4	
RUSS AAB	Elementary Russian (Intensive)	Chirkov/	100%	9	11	X	8	
RUSS AB	Elementary Russian II	Clancy	100%			X	4	
RUSS ATA	Elementary Russian Through Authentic Texts (Russian Through Pushkin) I	Willis	100%	7	6	X	4	
RUSS ATB	Elementary Russian Through Authentic Texts (Russian Through Pushkin) II	Willis	100%			X	4	
RUSS AH	Russian for Heritage Speakers	Egorova	100%	3	7	X	4	
RUSS BA	Intermediate Russian	Clancy	100%	12	6	X	4	
RUSS BAB	Intermediate Russian(Intensive)	Chirkov	100%	6	6	X	8	

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RUSS BB	Intermediate Russian II	Egorova	100%			X	4	
RUSS BTA	Intermediate Russian through Authentic	Willis	100%		8	X	4	
RUSS BTB	Intermediate Russian through Authentic Texts (Russian through Bulgakov) II	Willis	100%			X	4	
RUSS 101	Advanced Russian I	Pokrovsky	100%	21	13	X	4	
RUSS 102R	Advanced Russian: Introduction to the Language of Social Sciences and the Media	Willis	100%	10	13	X	4	
RUSS 103	Advanced Russian: Reading, Composition and Conversation	Egorova	100%	20	15	X	4	
RUSS 111	Advanced Russian: Readings in Russian/Post-Soviet Studies	Pokrovsky	100%	8	11	X	4	
RUSS 112	Advanced Russian: Russian Media	Pokrovsky	100%	9	9	X	4	
RUSS 113	Readings in Russian Literature	Pokrovsky	100%	6	7	X	4	
RUSS 114	Advanced Russian: Russian Cultural Self-Images and National "Mentality"	Pokrovsky	100%	9	9	X	4	
RUSS 115	Advanced Russian for Academic Professional Communication	Egorova	100%			X	4	
RUSS 120R	Supervised Readings in Advanced Russian	Clancy	100%	2	8	X	4	
SLAVIC 91R	Supervised Reading and Research	Khitrova/Weir	100%	1	1	X	4	
SLAVIC 97	Sophomore Tutorial	Kremer	100%	6	3	X	4	
SLAVIC 98A	Junior Tutorial	Kotsyuba	100%	1			4	
SLAVIC 98	Junior Tutorial: Svetlana Alexievich: Fact and Fiction	Koshkina	100%		2	X	4	
SLAVIC 99A	Senior Tutorial	Khitrova/Weir	100%	2	1	X	4	
SLAVIC 99B	Senior Tutorial	Khitrova/Weir	100%	3	1	X	4	
SLAVIC 125	Historical Perspective	Flier	100%			X	4	
SLAVIC 126	Structure of Modern Russian	Clancy	100%	8	9	X	4	
SLAVIC 129	Russia and Race	Kunichika	100%	6			4	
SLAVIC 130	Russian Poetry and Its Borders	Sandler	100%		5		4	
SLAVIC 132	Imperial Masterworks	Buckler	100%			X	4	
SLAVIC 141	Russian Drama and Performance	Buckler	100%			X	4	
SLAVIC 142 [HAA]	Russian and Soviet Avant-Garde	Khitrova	100%			X	4	
SLAVIC 145	Russian Literature in Translation	Kotsyuba	100%	6			4	
SLAVIC 146	Cultures of the Russian Revolution	Platt	100%		5		4	
SLAVIC 148 [CULTBLF]	Strange Russian Writers	Sandler	100%	21		X	4	
SLAVIC 151	Gogol	Todd	100%	6			4	

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SLAVIC 152	Pushkin	Todd	100%		6		4	
SLAVIC 154	Nabokov	Weir	100%		5		4	
SLAVIC 155	Dostoevsky	Weir	100%			X	4	
SLAVIC 167	Revolutionary Ukraine: Between the Russian Revolution and the Euromaidan of 2014	Grabowicz	100%			X	4	
SLAVIC 168	20th Century Ukrainian Literature	Grabowicz	100%			X	4	
SLAVIC 170	Polish Responses to WWII	Kremer	100%	3			4	
SLAVIC 174A	Milosz and America	Kremer	100%	3			4	
SLAVIC 175	Introduction to Polish Culture	Kremer	100%		1		4	
SLAVIC 177	Postwar Polish Poetry	Kremer	100%		2		4	
SLAVIC 181	Russian Poetry of the 19th Century	Malmstad	100%		3		4	
SLAVIC 182	The Political Novel	Bolton	30%		7	X	4	
SLAVIC 183	Reading Anna Karenina	Weir	100%		5		4	
SLAVIC 185	18th-Century Russian Literature: Seminar	Khitrova	100%	10			4	
SLAVIC 187	Today	Kotsyuba	100%	2			4	
SLAVIC 189	The Other Russia	Sandler	100%		9		4	
SLAVIC 191	Russian Orthodoxy	Freeze	100%	5			4	
SLAVIC 192** [COMPLIT]	Literature as Institutions	Todd	100%		7		4	
SLAVIC 193	Russian and Soviet Silent Film	Khitrova	100%	5			4	
SLAVIC 195	Central European Novel after WWII	Bolton	100%	8			4	
SLAVIC 197	The Power of the Powerless: Dissidents from Socrates to Václav Havel	Bolton	100%	4	5		4	
SLAVIC 199HFB	Russian Culture in Performance	Buckler	100%	4	4		4	
SLAVIC 201 [UKR]	Introduction to East Slavic Languages	Flier	100%		3		4	
SLAVIC 222	20th Century Ukrainian Poetry	Grabowicz	100%	1			4	
SLAVIC 223	19th Century Ukrainian Poetry	Grabowicz	100%		3		4	
SLAVIC 241	Russian Futurism and Formalism	Khitrova	100%			X	4	
SLAVIC 252	Rereading Russian Intellectual History	Weir	100%			X	4	
SLAVIC 268	Post-Soviet and Post-Modernist Ukrainian Literature	Grabowicz	100%			X	4	
SLAVIC 280R** [SLL, UKR]	Slavic Culture: Seminar	Flier	100%	8			4	
SLAVIC 287	in 20th-Century Russia: Seminar	Sandler	100%	4			4	
SLAVIC 289	Losing	Sandler	100%		4	X	4	
SLAVIC 299**	Proseminar	Khitrova	100%	3			4	
UKRA AA	Elementary Ukrainian I	Dibrova	100%	1	2	X	4	
UKRA AB	Ukrainian II	Dibovra	100%	2		X	4	
UKRA BR	Intermediate Ukrainian	Dibrova	100%	1	3	X	8	
UKRA CR	Advanced Ukrainian	Dibrova	100%		1	X	8	

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<i>Social Studies</i>								
SOC-STD 98RC**	The Politics of Culture in Europe	Brandel	25%			X		With the birth of "modern Europe", cultural difference emerged at the center of urgent debates about the organization of society. Even our present political moment seems to be defined by migration "crisis" and globalization. Public discourse appears to be structured by questions about how we might make a place for others in our societies, or whether we should. Does welcoming others require more than the tolerance of their differences? How/should migrants "integrate" into host cultures? Does an increasingly connected and mobile world mean that cultural differences will be replaced by a uniform global culture? By the same token, does integration mean the potential loss of European culture? What does it mean to have a culture in the first place, who belongs to it, and what kinds of boundaries do they have, if they have them at all? We will trace the history of this network of ideas, from the cosmopolitanism of the 18th century urban elites to the Syrian refugee "crisis" that has defined recent political contests on the continent. Cases will include recent migrations of peoples from former colonies to Europe, forced migrations from the margins to the metropole under the Soviet regime, and internal displacements of groups like Ashkenazi Jews and the Roma. In each case,
SOC-STD 98QF**	Modern Art, Politics, and Society	Keilson	25%			X	4.0	How can we understand modern society through art? How can modern art connect theories of politics and culture to lived experience? How do artworks, artistic communities, and ideas about aesthetic expression serve as the basis to analyze –and in some instances, change –the features of modern life? This tutorial seeks to answer these questions by examining the intellectual history of modern art, including concepts of "modernity" and "modernism" in literature, performance, and the visual arts from the mid-nineteenth century to the present. Combined with our own observations of the contemporary art scene, we will examine how the convergence of modern art and politics has historically negotiated boundaries between tradition and avant-gardism, nature and technology, the self and the community, protest and participation, consumption and production, reason and intuition, the body and object. Our focus will be on Europe, Russia/USSR, and the United States.
<i>The Study of Religion</i>								
RELIGION 1816** [HDS]	Ismaili History and Thought	Asani	25%		7	X	4	This course explores the doctrines and practices of the Ismailis, adherents of a minority branch of Shia Islam that recognizes the continuation of religious authority after the Prophet Muhammad through a particular line of his descendants known as the Imams. Focusing on their historical evolution and manifestations in diverse political, cultural and social contexts, the course will consider three major communities: the Nizari Ismailis (in Syria, Iran, Central Asia, and South Asia); the Tayyibi (Daudi Bohra) Ismailis (in Yemen and South Asia) and the Druze (in Syria and Lebanon).
<i>Theater, Dance and Media</i>								
TDM 117**	Acting Chekhov	Airaldi	75%			X	4	
TDM 144	Embodied Expression	Foster	25%	6			4	An examination of the ways in which the dancing body internalizes and communicates cultural knowledge to both dancer and observer. By participating in dance workshops, watching dance performances (live and on film), and reading ethnographic and theoretical texts, we attempt to understand the emergent meaning of dance performances from multiple perspectives.
<i>Ukrainian Studies</i>								
UKRAN 200**	Ukrainian Studies: Seminar	Plokhii	100%	1		X	8	
<i>II Business School</i>								
HBS-1144**	The Energy Business and Geopolitics	Maurer	25%	127			3	
HBS-1151**	Globalization and Emerging Markets	Musacchio/Worker	30%	91	186	X	3	Globalization and Emerging Markets is designed for students who will be investing, managing a business or nonprofit, or working for a government in an emerging or frontier market. The unit of analysis of the course ranges from countries to multinational and domestic companies in emerging markets. Students are asked to take the perspective of different decision-makers, such as politicians, investors, and managers. For instance, students may have to take the perspective of an analyst at an American company contemplating investment in Nigeria's power industry, a private equity investor in Brazilian tech, a large-cap mining firm in Mongolia, a domestic conglomerate in the Philippines, or a muckracking hedge fund in Russia. Many of the cases are set beyond the so-called BRICs of Brazil, Russia, India, and China, in today's "frontier" markets that are only beginning to attract the attention of mainstream investors.
HBS-1130**	Entrepreneurship and Global Capitalism	Jones	30%		95	X	3	The five modules of the course are: First Global Economy; Globalization Reversed; Origins of Second Global Economy; Second Global Economy; New Deglobalization.
<i>III Graduate School of Design</i>								
GSD 1501	The Unfinished City. Envisioning 21st Urban Ideals in Tallinn's Largest Soviet-era Housing District	Sevtsuk	100%		12		4	

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GSD 1502	Refugees in the Rust Belt	D'Oca	25%		13		8	Today, there are over 65 million refugees worldwide, the highest number of displaced persons ever recorded. In the design community, most of the efforts to help deal with this humanitarian crisis have rightly centered on immediate needs related to the design of refugee camps. Especially in the US, however, the design community has paid less attention to refugee resettlement. Since 1975, close to three million refugees have been resettled across the US, a process that has resulted in large refugee communities in places like Lancaster, PA (Syrians), St. Louis, MO (Bosnians), Minneapolis, MN (Somalis), Detroit, MI (Iraqis), and Fort Wayne, IN (Burmese) to name just a few. In the city of Utica, New York one in four residents is a refugee. These communities remind us that refugees don't just move to nations, they move to cities. While officials at the national level determine who qualifies as a refugee and establish refugee quotas, how well refugees fare depends in part on the efforts of local entities entrusted with helping refugees find housing and employment, get around, and more generally adapt to everyday life. The premise of this interdisciplinary studio is that architects, landscape architects, and urban planners and designers in the US can and should play a larger role in this refugee resettlement process. Working with refugee resettlement organizations in St. Louis, Detroit, and Cleveland, students will make proposals at a range of scales aimed at helping refugees thrive in their arrival city.
IV Harvard Divinity School								
HDS 3939** [HISTRELIGION]	Ismaili History and Thought	Asani	25%	9			4	This course explores the doctrines and practices of the Ismailis, adherents of a minority branch of Shia Islam that recognizes the continuation of religious authority after the Prophet Muhammad through a particular line of his descendants known as the Imams. Focusing on their historical evolution and manifestations in diverse political, cultural and social contexts, the course will consider three major communities: the Nizari Ismailis (in Syria, Iran, Central Asia, and South Asia); the Tayyibi (Daudi Bohra) Ismailis (in Yemen and South Asia) and the Druze (in Syria and Lebanon). Principal themes to be considered include conceptions of the Imamah and notions of authority, messianic doctrines, philosophy, ritual practice and devotional traditions. The course will also briefly consider the contemporary situation of these communities as minorities in North America and Europe.
IV Harvard Kennedy School of Government								
DPI-413**	Democratization	Norris	40%	34		X	8	This course covers the basic principles, theories, conceptual tools, and comparative methods useful for understanding the challenges of democracy and democratization. Recent developments remain under debate, however; some see a picture of stasis but other observers suggest that liberal democracy is now 'in retreat', 'in decline' or under threat around the world, including in Western societies. The rise of populist authoritarianism has destabilized established patterns of party competition and threatened liberal ideals and human rights even in many long-standing democracies, including in the United States and Western Europe. Events during the 'Arab uprisings' from Tunisia to Syria highlighted a checkered pattern of regime transitions and the challenge of building stable and peaceful nation-states and effective governance in the region. Elsewhere around the world many states have also experienced only partial or unstable steps towards democratic elections, and then reverses, for example in Turkey, Thailand, Bangladesh, Kenya, Nigeria, and Venezuela. There are also numerous examples of 'electoral autocracies', in states as varied as Singapore, Burma, Russia and Pakistan, which hold multiparty elections but fail to institute the full panoply of human rights and political freedoms. Moreover many autocracies persist – whether one-party states, military-backed dictatorships, autocratic regimes, elitist oligarchies, and absolute monarchies.
DPI-540M**	Combatting Corruption Internationally	Wolf	25%	17	18		2	In this module students will examine the causes and consequences of grand corruption - the abuse of public office for personal profit by a nation's leaders - and means of combatting it. Existing efforts to combat grand corruption, such as the United Nations Convention Against Corruption, the Organization of Economic Cooperation and Development Convention on Combating Bribery, and the United States Foreign Corrupt Practices Act will be evaluated. International efforts to strengthen the capacity of various countries to combat corruption, such as the International Commission Against Impunity in Guatemala (CICIG) and the European Union requirements for prospective members including Ukraine, will also be studied. In addition, initiatives to promote the extraterritorial prosecution of grand corruption, such as applying principles of universal jurisdiction to grand corruption and the creation of an International Anti-Corruption Court, will be explored. The module will be taught by Senior United States District Judge Mark L. Wolf.
IGA-103**	Global Governance	Ruggie	25%	52	49	X	8	This course focuses on the interplay among states, international organizations, multinational corporations, civil society organizations, and activist networks in global governance. Cases are drawn from a broad range of issue areas, including economic relations, human rights, peace and security, and the environment. The objective is to better understand the dynamics and evolution of formal and informal global governance arrangements and what difference they make, in light of globalization and emerging geopolitical changes.
IGA-110**	Modern Diplomacy: Peace and War in the 21st Century	Burns	25%	53	66		8	

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IGA-116**	Great Power Competition in the International System	Burns	25%	67	68		8	This course will focus on the future balance of power in the world and cooperation as well as competition among the 21st Century Great Powers. We will study the rise of China, India and other rising powers in the decade ahead and assess whether these countries are prepared and willing to lead effectively. We will look closely at the changing nature of American power. In addition, we will focus on the relationship between the United States and China and their likely competition for strategic influence in the Asia-Pacific region. We will also investigate whether the Russian Federation and European Union will be more or less influential in the future. The major objective of the course is to reflect on how this group of countries and other regional powers can work together to address some of the principal challenges of the new century including on climate change, avoiding conflict in the South and East China Seas, limiting nuclear proliferation, enhancing cooperation on energy, and dealing with the dilemma of intervention in regional wars worldwide.
IGA-211**	Central Challenges of American National Security, Strategy, and the Press	Allison	25%		42		4	Using a series of case studies from the front page, and from the most urgent and important issues on the U.S. national security agenda, this course will engage students in grappling with the hardest American national security challenges of the decade ahead. Issues range from Russia and the economic and military rise of China to the Arab Awakening and ongoing war with ISIS. A major subtheme of the course explores coping with a world where a pervasive press makes secrecy more often the exception than the rule. In each case, there will be exploration of how media coverage affects decision making, with an examination of leaks about Russia's cyber intervention in the 2016 election, WikiLeaks, and the Snowden case as well as the revelations about drones and secret, American-led cyberattacks, and other examples of the publication of classified information.
IGI-282**	Leading the National Security Enterprise	Carter	25%			X	4	This course covers the central foreign policy and managerial challenges of the U.S. Department of Defense, with a focus on usable lessons for future practitioners in a wide variety of settings in the U.S. and abroad. It begins with design and execution of grand strategy for Asia/China, Europe/Russia, The Middle East/Iran, North Korea, and terrorism. The second half of the course teaches managerial approaches to the future of warfare and advanced technology, the all-volunteer military, Presidential leadership and chain of command, and politics and the press.
IGA-232**	Controlling Weapons Proliferation	Bunn	25%	19	27	X	1	From Iran to North Korea, from the New START treaty to Syria's deadly chemical stockpile, nuclear, chemical, and biological weapons are the focus of high politics around the world. Decisions about them can make the difference between war and peace, between safety and grave danger for people around the world. This course will give students an understanding of these weapons and the global efforts to control their spread and reduce their dangers.
IGA-240**	Cyber and Information Operations: Technology, Policy, and the Law	Rosenbach	25%		86		4	The world needs a new generation of policymakers and private sector professionals who understand the complex nexus of cyberattacks, information operations and foreign policy. This course introduces students to the operational, policy, technical and legal challenges of preventing and responding to cyber and information attacks. Students will assess digital societies vulnerabilities to cyber-based interference, analyze the motivations of hostile actors who seek to exploit these vulnerabilities, explore the features of key recent attacks, and devise courses of action for the international community and private sector.
IGA-367M**	Preventing Mass Atrocities: The Security Council and the International Criminal Court	Ocampo	25%	16	33	X	2	The establishment of the permanent International Criminal Court (ICC) by the Rome Statute was an unprecedented development in international politics and in international law. This course will explore the origins, functioning and effectiveness of the ICC, with particular emphasis on its interactions with the UN Security Council. In only 13 years, the system established by the Rome Statute was set in motion. States parties have been financing the operations of the Court, cooperating with investigations, protecting witnesses and executing arrest warrants. Overall, the Court opened investigations in ten different situations, indicted 39 people including three heads of state and concluded its first trials. In addition, without changing the UN Charter, the Rome Statute system has contributed to development of international law by the UN Security Council. The Courts intervention was imposed in Darfur and Libya but there was no agreement to do the same in relation to Palestine or Syria.
IGA-388**	Nonviolent Resistance in the Age of Authoritarians	Johnson	30%		19	X	4	The rise of democratically elected authoritarians presents a new challenge to movements for social change and justice. Over the past two decades, a new type of repressive state has developed, what Hungarian Prime Minister Viktor Orbán calls the "non-liberal democracy," where authoritarian, populist leaders have come into power through elections, then used their parliamentary majorities to alter the rules and processes of governance to guarantee their hold on power, undermining the independence of judiciaries and election systems, using fear of minorities to stimulate internal conflict and hatred, and criminalizing civil society.

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Course Number	Course Title	Instructor	R/E Content	Enroll 16-17	Enroll 17-18	Offered 18-19	Credit	Description
IGA-412M**	The Geopolitics of Energy	O'Sullivan	25%		51		4	This course will combine the study of historical non-violent struggles for social justice with a look at the conditions current resistance faces from today's elected authoritarian systems and personalities. Using the processes of design thinking, students will workshop alternative approaches to challenge authoritarian projects in the U.S., Venezuela, Hungary, Russia, the Philippines, Turkey, and other "illiberal democracies." Learning methods will include case-studies, discussion of insights and frameworks from the rich literature on social movements and non-violent action, debate exercises, simulation and role-play, peer-to-peer consulting and in class discussion of student projects. Students will work in pairs or small groups on a particular challenge and will present their strategic nonviolent approach in class. There will be several guest lectures by inspiring current activists.
IGA-662**	The Future of Europe: Key Challenges and the Restructuring of the European Project	Beneyto	25%	20			4	Is the European Union facing an existential crisis? A significant number of political leaders and analysts have expressed their concern about the current status and projects of the European Union. What started off as a very promising process towards European unity after WWII, and continued for many years as such, is today facing a wide range of serious challenges, from the economic to the political, and from the social to the cultural. The European Union remains, however, a cornerstone of European stability and economic prosperity, and its legacy is undisputed. This course examines such key issues for the future of the Continent as the underlying cultural changes in European societies, the difficulties Europe faces in combining sustained economic growth with reforms and technological adjustment, the challenge of populism from right and left, and how Europe can achieve its ambitions of becoming an effective geopolitical actor in the face of Russia's assertiveness and the threat of terrorism.
V Law School								
HLS 2028	Comparative Constitutional Law	Lessig	25%				2	This course will cover a series of topics arising in the comparative study of constitutional structure and law, with a focus on a comparison between mature and emerging regimes. The first category includes France, Germany, and the United States; the second includes Georgia, Hungary, South Africa, and Russia. It will take up questions of constitutional purpose, function, design, and doctrine, as well as the evolution of constitutional culture.
HLS 2947	Birthing a Constitution	Lessig	30%				2	This seminar will explore the process of constitutional formation. We will consider the experience in a number of nations -- including the United States, Russia, Georgia, South Africa and Iceland -- and draw from those examples a sense of the constituent power, and its limits.
VI Extension School								
GOVT E-20	Introduction to Comparative Politics	Baum	25%	23	33		4	In this course, we explore questions in contemporary comparative politics. We focus on several questions that have long been central to research in comparative politics, including the challenges for democratization and democratic stability in certain social and economic contexts, how countries vary in their political institutions (constitutional, electoral, administrative, and party systems) and why these variations matter, and what explains the persistence of ethnicity and causes of civil conflict. Country cases are drawn from different regions of the world to ground students in the set of tools of comparative analysis.
GOVT E-1243	Russian Politics in Transition	Colton	100%		31		4	
GOVT E-1557**	History of Russian Culture through Film and Literature	Ostrowski	100%			X	4	
GOVT E-1743**	Cyberspace and International Security	Reveron	25%	38	59	X	4	In a very short time, individuals and companies have harnessed cyberspace to create new industries, a vibrant social space, and a new economic sphere that are intertwined with our everyday lives. At the same time, individuals, subnational groups, and governments are using cyberspace to advance interests through malicious activity. Terrorists recruit, train, and target through the Internet, hackers steal data, and intelligence services conduct espionage. Still, the vast majority of cyberspace is a civilian space used by individuals, businesses, and governments for legitimate purposes. This course examines current and future threats to cyberspace, studies various approaches to advance and defend national interests, and contrasts the US approach with European, Russian, and Chinese approaches in cyberspace.
GOVT E-1880**	Popular Culture and US Foreign Policy During the Cold War	Nichols	30%	33	27	X	4	This course examines the cold war through the prism of popular culture: books, music, literature, motion pictures, and television. The goal is to understand how culture expressed the major concerns of the American public at various points in the cold war, and what effects those concerns had on the making of American foreign policy. Students examine various media from the 1945-1991 period, and examine the interplay between popular culture and policymaking during the long confrontation between the United States and the Soviet Union. Topics include subversion, the nuclear arms race and nuclear war, the national security state, and patriotism.
GOVT E-1886**	Nuclear Weapons and International Security	Nichols	40%	52	65	X	4	This course examines the role of nuclear weapons in US and international security. In addition to familiarizing students with the types and effects of nuclear arms, the course considers several topics, including the history and future of nuclear strategy, the control and reduction of nuclear weapons, and the dilemmas of nuclear proliferation.

KEY:		**Interdisciplinary Course		[Cross-listed] Course				
Courses developed and offered with Title VI funds from 2014-2018 NRC grant.								
Courses to be developed and offered with Title VI funds from 2018-2022 NRC grant.								
Course Number	Course Title	Instructor	R/E Content	Enroll 16-17	Enroll 17-18	Offered 18-19	Credit	Description
GOVT E-1889**	The Origins and Evolution of Deterrence Theory	Nichols	30%	10	29	X	4	This course considers both the theoretical bases and practical applications of deterrence theory. It examines the origins of classical deterrence theory after World War II, traces its development during the cold war, analyzes its application to nuclear strategy, and considers its evolution into the twenty-first century.
HIST E-1893	The World Wars and Global Transformation	Maier	25%		40		4	This course examines the origins, military history, and successive postwar settlements of World Wars I and II in the framework of evolving empires; fascist, communist, and democratic ideological mobilization; forced resettlement and cultures of mass violence; and ongoing economic and social change (and persistence). We examine Asian and African as well as European and American transformations.
HIST E-1960	The History of the Cold War	Gvosdev	50%	74	99	X		The cold war was the crucible by which the United States was transformed into a global superpower and laid the basis for the national security state. The ideological and geopolitical competition between the US and the Soviet Union shaped the global and regional makeup of the modern world and its legacies continue to influence global politics in the twenty-first century. This course charts the origins of the cold war, provides an overview of the ideological and geopolitical drivers of the conflict, examines how the cold war was played out in Europe, East Asia, the Middle East, and the third world, assesses its impact as a driver for the development of both conventional and nuclear forces, and charts the mechanisms that developed in Washington and Moscow for managing the cold war. The course concludes with charting how the cold war wound down and the legacies it has left for the twenty-first century.
SSCI E-125	Case Studies in Global Health: Biosocial Perspectives**	Keshavjee, Farmer	30%	43			4	This course examines, through lectures and case-based discussions, a collection of global health problems rooted in rapidly changing social structures that transcend national and other administrative boundaries. Students explore case studies (addressing AIDS, tuberculosis, mental illness, and other topics) and a diverse literature (including epidemiology, anthropology, history, and clinical medicine), focusing on how a broad biosocial analysis might improve the delivery of services designed to lessen the burden of disease, especially among those living in poverty.
VII Harvard Summer School								
ECON S-1317	The Economics of Emerging Markets: Asia and Eastern Europe	Sergi	50%	38	46	X	4	
GOVT S-20	Introduction to Comparative Politics	Fujihara	30%	33	32		4	This course provides an introduction to concepts, theories, and evidence in the field of comparative politics. Topics include origins of nation-states, democracy and authoritarianism, social revolutions, politics of economic development, ethnicity and ethnic violence, modernization, political culture, institutions, and civil society. The empirical evidence is drawn from cases in Africa (Nigeria, Rwanda), the Americas (Mexico, the United States), Asia (China, India, South Korea), Europe (Britain, Germany), post-communist areas (Russia, former Yugoslavia), and the Middle East (Iran).
GOVT S-1113**	Democracy's Century: Democratic Transitions in Comparative Perspective	Soroka	30%	15	16	X	4	This course addresses the question of tough transitions. Democracy has come to many different lands in the twentieth- and twenty-first centuries, but its record of success once there has been remarkably variable. Consequently, we ask two interrelated questions, drawing upon both theoretical literature and case studies: what conditions are propitious or deleterious for democratic consolidation? And, in the latter instance, are there ways of overcoming less than ideal starting points? Posing these questions requires distinguishing between the process of democratization and the outcome of a stable, well-functioning democratic regime. In doing so, we examine problematic cases, historic and contemporary, where democracy has survived and thrived despite the initial odds (India, Germany). We also look at democratic reversals, where hopes of competitive elections and representative governance have been thwarted (Russia). The point of doing so is to have students think critically about democratic theory and regime change in order to assess events such as the Arab Spring and evaluate what factors are unfavorable to democracy (and why), as well as whether these might be overcome through institutional design or other means.
GOVT S-1241**	The Political Economy of Russia and China	Sergi	50%	22	24		4	
HIST S-1280**	What is Europe? Politics, Power and Peace, 1700-2018	Ghervas	25%		18		4	Today, Europe is a flashpoint for a number of crises, notably Brexit, the Russian dispute with Ukraine, the influx of refugees, and the rise of populism, ultra-nationalism, and xenophobia. How did it reach that situation? And what, for that matter, is Europe? This course answers these questions through a political history of Europe that is wide both in space (including the Balkans and Russia) and in time (as far back as the eighteenth century). In order to better understand its intellectual foundations, we examine works by Herodotus, Jean-Jacques Rousseau, Immanuel Kant, Victor Hugo, Woodrow Wilson, Winston Churchill, Robert Schuman, Margaret Thatcher, and Jürgen Habermas, among others. Through this course, students of history, government, international relations, political science, European studies and related fields find a deep, interdisciplinary approach to European history over the <i>longue durée</i> , in order to better understand its present and to forecast its future.

KEY:		**Interdisciplinary Course		[Cross-listed] Course				
Courses developed and offered with Title VI funds from 2014-2018 NRC grant.								
Courses to be developed and offered with Title VI funds from 2018-2022 NRC grant.								
Course Number	Course Title	Instructor	R/E Content	Enroll 16-17	Enroll 17-18	Offered 18-19	Credit	Description
HIST S-1960	The History of the Cold War	Plokhii	100%	20	15		4	
RUSS S-AAB	Intensive Elementary Russian	Willis	100%	5	9		8	
UKRN S-129**	Laboratory of Modernity: Politics, Culture and Society in Ukraine, 1800-Present	Bilenky	100%	8	9		4	
UKRN-S130	State-Society Relations in Ukraine	Wilson	100%	8	9		4	

Project Goal: Increase skill-based understanding of R/E among undergraduate and graduate students at Harvard and beyond.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
The Negotiation Task Force (NTF), through courses, resource development and programming, will train undergraduate and graduate students in negotiation and conflict resolution skills in a R/E context.	Arvid Bell will teach the political science course, "Post-Soviet Conflict" in years 1 and 3 of the grant.	Number of students enrolled	Every other year (years 1 and 3)	Course enrollments	0	12	0	15	0
	Develop at least 3 new negotiation simulations around real R/E conflicts.	Number of simulations developed	One per year in years 1, 2 and 3	Project records	3	0	1	1	1
		Number of uses of simulations	Ongoing	Events records, web analytics for downloads	0	3	3	6	15
	Negotiation bootcamp (year 4) will train 30 young leaders from the US, Russia and Europe to difuse conflict through negotiation and conflict management using simulation materials developed by the NTF.	Number of program participants	Once in Year 4	Project records	0	0	0	0	30
Increased understanding of crisis resolution		Once in Year 4	Pre- and post-program survey of program participants	0	0	0	0	10	
The Imperia Project, through coursework, research initiatives and engaging programming, will train students in	Kelly O'Neill will teach the history course, "Monks and Migrants: The Spatial History of the Russian Empire" in years 2 and 4 of the grant.	Number of students enrolled	Every other year (years 2 and 4)	Course enrollments	0	15	0	20	0

the use of geospatial reasoning and mapping technology as applied to Imperial Russian History.	Imperia Lab will train undergraduate and graduate research assistants to conduct research on the Russian Empire using geospatial tools and create digital outputs based on their research.	Number of student research assistants hired	Annually	Project records	0	2	2	2	2
	Hackathon participants will mine historical documents to determine their spatial parameters and create new digital outputs that help others understand the history of Imperial Russia through a spatial lens.	Number of participants	Annually	Project records	10	12	16	20	
		Number of program outputs	Annually	Project records	2	3	3	4	
Project Goal: Improve Access by Community College educators to R/E content and global competency pedagogies.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
The DCRES Outreach Program will amplify its marketing efforts amongst community college educators for 3 professional development programs.	The Engaging Eurasia Teaching Fellowship will introduce community college and high school educators to complex issues within R/E studies as well as diverse pedagogies with which they can introduce new ideas to their students.	Number of community colleges contacted regarding program.	Years 1, 2, and 3	Email contact records	0	15	25	40	0
		Number of program applicants from community colleges.	Years 1, 2, and 3	Project records	0	8	11	15	0
		Number of program participants from community colleges.	Years 2, 3 and 4	Project records	0	3	4	5	0
	The Global Studies Outreach Summer Teacher Workshop will introduce community	Number of community colleges contacted regarding program.	Annually	Email contact records	10	20	25	30	35

college and high school educators to a topic of global importance (migration, urbanization, etc.) in a multidisciplinary format and provide opportunities to engage with global competence pedagogies around that content.	Number of program applicants from community colleges.	Annually	Project records	6	10	12	14	15	
	Number of program participants from community colleges.	Annually	Project records	3	4	5	7	8	
	The collaboration with North Shore Community College and Salem State University specifically address the content and pedagogy needs of 2- and 4-year college educators on Massachusetts North Shore.	Years 2, 3 and 4	Project records	0	0	1	1	1	
	Number of community college educator participants	Years 2, 3 and 4	Project records	0	0	6	10	15	
Project Goal: Increase access to Harvard-based resources by non-Harvard students, Gr6-14 educators and general community through digitization.									
Digitization projects created within DCRES and HCL will be shared widely with the public through social media and established websites dedicated to highlighting Online Educational Resources (OERs).	Resources and resource collections held within the HCL will be digitized and shared online via the Hollis library catalog and nuanced web exhibits.	Number of items digitized	Annually	Project records	0	4000	6000	7500	####
		Number of web exhibits created	Annually	Project records	2	1	1	1	1
		Number of views of web exhibits	Ongoing	Web analytics	0	100	400	800	1000
	Digital Humanities Collaboration will encourage librarians and faculty members to work together to develop digital humanities projects/visualizations based on HCL resources.	Number of librarians and faculty members engaged in collaboration.	Years 3 and 4	Project records	0	0	0	4	6
		Number of projects/visualizations created.	Years 3 and 4	Project records	0	0	0	2	4

		Number of views of online projects/visualizations	Years 3 and 4	Web analytics	0	0	0	60	100
	Share digital resources and projects on R/E produced by DCRES and HCL via OER sites.	Number of projects/visualizations created shared	Ongoing	Project records	0	5	2	4	6
		Number of OER sites with which digital projects are shared	Ongoing	Project records	0	6	4	4	4
		Number of views of online projects/visualizations	Ongoing	Web analytics	0	40	75	125	200
The Online Russian-Language Project will provide improved and updated curriculum for Russian language instruction free online.	Provide new audio/visual materials online for Advanced and Elementary Russian.	Number of audio/visual materials posted to project website	Years 2, 3, and 4	Project records	0	0	4	12	20
		Number of views of audio/visual materials on project website.	Years 2, 3, and 4	Web analytics	0	0	40	60	75

June 4, 2018

TO WHOM IT MAY CONCERN:

I am writing in strong support of the application for a Title VI/National Resource Center grant by Harvard's Davis Center for Russian and Eurasian Studies.

I have been a Visiting Scholar at the Davis Center since 2002, when I completed four years as a Consulting Professor of International History at Stanford. During that time I have directed the Center's Project on Eurasia in Transition for mid-level scholars (2002-2005), taught five courses in Harvard's Government Department (funded precisely by Title VI grants), published one book (*Eurasia's New Frontiers: Old Societies, New States, Open Futures* (Cornell, 2008)), and edited another (*Islam in Eurasia: A Policy Volume* (Davis Center, 2015)). From 2004 to 2006 I was also Provost's Visiting Professor at Cornell.

Previously, I earned a B.A. at Yale and an M.A. and Ph.D. at Harvard, all in history, and then spent 35 years as a U.S. Foreign Service Officer, retiring in 1998 with the rank of Career Minister. Postings included Poland (twice), Romania, the Soviet Union, and Washington, working mainly on East-West relations. In the 1990s I served as Ambassador to Poland, Coordinator of U.S. Bilateral Assistance to the New Independent States of the Former Soviet Union, and Ambassador to Pakistan.

I believe this dual experience as a diplomat and an academic qualifies me to offer useful judgments on the work of the Davis Center at the nexus of scholarship and policy in a complicated 21st Century, and on the merits of its Title VI/National Resource Center grant application.

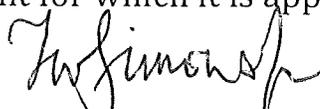
The Center remains a premier national resource for the study of Russia and Eurasia at a time when they have resumed center stage in world politics, after a hiatus as a "mere regional power," and when Russia has entered American politics with a vengeance. For at least the next generation, our capacity to defend and promote U.S. national interests in dealing with the region will require knowledge and understanding, in government and public opinion, that can only be created by

comprehensive and sustained scholarship, which only a few American institutions are equipped to supply: the Davis Center is one of those few.

Its range of excellence is comprehensive. It mobilizes the manifold resources with a Russia/Eurasia focus of a great research university: teaching in history, government, and Slavic studies; the holdings of a cluster of libraries gathered around America's greatest private library; and access (because it's Harvard) to the broad and vigorous academic community of America's Northeast, to teachers and students at every level, from K-12 through Ph.D, and to the senior scholars, American and international, who participate in joint study projects on current issues. The Center works hard to help expand those resources, through library acquisition and year-round film screenings and other cultural events. As it maintains excellence in traditional doctoral and post-doctoral scholarship activities, it is increasingly focused on innovative programs, e.g. to integrate real-life simulations into course material, or to digitize Russia/Eurasia documentation resources.

What has most impressed me in my years here, however, is the range not just of excellence but of the audiences swept up in the Center's work. High school teachers and students are just the beginning. My own courses (on post-Communist Islam and Central Asia and the Caucasus) were sprinkled with mid-level government officials, civil and military, as well as mid-level and senior journalists auditing as Nieman Fellows at Harvard. All were chosen for potential in their fields; many have in fact gone on to greater things at a time when the Republic needs expertise of their quality more than ever. More broadly still, beyond the high-level joint study projects in which Center leadership participates, the Center can regularly put together top-quality panels on breaking events – the Ukrainian revolution, Putin's latest reelection – and fill an auditorium with them.

In short, the Davis Center for Russian and Eurasian Studies at Harvard is the very definition of a working, effective, and comprehensive national resource, and deserves the grant for which it is applying to sustain that contribution.



Thomas W. Simons, Jr.
Visiting Scholar

8 June 2018

To Whom it May Concern:

I graduated in 2015 with a Master of Arts degree in Regional Studies: Russia, Eastern Europe and Central Asia from the Davis Center at Harvard University. For both years of my graduate study, I was a FLAS Fellowship recipient.

Receiving the fellowship made it possible for me to continue my undergraduate studies of Russia and Central Asia at the graduate level. I had applied to regional studies program shortly after completing my bachelor's degree, during my time as a Fulbright Fellow in Azerbaijan. From my research, I knew that this kind of degree would be instrumental in opening doors for a federal civil-service position where I could work on issues related to this region. Without the fellowship, I would have had to take out tens of thousands of dollars in loans to finance the degree if I had gone straight to graduate school. Even if I had worked for a few years to save some money, I would have still needed to take out loans, while also further delaying the start of my career. With the financial stability provided by the fellowship, I was able to prioritize my coursework and professional development above all else and graduate in two years. In the summer between my two years, I was also able to complete an unpaid internship with the U.S. Department of Commerce while also doing my thesis research in Kazakhstan. Additionally, freed from having to work during the semesters, I was able to take advantage of a full class schedule as well as attend numerous academic and professional development events on Harvard's campus. The professional development events were especially helpful to me as I learned about different career paths and opportunities with the federal government.

After graduating debt free, I was able to enter directly into federal civilian service through the Presidential Management Fellowship program. In September 2017, I completed my time as a Fellow and have since converted into a full-time, career position with the U.S. Department of Defense as an Army civilian. On a day-to-day basis as an Operations Research Analyst, I work on a team that conducts analytic studies or seminars for Headquarters of the Army or Department of Defense customers, including several studies that have focused on Europe and NATO. My role will usually consist of conducting research on the situation's background, drafting possible futures or scenarios, and writing analytical questions to drive seminar discussions. During the execution of a study, I often work as a facilitator within a small group of study participants.

The classes that I took directly as part of my FLAS fellowship are instrumental in my current job. For example, I continued my study of Russian language for four semesters during my master's degree. Whenever possible for my work, I conduct research using original source material, a skill I learned in one of those language courses, *Russian Media*, which primarily focused on reading newspaper and academic articles. When it comes to other analytical work, I use the solid foundation that I gained from taking courses such as *Russian Politics in Transition* and *Ukraine Since 1500* to understand new developments in a broader historical context. In addition to my study of Russia and Eastern Europe as a FLAS recipient, I took two courses on history and government in Central Asia and eventually wrote my thesis on economics, banking, and politics in Kazakhstan. These studies and experiences led me to work as a

Presidential Management Fellow detailee at the State Department's Office of Central Asian Affairs April 2017—September 2017. There I worked directly on issues related to the region, served as a substitute desk officer, and wrote research memos to archive some historical diplomatic events.

As I am settling into my job and exploring what my next career move could be, I find myself reflecting on the incredible opportunity I had to study Russian language and Eurasian history, politics and economics at a world-renowned institution because of the FLAS fellowship. While I was an undergraduate student, I set public service as my career goal. I am fortunate to have been awarded a FLAS fellowship and to have had the opportunity to use it as a bridge between my undergraduate degree and my current civil service position. From my personal experience and the discussions I have had with other alums of the regional studies program, I feel very strongly that the Davis Center for Russian and Eurasian Studies is a worthy recipient of Title VI funding. Thank you for your time.

Sincerely,



Claire Fisher
Operations Research Analyst
703-806-5346
Center for Army Analysis
6001 Goethals Road, Fort Belvoir, VA

To Whom It May Concern:

My name is Matthew Kupfer, and I am an American journalist working for the Kyiv Post. Previously, I have written and edited for such publications as The Moscow Times, EurasiaNet.org, Hromadske International, and the Carnegie Endowment for International Peace's Russia and Eurasia program.

I am also a graduate of Harvard University's Russian, Eastern European, and Central Asian (REECA) master's program and a recipient of a Title VI foreign language and area studies (FLAS) grant.

Thanks to FLAS, I was able to afford to study at Harvard's prestigious REECA program and pursue my long-standing interest in the post-Soviet region. The master's program was a great opportunity for me to gain deeper knowledge of the politics, history and social developments of the former Soviet Union, a region that plays an increasingly critical role in both international affairs and American domestic politics. Although I was already professionally fluent in Russian when I arrived at Harvard, my time at REECA also allowed me to begin studying Ukrainian and gain a solid foundation in the language, a skill that I have used repeatedly in my work as a journalist.

Harvard has a fantastic faculty featuring some of the leading experts on this region of the world. I had the great fortune of studying under political scientist and eminent Russia expert Timothy Colton, Ukrainian historian Serhii Plokhii, democratization and civil society expert Grzegorz Ekiert, and Russian historian Kelly O'Neill. I also greatly benefited from the opportunity to attend countless lectures and seminars covering topics ranging from World War II in the Soviet Union to economic development in Ukraine.

During the summer between my two years at REECA, I conducted sociological research in Ukraine with university support. This gave me experience in planning extensive research projects, carrying out in-depth interviews, and organizing focus groups. While doing the research, I interviewed dozens of Ukrainians taking part in volunteer movements to support their country as it struggled against both Russian aggression and endemic corruption.

I interviewed a former businesswoman whose family had nearly been killed in a targeted assassination, displaced persons who had been forced to flee their homes in Ukraine's eastern Donbas region, and soldiers travelling to and from the battlefield. Many of these people told me of their frustrations with the war, the challenges of providing the Ukrainian army with supplies and equipment it couldn't otherwise afford, and the endless — and often thankless — struggle to help the hundreds of thousands of displaced persons fleeing the conflict zone. These interviews offered me a rare window into the concrete challenges facing Ukraine and significantly altered my understandings of the war in the Donbas. After returning from the field, I wrote a master's thesis on patriotic volunteer movements and changing conceptions of national identity in Ukraine's Russian-speaking southeast after the 2014 EuroMaidan Revolution.

After graduating from REECA, I received an Alfa Fellowship allowing me to travel to Moscow and report for The Moscow Times. I covered subjects like Russian nationalism, the Russian view of the 2018 U.S. presidential election, and ties between WikiLeaks and the Kremlin. Currently, I am a staff reporter for Ukraine's independent, English-language Kyiv Post newspaper, where I cover subjects like business,

political and social reforms, and the anti-corruption struggle. In both these positions, I have utilized the Ukrainian language skills and knowledge of Russian and Ukrainian society and politics I gained at REECA constantly.

My time studying at REECA has been a critical component of my professional development. But it would not have been possible with a FLAS grant. I believe it is critically important that Harvard continue to receive funding to provide these scholarships to future master's students.

Sincerely,

A handwritten signature in black ink, appearing to read 'Matthew Kupfer', with a stylized flourish extending to the right.

Matthew Kupfer



June 7, 2018

U.S. Department of Education, OPE
International and Foreign Language Education
National Resource Centers Program
400 Maryland Avenue, S.W., Room 3E245
Washington, DC 20202

Re: NRC/FLAS

To Whom It May Concern:

It is my pleasure to write a letter of support for the proposal to the National Resource Centers Grant being submitted by Harvard University. This grant is essential to continuing the outreach work and teacher programming undertaken by the Davis Center for Russian and Eurasian Studies.

I had the wonderful opportunity to participate in the Globalizing the Classroom Workshop in the Summer of 2016, "Journalism: Production and Consumption around the Globe." This was the best professional development opportunity that I have ever participated in. As we enter a more global world, this workshop provided faculty with the skills needed to create transformative curriculum in their classrooms. In addition to participating in the workshop over the summer, I was also fortunate to be a fellow that year as well. The fellowship provided in-depth practice with the curriculum and required us to think outside of our disciplinary boxes to include journalism as a main feature in the class. The latent function of this program was the ability to connect with other faculty and to share best practices around the world (we had a participant who worked in China).

For my students, this program has enhanced their learning experiences. Bunker Hill Community College educates 14,000 students annually representing over 100 countries. This program allowed me to build my toolkit of culturally responsive pedagogy in such a way that I could connect with students from all over the world. The design of the program provides enough material to share from different regions but it also entices faculty to continue to learn and research about the various regions around the world. My students commented that they were excited to be able to learn about what was happening around the world and/or their native countries. They also expressed that this was atypical of a traditional college class experience. As a woman of color, it is important for me to engage in culturally responsive pedagogy and to be inclusive of all students. It was great to see a prestigious university share diversity in such an informative and accessible way.

As a member of the Bunker Hill Community, I know that we have a commitment to continuing our partnership with this program and Harvard University. The interest in this



program remains high and those who have participated are looking for additional opportunities to continue working with this program. Our division recently renamed itself to the Division of Behavioral, Social Science and, Global Learning. This renaming occurred because we understand the importance of integrating a global perspective in our curriculum.

In closing, I fully support the efforts of the Davis Center as they seek external funding to support a program designed to promote global learning. Harvard University has done a fantastic job using the resources provided to make me and my colleagues' learning experiences better. There is more work to be done, however, and more opportunities to explore. This grant will help the scholars at the University continue to share their knowledge and to transform the lives of students.

Very truly yours,

LaTasha Sarpy

LaTasha Sarpy
Associate Professor
Behavioral Sciences
Bunker Hill Community College



Framingham Public Schools
Dr. Robert Tremblay, Ed.D. Superintendent of Schools

FRAMINGHAM HIGH SCHOOL
Mrs. Carolyn Banach, Principal • Mr. Mark McGillivray, Associate Principal
Mr. Mark Albright, Vice Principal of the Class of 2018
Ms. Sarah Redbord, Vice Principal of the Class of 2019
Mr. Greg Lagan, Vice Principal of the Class of 2020
Mr. Jeff Convery, Vice Principal of the Class of 2021
115 A St., Framingham, MA. 01701
Telephone: 508.620.4963 Fax 508.877.6603

Dear Selection Committee,

I am writing in support of the Davis Center for Russian and Eurasian Studies. As a public educator and historian I am constantly looking for new resources and innovative ways to teach modern world history and global conflicts. I was lucky enough to stumble upon a workshop hosted in part by the Davis Center on Oil in 2009. This professional development specifically geared towards teachers was phenomenal. It also began a great relationship with myself and the Davis Center. Since 2009 I have taken two workshops hosted solely by the Davis Center: Everyday Life in the Soviet Union and Teaching the Russian Revolution. And I attended another joint professional development workshop on Migration. I have taken a variety of professional development courses from surrounding institutions and courses that are offered by the Davis Center are always at the top of my list. They bring in wonderful professors that enrich the Russian history and allow me to enhance what I am teaching in the classroom. They also always have other secondary educators present how they are using the material. This has helped me to deepen my students understanding of a very complex country.

I have appreciated the importance of discussion at these conferences. For instance in the fall for the Teaching the Russian Revolution, our initial discussion, was based on when we thought the revolution actually started. Of the twenty people in the room there were at least 10 answers. It helped me to refocus how I teach the Russian Revolution and how much students might view the events of the revolution. We also looked in depth at propaganda posters. Groups had to analyze the posters and connect them to the goals of the revolution. We then were shown sites where we could access similar posters online. This was a great visual and I used some of this material when I taught the Russian Revolution. I thought the one of the guest speakers also really did a nice job of highlighting the importance of women in the revolution, something that is glossed over by standard textbooks and a point that my students were very interested in.

The other professional development that I often find I pull from is the Everyday Life in the Soviet Union. Much of second semester world history revolves around Russia and the Soviet Union. This course gave me anecdotes particularly what life was like under Khrushchev and Brezhnev. As a result of mini projects that each of us had to complete and present I am able to speak much more about the Khrushchyovka that were built to try and fulfill consumer needs of the Russians. And how under Brezhnev, why waiting in line for anything was so important. Students find the stories to be so interesting and it really helps connect to the history. As a result of the course, my students also see the deep connection that the Soviets had to World War II, or the Great Patriotic War. These anecdotes are not taught in a standard text and help students understand the culture of the Soviet Union.

My students have also benefitted directly from the Davis Center. Cris Martin, the outreach director for the Davis Center has spoken to my Global Conflicts Senior Elective classes over the past two years. Cris has specifically come to speak about Vladimir Putin and the current relationship between Russia and the United States. In both instances she was able to come at the end of the unit. Students were able to add on and deepen their understanding of the complexities of Putin and the US relationship. One student commented that, "It was cool to see that we knew what she was talking about when she talked about Putin." Students had excellent questions about Putin's role in our election and wanted to learn more about how the hacking was a threat to democracy. Having a guest speaker come in to discuss a topic with students really allows students to broaden their learning, make connections to their own learning, and reflect on their own opinions. Cris was able to do this for them. I hope to bring her in to speak to next year's class too.

The Davis Center offers excellent outreach and professional development for educators. I strongly support their work and both my students and myself have benefitted from their knowledge and resources.

Sincerely,

Susan J Corcoran
History Teacher
Framingham High School

Davis Center for Russian and Eurasian Studies (DCRES), Harvard University

Diverse Perspectives and Areas of Need, Sec. 602 (e), Part 1

(1) Activities funded by the grant reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs.

Meaningful education is only possible when diverse perspectives are heard and debated. In the area of Russian/Eurasian studies, this requires that students, academics, and practitioners from around the country—and the world—be present at our seminars, workshops, classes, public events, and teacher trainings.

To invite a wide range of views into our programming, we advertise all activities widely in the United States and abroad—from postdoc fellowships, to teacher training workshops, to our MA program and public events. We also seek out speakers who will articulate points of view not often heard on campus—from ethnic minorities in Georgia to supporters of the Russian government, and from pro-democracy activists in Azerbaijan to military officers serving on the OSCE peacekeeping mission in Eastern Ukraine. We are fortunate to have funding to fully cover the tuition and fees of a MA student from the former Soviet Union every year; this has meant that the Davis Center community has regular input not only from a range of American scholars, academic visitors and journalists from Europe and other countries, but also from young people who have grown up in Ukraine, Kazakhstan, Georgia, and Russia. In addition, 10-20% of our MA student body is comprised of Army Foreign Area Officers (FAO) who have served abroad and who bring their professionalism and perspective into every class they attend.

One of the startups included in our NRC proposal explicitly acknowledges that debate and conflict have become an integral part of R/E studies. The Negotiation Task Force uses simulations that bring opposing points of view to a negotiation table for a deeply engaging role-playing debate. This approach embodies the Davis Center's conviction that preparing well-informed, personally committed young people into the field of R/E studies is the best way we can serve the national interest. Activities to be funded by the Davis Center NRC reflect diverse perspectives, and thanks to outreach activities supported by Title VI, these activities and their outputs can generate debate and interest amidst a broader audience of educators and the public.

Davis Center for Russian and Eurasian Studies (DCRES), Harvard University

Diverse Perspectives and Areas of Need, Sec. 602 (e), Part 2

(2) The Davis Center encourages government service in areas of national need, as well as in areas of need in the education, business, and nonprofit sectors.

The best measure of the Davis Center's commitment to preparing students for careers in areas needed by our country comes in the employment patterns of graduates. Nearly a quarter of the students graduating from the MA program in the past four years have pursued careers in government service, be it in the military, intelligence, the diplomatic corps, or the civil service. 10% pursue PhDs to teach at the university level, while 4% go directly into teaching in secondary schools and community colleges to ready the next generation of students to understand R/E. 10% go into business or work in international organizations and 14% choose careers in NGOs or journalism. We are particularly proud of Army FAOs who leave the MA program to serve in American embassies in the former Soviet Union. They put their education to use immediately, and then continue to do so as they rise in their military.

To attract strong students interested in government service, Harvard is committed to providing competitive financial aid that allow students to graduate with as little debt as possible. Once on campus, students build relationships with advisors who help them prepare for the careers they want, or introduce them to careers they may not have considered. Language study in 7 regional LCTLs (6 of which are priority languages) and FLAS fellowships to encourage deeper proficiency in these languages mean that students are well-prepared for careers that demand linguistic proficiency. MA students attend career development forums in Washington, DC or New York City in January where they meet program alumni who are working in government and other relevant fields. Current and graduating students are then matched with alumni mentors who can provide personalized advice on how to advance in a chosen career.

Our graduates leave Harvard with an eagerness to apply their hard-earned knowledge and skills for the greater good. A vibrant alumni network, when combined with intensive advising of all students interested in studying R/E both during and after their time at Harvard, ensures that the Davis Center continues to prepare its students to serve their country in areas where they are most needed.

Acronyms List

ACTFL	American Council for the Teaching of Foreign Language
ASEEES	Association of Slavic, East European and Eurasian Studies
ATSEEL	American Teachers of Slavic and East European Languages
BBS	Balkan and Black Sea Language Consortium, University of Pittsburgh
BCS	Bosnian/Croatian/Serbian
BSC	Bureau of Study Counsel
CA	Central Asia
CALC	Central Asian Language Consortium, Indiana University
CAS	Committee on African Studies
CES	(Minda de Ginzburg) Center for European Studies
CESSI	Central Eurasian Studies Summer Institute, University of Wisconsin
CMES	Center for Middle Eastern Studies
CWCI	Center for Writing and Communicating Ideas
CWD	Center for Workplace Development
DCE	Division of Continuing Education
DCRES	Davis Center for Russian and Eurasian Studies
DGS	Dean of Graduate Studies, Harvard University
DIF	Diversity and Inclusion Fellows
DPEs	Diversity Peer Educators
DRIEG	David Rockefeller International Experience Grant
ECC	East Coast Consortium for Slavic Collections
ED	U.S. Department of Education
EETF	Engaging Eurasia Teaching Fellowship
ELD	European Language Division, Widener Library
FAO	Foreign Area Officer, US Army
FAS	Faculty of Arts and Sciences, Harvard University
FD&D	Office of Faculty Development and Diversity
FLAS	Foreign Language Area Studies
GHELI	Global Health Education and Learning
Gr6-14	Grades 6-12 and Community Colleges
GSAS	Graduate School of Arts and Sciences
GSD	Graduate School of Design
GSOC	Global Studies Outreach Committee
GtC	Globalizing the Classroom Project
HAA	History of Art and Architecture Department
HBS	Harvard Business School
HCL	Harvard College Library
HDS	Harvard Divinity School
HILT	Harvard Innovation and Learning in Teaching grant
HKS	Harvard Kennedy School of Government
HLC	Harvard Language Center
HLS	Harvard Law School
HMS	Harvard Medical School

HSE	Higher School of Economics
HURI	Harvard Ukrainian Research Institute
HUSI	Harvard Ukrainian Summer Institute
Key Faculty	Faculty who spend at least 30% of their time on the region
LCTLs	Less Commonly Taught Languages
LOC	Library of Congress
MED	Middle Eastern Division, Widener Library
MGIMO	Moscow State Institute of International Relations
MIT	Massachusetts Institute of Technology
MOOC	Massive Online Open Course
MoRI	Museum of Russian Icons
NELC	Near Eastern Languages and Civilizations
NRC	National Resource Center
NSCC	North Shore Community College
NTF	Negotiation Task Force
OAP	Office of the Assistant to the President
OCS	Office of Career Services
ODMA	Office of Diversity and Minority Affairs
OEDI	Office for Equity, Diversity and Inclusion
OERs	Open Educational Resources
OIE	Office of International Education
OP	Outreach Program
OPI	Oral Proficiency Interview
ORL	Online Russian-Language Project
PCA	Program on Central Asia
RAs	Research Assistants
R/E	Russia/Eurasia
RANEPA	Russian Academy of National Economy and Public Administration
REECA	MA Program in Regional Studies: Russia, Eastern Europe, and Central Asia
SDH	Slavic Digital Humanities
SEAS	School of Engineering and Applied Sciences
SLL	Department of Slavic Languages and Literatures
SPH	School of Public Health, Harvard University
SS	Social Studies
SSU	Salem State University
TFs	Teaching Fellows
UC	University Consortium Module
VES	Visual and Environmental Studies, Harvard University
WCFIA	Weatherhead Center for International Affairs
WG	Working Group on the Future of US-Russian Relations

FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

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

Type of Application (check all that apply)

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

Federal Funds Requested

NRC Request

Year 1: 279,036 Year 2: 302,044 Year 3: 291,108 Year 4: 311,999

FLAS Request

Year 1: 367,500 Year 2: 367,500 Year 3: 367,500 Year 4: 367,500

Type of Applicant

Single institution **President and Fellows of Harvard College**

Consortium of institutions

- Lead _____
- Partner 1 _____
- Partner 2 _____
- Partner 3 _____

NRC (Center, Institute, Program) Focus

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

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

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

Armenian, Bosnian, Croatian, Czech, Polish, Russian, Serbian, Ukrainian, Yiddish

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Budget Category	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Total Costs	ED524 KEY
NATIONAL RESOURCE CENTER						
1. Scholarly Startups						
<i>I. Negotiation Task Force</i>						
a. Post-Soviet Conflict Course (Arvid Bell)	\$14,000		\$14,800		\$28,800	1
b. Case writers: Research Assistants*	\$12,000	\$12,000	\$12,000	\$12,000	\$48,000	1
c. Negotiation Training Boot Camp				\$35,000	\$35,000	8
<i>II. Imperia Project</i>						
a. Migrants and Monks: The Spatial Histories of the Russian Empire Course (Kelly O'Neill)		\$14,800		\$15,800	\$30,600	1
b. Imperia Lab						
i. Project Lead: Graduate Student*	\$6,750	\$6,750	\$6,750	\$6,750	\$27,000	1
ii. Research Assistants*	\$18,240	\$18,240	\$18,240	\$18,240	\$72,960	1
c. Workshops, Hackathon, Maps Stories	\$2,400	\$2,400	\$2,400	\$2,400	\$9,600	8
d. Spatial History Conference		\$10,000			\$10,000	8
<i>III. Program on Central Asia</i>						
a. Central Asia in Global Politics Course (Nargis Kassenova)	\$14,000		\$14,800		\$28,800	1
b. Contemporary Central Asia Symposium		\$4,000	\$4,000	\$4,000	\$12,000	8
c. Public Programming	\$1,500	\$1,500	\$1,500	\$1,500	\$6,000	8
<i>Scholarly Startups Activities</i>	\$3,900	\$17,900	\$7,900	\$42,900	\$72,600	8
<i>Salaries</i>	\$64,990	\$51,790	\$66,590	\$52,790	\$236,160	1
<i>Fringe Benefits**</i>	\$6,692	\$3,537	\$7,074	\$3,776	\$21,080	2
<i>Scholarly Startups Subtotal</i>	\$75,582	\$73,227	\$81,564	\$99,466	\$329,840	

Budget Category	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Total Costs	ED524 KEY
2. Outreach Programming						
<i>I. Gr6-14 Educators and Students</i>						
a. Engaging Eurasia Teacher Fellowship Program: Pedagogy Advisor, Joan Soble	\$5,000	\$5,000	\$5,000	\$5,000	\$20,000	1
b. Joint summer workshop with GSOC	\$4,000	\$4,000	\$4,000	\$4,000	\$16,000	8
c. Gr6-14 student/teacher outreach: school visits, teacher workshops, Icon Museum, Russia Club, Olympiada	\$9,000	\$9,000	\$9,000	\$9,000	\$36,000	8
d. Curriculum Internationalization Resources for Community College Educators	\$110	\$110	\$110	\$110	\$440	8
<i>II. Outreach to the Public</i>						
a. Cultural events, lectures, exhibits, film screenings, podcast	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000	8
<i>III. Outreach Staffing</i>						
a. Outreach Director (Cris Martin) (.5 fte)	\$36,971	\$37,896	\$38,843	\$39,814	\$153,524	1
b. Events and Outreach Assistant (.5 fte)	\$21,202	\$21,732	\$22,275	\$22,832	\$88,041	1
c. Digital Coordinator, Research Assistant *	\$6,000	\$6,000	\$6,000	\$6,000	\$24,000	1
d. Curriculum Coordinator	\$5,000	\$5,000	\$5,000	\$5,000	\$20,000	1
e. Russia Club Leaders*	\$5,000	\$12,000	\$12,000	\$12,000	\$41,000	1
<i>Outreach Programming Activities</i>	\$15,110	\$15,110	\$15,110	\$15,110	\$60,440	8
<i>Salaries</i>	\$79,173	\$87,628	\$89,118	\$90,646	\$346,565	1
<i>Fringe Benefits**</i>	\$27,903	\$28,581	\$29,277	\$29,990	\$115,751	2
<i>Outreach Programming Subtotal</i>	\$122,186	\$131,319	\$133,505	\$135,747	\$522,757	
3. Language Resources, Training, and Assessment						
<i>I. Online Russian Language Project</i>						
a. Native Russian Speakers	\$2,800	\$2,800			\$5,600	1
b. Technical and Research Assistants*	\$8,675	\$8,675	\$800		\$18,150	1
<i>II. Oral Proficiency Interview Training</i>						
a. Fee for ACTFL Trainer	\$4,900				\$4,900	8
b. Travel and lodging for ACTFL trainer	\$1,500				\$1,500	8
<i>III. Intensive Summer Language Programs</i>						

Budget Category	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Total Costs	ED524 KEY
a. BBS, CALC, CESSI Summer Language Programs	\$4,000	\$4,000	\$4,000	\$4,000	\$16,000	8
<i>Language Resources, Training, and Assessment Activities</i>	\$10,400	\$4,000	\$4,000	\$4,000	\$22,400	8
<i>Salaries</i>	\$11,475	\$11,475	\$800		\$23,750	1
<i>Fringe Benefits**</i>	\$224	\$224			\$448	2
<i>Language Resources, Training, and Assessment Subtotal</i>	\$22,099	\$15,699	\$4,800	\$4,000	\$46,598	
4. Library Acquisitions and Digitization						
<i>I. Acquisitions</i>						
a. Acquisition of e-resources	\$12,000				\$12,000	8
<i>II. Digitization</i>						
a. Digitization of Harvard Library collections						
i. Library Assistants*	\$7,500	\$7,500	\$2,500	\$2,500	\$20,000	1
ii. Harvard Imaging Services	\$12,000	\$5,000	\$5,000	\$5,000	\$27,000	8
b. Digital Humanities Partnership						
ii. P:roject Manager, Research Assistant*			\$4,000	\$4,000	\$8,000	1
i. Web Designer			\$5,000	\$5,000	\$10,000	1
iii. Platform Hosting Fee			\$1,000	\$1,000	\$2,000	8
c. Web Archiving Initiative						
i. Ivy Plus collaborative program	\$1,000				\$1,000	8
ii. Annual subscription to Archive-It		\$5,000	\$15,000	\$15,000	\$35,000	8
iii. Web Archivist		\$15,000			\$15,000	1
<i>Library Acquisitions and Digitization Activities</i>	\$25,000	\$25,000	\$26,000	\$26,000	\$102,000	8
<i>Salaries</i>	\$7,500	\$22,500	\$11,500	\$11,500	\$53,000	1
<i>Fringe Benefits**</i>	\$0	\$1,125	\$375	\$375	\$1,875	2
<i>Library Acquisitions and Digitization Subtotal</i>	\$32,500	\$48,625	\$37,875	\$37,875	\$156,875	
5. Professional Development						
<i>I. Professional Conferences</i>						
a. Staff travel to professional conferences and book fairs (librarians, language preceptors, DCRES outreach staff)	\$5,400	\$7,200	\$7,200	\$7,200	\$27,000	3
b. Registration Fees	\$600	\$600	\$600	\$600	\$2,400	8

Budget Category	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Total Costs	ED524 KEY
<i>Professional Development Subtotal</i>	\$6,000	\$7,800	\$7,800	\$7,800	\$29,400	

Budget Category	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Total Costs	ED524 KEY
6. Evaluation						
<i>I. Evaluation Support</i>						
a. Graduate Student Assistants*		\$3,000	\$4,000	\$4,000	\$11,000	1
<i>Evaluation Subtotal</i>	\$0	\$3,000	\$4,000	\$4,000	\$11,000	
Total Direct Costs	\$258,367	\$279,670	\$269,545	\$288,888	\$1,096,470	9
Direct Costs Subject to Indirect Overhead	\$258,367	\$279,670	\$269,545	\$288,888	\$1,096,470	9
Direct Costs Not Subject to Indirect Overhead	\$0	\$0	\$0	\$0		
Indirect Costs (8%)	\$20,669	\$22,374	\$21,564	\$23,111	\$87,718	10
NRC TOTAL	\$279,036	\$302,044	\$291,108	\$311,999	\$1,184,187	
FOREIGN LANGUAGE AND AREA STUDIES						
<i>Academic Year Graduate Fellowships</i>						
10 Institutional payment @ \$18,000	\$180,000	\$180,000	\$180,000	\$180,000	\$720,000	
10 Subsistence allowance @ \$15,000	\$150,000	\$150,000	\$150,000	\$150,000	\$600,000	
<i>Summer Fellowships</i>						
5 Institutional payment @ \$5,000	\$25,000	\$25,000	\$25,000	\$25,000	\$100,000	
5 Subsistence allowance @ \$2,500	\$12,500	\$12,500	\$12,500	\$12,500	\$50,000	
TOTAL FLAS	\$367,500	\$367,500	\$367,500	\$367,500	\$1,470,000	11
TOTAL NRC & FLAS	\$646,536	\$669,544	\$658,608	\$679,499	\$2,654,187	
All program and instructional staff time is 100% dedicated to the Russia/Eastern Europe/Eurasia region addressed in this proposal						
* Student Assistant salaries are included as personnel, as per Harvard University operating procedures						

Budget Category	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Total Costs	ED524 KEY
<p><i>** All rates and benefits were calculated in accordance with the DHHS Negotiated Agreement dated 7 March 2018.</i></p>						